

Pakistani and Australian Pre-Service Teachers' Attitudes and Self-Efficacy Towards Inclusive Education

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This study investigated the attitudes and self-efficacy of Pakistani and Australian pre-service teachers to teach students with disabilities in regular classrooms. It was hypothesized that there were no significant mean scores differences between the attitudes and self-efficacy of Pakistani and Australian prospective teachers towards inclusion. The sample consisted of 317 individuals enrolled in the teacher education programs from two universities in Pakistan and Australia. Data were collected by using two standardized instruments that measured attitudes and self-efficacy to teach in inclusive classrooms respectively. The results indicated that Pakistani pre-service teachers had higher level of perceived teaching efficacy to teach children with disabilities particularly in relation to manage students' inappropriate behaviour than their Australian counterparts. Three variables: gender, level of training, and previous experience with children with disabilities were found to relate significantly to Pakistani teacher educators' level of perceived teaching efficacy. No variables were found to relate significantly to Australian educators. Results of the study with possible implications to policy makers and educators are discussed.

Keywords: prospective teachers, attitudes, self-efficacy, beliefs, inclusive education.