

Teachers' Self-Efficacy and Inclusive Educational Practices in Kenya

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Abstract

This paper presents a systematic literature review assessing the role of self-efficacy among teachers in inclusive education in Kenya. While access to inclusive education is growing globally and nationally, successful implementation remains inconsistent, particularly in contexts with limited institutional and professional support. This review critically synthesizes peer-reviewed theoretical and empirical studies published between 2020 and 2025, sourced from Google Scholar and PubMed. Grounded in Bandura's Social Cognitive Theory, Bronfenbrenner's Ecological Systems Theory, and Vygotsky's Sociocultural Theory, it examines how teacher self-efficacy relates to teaching experience, classroom management, and institutional environments as determinants of inclusive instructional behavior. Findings reveal a strong connection between self-efficacy and the adoption of inclusive instructional strategies such as differentiated teaching and adaptive classroom management. However, experience alone proved insufficient without ongoing professional development and institutional support. The review also highlights systemic challenges in Kenya, including inadequate training, resource limitations, and a gap

between policy and practice factors that undermine teacher confidence and capacity to implement inclusion effectively. The paper concludes that strengthening inclusive education in Kenya requires deliberate investment in teacher development, practical policy implementation, and inclusive school leadership. These measures are essential to building and sustaining teacher self-efficacy so that inclusive education moves from aspiration to tangible classroom reality. This research provides valuable insights for policymakers, educators, and researchers committed to empowering teachers and enhancing inclusive education.

Keywords: Teacher self-efficacy, inclusive education, classroom management, teaching experience, inclusive instructional practices, professional development, educational policy implementation, systematic literature review, inclusive pedagogy

Introduction

Inclusive education has become one of the pillars behind education reform worldwide as the education system seeks to integrate learners with various abilities and backgrounds into mainstream school settings. Central to this vision is the teacher whose self-efficacy, or belief in their capacity to affect student outcomes, significantly influences the success of inclusive education (Woodcock et al.,

2022). In the Kenyan context, inclusive education is not only a policy directive but also a necessary strategy to address educational inequalities and ensure equitable access to quality learning opportunities for all students, including those with special educational needs (Koskei, Egesa, & Chang'ach, 2020). Despite the national and global momentum towards inclusive education, its implementation remains inconsistent, particularly in settings that face significant institutional and professional challenges.

Teachers' self-efficacy shapes their attitudes, commitment, and instructional behavior toward inclusive practices (Wray, Sharma, & Subban, 2022). Research has shown that educators with higher levels of self-efficacy are more likely to adopt inclusive instructional strategies, differentiate learning, and manage diverse classrooms effectively (Savolainen, Malinen, & Schwab, 2022). However, these competencies do not develop in isolation; they are influenced by factors such as teaching experience, professional development, and supportive school leadership (Amaral Martins & Chacon, 2021; Wang, Deng, & Tian, 2022). This highlights the complex relationship between teacher self-efficacy and the broader educational environment, necessitating a deeper understanding of how these factors interact in the Kenyan context.

Despite progressive policy frameworks in Kenya, implementation gaps persist due to teacher related and systemic factors (Kinuthia, 2023). Limited training, resource constraints, and attitudinal barriers challenge inclusive pedagogy, raising the need to understand how teachers' self-efficacy can be developed and supported to foster inclusive environments. By synthesizing current empirical and theoretical research, this review intends to analyze the intersection of teachers' self-efficacy and inclusive education practices from a critical perspective, providing policy, practice, and future research recommendations regarding the Kenyan educational context.

Background of the study

Inclusive education has become a world phenomenon and a significant tool through which equity and quality education can be delivered to all learners regardless of their ability and background. The United Nations Sustainable Development Goal 4 underscores the importance of inclusive and equitable education, emphasizing the role of teachers in ensuring no learner is left behind (Antoninis et al., 2020). The cornerstone of inclusive education lies in the assumption that every child, including those with special educational needs and ailments, cannot only study together but also learn well in the same (mainstream) area. Well prepared, confident, and

motivated teachers are necessary to accomplish this vision. Teacher self-efficacy, teachers' belief in their capability to organize and execute actions required to manage prospective situations has been identified as a critical factor influencing their willingness and ability to implement inclusive practices (Woodcock et al., 2022).

