

SELF EFFICACY OF PRE-SERVICE TEACHERS TOWARDS *INCLUSIVE EDUCATION*

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Abstract

Inclusion in education is an approach to educating the students with special educational needs. Under the inclusion model students with special needs spend most or all of their time non disabled students. Implementation of these practices varies schools most frequently use them for selected students with mild to severe special needs. Inclusion can be detained and evaluated at the level of principles, place, purpose, practice and person. A teacher must have knowledge of his/her subject, methods & techniques of teaching which affect his/her teaching. Planning commission projects, stated in their draft report- “modern education aims at education of the whole person. so every teacher should have a deep knowledge & understanding of children and a skill for applying that knowledge and understanding. Teacher education programme must do a better job of preparing, both general and special education to work together to effectively implement inclusion in their schools and school must provide professional development for their staff to better prepare them for inclusive schools and classrooms. Pre-service teachers self efficacy means own belief in his\ her capability to organize & execute courses of action requires to successfully accomplish a special student with normal students in inclusive education context. Teachers self efficacy is very important for inclusion. Present paper focuses on what is the status of pre-service teachers self efficacy towards inclusive education.

Key Words – *Inclusive Education, Self Efficacy, Pre-Service Teachers*



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Introduction: Inclusion in education is an approach to educating the students with special educational needs. Under the inclusion model students with special needs spend most or all of their time non disabled students. Implementation of these practices varies schools most frequently use them for selected students with mild to severe special needs. Inclusion can be detained and evaluated at the level of principles, place, purpose, practice and person. A teacher must have knowledge of his/her subject, methods & techniques of teaching which

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affect his/her teaching. Planning commission projects, stated in their draft report- “modern education aims at education of the whole person. so every teacher should have a deep knowledge & understanding of children and a skill for applying that knowledge and understanding.

Teacher education programme must do a better job of preparing ,both general and special education to work together to effectively implement inclusion in their schools and school must provide professional development for their staff to better prepare them for inclusive schools and classrooms, teachers self efficacy is very important for inclusion. Extensive research literature has confirmed that teaching quality is the single most important variables for influencing student’s achievement. Teachers are therefore critical to success for implementation of inclusive education in the class while there is general agreement in the research literature that teachers have an important influence on student’s achievement. There is less agreement about the characteristics of the teachers that are likely to contribute to student’s achievements and the quality of their educational experiences. Teacher’s attitude concerns and sentiments have been found to have direct impact on their competences in the classroom and in students achievement and these are also correlated with level of efficacy of a teacher. Derived from social cognitive theory. Bandura’s (1997) concept of self efficacy is defined as a person’s belief in his/her own competence to execute required behavior successfully to get expected results .Therefore a teachers efficacy can be defined as his/her confidence in his/her own abilities to conduct teaching learning activities effectively.

A teacher may have both positive attitude and self efficacy towards inclusive education or may have positive attitude but very low self efficacy towards inclusive education. These may occurs due to the impact of various variables of a person. For example teachers self efficacy for and attitude towards inclusive education can be affected by teachers age, gender, religion, previous experience with special need children, scope of having inclusive education course curriculum, teachers qualification, teaching strategies and many other factors. Teachers self –efficacy towards inclusive education can be changed through the manipulation of such various independent variables.pre service teachers self efficacy is very important for inclusion.

Need: Teachers are considered to be the most important variable for students” achievements and successful implementation of inclusive education. Inclusive education movements have brought substantial change in the policy and practice level of education in different parts of

the world. Teachers need to be prepared for such change. Teachers thinking, belief and attitude, self efficacy impact on their own teaching competence as well as student's achievements. The journey towards inclusive education learning friendly schools is just at the beginning stage. In response to the international policy declarations, Pune University has started reforming policy and practice in education to promote inclusive education. The teacher education curriculum for the Secondary level teachers in Pune University has been revised in 2008. Therefore, this study would be scope to see the status of the B. Ed pre - service teachers self efficacy, towards inclusive education of Pune University.

