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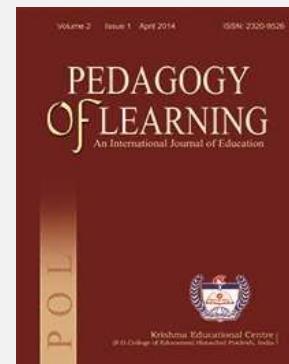
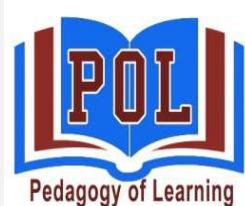
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## **Perception of Educational Administrators and PRIs Members about Inclusive Education**

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### **Abstract**

This study aimed to know the perception of educational administrators and PRIs members. Objective: To study the perception of educational administrators and PRIs members about inclusive education with reference to its barriers and facilitators according to their- (a) Gender (b) Locality (c) Category. Method: In this present research work descriptive survey methods was used to data collection and study the perception of educational administrators and PRIs members about inclusive education. Sample: A total sample of 125 participants consist 55 educational administrators and 70 PRI members chosen for data collection through simple random sampling technique. Findings: (i) Female educational administrators showed higher/positive perception about inclusive education than their male counter parts. Contrary to it male PRIs members reflected higher/positive perception about inclusive education to their female counterparts. There was a significant difference among educational administrators and PRIs members on their perception about inclusive education according to their gender ( $p=0.000$ ,  $p<.05$ ). (ii)There was a significant difference among urban educational

administrators-PRIs members and rural educational administrators-PRIs members on their perception about inclusive education according to their locality ( $p=0.000$ ,  $p<.05$ ). (iii) There was a significant difference between educational administrators and PRIs members about inclusive education according to their category ( $p=0.001$ ,  $p<.05$ ).

**Keywords:** Educational administrators, PRIs members, inclusive education, perception

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## **I. BACKGROUND OF THE STUDY**

Our society is growing as new economy in the world and our social system is also changing with due effect of technological developments in the field of information and communication technologies (ICT). Any technological development change brings some changes in the society i.e. change in attitudes, change in values, change in preferences, change in practices etc. Development of ICT has also changed many faces of our society like; communication opportunities, education, awareness, expression of thoughts, connectivity, sharing of knowledge, attitudes of people. In rapidly changing society many sections left behind the curtains of carelessness unintentionally or intentionally.

In the present scenario in evolving technologically inclusive Indian society disabled children/people were segregated from the society for centuries and they were neglected in all ways. As far as long they were not considered able for education and participation in the community activities. Democracy can succeed by providing educational opportunities to all its members and not few only. Indian Education Commission (Kothari Commission, 1962-64) states in its report, "One of the important social objectives of education is to equalize the opportunities, enabling the backward or underprivileged classes and individuals to use education as a lever for the improvement of their conditions." In our society there are some people who cannot access general education for their progress and development because of some disabilities. Their problems of accessibility comprise special talent in sensory, cognitive and physical areas of functioning. Especially the people with disabilities need special care and training for their survival and their contribution in mainstream of headway (MPOBU, 2001). National Policy on Education (NPE)-1986 made provision for expansion of education facilities for physical and mentally handicapped children. NPE-1986 focused for the development of integrated programmes enabling disabled children to study in regular schools. National Policy on Education-1986 has been guiding the education system in India, under its broad objective 'Education for Equality'. In practice inclusion of disabled children came in the light when Government started education for all (*Sarva Shiksha Abhiyan*) nationwide in 2001. The purpose of this scheme was to give equal educational opportunities to all the children regardless of their difficulties, economic problems, gender or disability.

