

References

- Bandura, A. (1977) Self efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bandura, A. (1986) *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: Freeman.
- Gaad, E., & Khan, L. (2007). Primary mainstream teachers' attitudes towards inclusion of students with special educational needs in the private sector: A perspective from Dubai. *International Journal of Special Education*, 22(2), 95-109.
- Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct Dimensions. *American Educational Research Journal*, 31, 627–643.
- Hodkinson, A. (2006). Conceptions and misconceptions of inclusive education--one year on: A critical analysis of newly qualified teachers' knowledge and understanding of inclusion. *Research in Education*, 7643-55.
- Hoffman, L. (2007b). Numbers and types of public elementary and secondary education agencies from the common core of data: School year 2005-06. *National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education*. Washington, DC.
- Lambe, J., & Bones, R. (2006). Student teachers' perceptions about inclusive classroom teaching in Northern Ireland Prior to teaching practice experience. *European Journal of Special Needs Education*, 21(2), 167-186.
- Luszczynska, A., Gutiérrez-Doña, B., & Schwarzer, R. (2005). General self-efficacy in various domains of human functioning: Evidence from five countries. *International Journal of Psychology*, 40(2), 80-89.
doi:10.1080/00207590444000041.
- McHatton, P., Boyer, N., Shaunessy, E., & Terry, P. (2010). Principals' perceptions of preparation and practice in gifted and special education content: Are we doing enough? *Journal of Research on Leadership Education*, 5(1), 1-22.
- Paneque, O. M. & Barbeta, P. M. (2006). A study of teacher efficacy of special education teachers of English Language Learners with disabilities. *Bilingual Research Journal*, 30 (1), 171-193.
- Romi, S., & Leyser, Y. (2006). Exploring inclusion preservice training needs: A study of variables associated with attitudes and self-efficacy beliefs. *European Journal of Special Needs Education*, 21(1), 85-105.
- Sari, H., Celikoz, N., & Secer, Z. (2009). An analysis of pre-school teachers' and student teachers' attitudes to inclusion and their self-efficacy. *International Journal of Special Education*, 24(3), 29-44.
- Tschannen-Moran, M. & Woolfolk-Hoy, A. (2001). Teacher efficacy capturing an elusive construct. *Teaching and Teacher Education*, 17(6), 783–805.
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12, 1-14.
- Wood, J., & Benton, S. (2005). Attributional responses to students with attention-deficit-hyperactivity disorder who fail. *Teacher Education and Special Education*, 28(3-4), 153-162.