Importance: Traditionally exceptional children have experienced exclusion; discrimination and segregation from the mainstream education. Only some of the exceptional children are placed in separate schools or classes. A large number of these children are not attending schools. So the general education system should be accommodate these exceptional child and accept for inclusive education. Therefore Teacher education programmes, teacher educators, teachers, parents & members of community should facilitate for the successful implementation of inclusive education. For the successful implementation of inclusive education, teacher education programme should - Sensitize the teacher trainees about inclusive education practices.

- Create awareness among all teacher trainees about the education of exceptional children.
- Develop positive attitudes in teacher trainees towards children with disabilities.
- Provide the knowledge about various disabilities to the teacher trainees.
- Develop awareness in teacher trainees about educational policies and programmes for children with special needs.
- Prepare resource teachers to deal with specific categories of disabilities. .
- Undertake in service programmes for the regular classroom teachers to equip them with the skill of dealing with exceptional children.

This study is focused on the status of pre-service teachers self efficacy towards inclusive education, so in this aspect this study is important.

➤ **Theoretical background (Conceptual Framework) - Theories of Self Efficacy:-**

| Sr. no. | variable | Theories |
|---------|---------------|---|
| 1 | Self efficacy | <p>Personal factors, social environmental factors individual behaviours outcomes interact & influence each other the learning process. Personal belief factor that has a tremendous influence on people's behaviour in different social context, which he names as self efficacy. Self efficacy is the belief of one's capabilities to organize & execute the course of action required to manage prospective situations. In other words self efficacy is the persons belief in his her ability to success in the particular situation. Albert Bandura's. The theory of self efficacy states that self efficacy expectations are not only influenced by behaviour, but also verbal encouragements, physiological sensations & exposure to role models or self –modelling.</p> |

➤ **Statement of the Problem:-**

Status of the pre-service teachers self efficacy towards inclusive education.

➤ **Conceptual definition:-**

➤ **Self efficacy:-**Teachers efficacy can be defined as the teachers own beliefs in his or her capability to organize and execute courses of action required to successfully accomplish a specific task in a particular context (Bandura –A. 1993)

➤ **Operational Definition:-**

Self efficacy means pre-service teachers own belief in his\ her capability to organize & execute courses of action requires to successfully accomplish a special student with normal students in inclusive education context. Aspects of self efficacy are considered from Dr. Umesh Sharma, Loreman Tim, Forrlin C. and Chris Earle's SEIIP Scale.

Research Question:-

What is the status of self efficacy of pre-service teachers towards inclusive education?

Assumption:-

1. Inclusive education related components are the part of curriculum of teachers education programme (B.Ed) of Savitribai Phule Pune University (SPPU Revised Syllabus 2008)
2. Teachers self efficacy is needed for successful inclusion in the classroom.

➤ **Scope the study:-**

- The scope of the present study was all pre-service teachers

- This study was related to self efficacy of the pre service teachers towards inclusive education.

Delimitations:-

- This research was limited to only pre service teachers of Savitribai Phule Pune University.
- This research was limited to pre -service teachers self efficacy towards inclusive education.
- Course of pre service teachers education was one year (previously)so data was collected from pre service teachers of Marathi and English medium in the same academic year (2014-2015) only.
- This study was limited to twenty colleges of education from Savitribai Phule Pune University.

Limitations:-

- The findings of present study were depending on responses given by pre service teachers and data collection tool.
- A response of pre service teachers depends upon maturation age interest and mental state.

Method:- The present study was carried out by applying survey method

Population:-

Pre-service teachers from all teacher education institutions affiliated to Savitribai Phule Pune University Pune (year 2014-2015)

➤ **Sample and Sampling Techniques:-**

Selection of B.Ed. colleges and selection of pre service teachers.

For Survey:-

20% colleges of education from Savitribai Phule Pune University Pune and 100%students of the same colleges were included in the survey by using incidental sampling.

