Embracing Diversity: Attitudes, School Climate and Self-Efficacy for Inclusive Education among International School Teachers in Selangor

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Abstract
One of the focuses of National Education Blueprint (2013-2025) is to improve the national policies and practices towards special education (GOM, 2013a; MOE, 2013). Numerous researches were being conducted to investigate the effectiveness, quality as well as key elements of the implementation of Inclusive Education (IE). The research design of quantitative, correlational and cross-sectional were selected to collect, measure and analyse data for (a) teacher's level of self-efficacy, (b) teacher's attitude as well as (c) School Climate towards IE. Besides that, this research also gathered information: (a) demographic information, (b) self-evaluation and (c) opinion towards the IE programme from the targeted sample. Approximately 280 International School Teachers were recruited to participate in this research. The data were collected, filtered and screened with Exploratory Data Analysis (EDA). The data of this research is normally distributed as the skewness value and kurtosis value fall within the range of normal distribution. Pearson Product-Moment Correlation Coefficient analysis was performed to analyse the relationship between attitudes and School Climate towards self-efficacy for IE among International School Teachers in Selangor, Malaysia. The findings of this research reported: (a) positive relationship and (b) significant relationship between teachers' attitudes, School Climate as well as teacher's self-efficacy. However, the strengths of relationships between the variables were low. The empirical findings obtained from this research can be beneficial for educational authorities such as: (a) Ministry of Education (MOE), (b) School Administrators, (c) parents in the society of International School in Malaysia. There is limited research conducted in the setting of International Schools. Therefore, the findings can help the researchers to understand International School Teachers' attitudes, School Climate towards Self-efficacy for IE. Further research should consider in: (a) employing qualitative research to understand the causal effect between the variables, (b) conducting interview to obtain in-depth understanding on the responses generated from questionnaire, as well as (c) expanding the targeted sample to government as well as private school teachers.
Keyword: Inclusive Education, Attitudes, School Climate, Self-efficacy, International School Teachers, Malaysia

Introduction

In Malaysia context, IE is about establish a positive learning environment that welcome learners from diverse background (Mary, 2014). In the year of 1994, United Nations (UN) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) introduced the concept of IE by conducting workshops as well as seminars in Malaysia; in the year of 1995, Special Education Department (SED) was set to manage the special education (Lee & Low, 2014). In the year of 1996, Malaysia government implemented the Malaysian Education Act 1996 (GOM, 2012). Furthermore, the implementation of Education (Special Education) Regulations (2013) and National Education Blueprint (2013-2025) have significantly improve the national policies and practices towards special education (GOM, 2013a; MOE, 2013).

Numerous researches were being conducted to investigate the effectiveness, quality as well as key elements of the implementation of IE. The quality of teachers such as (a) knowledge, (b) skill, (c) responsibilities, (d) collaboration are crucial in determining the successful implementation of IE (Frederickson et al., 2010; Morewood et al., 2011). Furthermore, researchers also highlighted that attitude as well as level of efficacy in teachers are the key determinants for successful implementation of IE (Nidhi, 2014). Nevertheless, teachers reported high level of Self-efficacy were found to relate to School Climate (Pas et al., 2012).

Therefore, this research will focus on investigating the relationship between attitudes and School Climate towards Self-efficacy for IE among International School Teachers in Selangor, Malaysia.

Problem Statement

One of the goals of Education Development Plan (Pelan Pembangunan Pendidikan Malaysia) is to recruit more than 75% Children with Special Educational Needs (SEN) to IE by the year of 2025 Ministry of Education 2013. However, Malaysia has yet to reach satisfactory progression to achieve the goal (MOE, 2004). Researchers highlighted that the challenges were insufficient and inadequate: (a) teaching resource, (b) financial and facilities support, (c) human resources as well as (d) professional development and training (Lee and Low, 2014). Furthermore, Abdul Rahim (1994) indicated that the capabilities of teachers are one of the key determinants in determining the effectiveness of IE in Malaysia. Nevertheless, numerous teachers reported lack of confidence to adapt and adopt their teaching style to accommodate the learning experience of students with SEN (Baker and Zigmond, 1995; Eiserman et al., 1995). Fuchs & Fuchs (1994) stated that most of the teachers mutually agreed on the benefits of implementing IE; however, teachers reported that lack of professional training and lack of resources are the main challenges they faced when teaching IE classes. Numerous researchers added that the challenges faced by teachers are mainly due to lack of: (a) guideline, (b) planning, (c) readiness and (d) preparation (Porter and Smith, 2011; Shaheen, 2012; Sithabile, 2011). This statement was further supported by other researchers where they claimed that IE Programme was implemented with (a) unclear policies, (b) insufficient guidelines, and (c) supported informally by authorities (Lee and Low, 2014; Teng et al., 2014).

