



Slovak Teachers' Perception of Professional Self-Efficacy and Education of Pupils From Other Languages and Cultural Backgrounds

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Annotation. The study explores Slovak teachers in mainstream schools and their self-efficacy perception when it comes to educating learners from diverse language backgrounds. The research findings offer valuable insights into teachers' perspectives, providing essential information for future teacher training aimed at improving the teaching of students from varied linguistic and cultural environments. A surprising revelation was that teachers without prior experience working with these students reported higher levels of self-efficacy.

Keywords: *professional self-efficacy, primary education, pre-primary education, special educational needs, pupils from other languages and cultural backgrounds.*

Introduction

The diversity of the school population is also increasing in Slovakia. In accordance with Act No. 245/2008 on Education and Training (School Act) and on Amendments and Additions to Certain Acts (NR SR, 2008), every pupil has the right to inclusive education and an individual approach respecting his/her different educational needs, abilities and possibilities, talents and health condition. The ideas of inclusive education anchored in the aforementioned School Act are more focused in current school policy and practice on placing pupils in the mainstream. Pupils from different socio-cultural backgrounds, with different family backgrounds, are thus naturally educated in schools.

Some of them are often diagnosed as having special educational needs before entering primary school and receive early support. However, some pupils are not diagnosed with special educational needs, but this does not mean that they do not need special attention and support. This group includes pupils with a different mother tongue who have no or very little understanding of the language of instruction in school. On the other hand, teachers are not always able to provide sufficient support and assistance to these pupils in an effective way. This is confirmed by Lörinczová and Žovinec (2015, p. 41) when they argue that in our schools, we pay less attention to the issue of “socialization with internal acceptance of given’s”. In comparison to other European countries like Germany, the Netherlands, or Great Britain, the Slovak Republic currently experiences a lower degree of cultural diversity. Therefore, based on the research conducted by Fine-Davis and Faas (2014), it is reasonable to assume that the limited experience of our teachers with cultural diversity will also be reflected in concerns regarding education in classrooms with a higher diversity of learners.

And since, based on the latest amendment to the Education Act, pupils from a non-linguistic cultural background are also considered to have special educational needs. Pupils with special educational needs can be educated in three forms. These are: in mainstream schools (inclusive form), in schools for pupils with disabilities or in special classes. The aim of the research was to find out what form of education teachers prefer in relation to pupils from a different language background and also how teachers perceive their own professional competence in relation to the education of these pupils.

Theoretical Background and Literature Review

Learners from another language’s cultural environment represent a specific group within mainstream schools. Until recently, in Slovakia, such a group mainly consisted of learners from the Hungarian national minority and learners from marginalised Roma communities. Nowadays, Slovak teachers more often come into contact with children from other countries. While Slovakia does not belong to the countries with a high influx of immigrants, the number of learners in classrooms whose native language is not Slovak is steadily increasing. According to Mihály and Divinsky’s (2011) assumption from 12 years ago, if living standards were to improve, the proportion of immigrants in Slovakia’s total population could potentially reach up to 8% by the year 2050. Nevertheless, based on data from the IOM organization (2023), the percentage of foreigners in the overall population has already reached 5.13%, and their numbers continue to grow. In December 2022, there were 111,076 more foreigners in Slovakia than the year before. This demonstrates a remarkable 66.3% increase, primarily driven by emigrants from Ukraine, a situation that Mihály and Divinsky (2011) could not have anticipated. It is this military conflict that significantly changes life in our kindergartens and primary schools. According to data from the Ministry of Education website, as of December 31st.,

Slovak schools have accepted 10,127 students from Ukraine (MŠVVŠ SR, 2023). 6,870 learners attended primary schools and 1,682 children attended preschool facilities. The Ministry's statistical records show the largest number of these learners in schools from the Bratislava region. Consequently, teachers in this part of the country are particularly exposed to the challenges of multilingualism and multiculturalism. However, this does not imply that language diversity in schools should be addressed solely at the local level. Slovakia is composed of an ethnically and linguistically diverse population (Gažovičová, 2017), making this issue relevant to everyone.

