

PERFORMANCE APPRAISAL MODEL OF RESOURCE TEACHERS IN INCLUSIVE CLASS ROOMS: A STRUCTURAL ANALYSIS

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ABSTRACT. Inclusion of Children with disabilities is about offering the assistance need to know and take part in meaningful ways [11]. The government and local authorities must endeavor to promote inclusion of children with disabilities in regular schools, and the resource teachers paved the integral role in promoting inclusiveness. The resource teachers have an essential role in identifying children with special needs, counseling parents, organizing medical camps, preparing initial individual education programs, and offering remedial teaching. They will have to instruct teachers in the classroom use of special methods and therapies and need track the progress of children who attend regular schools. The present study undertaken among the resource teachers in Kottayam district of Kerala for critically analyzing their performance for mainstreaming children with cognitive impairment. The investigation stipulated that a structure model should develop as a statistical method used to evaluate the relationships between observed and latent variables to evaluate the performance of resource teachers. This model is considered as the best fit model for the performance of Resource teachers in Inclusive education.

1. INTRODUCTION

Disability arises from a physical, cognitive, behavioral, sensorial, emotional, developmental disability, or from a combination of those factors [16]. Disability Act (2016) defined “a person with long term physical, mental, intellectual

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or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others". Children with disabilities are considered marginalized and excluded groups in Indian society [16]. "People who experience mental health conditions or cognitive impairments appear to be more disadvantaged in many settings than those who experience physical or sensory impairments", [2]. So there is an urgent need to overcome the situation and protect them with adequate policies and programs. Inclusion involves giving children the assistance they need for active learning and involvement, [4].

In India 2, 10, 68,557, (2.21 percent) people are suffering from one form or another of disability [14]. Amongst this total disabled population, 1.14 percent were of the 0-4 age group, 1.54 percent were of the 5-9 age group, and 1.82 percent were of the age group 10-19. The education of disabled children in regular schools should take as an ideal as well as a practical solution to promote universalization of education and to achieve equal opportunity to succeed in India [14]. The government and local authorities must endeavor to promote inclusion of students with disabilities in regular schools, and the resource teachers paved the integral role in promoting inclusiveness in the regular classroom. The resource teachers have an essential role in identifying children with special needs, counseling parents, organizing medical camps, preparing initial individual education programs, and offering remedial teaching. They will have to instruct teachers in the classroom use of special methods and therapies and need track the progress of children who attend regular schools. The present study was undertaken among the resource teachers in the Kottayam district of Kerala for critically analyzing their performance for mainstreaming children with cognitive impairment. The investigation stipulated that a structure model should be developed as a statistical method to evaluate the relationships between "observed and latent variables" to evaluate the performance of resource teachers. This model considered as the "best fit model" for the performance of Resource teachers in Inclusive education

2. REVIEW OF LITERATURE

The review has related the researches undertaken in the field of inclusive education. However, studies on the inclusive education practices of cognitive

impaired children are conspicuous by the absence. Also, there is number of studies on regular teacher perception and performance analysis of resources teachers in inclusive schools [8]. A phenomenological study conducted by Cecilia F & Catharina, C (2014) on inclusive Art education in Scandinavian primary schools. These schools have progressed considerably in creating an inclusive arts environment, and a holistic outlook on education fosters a thriving and lively arts education for 'everyone' both inside and outside the classroom [6]. "Greek teachers' attitudes towards inclusion of students with special educational needs and noticed that the inclusion of younger teachers with the least experience was more favorable" [15]. However, the study Conducted by Amanda, D. (2016) found that teachers with the expertise, experience, and encouragement are more likely to show a positive attitude towards including ASD students and helping them achieve great success [1]. It also stresses the importance of ensuring that policies and activities are preserved in harmony between the home and school environment [7]. The study provided useful strategies for supporting ASD students and helping them achieve greater academic, social, and behavioral success.

