CHAPTER - V

FINDINGS, SUGGESTIONS & CONCLUSION
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INTRODUCTION

This chapter presents a brief summary of the study and the details obtained based on the socio-demographic variables. The major findings based on the hypotheses and the selected subject variables relating to upper primary teachers are part of this chapter. The present descriptive study has been conducted with 410 upper primary teachers in government schools of Cuddalore district. The standardized tools were applied to found out the difference, relationship and association between variables. On the basis of these findings the researcher has presented suitable social work interventions and suggestions for future studies. The present study was undertaken to find out the role of teachers in inclusive education, mental health status among the upper primary school teachers, attitude towards inclusive education and attitude towards teaching profession among the upper primary school teachers. The study also identify the nature of support services received by children with special needs, intervention facilitated by the schools for enriching the learning environment for children with special needs, positive influence of inclusive education on children with special needs and attitude towards inclusive education among the teachers. The study also focuses on the teachers’ attitude towards inclusive education and competency. Based on the objectives several hypotheses were formulated and tested and the results have been presented in
FINDINGS RELATED TO TEACHER’S PERCEPTION

Socio-demographic characteristics of the Teachers

The Socio-demographic table clearly shows the distribution of the respondents according to their socio-demographic characteristics. Half of the respondents (50.4 percent) are with the age group of 31-40 years. 24.2 percent of the respondents are with the age group of 41-50 years. 21.2 percent of the respondents are with the age group of below 30 years. 4.2 percent respondents are above 50 years old. More than two fifth of the respondents (63.2 percent) are female and above one third of the respondents (36.8 percent) are male.

Regarding religion, vast majority of respondents (83.9 percent) are Hindus. 13 percent respondents (83.9 percent) are Hindus. 13.0 percent respondents belong to Christian religion and less number of (3.1 percent) belong to Muslim religion. Regarding caste one third of the respondents (34.1 percent) belong to Most Backward Caste 32.2 percent of the respondents belong to S.T. One fifth of the respondents (23.8 percent) belong to Scheduled Caste. 6.7 percent of the respondents belong to Other Caste. And 3.2 percent of the respondents belong to Scheduled Tribe. With regard to Martial status, a vast Majority of the respondents (84.9 percent) was married. And 15.1 percent of the respondents are unmarried. As per the type of family, more than two fifth of the respondents (61.2 percent) belong to nuclear family. And more than one third of the respondents (38.8 percent) belong to extended family. Regarding domicile, more than two fifth of the respondents are from urban area.

One third of the respondents (33.4 percent) are from rural areas. Less number of respondents (7 percent) are from semi-urban areas. As per technical education, more than two fifth of the respondents (61.7 percent) are B. Ed holders. 21.7 percent of the respondents are DTED holders. Less number of respondents (5.9 percent) were with special education in MR, OH, HI, VI. Regarding the training acquired, vast majority of the respondents (88.5 percent) have acquired SSA training. 3.9 percent of the respondents have acquired All India Council of Teacher Education (AICTE) training. 3.2 percent respondents
have acquired National Council For Technical Education (NCTE) training. 3.1 percent respondents have acquired NVO training. And less number of respondents 1.2 percent have acquired DIET training. As per income status, nearly half of the respondents (48.0 percent) secure Rs.20,000/- - 25,000 as income. Nearly one third of the respondents (26.9 percent) earn Rs. 25,000 - 30,000 as income. One fifth of the respondents (22.1 percent) earn Rs. 15,000 - 20,000 as income. Regarding class handling, nearly half of the respondents handled Std. VIII\textsuperscript{th} 28.4 percent of the respondents handled Std. VIII\textsuperscript{th}. And one fifth of the respondents handled. Std. VI\textsuperscript{th}. Regarding subject handling 24 percent of the respondents handled social science subject 23.2 percent, of the respondents handled mathematics subject. 20 percent of the respondents handled Science subject. 17.3 percent of the respondents handled English subject. And 14.9 percent of the respondents handled Tamil subject. Regarding type of students, more than two fifth of the respondents (61.4 percent) managed the physically challenged students. One fourth of the respondents (28.8 percent) managed Deaf and Dumb students. And 9.8 percent respondents managed visually impaired students.