Across regions, there is growing evidence that teachers' self-efficacy directly correlates with their instructional quality, classroom management, and attitudes toward inclusive education (Savolainen, Malinen, & Schwab, 2022). Inclusive education in sub-Saharan Africa and in the East African contexts has been an aspiration despite firm policy commitments. Challenges such as inadequate teacher preparation, low self-confidence in handling diversity, and lack of continuous professional development have impeded the actualization of inclusive classrooms (Omoró & Possi, 2024). Moreover, the absence of systemic support and poor resource allocation continues to affect the morale and capacity of teachers to respond to inclusive demands effectively (Mpu & Adu, 2021).

In Kenya, the journey toward inclusive education has been shaped by reforms, including the Basic Education Act (2013), which mandates access to education for learners with disabilities. However, a gap between policy and practice persists, as per

research. Teachers often report feeling ill equipped to accommodate learners with diverse needs due to limited training, lack of teaching aids, and insufficient classroom support (Kinuthia, 2023). According to Koskei, Egesa, and Chang'ach (2020), although teachers recognize the value of inclusive education, their ability to implement it depends mainly on their confidence and competence. This underscores the need to examine how teachers' self-efficacy, shaped by experience, training, and institutional culture, influences their inclusive teaching practices in the Kenyan context.

Problem Statement

Although great strides have been made internationally and in particular countries in inclusive education, inclusive practices are not consistently implemented, especially in education systems with some systemic and teacher issues, such as Kenya. Educators play a key role in ensuring inclusive education. However, they often report being poorly equipped, lacking confidence and experiencing structural challenges that make them fall short in teaching diverse students (Ainscow, 2020). Research has indicated that insufficient teacher self-efficacy, which refers to expectations held by teachers that they could accommodate and address all students, is a significant impediment towards embracing inclusive practices (Woodcock et al., 2022). Inclusive

education in Kenya is a mandatory policy. However, the policy-and-practice divide remains deep, caused mainly by the lack of resource preparation, poor teacher preparation, and lack of continuous teacher education.

The lack of training, unavailability of instructional resources, and institutional support are other reported factors that make teachers feel inadequately prepared to meet the needs of students with special needs (Kinuthia, 2023). Lack of preparedness and low self-confidence in their abilities results in resistance to inclusion, token inclusion, and even inadvertent exclusion of learners who need special needs. Studies have indicated that teachers' self-efficacy is low unless there is institutional support and training, which is another factor that undermines their potential to pursue inclusive education strategies (Savolainen, Malinen, & Schwab, 2022). It is a burning problem and needs to be addressed because this lack of correspondence between the acknowledgement that inclusive education is essential and the ability to promote it successfully is very alarming.

Until the correlation between teacher self-efficacy and inclusive practices is better understood and effective ways and methods of building teacher confidence and readiness are implemented, the expectations of Kenya itching to reap the benefits of inclusive education are likely to

go unmet. This paper attempts to fill this gap by critically examining the factors influencing teachers' self-efficacy and capacity to promote inclusion in Kenya.

Research Objectives

1. To examine the relationship between teachers' self-efficacy beliefs and their implementation of inclusive educational practices in Kenya within the last five years.
2. To assess how teaching experience influences teachers' self-efficacy and capacity to adopt inclusive instructional methods in the Kenyan education system.
3. To investigate the extent to which classroom management strategies, shaped by teacher self-efficacy, support the inclusion of learners with diverse needs in Kenyan schools.

Research Questions

1. What is the relationship between teachers' self-efficacy beliefs and their implementation of inclusive educational practices in Kenya?
2. How does teaching experience influence teachers' self-efficacy and ability to adopt inclusive instructional methods in Kenya?
3. To what extent do teachers' classroom management strategies,

influenced by self-efficacy, support learners with diverse needs in Kenyan schools?

Literature Review

Theoretical review

A central theory anchoring this study is Bandura's Social Cognitive Theory (SCT), particularly the construct of self-efficacy, developed by Albert Bandura in 1977. Proponent Bandura introduced self-efficacy as a person's belief in their ability to effectively perform tasks and manage challenges (Woodcock et al., 2022). The purpose of this theory within education is to explain how confidence in one's teaching capabilities influences motivation, resilience, and actual teaching behavior. The postulate is that teachers with high self-efficacy are more likely to adopt innovative practices, differentiate instruction, and persist in facing challenges (Wray, Sharma, & Subban, 2022). The proof is evident in multiple studies that link self-efficacy to successful inclusive teaching, where teachers with stronger self-beliefs demonstrate greater responsiveness to diverse learner needs (Savolainen, Malinen, & Schwab, 2022).

