CHAPTER - V
MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCHES

Chapter-IV comprised the analysis and interpretation of data. The present chapter is devoted to the main findings, educational implications and suggestions for further research. As is evident from chapter-I, the present research aimed at studying teachers’ attitude towards inclusive education in relation to their perceived efficacy, stress coping strategies and level of confidence to teach in inclusive classrooms. The collected data from the teachers teaching in the government schools run by the Directorate of Education, Delhi, was subjected to statistical analysis to obtain results. To abridge the obtained results, the researcher intended for inscription of main findings of the study.

5.1 MAIN FINDINGS

The findings of the study have been presented in the following sections:

SECTION-I

5.1.1.1: DEMOGRAPHIC PROFILE OF SAMPLE

a) Out of total sampled teachers, 54.13 percent teachers were female and 45.87 percent teachers were male.

b) Designation of teachers was categorized into three groups namely PGTs, TGTs and PRTs and they covered 29.23 percent, 53.45 percent and 17.32 percent teachers respectively.

c) A total of 20.84, 27.6, 33.69 and 17.86 percent teachers respectively were in the age group of 51 years & above, 41-50 years, 31-40 years and 30 years & below.

d) On a five point likert scale, 4.19 percent teachers responded that they ‘always’ feel stressed, 44.11 percent responded to ‘frequently’, 35.99 responded to ‘seldom’ and 15.69 percent teachers perceived that they ‘rarely’ feel stressed while teaching CWSN in inclusive classrooms.
None of the teachers responded to ‘never’. Majority of the teachers in all the groups (PRT, TGT & PGT) reported that they frequently feel stressed while teaching CWSN in inclusive classrooms.

e) Only 9.20 percent teachers were facilitated with additional in-services training to deal with CWSN in inclusive classrooms. Only 8.33 percent of total PGTs, 10.86 percent of total TGTs and 5.47 percent of total PRTs were provided with the same.

f) A total of 29.09 percent teachers reported that they had CWSN in their regular classrooms. Out of total PGTs, 21.76 percent teachers, 34.43 percent of total TGTs and 25 percent of total PRTs reported the presence of CWSN in their inclusive classroom.

5.1.1.2: PREVALENCE OF TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION

a) It was found that a total of 47.36 percent teachers showed higher sentiments, 46.41 percent teachers were having neutral sentiments and 6.22 percent teachers were found with fewer sentiments towards inclusive education.

b) A total of 38.97 percent teachers were having positive attitude, 52.64 percent teachers were having neutral attitude and 8.39 percent teachers had negative attitude towards inclusive education.

c) A total of 35.05 percent teachers had higher concern about inclusive education, 58.59 percent teachers had neutral concerns towards inclusive education and 6.36 percent teachers were having fewer concerns towards inclusive education.

d) A total of 28.82 percent (213 out of 739) general teachers were having positive attitude (overall) towards inclusive education, 59.27 percent (438 out of 739) teachers showed neutral attitude towards inclusive education and 11.91 percent (88 out of 739) teachers were found with negative attitude towards inclusive education.
5.1.1.3: PREVALENCE OF TEACHERS’ PERCEIVED EFFICACY TO TEACH IN INCLUSIVE CLASSROOMS

a) Only 12.45 percent teachers had high level of efficacy, 77.54 percent teachers had average level of efficacy and 10.01 percent teachers were having low level of efficacy to use inclusive instructions.

b) Only 12.72 percent teachers showed higher efficacy in collaboration, 76.18 percent teachers had average efficacy in collaboration and 11.10 percent teachers were having low level of efficacy in collaboration.

c) Likewise, only 10.28 percent teachers had higher efficacy in managing behaviour, 79.29 percent teachers had average efficacy in managing behaviour of CWSN and 10.42 percent teachers had low level efficacy in managing behaviour.

d) An overall efficacy to teach in inclusive classrooms consisting efficacy to use inclusive instruction, efficacy in collaboration and efficacy in managing behaviour of teachers was found to be high only in 9.20 percent (68 out of 739) teachers and average in 79.16 percent (585 out of 739) teachers and low in 11.64 (86 out of 739) teachers.

5.1.1.4: PREVALENCE OF TEACHERS’ PERCEIVED STRESS WHILE TEACHING IN INCLUSIVE CLASSROOMS

a) Results revealed the level of stress among general teachers while teaching in inclusive classrooms. Classroom environment, time availability, demands of CWSN and environment outside the classroom cumulatively accounted for the overall foundation of perceived stress among teachers. Classroom environment, time availability, demands of CWSN and environment outside the classroom caused average stress among 72.39, 55.89, 66.98 and 75.37 percent teachers respectively, low level of stress among 12.58, 7.17, 10.42 and 8.39 percent and high level of stress among 15.02, 36.94, 22.60 and 16.24 percent teachers respectively.
b) Overall, a total of 17.185 percent teachers were found to be highly stressed, 70.09 percent teachers had average level of stress and 12.72 percent teachers were having low level of perceived stress while teaching in inclusive classrooms.

