**Reliability and Validity of the Intention to Teach Inclusive Classroom: A Cross-validation Study in Hong Kong**

**Hoi Nga NG1,\*, Kam Weng BOEY1, 2, Chi Wai KWAN3**

1Research Unit of love, marriage and Family, Caritas Institute of Higher Education, China

2Departnebt of Social Work & Social Administration, The University of Hong Kong, China

3Department of Statistics & Actuarial Science, The University of Hong Kong, China

Email address: [1hnng@cihe.edu.hk](mailto:1hnng@cihe.edu.hk); [2kwboey@hku.hk](mailto:2kwboey@hku.hk); [3cwkwan@hku.hk](mailto:3cwkwan@hku.hk)

\*Corresponding author

**Abstract:**

**Background:** Inclusive education (IE) aims provides equity of learning environment opportunities for all students regardless of learning disabilities or special educational needs (SEN). Supporters of inclusive education (IE) assert that regular (mainstream) classes is a stimulating environment which would enhance students’ performance. Students with special educational needs should benefit from the learning setting by participating in the common learning classrooms with students without SEN. However, outcome studies on IE reported mixed results. One of the factors that affects the efficacy of IE is teachers’ intention to engage in inclusive practice**. Objectives:** This study aimed to establish the psychometric properties of a scale on teachers’ intention to teach inclusive classroom so that the role of the teachers in IE would be investigated with internally validity. **Methods:** A questionnaire incorporating the original scale of teachers’ intention to teach in inclusive classroom and criterion measures (e.g., teachers’ efficacy scale, attitude towards inclusive education, and concerns of IE) was designed for data collection. The questionnaire was put online and invited teachers participate. A total of 107 teachers (mean age = 49.9 years, SD = 11.4, 49.5% were males) responded to the online survey. **Results:** Reliability of the scale “Intention to teach in inclusive classroom” was satisfactory, with Cronbach’ α of the subscale of Intention to change, Intention to consult, and the total scale were .76, .86, and .89 respectively. Construct validity was demonstrated by the moderate correlation of the subscales and the total scale (r = .20 to .64, p < .05 to p <01). **Conclusion:** The reliability and validity of the scale on Intention to teach in inclusive classroom were established. The scale can be used as one of the measuring tools in the study of inclusive education.

**Keywords:** Inclusive education, intention to teach, psychometric properties, reliability validity

|  |  |  |  |
| --- | --- | --- | --- |
| Intention | 7 | .62-.80 | .89 |
| To change | 3 | .57-.63 | .76 |
| To consult | 4 | .63-.74 | .86 |

Intention correlation (subscales and total score)

|  |  |  |
| --- | --- | --- |
|  | To consult | Total score |
| To change | .775\*\*\* | .929\*\*\* |
| To consult |  | .954\*\*\* |

*Note: \*\*\*p<.005*

|  |  |  |  |
| --- | --- | --- | --- |
|  | ATTIE total | Core value total | TEIP total |
| To change | .342\*\*\* | .461\*\*\* | .624\*\*\* |
| To consult | .199\* | .332\*\*\* | .579\*\*\* |
| Intention total | .279\*\* | .414\*\*\* | .636\*\*\* |