CHAPTER V

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SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION

The aim of any research work is to find out answer to the problem undertaken and the answer is generally stated in the form of conclusions. Without reaching at certain conclusions, the entire research appears to be a futile labor. A researcher undertakes his/her research work in order to test the hypothesis formulated and to achieve certain objectives. On the basis of the findings of the study, the investigator accepts or rejects the hypothesis and draws certain conclusions.

In the previous chapter, the investigator has presented the analysis and interpretation of results. All efforts were made to prepare the tools, collect data, analyze the data, prepare and present the results in a scientific manner. The details are included in the earlier chapters.

5.2 THE STUDY IN BRIEF

The present study has been designed to find out the problems and satisfaction of special teachers in teaching children with mental retardation, autism and multiple disabilities. Teaching is a unique activity. Teaching is an art and one can become an effective teacher through hard work and commitment.

Special education programmes cannot serve their purpose without appropriate and satisfied teachers. The role of special education teachers is vital in the overall development of children with special needs. The first and foremost role to be performed by the special education teacher is to acquire the knowledge about special teaching and children with special needs. It includes assessment, evaluation, skill selection, motivation, planning and teaching, and using appropriate teaching strategies etc.

The teacher should be aware of the modern technology. It helps the children with special needs in their training and their daily life. Special education as a profession and a service is getting more attention and concern from all stakeholders. This demands more responsibility, more efficiency and increased level of
accountability from the part of special teachers. This situation can have significant influence in the level of satisfaction of special teachers. This unprecedented level of expansion may pose many problems as well. The present study was an attempt to look into all these aspects.

**5.2.1 THE MAJOR OBJECTIVES OF THE STUDY WERE:**

1. To identify the extent of satisfaction and problems among the special teachers in teaching children with autism, mental retardation and multiple disabilities.
2. To find out the satisfaction and problems of special teachers in conducting special education assessment for children with autism, mental retardation and multiple disabilities.
3. To find out the satisfaction and problems of special teachers in the selection of appropriate skills for children with autism, mental retardation and multiple disabilities.
4. To find out the satisfaction and problems of special teachers in planning the teaching procedures for children with autism, mental retardation and multiple disabilities.
5. To find out the satisfaction and problems of special teachers in planning and using appropriate motivation strategies for children with autism, mental retardation and multiple disabilities.
6. To find out the satisfaction and problems of special teachers in selection and preparation of appropriate teaching materials for children with autism, mental retardation and multiple disabilities.
7. To find out the satisfaction and problems of special teachers in the application of effective teaching strategies for children with autism, mental retardation and multiple disabilities.
8. To find out the satisfaction and problems of special teachers in the interaction with children having autism, mental retardation and multiple disabilities.
9. To find out the satisfaction and problems of special teachers in employing appropriate evaluation strategies.
10. To find out the problems of special teachers in using reinforcement strategies.
11. To compare the satisfaction of special teachers in teaching children with autism, mental retardation and multiple disabilities.

12. To compare the problems of special teachers in teaching children with autism, mental retardation and multiple disabilities.

13. To analyze the satisfaction and problems of the special teachers with respect to certain selected teacher related variables.

5.2.2 HYPOTHESES

The following null hypotheses were stated.

1. There is no significant difference among the three groups of special teachers in their satisfaction.

2. There is no significant difference among the three groups of special teachers in their satisfaction in conducting special education assessment.

3. There is no significant difference among the three groups of special teachers in their satisfaction in selection of appropriate skills.

4. There is no significant difference among the three groups of special teachers in their satisfaction in planning the teaching procedures.

5. There is no significant difference among the three groups of special teachers in their satisfaction in planning and using appropriate motivation strategies.

6. There is no significant difference among the three groups of special teachers in their satisfaction in selection and preparation of appropriate teaching materials.

7. There is no significant difference among the three groups of special teachers in their satisfaction in the application of effective teaching strategies.

8. There is no significant difference among the three groups of special teachers in their satisfaction in the meaningful interaction with students.

9. There is no significant difference among the three groups of special teachers in their satisfaction in employing appropriate evaluation strategies.

