CHAPTER SIX

SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 INTRODUCTION

India has the second largest education system in the world, with 200 million children aged between 6 and 14, around 25 million of whom are out of school (World Bank, 2004).

A basic disability statistic was recently included in the 2001 Census for the first time, as a result of campaigning by the Indian disability movement (Thomas, 2005). Despite there being no disability indicators in the influential EFA Global Monitoring Reports, the addition of this disability statistic may indicate the positive influence of the introduction of the inclusive education concept. Inclusive schools should recognize and take into account the diverse needs of the pupils, adopt different styles and rhythm of teaching and provide quality education through appropriate use of resources, school organization and study plans as well as partnership with the community.

Implementing effective inclusive practices involves a set of behaviors/activities and interactions on the part of several professionals, including principals and teachers, in order to provide school and classroom modifications for students with special needs. These behaviors/activities and interactions will be influenced by educators' attitudes toward inclusive education, their knowledge of the nature and requirements for inclusive education practices and subjective norms.
6.2 STATEMENT OF THE PROBLEM

The problem selected for investigation is to find out the teachers’ attitude towards inclusive schools and children both abled and disabled in inclusive schools and teaching mixed children in classrooms. It intends to know the perception of inclusive school teachers’ role and problems faced while teaching and training the special needs children in inclusive schools.

“ATTITUDE, ROLE PERFORMANCE AND PROBLEMS FACED BY TEACHERS TEACHING CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOLS”

6.3 NEED FOR AND SIGNIFICANCE OF THE STUDY

Research studies concerned with SSA are conducted at national level under the aegis of NCERT, NIEPA and Technical Support Group (TSG) of Ed.CIL. by private agencies or individual investigators centering round administrative concerns. In Tamilnadu, among studies about disabled children conducted as part of SSA, Seetharam (2005) made a study on peer group affiliation and academic performance of disabled children at the middle school level; Santhanam’s (2005) study was on intellectual capacity of children with learning ability and children with learning disability. Among various aspects of SSA, inclusive education received the least focus in these studies.

Department of Education of Groups with Special Needs (DEGSN), NCERT(2007) has listed 14 studies under heads such as development, research and training .

No research is done with regard to the attitude, role performance of inclusive school teachers and problems faced by inclusive school teachers who deal children with disabilities. Such studies are the need of the hour, as the inclusive education is gaining momentum in Indian context. They also facilitate for organization of better sensitization, attitudinal modification and competency based training programmes to the normal school teachers to include the special needs children, particularly the disabled children more effectively into normal schools. The present investigation is an attempt in this direction.
6.4 OBJECTIVES OF THE STUDY

1. To find out the attitude of Teachers towards inclusive schools, Attitude of Teachers towards education of CWSN in inclusive schools, and Attitude of teachers towards teaching in inclusive schools.

2. To find out the role performance of teachers dealing with VI, HI, MR, and OH children in inclusive schools MR, and OH children in inclusive schools.

3. To find out the problems faced by the teachers dealing with VI, HI, MR and OH children in inclusive schools.

4. To find out the differences, in the attitude of teachers towards i) inclusive school ii) education of CWSN iii) teaching CWSN in inclusive schools according to gender of the teachers

5. To find out the differences, in the role performance of teachers according to gender dealing with VI, HI, MR, and OH children in inclusive schools.

6. To find out the differences, in problems of teachers according to gender dealing with VI, HI, MR, and OH children in inclusive schools.

7. To find out the differences, in the attitude of teachers according to teaching experience dealing with VI, HI, MR, and OH children in inclusive schools.

8. To find out the differences, in the role performance of teachers according to teaching experience dealing with VI, HI, MR, and OH children in inclusive schools.
9. To find out the differences, in problems of teachers according to teaching experience dealing with VI, HI, MR, and OH children in inclusive schools.

10. To find out the differences, in the attitude of teachers according to special training taken dealing with VI, HI, MRC, and OH children in inclusive schools.

11. To find out the differences, in the role performance of teachers according to special training taken dealing with VI, HI, MR, and OH children in inclusive schools.

12. To find out the differences, in problems of teachers according to special training taken dealing with VI, HI, MR, and OH children in inclusive schools.