Findings of the research conducted by Ibrahim (1998) in the state of Kedah highlighted that more than 60% of the teachers have negative attitude towards IE. According to Manisah et al (2006), most teachers doubted that IE Programme was effectively implemented. Teachers reported their confusion towards IE and appeal for professional training and development to equip them with necessary skill and knowledge towards teaching IE classes (Bailey et al.,

2015). Teachers' low level of Self-efficacy will negatively impact on teachers' attitude as well as behaviour towards classroom management, thus result in poor teaching strategies and classroom management in IE classes (Baker & Zigmond, 1995). Nevertheless, findings of research conducted by Yazdanfar (2014) reported that negative School Climate bring negative impacts: (a) lack of enthusiastic to learn, (b) higher absenteeism in students, (c) higher turnover rate in teachers as well as (d) students' misbehaviour.

The elements in teacher such as teacher's attitude as well as level of Self-efficacy are considered as significant towards the effectiveness and successful IE Programme, thus, the variables as well as the relationship among the variables are worth to be investigated (Teng, 2016). Furthermore, the above mentioned challenges should be prioritised and vigorous investigations should be conducted to evaluate the key elements for effective and successful implementation of IE Programme (Lee and Low, 2014).

Significance
This research investigating on the relationship between attitudes and School Climate towards Self-efficacy for IE among International School Teachers in Selangor, Malaysia. There is limited research conducted in the setting of International Schools. Therefore, the empirical findings obtained from this research can helps the researchers to understand International School Teachers' attitudes, School Climate towards Self-efficacy for IE.

Nevertheless, this research adopting reliable instruments to assess and identify International School Teachers' attitudes, School Climate towards Self-efficacy for IE. Therefore, this research can provides (a) empirical insights, (b) systematic evidence, (c) valuable guidelines as well as suggestions for the field of IE in Malaysia. Furthermore, this research can help to expand and make significant contribution to the field of IE in Malaysia. In addition, the empirical findings obtained from this research can be beneficial for educational authorities such as: (a) MOE, (b) School Administrators, (c) parents in the society of International School in Malaysia.

Research Objectives
The objectives and purposes of this research are:
1. To identify the level of teachers' attitudes, School Climate and Self-efficacy for IE among International School teachers.
2. To identify the relationship between teachers' attitudes and teacher's Self-efficacy for IE among International School teachers.
3. To identify the relationship between teachers' School Climate and teacher's Self-efficacy for IE among International School teachers.

Literature Review
Researchers highlighted that (a) teachers' attitudes, (b) teachers' School Climate as well as (c) teachers' level of Self-efficacy towards IE are one of the key determinants for successful IE and therefore, various researches were conducted in this field (Forlin, et al., 2011; Yada & Savolainen, 2017).

Attitudes

Researchers highlighted that teachers' attitudes towards IE is one of the key determinants for successful IE, therefore, various researches were conducted in this field (Bailey, Nomanbhoy and Tubpun, 2015; Dias and Cadime, 2016; Yada & Savolainen, 2017). Recently, researchers reported that teachers have positive attitudes towards IE (Dias and Cadime, 2016; Kraska and Boyle, 2014). In 2017, researchers stated that teachers in South Africa and Finland reported to have neutral attitudes towards IE and they showed concerns on having SEN students in their mainstream classrooms (Yada & Savolainen, 2017).

