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Kindergarten Through Fourth Grade Teacher Perception of Self-Efficacy in Educating Students Diagnosed With Emotional and/or Behavioral Disorders

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KINDERGARTEN THROUGH FOURTH GRADE TEACHER PERCEPTION OF SELF-EFFICACY IN EDUCATING STUDENTS DIAGNOSED WITH EMOTIONAL AND/OR BEHAVIORAL DISORDERS

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This study was to examine self-efficacy perceptions of elementary teachers, kindergarten through fourth grade, and determine whether or not teacher self-efficacy perceptions differ related to classification area of district, certification held and experience of working with students with emotional and/or behavioral disorders (E/BD). In addition, this study analyzed if differences in the above three mentioned areas impact the teacher's perception in regards to providing effective classroom management, developing positive student-teacher relationships, and demonstrating confidence in being adequately prepared to educate students with E/BD. Participants of the study included 126 kindergarten through fourth grade regular education teachers. This study sought to answer six research questions.

Results of this study were quantitative in nature. Data were analyzed by domains using inferential statistics, independent samples *t*-test, and a one-way analysis of variance being performed, along with post-hoc tests and a multiple comparison test.

Results of this study indicated that there were statistically significant differences when comparing those that were dually certified in elementary and special education to those who were certified in only elementary education across all areas tested throughout the study. Significant differences were also found when comparing perception of preparedness and years of teaching E/BD students as well as classroom management and classification of school district. No other statistically significant differences were found throughout the study.

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CHAPTER ONE

INTRODUCTION

"Children are living beings - more living than grown-up people who have built shells of habit around themselves. Therefore it is absolutely necessary for their mental health and development that they should not have mere schools for their lessons, but a world whose guiding spirit is personal love."

- Rabindranath Tagore

Teachers are faced daily with meeting the needs of diverse learners academically, socially, and emotionally. Classroom teachers often concentrate on meeting the academic needs of students as much attention is currently given to improving achievement for struggling learners. Even if academic needs are met, many barriers still remain for some students. An estimated one-third of students fail to learn because of psychosocial problems that interfere with their ability to fully attend to and engage in instructional activities (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008). These students are often classified as having emotional and behavioral disorders (E/BD). E/BD is identified in internalizing or externalizing categories. Internalizing behaviors are associated with problematic internal feelings, such as anxiety, sadness, fearfulness, and oversensitivity. Students with externalizing behaviors tend to show outward behavioral problems that include aggression, unruliness, forcefulness, and oppositional behaviors (Davis, Young, Hardman, & Winters, 2011). Children diagnosed with E/BD often demonstrate these characteristics across various domains. These domains include such environments as home, community, and school.

For educators, understanding the impact of the school domain is critical when working with children diagnosed with E/BD. Educators must realize that mental disorders do not

discriminate and any child, of any age, of any background, regardless of race or ethnicity, can be diagnosed. Based on the National Research Council and Institute of Medicine report that gathered findings from previous studies, it is estimated that 13 to 20 percent of children living in the United States (up to one out of five children) experience a mental disorder in a given year (National Research Council and Institute of Medicine, Center for Disease Control and Prevention, 2014). National Alliance on Mental Illness (NAMI) reports four million children and adolescents in this country suffer from a *serious* mental disorder that causes significant functional impairments at home, at school, and with peers. Of children ages nine to 17, 21% have a diagnosable mental or addictive disorder that causes at least minimal impairment (National Alliance on Mental Illness, 2010). Within the school environment, these children are often identified as E/BD and are entitled to educational rights set forth at the federal and state level.

At the federal level, the Elementary and Secondary Education Act (ESEA) of 1965, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and Individuals with Disabilities Improvement Education Act (IDEIA) specifically outline that schools must educate children with disabilities in the least restrictive environment (LRE). Often times, the LRE is within the regular education classroom with supports and services offered through special education. Public school children are also entitled to a free and appropriate education (FAPE). Furthermore, such cases as the Board of Education of Hendrick Hudson Central School District v. Rowley (LaNear & Fraturra, 2011), Irving Independent School District v. Tatro (Umpstead, 2012), and Brown v. the Board of Education (Martin, Martin, & Terman, 1996) ruled that children, regardless of disability or race, must be educated within the public school environment and given the appropriate resources in order to make their education

successful. Within Pennsylvania, such cases as Pennsylvania Association for Retarded Children (PARC) v. Pennsylvania (Blankenship, Boon, & Fore, 2007) and Gaskins v. the Pennsylvania Department of Education echo federal and state level decisions of making sure that all children are provided a free and appropriate public education regardless of disability. According to the Department of Education, Office of Special Education and Rehabilitation Services (2013), 45,056,472 students are educated within the public school environment across the United States. Of the 45,056,472 students, 5,789,884 students have been classified as having a disability and are entitled to educational rights outlined by IDEIA and FAPE (Department of Education, Office of Special Education and Rehabilitation Services, 2013). Also, according to the Department of Education, Office of Special Education and Rehabilitation Services (2013), in the state of Pennsylvania, 22,572 public school children were identified as having an emotional disturbance. Of the 22,572 children, 6,610 individuals ranged from ages 5 through 11 (Department of Education, Office of Special Education and Rehabilitation Services, 2013). Children identified as having E/BD continue to be educated within public schools and are mandated by law to be educated within the least restrictive environment and amongst typical peers. The United States Department of Education (2010) also reported an estimated 81% of students with E/BD receive some of their instruction in the general education environment and more than half receive most or all of their instruction in inclusive environments. In order for students with E/BD to succeed, their experience within the inclusive setting must be positive and the environment must promote effective academic and social learning.

The school experience a child receives in his or her elementary years is pivotal and can impact the attitude, motivation and success of that child throughout his or her educational career, regardless of whether or not a child has a disability. At the elementary level, this experience is

often marked by the relationship the child has with his or her teacher. Unfortunately, teachers tend to demonstrate a lack of praise or positive statements, low rates of instructional demands, and high rates of reprimands for students with E/BD (Wehby, Lane, & Faulk, 2003). Furthermore, the most consistent interactions between teachers and students with E/BD tend to occur around instances of inappropriate classroom behavior by the child (Wehby, Lane, & Faulk, 2003; Wehby, Symons, & Shores, 1995).

According to Hewitt (1999), if inclusion is to be successful, it must be considered a process, not an event. Successful inclusion evolves rather than occurs. It must include careful consideration as to what is best for the child, followed by continuous collaboration and planning between all those involved with the child's learning (Hewitt, 1999). For positive student-teacher relationships to occur, the teacher must view him or herself through the eyes of the student. By understanding how a student perceives his or her teacher, the teacher is able to create an environment that is conducive to learning. This positive environment can foster the relationship between the child and the teacher, which can contribute to positive feelings about the educational process and enhance the quality of both teaching and learning (Brookfield, 1995; Liu, 2013; Nuttall, 2007).

Problem Statement

Students diagnosed with E/BD present considerable challenges to the instructional environment and are more likely to be absent from school, accumulate lower grades, and encounter higher levels of retention. Often times, students with E/BD are considered to be the most difficult students to teach as they present multiple challenges to educators (Sutherland & Singh, 2004; Vannest, Temple-Harvey, & Mason, 2009). Although studies have been conducted on perceptions of teachers working with E/BD students in kindergarten through 12th

grade, in a specific demographic location such as rural or suburban in elementary, middle or high school settings, on the perceptions of special education teachers on inclusive practices, or on the comparisons of general education teachers' and special education teachers' perceptions of inclusion of students with E/BD, few studies have been conducted considering only the perceptions of kindergarten through fourth grade general education teachers working with students with E/BD (Barr, 2014; Lee, 2012; MacCarthy, 2010). Furthermore, studies have rarely compared, solely at the elementary level, whether perceptions differ across all demographic locations (rural, suburban and urban), whether dual elementary education and special education certification impact the general education teacher's perception, and whether or not having the experience of working with students with E/BD alters the perceptions of these students being included in the general education setting.

With the growing number of primary and intermediate school-aged children being diagnosed with E/BD, as well as the requirement for educational systems to instruct students within the least restrictive environment, the need for elementary classroom teachers to understand the academic, social, and emotional characteristics of students with E/BD is critical in order to create an overall positive environment within the general education setting. In order to create a positive environment, teachers must be secure in their ability to educate all students. Teacher efficacy, which is confidence in the ability to organize and execute a course of action necessary to bring about desired results, is considered a future-oriented motivational construct that reflects teachers' competence belief for teaching tasks (Fives, 2003). According to Fives (2003), the construct of teacher efficacy has become a pillar in the research on teachers' beliefs. Beliefs in the capability to perform relating to overall teaching have been and continue to be related to a teacher's ability to demonstrate effective classroom management (Oliver & Reschly,

2007; Wong, Wong, Rogers, & Brooks, 2012), develop positive student-teacher relationships (Birch & Ladd, 1998; Hamre & Pianta, 2005; Marzano & Marzano, 2003; Pianta & Hamre, 2009) and demonstrate confidence in the preparedness to educate all students (Bryan, 2008; Szypula, 2009).

Due to the growing number of students diagnosed with E/BD, there is a need to understand how teachers perceive themselves in terms of self-efficacy when working with students with E/BD. Whether a teacher's perceived self-efficacy of working with students with E/BD is strong or weak, understanding the perceptions of elementary and intermediate general education teachers will allow for those in leadership and educational roles to support, and provide valuable resources to, those teachers. Furthermore, this information can aid in strengthening a teacher's ability to feel successful in the general education setting when working with students with E/BD.

Purpose of the Study

The purpose of this study was to survey self-efficacy perceptions of elementary teachers, kindergarten through fourth grade, and determine whether or not teacher self-efficacy perceptions differ related to classification area of district, certification held, and experience of working with students with E/BD. In addition, the survey gathered data to aid in understanding if differences in these areas impact a teacher's ability to provide effective classroom management, develop positive student-teacher relationships, and demonstrate confidence in being adequately prepared to educate students with E/BD. Furthermore, the survey gathered data to aid in understanding if differences in these areas impact a teacher's ability to provide effective classroom management, develop positive student-teacher relationships, and demonstrate confidence in being adequately prepared to educate students with E/BD. The data collected from

the study may also assist administrators in creating appropriate professional development for teaching staff (MacFarland, 2014; MacFarlan-Price, 2012; Rendos, 2005) and support colleges and universities when developing courses related to the field of education.

Theoretical Position

Optimal learning opportunities for all children within the classroom setting can be difficult if a student or multiple students are demonstrating behaviors that interfere with his or her learning or the learning of others. Identifying the conditions under which experiences in school settings can alter the early trajectories of children's social or academic functioning has important implications for understanding pathways to children's positive adaptation (Hamre & Pianta, 2005). For students with E/BD, behavioral choices are more to complete the needs of the students with E/BD as opposed to behavioral choices that are done randomly or capriciously (Glasser, 1998, as cited in Barr, 2014).

Albert Bandura proposes that self-efficacy beliefs influence how people feel, think, motivate themselves and behave (Bandura, 1993). Furthermore, the construct of self-efficacy has received increasing empirical attention in organizational behavior literature. People who think they can perform well on a task do better than those who think they will fail (Gist & Mitchell, 1992). Differences in self-efficacy are associated with bona fide differences in skill level; however, efficacy perceptions also may be influenced by differences in personality, motivation, and the task itself (Gist & Mitchell, 1992). A category within self-efficacy is teacher self-efficacy. Teacher self-efficacy is one of the most important concepts that is related to self-efficacy (Kurt, 2014). Teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve (Bandura, 1993). Barr (2014) asserts that "a student with E/BD can be

successful in a classroom setting when teacher self-efficacy is strong on the part of the teacher" (p. 37). Classroom teachers that display a high level of self-efficacy are more likely to demonstrate performance that is effective and efficient in the classroom setting. These teachers tend to: (a) view the role of teacher as important and meaningful work; (b) set high expectations for student performance; (c) take personal responsibility for student learning, examine their own performance in light of student failure and develop improved instructional strategies to meet their students' needs; (d) engage in goal setting for themselves, the profession of teaching and their students; (e) exhibit confidence in their ability to affect student learning; (f) view themselves and their students as partners in the learning process; and (g) expend greater effort and persist longer in assisting student learning (Ashton, 1984). The above mentioned behaviors can create a strong sense of teacher self-efficacy and positively influence a teacher's attitude in the education setting. These positive feelings can increase successful instruction of students with E/BD and ultimately create a stronger relationship with students with E/BD

According to Karaj and Rapti (2013), there is a widespread consensus among researchers that a student's disruptive behavior is among the most important sources of teacher stress. Additionally, two of the ten main stressors of the teaching profession include teaching students who lack motivation and managing discipline (Cancio & Conderman, 2008; Center & Steventon, 2001; Howard & Johnson, 2004). A study conducted by Yoon (2002) investigates whether or not teacher stress, negative affect, and self-efficacy predict the quality of student-teacher relationships. Yoon reports that students' misbehavior has been consistently linked to teachers' reports of stress. The findings of the study suggest that teacher-student relationships play an important role in students' overall school adjustment. Furthermore, continuing investigative efforts are needed in order to identify factors particularly important to the quality of teacher-

student relationships and to better understand effective ways to facilitate positive relationships in the classroom (Yoon, 2002).

In managing challenges in performance situations, people need a resilient sense of efficacy that they can achieve desired results by their efforts and try to remain unfazed by setbacks or failure (Bandura & Locke, 2003). One cannot execute well-established skills while beset with self-doubt and perceived self-efficacy is an important part of the efficacy constellation of unmeasured determinants of performance. In addition, past performance is itself affected by beliefs of personal efficacy (Bandura & Locke, 2003). People who feel competent in their capabilities are less likely to avoid difficult challenges (Bandura, 2004). This study examined whether such factors as education, experience of teachers, and certification of teachers, in regard to understanding and working with students with E/BD impacted a teacher's feeling of self-efficacy. Furthermore, data analysis revealed whether additional educational training, experience in working with students with E/BD, or the area is which a teacher works impact teachers' performance to demonstrate a higher level of self-efficacy, thus supporting or contradicting the relationship between teacher self-efficacy and working with students with E/BD.

Research Method

This quantitative study surveyed general education elementary teachers to determine their perceived level of self-efficacy in educating students diagnosed with emotional and/or behavioral disorders. The sample population for this study was drawn from kindergarten through fourth grade general education teachers who are employed at schools within the state of Pennsylvania.

Research Questions:

1. Is there a significant difference in the perceptions of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to their confidence in preparedness of working with students with E/BD when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?
2. Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in rural, suburban, and urban school districts when working with students with E/BD?
3. Is there a significant difference in self-efficacy perception of general education teachers when educating students diagnosed with emotional and/or behavioral disorders who are dually certified in early childhood/elementary education and special education as opposed to general education teachers who are only certified in early childhood/elementary education when working with students with E/BD?
4. Is there a significant difference in self-efficacy perception of general education teachers when educating students with emotional and/or behavioral disorders based on the number of years of experience a teacher has in working with students with E/BD?
5. Is there a significant difference in the perception of self-efficacy of general education teachers when working with students with emotional and/or behavioral disorders in relation to effective classroom management when comparing classification area of

district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

6. Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to positive student-teacher relationships when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

Definition of Terms

Diagnostic and Statistic Manual – Fifth Edition (DSM-5) - The Diagnostic and Statistical Manual of Mental Disorders (DSM) is the reference manual mental health professionals and physicians use to diagnose mental disorders in the United States. More specifically, the DSM-5 assists mental health professional and physicians in diagnosing individuals with emotional and behavioral disorders (E/BD) (Grohol & Tartakovsky, 2013).

Emotional and Behavioral Disorders – The National Association of School Psychologists defines emotional/behavioral disorders as follows:

> Emotional/behavioral disorders (EBD) refers to a condition in which behavioral or emotional responses of an individual in school are so different from his/her generally accepted, age-appropriate, ethnic, or cultural norms that they adversely affect educational performance in such areas as self-care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment. EBD is more than a transient, expected response to stressors in the child's or youth's environment and would persist even with individualized interventions, such as feedback to the individual, consultation with parents or families, and/or modification of the educational environment.

> The eligibility decision must be based on multiple sources of data about the individual's behavioral or emotional functioning. EBD must be exhibited in at least two different settings, at least one of which must be school related. (National Association of School Psychologists, 2005, p. 1)

Free and Appropriate Public Education (FAPE) – a child with disabilities will receive the same education as a child without disability or handicap ("Special Education News," 2014)

*Gaskins v. Pennsylvania Department of Education (*PDE) – On September 16, 2005, a suit that represented a class of 255,264 special education students, twelve named plaintiffs, and eleven disability advocacy organizations, was issued a final order. The settlement agreement of Gaskin v. PDE is as follows ("Highlights of the Gaskins v. PDE settlement," 2014):

- Is effective for five years.
- Requires IEP teams to give significant consideration to integrating IEP students into the regular classrooms with supplemental aids and services delivered in the regular classroom.
- Requires PDE to develop new IEP forms consistent with the Agreement.
- Requires that school districts adhere strictly to IDEA and case law regarding the placement of students with disabilities.
- Establishes an LRE Advisory Panel consisting primarily of parents to advise PDE on increased LRE efforts.
- Requires PDE to monitor school districts for LRE purposes.
- Provides training and technical assistance to school districts with insufficient or a low LRE ratio

Least Restrictive Environment (LRE) - school districts are required to educate students with disabilities in regular classrooms with their non-disabled peers, in the school they would attend if not disabled, to the maximum extent appropriate (U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), 1994).

National Alliance on Mental Illness - NAMI, the National Alliance on Mental Illness, is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. NAMI advocates for access to services, treatment, supports and research and is steadfast in its commitment to raising awareness and building a community of hope for all of those in need (http://www.nami.org)

Individuals With Disabilities Improvement Education Act – IDEIA is the federal law requiring students receive a free and appropriate public education (FAPE) within the least restrictive environment (LRE). IDEIA is the law designed to ensure services to children with disabilities.

Significance of the Study

Research indicates when children with adjustment problems are in an effective classroom, their achievement has been shown to match that of their typical developing peers (Hamre & Pianta, 2005). Furthermore, studies indicate that by using researched-based strategies and combining appropriate levels of dominance, cooperation, and an awareness of student needs, teachers can build positive classroom dynamics (Marzano & Marzano, 2003). In addition, teachers with effective classroom management strategies are aware of high needs students and have a repertoire of specific techniques for meeting some of their needs (Kerr & Valenti, 2009; Marzano & Marzano, 2003; Oliver & Reschly, 2007). The significance of this study was to determine whether self-efficacy perceptions of elementary general education teachers differ based on education, experience of teachers, or classification area in which the teacher works. In

addition, perceived self-efficacy was analyzed in the areas of preparedness, classroom management, and teacher-student relationships.