Teachers approach in Inclusive Education

Teachers approach in Inclusive Education depicts that more than half of the respondents (58.3 percent) know about IED model. One third of the respondents heard but did not know about IED model and less number of respondents (6.8 percent) did not know about IED model. The above table shows that majority of the respondents (69.3 percent) enjoyed having IED in their class. And one third of the respondents (30.4 percent) did not enjoy having IED in their class. Majority of the respondents (62.2 percent) were for collaborative teaching method. And more than one third of the respondents (37.8 percent) were not for the collaborative teaching method. More than one third of the respondents (38.8 percent) feel that their students have some restriction in learning process. More than one third of the respondents (35.9 percent) feel that special children continue their study in special school. 18.5 percent of the respondents feel that their students have improvement to
learning skills. Only less number of the respondents (6.8 percent) has negative impact of IED education. More than one third the respondents (43.2 percent) feel that their students are attention seeking. Nearly one third of the respondents (27.8 percent) feel that their students are always fighting among themselves. 16.3 percent respondents feel that their students are hyperactive. Only less number of respondents (2.9 percent) felt that their students are jealous at times.

More than one third of (45.6 percent) respondents said that they discuss the student’s problems with them. One third of the respondents (32.4 percent) said that they discuss the student’s problem with their parents. 15.9 percent of the respondents said they punish the problematic students. Less number of the respondents (2.7 percent) said that they ignore the problematic students. One third of the respondents (32.7 percent) said they talk privately with students classmates to help them understand the problem. One fifth of the respondents (23.9 percent) said they pair the students with one who is higher achieving helpful and well behaved with classmates. Nearly one third (28.8 percent) of the teachers said they provide individual guidance and help to the students. Only a minority of respondents (5.1 percent) said they ask the classmates to help the students with school work and home work.

Teacher’s attitude towards Inclusive Education

Nearly half of the respondents (46.8 percent) said they have high level of attitude towards IED. More than half of the respondents (53.2 percent) said they have low level of attitude; towards IED.

Teacher’s attitude towards teaching profession

More than half of the respondents (51.7 percent) answered that they have low attitude towards their job. Nearly half of the respondents (48.3 percent) answered that they have high attitude towards their job.
Teacher’s role in Inclusive Education

More than half of the respondents (52.7 percent) said they have low role in IED. Nearly half of the respondents (47.3 percent) said they have high role in IED.

Teacher’s awareness about children with special need

Majority of the respondents (65.9 percent) said they have low level of awareness towards special children. One third of the respondents (34. percent) said they have high level of awareness towards special children. Majority of the respondents (69.5 percent) said they have low level awareness on the identification and assessment of special children. One third of the respondents (30.5 percent) said they have high level awareness on the identification and assessment of special children. More than two fifth of the respondent’s (68.8 percent) training processes were low. And one third of the respondent’s (31.2 percent) training process is high. More than two fifth of the respondents (68.3 percent) said they have low level awareness on the causes and characteristics of special need children.

Teacher’s mental health status

More than two fifth of the respondents (51.2 percent) have opinioned that they have low level of emotional maturity. And nearly half of the respondents (48.8%) have said that they have high level for emotional maturity. More than half of the respondents (55.6 percent) have expressed that they have low level of self-confidence. More than one third of the respondents (44.4 percent) have opinioned that they have low level of self-confidence. Nearly half of the respondents (49.3 percent) have expressed that they have low level of broadmindedness. Half of the respondents (50.7 percent) have said they have high level of broadmindedness. Nearly half of the respondents (49.8 percent) have low level of social relationship. Half of the respondents
(50.2 percent) have high level social relationship. Half of the respondents (50.5 percent have said they have low level of autonomy. Nearly half of the respondents (49.5 percent) have opinioned that they high level of autonomy.

More, than half respondents (51.2 percent) have said that they have low level of perception reality about inclusive Education for Differently abled. Nearly half of respondents (48.8 percent) have stated that they have high level of perception reality. Nearly half of the respondents (48.5 percent) have low level of mental health. And half of the respondents (51.5 percent) have high level of mental health.

FINDINGS RELATED TO ASSOCIATION / DIFFERENCE / RELATIONSHIP WITH REGARD TO VARIOUS DIMENSIONS OF STUDENTS’ SUBJECT VARIABLES

Teacher’s Attitude towards Inclusive Education

1. There exists no different between gender of the respondents and overall attitude towards inclusive education.

2. There exist no significant difference between the martial status of the respondents and overall teacher attitudes towards inclusive education.

3. There exists significant variance among the educational qualification of the respondents and overall level of teacher’s attitude towards Inclusive Education (F= 2.493, P0.01). It means that educational qualification has influenced the level of teacher’s attitude towards inclusive education.

4. There exists no significant variance among the domicile of the respondents and overall level of teacher’s attitude towards Inclusive Education.

5. There exists significant association between the income of the respondents and overall teacher’s attitude (X^2 = 13.754, df = 2, P<0.05significant).
6. There exists significant association between the class taught by the respondents and overall teacher’s attitude towards Inclusive Education ($X^2 = 9.071$, df = 2, $P<0.05$, Significant).

7. There exists significant association between the types of the students handling by the respondents and overall teacher’s attitude towards inclusive education ($X^2 = 14.494$, df = 2, $P<0.05$, Significant).