In this context, it is valuable for Slovak education to draw on examples from countries that have a more extensive practice in educating children from diverse cultures. For example, Oberhuemer and Colberg-Schrader (1999) recounted an experience from the 1990s in Germany, specifically in Munich, where children and students from over 40 countries worldwide were educated across 14 kindergartens and afterschool clubs. Providing education to groups of children with such a diverse range of cultures and languages poses a challenge not only for teachers in schools, but also for society as a whole. Failure to cope also presents certain risks. The pitfalls in this field have been highlighted by Hilt (2017), who conducted research into the processes of inclusion and exclusion in Norwegian schools. The findings concluded that learners from immigrant families are particularly vulnerable to the risk of marginalization. The reason for their repeated exclusion from the education system is the official language of the country in which they live. Experiences from other countries also confirm that effective education of learners with immigrant background can only be achieved in schools with a pro-inclusive setting, based on the principle of accepting interculturality (Ermenc, 2023).

The PISA studies (OECD, 2010; 2019) also address the education of learners who speak a different language at home than the instructional language. In the context of our country, the proportion of learners who speak a language other than Slovak at home was below 5% of the OECD average (OECD, 2010; 2019). Due to this low representation percentage, data regarding the Slovak population of learners participating in the testing were not evaluated in more detail in the reports. At present, we lack the data regarding the number of learners in kindergartens and primary schools who speak a language other than Slovak at home. Pupils of several nationalities (Hungarian, German, Ruthenian) are able to study in schools where the instructional language aligns with learners' native language, while the Slovak language is one of the compulsory subjects of their curriculum.

Nevertheless, the test results mentioned above indicate a correlation between learners' immigrant background and their school testing performance. In 2009, more than 10% of first- or second-generation learners with immigrant background participated in PISA 2009 testing (OECD, 2010) performed within the OECD countries. Subsequent analyses (OECD, 2019) confirmed that, on average, 48% of 15-year-old learners with first- or second-generation immigrant backgrounds in OECD countries do not speak the instructional language at school as their home language. Despite the inclusive trend

in education, analysis of results from PISA testing (OECD, 2010; 2019) indicates that learners with an immigrant background, who do not speak the instructional language at home, achieve lower test scores. These were up to 41 points lower compared to the achievements by learners without an immigrant background. Moreover, the score decreased to 24 points when learners' socio-economic profile was taken into account. However, when a positive disciplinary climate was observed in language-of-instruction classes along with greater cooperation at school (OECD, 2019; according to Wang et al., 2010), learners with an immigrant background also achieved scores in the top quarter of the indexes. These learners reported receiving support from their parents and feeling the enthusiasm of their teachers towards their progress. As a result, they perceive themselves in a more positive light and show a growth mind-set. All these differences were statistically significant. The reported findings suggest that learners who use a language at home different from the instructional language at school require additional attention and support throughout their education.

It appears that, apart from a positive school climate and familial support, the immigration policy of individual countries and the education system significantly influence academic achievement and the overall adaptation to life in the new country. The significant differences in the PISA testing (OECD, 2010) results between the first- and second-generation immigrant learners in several European countries indicate that the differences may be attributed to the socio-cultural and economic backgrounds of immigrants, but also to their personal motivation. For instance, the scores of first-generation learners in countries like Great Britain, Sweden, or Italy indicated a decrease by over 30 points. In Finland or Ireland, the gap was even wider, more than 40 points. On the other hand, first-generation immigrant learners in New Zealand scored higher on average than the second-generation learners on the same test. It appears that there is currently no universal approach, but the indicators of the above-mentioned research efforts clearly indicate that the solutions are connected with the state's policy setting and the background that these learners receive.

Immigrants pose challenges for many countries. Slovakia also sees the increasing diversity within the society. In particular, the arrival of high number of emigrants from Ukraine has prompted the question of whether Slovak schools and teachers are adequately prepared to work with children whose mother language differs from the instructional language used in schools. Gaining proficiency in the instructional language not only enhances learners' academic achievements, but also facilitates their complete integration into society. Teachers are compelled to seek strategies to assist learners who speak a different native language in adjusting to a new environment and acquiring proficiency in the school curriculum. Unfortunately, teachers in Slovakia are lacking the necessary professional preparation in this particular area. Unfortunately, teachers are not adequately trained to work in a multilingual setting and do not have a solid understanding of language acquisition. Meanwhile, in pedagogical practice, there