Delimitations and Limitations of the Study

It is important to note the delimitations and limitations of this study. In regard to delimitations, the analysis in the education of students with emotional and behavioral disorders occurred only at the primary and intermediate level of teaching (kindergarten through fourth grade). The study only utilized general education classroom teachers and excluded special education teachers and staff. In addition, input from other faculty members such as administrators, guidance counselors and school psychologists were not utilized in this study. Another delimitation is that this study is only utilizing a quantitative research method to analyze the data. In regard to limitations to the study, only teachers in the state of Pennsylvania were surveyed for this study. Additionally, not all school districts were surveyed, only a sample of school districts in rural, suburban and urban settings.

Summary

This study was conducted to determine if there is a difference in the self-efficacy perception of elementary general education teachers and their attitude and confidence in working with students diagnosed with E/BD based on classification area of district, teaching certification, and years of experience when working with students with E/BD. The study further examined teachers' perceptions in relation to their confidence in the level of preparedness, effective classroom management techniques, and the ability to develop positive student-teacher relationships, which would allow for them to have the necessary means to educate all students, including students diagnosed with E/BD.

With the growing number of school-aged children being diagnosed with emotional and behavioral disorders, it is important for teachers to recognize and understand the behavioral characteristics of these disorders, as well as demonstrate a level of sensitivity to these students' needs. By possibly having greater knowledge of and sensitivity of students with emotional and behavioral disorders, teachers may develop a better understanding of needs of children with E/BD. This deeper understanding may provide teachers with the necessary means and resources to provide more effective classroom management strategies in the classroom, build stronger positive teacher-student relationships, and provide more consistent academic success within the classroom setting.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

"People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided."

- Albert Bandura

This study is about kindergarten through fourth grade teacher perceptions in educating students with emotional and behavioral disorders. Because of the movement toward inclusive practices occurring more frequently within the public school system, this study seeks to understand how teachers perceive themselves in their ability to successfully educate students identified with E/BD.

Every student, regardless of gender, race, socioeconomic status, or disability, deserves the opportunity to experience the most meaningful and relevant school-age educational career. As stated in Chapter One, previous and current movements within the educational realm ensure the opportunity for students with disabilities to be educated within the least restrictive environment. These federal and state laws and cases also apply to students with E/BD. Students with E/BD are entitled to be educated amongst their typically developing peers regardless of the level of difficulty a teacher may experience when instructing these students within the regular classroom environment. These students, by diagnosis, are confirmed to have behavioral challenges, which may impact teacher confidence in managing these students. Furthermore, a teacher's feeling of unpreparedness can be compounded with the inclusion of students with E/BD (Allday et al., 2012). When a teacher feels unprepared or unable to develop appropriate bonds with his or her students, there is a potential for even higher levels of stress to occur for teachers.

Teaching is considered to be a stressful career (Bermejo-Toro & Prieto-Ursua, 2014; Ghamrawi & Jammal, 2013; Schwarzer & Hallum, 2008). Teachers perceive their profession as the highest level of workplace stress than any other profession (Dicke, Pancer, Marsh, & Kunter, 2014; Hakanen, Baker, & Schaufeli, 2006; Schaufeli, 2003) and teachers indicate students that present with challenging and difficult behaviors to be one of the most stressful parts of their professional lives (Cancio & Conderman, 2008; Center & Steventon, 2001; Gastaldi, Pasta, Longobardi, Prino, & Quaglia, 2014; Lambert, McCarthy, O'Donnell, & Wang, 2009). In addition, researchers indicate that student misbehavior and disengagement in the classroom are two critical factors reported by teachers (Dicke, Pancer, Marsh, & Kunter, 2014; Evers, Tomic, & Brouwers, 2004). Numerous studies conducted with teachers, particularly at the elementary level, have shown maintaining discipline, teaching children with problem behaviors, and overall teaching demands, such as meeting state expectations and requirements, to be some of the most stressful aspects of a teacher's job (Karaj & Rapti, 2013; Kyriacou, 2001; McCarthy, Lambert, O'Donnell, & Melendres, 2009; Zedan, 2012). Research indicates teachers are particularly at-risk for job stress and burnout and many either leave the profession or retire early (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013; Hoigaard, Giske, & Sundsli, 2012; Howard & Johnson, 2004). Furthermore, teachers may be more susceptible to burnout symptoms if they perceive an imbalance between the demands they face in their jobs and the resources they have for coping with these demands (McCarthy et al., 2009). In terms of teacher perception and thinking, a strong sense of competence facilitates cognitive processes and performance in a variety of settings, including quality of decision-making and academic achievement (Schwarzer & Hallum, 2008). Teacher perceptions in regard to their instructional capabilities reflects in their

teaching performance within the classroom environment. This sense of self-efficacy can affect every aspect of a teacher's ability to perform successfully within the educational environment.

Albert Bandura's Social-Cognitive Theory and Self-Efficacy

Bandura first introduced the idea of self-efficacy in 1977, and later developed his social-cognitive theory in 1986. Unlike other behaviorists of the time, Bandura's social-cognitive theory incorporated the cognitive, vicarious, self-regulatory, and self-reflective processes of human functioning. While other theorists argued that one of personal factors, behavioral factors, or environmental factors was the main catalyst for human functioning, Bandura's social-cognitive theory proposed that human functioning is the result of the interaction of personal, behavioral, and environmental influences (MacCarthy, 2010). Furthermore, social-cognitive theory holds that both person variables (human agency) and environmental factors (family, schools, and a host of others) determine human behavior and that human behavior also affects both the human agency and the environment (Oppong, 2014; Ryckman, 1997). Bandura's theoretical analysis is captured as a triadic relationship among person, environment, and behavior as shown in Figure 1.

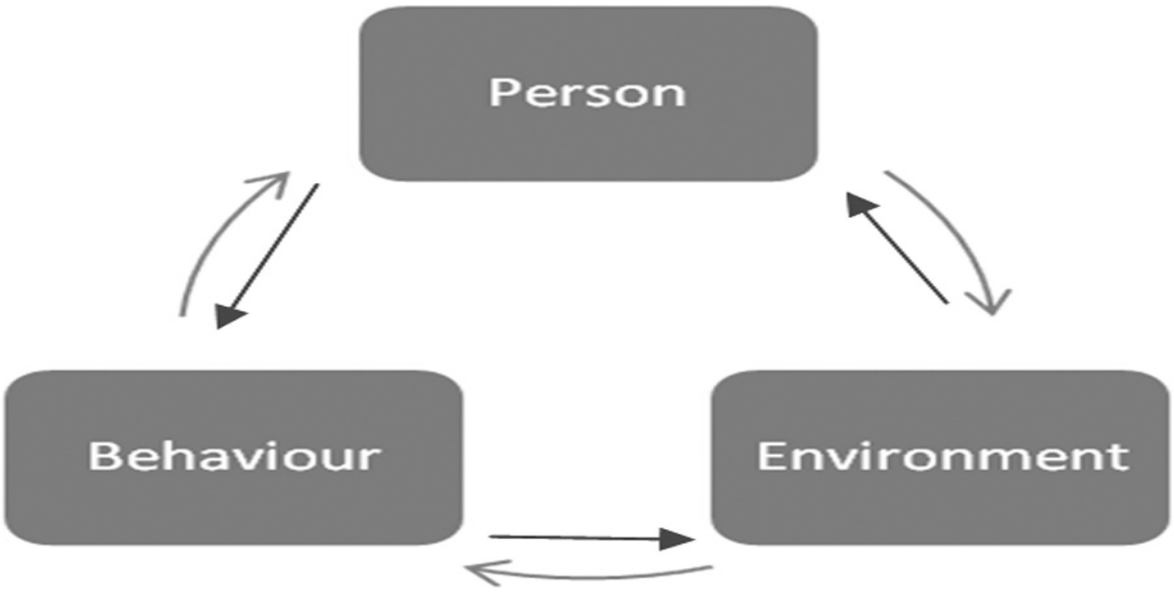

Figure 1. Triadic relationship among agency/person, structure/environment, and behaviour/outcomes.

The figure shows that there are recursive relationships among person (agency), environment (structure), and behavior (outcome). These recursive relationships suggest that people create the environment (structures), which in turn shapes the person and it is also expected that both the person and the structures will influence the behavior (Oppong, 2014; Ryckman, 1997). The creating of environment, shaping of person, and influence of behavior also occurs within the educational setting and can impact an individual's ability to successfully instruct a classroom. This relationship is known as teacher self-efficacy.

General teaching efficacy refers to the broad conception that teaching guides students toward success despite familial influences, socioeconomic status, and other environmental factors (Gaudreau, Royer, Frenette, Beaumont, & Flanagan, 2013). Personal teaching efficacy refers to a teacher's beliefs in his or her own teaching abilities. Furthermore, depending on the experience of a teacher, specific beliefs, whether good or bad, may affect their learning style and delivery of information, which ultimately, may impact future experiences and the teaching of information (Camp, 2012; Gaudreau, Royer, Frenette, Beaumont, & Flanagan, 2013; Pajares, 1992; Phipps & Borg, 2009; Rashidi, 2014). Beliefs of classroom teachers are developed early on and these beliefs are fundamental in developing a plan, carrying out that plan successfully, and making and maintaining the acquisition and retention of information for the students within the classroom. Furthermore, belief shapes a teacher's knowledge and behavior (Camp, 2012; Pajares, 1992). Most courses of action are initially shaped by thought and then personal goal-setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges individuals set for themselves and the firmer their commitment is

to the set goals (Bandura, 1989; Bandura, 1993; Bandura & Jourden, 1991). Teachers with a high sense of self-efficacy are more enthusiastic about teaching and are overall more dedicated to the teaching profession (Allinder, 1994; Coladarci, 1992). These points may outweigh the effects of teacher education as instructional practices that occur over a teacher's career can be influenced by the beliefs of that teacher (Camp, 2012; Cheng, Chan, Tang, & Cheng, 2009; Kagan, 1992).

The educational practices of teachers have a significant impact on student behavior by directly affecting teacher-student relationships, the type of learning activities used, and collaborations with parents, with colleagues, and with the principal. Teacher preparation and a teacher's sense of efficacy are influential in the process of building a harmonious classroom dynamic (Gaudreau, Royer, Frenette, Beaumont, & Flanagan, 2013). Research has shown that a connection exists between teachers' self-efficacy beliefs, educational practices, and student achievement. This effect is cross-disciplinary as a strong sense of self-efficacy is associated with a greater level of student achievement (Anderson, Greene, & Loewen, 1988; Gaudreau et al., 2013; Ross, 1992; Ross & Cousins, 1993). In addition, approaches to classroom management and teacher self-efficacy, individually and collectively, represent significant factors in a variety of decisions and actions in the classroom (Putman, 2013). In a study on teachers' self-efficacy as a function of student engagement by use of instructional strategies and classroom management conducted by Shaukat and Iqbal (2012), male teachers were likely to be significantly better in classroom management than females, more qualified teachers managed their classrooms better than less qualified teachers, temporary teachers were more likely to engage students and manage their classrooms better based on their self-efficacy than permanent teachers, and younger teachers were more likely to engage students and manage classrooms better than older teachers.

Teachers who are adept at management are simultaneously able to demonstrate effective pedagogy while maintaining an atmosphere for teaching and learning using various strategies for managing behavior. In contrast, those who are ineffective are likely to find it challenging to meet instructional goals due to the resulting display of disruptive behaviors by students (Putman, 2013). In order to truly develop a harmonious classroom, a teacher must be able to reflect on his or her self-efficacy and determine instructional and relationship strengths and weaknesses in order to better prepare him or herself within the classroom setting.

Self-reflection allows people to explore their own thoughts and to complete the type of self-observation that is used by the regulatory mechanisms. In regard to self-efficacy, unless people believe in themselves and what they are capable of, they will not succeed. People need to believe they are able to produce results and effects by their own actions (Bandura, 2001). A teacher's positive self-beliefs drive teacher perceptions of stressors and the strategies they employ in managing them. Self-efficacy is a critical self-belief that relates to individuals' perceptions of their capabilities to successfully undertake the actions required to complete a given task (Dicke et al., 2014). If setbacks do occur, people with high self-efficacy recover more quickly than those with low self-efficacy and will resolve the situation more effectively (Bandura, 1997; Dicke et al., 2014; Schwarzer & Hallum, 2008). Furthermore, understanding the level of self-efficacy can influence the way an individual presents him or herself within the classroom setting, and whether or not he or she can successfully educate the students within that setting.

Teacher self-efficacy critically impacts the performance not only of the classroom teacher, but also of those that he or she is educating. When teachers are faced with a higher level of stress, challenging situations within the classroom setting can become frustrating and more

difficult to handle. As stated in Chapter One, students with E/BD are considered to be the most difficult students to teach as they present multiple challenges to educators (Sutherland & Singh, 2004; Vannest, Temple-Harvey, & Mason, 2009). Positive self-beliefs represent the central resource that drives teacher perceptions of stressors and the strategies they employ in attempting to manage them (Dicke, Pancer, Marsh, & Kunter, 2014). The probability of a teacher acting to resolve the situation is low if he or she lacks belief in his or her capability to manage classroom disturbances effectively (Dicke, Pancer, Marsh, & Kunter, 2014; Schwarzer & Hallum, 2008). Furthermore, when working with students with E/BD, a better understanding of the characteristics associated with students with E/BD can help strengthen a teacher's overall level of self-efficacy.

Understanding Emotional and Behavioral Disorders

One way to diagnose an individual with any form of mental disorder is to utilize the *Diagnostic and Statistical Manual*, which is now in the fifth edition of printing (DSM-V). The *Diagnostic and Statistical Manual of Mental Disorders* (DSM) is the standard classification of mental disorders used by mental health professionals in the United States and contains a listing of diagnostic criteria for every psychiatric disorder recognized by the U.S. healthcare system (Grohol & Tartakovsky, 2013). Within the *Diagnostic and Statistical Manual* are mental illnesses related to emotional and behavioral disorders. These disorders include, but are not limited to, Attention Deficit Hyperactivity Disorder (ADHD), Post Traumatic Stress Disorder (PTSD), Oppositional Defiant Disorder (ODD), Conduct Disorder, Anxiety Disorders, such as school phobia, panic disorders, and obsessive-compulsive disorder, Bipolar Disorder, and Autistic Disorder (American Psychological Association [APA], 2013).

Understanding the definition of E/BD is significant for general education teachers who provide instruction to students with E/BD in the inclusive setting. The definition of emotional and behavioral disorders indicates the following:

> The term emotional or behavioral disorder means a disability characterized by behavioral or emotional responses in school programs so different from appropriate age, cultural, or ethnic norm that the responses adversely affect educational performance, including academic, social, vocational, and personal skills. Such a disability
>
> (A) is more than a temporary, expected response to stressful events in the environment.
>
> (B) is consistently exhibited in two different settings, at least one of which is school-related; and
>
> (C) is unresponsive to direct intervention in general education, or the child's condition is such that general education interventions would be insufficient. (Forness & Knitzer, 1992; Kavale, Forness, & Mostert, 2004)

These responses can be divided into three groups that are characterized by externalizing behaviors, internalizing behaviors, and low incidence disorders (Smith, 2007). Students with E/BD are faced with many challenges within the education setting, including academics. However, one of the hardest difficulties facing students with E/BD is whether or not he or she is able to maintain control, demonstrate the ability to focus, and show a level of calmness when completing tasks (Wehman, 2006, as cited in Barr, 2014). In a study conducted by Rinkel (2011), the level and kind of support provided is impacted by the level of understanding the people within the system have of the student and her or his disability. Having an understanding of the disability allows for a better fit between the support needed and support provided.

With the movement of No Child Left Behind and the continued push for inclusive practices in today's educational world, understanding the meaning of emotional and behavioral disorders and the characteristics associated with the disorders could have impact on how a teacher handles the overall instructional, behavioral, and rapport-building structure of his or her classroom. Inclusive practices are prevalent in today's educational world and students with emotional and behavioral disorders will now more frequently be amongst typically developing peers within the general education setting. The following sections will explore inclusion, the impact of inclusion of students with E/BD, and teacher perception of inclusion of students with E/BD.

Inclusion

In 1965, there was a national movement to correct the inequalities of education for persons who were economically disadvantaged and/or disabled (P.L 89-10). This movement, which emerged from a larger movement, is known as the Elementary and Secondary Education Act (ESEA) (Standerfer, 2006). In the 1970's, reauthorization of ESEA Title VI was added as the Education of the Handicapped Act. By 1975, Congress addressed 'appropriate' education for children with disabilities by passing the Education of the Handicapped Act (EHA) amendment and the subsequent passage of P.L. 94-142 and the Individuals with Disabilities Education Act (IDEA). The EHA establishes a right to public education for all children regardless of disability, while the IDEA requires schools provide individualized or special education for children with qualifying disabilities. Under the IDEA, states that accept public funds for education must provide special education to qualifying children with disabilities ("The History of Special Education in the United States," 2015).

In 2002, the federal No Child Left Behind (NCLB) legislation, an educational reform directive, shifted the way education is being taught in the United States of America and focused on improving education for all students. As stated by Rod Paige, former U.S. Secretary of Education in a letter to parents:

> On January 8, 2002, the *No Child Left Behind Act* became law and a new era of education began in our nation's history…From inner cities to sparsely populated rural areas and everywhere in between, we are pressing on toward our common goal of making every public school in America a place of high expectations and a place of high achievement… Accountability, local control and flexibility, new options for parents, and record funding for what works are now the cornerstones of our education system…As we move forward, our mission is clear: an America where every child will be educated and no child left behind. (U.S. Department of Education, Office of the Secretary, Office of Public Affairs, 2003)

Along with general inclusive practices and No Child Left Behind, in the state of Pennsylvania in 2005, after an eleven-year battle, the case of Gaskin v. Pennsylvania Department of Education (PDE) was settled. Results of the settlement indicates the following:

> The settlement obligates PDE to undertake a series of reforms of its systems for exercising general supervision over special education throughout Pennsylvania. The goal of those reforms is that local school districts increase their capacity to provide the supplementary aids and services in regular education classrooms that students with disabilities need to receive a meaningful benefit from education. The settlement agreement requires individual education program (IEP) teams to give significant consideration to integrating IEP students (those that qualify for special education services

> under Chapter 14 regulations) into the regular classrooms with supplemental aids and services delivered in the regular classroom; requires PDE to develop new IEP forms consistent with the agreement; requires that school districts adhere strictly to IDEA and case law regarding the placement of students with disabilities; establishes a Least Restrictive Environment (LRE) Advisory Panel consisting primarily of parents to advise PDE on increased LRE efforts; requires PDE to monitor school districts for LRE purposes; and provides training and technical assistance to school districts with insufficient or a low LRE ratio. (Pennsylvania State Education Association, 2014)

Going beyond the movement of inclusive practices is the understanding of the impact and outcomes the movement has on those affected by the change. When a movement within the educational environment occurs, studies are usually conducted to understand the movement and to see if the particular movement demonstrates positive and/or negative effects on those within the movement. Such a movement would be including those students identified as E/BD into the general education environment and understanding teacher perceptions regarding this movement.