5.1.1.5: PREVALENCE OF TEACHERS’ PERCEIVED STRESS COPING STRATEGIES TO TEACH IN INCLUSIVE CLASSROOMS

The scores of teachers on ‘Perceived Stress Coping Strategies to teach in Inclusive Classrooms Scale’ were categorized in three sub scales namely, problem solving approach, avoidance approach and supportive approach of coping with stress.

a) A total of 15.43, 11.77 and 11.23 percent teachers reported high use of problem solving approach, avoidance approach and supportive approach respectively as stress coping strategies.

b) An average level of support was shown by 75.24, 67.93 and 83.36 percent teachers to problem solving approach, avoidance approach and supportive approach of coping with stress respectively.

c) A total of 9.34, 20.30 and 5.41 percent teachers followed a little problem solving approach, avoidance approach and supportive approach respectively.

d) In total, 16.64 percent teachers highly followed stress coping strategies, 69.42 percent teachers followed up to an average level and 13.98 percent teachers followed the stress coping strategies to a low level.

5.1.1.6: PREVALENCE OF TEACHERS’ PERCEIVED LEVEL OF CONFIDENCE TO TEACH IN INCLUSIVE CLASSROOMS

Scores of teachers on Confidence in creating appropriate environment for CWSN, Confidence in understanding needs of CWSN, Confidence in teaching learning process, Confidence in evaluation, Confidence in preparing IEP, Confidence in implementing IEP, Confidence in curriculum adaptation and Confidence in training jointly revealed teachers’ Perceived Level of Confidence to teach in inclusive classrooms.
a) It was revealed that a total of 19.21 (142 out of 739) percent teachers had higher level of confidence, 69.55 (514 out of 739) percent teachers had average level of confidence and 11.23 (83 out of 739) percent teachers had low level of confidence to teach in inclusive classrooms.

b) A total of 16.10, 18.40, 16.37, 16.51, 19.48, 20.57, 18.94 and 18.94 percent teachers were found to be having higher level of confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation and confidence in training respectively.

c) Confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation and confidence in training were found to be average among 72.12, 74.56, 73.07, 73.34, 69.42, 73.88, 71.04 and 72.53 percent teachers respectively.

d) A total of 11.77, 7.04, 10.55, 10.15, 11.10, 5.55, 10.01 and 8.52 percent teachers were having low level of confidence in creating appropriate environment for CWSN, Confidence in understanding needs of CWSN, Confidence in teaching learning process, Confidence in evaluation, Confidence in preparing IEP, Confidence in implementing IEP, Confidence in curriculum adaptation and Confidence in training.

SECTION-II
NORMALITY OF DATA

5.1.2.1: The Q-Q plot depicted that data on teachers’ attitude towards inclusive education were normally distributed.

5.1.2.2: The Q-Q plot of data on teachers’ perceived efficacy to teach in inclusive classrooms evidenced that the scores were found normally distributed.
5.1.2.3: The Q-Q plot of teachers’ scores on perceived stress while teaching in inclusive classrooms was distributed normally.

5.1.2.4: The Q-Q plot on teachers’ perceived stress coping strategies revealed that the distribution of data was normal.

5.1.2.5: The teachers’ data on their perceived level of confidence to teach in inclusive classrooms were found normally distributed in Q-Q plot of normal distribution.

SECTION-III
Findings related to teachers’ attitude towards inclusive education in relation to their perceived efficacy, stress coping strategies and level of confidence to teach in inclusive classrooms are presented in the following section:

5.1.3.1: RELATIONSHIP BETWEEN TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND THEIR PERCEIVED EFFICACY TO TEACH IN INCLUSIVE CLASSROOMS
Inter correlations of teachers’ attitude towards inclusive education including its three facets with teachers’ perceived efficacy and its three dimensions were found to be substantially significant and positive in case of total sample of teachers as well as in case of male teachers, female teachers, PRTs, TGTs and PGTs. Out of total 96 correlates, 74 were found significant and positive ranging from .081 to .461 on various df. In sum, teachers’ attitude towards inclusive education was found to be positively and significantly correlated with their perceived efficacy to teach in inclusive classrooms and all its three dimensions (sub-variables). Thus, teachers can be inferred that higher the teachers’ efficacy to teach in inclusive classrooms, highly positive attitude of teachers will be towards inclusive education and vice versa.

- Sentiments, concerns and overall attitude towards inclusive education were found positively correlated with efficacy to use inclusive instructions, efficacy in collaboration, efficacy in managing behaviour and overall perceived efficacy to teach in inclusive
classrooms. Attitude as a dimension of overall attitude of teachers was not found correlated with perceived efficacy to teach in inclusive classrooms and its dimensions except efficacy in collaboration.

- Sentiments, concerns and overall attitude of male teachers were found significantly and positively correlated with efficacy to use inclusive instructions, efficacy in collaboration, efficacy in managing behaviour and overall perceived efficacy to teach in inclusive classrooms.

- Similarly, sentiments, concerns and overall attitude of female teachers were found significantly and positively correlated with efficacy to use inclusive instructions, efficacy in collaboration, efficacy in managing behaviour and overall perceived efficacy to teach in inclusive classrooms.