is a noticeable absence of methodological materials or additional educational courses. Given the anticipated increase in linguistic and cultural diversity within Slovak schools, it is essential to incorporate this subject matter into the curricula of selected education departments within university faculties. Furthermore, it should also be incorporated into continuing education programs. However, it is important to emphasise that this topic requires a more comprehensive approach. It is essential to seek systemic solutions that involve the entire society instead of relying solely on schools and teachers. There is virtually no language training provided to children of foreigners (Kadlečíková, 2011) prior to entering education at schools. As a result, families themselves often seek private tutoring options, which also come with associated costs that they have to cover. The Education Act amendment, effective from September 1st, 2023 (NR SR, 2023), offers a partial solution to the current situation. The anticipated provisions within the Education Act amendment include offering instructional language courses as support for learners from a foreign language background at the school level. Hence, the situation is likely to change in the near future, thanks in part to the recently enacted legislation. Nevertheless, learners who do not speak the language of instruction at home pose, and will continue to pose, a significant challenge for teachers during education.

As a result, our research has been focused on measuring the perceived professional self-efficacy in inclusive practice concerning the education of learners from a culturally and language diverse background. The concept of self-efficacy was elaborated by Bandura (1997). The concept of professional self-efficacy does not reflect the actual, but rather the professional effectiveness as perceived by the teachers themselves. Self-efficacy of teachers affects their teaching, behaviour, motivation and learners' achievements (Skaalvik & Skaalvik, 2007). Gavora (2008) states that "the most important self-regulatory element in teachers' work is the way how teachers perceive their own qualities – teachers' self-evaluation largely impacts their approach to learner development and the quality of classroom activities, and influences teachers' level of responsibility for learners' growth" (p. 223). Emmers et al. (2019) claim that teachers must be confident that they are able to educate all learners in inclusive classes. The low level of professional efficacy among teachers results in poor academic outcomes for learners. In turn, the underwhelming achievements of learners subsequently contribute to a further decline in professional self-efficacy perceived by teachers (Bandura, 1997; according to Tschannen-Moran et al., 1998).

Working with culturally and linguistically diverse pupils' poses new challenge for teachers, the mastery of which is, among other things, connected to the phenomenon of self-efficacy. The improvement of professional proficiency can be achieved, for instance, through programs in multicultural education (Choi & Mao, 2021), or by experiences with cultural and linguistic diversity gained through studying or working abroad (Park et al., 2016). Kotluk and Kocakaya (2020) conclude that perceptions of professional proficiency are shaped by broader contexts that pertain to teachers' academic and demographic characteristics. The authors suggest that, in addition to teachers' experience

with multicultural education, perceptions of their own professional efficacy vary with teachers' age, the length of their teaching experience, the quality of the program's teachers have completed in their undergraduate and graduate preparation, the location where teachers work, as well as the subjects they teach. A study by Park et al. (2016) indicates that teachers have lower self-efficacy in implementing effective language instructional support when using inquiry-based instruction in science-oriented subjects for pupils with culturally and linguistically diverse backgrounds. In relation to the education of pupils with a different mother tongue, it is important to recognise that in schools, pupils are required to apply academic language.

Research Aim and Research Questions

The research data presented in this study are part of a larger research project aimed at exploring teachers' attitudes towards inclusive education and perceptions of their professional proficiency in inclusive practice. The aim of the research was to find out whether teachers feel professionally competent to educate students from culturally diverse backgrounds. Based on the analysis of the theoretical background and the study of the literature, we set the following research questions.

- Question 1: Which form of education do teachers prefer for pupils from other language cultural background? We wondered whether teachers were prepared to educate these pupils in mainstream classrooms.
- Question 2: Do teachers who have experience of educating pupils from other language backgrounds feel more proficient compared to their colleagues who do not have this experience?

Methodology

Data Collection Methods and Research Sample Characteristics

The collection of the research data was carried out using a questionnaire made available online to kindergarten, primary, and lower secondary school teachers. The research tool included items focused on the respondents' demographic data and items aimed at capturing the educational experiences of pupils with special educational needs. The research instrument also included items based on the tool *The Teacher Efficacy for Inclusive Practices* – TEIP (Sharma et al., 2012). It comprises 18 Likert-type items, and teachers indicate their level of agreement with the statements on a 6-point scale (1 strongly disagree, 2 disagree, 3 disagree somewhat, 4 agree somewhat, 5 agree, 6 strongly agree). The instrument was designed to assess teachers' self-efficacy in creating an inclusive environment.