Inclusion of Students With E/BD

Inclusion is the movement based on meeting the needs of all learners as well as respecting and learning from other individual's differences. Not only does inclusion establish a community of learners by educating all students together in an age-appropriate, general education classroom in neighborhood schools, but also it is designed to alter the philosophy for educating all students (Salend & Duhaney, 1999; Shapiro, Miller, Sawka, Gardill, & Handler, 1999). Kochhar, West, and Taymans (2000) state that inclusion offers positive aspects for students with disabilities. Some of these aspects include promoting more appropriate social behaviors, obtaining higher levels of achievement, improving social support from classmates

without disabilities, and improving the ability of students and teachers to adapt to different teaching and learning styles. Unfortunately, students with E/BD are usually the last to be considered for inclusion because they typically present significant problems for teachers in general education settings because their behavior frequently affects not only their own learning but also the learning of others. The academic, social, and behavioral characteristics of students with E/BD epitomize students who are often disturbing to those who try to educate them (Coleman, Webber, & Algozzine, 2000; Gunter, Coutinho, & Cade, 2002; Smith, Polloway, Patton, & Dowdy, 2011). The inclusion of students with E/BD is a very complicated issue. General education teachers must be able to deal with students' essential needs in their academic, social, and emotional domains as students with E/BD have the right to be in the same classroom as their non-disabled peers (Alhamad, 2006). A study, conducted by Bryan (2008), concluded that inclusion of students with special needs into a classroom with their non-disabled peers offered several advantages. Advantages included allowing typically-developing students and disabled students to gain experience from and interact with one another as well as affording students with special needs the opportunity to strengthen their basic social skills. In addition, inclusion of students with special needs provides these students with the experience of learning to cope in a "normal" society (Bryan, 2008).

General education classrooms, which included students with disabilities, found that teacher practices such as teacher cooperative behavior (offering help and positive rather than punitive behavior alternatives), teacher support, and explicit instruction were all associated with higher rates of task-appropriate behavior and lower rates of negative behavior, particularly for the students with E/BD (Anderson & Hendrickson, 2007; Beyda, Zentall, & Ferko, 2002). The challenge to the teacher, then, is to engage the student with E/BD while minimizing disruption

and providing effective educational provision to all the other students present in the classroom (Goodman & Burton, 2010). Furthermore, for inclusion of students with E/BD, teacher practices in the general classroom environment directly influence a student's academic and behavioral outcome. In addition, how teachers perceive the inclusion of students with E/BD can additionally influence the academic and behavior outcome of the student.

Teachers' Perceptions of Inclusion of Students With E/BD

General education teachers that receive appropriate professional development and in-service training are more likely to perceive a positive outlook with inclusion in the general education setting for those students who are identified as being E/BD. On the contrary, non-supportive teachers do not perceive inclusion as being favorable (Freeman, 2015; Gersten & Woodward, 1990; Klinger, Arguelles, Hughes, & Vaughn, 2001; Knoff, 1985; Simpson, 2004). In a study conducted by Robbins-Etlen (2007), teachers perceived that those students that demonstrated lack of class participation and motivation to learn coupled with challenging behaviors made it difficult for the teachers to extend themselves to accommodate their needs and maintain a positive attitude and high expectations for their school accomplishments. In addition, some general education teachers perceive inclusion of students with E/BD would create problems for them in the classroom because they fear that the students' behavior may affect the general student population and may result in an aggressive atmosphere within their classroom (Heflin & Bullock, 1999; Scruggs & Mastropieri, 1996).

Teacher perceptions of students with E/BD can influence their teaching practices and the responses that the children give in return. There is some evidence that general education teachers are willing to try to include students with E/BD if provided with support from their administration. In addition, teachers who included children with special needs in their

classrooms viewed themselves as being more tolerant, as demonstrating flexible personalities, as demonstrating a level of responsibility for all students, and as demonstrating interpersonal warmth and acceptance (Olson, Chalmers, & Hoover, 1997; Westwood, 2002). If teacher perceptions influence teaching practices, it is imperative for general education teachers to perceive themselves as demonstrating an adequate level of confidence/self-efficacy when educating student with E/BD. One must also consider whether or not years of teaching students with E/BD, or the level of certification held by the teacher, can also impact the perceived level of self-efficacy when working with students with E/BD. Can such factors determine whether or not students with E/BD can be successful within the general education environment, or inclusive setting?

Teacher Perceptions of Inclusion Relating to Years of Experience and Degree Obtained

A variable in the teaching profession indicates that contact or experience with students with disabilities impacts the overall attitudes of classroom teachers toward the concept of inclusion. In general, the experience or contact with students with disabilities had a positive effect on teacher attitudes (Avramidis & Norwich, 2002; Hastings & Oakford, 2003). Furthermore, teachers' attitudes towards inclusion were positively associated with their non-working experience with students with disabilities (Avramidis & Norwich, 2002; Hastings & Oakford, 2003). On the contrary, negative attitudes could be generated from the experience as well. The negative attitudes of teachers, especially special education teachers, were the result of negative experiences in regard to the outcomes of inclusion (Cook, 2001).

Villa, Thousand, Meyers, and Nevin (1996) studied the relationships between background, experience, and attitudes of both special education teachers and general education teachers. They surveyed 578 licensed general education teachers and 102 licensed special

education teachers in this study. They found that both special education and general education teachers believed that having students with disabilities in general education classrooms resulted in positive changes in educators' attitudes and job responsibilities.

General education teachers who feel inadequately prepared to effectively manage classrooms are less likely to implement individual behavior support plans, reinforce strategies, and document student progress for systematic evaluation (Baker, 2005). However, those individuals who are trained in special education are more likely to implement effective classroom management plans and teach behavior management skills to provide adequate behavior support for students with challenging behaviors in general education settings (Oliver & Reschly, 2010).

In a study conducted by Gokdere (2012), teachers who received some education regarding special education were aware of the importance of their attitude and behaviors with students with specific educational and emotional needs. As a reflection of feeling more responsible and anxious when they come across disabled individuals, individuals with special education training have more positive attitudes and behaviors towards disabled students compared to having less knowledge about the special education (Gokdere, 2012).

Balboni and Pedrabissi (2000) surveyed 678 teachers to investigate the effects of teaching experience on teachers' attitudes toward inclusion in both special and general education teachers. They found that the general teachers with experience were more favorable toward inclusion, and they called for more innovations than their colleagues with less experience. Also, general education teachers with experience who worked in inclusive settings viewed inclusion more positively.

Dupoux, Wolman, and Estrada (2005) investigated the attitudes of 364 teachers regarding the inclusion of students with disabilities. They investigated the correlation of years of teaching experience with attitudes and found that teachers' attitudes were correlated positively with years of teaching experience. In addition, they identified the kind of degree held by the teachers and found that teachers with graduate degrees had more positive attitudes toward inclusion than teachers with less than a master's degree. In conclusion, researchers determined that teaching experience was individually correlated with attitudes toward inclusion, but when examined with other variables in the regression model, experience was not a significant predicator in teachers' attitudes. They suggested that experience may have a small effect on the enhancement of positive attitudes toward inclusion.

Avramidis, Bayliss, and Burden (2000) conducted a study investigating teachers' attitudes toward inclusion of students with disabilities in general schools, surveying 81 general education teachers. For teachers with more experience in inclusion, they found that between groups, in terms of their experience in inclusive education, there was an indication teachers with active experience with inclusion held significantly more positive attitudes toward inclusion that those from randomly selected schools.

In addition to looking at years of experience of working with students with E/BD, as well as level of certification, it is also important to look at teacher preparedness when working with students with E/BD. In order to engage students with E/BD in the general education environment, it is essential for the general education teacher to have the tools necessary to demonstrate a feeling of preparedness when instructing these students, implement effective classroom management, and have the appropriate means to develop positive student-teacher relationships and have necessary strategies to develop (Hamre & Pianta, 2005; Marzano &

Marzano, 2003; Oliver & Reschly, 2007). Furthermore, educators need to develop strategies that will help students with E/BD manage behavior and achieve independence because quality teachers are the most important factor for ensuring student success (Dean, Lauer, & Urquhart, 2005; Pandey, 2006; Sutherland & Oswald, 2005; Wheeler, 2007).

Teacher Preparedness of Teaching Children With E/BD

Students identified with or at risk for E/BD are being included in the general education classroom with teachers who have little training or exposure to characteristics of and interventions for these students (Allday et al., 2012). In addition, general education teachers do not receive the necessary comprehensive training to meet the multitude of problems exhibited by students with E/BD (Allday et al., 2012; Jordan, 2006; Wehby et al., 2003; Whelan & Simpson, 1996). Often times, teachers demonstrate a level of resistance when attempting to educate students with E/BD (Heflin & Bullock, 1999). Teachers voice that there is a concern related to the lack of training, which causes general education teachers to "resist" including students with disabilities within the general education setting because they are afraid that they will be unable to meet the needs of the general population (Heflin & Bullock, 1999; Robbins-Etlen, 2007; Scruggs & Mastropieri, 1996). Scruggs and Mastropieri (1996) indicate that although two-thirds of the general education population supported placement of students with disabilities in general education classrooms, only one-third or fewer of the teachers reported that they had the time, expertise, training, or resources to implement inclusion effectively. Studies surveying teachers' attitudes and self-perceptions to effectively implement inclusionary programs for students with disabilities have reported consistently that general education teachers feel they lack preparedness to teach students with E/BD (Schumm & Vaughn, 1995; Shapiro, et al., 1999). Furthermore, individuals who develop substantial knowledge, expertise, and experience in development,

implementation, and evaluation of intervention procedures are more effective at addressing the needs of students with E/BD (Schumm & Vaughn, 1995; Shapiro, et al., 1999).

In order for students with E/BD to demonstrate success in the general education classroom, strategies for promoting generalization (being able to adapt to the structure of the general education environment) must be in place. Skills that are needed for the students with E/BD to succeed in general education classes must be taught and must be monitored to ensure their success (Jordan, 2006; MacAuley & Johnson, 1993; Peterson, Young, West, & Hill-Peterson, 1999). Teachers need to be provided with appropriate strategies to deal effectively with students with disabilities, as this is a critical benefit for teachers who have students presenting challenging behaviors (Regan & Michaud, 2011). Teacher variables such as the frequency and type of teacher praise, questioning techniques, wait time, enthusiasm, and providing students with frequent opportunities to respond can have a significant impact on student performance (Regan & Michaud, 2011). In addition, educators must use these recommended practices in conjunction with professional wisdom to make informed decisions in the classroom to improve the behavior of their most challenging students (Regan & Michaud, 2011).

Along with monitoring of generalization to ensure success, implementing recommended practices, such as wait time, enthusiasm and questioning techniques, as well as utilizing professional wisdom to make informed decisions, school personnel need to be provided with intensive training, significant consultative support, specific interventions with high levels of acceptability, and ongoing collaborative efforts to strengthen skills needs to successfully educate students with E/BD (Shapiro, Miller, Sawka, Gardill, & Handler, 1999; Slavin, 2006). As stated by Shade and Stewart (2001), the competency levels of teachers can strongly influence the

success or failure rate of the exceptional child in a regular education setting. While teachers may feel challenged, hopeful, and desirous of what can be accomplished, they may also feel frustration, burden, fear, lack of support, and inadequacy about their abilities to teach children with different problems (Shade & Stewart, 2001). According to Maggin, Robertson, Oliver, Hollo & Partin (2010), intentional actions based on proven methods, experiences, research, and the use of appropriate materials are particularly needed by teachers who instruct students with E/BD. When students with E/BD are in an effective classroom, their achievement has been shown to match that of their typically-developing peers (Hamre & Pianta, 2005).

Studies surveying teachers' attitudes and self-perceptions to effectively implement inclusionary programs for students with disabilities have reported consistently that general education teachers feel they lack preparedness to teach students with E/BD. Furthermore, individuals who develop substantial knowledge, expertise, and experience in development, implementation, and evaluation of intervention procedures are more effective at addressing the needs of students with E/BD (Schumm & Vaughn, 1995; Shapiro, et al., 1999). The more a teacher is prepared in the general education setting, especially when working with students with E/BD, the more successful the teacher will be in implementing effective academic. Furthermore, preparation can also assist in providing effective classroom management, which is essential when working with students with E/BD.

Importance of Effective Classroom Management

Researchers indicate that a successful classroom is one in which the teacher is able to maintain all that occurs within the classroom, including such things as interactions of students, how students behave, and the events that occur on a day to day basis within the classroom setting (Brophy, 1988; Burden, 2005). Doyle (1986) defines classroom management as covering a wide

range of teacher duties from distributing resources to students, accounting for student attendance and school property, enforcing compliance with rules and procedures to grouping students for instruction.

A study conducted by Unal and Unal (2012), indicates "experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting with students when making decisions" (p. 53). In addition, the more experience the teacher has gained, the more their perception changes in regard to classroom management techniques (Unal & Unal, 2012). Furthermore, research indicates general education teachers who feel inadequately prepared to effectively manage classrooms are less likely to implement individual behavior support plans, reinforce strategies and document student progress for systematic evaluation (Baker, 2005). However, individuals trained in special education, are more successful when carrying out behavioral management plans, demonstrate a stronger background and ability when teaching appropriate behavioral skills, which ultimately allows for teachers with a special education background to provide more appropriate and successful behavior support for students with challenging behaviors in regular education classrooms (Freeman, 2015; Oliver & Reschly, 2010).

Successful classroom management leads to high student achievement (Marzano & Marzano, 2003). These relationships should not be left to chance and utilizing research-based supportive strategies, within the classroom setting, will influence the dynamics of the classroom and build strong relationships, which will support student learning (Marzano, 2010; Marzano & Marzano, 2003). A study, conducted by Kamps, Kravits, Stolze, and Swaggart (1999), concluded the following:

> Although there is an agreement in education on the need for academic, behavioral, and social improvement, teachers are still confronted by minimal/inadequate school resources, including shortages of qualified teachers, limited access to intensive instructional programming, curricula that are inadequate for addressing academic needs, and a lack of sufficient support staff to assist with behavioral interventions and mental health concerns. In urban school settings, these issues and current conditions challenge teachers to provide prevention programs that encompass universal interventions (classroom management programs, social skills training, and peer tutoring) that are beneficial to all students, not just those identified as having serious behavior/conduct disorders, and that promote both extended periods of appropriate social behaviors with peers and high academic engagement. (Kamps, Kravits, Stolze, & Swaggart, 1999, p. 78-79)

An important element in managing teacher stress of students with E/BD is to maintain effective classroom management strategies in order to provide optimal learning experiences for all children. In an article addressing classroom management, Wong, Wong, Rogers & Brooks (2012), identifies that a well-managed classroom is safe, predictable, nourishing, and focuses on learning. Furthermore, when teachers provide a place for students, which is safe, predictable, consistent, and nurturing, an increase in student achievement can be expected.

Gunther, Coutinho and Cade (2002) conducted a study on classroom factors linked with academic gains of students with E/BD. The study, along with previous research, indicates two strategies that stand out and, if implemented correctly within the educational environment, could result in successful performance of students with E/BD within the general education setting (Gunther & Coutinho, 1997; Kamps & Tankersley, 1996; Walker, Zeller, Close, Webber, &

Gresham, 1999). The first is systematic, community, and school-wide interventions to prevent emotional and behavioral problems, and the second one is specific classroom management strategies or components, based on effective instruction and behavior management principles that are linked to academic and behavioral gains (Gunther & Coutinho, 1997). These components can include behavior management procedures, routines for classroom procedures, effective instructional delivery, and structures for a variety of instructional activities. The study further indicates when such components are in place, students with E/BD increase not only social, but also academic gains (Gunter, Coutinho, & Cade, 2002).

Teachers can help students identify the circumstances that trigger their behaviors, which empowers them to change their reactions to those feelings and, as they do so, their behaviors will change (Gabriel & Matthews, 2011). When teachers understand these needs, they can transform their classrooms into places where students desire to learn, produce high-quality work, and behave responsibly (Cancio & Conderman, 2008; Conroy & Sutherland, 2012; Gabriel & Matthews, 2011; Marzano, 2010). The ultimate objectives of classroom discipline and management systems are: (a) to create and maintain environments where learning is nurtured, valued, and efficiently implemented; and (b) to develop self-discipline and self-control in learners (Gabriel & Matthews, 2011).

In addition to having effective classroom management skills within the educational setting, the teacher must also demonstrate positive communication skills with his or her students. Teachers who respond to their students' psychological needs will experience fewer challenging behaviors (Kerr & Valenti, 2009; Sailsbury & And, 1995; Strully & Strully, 1985). Teachers must be willing to establish a welcoming classroom environment, increase student opportunities to respond, use clear, concise, and courteous requests, allow for wait time, and make sure that

they decrease the amount of "threats" that are given to the students in the form of repeated consequences or punishment (Hamre & Pianta, 2005; Kerr & Valenti, 2009; Maggin et al., 2010; Regan & Michaud, 2011). Understanding the importance of effective classroom management when working with student with E/BD can assist teachers in developing strategies and interventions that will produce successful behavioral outcomes in the classroom setting. These successful outcomes can strengthen the classroom environment and can provide the opportunity for teachers to develop positive relationships with all students within the classroom setting, which is another essential quality in achieving successful academic and behavioral outcome within the educational environment.

Impact of Positive Teacher-Student Relationships

Many children spend more of their waking hours in classrooms than they do at home. Within these settings they are exposed to experiences that, for better or worse, intended and unintended, shape their development (Pianta & Hamre, 2009). Students' interactions with teachers either produce or inhibit developmental change to the extent that they engage, meaningfully challenge, and provide social and relational supports for youth (Pianta & Hamre, 2009). Furthermore, positive interactions between teachers and students are more likely to lead to a positive classroom environment where students are motivated to engage in learning opportunities (Birch & Ladd, 1998; Conroy & Sutherland, 2012; Pianta & Hamre, 2009).

The linkage between children's interpersonal behaviors and their classroom relationships occupy a prominent position in recent models of early school adjustment as a supportive and healthy teacher–student relationships have positive effects on the academic, social, and emotional development of children (Alderman & Green, 2011; Birch & Ladd, 1998; Hamre & Pianta, 2001; Wentzel, 2002). It is likely that a child's behaviors affect the relationships that

they form with teachers, and the relationships that children form with teachers affect their subsequent behavioral adjustment. These adjustments include improvement in social interaction, higher degrees of social competence, enhanced sense of well-being, increased academics and a reduction in feeling of failure (Alderman & Green, 2011; Birch & Ladd, 1998; Newberry, 2013). Identifying the conditions under which experiences in school settings can alter the early trajectories of children's social or academic functioning has important implications for understanding pathways to children's positive adaptation because, for a child's psychological well being, achieving a sense of 'belonging' is fundamental (Hamre & Pianta, 2005; Sailsbury & And, 1995; Strully & Strully, 1985).