Many legal frameworks took place in the country due to international movements in the field of children rights and education which gave a direction to inclusive education and our government started many schemes and programme to include the children who were disabled or deprived or belongs to any section lives at margins. India is signatory to UN convention on Rights of Persons with Disabilities and its Optional Protocol was adopted on the 13th December, 2006 at United Nations Headquarters in New York and came into force on the 3rd May, 2008. Therefore it is necessary to align and complement the existing laws with the said convention. In 2009 Right to Education Act was passed by government of India to give equal opportunities to all the children who are living at margins of the society or face difficulties in

education system. In the report of Committee for Evolution of the New Education Policy-2016 it was discussed that the National Policy for Persons with Disabilities, 2006 (PWD) articulated the need for mainstreaming of persons with disabilities in the general education system through inclusive education, identification of children with disabilities through regular surveys and disabled friendly schools till completion of education of children. RTE Amendment Act-2012 stated that disadvantaged groups include children with disabilities and therefore all the rights provided to children belonging to disadvantaged group shall apply to children with disabilities also. Besides this an important provision of the RTE Amendment Act was that some excluded categories of disabled children i.e. "multiple" or "severe" disabilities were to be provided with the choice of attaining home based education. In 2016 The Rights of Persons with Disabilities (RPWD) Act was enacted by the Government of India to reinforce and fulfillment of rights of the children/persons who belongs to disability group and this Act enlisted 21conditions as disabilities. Government also passed Mental Healthcare Act-2017 to provide mental healthcare and services for persons with mental illness and to protect, promote and fulfill the rights of such persons. Many legal frameworks took place during last two decades but the objectives of inclusive education were not fulfilled satisfactorily in our country because lack of community involvement, negligence of local authorities, lacking in parents' and educational administrators' involvement and other agencies seems unsatisfactory. Parents, community and local authorities have also vital role in implementing any programme or scheme related to education of their children as well as inclusive education.

## **II. REVIEW OF RELATED LITERATURE**

Pandey (1991) found that most of the people did not want to mix with the disabled and look down upon them (52 percent of the disabled reported). The disabled were unwelcome in community places like schools, temples, parks and public wells etc. (60 percent of the heads of families of the disabled and about 52 percent neighbours reported). In certain cases family also discouraged them from mixing in society due to fear of harm from other persons (19.50 percent respondents reported). Panda (1991) Attitude is dependent upon the sex of the people, whether they are teachers, parents or community members. In general, females showed favourable attitudes towards normal, hearing impaired, visually impaired and severely mentally retarded children on the evaluative dimension. Males showed more favourable attitude towards the educable mentally retarded (EMR) and speech impaired. Female parents had significantly made favourable attitudes than the male parents. On the activity factor, sex had no differential effect on attitudes towards disability. On the potency dimension, females were slightly more favourable towards EMR and hearing impaired than the males. Parents, teachers and community members revealed differential attitudes towards the disability groups. Teachers showed negative attitudes to the severely mentally retarded and neurologically impaired epileptics. Parents were less negatively disposed towards these groups than teachers. Community members were negatively disposed towards the severe mentally retarded. Teachers and community members had nearly similar attitudes reflected in the evaluative dimensions towards EMR and crippled. In the activity and potency dimensions, there were no such differential attitudes. Subsequently Zaveri (2001) developed an awareness module for administrators and teachers of general schools on inclusive, education for students with disabilities. The module was implemented using "Printed Media" approach and "interactive approach". The results indicated equal effectiveness of both the approaches for creating awareness. The teachers felt inclusion to be desirable but not feasible

factors such as large class size, vast curriculum context, lack of training and awareness to deal with the handicapped population, rigid curriculum time framework, etc. seem to be pervasive in present educational system irrespective of types of the school and level of school.

### **III. RATIONALE OF THE STUDY**

Educational administrators and PRIs members at their part have very vital role in implementing inclusive education. Educational administrators are the professionals who are responsible to implement the government schemes and programmes. Educational administrators can plan activities to include disabled or deprived children in their working areas. On the grounds of children rights and human rights no one can neglect or reject to any child to study in normal classroom with normal peers. Educational administrators can organise training to their teachers, awareness programmes in the community, develop adequate instructional material and suggest measures to make quality inclusion. This study has its significance in understanding the perception of educational administrators and members of local authorities because persons of these two groups could play important role in achieving the objectives of inclusive education and making our society inclusive. Educational administrators and PRIs members have been considered as responsible persons of the community in many legal frameworks i.e. NPPWD-2006, RPWD-2017 and MHA-2017 etc. The involvement of educational administrators and PRIs members adequately will enhance the quality of inclusion along with the involvement of parents and other community members. PRIs members are elected members of local authorities and they can mobilise parents and community to take part in the education of *divyang* children. Besides, educational administrators can work with teachers with positive perception to make quality educational inclusion of *divyang* children. Keeping in the mind the role and responsibilities of educational administrators and PRIs members they were considered to study their perception about inclusive education and following objectives have been framed as below.