The research sample included a total of 926 kindergarten and primary school teachers from the entire Slovak Republic. Out of the total number of teachers surveyed, 205 of them (22.1%) were employed in kindergartens, 375 teachers (40.5%) were working at the primary level of education, and 346 teachers (37.4%) were teaching at the lower secondary education level, pupils from 11 to 15 years. The research sample consisted mainly of female teachers (94.1%). A total of 332 teachers had prior experience in educating learners from a culturally and language diverse background (accounting for 35.9% of the research set) had this kind of experience.

Research Data Processing Methods

The obtained data were analysed in the SPSS v.24 program pro Windows OS using non-parametric tests. To calculate the internal consistency of the tool, we used Cronbach's alpha (α) coefficient. The results confirmed a high internal consistency of the entire tool ($\alpha = 0.911$), as well as of the individual factors. The Cronbach's alpha (α) coefficient for the "efficacy in use inclusive instruction" factor returned a value of $\alpha = 0.85$, in the "efficacy in collaboration" factor, it was $\alpha = 0.8$ and in the "efficacy in managing behaviour" factor, it reached $\alpha = 0.864$. These three factors account for 62.974% of the observed variance. In relation to the results, we report the value of the Kaiser-Meyer-Olkin test (KMO), Bartlett's test of sphericity (reported χ^2), degrees of freedom df and statistical significance p.

Table 1

Basic Description of Perceived Teacher Efficacy for Inclusive Practices (TEIP) in Total

	TEIP Total
Average	89.9
Standard Deviation	11.73
Skewness	-1.416
Steepness	4.26
Minimum	20
Maximum	108

The research data obtained did not conform to the normal data distribution across the entire research set (Table 1), nor within the specific teacher groups (kindergarten teachers, primary education teachers, and lower secondary education teachers).

Table 2
Basic Description of TEIP Totals in Terms of Teachers' Work

	Kindergarten teacher	Primary education teacher	Secondary education teacher
Average	90.19	91.36	88.14
Standard Deviation	10.64	11.19	12.69
Skewness	-0.564	-1.773	-1.4
Steepness	0.078	6.7	3.754
Minimum	54	20	24
Maximum	108	108	108

Considering the data presented in tables (1 and 2), we used non-parametric statistical tests for data processing.

Results

The analysis of data on the perceived professional self-efficacy in inclusive practice is presented in the tables. The results from analysing the collected data were thus examined in relation to the preferred form of education of pupils from a culturally and language diverse background.

RQ1: Which form of education do teachers prefer for pupils from other language backgrounds?

Table 3
Comparison of Teachers' Preferred Form of Learning for Pupils From Other Language Backgrounds in TEIP Total (Kruskal-Wallis H Test).

	N	\bar{x}	χ^2	df	p
Education in regular class	62	323.98			
Education in a regular school, but in a special class	288	377.54	13.114	2	0.0001
Education in a special school	444	420.71			

A total of 794 teachers indicated their preferred approach to education for pupils from a culturally diverse, foreign language background. Based on the current legislation, the education of pupils in kindergartens and primary schools can be implemented in three basic forms. There is a statistically significant difference in TEIP Total with regard to the preferred form of education for children lacking the knowledge or with only a limited knowledge of the instructional language ($\chi^2(2) = 13.114, p = 0.001$). The highest score of

TEIP Total was achieved by the teachers, who prefer to teach these children in a special class, followed by teachers who prefer their education in a regular school or in a special class. The teachers who prefer education in a regular class reached the lowest scores of TEIP Total. Material significance is low ($d_{\text{Cohen}} = 0.249$). The results of this analysis are presented in Table 4.

Table 4

Comparing Pairs (Mann Whitney U test) in TEIP Total on the Preferred Education of Pupils From Other Language Background

	N	\bar{x}	U	Z	p
Education in a regular class and education in a regular school, but in a special class	62 288	154.8 179.96	7644.5	-1.777	0.076
Education in a regular class and education in a special school	62 444	200.68 260.88	10489	-3.038	0.002
Education in a regular school, but in a special class and education in a special school	288 444	342.09 382.34	56904.5	-2.517	0.012

A statistically significant difference was found in case of the preferred form of education in a regular class and education in a special school ($U = 10489$, $p = 0.002$) and for education in a regular school, but in a special class, and for education in a special school.

Teachers who prefer the educational approach of teaching children with limited knowledge of the instructional language in a specialised school tend to attain higher total scores in TEIP in comparison to teachers who choose to educate these children in a regular class or in a special class within a regular school. It appears that teachers don't feel adequately prepared to educate learners from cultural and language diverse background within regular classes. The material significance is low in both scenarios ($d_{\text{Cohen}} = 0.272$ and $d_{\text{Cohen}} = 0.187$).