For teachers who educate students with E/BD, the task of building trust with that student can be fostered by the teacher sincerely demonstrating that she/he values the child, provides for their needs, and sets them up for success (Regan, 2009). On average, teachers who had high-quality relationships with their students had 31% fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have a high-quality relationship with their students (Marzano, 2010; Marzano & Marzano, 2003; Regan, 2009). Teachers who have a positive relationship with their students are more predisposed to meeting the needs of their students through their instruction and efforts in the classroom environment, thus having students with higher achievement expectations and attitudes that are more positive (Marzano & Marzano, 2003). Within the classroom, when appropriate levels of cooperation and an awareness of students needs are demonstrated, teachers can build positive classroom dynamics (Marzano & Marzano, 2003; Robbins-Etlen, 2007). Moreover, when positive student-teacher relationships are present, reduction in aggressive behaviors and increase in compliance with school rules can be expected (Alderman & Green, 2011).

Summary

If teachers demonstrate an adequate level of knowledge and sensitivity of students with E/BD, they may have a better understanding of needs, which will allow for more effective classroom management strategies and better teacher-student positive relationships to occur. This may ultimately lead to more consistent academic success within the classroom setting. Through the laws of No Child Left Behind, Free and Appropriate Public Education and the Gaskins' Settlement within the state of Pennsylvania, more and more students are to be considered to be included within the general education environment for most, if not all, of the school day. This would include students with E/BD. If teachers have solid knowledge of overall student needs, have the means, resources and desire to implement effective classroom management and strategies, and have an understanding and sensitivity to students that demonstrate diverse educational learning styles, all students, both those with needs and those without needs, would benefit from learning together within the same environment. One must remember that every student brings his or her own challenges. With those differences and challenges, every student, with or without a disability, has his or her own set of dreams and goals. It is imperative that their teachers never give up on them (Solar, 2011).

CHAPTER THREE

METHODOLOGY

As stated in the literature review, teacher self-efficacy levels can strongly influence the success or failure rate of the exceptional child in a regular education setting (Bandura, 1989; (Bandura, 1993; Bandura, 2001; Bandura & Jourden, 1991; Cheng et al., 2009; Kagan, 1992; Oppong, 2014; Pajares, 1992; Phipps & Borg, 2009; Rashidi, 2014). Robert Slavin states that part of the solution for teachers dealing with students with E/BD is teacher efficacy, which is the belief that personal effort determines a student's outcome (Slavin, 2006).

This study is important because students with E/BD present unique challenges to the instructional environment and intentional actions based on proven methods, experiences, research, and the use of appropriate materials are particularly needed by teachers who instruct students with E/BD (Barr, 2014; Bryan, 2008; Cannella-Malone, Tullis, & Kazee, 2011; Marzano & Marzano, 2003; Oliver & Reschly, 2007). Furthermore, there are few studies conducted solely at the elementary level analyzing the perception of only general education teachers working with students with E/BD. As more students identified as having E/BD are being consistently placed within the general education setting at the elementary level, it is imperative to understand the perception and level of self-efficacy of teachers within the elementary setting and to understand their level of confidence and competence toward successfully educating students with E/BD.

In this quantitative study, kindergarten through fourth grade general education teachers were analyzed on their perceived self-efficacy of educating students with E/BD within the regular education environment. Furthermore, the survey analyzed the teachers' perceptions, or level of self-efficacy, in comparison with their perception of the level of preparedness within the

classroom environment, their perception on the ability to develop positive student-teacher relationships, and their perception of class management techniques when working with students with E/BD. Analysis determined if perceptions differ based on classification area of district, certification held by the teacher, and years of experience in working with students with E/BD. The study further determined if there is a need to provide more extensive professional development within districts to better prepare and educate teachers when dealing with children with E/BD (MacFarlan-Price, 2012; MacFarland, 2014; Rendos, 2005). Additionally, this study may determine if there is a greater need to increase awareness and knowledge at the college level for those individuals preparing for a profession in education.

Statement of the Problem

Inclusion of students with E/BD is labor intensive. It requires rigorous effort and great levels of support for both teachers and students (Lee, 2012). Literature shows the general education system is usually unprepared to provide appropriate services for many students with E/BD (Allday et al., 2012; Jordan, 2006; Lee, 2012; Wehby et al., 2003; Whelan & Simpson, 1996). If general educational classroom teachers are not prepared to work effectively with students with E/BD, the increasing trend of students with E/BD in the general education classrooms may raise concerns amongst general education teachers (Gersten & Woodward, 1990; Klinger et al., 2001; Lee, 2012; Robbins-Etlen, 2007).

This quantitative study analyzed general education elementary teacher perception or self-efficacy when working with students identified as E/BD in the regular education environment.

Research Questions

Research Questions:

1. Is there a significant difference in the perceptions of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to their confidence in preparedness of working with students with E/BD when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?
2. Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in rural, suburban, and urban school districts when working with students with E/BD?
3. Is there a significant difference in self-efficacy perception of general education teachers when educating students diagnosed with emotional and/or behavioral disorders who are dually certified in early childhood/elementary education and special education as opposed to general education teachers who are only certified in early childhood/elementary education when working with students with E/BD?
4. Is there a significant difference in self-efficacy perception of general education teachers when educating students with emotional and/or behavioral disorders based on the number of years of experience a teacher has in working with students with E/BD?
5. Is there a significant difference in the perception of self-efficacy of general education teachers when working with students with emotional and/or behavioral disorders in relation to effective classroom management when comparing classification area of

district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

6. Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to positive student-teacher relationships when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

Population and Sample

In this study, surveys were electronically distributed to kindergarten through fourth grade teachers in school districts throughout the state of Pennsylvania. Because the researcher analyzed data from rural, suburban, and urban school districts (as defined by the Pennsylvania Department of Education), the 499 school districts (exclusion to the school district where the researcher currently holds an administrative position) were placed into a spreadsheet and sorted by classification of district. Once the list was established, the researcher utilized systematic sampling, using every tenth school district to determine each participating district until an acceptable sample size was obtained. Sample sizes were as follows: Rural (425 potential participants); Suburban (428 potential participants); Urban (428 potential participants). There were a total of 1,281 potential participants. Every kindergarten through fourth grade regular education teacher, whose name was listed on the district's website as part of the selected elementary building, received a survey.

Rationale for Chosen Sample

The majority of children in Pennsylvania continue to be educated by the public school system and within the general education classroom setting. This education primarily starts in

kindergarten. With the increase in the identification of E/BD occurring in younger children on a much more frequent basis, the need to understand these emotional and behavioral disorders, as well as the need to be provided appropriate education, tools, and resources, is critical in making sure that all children are being educated to the fullest potential. It is also imperative to make sure that we are able to meet the needs of all children, especially in the first stages of their educational careers. The basis for this study was to determine if the teachers who are educating these young students feel that they are adequately prepared to meet all needs within a general education classroom setting. Elementary teachers (kindergarten through fourth grade) were surveyed to analyze their perception of self-efficacy in educating students with E/BD. The results of the study may help to determine if there is a need for school districts, as well as colleges, to provide additional professional development, training, and/or educational instruction in the area of mental health so that teachers are well prepared, trained, and ready to meet student needs, especially at the elementary level.

Instrument Design

A cross-sectional survey design was created to gain information from elementary school teachers, kindergarten through fourth grade, in public schools throughout Pennsylvania regarding perceptions of working with students diagnosed with E/BD. Developmental procedures for the design of the survey were based on information from instrumental design books by Fowler (2009) and Dillman, Smyth, and Christian (2009). A survey is the quickest and most efficient way to obtain information from a large sample of individuals. The survey consisted of four demographic questions and twenty-one questions, which were answered on a four-point Likert Scale (Strongly Agree; Agree; Disagree; Strongly Disagree).

The present study applied the instrument adapted from the Survey on Teacher Perceptions of Inclusionary Practices for Students with Emotional/Behavioral Disorders modified by Lee (2012) and the Teacher Attitudes Inclusion Inventory modified by Alhamad (2006) from an attitudinal survey. This study investigated only general education teachers' perceptions at the elementary level and compared location of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD. Lee's study targeted both general education and special education classroom teachers in pre-school through high school settings. Her study analyzed perceptions based on teaching setting (grades taught), overall teaching experience, and previous training in special education for general education teachers. Lee's findings concluded the following:

- Teaching experience was a significant predictor of teachers' perceptions regarding placement of students with E/BD in a general education classroom. Teachers with 10 or more years of teaching experience were more likely to score lower on the subscale that measures teachers' perceptions of inclusion of students with E/BD than those who have 0 to 3 years of teaching experience. Categories for overall years of teaching were as follows: 0 to 3 years; 4 to 9 years; and 10 or more years.
- Student age was a significant predictor of teachers' perceptions regarding behaviors of students with E/BD in a general education classroom. Teachers who taught elementary age children were significantly more likely to score lower on the subscale that measures teachers' perceptions of behaviors of students with E/BD than teachers who taught preschool and kindergarten students.
- Special education teachers had significantly higher scores on the subscale that measures teachers' perceptions of their efficacy than general education teachers.

Compared to general education teachers, special education teachers are more likely to have a higher degree of perceptions on the subscale that measures their competence of teaching students with E/BD.

- Teachers who have positive experience with inclusionary practices for students with E/BD are more likely to have a higher degree of positive perceptions about integrating students with E/BD in a general education classroom.
- The number of special education courses taken by general education teachers did not have a significant effect on overall or individual subscale scores.

The survey is a combination of questions from two previous dissertation studies as well as questions created by the researcher. The questions measure perceptions/teacher efficacy in relation to preparedness, student-teacher relationship and classroom management. The researcher has obtained written permission from Yu-Wen Grace Lee (Appendix C) to utilize questions from the study *Teacher Perceptions of Inclusionary Practices for Students With Emotional/Behavioral Disorders*. Lee based her survey on an attitudinal survey titled Teacher Attitudes Inclusion Inventory, which was modified by Khalid Alhamad in 2006 (Lee, 2012). The researcher gained knowledge that Khalid Alhamad had passed away a few years ago. The researcher was able to connect with the family of Khalid Alhamad and was able to gain permission from the family to utilize parts of the original survey in this study (Appendix C).

In the survey designed by Alhamad (2006), reliability and validity of the questionnaire were established. Two pilot studies were conducted. Pilot Study 1 updated the terminology used and directed the questions toward teachers' perceptions of inclusion for students with E/BD. Responses from 133 special education and general education teachers were reviewed and analyzed. The results showed six of the subscales had good reliability: (a) Behavior, .70; (b)

Class Placement, .74; (c) Self-concept, .81; (d) Time and Work, .70; (e) Other Students, .71; and (f) Teacher, .82. Based on the comments provided by the participants and the data analysis, the questionnaire items were reduced from 47 to 33 questions. Pilot Study 2 was conducted with 338 special education and general education teachers to ensure the reliability and validity of the revised questionnaire. A factor analytic method was applied to assess the validity. The construct validity of the instrument was completed using principal component factor analysis. The results showed three factors with Eigen values above 1.0 were apparent: (a) Students with E/BD in the general classroom, 12.49; (b) Behavior of students with E/BD in the general classroom, 2.80; and (c) Teacher efficacy, 1.85. The Cronbach alpha reliability for these factors was .91, .85, and .86 respectively. The final version of the questionnaire contained 26 items (Alhamad, 2006).

Changes were made from the survey modified by Lee (2012). Changes included demographic information, answer options from 5-point Likert Scale to 4-point Likert Scale, wording of questions to reflect positive performance of teachers and relations of students with E/BD as well as questions being categorized into areas of classroom management, positive student-teacher relationships and preparedness. Theme-related questions will not be categorized by section, but rather intertwined throughout the survey. The researcher notified Ms. Lee of which questions were utilized for the purpose of the study.

Pilot Study

This survey was piloted in the school district where the researcher is currently employed. Ten elementary school teachers, kindergarten through fourth grade, were surveyed. Two teachers in kindergarten through fourth grade in the elementary building where the researcher is employed were given the survey to complete and analyze. The researcher provided the survey to those who were willing to volunteer in providing feedback on the questions and time it took to

complete the survey. A meeting with the teachers completing the survey occurred and an explanation from the researcher was given in regard to the survey analysis and completion. Instructions were given to the teacher to first take the survey and write down the completion time, and then to go back and analyze each of the questions in the survey. The researcher provided the pilot group a copy of the survey and ask them to answer all of the questions. The research timed the group and had individual participants indicate when they had completed the survey. After the entire group had completed the survey, the researcher asked those participating to provide comments about questions, such as readability and flow of the questions, ability to understand what is being asked in the question, and if the questions are providing enough information about their perception in working with students with E/BD. The survey was presented in paper format (as opposed to online) to allow teachers the ability to communicate thoughts and write notes next to each of the questions (if applicable). Check boxes were added to the pilot survey. Check boxes included the following statements: No changes needed; Changes needed (with a few lines for the teacher to provide description of necessary changes). In addition, a text box was added to the end of the pilot survey indicating how long it took the volunteer to take the survey. Results of the pilot study determined if necessary changes needed to be made to any of the questions within the survey. No changes were needed to the survey. The pilot study group indicated the survey took between eight and ten minutes to complete.

Data Collection Procedures

After the school districts and specific school buildings were determined using stratified and systematic sampling, the researched obtained email addresses through publicly available district websites (Appendix E). To successfully upload the required spreadsheet into the Qualtrics system, a company that is contracted with Indiana University of Pennsylvania, the

researched needed to complete a column for first name, a column for last name, and a column for email address. No email addresses were obtained directly from a specific district or intermediate unit. An additional column was added to the spreadsheet indicating the classification of district and was categorized as embedded data within the Qualtrics system, which was used for further analysis of data. The embedded data of classification of district was the only information that was not kept confidential for analysis purposes. This information was disclosed in the consent form of the survey.

Once the final survey had been established by the panel of kindergarten through fourth grade teachers selected as part of the pilot study, the researcher uploaded the final product of the survey (Appendix D), along with email addresses, into the Qualtrics software application available through the Applied Research Lab (ARL) of Indiana University of Pennsylvania. Additionally, the researcher uploaded an emailed cover letter and consent form (Appendices A and B), which contained an introduction explaining the reasoning and importance of the study, directions on how to complete the online survey, a hyperlink to the survey, as well as the assurance of anonymity for completion of the survey, with the exception of the classification of district. The consent form specifies the details of consent the individual is agreeing to by completing the survey.

Two weeks after the initial email to qualified survey participants was sent, a second email was distributed through the Qualtrics system to all individuals that did not respond to the initial survey email. Because the acceptable response rate was not achieved, one week after the second reminder email, a third reminder email was sent to participants who did not respond to the first or second sending of the survey. The closing of survey results occurred within five weeks of when the initial survey was sent to participants. In an attempt to increase the response rate of the

survey and to show appreciation for participation, the researcher offered a random drawing for a $100.00 gift card of choice available to those individuals who participated in the survey. Participants were voluntarily asked to send their name and email address to the researcher's Indiana University of Pennsylvania email address (j.r.pappasergi@iup.edu) after completion of the survey. A random drawing occurred to pick the gift card recipient. Ten percent or more responses to the survey was considered an acceptable return rate. Once this was obtained, the researcher began to analyze the results of the survey.

Data Analysis

Once the survey participation window closed, the researcher began to analyze the collection of survey response data.

The results of the survey were analyzed using one-way ANOVA and independent-samples *t*-test. The use of ANOVA allowed the researcher to determine if there were statistically significant differences between more than two groups of the independent variable. The independent-samples *t*-test allowed the researcher to determine if there were statistically significant differences between two groups. Statistical significance will be determined at the .05 level.

SPSS software was utilized to tabulate and analyze the results of the study. Responses to the Likert scale were given numerical values ranging from 1 to 4 for positively worded questions (Questions 5, 6, 8, 9, 12, 13, 14, 15, 17, 18, 22, 23, 24, 25) and numerical values ranging from 4 to 1 for negatively worded questions (Questions 7, 10, 11, 16, 19, 20, 21). Refer to Appendix D for complete survey. Any item not answered was considered a missing response. No value was given to unanswered questions. The researcher used the mode of the responses to analyze the difference of perceptions of the identified groups and the relation of perception to preparedness,

student-teacher relationships, and experience in working with students identified with E/BD. Survey results were reported through the use of narrative reporting, tables, and/or charts. Multiple modes of reporting were utilized in order to ensure the readers were able to fully comprehend the provided information.

Summary

The research study of the perception of self-efficacy of general education teachers (kindergarten through grade four) when educating students with E/BD determined if there are statistically significant differences between the varying groups in addition to the relation of perception to preparedness, student-teacher relationships and experience in working with students identified with E/BD. The survey, which was a combination of questions from a previous dissertation studies (*Teacher Perceptions of Inclusionary Practices for Students with Emotional/Behavioral Disorders* by Yu-Wen Grace Lee and *General Education and Special Education Teachers' Attitudes Toward Inclusive Education of Students With Emotional and/or Behavioral Disabilities (EBD)* by Khalid Abdulaziz Alhamad) as well as questions created by the researcher, was distributed to the specified participants in the study. The survey consisted of demographic questions and questions based on a four-point Likert scale. The Qualtrics system was utilized to disseminate the survey throughout the qualifying school districts within the state of Pennsylvania. After the survey was disseminated, and results were obtained, the researcher analyzed the data using ANOVA test and indepent-samples t-test. The SPSS database was the tool utilized in analyzing these results. Chapter 4 will discuss the findings of the survey.

CHAPTER FOUR

DATA COLLECTION AND ANALYSIS

As stated in Chapter One, this study was to examine self-efficacy perceptions of elementary teachers, kindergarten through fourth grade, and determine whether or not teacher self-efficacy perceptions differ related to classification area of district, certification held, and experience of working with students with E/BD. In addition, this study analyzed if differences in the above three mentioned areas impact the teacher's perception in regards to providing effective classroom management, developing positive student-teacher relationships, and demonstrating confidence in being adequately prepared to educate students with E/BD. Chapter Four is organized in terms of six research questions posed in Chapter One. This chapter will first discuss the instrument design and response rate. Then it will analyze the inferential statistical results collected from the survey results to answer each of the six research questions.

Research Questions:

- Is there a significant difference in the perceptions of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to their confidence in preparedness of working with students with E/BD when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?
- Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in rural, suburban, and urban school districts when working with students with E/BD?