#### **Objective of the study**

1. To study the perception of educational administrators and PRIs members about inclusive education with reference to its barriers and facilitators according to their- (a) Gender (b) Locality (c) Category

#### **Hypothesis of the study**

- $H_0$  There is no significant difference among educational administrators and PRIs members on their perception/opinion about inclusive education with reference to its barriers and facilitators in terms of their- (a) gender (b) locality (c) category.

### **IV. METHODOLOGY OF THE STUDY**

#### **Population and Sample**

The study was based on the descriptive method and Survey based research approach was used to the data on perceptions/opinions of educational administrators and *Panchayati Raj Institutions* (PRIs) members about inclusive education in rural and urban Govt. schools run

under SSA in Gwalior district of Madhya Pradesh state. Educational administrators (school principals and block education officers) who were working at primary and upper primary level schools in the study area and members of local authorities (PRIs members) in the villages of study area construct the population of this study. A total sample of 125 consist 55 educational administrators and 70 PRI members chosen for data collection through simple random sampling technique. The participants as educational administrators in sample of this study were selected from school education authorities, schools (primary and upper primary level) and *gram panchayats* of Gwalior district of Madhya Pradesh state.

### **Tools Used**

Researcher employed a self made test on ‘Perception of Educational Administrators and PRI members (PEAP) to measure the perception of educational administrators and PRI members about inclusive education, covering five dimensions i.e. Awareness about Inclusive Education, Facilities and School Environment, Instruction, Teacher Training, Monitoring, Community Participation and Examination and Evaluation. This test on perception contained 39 items of with yes / no / indefinite and some multiple choice option statements; distributed above mentioned seven dimensions. Reliability coefficient has been established using correlation and it was found to be 0.89.

### **Procedure of Data Analysis**

Researcher collected the data using the test on ‘Perception of Educational Administrators and PRI members’ scored it and tabulated the data and analysed it with the help of SPSS according to objectives of the study. Mean, SD, t-test and ANOVA statistics have been used to calculate the data in terms of study objectives, interpreted the calculated data and drawn conclusions in the light of objectives of the study.

## **V. RESULTS AND DISCUSSION**

$H_{01(a)}$  There is no significant difference among educational administrators and PRIs members on their perception / opinion about inclusive education with reference to its barriers and facilitators in terms of their gender.

**Table 1: Mean and standard deviation of administrators and PRIs members**

<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Std. Error</b>	<b>Minimum</b>	<b>Maximum</b>
Edu.-Admin.-PRIs members overall	125	62.4480	14.22597	1.27241	33.00	98.00
Educational Administrators	55	67.0000	16.07506	2.16756	33.00	98.00
PRIs members	70	58.8714	11.48776	1.37305	34.00	85.00

Table-1 shows that mean score of Educational Administrators ( $M=67.0000$ ) is higher than that of PRIs members ( $M=58.8714$ ) which reflects that educational administrators have positive perception opinion about inclusive education in the groups as compared. It might be due to the knowledge and awareness of educational administrators about inclusion is higher than PRIs members. Standard deviation values of educational administrators ( $SD=16.07506$ )

and PRIs members ( $SD=11.48776$ ) reflect the heterogeneity of the population in their respective category.

**Table 2: Mean and standard deviation of educational administrators and PRIs members according to gender**

Gender	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Edu. Admin. Male	28	61.2857	14.08928	2.66262	55.8225	66.7490	33.00	92.00
Edu Admin Female	27	72.9259	16.09091	3.09670	66.5606	79.2913	36.00	98.00
PRIs Male	47	59.6809	12.09582	1.76436	56.1294	63.2323	34.00	85.00
PRIs Female	23	57.2174	10.18446	2.12361	52.8133	61.6215	43.00	76.00
Total	125	62.4480	14.22597	1.27241	59.9295	64.9665	33.00	98.00

Gender wise mean scores and standard deviation scores of educational administrators and PRIs members have been calculated as given in table-2. Mean score of female educational administrators ( $M=72.9259$ ,  $SD=16.09901$ ) is higher than male educational administrators ( $M=61.2857$ ,  $SD=14.08928$ ). As the result of mean scores discussion it can be concluded that female educational administrators showed higher/positive perception about inclusive education than male counter parts. Contrary to it male PRIs members ( $M=59.6809$ ,  $SD=12.09582$ ) reflected higher/positive perception about inclusive education to their female counterparts ( $M=57.2174$ ,  $SD=10.18446$ ).