RQ2: Do teachers who have experience of educating pupils from a diverse cultural background feel more proficient compared to their colleagues who do not have this experience?

Table 5

Comparing of (Mann - Whitney U Test) in TEIP Total in Terms of the Preferred Education of Children With Limited Knowledge of the Instructional Language

	N	\bar{x}	U	Z	p
Experienced	332	448.87	93748	-1.204	0.229
No experience	593	470.91			

Teachers without prior experience in educating learners with a native language other than Slovak attained a higher total score in TEIP, in comparison to their colleagues experienced in this specific area. Upon analysing the data, we have found no statistically significant difference in the TEIP Total scores concerning the experience or lack of experience in educating children in a class without knowledge/with limited knowledge of the instructional language ($U = 93748$, $p = 0.229$). The experience of teaching learners from a different language background is not a variable that would influence the perceived professional self-efficacy of teachers in inclusive education settings.

Discussion

The research findings presented in this study raised several topics for discussion. Our findings in relation to RQ1 show that 50% of the researched sample of teachers preferred to teach learners from a language diverse background in special schools, or special classes within regular schools. And thus, this raises a question regarding the overall understanding of the inclusive approach in education. Although this inclusive approach has been officially declared at the national level (through documents) and many teachers express a positive attitude towards the general principles and philosophy of inclusion, their beliefs regarding the education of learners with a language other than Slovak in special schools or classes do not actually align with this attitude. Certainly, the discussion should not revolve solely around the act of including or not including such learners into regular classes. Teachers play a crucial role in co-creating the necessary conditions for educating all learners, including those with a native language that differs from the instructional language. In the research by Vaughn et al. (1996), the respondents highlighted several factors that impact the success of the inclusion process. These factors include limited financial resources, a heavy workload, challenges with evaluation, as well as teachers' own lack of preparedness in coping with the diverse needs of these learners. The findings of the Fine-Davis and Faas research (2014) further support the notion that ethnic, racial, and national diversity of learners in a classroom contributes to an increased workload for teachers.

Based on the analysis of research data from four countries, Romijn et al. (2020) concluded that teachers who work in more diverse classrooms feel more competent in handling diverse groups of learners and hold more positive attitudes towards inclusion (Azizi, 2022). In connection with the RQ2 this relationship was not observed within the sample of teachers we examined. Teachers who had experience in educating learners lacking proficiency in the instructional language of the school felt less competent compared to their colleagues who did not have such experience. Even though the difference lacks statistical significance, we can still interpret it as a notable indicator of insufficient support in education. Upon reflecting on their achieved results in teaching, that is the experience the teachers had, led to a higher tendency to question their own self-efficacy. On the other hand, teachers who lacked this experience demonstrated higher self-efficacy scores.

It seems evident that teachers did not receive adequate support in handling this process. Primary support should be provided mainly through high-quality undergraduate and postgraduate training for equipping teachers with essential skills to effectively work with these learners. Both Fine-Davis and Faas (2014) and Avramidis and Norwich (2002) confirm that when teachers receive adequate assistance in acquiring the skills necessary to implement an innovation, their effectiveness and engagement improve as their skills grow. Hence, it is imperative to make programs for mastering the instructional language easily accessible to as many teachers as possible, enabling them to incorporate these skills into their daily teaching practice. Even at present, they can rely on a theoretical basis (Pupala & Fridrichová, 2022); however, it is imperative that this basis is seamlessly integrated with the practical application of specific strategies and methods. Teachers can acquire these particularly through practical workshops and meetings. It is during these interactive sessions that communication and the exchange of experiences are most intensive. However, taking a uniform approach that encompasses the provision of continuing education to teachers may not prove to be effective. Greller (2006) highlighted the necessity of tailoring further education based on the length of teachers' professional experience. According to his study, teachers' professional development should be customised to align with their career stages, placing emphasis on enhancing their specific skill sets. Senior teachers seek professional development opportunities that would grant them more autonomy in terms of content, teaching pace, and the learning environment (Greller, 2006). Romijn et al. (2020) recommend (new) approaches towards professional development within practice, such as coaching for work with culturally diverse groups, encouraging teachers to reflect on their own intercultural practices, biases, and beliefs, or organizing regular meetings with parents from diverse backgrounds. Targeted further education programs for in-service teachers can not only enhance their knowledge and improve their skills, but also boost their self-confidence, alleviate job stress, and enhance overall job satisfaction.