8. There exists significant association between the areas of study of the respondents and overall teacher’s attitude towards inclusive education ($X^2 = 24.497$, df = 3, PO.OI, Significant).

9. There exists significant variance among the type of students handling by the respondents and overall teacher’s attitude towards inclusive education ($X^2 = 4.825$, P0.05, Significant).

10. There exists significant variance among the knowledge about the model of inclusive education of the respondents and overall level of teacher’s attitude towards inclusive education ($F = 4.215$, P<0.05, Significant).

Teacher’s Attitude towards Teaching Profession

1. There is no significant between gender of the respondents and overall teacher’s attitude towards inclusive education ($t = 0.114; P>0.05$).

2. There is no significant difference between the marital status of the respondents and overall teacher’s attitudes towards teaching profession ($Z = 0.043, P>0.05$).

3. There exists significant variance among the educational qualification of the respondents and overall level of teacher’s attitude towards teaching profession ($F = 3.487$, PO.OI).

4. There exists significant variance among the technical education of the respondents and overall level of teacher’s attitude towards teaching profession ($F = 2.737$, P0.05).
5. There is no significant variance among the domicile of the respondents and overall teacher’s attitude towards teaching profession. It means that the domicile has not influence the overall level of teacher’s attitude towards teaching profession.

6. There exists significant association between the age of the respondents and overall teacher’s (X² = 8.564, df = 3, P<0.05, Significant) attitudes towards teaching profession. It means that the age has influence the level of teacher’s attitude towards teaching profession.

7. There is a significant association between the experience the respondents and overall teacher’s attitude towards teaching profession (X² = 20.073, df = 3, P<0.01, Significant). It means that experience has influence the teacher’s attitude towards teaching profession. The table concluded that who are belongs to 6-11 years of teaching experience had have higher level of attitude towards teaching profession.

8. There exists significant association between the income of the respondents and overall teacher’s attitude towards teaching profession (X² = 18.959, df = 2, P<0.01, Significant). It means that income has influence the level of teacher’s attitude towards teaching profession. It is concluded form the table that teachers belong to income group of Rs. 20001-25000 had have higher level of attitude towards teaching profession.

9. There exists significant association between class taught by the respondents and overall teacher’s attitude towards teaching profession (X² = 19.608, df = 2, P<0.01, Significant). It means that class taught by the teachers has influence the overall level of teacher’s attitude towards teaching profession. It is understand from the table who taught the VIIth Std. had higher level of attitude towards teaching profession

10. There exists significant association between the types of the students handling by the respondents and overall teacher’s attitude towards teaching profession (X² = 6.633, df = 2, P<0.05, Significant) It means
that type of students handling by the respondents has influence the level of attitude towards teaching profession. It is concluded from the table that who handling physically challenged students had higher level of favourable attitude towards teaching profession.

11. There exists significant association between the areas of study of the respondents and overall teacher’s attitude towards teaching profession ($X^2 = 62.152$, $df = 3$, $P<0.01$, Significant). It means that areas of study has influence the overall teacher’s attitude towards teaching profession. It is concluded from the table that the teachers who belongs to cuddalore district had high favourable attitude towards teaching profession.

12. There exists significant variance among the type of students handling by the respondents and overall teacher’s attitude towards teaching profession ($X^2 = 2.499$, $P<0.05$, Significant). It means that type of students handling by the respondents has influence the overall teacher’s attitude towards teaching profession. The mean score ($\bar{X} = 134.750$) indicates that the teachers who are handling physically challenged students had high level of favourable attitude towards their own profession.

13. There exists significant variance among the knowledge about the model of inclusive education of the respondents and overall level of teacher’s attitude towards teaching profession ($F = 8.321$, $P<0.01$, Significant). It means that knowledge about the inclusive education model among the respondents has influence their overall level of attitude towards teaching profession. The mean score ($\bar{X} = 137.480$) indicates that who are familiar with inclusive education model had have higher level of favourable attitude towards teaching profession.
Teachers’ Role in Inclusive Education

1. The mean scores and standard deviation of male and female teachers on their role in inclusive education. Mean scores of male school teachers on their role in inclusive education is 60.28 and that of female school teachers is 61.10 respectively. The standard deviation of male school teachers on their role in inclusive education is 11.528. Where as, standard deviation of female school teachers are 12.690 respectively. The ‘t’ value shown in the table related to male and female school teachers on their role in inclusive education indicates that there is no significant mean differences in teachers role in inclusive education (t = 0.652; P>0.05). It indicates that gender has not influence the overall level of their role in inclusive education.

2. There is no significant difference between the marital status of the respondents and overall teacher’s role in inclusive education.