13. To find out the differences, in the attitude of teachers towards inclusive schools according to the type children with special needs.

14. To find out the differences, in the attitude of teachers towards education of CWSN in inclusive schools according to the type of children with special needs.

15. To find out the differences, in the attitude of teachers towards teaching in inclusive schools according to the type of children with special needs.

16. To find out difference in the role performance of teachers in inclusive schools according to the type of children with special needs.

17. To find out difference in the problems faced by the teachers in inclusive schools according to the type of children with special needs.
18. To find out the association of teachers’ gender, locality, class, age group, community, educational qualification, marital status, teaching experience in years, teaching experience to CWSN in years, with the role performance, problems faced by the teachers dealing with CWSN.

19. To find out the correlation between teachers’ attitude, role performance and problems faced by them in dealing children with special needs in inclusive schools.

20. To suggest suitable measures based on the finding of this research to develop more favorable attitudes among teachers towards children with special needs in inclusive setting, for improving the teaching and training methods and to handle the challenges of inclusive education.

6.5 VARIABLES OF THE STUDY

a. Attitude of inclusive school teachers

   i) Towards Inclusive schools

   ii) Towards education of CWSN in inclusive schools

   iii) Towards teaching CWSN in inclusive schools

b. Role performance of inclusive school teachers

c. Problems faced by the teachers of inclusive school teachers

6.6 METHODOLOGY OF THE STUDY

A normative survey method was followed. The descriptive method used both quantitative and qualitative analysis of the data collected. In-depth interviews of teachers scoring highest scores on attitude scale and teachers
scoring the lowest scores on attitude scale were also conducted to supplement with qualitative data.

6.7 SAMPLE OF THE STUDY

A multi-stage sampling technique was followed. From Salem and Sankari Educational Districts 9 blocks were selected, out of which, 400 government schools were selected on purposive sampling method. 620 teachers formed the sample of the study.

6.8 TOOLS USED IN THE STUDY

The researcher developed attitude scale to measure attitudes of teachers in inclusive schools. To measure role performance of inclusive teachers and problems faced by them in performing their roles dealing children with special needs, he used the tools developed by Reddy (2005).

6.9 STATISTICAL TECHNIQUES USED IN THE STUDY

Quantitative and Qualitative analyses are done.

1. Descriptive Analysis (Percentages, Mean, SD) 2. Correlation Analysis (Correlation Coefficient “r”) 3. Differential Analysis (‘t’ - test,) 4. Inferential analysis (F - test); (Chi-square test)
6.10 MAIN FINDINGS

DESCRIPTIVE ANALYSIS

1. The highest percentage of teachers is dealing with mentally retarded children followed by teachers dealing with hearing impaired and orthopedically handicapped respectively. The lowest percentage of teachers is dealing with the visually impaired.

2. A larger percentage of teachers is working in inclusive schools of rural locality; comparatively the percentage of teachers from urban locality is low.

3. The largest percentage of teachers is dealing CWSN in class V in inclusive schools followed by class III. The lowest percentage of teachers is dealing CWSN in class-I.

4. The percentage of female teachers dealing with CWSN in inclusive schools is higher than the percentage of male teachers.

5. The largest percentage of teachers dealing CWSN is in the age group 36-45 years followed by <=35 years. The lowest percentage of teacher is dealing CWSN in the age group >=46 years.

6. The largest percentage of teachers dealing CWSN is of the BC community followed by MBC and SC/ST. The lowest percentage of teachers dealing CWSN is of the FC community.

7. The highest percentage of teachers dealing CWSN is with the educational qualification DTE followed by Graduates with DTE. The lowest percentage of teachers is Graduates with B.Ed.
8. A larger percentage of married teachers is working in inclusive schools compared to low percentage of unmarried teachers.

9. The largest percentage of teachers dealing CWSN has teaching experience <= 5 years in inclusive schools followed by 6-10 years and 11-20 years. The lowest percentage of teachers has the teaching experience > 20 years.

10. It is found that the largest percentage of teachers dealing CWSN has teaching experience <= 3 years followed by 4-6 years. The lowest percentage of teacher is with the experience > 6 years.