- Sentiments, concerns and overall attitude of teachers towards inclusive education of PRTs had a positive relationship with efficacy to use inclusive instructions, efficacy in collaboration, efficacy in managing behaviour and overall perceived efficacy to teach in inclusive classrooms. Attitude dimension of overall attitude showed non significant correlates with efficacy and all its dimensions.

- Results revealed that sentiments, concerns and overall attitude of TGTs bear positive correlation with efficacy to use inclusive instructions, efficacy in collaboration, efficacy in managing behaviour and overall perceived efficacy to teach in inclusive classrooms. But here also, attitude (dimension of overall attitude) was not found correlated with overall perceived efficacy to teach in inclusive education and its sub-variables.

- Teachers’ sentiments, concerns and overall attitude towards inclusive education of PGTs were found positively correlated with efficacy to use inclusive instructions, efficacy in collaboration, efficacy in
managing behaviour and overall perceived efficacy to teach in inclusive classrooms to teach in inclusive classroom. Attitude, a dimension of overall attitude towards inclusive education, modestly correlated with efficacy in collaboration only.

5.1.3.2: RELATIONSHIP BETWEEN TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND THEIR PERCEIVED STRESS COPING STRATEGIES TO TEACH IN INCLUSIVE CLASSROOMS

A total of 53 correlates out of 96 being significant ranging from .106 to .477 on different degrees of freedom, of which 18 was negative and 35 were positive, revealed a significant positive relationship between teachers’ attitude towards inclusive education and their perceived stress coping strategies. Avoidance Approach of stress coping strategies has shown a negative association with teachers’ attitude towards inclusive education and its three sub-variables. It can be generalized that using more problem solving and supportive stress coping strategies leads to more positive attitude of teachers towards inclusive education and vice versa.

- Teachers’ Sentiments, attitude, concerns and overall attitude towards inclusive education were found positively and significantly correlated with overall perceived stress coping strategies to teach in inclusive classrooms. Sentiments, concerns and overall attitude were negatively correlated with avoidance approach. Attitude, concerns and overall attitude was found positively and significantly correlated with problem solving approach of stress coping strategies to teach in inclusive classrooms. No association was found between supportive approach of stress coping and teachers’ attitude towards inclusive education and its three dimensions.

- It bears a significant positive correlation for overall perceived stress coping strategies to teach in inclusive classrooms with all the sub-variables of attitude in case of male teachers. Overall attitude and its sub-variable attitude showed a positive association with problem
solving approach of stress coping strategies. Avoidance approach of stress coping strategies perceived by male teachers showed a negative association with sentiments, concerns and overall attitude towards inclusive education. Supportive approach followed by male teachers was found positively associated with attitude facet of overall attitude of teachers only.

- Female teachers’ overall attitude towards inclusive education and its sub-variables attitude and concerns were found positively associated with problem solving approach and stress coping. Sentiments, concerns and overall attitude were found negatively associated with avoidance approach of stress coping strategies.

- Sentiments of primary school teachers revealed no association with stress coping strategies and its sub-variables. Attitude dimension of overall attitude revealed a substantial positive correlation with problem solving approach, supportive approach & overall perceived stress coping strategies to teach in inclusive classrooms and negative attitude with avoidance approach. Further, avoidance approach had a negative correlation and overall perceived stress coping strategies to teach in inclusive classrooms and had a positive correlation with overall attitude and concerns of PRTs towards inclusive education. No correlation was existed between overall attitude towards inclusive education and problem solving & supportive approach of stress coping strategies.

- Overall attitude and its dimensions i.e. attitude and concerns of TGTs was found to have substantial, positive and significant association with problem solving approach & overall perceived stress coping strategies to teach in inclusive classrooms and negative association with avoidance approach of stress coping strategies. Sentiments have yielded a negative & significant correlation with avoidance approach and positive correlation with overall perceived stress coping strategies to teach in inclusive classrooms.
• Overall perceived stress coping strategies to teach in inclusive classrooms were found substantially, positively and significantly correlated with overall attitude of PGTs and their concerns only. Problem solving approach was found associated with attitude sub-variable of overall attitude of teachers towards inclusive education only. Sentiments, concerns and overall attitude yielded significant negative correlation with avoidance approach. Overall attitude and none of its sub-variables were found to be associated with supportive approach.

5.1.3.3: RELATIONSHIP BETWEEN TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND PERCEIVED LEVEL OF CONFIDENCE TO TEACH IN INCLUSIVE CLASSROOMS

Teachers’ attitude had correlated positively with level of confidence which depicted that highly confident teachers revealed more positive attitude towards inclusive education and vice versa. Inter correlations among overall perceived level of confidence including its eight facets with teachers’ attitude towards inclusive education and its three dimensions, ranging from .079 to .537 on various degrees of freedom of various groups, with 174 of 216 being significant, of which all were positive.