Besides that, Vaz et al.'s (2015) research stated that teachers in primary school reported to have low level of Self-efficacy and negative perspectives towards IE. Meanwhile, Vaz et al.'s (2015) research also highlighted teachers' attitude is associated with their teaching experiences as well as their age. As compared to teachers between 35 to 55 years old, teachers older than 55 years old have more negative perspectives towards IE (Vaz et al., 2015). This findings were supported by research conducted by Yada and Savolainen (2017) in Japan. According Yada and Savolainen (2017), teachers who are more experienced in teaching reported to have negative perspectives towards IE.

Furthermore, female teachers reported to have positive attitudes towards IE than male teachers (Vaz et al., 2015). However, Yada and Savolainen (2017) argued that no evidence is found to support this statement. Nevertheless, research conducted by Dias and Cadime (2016) in pre-school indicated that teachers reported to have interaction with SEN students will have positive attitudes towards IE. However, Sharma and Nuttal's (2016) argued that no evidence is found to support this statement.

Galovic et al (2014) conducted a research in Serbia. The findings reported that teachers' positive interaction as well as experience with SEN students will lead to positive attitudes towards IE (Galovic et al., 2014). This statement is supported by the research findings from (Donohue and Bornman, 2015; Dias and Cadime, 2016). According to Donohue and Bornman (2015), teachers reported to have interaction as well as experience with SEN students will have positive attitudes towards IE. Furthermore, Dias and Cadime (2016) also indicating that teachers' attitudes are influenced by previous interaction as well as experience with SEN. Nevertheless, researchers also claimed that training will significantly influence teachers' attitudes towards IE (Dias and Cadime, 2016; Donohue and Bornman, 2015; Sharma and Nuttal, 2016). Vaz et al (2015) highlighted that teachers with training reported to have positive attitudes towards IE.

Sharma and Nuttal (2016) supported the statement by indicating that training is one of the key determinants on teachers' positive attitudes towards IE. Therefore, researchers urged that training should be implemented to promote teachers' positive attitudes towards IE (Dias and Cadime, 2016; Donohue and Bornman, 2015).

School Climate

Researchers highlighted that teachers' School Climate towards IE is one of the key determinants for successful IE, therefore, various researches were conducted in this field (London et al., 2015; Hosford and O'Sullivan, 2016; Wang and Degol, 2015). Wang and Degol (2015) proposed few fundamental elements for School Climate are: (a) academic such as

professional development for teachers, teachers' leadership skills as well as the process of teaching and learning, (b) community such as the relationship and partnership between teachers and students, (c) Institutional Environment such as resources and environment, (d) safety such as social, physical and emotional safety.

Wang and Degol's (2015) statement was supported by (London et al., 2015). According to findings of research conducted by London, et al (2015), positive School Climate can promote positive health, self-esteem as well as social interaction development in students. Nevertheless, findings of research conducted by Yazdanfar (2014) reported that negative School Climate bring negative impacts: (a) lack of enthusiastic to learn, (b) higher absenteeism in students, (c) higher turnover rate in teachers as well as (d) students' misbehaviour.

Bear et al (2014) conducted research on teachers from all grades: (a) elementary schools, (b) middle schools, (c) high schools. In the study, the relationships between the factors of: (a) teacher and student, (b) student and student, (c) teacher and home, (d) diversity as well as (e) clarity of the expectation were investigated. The research findings reported that: (a) positive relationship between all grades and academic achievement; (b) negative relationship between all grades and school suspension; (c) negative relationship between all grades and school expulsion; (d) the student-student factor indicated the highest relationship with academic achievement, school suspension as well as school expulsion (Bear, et al., 2014). According to Bear, et al. (2014), academic achievement in students will be improved if relationship between student-student is enhanced.

A study was conducted by Kilinc (2014) on a school with traditional culture. According to Kilinc (2014), a school with traditional culture depend on sole decision from principal in run the school, and this lead to negative School Climate. Therefore, Kilinc (2014) suggested that teachers' involvement in giving feedbacks and decision making can help to improve: (a) professional development, (b) institutional environment, (c) teachers' enthusiastic, as well as (d) collaboration among teaching staffs.