10. There is no significant difference in the satisfaction of special teachers with respect to certain selected socio demographic variables.

11. There is no significant difference among the three groups of special teachers in their problems in teaching.
12. There is no significant difference among the three groups of special teachers in their problems in conducting special education assessment.

13. There is no significant difference among the three groups of special teachers in their problems in selection of appropriate skills.

14. There is no significant difference among the three groups of special teachers in their problems in planning the teaching procedures.

15. There is no significant difference among the three groups of special teachers in their problems in planning and using appropriate motivation strategies.

16. There is no significant difference among the three groups of special teachers in their problems in selection and preparation of appropriate teaching materials.

17. There is no significant difference among the three groups of special teachers in their problems in the application of effective teaching strategies.

18. There is no significant difference among the three groups of special teachers in their problems in the meaningful interaction with students.

19. There is no significant difference among the three groups of special teachers in their problems in employing appropriate evaluation strategies.

20. There is no significant difference among the three groups of special teachers in their problems in using appropriate reinforcement strategies.

21. There is no significant difference in the problems of special teachers with respect to certain selected socio demographic variables.

5.2.3 METHODOLOGY IN BRIEF

The descriptive survey method was adopted for this study. The sample of the study was composed of 651 special teachers working with children with Mental Retardation (N= 411), Autism (N= 61) and Multiple Disabilities (N= 179) in different special schools of Kerala State. Method of random sampling was employed for the selection of the sample. The self developed tools were used for measuring the level of teaching problems, reinforcement problems and level of satisfaction in teaching. Data were collected from the subjects by administering the following tools individually.

1. Personal Data Sheet

2. Satisfaction Inventory for Special Teachers
3. Problem Inventory for Special Teachers

4. Reinforcement related Problem Inventory for Special Teachers

The data obtained were analyzed using appropriate statistical techniques by using the statistical software SPSS. Microsoft word and Microsoft excel were used to generate graphs and tables. The following statistical tests were employed for the analyses.

1. Descriptive statistics
2. Student’s t-test
3. Analysis of variance (ANOVA)
4. Scheffe test for pair wise comparison
5. Karl Pearson’s Product moment correlation coefficient

5.3 MAJOR FINDINGS

1. Special teachers were found to have only moderate level satisfaction in teaching children with autism, mental retardation and multiple disabilities. (48.85% of teachers reported moderate satisfaction and 29.19% expressed only low satisfaction)

2. No significant difference was noticed among the three groups (M.R, Autism and M.D) of special teachers in their satisfaction in educational assessment.

3. No significant difference was noticed among the three groups (M.R, Autism and M.D) of special teachers in their satisfaction in the selection of appropriate skills. This reveals that these three groups have similar satisfaction in the selection of appropriate skills.

4. There were no significant differences among the three groups of teachers in their satisfaction in planning the teaching procedures. This reveals that these three groups of teachers have similar satisfaction in planning the teaching procedures.

5. There were no significant differences among the three groups of special teachers in their satisfaction in using appropriate motivation strategies.

6. There were no significant differences among the three groups of special teachers in their satisfaction in the selection and preparation of appropriate teaching materials.
7. There were no significant differences among the three groups of special teachers in their satisfaction in the application of effective teaching strategies.

8. There were no significant differences among the three groups of special teachers in their satisfaction in meaningful interaction with students.

9. There were no significant differences among the three groups of special teachers in the satisfaction in using the appropriate evaluation strategies.

10. Locality of residence, type of school, age of teachers, number of teachers in the school, educational qualification of teachers, type of disability, religion, and monthly income of teachers, marital status and class level were not emerged as significant predictors of satisfaction of special teachers in teaching. However location of school was found to be a significant factor in deciding the satisfaction of special teachers in teaching children with mental retardation, autism and multiple disabilities. Rural school teachers reported significantly more satisfaction than their urban counter parts.

12. The years of experience of teachers was found to be in deciding their satisfaction. Teachers with lowest experience were found to have more satisfaction than those who have more years of experience.

13. Number of children in the class was emerged as a significant factor in deciding the satisfaction of teachers in teaching. Significantly more satisfaction was found to associate with classes with more number of children.