• Sentiments, attitude, concerns and overall attitude towards inclusive education yielded substantial and positive correlations with confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence. Confidence in preparing IEP sub variable of overall perceived level of confidence was found associated with sentiments, concerns and overall attitude towards inclusive education. But no association was found between confidence in preparing IEP and attitude sub-variable of overall attitude towards inclusive education.
• In case of male teachers, concerns and overall attitude towards inclusive education yielded substantial and positive correlations with confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence. Sentiments and attitude sub-variables of overall attitude towards inclusive education yielded substantial and positive correlations with confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation and overall perceived level of confidence. Confidence in preparing IEP has positive relationship with sentiments but no association with attitude sub-variable of overall attitude towards inclusive education. Confidence in training Confidence in preparing IEP showed relationship with sentiments but positive association with attitude sub-variable of overall attitude towards inclusive education.

• Sentiments, concerns and overall attitude towards inclusive education of female teachers revealed substantial and positive correlations with confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence. Confidence in preparing IEP sub-variable of overall perceived level of confidence was found associated with sentiments, concerns and overall attitude towards inclusive education. Attitude sub-variable of overall attitude towards inclusive education showed a positive relationship only with confidence in understanding the needs of CWSN and confidence in training sub-variables of overall
perceived level of confidence to teach in inclusive education and no association with overall perceived level of confidence to teach in inclusive education remaining six sub-variables.

- In case of PRTs, overall level of confidence was significantly and positively correlated with sentiments, attitude, concern and overall attitude. Confidence in training was significantly and positively associated with sentiments, attitude, concern and overall attitude. Confidence in curriculum adaptation was found significantly and positively associated with attitude dimension of overall attitude of teachers only. A significant positive correlation was found between attitude & confidence in preparing IEP and overall attitude & confidence in preparing IEP. Confidence in teaching learning process was positively correlated with sentiments, concerns and overall attitude of teachers. Concern and overall attitude of teachers was associated with confidence in understanding the needs of CWSN. Confidence in creating appropriate environment for CWSN positively correlated with sentiments, concern and overall attitude of teachers towards inclusive education.

- Sentiments, concerns and overall attitude towards inclusive education among TGTs were significantly and positively associated with overall perceived level of confidence and all its dimensions namely confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training. Attitude dimension was found to be associated with confidence in understanding needs of, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall confidence.

- Sentiments were found associated with overall perceived level of confidence and all its dimensions namely confidence in creating appropriate environment for CWSN, confidence in teaching learning
process, confidence in evaluation, confidence in implementing IEP. Concerns and overall attitude towards inclusive education among TGTs were significantly and positively associated with overall perceived level of confidence and all its dimensions namely confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training. Attitude dimension of overall attitude towards inclusive education was not found associated with overall perceived level of confidence and its sub-variables.

5.1.3.4: RELATIONSHIP BETWEEN TEACHERS’ PERCEIVED EFFICACY, STRESS, STRESS COPING STRATEGIES AND LEVEL OF CONFIDENCE TO TEACH IN INCLUSIVE CLASSROOMS

Inter correlations among 21 variables/sub-variables of teachers’ perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms were ranging from .074 to .937 with 191 of 252 being significant, of which 47 were negative and 144 were positive.

- Efficacy to use inclusive instruction correlated significantly with efficacy in collaboration, efficacy in managing behaviour, overall perceived efficacy to teach in inclusive classroom, stress because of classroom environment, stress because of time availability, stress because of environment outside the classroom, overall stress, problem solving approach, avoidance approach, supportive approach, overall perceived stress coping strategies to teach in inclusive classrooms, confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.
Significant and positive correlations were found between efficacy in collaboration and efficacy in managing behaviour, overall perceived efficacy to teach in inclusive classroom, stress because of classroom environment, stress because of time availability, stress because of environment outside the classroom, overall stress, problem solving approach, supportive approach, overall stress coping strategies to teach in inclusive classrooms, confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms and was found negatively correlated with avoidance approach.

Efficacy in managing behaviour was found positively and substantially associated with overall perceived efficacy to teach in inclusive classroom, stress because of classroom environment, stress because of time availability, stress because of environment outside the classroom, overall stress, problem solving approach, supportive approach, overall perceived stress coping strategies to teach in inclusive classrooms, confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms and negatively correlated with avoidance approach.

Overall perceived efficacy to teach in inclusive classroom revealed positive and substantial correlations with stress because of classroom environment, stress because of time availability, stress because of environment outside the classroom, overall stress, problem solving
approach, supportive approach, overall perceived stress coping strategies to teach in inclusive classrooms, confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms and negative association was found with avoidance approach.

- Stress because of classroom environment was found positively correlated with stress because of time availability, demands of CWSN, stress because of environment outside the classroom, overall stress, confidence in preparing IEP and was found negatively associated with problem solving approach, confidence in understanding needs of CWSN, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms and was negatively associated with avoidance approach.