3. CONCEPTUAL ANALYSIS

The resource teachers also play a significant role in inclusive education. Students with cognitive impairment need a variety of different educational services, adaptations, and modifications. In the inclusive classroom, it is essential to have an awareness of every disability and their specific needs

3.1. Planning and Preparation. It involves the resource teachers plan and prepare their instructional outcomes, and they were using standardized tools for identifying the cognitive. The educational outcomes are clear, reflect essential learning in the subject, and consistent with the curriculum. The instructional design involves well-sequenced exercises, allowing to think, problem-solving, investigate, and defend suppositions. Teachers plan to learn tests for measuring performance and provide the information needed to distinguish instruction. Student initiatives comply with the curriculum and enable them to show their comprehension

3.2. Classroom Management. Teachers are organizing their classes to encourage students to learn. They optimize teaching time and encourage positive interactions among students. They were ensuring that students find a safe place to take academic inhibits in the classroom. Through helping with classroom procedures, making efficient use of physical space, and encouraging the learning of peers, students themselves make a significant contribution to the successful functioning. Students and teachers reflect their conviction, and hard work contributes to higher learning levels. Student's conduct is consistently acceptable, and the treatment of offenses by teachers is discreet, preventive, and respectful of the integrity of the students.

3.3. Delivery of Instruction. All students were dedicated to learning in the classrooms of experienced teachers. They make outstanding contributions to the class's progress by involvement in discussions and engagement in studying and learning from others. Explanations from teachers are straightforward and encourage intellectual participation from students. Feedback from the instructor is relevant and offers practical recommendations for improvement. Teachers can understand their responsibility for students and make changes to ensure success as appropriate

3.4. Professional Responsibilities. The experienced teachers have a profound sense of professionalism, and they focused on improving their teaching standards. Their communication systems are efficient and effective, regularly, and culturally sensitive to families. In schools, experienced teachers undertake leadership roles and participate in a wide range of professional development programs to improve their practice.

4. METHOD OF STUDY

The study aims to appraise the performance of resources teachers in an inclusive classroom with the invasion of Structural equation modeling. This model helps to identify the relationship between the defined variables in the performance matrix. The study was explorative design. The survey used to get accurate inferences from the target group. This study aimed to appraise the performance of resource teachers in the inclusive classroom by identifying the relationship between latent and observed variables. Performance Appraisal Rubrics

for Resource Teachers (PARRT) adapted from Danielson Model (1996) was used for the identify the performance of resource teacher from an Indian perspective. The study focussed on the resource teachers working under Sarva Siksha Abhiyan (SSA) in the Kottayam district of Kerala selected.

5. RESULT AND DISCUSSION

“Structural equation modelling (SEM)” [5] used as a statistical method to test the relationships between observed and endogenous variables to assess resource teachers’ performance. SEM was considered the tool used to evaluate the relationship between the constructs [9]. The “structural model”. consists of a variety of “exogenous and endogenous variables” linked to the performance of the resource teacher. In this structural model, 45 variables used for the test with 21 exogenous and 24 endogenous variables. The structural model’s fitness statistics obtained reasonable results, as shown in Table 1.

TABLE 1. MODEL FIT INDICES – STRUCTURAL MODEL

“Model Fit Indices”	Structural Model	Standardized Values
“Absolute Fit Measures”		
1. “Chi-Square (CMIN)”	214.571	-
2. “Degree of Freedom(DF)”	173	-
3. “CMIN/DF”	1.226	<5
4. “Level of Significance”	0.017	<0.05
5. “Goodness-of-fit Index (GFI)”	0.983	0-1
“Root Mean Square Residual (RMR)”	0.44	<1
“Root Mean Square Error of Approximation (RMSEA)”	0.14	0.08
“Incremental Fit Measures”		
“Adjusted goodness-of-fit Index (AGFI)”	.979	0-1
“Parsimonious Fit Measures”		
“Comparative fit index (CFI)”	0.810	"0-1

The resource teacher’s success model demonstrated high goodness – fitness . The model fit indices were endorsed as a “well-fitting data model” and indicated that this could be the acceptable criterion for a well-fitted appropriate model

[10]. The “chi-square value” of 214.571 was statistically significant at $p=0.017$ with 173 degrees of freedom, thus suggesting that the structural model was acceptable [13]. The “value of the goodness-of-fit (GFI)” index is 0.983, so GFI is an appropriate degree of model fit for this performance assessment process. The “Root Mean Square Residual (RMR)” value is 0.44 and is considered to be a good fit model. The “RMSEA value” for this model was 0.014, which suggests an sufficient degree of goodness-of-fit within the appropriate range.