Self-efficacy

Researchers highlighted that teachers' level of Self-efficacy towards IE is one of the key determinants for successful IE, therefore, various researches were conducted in this field (Forlin et al., 2014; Yada and Savolainen, 2017). Researches stated that teachers with high level of Self-efficacy tend to have positive attitudes towards IE (Holzberger et al., 2013).

In Hong Kong, the findings from research conducted by Chao et al (2016) stated that: (a) teaching experiences was negatively associated with teachers' level of Self-efficacy towards IE; (b) confidence in teaching was positively associated with teachers' level of Self-efficacy towards IE, (c) knowledge in IE related policies as well as legislation were positively associated with teachers' level of Self-efficacy towards IE. In Japan, Yada and Savolainen (2017) claimed that teachers reported to have low level of Self-efficacy, especially towards management of students' behaviour.

According to Peebles and Mendaglio (2014), experience with SEN students is one of the key determinants for teachers' Self-efficacy. Furthermore, the findings from a study conducted

by Galovic et al (2014) reported that teachers' positive interaction as well as experience with SEN students will lead to positive attitudes towards IE.

According to Forlin et al (2014), demographics of the teachers: (a) gender, (b) concerns as well as (c) knowledge in IE related policies as well as legislation are key determinants on teachers' level of Self-efficacy. Besides that, Chao et al (2016) claimed that: (a) teachers' level of confidence, (b) teachers' knowledge in IE related policies as well as legislation play a vital role on teachers' level of Self-efficacy.

Relationship between teachers' Attitudes, School Climate and teacher's Self-efficacy
Tsakiridou and Polyzopoulou conducted a research to examine teachers' attitudes as well as teachers' Self-efficacy towards IE. The findings of their research indicated that: (a) teachers have positive attitudes, (b) teachers reported to have high level of Self-efficacy, (c) teachers' attitudes as well as teachers' Self-efficacy were associate with teachers' capabilities in confronting and handling negative school experiences (Tsakiridou & Polyzopoulou, 2014).

Furthermore, Hosford and O'Sullivan (2016) emphasised that School Climate is a key determinant for teachers' level of Self-efficacy. According to findings of research conducted by Hosford and O'Sullivan (2016), experienced teachers with quality supports from the school are empowered to contribute to schools by: (a) leading the change in school, (b) giving insightful ideas for school interventions, (c) valuing the importance and improving the quality of professional development, (d) enhancing the collaboration among teaching staffs as well as (e) increasing level of teachers' commitment and confidence in IE.

According to the theories and literature review, teacher's level of Self-efficacy has been regards as one of the key determinants for effective IE programme. Several studies were conducted to investigate the relationships between Self-efficacy as DV with other prospective variables as IV such as: (a) attitude, (b) belief, (c) behaviour, (d) characteristics, (e) School Climate, (f) training as well as (g) support and resources (Holzberger et al., 2013; Samms, 2017).

Methodology
Research Design
The research designs of quantitative, correlational and cross-sectional are suitable to collect, measure and analyse data for (a) teacher's level of Self-efficacy, (b) teacher's attitude as well as (c) School Climate towards IE. The intention of this research is to gather: (a) demographic information, (b) self-evaluation and (c) opinion towards the IE programme from the targeted sample.

The Sentiments, Attitudes and Concerns about IE Scale Revised (SACIE-R) was adopted in this research to measure teacher's attitudes as well as perspectives regarding the IE programme (Forlin et al., 2011; Savolainen et al., 2012). SACIE-R covers three sub scales and the items from each sub scale total up to 15 items: (a) five items in Sentiments sub-scale which specifically measuring teacher's attitudes during their interaction with SEN students, (b) five items in Attitudes sub-scale which specifically measuring teacher's attitudes regarding IR programme implemented in the regular class, as well as (c) five items in Concerns sub-scale which specifically measuring teacher's concerns in integrating the IE programme in their

classes (Savolainen et al., 2012; Malinen et al., 2013). The items are 4-point scale, ranging from "strongly disagree", "disagree", "agree", as well as "strongly agree" (Savolainen et al., 2012). The total scores can be obtained by adding all the scores from each item. The total scores can be used to measure teachers' general attitudes towards IE, higher scores indicates higher level of positive attitudes towards IE (Malinen and Savolainen, 2008).