Another relevant theoretical model is Bronfenbrenner's Ecological Systems Theory, which provides a multilayered lens for understanding how contextual factors affect a teacher's ability to implement inclusive practices. A

proponent, Urie Bronfenbrenner, proposed this model to explain the theory that people are susceptible to influence by including environmental systems within a nested context, family to policy. Its purpose in education is to explain how institutional, interpersonal, and societal influences shape teacher behavior and development (Hudson Jr., 2013). The postulate is that teachers' self-efficacy does not develop in isolation but is shaped by interactions across micro (classroom), meso (school), and macro (policy) systems. Kinuthia's (2023) study proves this framework's relevance, highlighting the role of institutional support, policy coherence, and training environments in enabling or limiting inclusive practices in Kenyan schools.

The sociocultural theory developed by Vygotsky is relevant to the current study, which focuses on the importance of social life and mediation in cognitive development. Proponent Lev Vygotsky stated that learning is fundamentally a social experience and that tools such as language and the definition of organizations serve as factors towards comprehension. It is meant to establish the teacher as a pivotal agent of learning among students. The postulate proposes that inclusion is successful if the teacher can scaffold learning, particularly among students with diverse needs. According to Zayyad (2020), teachers with high self-efficacy tend to engage in adaptive,

collaborative, and student-centered strategies that align with Vygotsky's pedagogical vision. The proof lies in empirical findings where effective inclusive educators utilize peer support, differentiated instruction, and learner centered methods, all of which require strong belief in one's professional capacity (Amaral Martins & Chacon, 2021).

Overall, these three development theories, including Bandura's SCT, Bronfenbrenner's ecological framework, and Vygotsky's sociocultural theory, present a multifaceted picture of how teacher self-efficacy develops and is enacted within an educational paradigm such as inclusive education. These theories assert that personal belief, environmental setting, and social games are vital issues that determine inclusive teaching behavior.

Empirical Review

Empirical literature studies have provided recent evidence regarding the apparent centrality of teacher self-efficacy to successful inclusive education implementation. Woodcock, Sharma, Subban, and Hitches (2022) conducted a large-scale study examining how self-efficacy influences teachers' engagement with inclusive practices. Their results indicated that high-self-efficacy teachers would be more inclined to use differentiated instructions, demonstrate tenacity in incorporating learners with

disabilities, and demonstrate willingness towards inclusive pedagogy. Similarly, Wray, Sharma, and Subban (2022) performed a systematic literature review of 64 empirical studies and concluded that teacher preparation programs, administrative support, and professional development directly impact teacher self-efficacy, shaping the fidelity of inclusive practice implementation. These results support the importance of self-efficacy as a decisive factor influencing classroom inclusive behavior.

Omoro and Possi (2024) conducted a quantitative study on in service teachers in the East African context. They found that self-efficacy significantly predicted teachers' beliefs and intentions to implement inclusive practices. A survey conducted in Kenya and Tanzania found that more teachers who believed they were competent enough to teach diverse learners showed readiness to change their instructions and accept inclusive instruction. This supports the argument that beyond training, the psychological belief in one's abilities shapes how effectively teachers translate inclusive policy into practice. In addition, the paper reported that despite training, the lack of long-term professional learning resulted in a self-efficacy plateau among even trained educators, undermining inclusive performance.

Kinuthia (2023) explored the gap between inclusive education policy and its practical implementation in public schools in Kenya. The study identified that teachers often endorsed inclusive principles in a mixed methods approach but were perceived as unprepared to realize it since there was poor training and no prepared classroom support. This demonstrates that these limitations took a toll on their self-efficacy and decreased their motivation to be as involved in inclusive practices as possible. This was echoed by Koskei, Egesa, and Chang'ach (2020), who investigated learning environments in Uasin Gishu County and reported that while teachers recognized the importance of inclusion, many struggled with managing diverse classrooms due to limited instructional strategies and scarce resources. Their research established that environmental and institutional variables could either support or destroy self-efficacy development among educators.

