



## Effectiveness of teacher for Inclusive Practices in Special schools in South Gujarat

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### Abstract:

*This study was conducted to investigate Teacher's Efficacy for Inclusive Practices in Special schools in South Gujarat. For this study, descriptive survey method was used. Using purposive sampling technique, 120 teachers were selected as samples. They were selected only from those special schools which were under Mass Education Extension and Library Service, Government of South Gujarat. They draw a regular salary from the Government as per the teacher's salary pay band. As the tool, Teacher Efficacy for inclusive Practices (TEIP) by Sharma, Loreman and Forlin (2012) was used for this study. To analyse the data, independent t-test and one way analysis of variance (ANOVA) were calculated using IBM Statistical Package for the Social Sciences (SPSS) Version 20. The results revealed that there exists significant difference in the teacher's efficacy for inclusive practices on the basis of the category and marital status of the teachers in special schools.*

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**Keywords:** *Inclusive Practices, Special schools, Teacher's Efficacy*

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### 1. Introduction

The inclusion of children with disabilities in regular classrooms is now a worldwide trend that has been growing in popularity during the last three decades. Several developed countries (e.g., USA, UK, Canada and Australia) have legislation or policies that emphasise an inclusive model of teaching students with diverse needs in regular classrooms. Similarly, several developing countries have now formulated policies that support the broader principles of inclusive education to educate students with specialized needs (Kuyini & Desai, 2007; Wu-Tien, Ashman & Yong-Wook, 2008).

Inclusion is based on the philosophy that all students are different in any number of ways (not limited to disability), and in order to meet their learning needs, schools need to adapt and change their practices (Kinsella & Senior, 2008; Oliver, 1990). A flexible curriculum is followed in inclusive setup to the diverse needs of children. Special schools for the children with special needs including hearing impairment, the support services are being provided to them who are not be accommodated in inclusive schools at all. In this situation teacher both in special and inclusive school has to take huge responsibility. In relation to this, their level of efficacy and job satisfaction is highly important for better outcome of these children.

Various studies have been conducted related to teacher efficacy in general, but studies related to teacher efficacy to handle the students with diverse needs in regular classrooms are limited. Romi and Leyser (2006), Weisel and Dror (2006) investigated teacher efficacy to implement inclusive

education. Most of time they used general teacher efficacy measures such as Teacher Efficacy Scale (Gibson & Dembo, 1984). Some studies have been employed using teacher efficacy scales based on a medical model of disability (Hutzler, Zach & Gafni, 2005). Teaching in inclusive environment is a challenging job for the teachers. They demand certain expertise. They use inclusive strategies. And they do not refer the children with special needs to special schools. This is known as social paradigm. They teach the children with special needs based on their ability and skills in the classroom rather than the diagnosis.

The literature revealed that teachers should have three core areas of skills for their effective teaching in inclusive classrooms. These are (a) knowledge of content and pedagogy (e.g. students' characteristics, selection of instructional goals, adaptation of instruction to meet the needs of individuals, using co-operative learning skill) (Danielson, 1996; Winter, 2006), (b) managing classroom environment and behaviour (e.g. designing the classroom management to prevent behaviour problems of the students), and c) the ability to work collaboratively with parents and paraprofessionals (Groom & Rose, 2005).

Rimm-Kaufman and Sawyer (2004), Ashton (1984), and Wheatley (2002) mentioned in their study that teacher efficacy is a very crucial. It is important to improve educational reform, teacher education, teachers' teaching behaviours, and teachers' attitudes toward inclusive schooling. It is identified as being crucial for improving education and training for the teachers and the reforms related to education reform.

It has also a relation with their attitudes, and connected with the success of the education of students with disabilities receiving instructions in inclusive education environments and participating in the general education curriculum. Teaching efficacy has been identified as an influential factor in effective classrooms (Pajares, 1992; Brownell & Pajares, 1999).

## 2. Aim

The main purpose of the study was to investigate the teacher's efficacy for inclusive practices in special schools in South Gujarat.

## 3. Objectives

The following objectives were selected for the study.

1. To measure the teacher's efficacy for inclusive practices in special schools.
2. To investigate the teacher's efficacy for inclusive practices in special school on the basis of their gender.
3. To investigate the teacher's efficacy for inclusive practices in special school on the basis of their age.
4. To investigate the teacher's efficacy for inclusive practices in special school on the basis of their social class.

## 4. Hypotheses

The following hypotheses were framed for the study.