14. Male teachers were found to have significantly more satisfaction than the female teachers.

15. Significant differences in the satisfaction of teachers were noted with respect to level of their problems in teaching. As the level of problem increases the satisfaction was found to decrease.

16. The problems of special teachers in teaching children with autism, mental retardation and multiple disabilities were of mostly high and moderate level. (46.85% of teachers reported high and 43.93% expressed moderate problems).

17. There were no significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in educational assessment.
18. There were no significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in the selection of appropriate skills.

19. There were significant differences among the three groups of teachers in their problems related to planning the teaching procedures. Teachers of autism have significantly higher problems than that of other groups.

20. There were no significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in using appropriate motivation strategies. This reveals that these three groups have similar problems in using appropriate motivation strategies in the classroom.

21. There were no significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in the selection and preparation of appropriate teaching learning materials. This reveals that these three groups have similar problems in the selection and preparation of appropriate teaching learning materials.

22. There were no significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in the application of effective teaching strategies.

23. There were no significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in meaningful interaction with students.

24. The three groups of teachers differ significantly in their problems in employing appropriate evaluation strategies. Teachers of autism students have significantly higher problems than that of other groups.

25. There were significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in using reinforcement strategies. As in the case of evaluation strategies and planning, teaching procedures, teachers of students with autism reported significantly more problems than that of the other two groups.

26. There were significant differences between the teachers of urban and rural schools teachers in problems of teaching. Teachers from urban schools have significantly more problems than that of rural school teachers.
27. Number of teachers in the school was emerged as a significant influencing factor of problems of teachers in teaching children with mental retardation, autism and multiple disabilities. Teachers working in schools with 5 to 10 teachers were found to have significantly higher problems than that of the schools with 20 or more number of teachers.

28. Type of school, age of teachers, experience of teachers, educational qualification of teachers, class level, type of disability, religion of teachers, locality of residence, monthly income, marital status, and gender of teachers, were not found to be significantly influencing the problems of special teachers.

29. Teachers with up to eight children in the class were found to experience significantly more problems than that of the teachers with more than eight children in the class.

30. Significant differences in the satisfaction of teachers were noted with respect to level of their problems in teaching. As the level of problem increases the satisfaction was found to decrease.

31. Type of disability was emerged as a significant influencing factor of problems in using reinforcement strategies in teaching children with autism, mental retardation and multiple disabilities. Teachers of children autism have significantly more problems in using reinforcement strategies than that of mental retardation and multiple disabilities.

5.4 TENABILITY OF THE HYPOTHESES

Hypothesis-1

"There is no significant difference among the three groups of special teachers in their satisfaction."

The results indicated that there were no significant differences among the three groups of teachers in their satisfaction in teaching.

"The hypothesis is accepted"
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Hypothesis-2

*There is no significant difference among the three groups of special teachers in their satisfaction in conducting special education assessment.*

The results showed that there were no significant differences among the three groups of special teachers in their satisfaction in the special educational assessment.

*The hypothesis is accepted*

Hypothesis-3

*There is no significant difference among the three groups of special teachers in their satisfaction in selection of appropriate skills.*

The results showed that there were no significant differences among the three groups of special teachers in their satisfaction in the selection of appropriate skills.

*The hypothesis is accepted*

Hypothesis-4

*There is no significant difference among the three groups of special teachers in their satisfaction in planning the teaching procedures.*

The results indicate that there were no significant differences among the three groups of teachers in their satisfaction in planning the teaching procedures.

*The hypothesis is accepted*

Hypothesis-5

*There is no significant difference among the three groups of special teachers in their satisfaction in planning and using appropriate motivation strategies*.

The results showed that there were no significant differences among the three groups of special teachers in satisfaction in planning and using the appropriate motivation strategies in teaching.

*The hypothesis is accepted*
Hypothesis-6

There is no significant difference among the three groups of special teachers in their satisfaction in selection and preparation of appropriate teaching learning materials.

The results showed that there were no significant differences among the three groups of special teachers in the satisfaction in the selection and preparation of appropriate teaching learning materials.