Further, Savolainen, Malinen, and Schwab (2022) provided longitudinal evidence linking self-efficacy and attitudes toward inclusion in a European context. Though not conducted in Kenya, the study design revealed that self-efficacy is dynamic and changes with work experiences, exposure, and facilitation of events. This dynamic aspect of self-efficacy is essential in the Kenyan context, where different school contexts, urban rural differences, and lack of equitable access to support services

mean an inclusive approach cannot always be applied in the same ways.

Both of these empirical studies highlight how teacher self-efficacy plays a determining role in realizing inclusive education. Self-efficacy leads to resilience, adaptive instructional behavior, and positive dispositions towards students with special needs. Nevertheless, structural issues, including resource scarcities, unequal training, and policy-practice discontinuities, are still barriers to teacher efficacy realizations, particularly in Kenyan schools. These barriers need to be addressed to ensure that the inclusive education system is not only practical but also sustainable in Kenya.

Methodology

This study employed a systematic literature review (SLR) approach to explore the relationship between teachers' self-efficacy and inclusive educational practices in Kenya. The SLR method is well suited for synthesizing existing empirical and theoretical knowledge in a structured, transparent, and replicable manner (Nightingale, 2009). Through a critical review of pertinent literature, the approach will facilitate the detection of trends, research, and theoretical contributions that can shape policy and practice in inclusive education. The review followed a defined protocol inspired by the guidelines of Torres-Carrión et al. (2018), which emphasize a multi-phase process

including (1) identification of research questions, (2) definition of inclusion and exclusion criteria, (3) systematic search and selection of studies, (4) quality assessment, and (5) thematic synthesis and analysis. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework guided the process to enhance transparency and reproducibility.

The review considered peer reviewed journal articles published between 2020 and 2025, which can be reached through Google Scholar and PubMed databases. Selected studies had to (a) focus on teachers' self-efficacy, (b) address inclusive educational practices, and (c) be situated in Kenya or offer contextually relevant insights applicable to the Kenyan education system. Publications in non - English language, publications that addressed only learners or other non - instructional personnel, and publications without empirical findings or theoretical discussion were rejected. *Keywords were a combination of teacher self-efficacy, inclusive education, inclusive practices in Kenya, classroom management, and instructional strategies of inclusion.* Boolean operators (AND, OR) were used to refine the searches. Studies were screened through titles and abstracts, and those that proved their relevance and criteria of methodological rigor were reviewed in full.

Patterns were coded into the major objectives of the review, and the literature was coded in its themes. This strict approach granted invisible coverage and scholarly trustworthiness in determining how self-efficacy influences inclusive practices in the Kenyan education scenario. See Appendix A for a detailed data extraction table of the reviewed studies.

Results and Findings

The systematic review demonstrated stable and strong relationships between self-efficacy and the capacity of teachers to adopt inclusive educational practices. Across several studies, teachers who exhibited high levels of self-efficacy were more likely to employ differentiated instruction, demonstrate flexibility in lesson planning, and show resilience in managing diverse classrooms (Woodcock et al., 2022). Specifically, those teachers who were confident in their teaching skills were identified as more willing to embrace inclusive teaching styles, indicating that professional confidence in teaching ability is a good indicator of inclusiveness behavior. These findings validate Bandura's (1977) theory that self-efficacy significantly influences human action and persistence in challenging contexts, such as inclusive education.

It was also found that teaching experience is a decisive factor influencing self-efficacy and inclusive ability. More

experienced teachers developed a stronger sense of efficacy, particularly when supported by ongoing training and mentorship programs (Wray, Sharma, & Subban, 2022). Nonetheless, experience in itself was not sufficient to be inclusive and competent. Kinuthia (2023) found that despite many Kenyan teachers having years of classroom experience, they still reported low confidence in implementing inclusive strategies due to inadequate exposure to inclusive pedagogy during teacher training. This implies that inclusiveness capacity may not be cultivated merely by teaching tenure but by the quality and relevance of experience gained in professional learning.

A third important theme brought out by teacher self-efficacy was classroom management. Teachers with high self-efficacy demonstrated greater control over inclusive classrooms and were better able to handle behavioral and instructional diversity (Savolainen, Malinen, & Schwab, 2022). However, resource constraints in Kenyan schools posed significant barriers to effective classroom management. Omoro and Possi (2024) reported that many in-service teachers in East Africa faced difficulties maintaining inclusive classroom discipline due to a lack of contextualized strategies and insufficient administrative support. Similarly, Koskei, Egesa, and Chang'ach (2020) observed that poorly resourced learning environments hindered effective

classroom management, further diminishing teachers' belief in their ability to meet inclusive needs.