- Is there a significant difference in self-efficacy perception of general education teachers when educating students diagnosed with emotional and/or behavioral disorders who are dually certified in early childhood/elementary education and special education as opposed to general education teachers who are only certified in early childhood/elementary education when working with students with E/BD?
- Is there a significant difference in self-efficacy perception of general education teachers when educating students with emotional and/or behavioral disorders based on the number of years of experience a teacher has in working with students with E/BD?
- Is there a significant difference in the perception of self-efficacy of general education teachers when working with students with emotional and/or behavioral disorders in relation to effective classroom management when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?
- Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to positive student-teacher relationships when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

Instrument Design

A 25-item, two-part survey was developed. Part One of the survey included two open-response questions related to years of teaching, one yes/no question related to certification area(s), and one multiple choice question related to grade level taught by the participant. Part Two of the survey contained 21 questions, with answer selections presented in Likert-scale

format, relating to a teacher's perception of working with students with emotional and/or behavioral disorders. All 21 questions related to overall self-efficacy perception when working with students with E/BD. These 21 questions were also categorized into three classification areas: Preparedness, Classroom Management, and Teacher-Student Relationships.

Categorization questions were as follows:

Preparedness:

6. I feel my college education and/or in-service trainings in preparation allows me to work effectively with E/BD students.

8. The inclusion of students with E/BD into a general education classroom setting represents an opportunity for a teacher to grow professionally and personally.

9. I believe my role as a teacher is more interesting when given the opportunity to work with students with E/BD.

11. Due to their potential for disruptive behaviors, I believe that the inclusion of students with E/BD into the general education classroom will challenge the educational achievement of normal achieving students.

12. I believe that adequate training and preparation allows me to not be easily frustrated when working with students with E/BD.

13. I feel my success as an effective teacher is compromised if students with E/BD are placed within my room.

16. In general, students with E/BD in my classroom necessitate an excessive amount of time for instructional planning.

18. I believe that a student with E/BD, who has the opportunity to be instructed by a general education teacher in the general education classroom, will likely develop a more positive attitude toward school.

19. There is insufficient time in a teacher's day to deal satisfactorily with the varied needs of both general education students and students with E/BD.

23. Teaching students with E/BD increases my overall teaching competence.

24. I feel confident in providing individualized classroom techniques and strategies to students with E/BD.

Classroom Management:

6. I feel my college education and/or in-service trainings in preparation allows me to work effectively with E/BD students.

7. A student with E/BD is likely to be disruptive in a general education classroom.

10. If a student with E/BD is placed in a general education classroom, there will be an increase in behavioral/classroom management problems.

11. Due to their potential for disruptive behaviors, I believe that the inclusion of students with E/BD into the general education classroom will challenge the educational achievement of normal achieving students.

14. I feel that I am able to provide effective and efficient classroom management to meet the needs of all students when students with E/BD are part of the general education classroom.

17. I have been adequately trained to provide effective classroom management strategies to students with E/BD.

20. If a teacher is to be successful in teaching students with E/BD, he/she should have fewer students in the classroom in order to meet the students' academic and behavioral needs.

21. The disruptive behavior of students with E/BD in the general education classroom will likely increase the number of behavior problems among other students.

22. In general, I look forward to the challenge of working with students with E/BD.

24. I feel confident in providing individualized classroom techniques and strategies to students with E/BD.

Teacher-Student Relationships:

5. I feel a student with emotional and/or behavioral disorders (E/BD) will develop a more positive self-concept as a result of spending more educational time with general education students and teacher.

9. I believe my role as a teacher is more interesting when given the opportunity to work with students with E/BD.

11. Due to their potential for disruptive behaviors, I believe that the inclusion of students with E/BD into the general education classroom will challenge the educational achievement of normal achieving students.

12. I believe that adequate training and preparation allows me to not be easily frustrated when working with students with E/BD.

13. I feel my success as an effective teacher is compromised if students with E/BD are placed within my room.

15. I am confident that I will be able to make students with E/BD feel comfortable in my classroom.

18. I believe that a student with E/BD, who has the opportunity to be instructed by a general education teacher in the general education classroom, will likely develop a more positive attitude toward school.

20. If a teacher is to be successful in teaching students with E/BD, he/she should have fewer students in the classroom in order to meet the students' academic and behavioral needs.

22. In general, I look forward to the challenge of working with students with E/BD.

25. I do not let the behavioral needs of an E/BD student get in the way of allowing me to develop appropriate teacher-student relationships with that student.

Refer to Appendix D for entire survey.

Response Rate

The survey was delivered via email to 1,281 kindergarten through fourth grade regular education teachers in rural, suburban, and urban public school districts. Fifty-nine emails were "bounced back" according to Qualtrics due to either an invalid email address or a content filter that prohibited mass email distributions. The survey remained open for five weeks. Out of the 1,222 surveys delivered, 32% (n = 389) of participants opened the email. Out of the 389 individuals that opened the email, 36% (n = 141) of participants opened the survey. Out of the 141 participants, .01% (n = 1) opted out, .02% (n = 3) opened the survey but did not complete it, and 97% (n = 137) completed the survey. Out of the 137 individuals, 8% (n = 11) chose the "Other" option in the demographic question pertaining to his or her current teaching grade level, which took the individual immediately to the end of the survey. This was to insure the researcher would not get results for individuals that did not solely teach in the regular education

environment or in the targeted grade levels. Overall response rate for completion of survey was 10.3% ($N = 126$).

Inferential Statistical Analysis

The following section includes statistical descriptions of the 126 kindergarten through fourth grade regular education teachers who participated in this study based on their responses to two of the demographic questions contained in Part One of the survey. Additional information is presented from the embedded data of classification of district coded within the survey. The question relating to years of experience of working with students with E/BD was an open response in the survey. Once this information was imported into SPSS, to obtain more balance in the grouping of years of teaching students with E/BD, the researcher created ranges on years of experience and then coded the ranges using a numerical system. Out of the 126 participants, 30% ($n = 38$) were categorized as Group 1, 28% ($n = 35$) were categorized as Group 2, 16% ($n = 20$) were categorized as Group 3, 15% ($n = 19$) were categorized as Group 4, 4% were categorized as Group 5, 5% ($n = 6$) were categorized as Group 6, and 2% ($n = 2$) were categorized as Group 7. One individual did not report years of teaching students with E/BD. (Table 1).

Table 1

Question 2: Years of Teaching Students With Emotional and/or Behavioral Disorders

	Years of Teaching Range							Total
	0–4	5–10	11–15	16–20	21-25	26-30	31-35	
Group	1	2	3	4	5	6	7	
Participants	38	35	20	19	5	6	2	125
Missing	0	0	0	0	0	0	0	
Total								126

To respond to the question relating to dual certification, participants needed to answer yes or no when asked if they were dually certified in early childhood/elementary education and special education. Of the 126 respondents, 23% (n = 29) responded yes, and 77% (n = 97) responded no (Table 2).

Table 2

Question 3: Dual Certification in Early Childhood/Elementary Education and Special Education

	Dual Certification		Total
	Yes	No	
Participants	29	97	126

In response to the embedded data that was part of the initial survey, 32% (n = 41) were categorized as participants from urban districts, 40% (n = 50) were categorized as participants from suburban school districts, and 28% (n = 35) were categorized as participants from rural districts (Table 3).

Table 3

Embedded Data: Classification of District

	Classification of District			Total
	Urban	Suburban	Rural	
Participants	41	50	35	126

Research Question One

Research Question One asks, "Is there a significant difference in the perceptions of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to their confidence in preparedness of working with students with

E/BD when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?" A one-way analysis of variance (ANOVA) was conducted to test the differences of perceptions of preparedness when comparing classification of school district and years of experience of working with students with E/BD. An independent-samples *t*-test was conducted to test the differences of perceptions of preparedness when comparing those who are dually certified in early childhood/elementary education and special education and those who only certified in early childhood/elementary education. Results of the one-way ANOVA comparing preparedness and classification of school district indicated no statistically significant differences between confidence in the level of preparedness and the classification of school district: $F(2,123) = .818$, $p = .444$ (Table 4).

Table 4

Preparedness and Classification of School District ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Preparedness	Between Groups	.163	2	.081	.01316	.818	.444
	Within Groups	12.225	123	.099			
	Total	12.388	125				

One-way ANOVA results are based on the assumption of homogeneity of variances. However, based on Levene's test for homogeneity of variances, the data violates this assumption for preparedness and classification of school district (.026) (Table 5).

Table 5

Preparedness and Classification of School District Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Preparedness	3.762	2	123	.026

Since the homogeneity test of variances statistics indicated a violation to the assumption of preparedness and classification of district, the researcher then tested this directly in order to verify that there is no statistically significant difference. A robust tests of equality of means was performed, using a Welch and Brown-Forsythe test. In regard to preparedness and classification of school district, the researcher observed test statistics $F = .689$ ($p = .505$) and $F = .834$ ($p = .437$), respectively, for the Welsh and Brown-Forsythe test, which are not statistically significant at the $p < .05$ level. The conclusion of this test reveals no statistically significant difference between the self-efficacy perception of confidence in preparedness and classification of school district (Table 6).

Table 6

Preparedness and Classification of School District Robust Test of Equality of Means

		Statistic[a]	df1	df2	Sig.
Preparedness	Welch	.689	2	79.129	.505
	Brown- Forsythe	.834	2	112.983	.437

[a] Asymptotically *F* distributed

A multiple comparison, post-hoc test was performed by the researcher. The test reveals there is no statistically significant difference in teacher self-efficacy in confidence of preparedness and classification of school district (Table 7).

Table 7

Preparedness and Classification of School District Tukey HSD Multiple Comparisons

(I) Type of School	(J) Type of School	Mean Difference (I – J)	Std. Error	Sig.
Urban	Suburban	.06492	.05176	.424
	Rural	.05375	.05654	.609
Suburban	Urban	-.06492	.05176	.424
	Rural	-.01117	.05415	.977
Rural	Urban	-.05375	.05654	.609
	Suburban	.01117	.05415	.977

Note: The mean difference is significant at the 0.05 level.

Results of the independent-samples *t*-test, comparing the self-efficacy perception of preparedness and certification level of teacher, indicated there was a statistically significant difference between teachers who are dually certified ($M = 2.3505$, $SD = .35768$) as opposed to teachers who are only certified in early childhood/elementary education ($M = 2.4986$, $SD = .29432$) (Table 8) and confidence in their level of preparedness when working with students with E/BD ($t(124) = -2.259$, $p = .026$) (Table 9). Furthermore, Cohen's effect size value ($d = .45216$) indicates a moderate, or medium, level of practical significance between those who are dually certified in elementary education and special education and those who are only certified in elementary education (Table 9). Based on the coding of the forced-choice responses, a lower mean score indicated a higher level of self-efficacy perception of confidence of preparedness

when working with students with E/BD. Because the significant value for Levene's test for equality of variances was larger than .05, equal variances assumed was used to determine the results (Table 9).

Table 8

Preparedness, Level of Certification, and t-test Mean Scores

		Mean	Std. Deviation	Std. Error Mean
Dually Certified	Yes	2.3505	.35768	.06642
	No	2.4986	.29432	.02988

Table 9

Preparedness and Level of Certification Independent-Samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	d	Mean Diff.	Std. Error Diff.
Equal Variances Assumed	.734	.393	-2.259	124	.026*	.45216	-.14812	.06556
Equal Variances Not Assumed			-2.034	40.01	.049		-.14812	.07283

Note: The mean difference is significant at the 0.05 level.

Results of the one-way ANOVA comparing preparedness and years of teaching students with E/BD indicated no statistically significant differences between confidence in the level of preparedness and the years of teaching students with E/BD: $F(6,118) = 2.142.$, $p = .054$ (Table 10).

Table 10

Preparedness and Years of Teaching E/BD Students ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Preparedness	Between Groups	1.21	6	.202	.09084	2.142	.054
	Within Groups	12.11	118	.094			
	Total	13.32	124				

One-way ANOVA results are based on the assumption of homogeneity of variances. Based on Levene's test for homogeneity of variances, the ANOVA data violates the assumption of preparedness and years of teaching students with E/BD (.012) (Table 11).

Table 11

Preparedness and Years of Teaching E/BD Students Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Preparedness	2.880	6	118	.012

Since the homogeneity test of variances statistics indicated a violation to the assumption of preparedness and years of teaching students with E/BD, the researcher then tested this directly in order to verify that there were statistically significant differences. A robust tests of equality of means was performed, using a Welch and Brown-Forsythe test. In regard to preparedness and years of teaching students with E/BD, the researcher observed test statistics $F = 3.743$ ($p = .027$) and $F = 1.525$ ($p = .219$), respectively, for the Welsh and Brown-Forsythe test, which is statistically significant at the $p < .05$ level (Welsh test only). Since the Welsh test is to be considered first, the conclusion of this test reveals statistically significant differences between

the self-efficacy perception of confidence in preparedness and years of teaching students with E/BD (Table 12).

Table 12

Preparedness and Years of Teaching E/BD Students Robust Test of Equality of Means

		Statistic[a]	df1	df2	Sig.
Preparedness	Welch	3.743	6	11.341	.027
	Brown- Forsythe	1.525	6	20.812	.219

[a] Asymptotically *F* distributed

A lower mean score indicated a higher level of self-efficacy perception of confidence of preparedness when working with students with E/BD (Table 13). Furthermore, the multiple comparison, post-hoc test reveals there is a statistically significant difference between Group 6 and Group 7 (p = .040), indicating Group 6 perceives him or herself as less prepared when working with E/BD students. Cohen's effect size (d = .09084) indicates a moderate to high level of practical significance between groups (Table 10). There were no additional statistically significant differences between any of the other group comparisons (Table 14).

Table 13

Preparedness, Years of Teaching E/BD Students, and Mean Scores

	Group	Mean	Standard Deviation	Standard Error
Preparedness	1	2.4115	.29419	.04772
	2	2.5008	.22344	.03777
	3	2.4404	.33794	.07557
	4	2.4880	.29568	.06783
	5	2.3818	.47412	.21203
	6	2.7727	.55670	.22727
	7	2.0000	.12856	.09091

Table 14

Preparedness and Years of Teaching E/BD Students Tukey HSD Multiple Comparisons

(I) Coded E/BD Year	(J) Coded E/BD Year	Mean Difference (I – J)	Std Error	Sig.
1	2	-.08930	.07188	.876
	3	-.02943	.08476	1.000
	4	-.07656	.08621	.974
	5	.02967	.14596	1.000
	6	-.36124	.13479	.113
	7	.41148	.22259	.518
2	1	.08930	.07188	.876
	3	.05987	.08600	.993
	4	.01274	.08743	1.000
	5	.11896	.14669	.983
	6	-.27195	.13557	.417
	7	.50078	.22307	.280
3	1	.02943	.08476	1.000
	2	-.05987	.08600	.993
	4	-.04713	.09829	.999
	5	.05909	.15341	1.000
	6	-.33182	.14282	.242
	7	.44091	.22755	.460
4	1	.07656	.08621	.974
	2	-.01274	.08743	1.000
	3	.04713	.09829	.999
	5	.10622	.15422	.993
	6	-.28469	.14368	.432
	7	.48804	.22809	.337
5	1	-.02967	.14596	1.000
	2	-.11896	.14669	.983
	3	-.05909	.15341	1.000
	4	-.10622	.15422	.993
	6	-.39092	.18579	.357
	7	.38182	.25671	.752
6	1	.36124	.13479	.113
	2	.27195	.13557	.417

	3	.33182	.14282	.242
	4	.28469	.14368	.432
	5	.39091	.18579	.357
	7	.77273*	.25052	.040
7	1	-.41148	.22259	.518
	2	-.50078	.22307	.280
	3	-.44091	.22755	.460
	4	-.48804	.22809	.337
	5	-.38182	.25671	.752
	6	-.77273*	.25052	.040

Note: The mean difference is significant at the 0.05 level.

Research Question Two

Research Question Two asks, "Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in rural, suburban, and urban school districts when working with students with E/BD?" A one-way analysis of variance (ANOVA) was conducted to test the differences of self-efficacy perceptions of working with E/BD students when comparing classification of school districts. Results of the one-way ANOVA comparing classification of school districts indicated no statistically significant differences between overall teacher self-efficacy perception and the classification of school district: $F(2,123) = 1.834$, $p = .164$ (Table 15).

Table 15

Teacher Self-Efficacy and Classification of School District ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Self-Efficacy	Between Groups	.275	2	.137	.02895	1.834	.164
	Within Groups	9.222	123	.075			
	Total	9.497	125				

One-way ANOVA results are based on the assumption of homogeneity of variances. Based on Levene's test for homogeneity of variances, the data does not violate this assumption for teacher self-efficacy and classification of school district (.075) (Table 16).

Table 16

Teacher Self-Efficacy and Classification of School District Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Teacher Self-Efficacy	2.649	2	123	.075

A multiple comparison, post-hoc test was performed by the researcher. The test reveals there is no statistically significant differences between teacher self-efficacy and classification of school district (Table 17).

Table 17

Teacher Self-Efficacy and Classification of School District Tukey HSD Multiple Comparisons

(I) Type of School	(J) Type of School	Mean Difference (I – J)	Std. Error	Sig.
Urban	Suburban	.11003	.05769	.141
	Rural	.06993	.06302	.510
Suburban	Urban	-.11003	.05769	.141
	Rural	-.04010	.06035	.784
Rural	Urban	-.06993	.06302	.510
	Suburban	.04010	.06035	.784

Note: The mean difference is significant at the 0.05 level.

Research Question Three

Research Question Three asks, "Is there a significant difference in self-efficacy perception of general education teachers when educating students diagnosed with emotional and/or behavioral disorders who are dually certified in early childhood/elementary education and special education as opposed to general education teachers who are only certified in early childhood/elementary education when working with students with E/BD?" An independent-samples t-test was conducted to test the differences in self-efficacy perception between those who are dually certified in both early childhood/elementary education and special education and those who are only certified in early childhood/elementary education. Results of the independent-samples t-test, comparing the self-efficacy perception and certification level of teacher indicated there was a statistically significant difference between teachers who are dually certified (M = 2.3139, SD = .29620) as opposed to teachers who are only certified in early childhood/elementary education (M = 2.4598, SD = .26151) (Table 18) and overall teacher self-efficacy when working with students with E/BD ($t(124) = -2.256$, $p = .012$) (Table 19). Furthermore, Cohen's effect size value (d = 1.1306) indicates a high level of practical significance between those who are dually certified in elementary education and special education and those who are only certified in elementary education (Table 19). Based on the coding of the forced-choice responses, a lower mean score indicated a higher level of self-efficacy perception when working with students with E/BD. Because the significant value for Levene's test for equality of variances was larger than .05, equal variances assumed was used to determine the results (Table 19).