11. A higher percentage of teachers without special training are dealing CWSN, compared to low percentage of teachers with special training.

12. A higher percentage of teachers without vocational training is dealing CWSN, compared to low percentage of teachers with vocational training.

ATTITUDE OF TEACHERS

Attitude of teachers towards inclusive schools

Teachers’ attitude to inclusive schools is found to be moderate to low (50% teachers have high and moderate attitude, while 50% teachers have low attitude).
Attitude of teachers towards education of CWSN in inclusive schools

Teachers’ attitude to education of CWSN in inclusive schools is high to moderately favorable (87.5% teachers have High and moderate, while 12.5% teachers have Low attitude).

Attitude of teachers towards teaching in inclusive schools

Teachers’ attitude to teaching CWSN in inclusive schools is highly favorable (85.7% teachers have High attitude, while 14.28% have low attitude).

ROLE PERFORMANCE OF TEACHERS

Role Performance of inclusive school teachers dealing with Visually Impaired Children

Role performance of teachers dealing with Visually impaired children in their inclusive classes is low (moderate: 25% and low: 75%)

Role Performance of inclusive school teachers dealing with Hearing Impaired Children

Role performance of teachers dealing with hearing impaired children in their inclusive classes is low (moderate: 25% and low: 75%).

Role Performance of inclusive school Teachers dealing with Mentally Retarded Children

Role performance of teachers dealing with mentally retarded children in their inclusive classes is low (moderate: 6.25% and low: 93.75%).
Role Performance of inclusive school Teachers dealing with Orthopedically Handicapped Children

Role performance of teachers dealing with orthopedically handicapped children in their inclusive classes is low (moderate: 17.59 % and low: 82.41%).

PROBLEMS FACED BY TEACHERS DEALING WITH CWSN IN INCLUSIVE SCHOOLS

Problems faced by teachers dealing with VI children

All the teachers are facing problems such as large class strength, inadequate large print books and magnifying devices, inadequate materials to diagnose visual efficiency in children. These problems affect the teaching-learning role performance of Teachers of inclusive schools dealing with visually impaired children.

Problems faced by teachers dealing with HI children

All the teachers are facing problems such as Lack of microcomputer and skill in using same in the school, lack of speech and auditory training materials, the speech therapist not available, lack of competency in organizing vocational training programmes to HI children, vocabulary training, insufficient knowledge of advancement of hearing aids and lack of skill in using non-verbal clues. These problems affect the teaching-learning role performance of Teachers of inclusive schools dealing with hearing impaired children.
Problems faced by teachers dealing with MR children

All the teachers are facing problems such as problems in providing instructions to appeal all the senses of the MR child, lack of skill in non-verbal communication, large number of students in the class, lack of psychologists services, lack of materials to upgrade teacher’s knowledge, lack of skill in the preparation and use of audio-visual aids and lack of time. These problems affect the teaching-learning role performance of Teachers of inclusive schools dealing with mentally retarded children.

Problems faced by teachers dealing with OH children

All the teachers are facing problems such as Lack of adequate manipulative materials in the school, lack of suitable materials needed for the academic progress of OH children, difficulty in acquiring knowledge about the different aspects of human brain and lack of time to pay individual attention to OH children. These problems affect the teaching-learning role performance of Teachers of inclusive schools dealing with orthopedically handicapped children.

INFERENTIAL ANALYSIS: TESTING THE HYPOTHESES OF THE STUDY

CONCLUSION-1

Gender has significantly influenced the attitude of teachers towards teaching in inclusive schools. Male teachers have more favorable attitude than the Female teachers towards teaching CWSN in inclusive schools.

Male and female teachers do not differ significantly in their attitude to inclusive schools, and education of CWSN in inclusive schools.
CONCLUSION-2

Male teachers’ role performance is higher than role performance of female teachers in dealing with visually impaired children in inclusive schools.

There is no significant difference in the role performance of male and female teachers dealing with hearing impaired, mentally retarded, and orthopedically handicapped children in inclusive schools.

For the total sample, the role performance of male teachers is higher than that of the female teachers, irrespective of the category of CWSN they deal with in inclusive schools.