**Table 3: Summary of one-way analysis variance (ANOVA) on perception of educational administrators and PRIs members according to gender**

Groups	Sum of Squares	df	Mean Square	F	p-value
Between Groups	3991.220	3	1330.407	7.628	.000
Within Groups	21103.692		174.411		
Total	25094.912	124			

*Significance level = 95% confidence interval*

Data collected from educational administrators and PRIs members were analysed to compare the perception of the groups according to their gender, using one way between subjects ANOVA (one-way) test. Table-3 provides the summary of these results as mean squares of between groups (1330.407), and within group (174.411). The ANOVA results revealed that  $F(3,121) = 7.628$  is significant as its p-value ( $=.000$ ) is less than .05 at .05 significance level. Thus the null hypothesis (1a) of no significant difference among the means of two categories

i.e. educational administrators and PRIs members on their perception according to their gender may be rejected.

**Table 4: Summary of Scheffe Post Hoc Test - Multiple Comparisons of educational administrators and PRIs members on their perception about inclusive education according to gender**

<b>(I) Edu. Admin. Vs PRIs members Gender</b>	<b>(J) Edu. Admin. Vs PRIs members Gender</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.</b>	<b>95% Confidence Interval</b>	
					<b>Lower Bound</b>	<b>Upper Bound</b>
Edu. Admin. Male	Edu Admin Female	-11.64021*	3.56211	.016	-21.7397	-1.5408
	PRIs Male	1.60486	3.15275	.967	-7.3339	10.5437
	PRIs Female	4.06832	3.71645	.754	-6.4687	14.6054
Edu Admin Female	Edu. Admin. Male	11.64021*	3.56211	.016	1.5408	21.7397
	PRIs Male	13.24507*	3.18913	.001	4.2031	22.2870
	PRIs Female	15.70853*	3.74736	.001	5.0838	26.3332
PRIs Male	Edu. Admin. Male	-1.60486	3.15275	.967	-10.5437	7.3339
	Edu Admin. Female	-13.24507*	3.18913	.001	-22.2870	-4.2031
	PRIs Female	2.46346	3.36065	.910	-7.0648	11.9917
PRIs Female	Edu. Admin. Male	-4.06832	3.71645	.754	-14.6054	6.4687
	Edu Admin. Female	-15.70853*	3.74736	.001	-26.3332	-5.0838
	PRIs Male	-2.46346	3.36065	.910	-11.9917	7.0648

\*. The mean difference is significant at the 0.05 level.

It is seen from Scheffe post hoc test summary (table-4) that the difference between the opinion of male educational administrators and female educational administrators is significant at  $\alpha = .05$ , as the p-value for this mean difference is .016 which is less than .05. Similarly the differences between the opinion of female educational administrators and male & female PRIs members is also significant as the p-values for these mean differences are .001 and .001 respectively, which are less than .05. However there is no significant difference between male educational administrators and male & female PRIs members as for as opinion is concerned because the p-values for these mean differences are .967 and .754 respectively, which are greater than .05.

H<sub>01(b)</sub> There is no significant difference among educational administrators and PRIs members on their perception / opinion about inclusive education with reference to its barriers and facilitators in terms of their locality.

**Table 5: Difference in perception of educational administrators and PRIs members overall according to their locality**

Locality	N	Mean	SD	Std. Error	df	t (2-tailed)	p-value
Rural	77	58.1818	12.58417	1.43410	123	-4.575	.000
Urban	48	69.2917	14.14959	2.04232			

*Significance level = 95% confidence interval for mean*

Mean scores of rural ( $M=58.1818$ ,  $SD=12.58417$ ) and urban ( $M=69.2917$ ,  $SD=14.14959$ ) educational administrators-PRIs members, concluded that urban educational administrators-PRIs members have favourable perception/opinion than rural educational administrators-PRIs members (refer table-5). These means of two groups were compared using independent t-test (2-tailed) and results revealed that the difference between the means of rural educational administrators-PRIs members and urban educational administrators-PRIs members is significant, because  $t(123) = -4.575$  is significant as the p-value = .000 ( $p < .05$ ) at .05 level of significance. Therefore the null hypothesis (1b) that there is no significant difference between educational administrators-PRI members according to locality on their perception/opinion about inclusive education with reference to its barriers and facilitators may be rejected.