*The hypothesis is accepted*

Hypothesis-7

There is no significant difference among the three groups of special teachers in their satisfactions in the application of effective teaching strategies.

The results indicated that there were no significant differences among the three groups of teachers in their satisfaction in the application of effective teaching strategies.

*The hypothesis is accepted*

Hypothesis-8

There is no significant difference among the three groups of special teachers in their satisfaction in the meaningful interaction with students.

The results indicated that there were no significant differences among the three groups of teachers in the satisfaction in the meaningful interaction with students.

*The hypothesis is accepted*

Hypothesis-9

There is no significant difference among the three groups of special teachers in their satisfaction in employing appropriate evaluation strategies.

The results showed that there were no significant differences among the three groups of teachers in employing appropriate evaluation strategies.

*The hypothesis is accepted*
Hypothesis-10

There is no significant difference among the three groups of special education teachers in their satisfaction with respect to certain selected socio demographic variables.

The results prove that variables such as location of school, experience of teachers, and number of children in the class and gender of teachers have significant influence in deciding the satisfaction of teachers. However, all other variables studied were found to be insignificant in deciding the satisfaction of special teachers in teaching.

Hence the null hypothesis is partially accepted.

Hypothesis-11

There is no significant difference among the three groups of special teachers in their problems.

The result showed that there were no significant differences among the three groups (M.R, autism and M.D) of teachers in their problems in teaching.

The hypothesis is accepted

Hypothesis-12

There is no significant difference among the three groups of special teachers in their problems in conducting special education assessment.

The results showed that there were no significant differences among the three groups of special teachers in their problems in the special education assessment.

The Hypothesis is accepted

Hypothesis-13

There is no significant difference among the three groups of special teachers in their problems in selection of appropriate skills.

The results showed that there were no significant differences among the three groups of special teachers in their problems in the selection of appropriate skills.

The hypothesis is accepted
Hypothesis-14

*There is no significant difference among the three groups of special teachers in their problems in planning the teaching procedures.*

The results indicated that there were significant differences among the three groups of teachers in their problems of teaching with regard to planning the teaching procedures. Teachers of autism have significantly higher problems than that of other groups. However, no significant difference was obtained between the problem levels of teachers of children with mental retardation and multiple disabilities. Therefore,

*The hypothesis is partially rejected*

Hypothesis-15

*There is no significant difference among the three groups of special teachers in their problems in planning and using appropriate motivation strategies.*

The results showed that there were no significant differences among the three groups of special teachers in their problems in planning and using appropriate motivation strategies in teaching.

*The hypothesis is accepted*

Hypothesis-16

*There is no significant difference among the three groups of special teachers in their problems in selection and preparation of appropriate teaching learning materials.*

The results showed that there were no significant differences among the three groups of special teachers in their problems in the selection and preparation of appropriate teaching learning materials.

*The hypothesis is accepted*
Hypothesis-17

*There is no significant difference among the three groups of special teachers in their problems in the application of effective teaching strategies.*

The results indicated that there were no significant differences among the three groups of teachers in their problems in the application of effective teaching strategies.

*The hypothesis is accepted*

Hypothesis-18

*There is no significant difference among the three groups of special teachers in their problems in the meaningful interaction with students.*

The results indicated that there were no significant differences among the three groups of teachers in their problems in the meaningful interaction with students in teaching.

*The hypothesis is accepted*

Hypothesis-19

*There is no significant difference among the three groups of special teachers in their problems in employing appropriate evaluation strategies.*

The results showed that there were significant differences among the three groups of teachers in their problems in employing appropriate evaluation strategies. Teachers of autism have significantly higher level problems than that of other groups.

*The hypothesis is partially rejected*

Hypothesis-20

*There is no significant difference among the three groups of special teachers in their problems in using appropriate reinforcement strategies*
There were significant differences among the three groups (M.R, Autism and M.D) of special teachers in their problems in using reinforcement strategies.