CONCLUSION-3

Male and female teachers of inclusive schools do not differ significantly in the problems faced by them in dealing with any category of CWSN in inclusive schools.

CONCLUSION-4

Teachers with less than or equal to 5 years experience and teachers with greater than 5 years experience do not differ significantly in their attitude with reference to 1. Inclusive Schools, 2. Education of CWSN in inclusive schools, 3. Teaching in inclusive schools.

CONCLUSION-5

Teachers with less than or equal to 5 years experience and teachers with greater than 5 years experience do not differ significantly in their role
performance with reference to the type of children with special needs in inclusive schools.

CONCLUSION-6

Teachers with less than or equal to 5 years experience face more problems than teachers with greater than 5 years experience, in dealing with the hearing impaired children in inclusive schools.

Teachers with less than or equal to 5 years experience and teachers with greater than 5 years experience do not differ significantly in the problems faced in dealing with visually impaired children, mentally retarded children and orthopedically handicapped children in inclusive schools.

CONCLUSION-7

Special Training Taken and Special Training not Taken has significantly influenced the attitude of teachers’ towards inclusive schools. The attitude of ‘Special Training Taken’ teachers to inclusive schools is more favorable than the teachers ‘Not Taken Special Training’.

Teachers’ attitude to education of CWSN in inclusive schools and attitude to teaching in inclusive schools is not affected by special training taken by the teachers dealing with CWSN in inclusive schools.

CONCLUSION-8

Teachers received special training and teachers not received special training do not differ significantly in their role performance with reference to the type of children with special needs in inclusive schools.
CONCLUSION-9

The teachers who have taken special training and dealing visually impaired children face more problems than teachers who have not taken special training and dealing visually impaired children in inclusive schools.

Special training taken by teachers does not affect the problems faced by teachers dealing hearing impaired, mentally retarded and orthopedically handicapped children in inclusive schools.

CONCLUSION-10

Teachers dealing with HI children and teachers dealing with OH children differ significantly in the attitude towards inclusive schools.

Teachers dealing with MR children and teachers dealing with OH children differ significantly in the attitude towards inclusive schools.

Teachers dealing with OH children have more favorable attitude towards inclusive schools than teachers dealing with HI and teachers dealing with MR children.

CONCLUSION-11

Teachers do not differ significantly in the attitude towards Education of CWSN in inclusive schools according to the type of children with special needs they deal with.
CONCLUSION-12

Teachers do not differ significantly in the attitude towards teaching in inclusive schools according to the type of children with special needs they deal with.

CONCLUSION-13

Teachers do not differ significantly in the role performance in inclusive schools according to the type of children with special needs they deal with.

CONCLUSION-14

Teachers do not differ significantly in the problems faced in inclusive schools according to the type of children with special needs they deal with.

CONCLUSION-15

There is association between teachers according to category of CWSN and problems faced by teachers in dealing CWSN in inclusive schools.

No significant association is found between teachers according to category of CWSN and attitude of teachers towards inclusive schools, attitude of teachers towards education of CWSN in inclusive schools, attitude of teachers towards teaching in inclusive schools, and role performance of teachers in inclusive schools.

CONCLUSION-16

There is significant association between locality of teachers and their attitude towards inclusive schools.
There is no significant association between teachers’ locality and teachers' attitude towards education of CWSN in inclusive schools, attitude towards teaching CWSN in inclusive schools, teachers’ role performance and problems faced by teachers in dealing CWSN in inclusive schools.

CONCLUSION-17

There is no significant association between class taught to CWSN by teachers and teachers’ attitude towards inclusive school, attitude towards education of CWSN in inclusive schools, attitude towards teaching CWSN in inclusive schools, role performance of teachers and problems faced by teachers of inclusive schools.

CONCLUSION-18

There is significant association between gender and role performance of teachers in inclusive schools.

There is no significant association between gender of teachers and their attitude and problems faced by them in inclusive schools.