Meanwhile, Revised-School Level Environment Questionnaire (R-SLEQ) was adopted in this research to measure teacher's perceptions of their School Climate towards the IE programme (Johnson et al., 2007). R-SLEQ covers five sub-scales and the items from each subscale total up to 21 items: (a) six items in Collaboration sub-scale, (b) three items in Decision Making sub-scale, (c) four items in Instructional Innovation sub-scale, (d) four items in Student Relations sub-scale, as well as (e) four items in School Resources sub-scale (Johnson et al., 2007). Among the 21 items, 8 items were negative worded. The items are 5-point scale, ranging from "strongly disagree", "disagree", "neither agree or disagree", "agree", as well as "strongly agree" (Johnson et al., 2007). After the negative worded items which were reversed, researcher added all the scores from each item, then divide the sum scores by 21. Eventually, the total mean score was generated.

Furthermore, Teacher Efficacy for Inclusive Practice (TEIP) Scale developed by Sharma et al (2012) was employed in this research to measure teacher's level of Self-efficacy. TEIP Scale covers three sub scales and the items from each sub scale total up to 20 items: (a) seven items in "Efficacy to use Inclusive Instructions", (b) six items in "Efficacy in Collaboration", as well as (c) seven items in "Efficacy in Dealing Disruptive Behaviours" (Savolainen et al., 2012; Malinen et al., 2013). The items are 6-point Likert Scale, ranging from "strongly disagree", "disagree", "disagree somewhat", "agree somewhat", "agree", "strongly agree" (Savolainen et al., 2012; Malinen et al., 2013). According to the authors, high individual's scores obtained from TEIP Scale indicate high level of teacher's Self-efficacy (Savolainen et al., 2012; Malinen et al., 2013).

Researchers examined the validity as well as reliability of TEIP Scale and reported that (a) SACIER is proven to be reliable as well as valid scale to measure teachers' attitudes (Forlin et al., 2011; Kuittinen, 2017); (b) R-SLEQ is proven to be reliable as well as valid scale to measure teachers' School Climate (Johnson et al., 2007); and (c) TEIP Scale is proven to be reliable as well as valid scale to measure level of Self-efficacy (Malinen et al., 2013; Park et al., 2016; Samms, 2017; Sharma et al., 2012; Sokal et al., 2013). Therefore, the instruments adopted in this research were reliable and valid to measure International School Teachers' attitudes, School Climate towards Self-efficacy for IE.

Participants
According to the recent Quick Facts published by MOE, a total of 7,306 teachers are currently teaching at 153 International Schools, Malaysia (MOE, 2019). Among all the states in Malaysia, Selangor has the highest number of International Schools (KPM, 2017). Therefore, this research is targeted on the population of International Schools teachers in the state of Selangor, consists a total of 32 International Schools and 1,528 teachers. Based on Cochran's (1977) Sample Size Formula, this research is targeted on the recruiting the sample of 225 International Schools teachers in the state of Selangor.

Pilot Study was conducted to 30 International School Teachers. The questionnaire consists of: (a) demographic information, (b) three of the adopted questionnaires, (c) comments or feedbacks about the questionnaire. In the comments or feedbacks section, participants may provide comments or feedbacks about: (a) clarity of the questions (e.g: confusion, definition of the word); (b) their experience in answering the instruments (e.g: not enough time to answer the questionnaires). The data collected from the pilot test were analyse with Cronbach's Alpha Reliability Coefficient to examine the internal consistency of the scale, and the variables from pilot test are proven to be reliable and have internal consistency.

Findings
Descriptive Statistics was performed to address the research objectives of this research. The responses of the data were summarised and reported based on three levels: (a) low; (b) moderate; and (c) high.

Table 1, 2 and 3 reported on the findings for Research Objective 1 of this research. Table 1 reported that the total mean score for the International School Teacher's attitudes was 2.56 (SD = 0.44). This illustrated that International School Teachers have moderate level of attitudes towards IE. 79.4% of the International School Teachers reported to have moderate level of attitudes towards IE (n=216), followed by 12.5% of the International School Teachers reported to have high level of attitudes towards IE (n=34), while 8.1% of the International School Teachers reported to have low level of attitudes towards IE (n=22).