**The Hypothesis is rejected**

**Hypothesis-21**

*There is no significant difference in the problems of special teachers with respect to certain selected socio demographic variables.*

Results showed that variables such as location of school, number of teachers in the school and number of children in the class are significantly influencing the problem of special teachers. However, all other socio demographic variables studied, namely, type of school, age of teachers, experience of teachers, educational qualification of teachers, class level, gender of teachers, religion of teachers, monthly income, locality of residence, and marital status of teachers, were not found to be significantly influencing the problems of special teachers.

**Hence the Hypothesis is partially accepted.**

**5.5 CONCLUSIONS**

Present study convincingly proved that, most of the special teachers of children with autism, mental retardation and multiple disabilities are experiencing only moderate to low level of satisfaction in teaching. The study also revealed that most of the teachers face moderate to high level problems in the various aspects of teaching. The correlation analysis confirmed the trend by revealing a significant moderate negative relationship between total problem scores and total satisfaction scores.

The study further indicates that teachers of children with autism have significantly more problems with regard to employing appropriate evaluation strategies, planning the teaching procedures, and in using reinforcement strategies. In all other domains related to problems and satisfaction there is no significant difference among the three groups of teachers. In other words irrespective of the difference in the
nature of disabilities, special teachers have similar level of satisfaction and problems in teaching.

The result of the analysis of satisfaction scores with respect to 13 socio demographic variables reveals significant difference with regard to 4 of them. Rural school teachers reported significantly more satisfaction than the urban school teachers. Special teachers with lowest experience were found to have significantly more satisfaction than those who have more years of teaching experience. Significantly more satisfaction was found to associate with more number of children in the class. The study further showed that male teachers have significantly more satisfaction than the female teachers in teaching children with mental retardation, autism and multiple disabilities. With regard to all other nine socio demographic variables the study did not yield any significant difference for the satisfaction scores of the special teachers.

Somewhat a similar trend was revealed with regard to the analysis related to the problem scores of special teachers. Only three of the 13 socio-demographic variables were emerged as significant factors in determining the problems of special teachers. Teachers of urban special schools were found to have significantly more problems in teaching than that of the rural special schools. It was also found that teachers working in schools where there are only 5 to 10 teachers have significantly more problems than that of the schools with 20 or more number of teachers. Finally teachers with up to eight children in their class were found to experience significantly more problems than that of the teachers with more than 8 children in the class.

5.6 IMPLICATIONS

Education and teaching of children with mental retardation, autism and multiple disabilities is a challenge for special teachers throughout the world. This field witnessed tremendous growth and development in the last few decades. Increased concerns and attention of professionals, authorities as well as parents have been instrumental in the enhancement of quality in care, education, and other professional services. Early identification, early intervention, special education, special teacher
training, development of strategies and methods of teaching, rights, policies, and legislation are some of the areas that are developed considerably in the recent years. All these factors directly or indirectly increased the importance and role of special teachers significantly in the management of children with mental retardation, autism and multiple disabilities. Findings of the present study are to be analyzed in this context.

This piece of research was an attempt to analyze the nature and extent of satisfaction and problems of teachers in the educational process of children with autism, mental retardation and multiple disabilities. The study specifically focussed on the very minute components or steps of the special education process. The study revealed many interesting findings, and has wide practical implications.

First of all, it was found that majority of teachers of children with autism, mental retardation and multiple disabilities have only moderate to low level satisfaction in the process of teaching. Further examination of the findings reveals that this trend is common for all the domains of satisfaction. Lack of high level satisfaction in teaching by special teachers can have far reaching implications. Satisfaction in any job will increase the productivity of the employee. Productivity of special teachers is to be explained in terms of the growth and development of their students with special needs. Present study was focussed on the satisfaction of teachers in the very basic steps involved in the process of teaching. The observed inadequate level of satisfaction of teachers can have adverse effect on the quality of their performance in each of these specific steps. This in turn can lead to inadequate learning and there by poor growth and development of students.

The inadequate level of satisfaction may perhaps be the result of insufficient level of knowledge, skills and attitude of special teachers, as well as under expectation of parents, management and community. Hence further enquires are to be made to unravel the real causes of insufficient level of satisfaction of special teachers. The nature and quality of infrastructural facilities available in the school, perception of the management on providing facilities and solving problems, quality and degree of the parental involvement, frequency and quality of in service training, increasing
concern on quality of special education etc., are potentially sound factors that may determine the satisfaction of teachers. All these point towards the research implications of the findings of the present study.