CONCLUSION-19

There is no significant association between age level of teachers and attitude of teachers towards inclusive school, attitude towards education of CWSN of inclusive schools, attitude towards teaching CWSN of inclusive schools, role performance of teachers and problem faced by teachers of inclusive schools.
CONCLUSION-20

There is no significant association between community of teachers and attitude of teachers towards inclusive school, attitude towards education of CWSN of inclusive schools, attitude towards teaching CWSN of inclusive schools, role performance of teachers and problem faced by teachers of inclusive schools.

CONCLUSION-21

There is no association between educational qualification of teachers and attitude of teachers towards inclusive school, attitude towards education of CWSN of inclusive schools, attitude towards teaching CWSN of inclusive schools, role performance of teachers and problems faced by teachers of inclusive schools.

CONCLUSION-22

There is significant association between marital status and role performance of teachers of inclusive schools.

There is no significant association between marital status and attitude of teachers towards inclusive school, attitude towards education of CWSN in inclusive schools, attitude towards teaching CWSN of inclusive schools, and problems faced by teachers of inclusive schools.

CONCLUSION-23

There is no significant association between teaching experience of teachers and attitude of teachers towards inclusive school, attitude towards education of CWSN of inclusive schools, attitude towards teaching CWSN of inclusive schools.
inclusive schools, role performance of teachers and problems faced by teachers of inclusive schools.

CONCLUSION-24

There is significant association between teachers’ experience of teaching special need children and their attitude towards education of CWSN of inclusive schools.

There is no significant association between teachers’ experience of teaching special need children and attitude of teachers towards inclusive school, attitude towards teaching CWSN of inclusive schools, role performance of teachers and problem faced by teachers of inclusive schools.

CONCLUSION-25

There is significant association between special training taken by teachers and their attitude towards inclusive schools.

The is no significant association between special training taken and attitude towards education of CWSN in inclusive schools, attitude towards teaching CWSN in inclusive schools, role performance of teachers and problems faced by teachers of inclusive schools.

CONCLUSION-26

There is significant correlation between teachers’ attitude and teachers’ role performance, teachers’ attitude and problems faced by teachers, and teachers’ role performance and problems faced by teachers.
6.11 DISCUSSION OF THE FINDINGS

Attitude of teachers towards inclusive schools:


Padmanabhan(2007) also found favourable attitudes of teachers of both inclusive and integrated schools towards inclusion.Usharani(2008)’s finding that awareness of teachers of inclusive education for disabled was average also supports our finding.

Attitude towards education of CWSN in inclusive schools

The present finding that teachers have favorable high to moderate attitude towards education of CWSN in inclusive is contradicted by the findings of poor and moderate attitudes of teachers to inclusion of disabled children in classrooms(Treder and David,2000);Reddy and Sujathamalini(2005) who reported low attitude of teachers in normal schools; Singapore teachers were less favourable to have CWSN in regular classrooms(Sharma and Desai,2007) and Padmanabhan(2007) and negative attitudes expressed by teachers of inclusive schools in Delhi(Pradhan,2009);also, Chhabra,Srivastava and Srivastava(2010) found negative attitudes of teachers of Botswana towards the inclusion of students with disability in general classrooms. The present finding is supported by the finding that
Australian teachers were more in favor of including students with disabilities into regular classrooms (Sharma and Desai, 2007), finding by Koutrouba, Vamvakari and Theodoropoulos (2008) that Greek teachers have favorable attitude.

**Attitude towards teaching in inclusive schools:**

From this study teachers are found to be highly favorable to teaching in inclusive schools. It is supported by the finding of Jyotirmayee Nayak (2008) that normal school teachers were eager to teach in inclusive environment. On the contrary, Wilczenski (1992) found that teachers had positive attitude towards including children with social and physical disabilities than those with academic or behavioral disorders. Bailey and Plessis (1998) reported that teachers felt comfortable teaching students with mild or moderate learning, sensory and physical disabilities than students with behavioral and emotional problems; Cook (2001) found that teachers preferred to select which students with special needs to work with in the classroom. Zaveri (2001) reported that teachers were of the opinion: ‘inclusion is desirable, but not feasible’. In their study on implementation of integrated education programme in select schools of Mysore City, Janakamma and Shanbhag (2009) found that 90% of the teachers said that they could teach challenged children along with normal children in classes.
Attitude of teachers and independent variables

a. Gender

Male teachers have more favorable attitude than female teachers towards teaching CWSN in inclusive schools. Gender of teachers does not affect teachers attitude towards inclusive schools and attitude to education of CWSN in inclusive schools Kuyini and Desai found female pre-service teachers have more positive views towards inclusion. Another finding reported is general teacher educators have positive attitude towards inclusion. But, Usharani(2008) found female teachers had more awareness than male teachers about inclusion.