- Stress because of time availability was positively associated with demands of CWSN, stress because of environment outside the classroom, and overall stress and negatively correlated with avoidance approach problem solving approach, confidence in understanding needs of CWSN, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

- Stress because of demands of CWSN was positively correlated with stress because of environment outside the classroom and overall stress and negatively associated with avoidance approach, problem solving approach, confidence in creating appropriate environment for
CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

- Stress because of environment outside the classroom was found positively associated with overall stress and overall perceived stress coping strategies to teach in inclusive classrooms, confidence in preparing IEP and negatively associated with avoidance approach confidence in training.

- Overall stress among teachers was negatively associated with problem solving approach, confidence in understanding the needs of CWSN, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training, overall perceived level of confidence to teach in inclusive classrooms and avoidance approach of stress coping.

- Problem solving approach of stress coping shown substantial positive relationship with avoidance approach, supportive approach, overall perceived stress coping strategies to teach in inclusive classrooms, confidence in understanding needs of CWSN, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

- Avoidance approach of stress coping strategies was positively associated with supportive approach, confidence in curriculum adaptation, confidence in training and negatively correlated with overall perceived stress coping strategies to teach in inclusive classrooms, confidence in creating appropriate environment, confidence in teaching learning process, confidence in preparing IEP,
and overall perceived level of confidence to teach in inclusive classrooms.

• Supportive approach revealed all positive correlates with overall perceived stress coping strategies to teach in inclusive classrooms, confidence in understanding needs of CWSN, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Overall perceived stress coping strategies to teach in inclusive classrooms borne positive and substantial association with confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Confidence in creating appropriate environment for CWSN was found positively and significantly correlated with confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Correlations of confidence in understanding needs of CWSN with confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms were highly significant and positive.
• Confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Substantial and positive correlates were found between confidence in teaching learning process and confidence in evaluation, confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Confidence in evaluation revealed positive and substantial correlates with confidence in preparing IEP, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Highly significant and positive correlates of confidence in preparing IEP were computed with confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Confidence in implementing IEP was found positively and significantly correlated with confidence in curriculum adaptation, confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Confidence in curriculum adaptation showed positive and substantial correlations with confidence in training and overall perceived level of confidence to teach in inclusive classrooms.

• Confidence in training was positively and significantly associated with overall perceived level of confidence to teach in inclusive classrooms.
5.1.3.5: FINDINGS BASED ON MULTIPLE REGRESSION EQUATION
WHEN TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION WAS DEPENDENT VARIABLE AND TEACHERS’ PERCEIVED EFFICACY, STRESS COPING STRATEGIES AND LEVEL OF CONFIDENCE TO TEACH IN INCLUSIVE CLASSROOMS AND THEIR FACETS WERE INDEPENDENT VARIABLES

a) It was found that for every unit of teachers’ efficacy to use inclusive instructions, teachers’ attitude towards inclusive education decreases by -.086 provided that other independent variables remain constant. It is also understandable from the Equation-I that for every unit of teachers’ efficacy in collaboration and efficacy in managing behaviour, teachers’ attitude towards inclusive education increases by .37 and .23 respectively provided that other respective independent variables remain constant.

b) It was revealed that for every unit in teachers’ perceived efficacy, increases by .17 in teachers’ attitude towards inclusive education.

c) For every unit of problem solving approach, avoidance approach and supportive approach of stress coping strategies, teachers’ attitude towards inclusive education increases by .16 & .10 for every unit of avoidance approach, teachers’ attitude towards inclusive education decreases by .26 provided that other respective independent variables remains constant.

d) It was predicted that for every unit of perceived stress coping strategies of teachers (X), teachers’ attitude towards inclusive education increases by .175.

e) Results predicted that every unit of confidence in creating appropriate environment (X1), confidence in understanding needs of CWSN (X2), confidence in teaching learning process (X3), confidence in evaluation (X4), confidence in preparing IEP (X5), confidence in implementing IEP (X6) and confidence in training to teach in inclusive classrooms (X8), teachers’ attitude towards inclusive education (Y) increases by
.32, .17, .015, .001, .004, .08 and .25 respectively. For every unit of confidence in curriculum adaptation (X7), teachers’ attitude towards inclusive education decreases by .12 provided that other independent variables remain constant.

f) For every unit of perceived level of confidence of teachers, teachers’ attitude towards inclusive education increases by .10. The contribution of teachers’ perceived level of confidence on teachers’ attitude towards inclusive education was 20.9 percent.

g) Multiple regression equation predicted the contribution of X1, X2 and X3 on Y was 25.2 percent. It was predicted that for every unit of perceived efficacy, stress coping strategies and level of confidence to teach in inclusive classrooms, teachers’ attitude towards inclusive education increases by .10, .03 and .07 respectively provided that other respective independent variables remain constant.