Significantly more satisfaction was found for teachers of rural special schools than the urban special schools. Urban rural difference in general life in Kerala context is very meager. Even though, both the groups have moderate level satisfaction, the complexities of urban social structure may be the reason for this difference in the extent of satisfaction. More focussed research is needed for explaining this result. Another striking finding is that the teachers with minimum years of experiences were found to be more satisfied than the teachers with more years of experience. In other words, a trend is visible that the increased years of experience is associated with low level of satisfaction. This indicates several possible issues in the field.

Basically the non-involvement of government in terms of non-recognition of special schools, unequal status of special teachers when compared with the regular teachers, the unattractive and pathetic salary and service conditions, lack of proper system to monitor the quality of the education and training, lack of chances for professional growth, alarmingly low level of success rate of students, etc may be the possible factors that reduce the satisfaction of teachers. The enthusiasm and alertness of special teachers may gradually vanish after a few years of service by realizing the helpless prevailing situations. A kind of disappointment is visible among the community of special teachers. The situation demands urgent scientific intervention from the part of authorities.

An interesting finding of the study is that satisfaction of the teachers increases with increase in the number of students in the class. Usually the teacher-pupil ratio in the special class depends up on the severity level of the disability. As the level of disability increases number of students will be less in the class. It is comparatively easy for teachers to handle the educational needs of students with mild level of disabilities than those with severe and profound level disabilities. More number of mild students may not pose as much problems or challenges for the
teachers than the less number of severe students. Scientific professional intervention is indicated here also. Another unexpected finding is that male teachers have significantly more satisfaction than the female teachers. It is perhaps against the popular belief and expectation. Comparatively very less number of male teachers are working in this field. This profession pre supposes more patience, perseverance and readiness from the part of teachers. Female teachers are supposed to have more such qualities than their male counter parts. This finding demand more structured research to reveal the determinants of this difference.

However no significant differences in the satisfaction were emerged with respect to other socio-demographic variables. Educational qualification is an important variable, which is supposed to associate with satisfaction, but no significant difference was revealed among the teachers with bridge course, Diploma and Bachelor Degree in Special Education as their qualifications. This shows that higher qualification does not associate with higher level of satisfaction. This result warrants the attention of curriculum experts. Teacher training at the higher level should have higher level curriculum also. Curriculum at the higher level should ensure more scientific methods, knowledge, attitudes and skills for the student teachers. Otherwise there will be no difference in the quality and efficiency of the trainees who come out of the various training programmes.

The second part of the study focussed on the problems of special teachers in teaching children with autism, mental retardation and multiple disabilities. It was concluded that the sample of special teachers studied have moderate to high level problems in teaching. The descriptive analysis revealed that in all the domains of teaching, most of the teachers have either moderate or high level problems. Considering the important role of teachers in special education, this result has much significance. The very nature of the study, as already stated earlier, focussed on the very specific steps in the teaching process. Therefore, the higher level problems of teachers directly or indirectly point towards the complex problem situations prevailing in the field of education of children with autism, mental retardation and multiple disabilities. Problems of teachers in the proper use of assessment, skill selection,
motivation, teaching learning materials, teaching strategies, interaction with students, evaluation strategies, planning teaching procedures, and application of reinforcement deserve urgent attention, intervention, and solution from the part of authorities. If the system fails to address these problems effectively it will lead to a serious failure of the entire process of special education. There by making special education a meaningless and futile exercise. It is to be specifically noted that the study is on the education of the most vulnerable, helpless and dependent group of children. Hence the results strongly point towards the inadequacy of the existing curriculum of teacher training in special education as well as to the need for thorough revision of the same.

Several factors may be there contributing to this higher level problems of special teachers. As discussed in the initial part of the implications, it can be teacher related, student related, curriculum related, institution related, policy related, as well as training related problems. Well designed whole hearted investigations are needed to find out those contributing factors of problems of special teachers.