b. Teaching Experience

The present finding is that teachers with less than or equal to 5 years Teaching Experience does not differ from those with more than 5 years in their attitude towards inclusive schools, towards education of CWSN in inclusive schools and towards teaching CWSN in inclusive schools. Jobe and Rust (1996)’s finding that teachers with long experience had negative attitude towards inclusive education is contradicting the present finding. Gwala(2008)’s finding that teachers with little or no experience of learners with barriers in learning had negative attitude towards inclusion of these learners in regular classrooms.

c. Special Training

The present finding is that teachers who had taken Special Training have more favorable attitude towards inclusive schools than those not taken
Special Training. This is supported by Stoler (1992)’s finding that teachers who received in-service training had more positive attitude. Bennett, Bruns, Deluca (1997) also found that training increased confidence and promoted positive attitude and there was a positive correlation between teacher training and their positive attitudes. Poornima, Reddy and Ramanujamma (2010)’s finding is also supportive that teachers who attended orientation programme had high awareness towards inclusive education. But contradictory finding reported by Kirk (1998) is that no significant change in attitude of teachers to inclusion due to training. Special Training has not affected teachers’ attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools.

d. Locality

The present finding is that there is significant association between locality and teachers’ attitude towards inclusive schools, but no significant association is found between locality and teachers’ attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools. Poornima, Reddy and Ramanujamma (2010)’s finding is contradictory as rural teachers had low awareness to inclusive education than the urban teachers.

e. Class Taught

The present finding is that there is no significant association between class taught to CWSN by teachers and teachers’ attitude towards inclusive
schools,’ attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools

f. Age Level

The present finding is that there is no significant association between age level and teachers’ attitude towards inclusive schools,’ attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools. But, this is contrary to the finding of Waligore(2003)Who found that over 46 years old age teachers felt inclusion does not benefit all students, Poornima, Reddy and Ramanujamama (2010) that teachers of 26-35 years Age level possessed high awareness and those of 36-45 years age had low awareness of inclusive education.

g. Community

The present finding is that there is no significant association between Community and teachers ‘attitude towards inclusive schools, ‘attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools

h. Educational Qualification

The present finding is that there is no significant association between Educational Qualification and teachers’ attitude towards inclusive schools,’ attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools But, this is contradictory to the finding of Jobe and Rust(1996) and Synder(1999) that higher the level of
education, more were negative attitudes towards inclusive education; also those who were educated long ago had negative attitude to inclusive education.

i. Marital Status

The present finding is that there is no significant association between Marital Status and teachers 'attitude towards inclusive schools, 'attitude towards education of CWSN in inclusive schools and attitude towards teaching CWSN in inclusive schools

**Attitude of Inclusive Teachers According to the Category of CWSN they deal with**

The present finding is that teachers dealing with OH children have more favorable attitude towards inclusive schools than teachers dealing with HI children and teachers dealing with MR children

The present finding is that teachers do not differ significantly in attitude towards education of CWSN in inclusive schools According to the Category of CWSN they deal with

The present finding is that teachers do not differ significantly in attitude towards teaching CWSN in inclusive schools According to the Category of CWSN they deal with
ROLE PERFORMANCE OF INCLUSIVE TEACHERS

a. Gender

From the present study, male teachers’ role performance is found to be higher than role performance of female teachers in dealing with visually impaired children in inclusive schools.

There is no significant difference in the role performance of male and female teachers dealing with hearing impaired, mentally retarded, and orthopedically handicapped children in inclusive schools. Reddy et al (2005)’s that there was no effect of Gender on the role performance of special education teachers supports the present finding.

