

Self-Efficacy Levels of Teachers of Students with Intellectual and Developmental Disabilities in Light of Social Cognitive Theory: Mixed Method

Dr. Mohammed Ibrahim Alajlan, Mariyyah Abdullah Alwehaibi

Qassim University, Saudi Arabia

Abstract

The study aimed to identify self-efficacy levels among teachers of students with intellectual and developmental disabilities in light of social cognitive theory in K-12 classrooms. The study also aimed to identify the associations between self-efficacy levels and the demographic characteristics of the teachers. The study used a mixed method approach, specifically an explanatory sequential design. The questionnaire tool was used in the first phase of the study, and it contained a scale of self-efficacy for teachers created by Tschannen-Moran and Hoy. The focus group interview tool was used in the second phase of the study. The study sample consisted of (323) male and female teachers of students with intellectual and developmental disabilities, using the questionnaire tool, and six teachers of students with intellectual and developmental disabilities, using the focus group interview tool. Quantitative results indicated that self-efficacy levels among teachers was generally average. Also, there are no statistically significant differences between self-efficacy levels and the demographic characteristics of teachers. Qualitative results revealed that the majority of teachers face challenges that affect their self-efficacy, such as parental lack of cooperation, a lack of resource rooms and specialized staff, a lack of educational support and supplies, as well as an unsuitable school environment and individual differences in classrooms. The researchers recommend conducting interventions to reconsider the factors that contribute to improving self-efficacy among teachers of students with intellectual and developmental disabilities.

Keywords: challenges; experiences; motivation for achievement; personal beliefs; resources