Table 1
Level of Teachers' Attitude

Level	Frequency (n)	Percentage (%)	M	SD
Level of Teachers' Attitude			2.56	.44
Low (1.00 – 2.00)	22	8.1		
Moderate (2.01 – 3.00)	216	79.4		
High (3.01 – 4.00)	34	12.5		
Total	272	100.0		

Note: n = 272, M: mean, S.D.: standard deviation

Table 2 reported that the total mean score for the International School Teacher's School Climate was 3.26 (SD = 0.45). This illustrated that International School Teachers have moderate level of School Climate towards IE. 79.4% of the International School Teachers reported to have moderate level of School Climate towards IE (n=216), followed by 15.4% of the International School Teachers reported to have high level of School Climate towards IE (n=42), while 5.1% of the International School Teachers reported to have low level of School Climate towards IE (n=14).

Table 2
Level of Teachers' School Climate

Level	Frequency (n)	Percentage (%)	M	SD
Level of Teachers' School Climate			3.26	.45
Low (1.00 – 2.33)	14	5.1		
Moderate (2.34 – 3.67)	216	79.4		
High (3.68 – 5.00)	42	15.4		
Total	272	100.0		

Note: n = 272, M: mean, S.D.: standard deviation

Table 3 reported that the total mean score for the International School Teacher's Self-efficacy was 4.35 (SD = 0.78). This illustrated that International School Teachers have high level of Self-efficacy towards IE. 50% of the International School Teachers reported to have high level of Self-efficacy towards IE (n=136), followed by 48.5% of the International School Teachers reported to have moderate level of Self-efficacy towards IE (n=132), while 1.5% of the International School Teachers reported to have low level of Self-efficacy towards IE (n=4).

Table 3
The Level of Teacher's Self-efficacy

Level	Frequency (n)	Percentage (%)	M	SD
Teacher's self-efficacy			4.35	.78
Low (1.00 – 2.66)	4	1.5		
Moderate (2.67 – 4.33)	132	48.5		
High (4.34 – 6.00)	136	50.0		
Total	272	100.0		

Note: n = 272, M: mean, S.D.: standard deviation

Pearson Product-Moment of Correlation Coefficient analysis was performed to analyse the relationship between attitudes and School Climate towards Self-efficacy for IE among International School Teachers in Selangor, Malaysia.

Table 4 reported on the findings for Research Objective 2 of this research. The findings of this research reported: (a) positive relationship and (b) significant relationship between teachers' attitudes and teacher's Self-efficacy (r=0.267, p=0.000). However, the strengths of relationship between teachers' attitudes and teacher's Self-efficacy was low.

Table 4

Pearson Correlation Coefficients of Relationships between teachers' attitudes and teacher's Self-efficacy towards IE

	r	α	Strength of the Relationship
Teachers' Attitudes	.267**	.000	Low

**Correlation is significant at the 0.01 level (2-tailed)

Table 5 reported on the findings for Research Objective 3 of this research. The findings of this research reported: (a) positive relationship and (b) significant relationship between teachers' School Climate and teacher's Self-efficacy towards IE (r=0.327, p=0.000). However, the strengths of relationship between teachers' School Climate and teacher's Self-efficacy was low.

Table 5

Pearson Correlation Coefficients of Relationships between teachers' School Climate and teacher's Self-efficacy towards IE