SECTION-IV
FINDINGS OF DIFFERENCES

5.1.4.1: DIFFERENCES ON THE BASIS OF GENDER

a) Gender resulted in a significant difference in teachers’ (total) attitude towards inclusive education. Male teachers were found to have more positive attitude (sub-variable), concerns and attitude (overall) towards inclusive education than their female Counterparts.

b) Gender resulted in no significant difference in Primary Teachers’ attitude towards inclusive education.

c) Gender resulted in no significant difference in Trained Graduate Teachers’ attitude towards inclusive education. Only a significant difference between concerns was found where male TGTs scored higher than their counterparts.

d) Gender resulted in no significant difference in Post Graduate Teachers’ overall attitude towards inclusive education. But, male post graduate teachers scored higher than female teachers.
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e) Gender resulted in no significant difference in teachers’ (total) perceived efficacy to teach in inclusive classrooms. Male teachers were found to be more efficacious only in collaboration than their female Counterparts.

f) Gender resulted in no significant difference in Primary Teachers’ perceived efficacy to teach in inclusive classrooms.

g) Gender resulted in no significant difference in Trained Graduate Teachers’ perceived efficacy to teach in inclusive classrooms.

h) Gender resulted in a significant difference in Post Graduate Teachers’ perceived efficacy to teach in inclusive classrooms. Male teachers were found more efficient in collaboration and overall efficacy to teach in inclusive classrooms than their counterparts.

i) Gender resulted in a significant difference in teachers’ (total) perceived stress while teaching in inclusive classrooms. Female teachers perceived more stress to teach in inclusive classroom than their male Counterparts.

j) Gender resulted in a significant difference in Primary Teachers’ perceived stress while teaching in inclusive classrooms. Female primary Teachers perceived more stress to teach in inclusive classroom than their male Counterparts.

k) Gender resulted in a significant difference in Trained Graduate Teachers’ perceived stress while teaching in inclusive classrooms. Female Trained Graduate Teachers perceived more stress to teach in inclusive classroom than their male Counterparts.

l) Gender resulted in a significant difference in Post Graduate Teachers’ perceived stress while teaching in inclusive classrooms. Female Post Graduate Teachers perceived more stress to teach in inclusive classroom than their male Counterparts.

m) Gender resulted in a significant difference in teachers’ perceived stress coping strategies to teach in inclusive classrooms. Female teachers
perceived use of less problem solving approach and avoidance approach of stress coping strategies, due to which female teachers scored higher on overall stress coping strategies to teach in inclusive education. Such approach might create a struggling environment for female teachers.

n) Gender resulted in a significant difference in primary teachers’ perceived stress coping strategies to teach in inclusive classrooms. Female Primary Teachers scored more on overall perceived Stress Coping Strategies than their male Counterparts due to the higher score on avoidance approach of stress coping strategies.

o) Gender resulted in no significant difference in Trained Graduate Teachers’ overall perceived stress coping strategies to teach in inclusive classrooms. But, similarly female TGTs were revealed less use of both problem solving approach and avoidance approach.

p) Gender resulted in no significant difference in Post Graduate Teachers’ perceived stress coping strategies to teach in inclusive classrooms.

q) Gender resulted in a significant difference in teachers’ perceived level of confidence to teach in inclusive classrooms. Male teachers were having higher level of confidence to teach in inclusive classroom than their female Counterparts. Male teachers scored more on confidence in understanding needs of CWSN, confidence in evaluation, confidence in implementing IEP, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence than male teachers.

r) Gender resulted in no significant difference in Primary Teachers’ perceived level of confidence to teach in inclusive classrooms. But in confidence in training sub-variable, male teachers scored significantly higher than female teachers.

s) Male Trained Graduate Teachers scored more than their female counterparts on confidence in understanding needs of CWSN, confidence in implementing IEP, confidence in curriculum adaptation, and confidence in training. But, gender resulted in no significant
difference in Trained Graduate Teachers’ overall perceived level of confidence to teach in inclusive classrooms.

t) Gender resulted in a significant difference in Post Graduate Teachers’ perceived level of confidence to teach in inclusive classrooms. Male PGTs showed more confidence in creating appropriate environment for CWSN, confidence in understanding needs of CWSN, confidence in teaching learning process, confidence in evaluation, confidence in curriculum adaptation, confidence in training and overall perceived level of confidence.

5.1.4.2: FINDINGS OF DIFFERENCE ON THE BASIS OF ADDITIONAL IN-SERVICE TRAINING

a) Additional in-service training did not result in a significant difference in teachers’ attitude towards inclusive education. Teachers, who didn’t have additional training showed more concerns towards children with special needs than their counterparts.

b) Additional in-service training did not result in a significant difference in teachers’ perceived efficacy to teach in inclusive classrooms.

c) Additional in-service training did not result in a significant difference in teachers’ perceived stress while teaching in inclusive classrooms.

d) Additional in-service training did not result in a significant difference in teachers’ perceived stress coping strategies to teach in inclusive classrooms.

e) Additional in-service training did not result in a significant difference in teachers’ perceived level of confidence to teach in inclusive classrooms.