3. There exists significant variance among the educational qualification of the respondents and overall level of teacher’s role in Inclusive Education (F = 2.374, P<0.05). It means that educational qualification has influenced the level of teacher’s role in inclusive education. The mean score (X̄=66.276) indicates that who are qualified with M.Phil degree had a higher level of positive role towards inclusive education.

4. There is no significant variance among the domicile of the respondents and overall teacher’s role in inclusive education.

5. There exists significant association between the experience of the respondents and overall teacher’s role (X² = 9.106, df = 3, P<0.05, Significant) in inclusive education. It means that experience had influence the overall teacher’s role in inclusive education.

6. There exists significant association between the income of the respondents and overall teacher’s role in inclusive education (X² = 9.826, df = 2, P<0.05, Significant). It means that income had
influence the overall level of teacher’s role in inclusive education. It is understand from the table that teachers belong to income group of Rs. 20001-25000 had have higher level of role in inclusive education.

7. There exists significant association between class taught by the respondents and overall teacher’s role in inclusive education \((X^2 = 11.339, \text{df} = 2, P<0.05, \text{Significant})\). It means that class taught by the teachers has influence the overall level of teacher’s attitude towards teaching profession. It is understand from the table who taught the VII\textsuperscript{th} Std. played a favourable role in inclusive education.

8. There exists significant association between the types of the students handling by the respondents and overall teacher’s role in inclusive education \((X^2 = 8.848, \text{df} = 2, P<0.05, \text{Significant})\). It means that type of students handling by the respondents has influence the teacher’s role in inclusive education. It is concluded from the table that who handling physically challenged students, played favourable role in inclusive education.

9. There exists significant association between the areas of study of the respondents and overall teacher’s role in inclusive education \((X^2 = 68.846, \text{df} = 3, P<0.01, \text{Significant})\). It means that areas of study has influence the overall teacher’s role in inclusive education. It is concluded from the table that the teachers who belongs to cuddalore district played high favourable role in inclusive education.

10. There exists significant variance among the type of students handling by the respondents and overall teacher’s role in inclusive education \((X^2 = 2.615, P<0.05, \text{Significant})\). It means that type of students handling by the respondents has influence the overall teacher’s role in inclusive education. The mean score \((\bar{X} = 55.675)\) indicates that the teachers who are handling physically challenged students played favourable role in inclusive education.
11. There exists significant difference between the type of family of the respondents and overall teacher’s role in inclusive education ($Z = 1.969$, $P<0.05$, Significant). It means that type of family of the respondents has influence the overall level of teacher’s role in inclusive education. The mean score ($\bar{X} = 61.765$) indicates that the respondents who are following family system played higher level of favourable role in inclusive education.

12. There exists significant variance among the knowledge about the model of inclusive education of the respondents and overall level of teacher’s role in inclusive education ($F = 9.255$, $P<0.01$, Significant). It means that knowledge about the inclusive education model among the respondents has influence their overall level of teacher’s role in inclusive education. The mean score ($\bar{X} = 62.979$) indicates that who are familiar with inclusive education model played favourable role in inclusive education.

Teacher’s Mental Health Status

1. There exists significant difference between the gender of the respondents and various dimension of mental health such as broadmindedness ($Z = 3.359$, $P<0.01$), social relationship ($Z = 2.179$, $P<0.05$), and Autonomy ($Z = 2.972$, $P<0.01$). In addition that there is a difference between the gender of the respondents and overall level of mental health ($Z = 2.207$, $P<0.05$). However, there is no significant between the gender of the respondents and various dimension of mental health such as emotional maturity, self-confidence are perception reality. It means that gender has influence the level of mental health among the teachers. The mean score indicates that male teachers had high level of broadmindedness ($\bar{X} = 16.81$), social relationship ($\bar{X} = 17.36$), and Autonomy ($\bar{X} = 18.04$) and overall level of favourable mental health ($\bar{X} = 100.019$).
2. There exists significant difference between the marital status of the respondents and various dimensions of mental health such as, Social Relationship (Z = 1.861, P<0.01) and Perception Reality (Z = 2.319, P<0.01, Significant). In addition there is a significant difference between the marital status of the respondents and overall level of mental health (Z = 1.834, P<0.01). However, there is no significant relation between the marital status of the respondents and various dimension of mental health such as Emotional Maturity, Self confidence, Broad Mindedness and Autonomy. The marital status has influence the overall level of mental health of the teachers.

3. There exists significant association between the age of the respondents and various dimensions of mental health such as self-confidence ($X^2 = 11.462$, df = 3, P<0.05, Significant), broadmindedness ($X^2 = 9.361$, df = 3, P<0.05, Significant) and perception reality ($X^2 = 13.152$, df = 3, P<0.01, Significant). In addition there is a significant association between the age of the respondents and overall level of mental health ($X^2 = 11.059$, df = 3, P<0.05, Significant). However there is no significant association between the age of the respondents and various dimensions of mental health such as emotional maturity, social relationship, and autonomy. It means that age of the respondents has influence the level of mental health of the teachers. It is concluded from the table that age group of 31-40 years had have higher level of good meant health status among the teachers.