Table 18

Teacher Self-Efficacy, Level of Certification, and t-test Mean Scores

		Mean	Std. Deviation	Std. Error Mean
Dually Certified	Yes	2.1339	.29620	.05500
	No	2.4498	.26151	.02655

Table 19

Teacher Self-Efficacy and Level of Certification Independent-Samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	d	Mean Diff.	Std. Err. Diff.
Equal Variances Assumed	.572	.451	-2.556	124	.012*	1.1306	-.14594	.05709
Equal Variances Not Assumed			-2.390	41.908	.021		-.14594	.06108

Note: The mean difference is significant at the 0.05 level.

Research Question Four

Research Question Four asks "Is there a significant difference in self-efficacy perception of general education teachers when educating students with emotional and/or behavioral disorders based on the number of years of experience a teacher has in working with students with E/BD?" A one-way analysis of variance (ANOVA) was conducted to test the differences of self-efficacy perceptions of working with E/BD students when comparing years of teaching students

with E/BD. Results of the one-way ANOVA comparing teacher self-efficacy and years of teaching students with E/BD indicated no statistically significant differences between overall teacher self-efficacy perception and the years of teaching students with E/BD: $F(6,118) = 1.810$, $p = .103$ (Table 20).

Table 20

Teacher Self-Efficacy and Years of Teaching E/BD Students ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Self-Efficacy	Between Groups	.796	6	.133	.08433	1.810	.103
	Within Groups	8.644	118	.073			
	Total	9.439	124				

One-way ANOVA results are based on the assumption of homogeneity of variances. Based on Levene's test for homogeneity of variances, the data does not violate this assumption for teacher self-efficacy and years of teaching students with E/BD (.075) (Table 21).

Table 21

Teacher Self-Efficacy and Years of Teaching Students With E/BD Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Teacher Self-Efficacy	1.894	6	118	.088

A multiple comparison, post-hoc test was performed by the researcher. The test reveals there are no statistically significant differences between teacher self-efficacy and years of teaching students with E/BD (Table 22).

Table 22

Teacher Self-Efficacy and Years of Teaching E/BD Students Tukey HSD Multiple Comparisons

(I) Coded E/BD Year	(J) Coded E/BD Year	Mean Difference (I – J)	Std. Error	Sig.
1	2	-.05650	.06341	.973
	3	-.01031	.07477	1.000
	4	-.01673	.07605	1.000
	5	.13778	.12875	.963
	6	-.23841	.11889	.417
	7	.38064	.19635	.459
2	1	.05650	.06341	.973
	3	.04619	.07586	.996
	4	.03977	.07712	.999
	5	.19429	.12939	.743
	6	-.18190	.11959	.732
	7	.43714	.19677	.292
3	1	.01031	.07477	1.000
	2	-.04619	.07586	.996
	4	-.00642	.08671	1.000
	5	.14810	.13532	.929
	6	-.22810	.12598	.544
	7	.39095	.20072	.453
4	1	.01673	.07605	1.000
	2	-.03977	.07712	.999
	3	.00642	.08671	1.000
	5	.15451	.13603	.916
	6	-.22168	.12674	.585
	7	.39737	.20120	.436
5	1	-.13778	.12875	.936
	2	-.19429	.12939	.743
	3	-.14810	.13532	.929
	4	-.14515	.13603	.916
	6	-.37619	.16389	.255
	7	.22863	.22641	.935
6	1	.23841	.11889	.417

	2	.18190	.11959	.732
	3	.22810	.12598	.544
	4	.22168	.12674	.585
	5	.37619	.16389	.255
	7	.61905	.22098	.084
7	1	-.38064	.19635	.459
	2	-.43714	.19677	.292
	3	-.39095	.20072	.453
	4	-.39737	.20102	.436
	5	-.24286	.22644	.935
	6	-.61905	.22098	.084

Note: The mean difference is significant at the 0.05 level.

Research Question Five

Research Question Five asks, "Is there a significant difference in the perception of self-efficacy of general education teachers when working with students with emotional and/or behavioral disorders in relation to effective classroom management when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?" A one-way analysis of variance (ANOVA) was conducted to test the differences of perceptions of classroom management when comparing classification of school district and years of experience of working with students with E/BD. An independent-samples t-test was conducted to test the differences of perceptions of classroom management when comparing those who are dually certified in early childhood/elementary education and special education and those who only certified in early childhood/elementary education. Results of the one-way ANOVA comparing classroom management and classification of school district indicated statistically significant differences between perception of classroom management skills and the classification of school district: $F(2,123) = 4.496$, $p = .013$ (Table 23). Cohen's effect size ($d = .06809$) indicates a moderate level of practical significance between groups (Table 23).

Table 23

Classroom Management and Classification of School District ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Classroom Management	Between Groups	.894	2	.447	.06809	4.496	.013
	Within Groups	12.235	123	.099			
	Total	13.129	125				

One-way ANOVA results are based on the assumption of homogeneity of variances. However, based on Levene's test for homogeneity of variances, the data violates this assumption for classroom management skills and classification of school district (.037) (Table 24).

Table 24

Classroom Management and Classification of School District Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Classroom Management	3.398	2	123	.037

Since the homogeneity test of variances statistics indicated a violation to the assumption of classroom management skills and classification of district, the researcher then tested this directly in order to verify that there is a statistically significant difference. A robust tests of equality of means was performed, using a Welch and Brown-Forsythe test. In regard to classroom management and classification of school district, the researcher observed test statistics $F = .4.676$ ($p = .012$) and $F = 4.392$ ($p = .015$), respectively, for the Welsh and Brown-Forsythe test, which are statistically significant at the $p < .05$ level. The conclusion of this test reveals

statistically significant differences between the self-efficacy perception of classroom management skills and classification of school district (Table 25).

Table 25

Classroom Management and Classification of School District Robust Test of Equality of Means

		Statistic[a]	df1	df2	Sig.
Classroom Management	Welch	4.676	2	74.773	.012
	Brown- Forsythe	4.392	2	106.231	.015

[a] Asymptotically *F* distributed

A lower mean score indicated a higher level of self-efficacy perception of classroom management skills when working with students with E/BD (Table 26). Furthermore, the multiple comparison, post-hoc test reveals there is a statistically significant difference between individuals in urban school districts and individuals in suburban school districts (*p = .013)*, indicating individuals in urban school district perceives him or herself less prepared with classroom management skills when working with E/BD students. There were no additional statistically significant differences between any of the other group comparisons (Table 27).

Table 26

Classroom Management, Classification of School District, and t-test Mean Scores

	Classification	Mean	Standard Deviation	Standard Error
Classroom Management	Urban	2.7070	.37695	.05887
	Suburban	2.5164	.26778	.03787
	Rural	2.6571	.29891	.05053

Table 27

Classroom Management and Classification of School District Tukey HSD Multiple Comparisons

(I) Type of School	(J) Type of School	Mean Difference (I – J)	Std. Error	Sig.
Urban	Suburban	.19060*	.06645	.013
	Rural	.04990	.07258	.771
Suburban	Urban	-.19060*	.06645	.013
	Rural	-.14070	.06951	.111
Rural	Urban	-.04990	.07258	.771
	Suburban	.14070	.06951	.111

Note: The mean difference is significant at the 0.05 level.

Results of the independent-samples t-test, comparing the self-efficacy perception of classroom management and certification level of teacher indicated there was a statistically significant difference between teachers who are dually certified (M = 2.4739, SD = .30900) as opposed to teachers who are only certified in early childhood/elementary education (M = 2.6605, SD = .31753) (Table 28) and perception of classroom management skills when working with students with E/BD ($t(124) = -2.792$, $p = .006$) (Table 29). Furthermore, Cohen's effect size value (d = .59560) indicates a moderate level of practical significance between those who are dually certified in elementary education and special education and those who are only certified in elementary education (Table 28). Based on the coding of the forced-choice responses, a lower mean score indicated a higher level of self-efficacy perception of classroom management skills when working with students with E/BD. Because the significant value for Levene's test for equality of variances was larger than .05, equal variances assumed was used to determine the results (Table 29).

Table 28

Classroom Management, Level of Certification, and Mean Scores

		Mean	Std. Deviation	Std. Error Mean
Dually Certified	Yes	2.4739	.30900	.05738
	No	2.6605	.31753	.03224

Table 29

Classroom Management and Level of Certification Independent-Samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	d	Mean Diff.	Std. Err. Diff.
Equal Variances Assumed	.231	.632	-2.792	124	.006*	.59560	-.18653	.06680
Equal Variances Not Assumed			-2.834	47.10	.007		-.18653	.06582

Note: The mean difference is significant at the 0.05 level.

Results of the one-way ANOVA comparing classroom management skills and years of teaching students with E/BD indicated no statistically significant differences between perception of classroom management skills and the years of teaching students with E/BD: $F(6,118) = 1.577$, $p = .160$ (Table 30).

Table 30

Classroom Management and Years of Teaching E/BD Students ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Classroom Management	Between Groups	.964	6	.161	.07425	1.577	.160
	Within Groups	12.018	118	.102			
	Total	12.982	124				

One-way ANOVA results are based on the assumption of homogeneity of variances. Based on Levene's test for homogeneity of variances, the ANOVA data does not violate the assumption of classroom management skills and years of teaching students with E/BD (.291) (Table 31).

Table 31

Classroom Management and Years of Teaching E/BD Students Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Classroom Management	1.240	6	118	.291

A multiple comparison, post-hoc test was performed by the researcher. The test reveals there are no statistically significant differences in perception of classroom management skills and years of teaching students with E/BD (Table 32).

Table 32

Classroom Management and Years of Teaching E/BD Students Tukey HSD Multiple Comparisons

(I) Coded E/BD Year	(J) Coded E/BD Year	Mean Difference (I – J)	Std. Error	Sig.
1	2	-.01947	.07477	1.000
	3	-.00772	.08816	1.000
	4	.06023	.08967	.994
	5	.26339	.15182	.594
	6	-.20994	.14020	.746
	7	.37339	.23153	.674
2	1	.01947	.07477	1.000
	3	.01175	.08946	1.000
	4	.07970	.09094	.975
	5	.28286	.15258	.515
	6	-.19048	.14101	.826
	7	.39286	.23202	.622
3	1	.00772	.08816	1.000
	2	-.01175	.08946	1.000
	4	.06795	.10224	.994
	5	.27111	.15957	.618
	6	-.20222	.14855	.821
	7	.38111	.23668	.676
4	1	-.06023	.08967	.994
	2	-.07970	.09094	.975
	3	-.06795	.10224	.994
	5	.20316	.16041	.866
	6	-.27018	.14945	.546
	7	.31316	.23725	.841
5	1	-.26339	.15182	.594
	2	-.28286	.15258	.515
	3	-.27111	.15957	.618
	4	-.20316	.16041	.866
	6	-.47333	.19325	.188
	7	.11000	.26701	1.000

6	1	.20994	.14020	.746
	2	.19048	.14101	.826
	3	.20222	.14855	.821
	4	.27018	.14945	.546
	5	.47333	.19325	.188
	7	.58333	.26058	.283
7	1	-.37339	.23153	.674
	2	-.39286	.23202	.622
	3	-.38111	.23668	.676
	4	-.31316	.23725	.841
	5	-.11000	.26701	1.000
	6	-.26058	.26058	.283

Note: The mean difference is significant at the 0.05 level.

Research Question Six

Research Question Six asks "Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to positive student-teacher relationships when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?" A one-way analysis of variance (ANOVA) was conducted to test the differences of perceptions of teacher-student relationships when comparing classification of school district and years of experience of working with students with E/BD. An independent-samples t-test was conducted to test the differences of perceptions of teacher-student relationships when comparing those who are dually certified in early childhood/elementary education and special education and those who only certified in early childhood/elementary education. Results of the one-way ANOVA comparing teacher-student relationships and classification of school district indicated no statistically significant differences between perception of teacher-student relationships and the classification of school district: $F(2,123) = .349$, $p = .706$ (Table 33).

Table 33

Teacher-Student Relationships and Classification of School District ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Teacher-Student Relationships	Between Groups	.055	2	.028	.00562	.349	.706
	Within Groups	9.722	123	.079			
	Total	9.777	125				

One-way ANOVA results are based on the assumption of homogeneity of variances. Based on Levene's test for homogeneity of variances, the data does not violate this assumption for teacher-student relationships and classification of school district (.413) (Table 34).

Table 34

Teacher-Student Relationships and Classification of School District Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Teacher-Student Relationships	.890	2	123	.413

A multiple comparison, post-hoc test was performed by the researcher. The test reveals there are no statistically significant differences between perception of teacher-student relationships and classification of school district (Table 35).

Table 35

Teacher-Student Relationships and Classification of School District Tukey HSD Multiple Comparisons

(I) Type of School	(J) Type of School	Mean Difference (I – J)	Std. Error	Sig.
Urban	Suburban	.04940	.05923	.683
	Rural	.03020	.06470	.887
Suburban	Urban	-.04940	.05923	.683
	Rural	-.01921	.06196	.948
Rural	Urban	-.03020	.06470	.887
	Suburban	.01921	.06196	.948

Note: The mean difference is significant at the 0.05 level.

Results of the independent-samples t-test, comparing the self-efficacy perception of teacher-student relationships and certification level of teacher indicated there was a statistically significant difference between teachers who are dually certified (M = 2.2575, SD = .32634) as opposed to teachers who are only certified in early childhood/elementary education (M = 2.4084, SD = .25590) (Table 36) and perception of teacher-student relationships when working with students with E/BD ($t(124) = -2.608$, $p = .010$) (Table 37). Furthermore, Cohen's effect size value (d = .51459) indicates a moderate level of practical significance between those who are dually certified in elementary education and special education and those who are only certified in elementary education (Table 37). Based on the coding of the forced-choice responses, a lower mean score indicated a higher level of self-efficacy perception of teacher-student relationships when working with students with E/BD. Because the significant value for Levene's test for equality of variances was larger than .05, equal variances assumed was used to determine the results (Table 37).

Table 36

Teacher-Student Relationships, Level of Certification, and Mean Scores

		Mean	Std. Deviation	Std. Error Mean
Dually Certified	Yes	2.2575	.32634	.06060
	No	2.4084	.25590	.02598

Table 37

Teacher-Student Relationships and Level of Certification Independent-Samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	d	Mean Diff.	Std. Err. Diff.
Equal Variances Assumed	2.442	.121	-2.608	124	.010*	.51459	-.15089	.05786
Equal Variances Not Assumed			-2.288	38.858	.028		-.15089	.06594

Note: The mean difference is significant at the 0.05 level.

Results of the one-way ANOVA comparing teacher-student relationships and years of teaching students with E/BD indicated no statistically significant differences between perception of teacher-student relationships and the years of teaching students with E/BD: $F(6,118) = 1.427$, $p = .210$ (Table 38).

Table 38

Teacher-Student Relationships and Years of Teaching E/BD Students ANOVA

		Sum of Squares	df	Mean Square	d	F	Sig.
Teacher-Student Relationships	Between Groups	.660	6	.110	.06761	1.427	.210
	Within Groups	9.101	118	.077			
	Total	9.761	124				

One-way ANOVA results are based on the assumption of homogeneity of variances. Based on Levene's test for homogeneity of variances, the ANOVA data does not violate the assumption of teacher-student relationships and years of teaching students with E/BD (.454) (Table 39).

Table 39

Teacher-Student Relationships and Years of Teaching E/BD Students Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Teacher-Student Relationships	.963	6	118	.454

A multiple comparison, post-hoc test was performed by the researcher. The test reveals there are no statistically significant differences between perception of teacher-student relationships and years of teaching students with E/BD (Table 40).

Table 40

Teacher-Student Relationships and Years of Teaching E/BD Students Tukey HSD Multiple Comparisons

(I) Coded E/BD Year	(J) Coded E/BD Year	Mean Difference (I – J)	Std. Error	Sig.
1	2	-.05784	.06506	.974
	3	-.00737	.07672	1.000
	4	-.01637	.07803	1.000
	5	.11263	.13211	.979
	6	-.21404	.12200	.581
	7	.35263	.20147	.584
2	1	.05784	.06506	.974
	3	.05048	.07784	.995
	4	.04147	.07914	.998
	5	.17048	.13277	.858
	6	-.15619	.12271	.863
	7	.41048	.20190	.400
3	1	.00737	.07672	1.000
	2	-.05048	.07784	.995
	4	-.00901	.08897	1.000
	5	.12000	.13886	.977
	6	-.20667	.12927	.683
	7	.36000	.20596	.586
4	1	.01637	.07803	1.000
	2	-.04147	.07914	.998
	3	.00901	.08897	1.000
	5	.12901	.13958	.968
	6	-.19766	.13005	.732
	7	.36901	.20645	.559
5	1	-.11263	.13211	.979
	2	-.17048	.13277	.858
	3	-.12000	.13886	.977
	4	-.12901	.13958	.968
	6	-.32667	.16816	.457
	7	.24000	.23235	.945

6	1	.21404	.12200	.581
	2	.15619	.12271	.863
	3	.20667	.12927	.683
	4	.19766	.13005	.732
	5	.32667	.16816	.457
	7	.56667	.22675	.169
7	1	-.35263	.20147	.584
	2	-.41048	.20190	.400
	3	-.36000	.20596	.586
	4	-.36901	.20645	.559
	5	-.24000	.23235	.945
	6	-.56667	.22675	.169

Note: The mean difference is significant at the 0.05 level.

Summary

Overall findings of the study indicate there are significant differences between those who are dually certified in early childhood/elementary education and special education and those who are only certified in early childhood/elementary education in the areas of overall self-efficacy, preparedness, classroom management, and teacher-student relationships indicating individuals who are dually certified perceive themselves to have a higher sense of self-efficacy in the areas listed than those who are not dually certified. Secondly, a significant difference was found between participants in urban schools and participants in suburban schools in the area of classroom management indicating individuals in suburban schools perceive themselves as having a higher sense of self-efficacy in the area of classroom management. Finally, a significant difference was found between individuals in the years of teaching group 26 to 30 years (group 6) and years of teaching group 31 to 35 years (group 7) indicating that individuals in group 7 perceived themselves to be more prepared when working with students with E/BD. However, this finding should be analyzed with caution due to the small number of participants in each of those groups. There were no additional significant differences found in the study.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS, CONCLUSION

"Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand . . . what he learns and the way he understands it."

- Soren Lierkkegaard

This study sought to examine the self-efficacy perceptions of kindergarten through fourth grade regular education teachers when working with students E/BD based on classification of school district, certification held, and number of years of teaching students with E/BD. The study sought to further investigate if self-efficacy perceptions, in the above-mentioned areas, differ in regard to confidence in preparedness, classroom management, and teacher-student relationships.