The analysis of problem scores of special teachers with respect to the socio-demographic variables yield three significant factors. As in the case of satisfaction, location of school was found to be significantly influencing the problem scores of teachers, with teachers of urban special schools having higher level problems. Earlier, significantly less satisfaction was found among urban special school teachers. Both these findings may be indicating the correlational nature, that is, as the problems increase, satisfaction decreases. Further studies are needed to understand why more problems and less satisfaction for urban special school teachers than that of their rural counterparts. Another important finding is that teachers working in schools with less number of teachers have more problems than that of the schools with more number of teachers. Schools with more number of teachers invariably indicate more number of students, structures and other related facilities. Sometimes less number of teachers and higher level problems may be the indication of budding stage of the institution. The initial organizing years of any institution cause hardships to its employees. Another related finding is that teachers handling classes with up to eight children experience higher problems than that of teachers with
more than eight children in the class. As discussed earlier, classes with less number of children usually means, children with more degree of disability. In such cases, more challenges will be there for special teachers.

The study also revealed that teachers of children with autism, experience significantly more problems than that of the other groups of teachers. This trend was visible in the case of problem with regard to application of reinforcement strategies also. Problems of teachers of autism are relatively uninvestigated area. Hence it warrants well structured research attempts to probe the problems, nature and needs of special teachers of children with autism.

In short, stagnation in the growth and development of children with autism, mental retardation and multiple disabilities is evident. Absence of high level satisfaction and presence of high level problems need to be analyzed, understood and addressed in this background. Hence, the present study establishes the implications of the findings, especially in the research and practical levels.

Education and training of children with autism, M.R, and M.D has been a challenge. There has been tremendous development in the past few decades with number of qualified teachers, many special schools, early intervention programmes, special teacher training programmes and special teaching methods. There is no denying the fact that among the many factors that influence the quality of education, the quality and competence of the teachers are the most important. Hence nothing can be as crucial as providing the teachers with the best professional preparation and creating satisfactory conditions of work. A teacher who does not have satisfaction cannot achieve the desirable results. Such a teacher cannot be an effective teacher. So teachers have the most important role to play in any type of education.

5.7 SUGGESTIONS

Major findings, conclusions and implications naturally lead to the following suggestions.

1. The curriculum of special education teacher training at all levels should be revised and restructured, specifically incorporating more importance for the
mastery of skills in each of the specific components of the process of teaching. This should be built on strong and adequate theoretical basis. Chances for overlooking the theoretical basis should be prevented.

2. Even in this age of educational equality, colleges of special teacher education are a very rare phenomenon. There are hundreds of colleges of teacher education at the regular stream, whereas, in the entire state of Kerala there are only six colleges that offer B. Ed programme in special education for developing teachers of children with mental retardation. All these colleges are run by non-governmental charity organizations in the unaided stream. This shows the lack of interest or neglect of government and universities regarding the various issues related to the nature and needs of individuals with intellectual disability. The government and University Grants Commission (UGC) should take urgent steps to start colleges of special teacher education in the aided stream.

3. The very unscientific and deplorable attitude towards the salary and service conditions of the special teachers of children with autism, mental retardation and multiple disabilities is another important prevailing fact. The outlook and approach of the government in this regard is to be urgently modified at any cost. The well deserving recognition, salary and service conditions should be ensured to these unfortunate, unorganized but hardworking groups of teachers. Implementation of the recommendations of Jayraj Commission report (Jayraj, 2013) in this regard is very essential to save the basic interests and survival of this group of professionals.

4. Massive in service training programmes should be organized to address the specific problems of teachers. A permanent system should be there to address the problems of special teachers, either as a part of DIET or SCERT.

5. At present there is no effective collaboration and link between the activities of RCI, DIET, SCERT, and universities. Policies and strategies should be developed, so that more productive and efficient special teacher training programmes can be conducted.
6. Research in special education is a neglected or virtually untouched area in the country. A basic reason for this pathetic situation is that special education at the masters level is not a concern of the universities and colleges. Even now, only two colleges in the entire state of Kerala offers M. Ed programme in special education, that also in the unaided stream. No university department is there in the state that offers M. Ed special education programme. No further evidence is needed for proving the lackadaisical approach or disinterest of the universities and government towards the teacher education and research in the field of special education. Universities should include education of children with autism, mental retardation and multiple disabilities in the priorities.