4. There exists significant association between the experience of the respondents and various dimensions of mental health such as emotional maturity, broadmindedness, perception reality and social relationship. However there is no significant association between the experience of the respondents and various dimensions of mental health such as self-confident, autonomy and overall mental health. It means that experience has not influence the overall level of mental health of the teachers.
5. There exists significant association between the income of the respondents and various dimensions of mental health such as emotional maturity ($X^2 = 9.485$, df = 2, P<0.05, Significant), self-confidence ($X^2 = 8.649$, df = 2, P<0.05, Significant), broadmindedness ($X^2 = 14.590$, df = 2, P<0.05, Significant), Social Relationship ($X^2 = 6.061$, df = 2, P<0.05, Significant) autonomy ($X^2 = 10.120$, df = 2, P<0.05, Significant) and perception reality ($X^2 = 32.976$, df = 2, P<0.01, Significant). However, that there is a significant association between the income of the respondents and overall level of mental health ($X^2 = 20.401$, df = 2, P<0.05, Significant). It means that income of the respondents has influence the overall level of teacher's mental health. It is understand from the table that teachers belong to income group of Rs. 20001-25000 had have higher level mental health.

6. There exists significant association between the types of the students handling by the respondents and various dimensions of mental health. Such as self-confidence ($X^2 = 6.560$, df = 2, P<0.05, Significant), broadmindedness ($X^2 = 11.461$, df = 2, P<0.05 Significant) and perception reality ($X^2 = 19.732$, df = 2, P<0.01, Significant) However there is a significant association between the types of the students handling by the respondents and Overall level of mental health ($X^2 = 10.806$, df = 2, P<0.05, Significant). However there is no significant association between the types of the students handling by the respondents and various dimensions of mental health such as emotional maturity, social relationship and autonomy. It means that type of students handling by the respondents has influence their level of perception on mental health. It is concluded from the table who are handling physically challenged had good mental health.
7. There exists significance difference between the type of family of the respondents and various dimensions of mental health such as emotional maturity, broadmindedness, social relationship, autonomy, self-confidence, perception reality and overall mental health. It means that type of family of the respondents has not influence the overall level of mental health among the teachers.

8. There is a significant variance among the knowledge about the model of inclusive education of the respondents and various dimensions of mental health such as emotional maturity (F = 10.158, P<0.01, Significant) and autonomy (F = 7.006, P<0.01, Significant). In addition that there is a significant variance among the knowledge about the model of inclusive education of the respondents and overall level of mental health (F = 4.775, P<0.01, Significant). However there is no significant variance among the knowledge about the model of inclusive education of the respondents and various dimensions of mental health such as self-confidence, broadmindedness, social relationship, and Perception Reality. It means that knowledge about the inclusive education model among the respondents has influence their overall level of mental health. The mean score ($\bar{X}$=101.620) indicates that who are familiar with inclusive education model had good mental health status.

Teacher’s Awareness and Competency towards Children with Special Needs

1. There exists significant difference between the gender of the respondents and Teaching and Training process (Z = 2.225, P<0.05) dimension of awareness and competency towards children with special needs. However there is not significant different between the gender of the respondents and various dimensions of awareness and competency towards children with special needs such as general opinion, causes and characteristics, identification and assessments and overall level of awareness and competency.
2. There exists significant **difference between** the marital status of the respondents and knowledge on the understanding of causes and characteristics (Z = 2.266, P<0.01, **Significant**) of the children with special needs. However there is no significant difference between marital status of the respondents and various dimensions of awareness and competence towards children with special needs such as General opinion on various aspects of children with special needs, identification and assessment, teaching and training process and overall teacher’s awareness and competency. The mean score indicates that marital status has not influence the level of overall level of mental health of the teachers.

3. There is no significant variance among the educational qualification of the respondents and various dimensions of competence towards the child with special needs such as general opinion, causes and characteristics, identification and assessment, teaching and training the process and overall teacher’s awareness and competency. It means that educational qualification of the respondents has not influenced the level of awareness and competence towards children with special needs.

