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**Reliability, Validity and Factorial Structure of Concerns about**

**Inclusive Education in Higher Education** **in Hong Kong**

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**Abstract**

Inclusive education (IE) proposes that all students, regardless of learning disabilities, special educational needs, gender, ethnicity, social and background, have the rights to study in regular mainstream education system. It argues that students with special educational needs would benefit in academic performance, psychological and social adjustments through participation in a common learning environment. However, empirical findings of the outcomes of IE are mixed and teachers’ views on IE played an important role. Measuring instruments have been developed to study teachers’ role in IE. One of instruments measures teachers’ concerns about IE, which was believed to be closely related to efficacy of IE practice. The objective of this study was to examine the psychometric properties of a scale named Concerns about Inclusive Education Scale (*CIES*) which has been commonly used in IE research. An online questionnaire was designed for data collection. A total of 107 teachers responded to the online survey. Data analysis revealed that reliability of the *CIES* was highly satisfactory (Cronbach’s α = .92). Reliability of the four subscales, viz., Resources, Acceptance, Academic standard, and also attained satisfactory reliability, with Cronbach’s α = .90, .70, .82, and .70 respectively. Construct validity of *CIES* was demonstrated by its negative relationship with attitudes towards IE (-.28, *p* < .01), intention to engage in IE (-.24, *p* < .05) and efficacy in teaching IE (-.40, *p* < .001). However, confirmatory factor analysis showed that the factorial structure as defined by the four subscales did not fit with the observed data. On the other hand, the four-factor model derived by principal component analysis of the local data had a better fit. Therefore, caution should be taken when interpreting the factorial structure of the original *CIES*, even though the reliability and construct validity of its four subscales were satisfactory.

**Keywords:** Concerns about inclusive education, reliability, validity, dimensionality