7. Very often the authorities and professionals in this field are talking about equality of opportunities and protection of rights of persons with disabilities; however, no movements or interest is there for protecting the rights of the teachers working in this field. Satisfaction of special teachers can be enhanced only through equating their service with that of the regular teachers. Hence proper steps should be taken to design and implement policies and programmes so that the status of the special teachers is increased.

8. Steps should be taken to attract gifted students to special teacher education programmes. This can be done by offering special fellowships.

9. Effective mechanism should be established for monitoring the special school education for children with autism, mental retardation and multiple disabilities. This can be done by appointing qualified special educationists at the level of AEO, District Education Officer (DEO), DIET, and State Council of Research and Training (SCERT). This will help in enhancing the quality of the system as a whole.

10. All special schools should have adequate stock of standard tools for assessment, quality teaching learning materials, and scientific methods of evaluation.

11. There should be quality library in all the special schools with sufficient number of reference books and resource materials so that teachers can maintain and update their knowledge and skills in the subject.
12. There should be provisions for utilizing the advanced educational and electronic technologies; thereby possibilities of computer based assessment, planning, teaching, evaluation and recording can be realized with more accuracy and ease. This can be achieved only by equipping the special schools and special teachers with technical knowhow as well as material resources. So an action plan should be developed and implemented, so that all special schools for children with autism, mental retardation and multiple disabilities are equipped with latest technological equipments.

13. Appropriate enriched training programmes should be organized specifically for the teachers of children with autism for reducing their problems in teaching and increasing their level of satisfaction. It is not easy for teachers of children with mental retardation to teach children with mental retardation having autism. Hence, proper steps should be taken to enable the special teachers to handle the special needs of children with autism.

14. Steps should be taken to understand the causes for the reduced level of satisfaction of more experienced special teachers and it should be addressed scientifically.

15. Well designed studies are needed to find out the factors that are leading to the reduced level of satisfaction and increased level of problems of urban special schools teachers.

16. Adequate in service training should be given to special teachers for handling the challenges of teaching children with more severe degree of mental retardation, autism and multiple disabilities.

17. Steps should be taken to identify the difficulties of female special teachers that lead to their lower level of satisfaction and ensure appropriate provisions for enhancing their level of satisfaction in teaching.

18. Policies should be developed for ensuring professional growth of special teachers. There by decreasing the problems and enhancing the satisfaction in teaching.
5. 8 SUGGESTIONS FOR FURTHER RESEARCH

From the professional expertise of the researcher, the rich experiences gained through the conduct of the present study and from the findings of the study the following topics are listed for further research.

1. A similar study can be conducted in other types of disabilities.
2. A similar comparative study can be done with samples taken from both regular teachers and CWID, autism, and multiple disabilities.
3. Same study may be repeated with sample of teachers from special schools, inclusive schools and teachers of children with autism without MR.
4. Further study may be conducted to identify the correlates of satisfaction of special teachers.
5. An investigation to find out the causes of difficulties and problems of special teachers will be worth doing.
6. A similar study by using observation as the method of data collection may be conducted.
7. More focussed study may be organized to reveal the issues related to the satisfaction and problems of special teachers working in urban special schools.
8. A separate study may be conducted to identify the unique problems and difficulties of elder teachers working in the field.
9. A similar study may be organized to identify the specific problems of teachers of children with severe and profound mental retardation.
10. Problems related to the service conditions of special teachers deserve special attention of researchers.
11. Attitude of university authorities and principals and teachers of colleges of regular teacher education may be studied towards the education of children with special needs.
12. An investigation may be designed to address the problems and issues related to the parent teacher partnerships in special education.
13. A study may be organized to probe the role of parents and professionals in special education.
14. Experimental studies may be designed to find out effective motivation and reinforcement techniques.

15. A specific study may be conducted to address the problems of special teachers in handling needs of the parents of children with autism, mental retardation and multiple disabilities.