4. There exists significant **variance** among the educational qualification of the respondents and variance dimensions of awareness and competence towards child with special needs such as understanding of the causes and characteristics (F = 3.292, P<0.05) of children with special needs and importance of teaching and training process (F = 2.219, P<0.05) to understand various aspects of children with special needs. In addition that there is a significant variance among the educational qualification of the respondents and overall level (F = 2.375 P<0.05) of awareness and competence towards child with special needs. However there is no significant variance among the educational qualification of the respondents and variance dimensions of awareness and competence towards child with special needs such as general opinion and early
identification and assessment of children with special needs. It means that the educational qualification of the respondents has influence the level of overall awareness and competency towards understanding of children with special, needs. The mean score (X =186.671) indicates that who are qualified with M.Ed technical qualification had a higher level of overall awareness and competency towards understanding of children with special needs

5. There is no significant variance among the domicile of the respondents and various dimensions of awareness and competence. towards the children with special needs such as general, opinion, causes and characteristics, identifying and training process and overall teacher’s awareness and competency. It means that the domicile has not influence the overall level of teacher’s awareness and competency towards children with special needs.

6. There exists significant association between the age of the respondents and attitude of Teacher and training process (X² = 11.094, df = 3, P<0.05, Significant). In addition that there is a significant association between the age of the respondents and overall level of teacher’s awareness and competency (X² = 7.767, df = 3, P<0.05, Significant) towards children with special needs. However that there is no significant association between the age of the respondents and various dimensions of awareness and competence towards child with special needs such as general opinion on children with special needs, importance of early identification and assessment and understanding of characteristics and causes of children with special needs. It means that age has influence the overall level of awareness and competency towards children with special needs. It is concluded from the table that age group of 31-40 years had have higher level of awareness and competency towards children with special needs.
7. There is no significant association between the age of the respondents and various dimensions of awareness and competence towards children with special needs such as general opinion on children with special needs, early identification and assessment, Teaching and Training process, causes and characteristics of children with special needs and overall level of teacher’s awareness and competency towards children with special needs. It means that age has not influence the overall level of teacher’s awareness and competency towards children with special needs.

8. There is a significant association between the income of the respondents and various dimensions of awareness and competence towards children with special needs such as, general opinion on children with special needs \( (X^2 = 7.014, df = 2, P<0.05, \text{Significant}) \), identification and assessment \( (X^2 = 16.144, df = 2, P<0.05, \text{Significant}) \), Teacher and training process \( (X^2 = 6.306, df = 2, P<0.05, \text{Significant}) \), causes and characteristics \( (X^2 = 7.250, df = 2, P<0.05, \text{Significant}) \). However there is a significant association between the income of the respondents and overall level of teacher’s awareness and competency \( (X^2 = 7.012, df = 2, P<0.05, \text{Significant}) \) towards children with special needs. It means that income has influence the overall level of teacher’s awareness and competency towards children with special needs. It is concluded from the table that teachers belong to income group of Rs. 20001-25000 had have higher level good mental health.

9. There exists significant association between the areas of study and various dimensions of awareness and competency towards children with special needs such as General Opinion on various aspects of children with special needs \( (X^2 = 66.867, df = 3, P<0.01, \text{Significant}) \) early Identification and Assessment \( (X^2 = 74.744, df = 3, P<0.01, \text{Significant}) \) Teacher and Training Process \( (X^2 = 79.881, df = 3, P<0.01, \text{Significant}) \) and Causes and Characteristics \( (X^2 = 57.829, df = 3, \)
P<0.01, Significant). However there is a significant association between the areas of study and overall Teacher’s Awareness and competency (X² = 87.885, df = 3, P<0.01, Significant). It means that areas of study has influence the overall teacher’s awareness and competency towards children with special needs. It is concluded from the table that the teachers who belongs to cuddalore district had higher level of awareness and competency towards handling children with special needs.

10. There exists significant variance among the types of students handling by the respondents and various dimension of competence towards child with special needs such as general opinion, causes and characteristics, identification and assessment, teaching and training process and overall level of awareness and competency towards children with special needs. It means that types of students handling by the teachers has not influence the teachers overall level of awareness and competency towards children with special needs.

11. There exists significant difference between the type of family of the respondents and understand the Causes and characteristics of children with special needs Z = 1.954, P<0.05, Significant). However, there is no significant difference between the type of family of the respondents and various dimensions of awareness and competency such as general opinion, teaching and training process, identification and assessment, teaching and training process and overall level of awareness and competency. It means that types of family of the respondents has not influence the overall level of awareness and competency towards children with special needs among the teachers.

12. There exists significant variance among the knowledge about the model of inclusive education of the respondents and various dimensions of awareness and competency towards children with special needs such as General Opinion Category (F = 18.609, P<0.01, Significant), Identification and Assessment (F = 14.206, P<0.01, Significant),
Teacher and Training Process \( (F = 15.97, P < 0.01, \text{ Significant}) \), Causes and Characteristics \( (F = 10.123, P < 0.01, \text{ Significant}) \). However, there is a significant variance among the knowledge about the model of inclusive education of the respondents and Overall level of awareness and competency \( (F = 19.348, P < 0.01, \text{ significant}) \). It means that knowledge about the inclusive education model among the respondents has influenced their overall level of awareness and competency towards inclusive education. The mean score \( (\bar{X} = 178.390) \) indicates that who are familiar with inclusive education model had have higher level of awareness and competency towards children with special needs.