Variable of the study:- Self Efficacy

➤ **Data collection tool and techniques:-**

Self efficacy in implementing inclusive practices scale (SEIIP-Scale)

Statistical tool:- Descriptive statistics

➤ **Objective:-**

To access pre service teachers self efficacy towards inclusive education.

To fulfill this objective researcher used SEIIP Scale to assess pre service teachers self efficacy towards inclusive education to know the status of self efficacy of pre service teachers towards inclusive education. To interpret the status statistically analysis was completed with the help of SPSS Version -16. Data is presented in the tabular form as given below. Observation and interpretation presented along with table.

Table 1: Gender wise pre-service teacher’s Status of Self Efficacy

| Gender | Self Efficacy | |
|--------|--------------------|----------|
| Female | Mean | 85.7721 |
| | N | 983 |
| | Standard Deviation | 12.14269 |
| Male | Mean | 86.5760 |
| | N | 217 |
| | Standard Deviation | 13.02650 |
| Total | Mean | 85.9175 |
| | N | 1200 |
| | Standard Deviation | 12.30550 |

Observation:–

Table 1 shows female pre service teachers self efficacy mean (85.7721) and male pre service teachers self efficacy mean (86.5760)

Interpretation:–

Male and female pre service teachers self efficacy towards inclusive education is almost equal considering the mean value & S.D.

Table 2: Age wise pre-service teachers Status of Self-Efficacy

| Age | Self Efficacy | |
|----------------|--------------------|----------|
| Below 25 Years | Mean | 86.0249 |
| | N | 522 |
| | Standard Deviation | 12.01508 |
| 25-30 Years | Mean | 85.8632 |
| | N | 424 |
| | Standard Deviation | 12.57978 |
| 31-35 Years | Mean | 84.9070 |
| | N | 129 |
| | Standard Deviation | 13.82335 |

| | | |
|----------------|--------------------|----------|
| | Mean | 85.6220 |
| 36-40 Years | N | 82 |
| | Standard Deviation | 10.96193 |
| | Mean | 88.7442 |
| Above 40 Years | N | 43 |
| | Standard Deviation | 10.60569 |
| | Mean | 85.9175 |
| Total | N | 1200 |
| | Standard Deviation | 12.30550 |

Observation:-

Table 2 indicates Pre-service teachers age wise self efficacy mean are below 25 years (86.0249), 25-30 years (85.8632), 31-35 Years (84.9070), 36-40 Years (85.6220) and above 40 Years (88.7442).

Interpretation:-

Pre-service teachers age wise self efficacy towards Inclusive Education according to below 25 Years, 25-30 Years, 31-35 Years, 36-40 Years and above 40 Years are almost same.

Table 3: Pre-service teacher's qualification wise Status of self efficacy

| Qualification | | self efficacy |
|-------------------|--------------------|---------------|
| Bachelor's Degree | Mean | 85.7724 |
| | N | 602 |
| | Standard Deviation | 12.15949 |
| Master's Degree | Mean | 86.9806 |
| | N | 515 |
| | Standard Deviation | 1.11680 |

Observation:-

Table 3 indicates that graduate pre-service teachers self efficacy mean (85.7724) and post-graduate pre-service teachers self efficacy mean (86.9806).

Interpretation:-

Pre-service teachers' self efficacy towards Inclusive Education according to qualification (graduate and post-graduate) is as good as same.

➤ **Major Findings of the Research:-**

- Gender wise self efficacy of pre-service teacher's towards inclusive education is almost equal. (Table 1).
- Age wise self efficacy of pre-service teacher's towards inclusive education is almost equal. (Table 2).
- Qualification wise (Graduate and Post-graduate) self efficacy of pre-service teacher's towards inclusive education is almost equal. (Table 3).

Conclusion:-

Pre-service teachers possess almost equal self efficacy towards inclusive education irrespective of age, gender and educational qualifications.

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