Summary of Findings

As stated in Chapter One, although studies have been conducted on perceptions of teachers working with E/BD students in kindergarten through 12th grade, in a specific demographic location such as rural or suburban in elementary, middle or high school settings, on the perceptions of special education teachers on inclusive practices, or on the comparisons of general education teachers' and special education teachers' perceptions of inclusion of students with E/BD, few studies have been conducted considering only the perceptions of kindergarten through fourth grade general education teachers working with students with E/BD (Barr, 2014; Lee, 2012; MacCarthy, 2010). Results of this current study will be used to expand upon the limited research-based literature regarding self-efficacy perceptions of kindergarten through fourth grade regular education teachers in rural, suburban and urban school districts, those who are dually certified in early childhood/elementary education and special education, and those that

have or have not previously taught students with E/BD. The lack of literature, or research, of the identified areas in some of the research questions is a limitation to the overall study. The researcher was unable to locate any substantial information regarding self-efficacy perception studies of only general education elementary teachers across all three classifications of school districts (urban, suburban and rural), and those that teach regular education but hold a dual certification in special education.

Results of this study can assist school districts, school administrators, and classroom teachers in understanding the importance of positive self-efficacy and teacher performance within the classroom setting. Furthermore, the current study can assist administrators in creating appropriate professional development for teaching staff and support colleges and universities when developing courses related to the field of education. As stated in Chapter Two, teachers with a high sense of self-efficacy are more enthusiastic about teaching and are overall more dedicated to the teaching profession (Allinder, 1994; Coladarci, 1992). Because the respondents chose to complete the survey, there may be some self-selection bias in that teachers with lower self-efficacy may not have chosen to participate in the study.

The literature presented throughout this study is organized according to the six fundamental research questions:

- Research Question 1 - Is there a significant difference in the perceptions of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to their confidence in preparedness of working with students with E/BD when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

- Research Question 2 - Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in rural, suburban, and urban school districts when working with students with E/BD?
- Research Question 3 - Is there a significant difference in self-efficacy perception of general education teachers when educating students diagnosed with emotional and/or behavioral disorders who are dually certified in early childhood/elementary education and special education as opposed to general education teachers who are only certified in early childhood/elementary education when working with students with E/BD?
- Research Question 4 - Is there a significant difference in self-efficacy perception of general education teachers when educating students with emotional and/or behavioral disorders based on the number of years of experience a teacher has in working with students with E/BD?
- Research Question 5 - Is there a significant difference in the perception of self-efficacy of general education teachers when working with students with emotional and/or behavioral disorders in relation to effective classroom management when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?
- Research Question 6 - Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to positive student-teacher relationships when comparing classification area of district, certification held by

general education teacher, and years of experience of working with students diagnosed with E/BD?

Research Question One: Is there a significant difference in the perceptions of self efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to their confidence in preparedness of working with students with E/BD when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

Overall statistical analysis, when comparing perception of preparedness to the classification of school district, indicated that there were no statistically significant differences between the self-efficacy perception of preparedness and individuals who taught in urban, suburban, or rural school districts. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating higher levels of perception of self-efficacy. For preparedness, mean scores ranged from 2.256 (Suburban) to 2.321 (Urban). As previously stated, there is limited amount of research when comparing urban, suburban and rural school districts with teacher self-efficacy. Furthermore, there is even more limited research when looking at classification of school district and teacher preparedness when working with students with E/BD. Literature does reveal, however, teachers' feelings of preparedness when working with students with E/BD. Much of the research indicates that, overall, teachers feel a lack of training when working with students with identified disabilities and feel they have not had the time, expertise, training, or resources to implement inclusion effectively (Heflin & Bullock, 1999; Robbins-Etlen, 2007; Scruggs & Mastropieri, 1996)**.** Furthermore, a teacher's feeling of unpreparedness can be compounded with the inclusion of students with E/BD (Allday et. al., 2012). These findings contradict the results of this portion of the survey indicating that teachers in rural, suburban, and urban school districts

perceive themselves with a higher level of self-efficacy in regard to confidence in preparedness (Total Mean Score = 2.2806).

In regard to level of certification held (early childhood/elementary education with or without special education), a statistically significant difference was found between those who are dually certified as opposed to those who are only certified in early childhood/elementary education. Individuals who hold dual certification (early childhood/elementary and special education) perceive themselves to be more prepared in the regular classroom setting when educating students with E/BD. These results support literature and research when analyzing those who are dually certified in general and special education. Those teachers with less educational training indicate it is difficult for them to accommodate the needs of students with E/BD and to also maintain high expectations for the student's school accomplishments (Robbins-Etlen, 2007). In addition, general education teachers do not receive the necessary comprehensive training to meet the multitude of problems exhibited by students with E/BD (Allday et al., 2012; Jordan, 2006; Wehby et al., 2003; Whelan & Simpson, 1996). Literature from Schumm and Vaughn (1995) and Shapiro et al. (1999) also support dual certification and preparedness results.

When comparing years of teaching students with E/BD and the confidence in preparedness, a statistically significant difference was found between those teachers that had 26 to 30 years experience and those teachers that had 31 to 35 years experience with the latter group demonstrating a higher perceived positive level of self-efficacy in regard to confidence in preparedness when educating students with E/BD. It should be noted that participants in groups ranged from 38 participants (Group 1: 0 to 4 years) to 2 participants (Group 7: 31 to 35 years). Although the difference between participants in Group 6 and Group 7 was four participants, it is difficult to determine if there is a true statistically significant difference between those two

groups, and data should be analyzed with caution, as two individuals are not a representative sample of a population. Mean scores for preparedness and years of teaching students with E/BD ranged from 2.000 (Group 7) to 2.7727 (Group 6) with the majority of mean results falling between 2.3818 (Group 5) and 2.5008 (Group 2). Based on the forced choice values, the highest (or positive) mean score would be 1.0 and the lowest (or negative) mean score would be 4.0. No additional statistically significant differences were found when comparing years of teaching and self-efficacy perception of confidence in preparedness when educating students with E/BD. Studies conducted by individuals such as Avramidis, Bayless, and Burden (2000) and Dupoux, Wolman, and Estrada (2005) indicate those with more experience of working with E/BD students feel more confident in successfully educating these students, which supports the findings.

Research Question Two: Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in rural, suburban, and urban school districts when working with students with E/BD?

Statistical analysis indicated that there were no statistically significant differences in overall self-efficacy perception of individuals who taught in urban, suburban, or rural school districts. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating higher levels of perception of self-efficacy. For overall level of self-efficacy, mean scores ranged from 2.3793 (Suburban) to 2.4893 (Urban). As stated above, there is limited research when comparing urban, suburban, and rural school districts in general as well as at the elementary level. Within all research questions relating to classification of school district (One, Two, Five, and Six), participants in urban school districts demonstrated a higher self-efficacy mean score when compared to suburban or rural participants, which means they viewed themselves with

lower self-efficacy rating when working with students with E/BD. Research conducted by Kamps, Kravits, Stolze, and Swaggart (1999) indicate in urban school settings, current conditions such as the demand for intensive instructional programming combined with curricula that are inadequate for addressing academic needs, and a lack of sufficient support staff to assist with behavioral interventions and mental health concerns, challenge teachers to provide prevention programs that encompass universal interventions (classroom management programs, social skills training, and peer tutoring) that are beneficial to all students, not just those identified as having serious behavior/conduct disorders.

Research Question Three: Is there a significant difference in self-efficacy perception of general education teachers when educating students diagnosed with emotional and/or behavioral disorders who are dually certified in early childhood/elementary education and special education as opposed to general education teachers who are only certified in early childhood/elementary education when working with students with E/BD?

Statistical analysis indicated that there was a statistically significant difference in overall self-efficacy perception between those individuals that were dually certified in elementary education and special education and those that were only certified in elementary education. Individuals who obtained dual certification demonstrated a more positive perception of overall self-efficacy when working with students with E/BD. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating higher levels of perception of self-efficacy. For overall level of self-efficacy, mean scores ranged from 2.3139 (Dual Certification) to 2.4598 (Elementary Education Certification). As previously stated, literature and research from Allday et al. (2012), Jordan (2006), Schumm and Vaughn (1995), Shapiro et al. (1999), Wehby et al. (2003), and Whelan and Simpson (1996) support that individuals with only general education training feel

less confident in the classroom when working with students with E/BD and perceive themselves to be overall less successful and competent in the classroom environment. These findings also support the statistically significant differences regarding dual certification in research question five and six. Additionally, the above mentioned literature supports the findings as those who have special education training are provided with a stronger concentration of preparation and skill ability to work with a vast array of individuals, allowing these individuals to have a better understanding of needs in the general classroom setting.

Research Question Four: Is there a significant difference in self-efficacy perception of general education teachers when educating students with emotional and/or behavioral disorders based on the number of years of experience a teacher has in working with students with E/BD?

Statistical analysis indicated there were no statistically significant differences between any of the seven groupings of years of teaching students with E/BD. Mean scores could range from 1.0 to 4.0, with lower mean scores indicating higher levels of perception of self-efficacy when comparing perception to years of teaching students with E/BS. For overall level of self-efficacy, means scores ranged from 2.0238 (Group 7: 31 to 35 years) to 2.4629 (Group 6: 26 to 30 years). Although no statistically significant differences were noted, based on mean scores, groups ranged as follows from more positive perception of overall self-efficacy to less positive overall perception of self-efficacy: Group 7 (31 to 35 years; $M = 2.0238$); Group 5 (21 to 25 years; $M = 2.2667$); Group 1 (0 to 4 years; $M = 2.4044$); Group 3 (11 to 15 years; $M = 2.4148$); Group 4 (16 to 20 years; $M = 2.4212$); Group 2 (5 to 10 years; $M = 2.4610$) and Group 6 (26 to 30 years; $M = 2.6421$). In regard to overall self-efficacy, the research supports self-efficacy to be rated higher in those individuals that have more experience in working with students with E/BD (Avramidis, Bayless, & Burden, 2000; Dupoux, Wolman, & Estrada, 2005). However, results of

research question four do not support the findings that those who have more experience perceive themselves with a higher level of self-efficacy. Group ranges go from more experience, to some experience, to little experience, back to some experience, to little experience and, finally, more experience. Based on the literature, the researcher would have believed there would have been a more consistent rating pattern starting with those with more experience of working with students with E/BD and ending with those with the least or no experience of working with students with E/BD. Results, although contradicting to the literature, could have been affected by the sample size in each of the groups. A more consistent sample size across groups may have yielded results more consistent with the stated literature.

Research Question Five: Is there a significant difference in the perception of self-efficacy of general education teachers when working with students with emotional and/or behavioral disorders in relation to effective classroom management when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

Overall statistical analysis, when comparing perception of classroom management skills to the classification of school district, indicated there was a statistically significant difference between the self-efficacy perception of classroom management skills of individuals who teach in urban school districts as opposed to individuals who teach in suburban school districts. Data indicates individuals who teach in suburban school districts perceive him or herself as having a higher level of self-efficacy for classroom management skills when working with students with E/BD than individuals who teach in urban school districts. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating higher levels of perception of self-efficacy. For classroom management, mean scores ranged from 2.5164 (Suburban) to 2.7070 (Urban). Research

indicates teachers must be willing to establish a welcoming classroom environment, increase student opportunities to respond, use clear, concise, and courteous requests, allow for wait time, and make sure that they decrease the amount of "threats" that are given to the students in the form of repeated consequences or punishment (Hamre & Pianta, 2005; Kerr & Valenti, 2009; Maggin et al., 2010; Regan & Michaud, 2011). Furthermore, Bandura's social-cognitive theory indicates environmental factors (family, schools, and a host of others) affect human behavior and vice versa (MacCarthy, 2010; Oppong, 2014). Prior to analyzing the results, the researcher believed that, overall, participants from urban school districts would rate their self-efficacy to be higher when working with individuals with E/BD. After reflection, the researcher believes, in regard to classroom management and other areas of self-efficacy, that individuals in urban school settings may have a higher number of students with E/BD in the general education setting, thus making it more difficult to manage overall and making it less possible to successfully implement strategies and interventions associated with a welcoming classroom environment. As previously stated, in a study conducted by Robbins-Etlen (2007), teachers perceived that those students that demonstrated lack of class participation and motivation to learn coupled with challenging behaviors made it difficult for the teachers to extend themselves to accommodate their needs and maintain a positive attitude and high expectations for their school accomplishments. In addition, some general education teachers perceive inclusion of students with E/BD would create problems for them in the classroom because they fear that the students' behavior may affect the general student population and may result in an aggressive atmosphere within their classroom (Heflin & Bullock, 1999; Scruggs & Mastropieri, 1996).

In regard to level of certification held (early childhood/elementary education with or without special education), a statistically significant difference was found between those who are

dually certified as opposed to those who are only certified in early childhood/elementary education. Individuals who hold dual certification (elementary and special education) perceive themselves as having better classroom management skills in the regular classroom setting when educating students with E/BD. Literature supports these findings as research indicates general education teachers who feel inadequately prepared to effectively manage classrooms are less likely to implement individual behavior support plans, reinforce strategies, and document student progress for systematic evaluation (Baker, 2005). However, individuals trained in special education, are more successful when carrying out behavioral management plans, demonstrate a stronger background and ability when teaching appropriate behavioral skills, which ultimately allows for teachers with a special education background to provide more appropriate and successful behavior support for students with challenging behaviors in regular education classrooms (Freeman, 2015; Oliver & Reschly, 2010).

Furthermore, teachers who received some education regarding special education were aware of the importance of their attitude and behaviors with students with specific educational and emotional needs and more qualified teachers managed their classrooms better than less qualified teachers (Gokdere, 2012; Shaukat & Iqbal, 2012). As a reflection of feeling more responsible and anxious when they come across disabled individuals, individuals with special education training have more positive attitudes and behaviors towards disabled students compared to having less knowledge about the special education (Gokdere, 2012).

When comparing years of teaching students with E/BD and perception of classroom management skills, no statistically significant differences were found between any of the groups classified for years of teaching students with E/BD and self-efficacy perception of classroom management skills. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating

higher levels of perception of self-efficacy. For classroom management, mean scores ranged from 2.2500 (Group 7) to 2.8333 (Group 6). Additional mean scores fell between 2.3600 (Group 5) and 2.6429 (Group 2). Although research indicates experienced teachers identify the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year, while beginning teachers cite classroom management as one of their most serious challenges (Bosch, 2006; Unal & Unal, 2012), the research findings contradict the findings of the study as the groups do not descend from most years of experience to least years of experience.

Research Question Six: Is there a significant difference in the perception of self-efficacy of general education teachers when educating students diagnosed with emotional and/or behavioral disorders in relation to positive student-teacher relationships when comparing classification area of district, certification held by general education teacher, and years of experience of working with students diagnosed with E/BD?

Overall statistical analysis, when comparing perception of teacher-student relationships to the classification of school district, indicated no statistically significant differences between the self-efficacy perception of teacher-student relationships and individuals who teach in urban, suburban, or rural school districts. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating higher levels of perception of self-efficacy. For teacher-student relationships, mean scores ranged from 2.3522 (Suburban) to 2.4016 (Urban). As stated in the findings of Research Question Two, research conducted by Kamps, Kravits, Stolze, and Swaggart (1999) indicate the following:

> Although there is an agreement in education on the need for academic, behavioral, and social improvement, teachers are still confronted by minimal/inadequate school resources, including shortages of qualified teachers, limited access to intensive instructional programming, curricula that are inadequate for addressing academic needs, and a lack of sufficient support staff to assist with behavioral interventions and mental health concerns. In urban school settings, these issues and current conditions challenge teachers to provide prevention programs that encompass universal interventions (classroom management programs, social skills training, and peer tutoring) that are beneficial to all students, not just those identified as having serious behavior/conduct disorders, and that promote both extended periods of appropriate social behaviors with peers and high academic engagement. (Kamps, Kravits, Stolze, & Swaggart, 1999, p. 78-79)

In regard to level of certification held (early childhood/elementary education with or without special education), a statistically significant difference was found between those who are dually certified as opposed to those who are only certified in early childhood/elementary education. Individuals who hold dual certification (elementary and special education) perceive themselves as having stronger teacher-student relationships with students identified as E/BD as opposed to individuals that hold only an early childhood/elementary education certification. As previously stated, individuals with dual certification have acquired the background in understanding the needs of students with E/BD. Supporting the literature and these findings, teachers who had high-quality relationships with their students had 31% fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not

have a high-quality relationship with their students (Marzano, 2010; Marzano & Marzano, 2003; Regan, 2009).

When comparing years of teaching students with E/BD and perception of teacher-student relationships, no statistically significant differences were found between any of the groups classified for years of teaching students with E/BD and self-efficacy perception of teacher-student relationships. Mean scores could range from 1.0 to 4.0 with lower mean scores indicating higher levels of perception of self-efficacy. For teacher-student relationships, mean scores ranged from 2.0000 (Group 7) to 2.5667 (Group 6). Additional mean scores fell between 2.2400 (Group 5) and 2.4105 (Group 2). These findings contradict the literature supporting those with more years of experience feel more confident in inclusion and working with students with disabilities. Balboni and Pedrabissi (2000) found that the general teachers with experience were more favorable toward inclusion, and they called for more innovations than their colleagues with less experience. Also, general education teachers with experience who worked in inclusive settings viewed inclusion more positively. In addition, Dupoux, Wolman, and Estrada (2005) investigated the correlation of years of teaching experience with attitudes and found that teachers' attitudes were correlated positively with years of teaching experience.