Slovakia can find inspiration for innovative approaches in examples from other countries, such as the implementation of multi-level support systems for learners with bilingual backgrounds (Wackerle-Hollman et al., 2022). In this context, it is crucial to acknowledge that language is not merely a means of communication, but also a cultural medium. Learners speaking a different language come from a different cultural background. Arriving in an environment with a different language and different rules can often result in culture shock. Every learner handles culture shock in a unique manner, yet it is essential for each learner to develop a sense of security, acceptance, and positive emotions in their new environment. It does not have to be only learners from migrant families, surveyed in the research by Hilt (2017). Acceptance and inclusion are equally essential for children from marginalised communities, particularly Roma pupils, in the context of our country.

Research Limitation

Another limitation inherent in self-assessment scales is the risk that the level of introspection may vary widely from respondent to respondent, which is, of course, reflected in the subjective ratings, taking into account academic characteristics following research abroad (Kotluk & Kocakaya, 2020; Park et al., 2016). The study's limitations are linked to the risk of respondents' introspection, which is evident in subjective evaluation.

Conclusion

The perception of professional self-efficacy by teachers who prefer to educate learners from another language cultural background in regular classes was statistically significantly lower compared to their colleagues who prefer to teach them in special classes or special schools. This finding suggests that teachers were aware of the challenges involved in working with learners with a different language. However, it also indicates that teachers recognised the lack of adequate and effective strategies to support these learners in achieving better academic outcomes and that's why they preferred to educate them outside of regular classes.

The interpretation of our research findings can be supported by the recognition that individuals often exhibit a tendency to overestimate their abilities in various domains, a phenomenon known in professional literature as the Dunning-Kruger effect (Kruger & Dunning, 1999). It is a cognitive bias that can be observed in people from all walks of life. According to the above authors (Kruger & Dunning, 1999) this overestimation phenomenon occurs partly because individuals lacking expertise in specific areas face a dual challenge: not only do they reach erroneous conclusions and make unfortunate decisions, but their incompetence also deprives them of the metacognitive ability to recognise their own shortcomings.

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Slovakijos mokytojų profesinio saviveiksmingumo suvokimas ir kitakalbių kitų kultūrų mokinių ugdymas

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Santrauka

Šiame straipsnyje nagrinėjamas mokytojų profesinio saviveiksmingumo suvokimas ir kitakalbių kitų kultūrų mokinių ugdymas. Tyrime dalyvavo 926 visų Slovakijos Respublikos regionų darželių ir pradinį mokyklų mokytojai. Kaip tyrimo priemonė duomenims rinkti, buvo naudotas internetinis klausimynas, skirtas mokytojų suvokiamam profesiniam saviveiksmingumui inkliuzinio ugdymo srityje nustatyti. Mokytojų, kurie teikia pirmenybę mokiniams iš kitos kalbinės kultūrinės aplinkos mokytis įprastose klasėse, profesinio saviveiksmingumo suvokimas buvo statistiškai reikšmingai žemesnis, palyginti su jų kolegomis, kurie teikia pirmenybę mokiniams iš kitos kalbinės kultūrinės aplinkos mokytis specialiosiose klasėse ar specialiosiose mokyklose. Remiantis tyrimu daroma prielaida, kad mokytojai žinojo apie iššūkius, susijusius dirbant su mokiniams iš skirtingos kalbinės aplinkos. Tyrimo metu mokytojai pripažino, jog trūksta tinkamų ir veiksmingų strategijų, padedančių kitakalbiams mokiniams pasiekti geresnių mokymosi rezultatų, todėl jie mieliau juos ugdė ne įprastose klasėse. Remiantis tyrimo rezultatų interpretacijomis galima teigti, kad asmenys dažnai linkę pervertinti savo gebėjimus įvairiose srityse. Toks reiškinys profesinėje literatūroje žinomas kaip Dunningo-Krugerio efektas (Kruger & Dunning, 1999).

Esminiai žodžiai: *profesinis saviveiksmingumas, pradinis ugdymas, ikimokyklinis ugdymas, specialieji ugdymosi poreikiai, kitakalbiai kitų kultūrų mokiniai.*

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