For the total sample, the role performance of male teachers is higher than that of the female teachers, irrespective of the category of CWSN they deal with in inclusive schools.

b. Teaching Experience

Teachers with less than or equal to 5 years experience and teachers with greater than 5 years experience do not differ significantly in their role performance with reference to the type of children with special needs in inclusive schools. This is contrary to the finding of Reddy et al (2005) who found that special education teachers dealing VI children, with 11-15 years experience of teaching perform their role better than those with lesser experience.
i. Special Training

Teachers received special training and teachers not received special training do not differ significantly in their role performance with reference to the type of children with special needs in inclusive schools. It is contrary to the findings: very high positive correlation between training in special education and confidence in teaching (Sharma and Desai, 2007); special education teachers who received special training and deal VI children perform their role better (Reddy et al., 2005).

d. Locality

There is no significant association between teachers’ locality and, teachers’ role performance of teachers in dealing CWSN in inclusive schools.

e. Class Taught

There is no significant association between class taught to CWSN by teachers and role performance of teachers in inclusive schools.

f. Age Level

There is no significant association between age level of teachers and role performance of teachers in inclusive schools. This is supported by the finding of Reddy et al (2005) with respect to special education teachers dealing disabled children.

g. Community

There is no significant association between community of teachers and role performance of teachers in inclusive schools. But, Reddy et al
(2005) found that FC community special education teachers dealing VI children performed their role better than other community teachers.

h. Educational Qualification

There is no association between educational qualification of teachers and role performance of teachers in inclusive schools. This is contrary to the findings: Teachers who graduated many years ago did not feel prepared to effectively deal with disabled students (Synder, 1999); Special teachers with higher educational qualification and dealing OH children are better in role performance than teachers with lower education (Reddy et al., 2005).

i. Marital Status

There is significant association between marital status and role performance of teachers of inclusive schools. It is supported by the finding married Special education teachers dealing MR children are better performers of their role (Reddy et al., 2005).

PROBLEMS FACED BY TEACHERS OF INCLUSIVE SCHOOLS

a. Gender

Male and female teachers of inclusive schools do not differ significantly in the problems faced by them in dealing with any category of CWSN in inclusive schools. This finding is similar to the finding that gender has no significant effect on the problems faced by special education teachers dealing disabled children (Reddy et al., 2005).
b. Teaching Experience

Teachers with less than or equal to 5 years experience face more problems than teachers with greater than 5 years experience, in dealing with the hearing impaired children in inclusive schools. Teachers with less than or equal to 5 years experience and teachers with greater than 5 years experience do not differ significantly in the problems faced in dealing with visually impaired children, mentally retarded children and orthopedically handicapped children in inclusive schools.

But the finding of Reddy et al (2005) was that special education teachers with less than 11 years of teaching experience and dealing VI children faced more problems.

c. Special Training

The teachers who have taken special training and dealing VI children face more problems than teachers who have not taken special training and dealing visually impaired children in inclusive schools.

Special training taken by teachers does not affect the problems faced by teachers dealing hearing impaired, mentally retarded and orthopedically handicapped children in inclusive schools. But, Sharma and Desai (2007) reported teacher trainees with experience in teaching students with disabilities in school setting were less concerned which contradicts this finding. Special education teachers who received special diploma and dealing HI children, dealing OH children faced more problems; special education teachers with special diploma and dealing MR children, faced less
problems as reported by Reddy et al (2005) also opposes the present finding.

d. Locality

There is no significant association between teachers’ locality and problems faced by teachers in dealing CWSN in inclusive schools.

e. Class Taught

There is no significant association between class taught to CWSN by teachers and problems faced by teachers of inclusive schools.

f. Age Level

There is no significant association between age level of teachers and problems faced by teachers of inclusive schools. Reddy et al (2005)’ finding that younger age group special education teachers dealing with VI children faced more problems contradicts the present finding.

g. Community

There is no significant association between community of teachers and problems faced by teachers of inclusive schools. This finding is contrary to the finding that special education teachers of SC/ST community faced more problems in dealing VI children (Reddy et al, 2005).

h. Educational Qualification

There is no association between educational qualification of teachers and problems faced by teachers of inclusive schools. Secondary grade special education teachers dealing VI children faced more problems than
those with higher educational qualification (Reddy et al, 2005) contradict the present finding.

i. Marital Status

There is no significant association between marital status and problems faced by teachers of inclusive schools. This is supported by Reddy et al(2005)’s finding that special education teachers’ marital status has no effect on the problems they face in dealing disabled children.