**SUGGESTIONS**

**SOCIAL WORK INTERVENTIONS**

The present study was conducted to find out positive influence of inclusive education on children with special needs and to identify the problems encountered by teachers in the inclusive classroom at Cuddalore district. The study found out teachers had higher level of positive attitude towards inclusive education and competency in dealing with children with special needs. However, one-third of the respondents had low level of perception in the above mentioned variables, due to heavy workload for teachers, heavy individual differences, high level of class size, and lack of support from the school administration and lack of resources.

The social work intervention is highly essential for those who had low level of perception on these variables. The researcher suggests appropriate social work methods, such as individual intervention, group intervention and community intervention is an essential for solving children problem and make the inclusive classroom is more appropriate to them. The researcher also suggests the following interventions to children. These are: (i) identification of the children with special needs in the classroom; (ii) referring the identified to the experts for further examination and treatment; (iii) developing positive attitude between normal children and children with special needs; (iv) enabling
the children with special needs to avail themselves of the facilities provided for
them under IED scheme; (v) involving the children with special needs in
almost all the activities of the classroom and school and providing scope for
cooperaive learning among differently abled and normal children through
‘play park method’; (vi) parental guidance and counselling and public
awareness programme through school activities; (vii) conducting case studies
and action research related to the specific problem of children with special
needs; (viii) nurturing the talent among children with special needs; and
(ix) construction of achievement and diagnostic tool.

Need based interventions

A number of factors: such as poor, planning, traditional practices and beliefs,
attitudes of teachers and students affect the implementation of inclusive
education. The researcher suggests to teachers, children with special needs,
policy makers, government and non-governmental organisations the following.

1. Government should enact legislation, with enforcement mechanisms,
to mandate education for all children, including children with
disabilities, to meet the goals of the Dakar Framework for Action (UK
conference recommendation for the first time) and the millennium
development goal of primary education for all children by 2015. Children
with disabilities need to be explicitly included in all national plans for
education, including national plans on education for all of the
Dakar Framework for Action.

2. Ministry of Education should formulate educational policy and
planning in consultation with families and organisations of persons
with disabilities and develop programmes of education which enable
children with disabilities to attend their local primary schools. Policy
implementation needs to prepare the school system for inclusive
education, where appropriate, with the clear understanding that all
children have the right to attend school and that it is the responsibility of
the school to accommodate differences in learners.
3. A range of educational options should be available to allow the selection of a school that will best cater for individual learning needs of children with disabilities.

4. Adequate public budgetary allocation specifically for the education of children with disabilities should be provided within the education budget.

5. Government, in collaboration with others, should collect comprehensive data on children with disabilities, from birth to 16 years old, which should be used for planning appropriate early intervention and educational provision, resources and support services, from birth through school age.

6. Five year targets should be set for the enrolment of children with disabilities in early intervention, pre-school, primary, secondary and tertiary (post-school) education. Progress towards meeting these targets should be closely monitored with a view to achieving the goal of 75 per cent of children with disabilities in school by 2012.

7. Ministries of Health and other concerned ministries should establish adequate early detection and identification services in hospitals, primary health care centre and community-based health care services, with referral systems to early intervention services for all disabled infants and children (birth to four years old). Governments should routinely screen high-risk pregnancies and high-risk newborn babies for early detection of disabilities at birth or soon thereafter.

8. Ministries of Health and Education should establish early intervention services, in collaboration with other concerned ministries, self-help organizations, NGO and community-based agencies, to provide early intervention, support and training to all disabled infants and children with disabilities (birth to four years old) and their families.
9. Government, including Ministries of Education, should work in partnership with NGOs at the national and local level to conduct public awareness campaigns to inform families of children with disabilities, schools and local communities, of the right of children and youth with disabilities to participate in education at all levels, in urban and rural areas, and with particular emphasis on the inclusion of girls with disabilities where there is a gender imbalance in school attendance.