To sum up, the analysis of the indices of the absolute fit statistics indicated that the model represents a “good fit model” for the results. The “incremental –fit indices” tested with Adjusted “Goodness-of-fit (AGFI)” indices, and it was an appropriate value close to 1.00, that is, 0.979. The “comparative fit index (CFI)” is 0.810, which indicates that such values are enough to support a well-fit model. Complementing this evaluation of fit estimates with a study of the importance of completely standardized “factor loadings” [12]. These loadings were used to determine the relative importance of the “variables observed as construct indicators”.

Figure 1 indicating the pictorial representation of the Structural Model. The model covered all aspects of the job of a resource teacher and the connection between all the highly significant endogenous and exogenous constructs. The latent variables like “planning and preparation, classroom management, delivery of instruction, monitoring and assessment, family and community outreach, and professional responsibilities” are significantly correlated with the Performance of resource teachers. All relationships on the route demonstrate major positive relationships to the performance of resource teachers. The structural model was seen as the best fit model for Resource Teachers performance in inclusive education

6. CONCLUSION

“Inclusive education widely accepted as the best practice towards the achievement of Education for All” ; there are several conceptions and perceptions concerning the terms inclusion and inclusive education [6]. The cognitive impaired students must be exposed to the world of experience, practices, and resources like any of the normal children. It would help to enhance the inclusion process and strengthening the abilities of all children irrespective of any discrimination

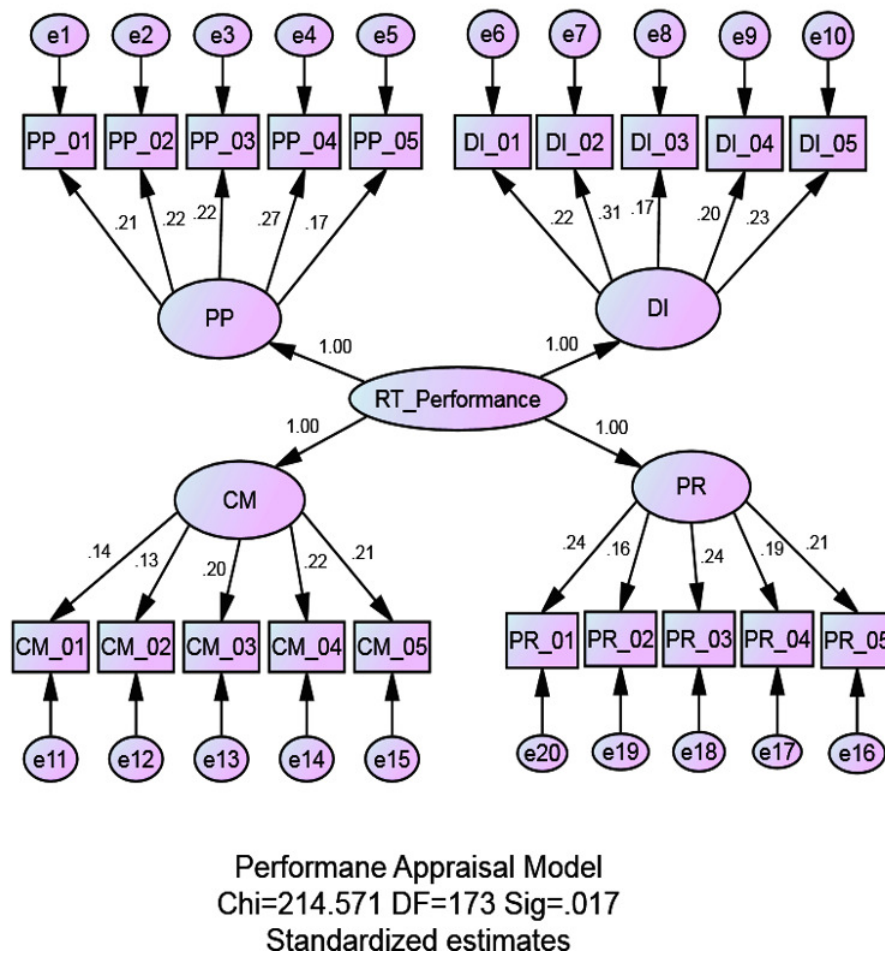


FIGURE 1. The Performance Model Of Resource Teachers

[4]. The resource teachers spent most of the time developing their delivery of instruction and to provide feedback for the students. The present SEM model on the performance of resource teachers in inclusive class is to consider as the “global model for intervention” based on “standardized statistical indices”, and it tried to examine the relationship between latent variables and observed variables. It helps to enhance the quality of life children with cognitive impairment.

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