### 6.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The study reveals that inclusive education is implemented in all the primary schools taking into fold the different categories of disabled children.
2. The needed infrastructural modifications for OH children are made in schools. To meet the needs of VI, MR and OH children more modifications are to be provided.
3. Books with large print, magnifying lenses and learning materials which enhance the teaching learning of VI children were not adequate.
4. The teachers working in inclusive schools were provided with in-service training to update the knowledge and improve their teaching skills. This has improved their role performance only moderately.
5. Teachers’ attitude towards Inclusive schools and education of CWSN in inclusive schools are moderate. Teachers’ attitude to teach in inclusive schools is moderate. More favorable attitude has to be developed among the teachers dealing with particular category of CWSN to meet their educational and learning process.
6. Due to large class strength, teachers in inclusive classes could not make the needed modifications in teaching for CWSN, but are attending to normal children.

7. Teachers were expecting more presence and guidance from Special educators, but these special educators visit infrequently. Teachers expressed lack of confidence to teach and insufficient ability to assess and evaluate the disabled condition and progress in learning of CWSN.

8. Communicating with VI,HI and MR children was a challenge to teachers. Teachers were feeling lack of needed competencies to make necessary modification in curriculum suitable to CWSN in inclusive class.

**6.13 RECOMMENDATIONS**

On the basis of the findings of the present study, the investigator puts forth the following recommendations for consideration to enrich the inclusive education under SSA. To make the programme still more effective, systematic efforts should be taken at different levels.

1. The action plan announced by the Ministry of Human Resource Development and SSA to conduct more training programmes to BRCs and teachers in identifying, assessing and evaluating the CWSN will bring needed capacity-building.

2. The government of Tamilnadu is in the forefront of welfare of the disabled and compulsory education of all children under EFA-Inclusive Education should be realized by making schools more
disable-friendly; providing learning resources, vocational training to teachers.

3. In the pre-service teacher education, the NCTE should instruct the curriculum framers of Primary and Secondary levels to include field experience under internship to inclusive schools so that the trainees will get first-hand awareness and acquire skills to deal with CWSN.

4. Teacher education institutes, the SCERTs and University departments of Education should take up more research in inclusive education and related issues for quality improvement.

5. During in-service training, the special educators, para-professionals like physiotherapists, speech and language therapists, audiologists, educational psychologists, guidance and counseling practitioners should be involved to develop needed skills to teachers. The mandatory training days should be split over across the year according to feasibility of the teachers.

6. Primary school teachers can be oriented to make ABL method suitable for VI, HI, MR and OH children in multi-grade classes.


8. Admissions should be made more reachable into high quality distance education programmes to train teachers already in service for meeting the enormous need of teachers for inclusive setting can
be evolved by the RCI, and NCTE involving National Level Institutes as part of distance education programmes.

9. More day-care centers should be attached to rural schools where early identification and early inclusion ensure better educational opportunities to the CWSN, following the neighborhood school concept.

6.14 SUGGESTIONS FOR FURTHER STUDY

1. Stepwise regression analysis of the effect of background variables on attitudes of inclusive teachers may be done.

2. An explorative study on what specific skill areas do teachers need most in order to deal with CWSN in the classrooms can be conducted.

3. Case study of two inclusive schools identified to implement quality inclusive education in a rural area.

4. Study on the school experiences of children with disabilities in inclusive schools and the impact of these experiences on daily living skills and emotional and social intelligence.

6.15 CONCLUSION

The overall theme identified in the research programme is closely related to teachers’ attitude, their role in teaching and the problems they face in inclusive schools. Inclusion is happening with insufficient understanding of the implications for teachers. Adequate education and continuous training creates increased motivation and capacity to self-actualize the teachers meeting their professional needs.