10. The following measures should be taken, where appropriate, by Governments in the region to improve the quality of education in all schools, for all children, including children with disabilities, in special and inclusive educational contexts: (a) conduct education and training for raising the awareness of public officials, including educational and school administrators and teachers, to promote positive attitudes to the education of children with disabilities, increase sensitivity to the rights of children with disabilities to be educated in local schools and on practical strategies for including children and youth with disabilities in regular schools; (b) provide comprehensive pre- and in-service teacher training for all teachers, with methodology and techniques for teaching children with diverse abilities, the development of flexible curriculum, teaching and assessment strategies; (c) encourage suitable candidates with disabilities to enter the teaching profession; (d) establish procedures for child screening, identification and placement, child-centred and individualized teaching strategies and full systems of learning and teaching support, including resource centers and specialist teachers, in rural and urban areas; (e) ensure the availability of appropriate and accessible teaching materials, equipment and devices, unencumbered by copyright restriction; (f) ensure flexible and adaptable curriculum, appropriate to the abilities of individual children and relevant in the local context; (g) ensure assessment and monitoring procedures are appropriate for the diverse needs of learners.
11. Government should implement a progressive programme towards achieving barrier-free and accessible schools and accessible school transport by 2012. Modification of furniture to provide comfort to the special needs children is very much essential in a regular classroom.

12. Governments should encourage programmes of research at tertiary institutions to develop further effective methodologies for teaching children with diverse abilities.

13. Organizations of and for disabled persons should place advocacy for the education of children with disabilities as a high priority item on their agenda.

14. Regional cooperation needs to be strengthened to facilitate the sharing of experiences and good practices and to support the development of inclusive education initiatives.

15. The Special need children have specific difficulties of learning. Therefore the government should provide some special training material used in a regular classroom situation.

16. It is experienced that the special need children are less well accepted than normal children in an inclusive class. Such physical integration does not provide psychological integration. As a result of which, these children face many psychological problems. Therefore the government should appoint school counsellor to given individual attention to solve such psychological problems.

17. The government should appoint occupational therapist and physiotherapist in all the schools to enable the orthopaedically handicapped child to develop the ability for free movement.

18. The government should provide assistive devices to the eligible children identified in the health camp. The NGO’s will be utilized for this purpose. The district authorities will correspond with the agencies and procure the devices as per procedure. To serve these purpose the
government should be provided with necessary apparatus like wheelchairs, artificial limbs etc., which will help hem for movement and communication with the people in the community.

19. The government should provide short term; on-the-job training for all teachers is the most practical and cost-effective way forward. Training is needed in various aspects of inclusive education to make it attractive for teachers and successful for all. In the current situation teachers in mainstream schools are unfamiliar with the concept of inclusive education which results in concerns that they do not have the necessary specialist training to teach disabled children. In the long term, inclusive education should be included in basic teacher training curricula. In that way, all student-teachers would learn to teach inclusively.

20. Parental motivation and involvement in their children’s education is a key factor influencing educational progress. In the present study it was experienced that yet some parents decide not to send their disabled children to school because they do not consider it to be a good financial investment. They would rather spend the little money that they have in sending their able-bodied children to school; other parents may be unaware that their disabled children have a right to education, and the potential to learn in their neighbourhood schools. Parents can be the strongest advocates for the rights of their disabled children, but they may need help in gaining awareness about the impact of education on disabled children and about how to organize themselves as a group. For this purpose the government and NGO’s should involved and create awareness about the importance of education among the parents of differently abled children.
CONCLUSION

As education entry in the new millennium, the increasing complexity of societal factors such as technological innovations and socio-cultural diversity requires ongoing research to determine the most effective educational contents and strategies for all students. Evidence continues to mount support of the positive effect of inclusive education for students both with and without disabilities. Social benefits of inclusion for students with developmental disabilities have been found to include the development of improved communication skills, friendship networks, and parents and community attitudes. Teacher’s developments have to be the heart of initiatives for developing inclusive practices in schools. This necessitates building competences of all “regular teachers” to deal with diverse population of students and to learn pedagogical strategies of these facilitate the learning of all students in their classroom. All teachers need to be prepared to teach in inclusive setting to meeting the needs of all students. The inclusive education system requires a more knowledgeable and highly skilled teaching force. The triangulated effects of knowledge, skills, and attitudinal building develop the awareness among teachers and comprehensive perspectives of inclusive education as part of their role and responsibilities. The main purpose of this study is to investigate teachers role and attitude towards inclusive education. The study also eye opener for the mental health study of the teachers and their attitudes towards their profession.
RECOMMENDATIONS FOR FUTURE RESEARCH

The results of the current study suggest a number of directions for further study.

1. The study focused on the attitude of teachers towards inclusive education, but it did not focus on parent’s attitude towards inclusive education. The parents’ report would have been, another extremely important source of information for further success of this inclusive education programme.

2. The present study was conducted among Government schools only; private schools also have children with special needs. Therefore, there is a need to assess the students’ performance irrespective of schools.

3. The present study focused only on the students’ performance in the mainstream of education. Further research might examine the comparative study on students’ performance; between those who study in the special schools; and those studying in the inclusive education.

4. Future research in the area of students’ feeling after being transferred from special school to inclusive school.