	r	α	Strength of the Relationship
Teachers' School Climate	.327**	.000	Low

**Correlation is significant at the 0.01 level (2-tailed)

Discussions

The result addressed Research Objective 1, indicating that the level of teachers' attitudes for IE among International School teachers are mostly at moderate level. This research finding supported the statement by previous researchers. Findings from researches conducted by few researchers reported that teachers' attitude in IE were indicated at moderate or positive level (Dias & Cadime, 2016; Kraska & Boyle, 2014; Yada & Savolainen, 2017). Furthermore, Findings from research conducted by Zaman *et al* (2014) indicated that teachers reported to have moderate level of attitude in overall scales and subscales. Meanwhile, the result addressed Research Objective 2, illustrating that the level of teachers' School Climate for IE among International School teachers are mostly at moderate level. This research finding contradict with the findings stated by (Vaz et al., 2015). Vaz et al.'s (2015) research stated that teachers in primary school reported to have low level of School Climate and negative perspectives towards IE. Furthermore, the result addressed Research Objective 3, reporting that the level of teachers' Self-efficacy for IE among International School teachers are mostly at high level. This research finding supported the statement by previous researchers. Findings from researches conducted by few researchers indicated that teachers reported to have high level of Self-efficacy (Zaman *et al.,* 2014; Shaukat et al, 2013). According to Lee & Low (2013), teachers with high level of Self-efficacy tend to have positive attitudes towards IE. However, this research finding contradict with the findings stated by Yada & Savolainen (2017) where teachers reported to have low level of Self-efficacy, especially towards management of students' behaviour.

Furthermore, the result addressed Research Objective 4, indicating that: (a) positive relationship and (b) significant relationship between teachers' attitudes and teacher's Self-efficacy. However, the strengths of relationship between teachers' attitudes and teacher's Self-efficacy was low. This research finding supported the findings reported by (Tsakiridou and Polyzopoulou, 2014). Tsakiridou and Polyzopoulou conducted a research to examine teachers' attitudes as well as teachers' Self-efficacy towards IE. The findings of their research

showed that: (a) teachers have positive attitudes towards IE, (b) teachers have high level of Self-efficacy towards IE, (c) teachers' attitudes as well as teachers' Self-efficacy were associate with teachers' capabilities in confronting and handling negative school experiences (Tsakiridou & Polyzopoulou, 2014).

Nevertheless, the result addressed Research Objective 5, indicating that: (a) positive relationship and (b) significant relationship between teachers' School Climate and teacher's Self-efficacy towards IE. However, the strengths of relationship between teachers' School Climate as well as teacher's Self-efficacy was low. This research finding contradict with the finding stated by (Vaz et al., 2015). Vaz et al.'s (2015) research stated that teachers in primary school reported to have low level of Self-efficacy and negative perspectives towards IE.

Conclusions
This research reported that: (a) the level of teachers' attitudes for IE among International School teachers are mostly at moderate level, (b) the level of teachers' School Climate for IE among International School teachers are mostly at moderate level, (c) the level of teachers' Self-efficacy for IE among International School teachers are mostly at high level, (d) positive relationship and significant relationship between teachers' attitudes and teacher's Self-efficacy, as well as (e) positive relationship and significant relationship between teachers' School Climate and teacher's Self-efficacy towards IE.

As there is limited research conducted in the setting of International Schools, the empirical findings obtained from this research can help the researchers to better understand International School Teachers' attitudes, School Climate towards Self-efficacy for IE in the context of Malaysia.

One of the focuses of National Education Blueprint (2013-2025) is to improve the national policies and practices towards special education (GOM, 2013a; MOE, 2013). The empirical findings obtained from this research suggest that MOE should: (a) provide more IE related training for teachers, (b) provide more IE related professional development for teachers, and (c) increase the collaboration opportunities among teachers in mainstream schools and special schools towards implementation of IE.

Furthermore, it is suggested that School Administrators should: (a) provide a positive school environment for teachers, (b) provide more IE related training for teachers, (c) provide more IE related professional development for teachers, and (d) increase the collaboration opportunities among teachers, (e) empowering teachers to give feedbacks on implementation of IE. This suggestions were in accordance with the statement by Holzberger, et al (2013) that teachers with empowerment can be innovation in lesson planning and manage the classroom better. Meanwhile, few limitations of this research is worth to be taken into consideration such as: (a) the research design of this research, (b) the location of this research as well as (c) no validation analysis conducted for three of the adopted questionnaires in the context of Malaysia. Therefore, further research should consider in: (a) employing qualitative research to have better understanding in the causal effect between the variables, (b) conducting interview to obtain in-depth understanding on the responses generated from questionnaire, as well as (c) expanding the targeted sample to government as well as private school teachers.

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