5.1.4.3: FINDINGS OF DIFFERENCE ON THE BASIS OF PRESENCE OF CHILDREN WITH SPECIAL NEEDS IN CLASSROOM

a) Presence of CWSN in classroom resulted in a significant difference in teachers’ attitude towards inclusive education. Teachers, who were not having CWSN in their classroom have showed more concerns for CWSN and more positive attitude (overall) than the teachers who were
having CWSN in their classroom

b) Presence of CWSN in classroom did not result in a difference in teachers’ perceived efficacy to teach in inclusive classrooms.

c) Presence of CWSN in classroom did not result in a difference in teachers’ perceived stress while teaching in inclusive classrooms.

d) Presence of CWSN in classroom resulted in a difference in teachers’ perceived stress coping strategies to teach in inclusive classrooms. Teacher, who were not having CWSN in their classrooms were following more problem solving approach of stress coping strategies than their counterparts.

e) Presence of CWSN in classroom did not result in a difference in teachers’ perceived level of confidence to teach in inclusive classrooms.

5.1.4.4: DIFFERENCES ON THE BASIS OF DESIGNATION

a) Designation did not result in a significant difference in teachers’ attitude towards inclusive education

b) Designation resulted in a significant difference in teachers’ perceived efficacy to teach in inclusive classrooms. Post Graduate Teachers and Trained Graduate Teachers were found to be more efficacious to teach in inclusive classroom than Primary Teachers. PGTs and TGTs scored more on efficacy to use inclusive education, efficacy in collaboration, efficacy in managing behaviour and overall efficacy to teach in inclusive education than their counterparts (PRTs).

c) Designation did not result in a significant difference in teachers’ perceived stress while teaching in inclusive classrooms.

d) Designation did not result in a significant difference in teachers’ perceived stress coping strategies to teach in inclusive classrooms. But, PRTs revealed more use of both problem solving approach and avoidance approach.

e) Designation resulted in a significant difference in teachers’ perceived level of confidence to teach in inclusive classrooms. Post Graduate Teachers and Trained Graduate Teachers were found to be more
confident to teach in inclusive classroom than Primary Teachers. Primary teachers showed less confidence in creating appropriate environment for CWSN, confidence in teaching learning process, confidence in evaluation, confidence in preparing IEP and overall perceived level of confidence than their counterparts. But, in confidence in training PRTs were found more confident than TGTs & PGTs.

5.1.4.5: DIFFERENCES ON THE BASIS OF AGE

a) Age did not result in a significant difference in teachers’ attitude towards inclusive education. Although, teachers in the age group of 31-40 years were having fewer sentiments for children with disabilities than the teachers in the age group of 41-50 years. Concerns were found less in teachers who were in the age group of 30 years & below than teachers of 31-40 years of age. Overall attitude and its sub-variable attitude did not reveal any statistical difference among teachers due to their age.

b) Age did not result in a significant difference in teachers’ perceived efficacy to teach in inclusive classrooms. Teachers scored more or less the same on overall perceived efficacy to teach in inclusive classroom and all its sub-variables.

c) Age did not result in a significant difference in teachers’ perceived stress while teaching in inclusive classrooms.

d) Age resulted in a significant difference in teachers’ perceived stress coping strategies to teach in inclusive classrooms. Problem solving approach of stress coping strategies revealed that teachers of the age 30 years & below were using problem solving approach more than the teacher of 31-40 years of age, 41-50 years of age and teachers of 51 years & above. Teacher in the age group of 31-40 years were found user of problem solving approach more than the teachers in the age group of 51 years & above. On supportive approach of stress coping strategies, teacher in the age group of 30 years & below scored higher
than the teachers in the age group of 41-50 years. Teachers in the age group of 30 years & below scored higher than the teachers in the age group of 41-50 years and 51 years & above on overall perceived stress coping strategies to teach in inclusive classrooms. No significant age differences were found on avoidance approach of stress coping strategies used by teachers.

e) Age resulted in a significant difference in teachers’ perceived level of confidence to teach in inclusive classrooms. Teachers from the age group of 30 years & below and 51 years & above were found to be more confident to teach in inclusive classroom than teachers in the age group of 31-40 years.

- Teachers in the age group of 51 years & above showed higher confidence in creating appropriate environment than the teachers in the age group of 30 years & below, 31-40 years and 41-50 years.

- Teachers in the age group of 31-40 years revealed least confidence in creating appropriate environment than the teachers in the age group of 41-50 years.

- Teachers in the age groups of 30 years & below and 51 years & above exhibited higher confidence in understanding the needs of CWSN than teachers in the age groups of 31-40 years and 41-50 years.

- Further, teachers in the age group of 51 years & above revealed higher confidence in teaching learning process than the teachers in the age group of 30 years & below and 31-40 years. Teachers in the age group of 41-50 years were found more confident than the teachers in the age group of 31-40 years in confidence in teaching learning process.

- Teachers in the age group of 41-50 years were found less confident on confidence in evaluation than the teachers in the age group of 30 years & below.
group of 30 years & below and 51 years & above. The mean score of the teachers in the age group of 31-40 was significantly lesser than the teachers of the age group of 51 years & above on confidence in evaluation.

- Teachers in the age group of 51 years & above scored significantly higher than the teachers in the age group of 30 years & below and 31-40 years on confidence in preparing IEP. Teachers in the age group of 41-50 years were also found highly confident in preparing IEP than the teachers in the age group of 31-40 years.