Future Studies

Even with the increase in children being diagnosed with emotional and/or behavioral disorders at much younger ages, there is still limited research in regard to understanding the self-efficacy perceptions of elementary general education teachers when educating students with E/BD. Furthermore, research is lacking when looking at classification of school districts (comparing urban, suburban, and rural), certification held, and years of teaching students with E/BD at the elementary level only. The researcher conducted this study in various urban,

suburban, and rural school districts throughout the Commonwealth of Pennsylvania and surveyed the self-efficacy perceptions of kindergarten through fourth grade general education teachers. Although a variety of studies could occur from the results of the current study, based on the data collected, findings, and implications of this study, the researcher would recommend additional areas for future research. First, since much of the research results indicated that those who were dually certified in early childhood/elementary education and special education rated themselves with a perceived higher level of self-efficacy, either a mixed-methods study or a qualitative study could be conducted to investigate why overall self-efficacy and self-efficacy in specific categories are higher with individuals who are dually certified, or to investigate how dually certified teachers develop a greater sense of self-efficacy when working with students with E/BD. For example, are the differences a result of teacher education coursework, field experiences, or different expectations for the classroom climate based on the types of individuals who choose dual certification over single certification? Secondly, the researcher recommends considering overall school culture and how that compares with the impact of teacher self-efficacy when working with students with E/BD. Do higher perceptions of school culture result in higher perceptions of self-efficacy when working with students with E/BD? Another recommendation would be to analyze the socioeconomic status of districts, resiliency, and the impact of teacher self-efficacy when working with students with E/BD. Because the study looked at kindergarten through fourth grade teachers as a whole, a fourth recommendation would be to conduct a longitudinal research project on a specified group of students diagnosed with E/BD and compare levels of perceptions of general education teachers' self-efficacy as the students move through kindergarten through fourth grade. An addition to this recommendation would be to also look at years of teaching and certification held to see if there are any differences

when comparing overall self-efficacy perceptions of general education teachers. A second longitudinal study could be to research a school that 'loops' (when one teacher follows the same group of children) and determine if that teacher's self-efficacy perception changes as the students move through the grade levels. Another suggestion would be to conduct a study by drilling down the current study and looking at such things as the relationship between an urban teacher's perceptions in comparison to years of teaching students with E/BD. Additionally, analysis of class size could be a factor when comparing self-efficacy perceptions and individuals in rural, suburban, and urban school settings. Finally, since there were some statistically significant differences amongst the identified categories (preparedness, classroom management, teacher-student relationships), the researcher recommends breaking this study down even further by looking solely at self-efficacy perceptions when working with students with E/BD in regard to one of the concentrated areas analyzed in this study–preparedness, classroom management, or teacher-student relationships. One suggestion would be to look at the differences between the age groups in Group 6 (ages 26 to 30) and Group 7 (ages 31 to 35) of this study in regard to preparedness and teacher self-efficacy. Also, a qualitative study could be completed to see why individuals in a certain age range group feel more or less confident when working with students with E/BD. This would be particularly interesting because the findings of this survey and the research within the scholarly literature contradict one another, stating the more experience an individual has, the more confident he or she feels about working with students with E/BD. An additional suggestion would be look at professional development in suburban and urban school settings to see if there is a difference in what is offered in terms of classroom management, particularly for those students with E/BD. This would address the statistically significant

difference found in the area of classroom management between those in urban schools and those in suburban schools.

Recommendations

This study serves as a piece of literature in understanding the effects of various aspects when working with students with E/BD. Consistently throughout the findings of the study, statistically significant differences were found between those individuals that held dual certification in early childhood/elementary education and special education and those individuals that held only an early childhood/elementary education certification, indicating that those who were dually certified consistently perceived themselves with a higher level of self-efficacy in overall self-efficacy, preparedness, classroom management, and teacher-student relationships. This information can be pertinent for building administrators when making decisions such as scheduling and placement of students with E/BD in classrooms with individuals that hold dual certifications. At the state and federal levels, policy makers can see the positive impact of individuals who gain dual certification (early childhood/elementary education and special education) and understand the implications of making it mandatory for individuals to gain dual certification before entering the educational workforce. The study specifically pinpointed that those individuals that held dual certifications were more positive in their perceived self-efficacy when working with students with E/BD. Additionally, school districts can utilize the information in this study to plan meaningful professional development, whether within the school district or outside of the school district, in order to better prepare regular education teachers (even those with dual certification) when working with students with E/BD. Policy makers and school leaders can additionally utilize this information in understanding results indicating major implications for teacher education, further teacher certification guidelines,

hiring practices, and more in-depth professional development through in-service and other trainings.

Conclusion

Within the educational setting, understanding and accepting the world of a student diagnosed with emotional and/or behavioral disorders and demonstrating the willingness to teach will strengthen that student academically, socially, and emotionally. Since it is estimated that 13 to 20 percent of children living in the United States (up to one out of five children) experience a mental disorder in a given year (Center for Disease Control and Prevention, 2014) and teacher self-efficacy is a staple in the prediction of academic, social, and emotional success within the educational environment, it is imperative that educators understand the importance of providing appropriate supports and education to those who instruct our students on a daily basis, especially those individuals diagnosed with E/BD.

Results of this quantitative study, using the perceptions of kindergarten through fourth grade general education teachers in urban, suburban, and rural school districts across the Commonwealth of Pennsylvania, indicated consistently statistically significant differences between individuals who were dually certified in early childhood/elementary education and special education and those who were certified in only early childhood/elementary education to the perceptions of overall teacher-self-efficacy, preparedness, classroom management skills, and teacher-student relationships. The study also found a statistically significant difference between Group 7 (higher level of self-efficacy) and Group 6 when comparing years of teaching students with E/BD to the perceptions of preparedness when working with students with E/BD. Additionally, a statistically significant difference was found between individuals in suburban school districts (higher level of self-efficacy) and individuals in urban school districts when

analyzing perceptions of classroom management skills. Although no additional statistically significant differences were found within the study, the researcher identified, within the category of classification of school districts, individuals in urban school districts rated their self-efficacy perceptions as lower than those in suburban or rural school districts (overall teacher-self efficacy, preparedness, teacher-student relationship). Furthermore, in regard to years of teaching students with E/BD (in the areas not identified as statistically significant), Group 7 consistently rated themselves the highest and Group 6 consistently rated themselves the lowest in identified categories.

As a conclusion to this study, it is the researcher's hope school districts, administrators, and individuals at the collegiate level will study the findings of the research and understand the importance of making sure individuals who are educating our children of tomorrow have the appropriate preparation, education, strategies, and materials to be able to successfully create and implement impactful academic and social learning experiences for children diagnosed with E/BD. On a personal level, having a strong background in psychology, the researcher hopes this study will provide insight and recognition that students with E/BD are able to learn and that every student with E/BD should be given a chance at a meaningful and significant educational experience.

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Appendix A

Cover Letter for Survey

Dear Teacher,

My name is Jenifer Pappasergi and I am a doctoral candidate and elementary school principal. I am writing to ask for your help with a research study of the perception of self-efficacy of classroom teachers in educating students with emotional and/or behavior disorders (E/BD).

Your role would be to complete an anonymous 10 to 15 minute survey. It is part of my doctoral dissertation research project in Administration and Leadership Studies at Indiana University of Pennsylvania. The purpose of this study is to determine whether or not teacher perceptions of self-efficacy differ and will assist in understanding if differences in specific demographic areas impact a teacher's ability to provide effective classroom management, develop positive student-teacher relationships, and demonstrate confidence in being adequately prepared to educate students with E/BD. The data collected from the study may also assist administrators in creating appropriate professional development for teaching staff and support colleges and universities when developing courses related to the field of education.

The following link takes you to the survey and information to help you make an informed decision about whether or not to participate.

Please feel free to contact me, or the faculty sponsor (listed below) if you have any questions about this study.

The study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (724-357-7730).

You may receive a reminder email in about a week if you have not responded by then. To opt out of reminders, please click on the "opt out" link at the end of this email.

Your participation is greatly appreciated!

Sincerely,

Jenifer Pappasergi, Ed.D Candidate
Administration and Leadership Studies
Indiana University of Pennsylvania
j.r.pappasergi@iup.edu

Dr. Kelli Jo Kerry-Moran, Associate Professor
Department of Professional Studies in Education
Indiana University of Pennsylvania
kjkmoran@iup.edu

Appendix B

Teacher Informed Consent Form

Kindergarten through Fourth Grade Teacher Perception Of Self-Efficacy In Educating Students Diagnosed With Emotional and/or Behavioral Disorders

You are invited to participate in a research project assessing the perception of self-efficacy of elementary regular education teachers when working with students with emotional and/or behavioral difficulties conducted by Jenifer R. Pappasergi, doctoral student, in partial fulfillment for the award of the Administration and Leadership Studies degree from Indiana University of Pennsylvania. Mrs. Pappasergi is also an elementary principal working within a rural Pennsylvania school district.

The following information is being provided to you so you can make an informed decision to participate or not participate. You are eligible to participate because you are a regular education teacher of kindergarten through fourth grade students within a school district in the state of Pennsylvania.

Purpose of this Study:
The purpose of the study is to analyze the self-efficacy perceptions of general education teachers (grades kindergarten through 4) when working with students with emotional and/or behavioral disorders.

Your Involvement in this Study:
If you choose to participate, you will complete an online survey consisting of four demographic questions and 21 perception questions, answering in a Likert Scale format (Strongly Agree, Agree, Disagree, Strongly Disagree). The survey should take approximately fifteen minutes to complete.

Possible Risks:
There are no known risks for completing this survey. Completion of this survey is entirely anonymous and no personally identifying information is collected.

Benefits:
Your participation in this survey will provide the researcher with important information on self-efficacy of teachers when working with children with E/BD. This information will aid in developing knowledge and resources that will assist teachers in working successfully with students with E/BD. In addition, your participation can help inform best practices for curricular and professional development experiences within the school systems as well as help build and strengthen programming availability at the collegiate level.

Compensation:
If you participate in the survey, you can also choose to submit your name to be entered in a drawing for a chance to win a $100.00 gift card of choice. If you wish to have your name entered in the drawing, please email your name to j.r.pappasergi@iup.edu. A confidential drawing will

be held and the winner will be notified via e-mail. No additional compensation will be given for your completion of the survey and your participation is completely voluntary.

Confidentiality:
Participants in this study are completely anonymous. The researcher is not provided with any identifying information that would indicate who completed the survey only that the participant works in a rural, suburban, or urban school district. Only responses to the survey are calculated and specific information of name and district of employment are not questions in the demographic section of the survey.

Your participation in this study is voluntary. You are free to choose whether or not you want to participate in this study. You can withdraw while completing the survey by closing out of the survey before submitting it. However, since the survey is anonymous, your participation cannot be withdrawn once the survey has been submitted.

Thank you for consideration and assistance with this study. If you have any questions or would like additional information, please contact Jenifer R. Pappasergi, Lead Researcher.

Lead Researcher: Jenifer R. Pappasergi
Doctoral Student
Administration and Leadership Studies
Department of Professional Studies in Education
Indiana University of Pennsylvania
Davis Hall, Room 303
570 South Eleventh Street
Indiana, PA 15705-1080
724-357-2400
j.r.pappasergi@iup.edu

Faculty Sponsor: Dr. Kelli Jo Kerry-Moran
Associate Professor
Administration and Leadership Studies
Department of Professional Studies in Education
Indiana University of Pennsylvania
Davis Hall, Room 113
570 South Eleventh Street
Indiana, PA 15705-1080
kjkmoran@iup.edu

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730).

Appendix C

Permission To Use Surveys

Permission to use Yu-Wen Grace Lee's Dissertation Survey Questions

Re: Dissertation Question	
Sent By:	**Sent By Yu-Wen Lee On:**Nov 11/01/14 11:46 AM
To:	To pappaj@comcast.net

Hi, Jen,

Thank you for contacting me. I will forward your mail to my advisor, Dr. Bullock. He knows better about the process. I think it should be fine for you to use my survey questions but just want to make sure. If there is any document needed, he should be able to help.

I believe you will receive his response soon. Hope the process of your dissertation goes well.

Best regards,
Grace

Where God guides, He provides.
His love will give you strength.

"When you pass through the waters, I will be with you...For I am the Lord your God...You are precious in my sight...and I love you." (Isaiah 43:2-4)

On Nov 1, 2014, at 9:14 AM, "pappaj@comcast.net" <pappaj@comcast.net> wrote:

Dear Ms. Lee: My name is Jenifer Pappasergi and I am a doctoral student at Indiana University of Pennsylvania. I am currently in the process of writing my dissertation on the perceptions of elementary (K-4) general education teachers of working with students with emotional and behavioral disorders.

I am going to conduct a quantitative study and would like to utilize a survey to give to teachers to analyze their perceptions. After reading your dissertation, I found that many of the questions in your survey correlate with what it is I am searching for in my results.

At this time, I am asking your permission to utilize some of the questions in your survey. I am at the beginning stages of developing the survey so I am not sure which exact questions I would need. Because my research is a little different, I would not need to utilize the entire survey, just portions.

If you give permission, upon development of my survey, I will let you know which questions I used.

I truly appreciate your time and consideration in this matter and look forward to hearing from you.

Thank you,

Jen Pappasergi

Re: Dissertation Question	
Sent By:	**Sent By Yu-Wen Lee On:**Nov 11/02/14 4:25 PM
To:	To pappaj@comcast.net
Cc:	Cc Grace Lee; Cc Grace

Hi, Jen,

The following is part of the reply from my advisor regarding the survey question:

"Certainly, go ahead and communicate with the student. I see no problem with her using the information as long as she gives credit."

Will pray for the progress of your dissertation:))

Wish you all the best.

Grace

Where God guides, He provides.
His love will give you strength.

"When you pass through the waters, I will be with you...For I am the Lord your God...You are precious in my sight...and I love you." (Isaiah 43:2-4)

On Nov 2, 2014, at 1:19 PM, "pappaj@comcast.net" <pappaj@comcast.net> wrote:

Thank you so much! I look forward to hearing from your advisor.

Re: Dissertation Question	
Sent By:	Sent By pappaj@comcast.net On:Nov 11/04/14 5:51 PM
To:	To Yu-Wen Lee

Fantastic...and you will get the credit. As I move forward, I will let you know if questions were used and which ones.

Take Care...Jen

Permission to use Khalid Alhamad's Dissertation Survey Questions

Dr.Khalid survey- reply

afnan alhamad

Sent: Sunday, April 12, 2015 2:17 PM

To: Jen Pappasergi

Dear,

Jen Pappasergi

Mr. Harvey has contacted us and informed us of the matter, we his family, grant you permission to use the content that you asked for, for educational purposes. If he was here he would be happy to do so. Wish you all the best in your research.

Sincerely,

Dr. Khalid's family

Appendix D

Survey

SURVEY ON EDUCATING STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISORDERS (E/BD)

DIRECTIONS: *The purpose of this instrument is to obtain your perception of educating students with emotional and/or behavioral disorders (E/BD). There are no correct or incorrect answers. Your responses are completely anonymous and confidential.*

DEMOGRAPHIC INFORMATION:

1.) How many total years do you have of teaching experience?
(text box)

2.) How many total years of experience do you have in working with students with emotional and/or behavioral disorders:
(text box)

3.) I am dually certified in early childhood/elementary education and special education:
(yes or no)

4.) I teach the following grade level: (choice of K, 1, 2, 3, 4, or other. Choice of other will automatically take participant to end of survey)

SURVEY QUESTIONS:

5.) I feel a student with emotional and/or behavioral disorders (E/BD) will develop a more positive self-concept as a result of spending more educational time with general education students and teacher.

Strongly Agree Agree Disagree Strongly Disagree

6.) I feel my college education and/or in-service trainings in preparation allows me to work effectively with E/BD students.

Strongly Agree Agree Disagree Strongly Disagree

7.) A student with E/BD is likely to be disruptive in a general education classroom.

Strongly Agree Agree Disagree Strongly Disagree

8.) The inclusion of students with E/BD into a general education classroom setting

represents an opportunity for a teacher to grow professionally and personally.

Strongly Agree Agree Disagree Strongly Disagree

9.) I believe my role as a teacher is more interesting when given the opportunity to work with students with E/BD.

Strongly Agree Agree Disagree Strongly Disagree

10.) If a student with E/BD is placed in a general education classroom, there will be an increase in behavioral/classroom management problems.

Strongly Agree Agree Disagree Strongly Disagree

11.) Due to their potential for disruptive behaviors, I believe that the inclusion of students with E/BD into the general education classroom will challenge the educational achievement of normal achieving students.

Strongly Agree Agree Disagree Strongly Disagree

12.) I believe that adequate training and preparation allows me to not be easily frustrated when working with students with E/BD.

Strongly Agree Agree Disagree Strongly Disagree

13.) I feel my success as an effective teacher is compromised if students with E/BD are placed within my room.

Strongly Agree Agree Disagree Strongly Disagree

14.) I feel that I am able to provide effective and efficient classroom management to meet the needs of all students when students with E/BD are part of the general education classroom.

Strongly Agree Agree Disagree Strongly Disagree

15.) I am confident that I will be able to make students with E/BD feel comfortable in my classroom.

Strongly Agree Agree Disagree Strongly Disagree

16.) In general, students with E/BD in my classroom necessitate an excessive amount of time for instructional planning.

Strongly Agree Agree Disagree Strongly Disagree

17.) I have been adequately trained to provide effective classroom management strategies to students with E/BD.

Strongly Agree Agree Disagree Strongly Disagree

18.) I believe that a student with E/BD, who has the opportunity to be instructed by a general education teacher in the general education classroom, will likely develop a more positive attitude toward school.

Strongly Agree Agree Disagree Strongly Disagree

19.) There is insufficient time in a teacher's day to deal satisfactorily with the varied needs of both general education students and students with E/BD.

Strongly Agree Agree Disagree Strongly Disagree

20.) If a teacher is to be successful in teaching students with E/BD, he/she should have fewer students in the classroom in order to meet the students' academic and behavioral needs.

Strongly Agree Agree Disagree Strongly Disagree

21.) The disruptive behavior of students with E/BD in the general education classroom will likely increase the number of behavior problems among other students.

Strongly Agree Agree Disagree Strongly Disagree

22.) In general, I look forward to the challenge of working with students with E/BD.

Strongly Agree Agree Disagree Strongly Disagree

23.) Teaching students with E/BD increases my overall teaching competence.

Strongly Agree Agree Disagree Strongly Disagree

24.) I feel confident in providing individualized classroom techniques and strategies to students with E/BD.

Strongly Agree Agree Disagree Strongly Disagree

25.) I do not let the behavioral needs of an E/BD student get in the way of allowing me to develop appropriate teacher-student relationships with that student.

Strongly Agree Agree Disagree Strongly Disagree

Appendix E

Permission from Dr. Jennifer Roberts to Use Publicly Available Website Addresses

Re: Survey for dissertation

Jennifer Roberts

Sent: Thursday, August 6, 2015 2:05 PM

To: Jen Pappasergi; jbassaro@iup.edu

You replied to this message on 8/6/15 2:26 PM. Show Reply

This message is high priority.

Greetings Jen!

Thanks for the information. If you have to ask the school district for the email addresses, it will certainly require that you get permission from the school district to do this. In that case, you would need to provide us with site approval letters. These letters would need to come to us on the district's letterhead, indicate they understand what you are asking them to do and their willingness to do it, and be signed by someone with the authority to provide such access. These would need to come to our office before you would be able to survey the sites.

In terms of the schools where the email addresses are publicly available (on the web), it's ok to use them without consent from the school district. We are seeking feedback from other IRBs about how they deal with this particular issue since we are having a friendly disagreement at this point. However, as you move forward, assume you can use those that are publicly available without approval from the districts. We'll let you know if this changes.

Best,

Jen Roberts
Professor and Chair, Institutional Review Board
Indiana University of Pennsylvania
Department of Criminology
208 Wilson Hall
Indiana, PA 15705
Office: 724-357-5604
Fax: 724-357-4018