$H_{01(c)}$  There is no significant difference among educational administrators and PRIs members on their perception / opinion about inclusive education with reference to its barriers and facilitators in terms of their category.

**Table 6: Mean and standard deviation of educational administrators and PRIs members according to their category**

Category	N	Mean	SD	Std. Error Mean	df	t (2-tailed)	p-value
Educational Administrators	55	67.000	16.0750	2.16756	123	3.295	.001
PRIs members	70	58.871	11.4877	1.37305			

*Significance level = 95% confidence interval*

From the above table-6 it can be concluded that means of educational administrators ( $M=67.0000$ ,  $SD=16.07506$ ) and PRIs members ( $M=58.8714$ ,  $SD=11.48776$ ) revealed that educational administrators showed higher level of perception about inclusive education as compared to PRIs members. These two means of educational administrators and PRIs members were compared using 2-tailed t-test and the results revealed that the difference between the means of educational administrators ( $M=67.0000$ ,  $SD=16.07506$ ) and PRIs members ( $M=58.8714$ ,  $SD=11.48776$ ) was found significantly different, because  $t(123) = 3.295$  is significant as the p-value is .001 ( $p < .05$ ) at .05 significance level. Therefore the null hypothesis (1c) that there is no significant difference between educational administrators and PRIs members on their perception/opinion about inclusive education with reference to its barriers and facilitators according to their category may be rejected.

## **VI. MAJOR FINDINGS AND IMPLICATIONS**

- i. Educational administrators showed positive perception about inclusive education as compared to PRIs members. Female educational administrators showed higher/positive perception about inclusive education than their male counter parts. Contrary to it male PRIs members reflected higher/positive perception about inclusive education to their female counterparts. There was a significant difference among educational administrators and PRIs members on their perception about inclusive education according to their gender ( $p=0.000$ ,  $p<.05$ ).
- ii. Urban educational administrators-PRIs members have favourable perception/opinion than rural educational administrators-PRIs members. There was a significant difference among urban educational administrators-PRIs members and rural educational administrators-PRIs members on their perception about inclusive education according to their locality ( $p=0.000$ ,  $p<.05$ ).
- iii. On the basis of category educational administrators showed higher level of perception about inclusive education as compared to PRIs members. There was a significant difference between educational administrators and PRIs members about inclusive education according to their category ( $p=0.001$ ,  $p<.05$ ).

### **Educational Implications**

The findings of this study may have educational implications in terms of the involvement of PRIs members and educational administrators in implementing quality educational inclusion. Government, planners and other concerned authorities must focus on change in perception/attitude of Educational administrators and PRIs members. Educational administrators should be given comprehensive training about how to implement inclusive education involving members of local authorities and community members. In the study male and female PRIs members showed contradictory perception about inclusive education and there is a need to aware female PRIs members about the importance and need of inclusive education with reference to *divyang* or deprived children's education with normal students in normal class. Members of local authorities should be imposed the duty of making aware parents and community about inclusive education. Efforts done by any PRIs members regarding inclusive education of disabled or deprived children could be added in his/her profile and PRIs members who are working positively in implementing inclusive might be rewarded by senior administrative authorities.

## **VII. CONCLUSIONS**

From above findings conclusions can be drawn that educational administrators and PRIs members showed their perception in contradictory manner among their groups and the pillars of success of inclusive education are involvement, ability and awareness of educational administrators and local authority members and other stakeholders. Inclusive education has long journey in our country in theory as well as in practice but the objectives of inclusive education could not be fulfilled. There are still some gaps in implementing inclusive education schemes and programmes i.e. lack of trained human resources, inadequate physical infrastructure, curriculum challenges and attitude of different groups. This study highlights

the benefits of efforts on the part educational administrators, planners and schools to find meaningful approaches for PRIs members' involvement so that they could participate and contribute in educational development of children of their community.

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