- Teachers in the age group of 30 years & below exhibited significantly higher confidence in implementing IEP than the teachers in the age group of 31-40 years, 41-50 years and 51 years & above.

- On confidence in curriculum adaptation, teachers in the age group of 30 years & below scored higher than teachers in the age group of 41-50 years.

- Confidence in training was found significantly higher among the teachers in the age group of 30 years & below and 31-40 years than the teachers in the age group of 41-50 years. Confidence of training among teachers in the age group of 30 years & below was statistically higher than the teachers in the age group of 51 years & above.

- The mean scores of teachers form the age group of 30 years & below and 51 years & above were statistically higher than teachers in the age group of 31-40 years on overall level of confidence to teach in inclusive classrooms. Teachers form the age group of 41-50 years scored significantly less than the teachers in the age group of 51 years & above on overall perceived level of confidence to teach in inclusive classrooms.
5.2: EDUCATIONAL IMPLICATIONS

While including CWSN in regular classroom or school, severity of disability should be taken into consideration. Basic accommodation training should be provided in special settings by special teachers or staff either in special school or in general school. Special teachers and parents of CWSN must take the responsibility of such pre-training of the child prior to his/her entry to the general classrooms.

Training of each and every general teacher is equally important in the success of inclusive education. Therefore, government needs to train every teacher with regards to dealing with CWSN in their general classroom. For this purpose, school-wise training programme should be organized. Results of the study revealed no significant difference in the teachers’ attitude towards inclusive education, their perceived efficacy, stress, stress coping strategies and their level of confidence to teach in inclusive classrooms on the basis of additional in-service training. Such results do not implicate that training is not important. On the basis of the observation of researcher and her interaction with teachers, researcher found that a 45 days’ training provided to selected few teachers of government schools of NCT, Delhi was just a formality. Teachers shared that they just attended the training for 5-10 days or less, due to boring and uninteresting environment of the training. Besides, Berwal (2007) and Nagpal (2015) experimented and recommended the usability and effectiveness of training of general teachers in Indian context, which reveals that training of general teachers is important and necessary for the success of inclusive education.

Thus, a pre-planned, reliable and valid intervention programme should be used for training the general teachers in the direction of making their attitude more positive towards inclusive education. Government does not need to prepare and develop the programme for the purpose as researchers and educationists have already developed such programmes through their rigorous efforts. Government only needs to initiate for collaboration between schools and education departments of various universities. In India, many useful and productive researches go in vain because schools or higher
bodies administrative don’t follow and implement the ideas validated through the researches. The general overall prevailing scenario is that most of the school systems concentrate on budgetary allocation instead of improving the attitude, efficacy and confidence of general teachers with regards to CWSN in their inclusive classrooms.

Furthermore, training should be provided by highly qualified experts, professors, teacher educators and trainers instead of special teachers working in schools as they are trained as teachers not as teacher educators. Teachers should be imparted training irrespective of their designation. Now, inclusive education is a part and parcel of both elementary and secondary education through SSA and RMSA. Thus, all teachers must go through in-service training based on inclusion of CWSN in general schools on regular basis.

Special teacher in every school should be recruited on priority basis whether there are CWSN in school or not, so that our schools can be ready for future times. Directorate of Education, Delhi must allow researchers of various universities to conduct research in schools under their specific rules and regulations. By allowing the same, teachers and school environment will definitely be benefited by the expertise, experience and work of the researchers. They may be updated from time to time with the latest technology, new teaching methods, latest resources and constructive learning material.

Government has been spending a lot for the success of inclusive education in India. Without the positive attitude of school staff and teachers, it will be very difficult to make inclusion of CWSN a success. So, visits/excursions to special school, institutions and various organizations dealing with CWSN should be organised for school teachers, so that they become aware of the available resources, teaching methodology and needs of CWSN as well as the potentials, capabilities and strength of CWSN.
5.3: SUGGESTIONS FOR FURTHER RESEARCHES

1. An intervention programme for training in-service teachers can be developed by taking teachers’ efficacy, stress coping strategies and level of confidence to teach in inclusive classrooms as the focal point, and experimented.

2. Similar study can be conducted on teachers of other states also.

3. Variables other than the teachers’ efficacy, stress coping strategies and level of confidence can be studied as the predictors of teachers’ attitude towards inclusive education.

4. Similar study can be conducted on head teachers or principals of schools also.

5. A study assaying the attitude of non teaching and other working staff of the schools towards inclusion of CWSN in regular schools can be conducted.

6. Similar study can be conducted by comparing the attitude of special teachers and general teachers.

7. Concern of parents and peers of CWSN can be studied in relation to teachers’ attitude towards inclusive education.

8. Concern of parents and peers of CWSN can be taken as an area of research separately.

5.4: LIMITATIONS

1. Required co-operation could not be received from the teachers and they were taking data collection casually by not filling the research tools seriously. Researcher spared extra time to make the teachers motivated again and again, but teachers showed only a limited cooperation.

2. Due to lack of awareness regarding data collection under educational research, some of the teachers have copied the responses of their counterparts.