There was also a contextual gap between inclusive education policies and classroom implementation. While most Kenyan educators supported the philosophy of inclusion, they expressed limited capacity to enact it effectively (Kinuthia, 2023). This dissonance between policy intent and actual practice is exacerbated by the systemic issue of inadequate resources, insufficient teacher preparation, and a lack of institutional support. Furthermore, Martins and Chacon (2021) emphasized that the sources of teacher self-efficacy mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal must be consciously cultivated in pre-service and in-service training for inclusive education to thrive. Koskei, Egesa and Chang'ach (2020) findings suggest that the absence of appropriate teaching aids, adaptive technologies, and sufficient classroom support systems further undermines teachers' confidence and their ability to implement inclusive practices. These resource constraints not only affect teachers' daily practices but also contribute to their overall sense of inadequacy, making it harder to adopt inclusive instructional methods effectively.

In summary, the evidence obtained by the systematic literature review shows that

teacher self-efficacy predicts and results from inclusive teaching success. The achievement of inclusive education in Kenya is hampered by the lack of institutional support, resource constraints, and the inconsistency in teacher preparation. These results support the systematic and long-term investment in teacher empowerment, with specific professional growth and current practice-based teacher training being critical to addressing the resource gaps that hinder the effective implementation of inclusive education.

Discussion

The findings of this systematic review demonstrate teacher self-efficacy as a fundamental foundational stone in the effective execution of inclusive education practices. This finding aligns with Bandura's (1977) Social Cognitive Theory, which posits that individuals' beliefs in their abilities influence their actions and resilience in the face of challenges. Teachers with high self-efficacy are more likely to differentiate instruction, implement learner-centered methods, and create a favorable classroom climate conducive to inclusion (Woodcock et al., 2022). This association proves that inclusive education cannot exist as mere policy; it has to be internalized within the profession based on practical instructional expertise.

The review indicates that teacher experience in the Kenyan context does not suffice to achieve inclusive capability. While international studies suggest that more years in the profession foster stronger self-efficacy (Savolainen et al., 2022), empirical evidence from Kenya reveals a disjunction between experience and inclusive practice (Kinuthia, 2023). They imply that expertise does not necessarily equate to competence unless accompanied by ongoing professional development specifically focused on inclusive pedagogy. The gap further highlights a structural weakness in Kenya's teacher education system, where pre-service and in-service training often fail to adequately prepare educators for inclusive classrooms (Omoró & Possi, 2024).

Moreover, the study identified classroom management, the essential part of everyday classroom work, to be highly affected by teacher self-efficacy. Teachers with strong self-beliefs were more confident handling behavioral and academic diversity (Wray et al., 2022). However, resource constrained schools in Kenya posed significant challenges in managing inclusive classrooms, as teachers reported difficulties engaging diverse learners without teaching assistants or adaptive materials (Koskei, Egesa, & Chang'ach, 2020). This finding supports Bronfenbrenner's ecological model, which recognizes that classroom behaviors are shaped by individual agency

and the broader institutional and social environment (Hudson Jr., 2013).

To conclude and illustrate the fundamental findings, the following table shows the main themes and their implications:

Policy-Practice Gap	Kinuthi a (2023)	Teachers support inclusion in theory, but lack the tools to implement it
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Table 3: Summary of Key Discussion Themes

Theme	Evidence from Literature	Interpretation
Self-efficacy & Inclusive Practices	Woodcock et al. (2022); Wray et al. (2022)	Self-efficacy positively influences the use of inclusive strategies
Experience & Efficacy	Kinuthi a (2023); Savolainen et al. (2022)	Experience must be coupled with inclusive-focused training to impact efficacy
Classroom Management	Koskei, Egesa, & Chang'ach, (2020); Omoro & Possi (2024)	High self-efficacy enables better classroom control, but material/institutional support is critical

The above results suggest that there is more to ensuring greater outcomes of inclusive education in Kenya than merely pushing inclusive values; instead, it involves investing efforts in teacher preparation, filling systemic policy gaps, and strengthening the support system within institutions. Increasing teacher self-efficacy should be a strategic imperative in training the affected individuals and encompassing leadership, community, and resource mobilization.

