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## **An Investigation of the Self-Efficacy of Pre-Service Music Teachers in Implementing Inclusive Education in Eastern China**

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### **Abstract**

The Special Education Promotion Plan (2017—2020) promulgated by the Chinese government in 2017 indicated that inclusive education should be developed in an in-depth and comprehensive way with high standards. Pre-service teachers' teaching goals, motivation, efforts, and sentiments are directly influenced by their self-efficacy. Therefore, this research aims to measure the self-efficacy of pre-service music teachers in inclusive education implementation through adopting the Teacher Efficacy for Inclusive Practices (TEIP) scale, items for measurement included knowledge of content and pedagogy, managing classroom environment and behavior, and the ability to work collaboratively with parents and paraprofessionals. Based on purposeful sampling, this study: (a) measured the self-efficacy of pre-service music teachers in eastern China in implementing inclusive education; and (b) compared self-efficacy differences caused by gender, region, grade, and experience. A total of 376 pre-service music teachers from Hebei, Zhejiang, and Guangdong provinces responded to the questionnaire with 28 items. Finally, 234 validated responses were utilized in the analysis. The results showed that: (a) the pre-service music teachers in eastern China have a moderate level (level=6,  $M=3.79$ ) of self-efficacy in implementing inclusive education. However, they felt they could successfully cooperate with parents and paraprofessionals ( $M=4.13$ ); (b) the key factors affecting their self-efficacy in implementing inclusive education are their grades and knowledge of special education laws and regulations, rather than genders, regions, whether they had gotten on with the disabled, whether they had been trained in special education, or whether they had any experience in inclusive education; (c) males had more sense of self-efficacy in letting ordinary children and special needs children conduct collaborative learning as well as dealing with physically aggressive students. ( $p=.033$  &  $.044$ ); (d) The students in lower grades enjoy more sense of self-efficacy in implementing inclusive education than that of higher grades ( $p=0.024$ ); (e) those who knew special education laws and regulations had higher self-efficacy ( $p=0.029$ ). Besides, this study also discussed the impact of a unified curriculum for pre-service music teachers on the implementation of inclusive education.