**H<sub>01</sub>:** There will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their gender in special school.

**H<sub>02</sub>:** There will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their age in special school.

**H<sub>03</sub>:** There will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their social class in special school.

## 5. Methodology

For this study descriptive survey method was used. Samples were collected using purposive sampling technique. 140 teachers were selected only from those special schools which were under Mass Education Extension and Library Service, Government of South Gujarat. All the teachers were enjoying as permanent staff members and receiving their monthly salary from the Government. The Teacher Efficacy for Inclusive Practices (TEIP) by Sharma, Loreman and Forlin (2012) scale was used as tool for this study. It was consisting of 18 items, scored on a six-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree and 6 = strongly agree). The value of the total score was obtained by adding the responses for each item and ranged from 18 to 108 with higher scores indicating that participants have a high sense of perceived teaching efficacy for teaching in inclusive classrooms.

The reliability coefficient for the total scale was 0.89 (Cronbach alphas) suggesting that the scale had adequate reliability to measure the construct. The alpha values for the total scale were 0.88, 0.91, 0.90 and 0.86 for Canada, Australia, Hong Kong and India, respectively, suggesting that the scale was a reliable measure to assess teacher efficacy across different cultures. The filled-up questionnaires including the demographic data sheet were collected, critically examined, cleaned and quantified as far as possible and tabulated systematically for further analysis. Data were tabulated using Microsoft Excel 2007. And these were analysed using IBM Statistical Package for the Social Sciences (SPSS) Version 20.

**Dependent variables:** teacher's efficacy for inclusive practices

**Independent variables:** A detailed of the independent variables based on the respondents from special schools was shown in the following table.

Serial Number	Independent variables		N=120	Percentage (%)
1.	Gender	Female	n=64	53.69
		Male	n=56	66.23
2.	Age	30 to 45 years	n=47	39.56
		46 to 60 years	n=73	64.16
3.	Social class	General	n=84	87.63
		Backward Classes	n=36	19.13

## 6. Findings

**H<sub>01</sub>:** There will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their gender in special school.

**Table 1: Mean, standard Deviation and independent t-test score on Teacher's efficacy for inclusive practices in special schools on the basis of their gender**

Gender	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
Female	64	88.36	5.945	118	-1.569	0.236	Accepted
Male	56	85.25	7.596				

From the above table it was observed that the male teachers possess more efficacies for inclusive practices than their female counterpart in special schools, though the result was not statistically significant at 0.05 level. Hence, the null hypothesis there will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their gender in special school was accepted.

H<sub>02</sub>: There will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their age in special school.

**Table 2: Mean standard Deviation and independent t-test score on Teacher's efficacy for inclusive practices in special school on the basis of their age**

Age (Y)	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
30 to 45 years	47	78.33	7.512	118	-1.158	0.269	Accepted
46 to 60 years	73	75.87	6.525				

It was noticed from the above table the teachers who were in the age range of 46 to 60 years had more efficacy for inclusive practices than the teachers who were in the age range of 30 to 45 years of chronological in special schools, though the result was not statistically significant at 0.05 level. Therefore, the null hypothesis there will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their age in special school was accepted.

H<sub>03</sub>: There will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their social class in special school.

**Table 3: Mean standard Deviation and independent t-test score on Teacher's efficacy for inclusive practices in special school on the basis of their social class**

Social class	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
General class	84	66.91	5.859	118	2.569	0.040	Not accepted
Other Backward	36	63.25	8.594				

It was found from the above table that the teachers from general category group possess had more efficacies for inclusive practices than the teachers from other backward classes, and the result was statistically significant at 0.05 level. Hence, there will be no significant difference in teacher's efficacy for inclusive practices on the criterion of their social class in special school was rejected.

## 7. Discussion

The main purpose of the study was to measure the teacher's efficacy for inclusive practices in special schools in South Gujarat. In the present study it was found that the male teachers had more efficacy for inclusive practices than their female counterpart. But a reverse result was found by the researchers like Erdem and Demirel (2007), Romi and Leyser (2006) and Woodcock (2008), Forlin et al. (2010).

In the present study it was found that teacher's efficacy for inclusive practices was not influenced by the teachers' years of experience. But it was found from the present study that the teachers with more than twenty years of teaching experience had more efficacy than the teachers who had 10 to 20 years or less than 10 years of teaching experience. Ross, Cousins & Gadalla (1996) found in their study that years of teaching experience effects on teachers' self-efficacy beliefs. Ghaith & Yaghi (1997)

mentioned a negative correlation between the years of teaching experience and their efficacy. Kooij, deLange, Jansen and Dijkers (2008) mentioned that the years of teaching experience has an influence on teachers' motivation and their efficacy beliefs. Tschannen-Moran, Woolfolk and Hoy (1998, 1998) found that working experience of teachers influences the development of their efficacy and it might be changed as the time pass.

In relation with the age of the teachers and their efficacy for inclusive practices, it was observed that the teachers who were in the age group of 46 to 60 years possess more efficacy for inclusive practices than the teachers in the other age group. But, Martin and Smith (1990) observed that the middle-aged teachers were found to be more effective than the young and old teachers. Chacon (2005) noticed that teachers' self-efficacy is not influenced by teachers' age.

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