Recommendations

Designing teacher self-efficacy is paramount to promoting inclusive education in Kenya and should be on the agenda during the long term and well - designed professional development and training activities. Teachers' self-efficacy has significantly influenced their confidence in applying inclusive strategies, managing diverse classrooms, and responding to learner variability (Wray, Sharma, & Subban, 2022). Therefore, inclusive education competencies need to be incorporated into pre-service teacher training programs and

cannot operate solely on a theoretical basis. Practical models to incorporate should include but are not restricted to scenario-based learning, mentorship, co-teaching models, and simulated inclusive classrooms to assist teachers in developing instructional confidence. Service training should also be institutionalized in all counties, particularly in marginalized regions, where inclusive capacity is low, and resources are often scarce.

Further, implementing policies involving a conscious bolstering of the institution-in-between to span the remaining gap between the national inclusive education systems and school level initiatives must be an intentional pursuit. Although Kenya's legal and policy frameworks support inclusion, the lack of material resources, classroom support, and teacher preparedness continues to hinder execution (Kinuthia, 2023). Accordingly, the support of inclusive learning aids and technologies and the Ministry of Education should prioritize school-based support personnel alongside county governments and development partners. Therefore, the government and relevant stakeholders must prioritize investment in essential resources such as teaching aids, assistive technologies, and sufficient teaching assistants to help teachers effectively implement inclusive education. Enhanced access to these resources would improve learning conditions and strengthen teachers' self-efficacy by equipping them

with the tools necessary for inclusive instruction (Koskei, Egesa, & Chang'ach, 2020).

Most importantly, limited resources in classroom management should become a part of national and school recommendations. Numerous educators complain about being unable to handle behavioral and academic diversity because of overcrowded classrooms, a shortage of dedicated workers, and the absence of teaching material (Koskei, Egesa, & Changach, 2020). In this regard, a specific investment in resources is required to lessen the impact of this circumstance-making all of the inclusive classrooms accessible to teaching assistants, adaptive instructional resources, and facilities equipped to support the diversity of learners. Alleviating such conditions would considerably amplify teacher self-efficacy and support better classroom management results in inclusive conditions.

Lastly, inclusive leadership has to be normalized in the school administration and decision making. Good leadership in schools may encourage the creation of spaces that allow teachers to experiment, collaborate, and innovate in the classroom. According to Wang, Deng, and Tian (2022), transformational and distributed leadership models are linked to higher levels of teacher self-efficacy and inclusive engagement. School heads must thus be

trained to promote shared responsibility, encourage a professional learning community, and actively foster inclusive objectives. Such institutionalization of empowerment for school heads would help to address the systemic issues related to resource constraints, ensuring that the necessary tools and support systems are in place to sustain inclusive education.

Conclusion

This systematic literature review highlights the key role self-efficacy plays in teachers in achieving productive, inclusive education in Kenya. The reviewed studies consistently demonstrate that self-efficacy is a key predictor of inclusive instructional behavior, resilience in managing diverse classrooms, and positive attitudes toward learners with special needs (Woodcock et al., 2022; Omoro & Possi, 2024). However, the findings also highlight that Kenyan teachers often face significant barriers, including inadequate training, resource limitations, and weak institutional support, which undermines their confidence and effectiveness in inclusive classrooms (Kinuthia, 2023).

As much as teaching experience aids in building up self-efficacy, it is not enough alone. The review reveals that meaningful professional development, supportive leadership, and enabling environments are critical enablers that translate experience into efficacy (Savolainen, Malinen, &

Schwab, 2022). Moreover, classroom management is most effective when teachers believe in their ability to manage inclusion related challenges and are provided with tools to do so effectively (Koskei et al., 2020). Nevertheless, the issues of resource shortages in Kenyan schools (including the use of inaccessible teaching aids and unavailable assistive technologies, as well as the unavailability of classroom support) are also important factors, limiting the capacity of teachers to act constructively as managers in inclusive classrooms.

Lastly, the structural problem of resource insufficiency also contributes to the disparity between implementing inclusive education policies and their actual performance (Koskei, Egesa, & Chang'ach, 2020). Strong advocacy of inclusion is often supported by various teachers, but they are limited by a shortage of resources, and translating the policy into practice is a very challenging task. Insufficient infrastructure and systems of instructional support hamper the confidence and levels at which teachers can participate fully in the inclusive education movement.

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