

**A STUDY ON ATTITUDE OF SECONDARY TEACHERS OF  
NAGALAND TOWARDS INCLUSIVE EDUCATION IN RELATION TO  
THEIR EMOTIONAL COMPETENCY**

Ph.D THESIS  
SUBMITTED TO  
NAGALAND UNIVERSITY FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY  
IN EDUCATION



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**CERTIFICATE**

This is to certify that the thesis entitled "*A Study on Attitude of Secondary Teachers of Nagaland towards Inclusive Education in Relation to Their Emotional Competency*" submitted herewith for the Degree of Doctor of Philosophy in Education at Nagaland University is an original work carried out by **Ms. Kekhriesenuo Seyie (Reg. No. Ph.D/ EDU/00192 of 2018)** under my supervision and guidance. To the best of my knowledge, the thesis embodies her original work and has not been submitted earlier for the award of any degree at any other university or institute. This thesis is fit for submission and evaluation.

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I, Kekhriesenuo Seyie, hereby declare that this thesis entitled “A Study on Attitude of Secondary Teachers of Nagaland towards Inclusive Education in Relation to Their Emotional Competency” is my own work carried out under the supervision of Dr. Khotole Khieya, Associate Professor, Department of Education, Nagaland University. The work embodied in this thesis has not been submitted for the award of any previous degree at any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.

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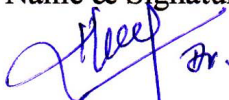
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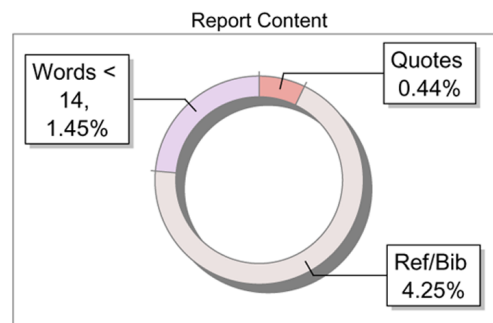
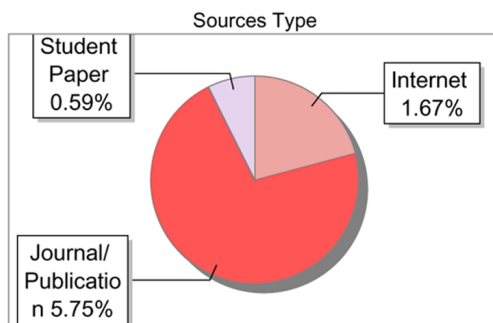
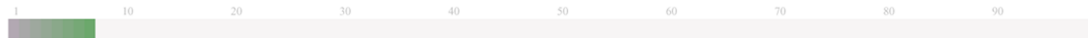
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Author Name	Kekhriesenuo Seyie
Title	A study on attitude of secondary teachers of Nagaland towards inclusive education in relation to their emotional competency
Paper/Submission ID	2426205
Submitted by	khotole@nagalanduniversity.ac.in
Submission Date	2024-10-21 11:47:24
Total Pages, Total Words	161, 45169
Document type	Thesis

### Result Information

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## **ACKNOWLEDGEMENT**

First and foremost, I express my heartfelt gratitude to God, whose grace has been my guiding light throughout this journey. I dedicate this achievement to Him.

I am deeply thankful to my parents and siblings for their unwavering love, support and prayers. Their constant belief in me has been a significant source of strength and motivation. A special thanks to my brother-in-law for his assistance in providing me rides to the department, which was invaluable during this process.

To my loved ones, friends, and relatives, thank you for your constant encouragement. I am also profoundly grateful to my church for their unwavering prayers and support through this journey.

I would like to extend my profound gratitude to my supervisor, Dr. Khotole Khieya, Department of Education, Nagaland University, and my co-supervisor, Dr. Rakesh Rai, Central University of Gujarat, for their invaluable guidance, encouragement, and insights. Their mentorship has been instrumental in shaping this thesis, and I am deeply thankful for their support throughout my research journey.

I am also sincerely grateful to my RAC members, Dr. Boyillapalli Venkata Rao and Dr. Anu G.S., Department of Education, Nagaland University, for their meticulous guidance and thoughtful feedback. I would like to especially thank Dr. Boyillapalli Venkata Rao for his initiative in guiding me through the reorganization and interpretation of my data, which significantly enhanced my analysis, and I deeply appreciate it.

A special and heartfelt thanks goes to Prof. Buno Liegeise, Head of the Department of Education, for her expert support and invaluable insights, which have significantly contributed to the quality of my work. Her encouragement, kindness, and dedication to fostering research excellence have been a true inspiration.

I also want to express my thanks to Prof. Buno Zetsuvi and Dr. Neizo-ü Mero, for their expert support and valuable insights, which have contributed significantly to my work.

I am deeply grateful to Dr. kekoninuo Zhunyu for diligently proofreading the entire thesis and ensuring its accuracy.

I extend my appreciation to the faculty and staff of the Department of Education, Nagaland University, for their continuous support and assistance throughout my academic journey. I also thank the University for providing all the resources needed to complete my research activities, and I am grateful to Dibrugarh University and North-Eastern Hill University for allowing me access to their libraries, which greatly benefited my work.

My special thanks go out to my fellow scholars, particularly Dr. Azhanuo Peki and Ms. Yanjila Y Yimchunger, for their continuous support and encouragement during my research. Your camaraderie and advice have been invaluable to me during this journey, and I cherish the memories we shared.

I also want to express my appreciation to Ms. Prerna Mukhia for her extra help in data analysis, which greatly contributed to the completion of this work.

Additionally, I thank the UGC Non-Net Fellowship for providing me with financial support over the past three years, which eased the monetary challenges during my research.

Finally, I dedicate this success to all who have played a part in this journey. Thank you for walking alongside me.

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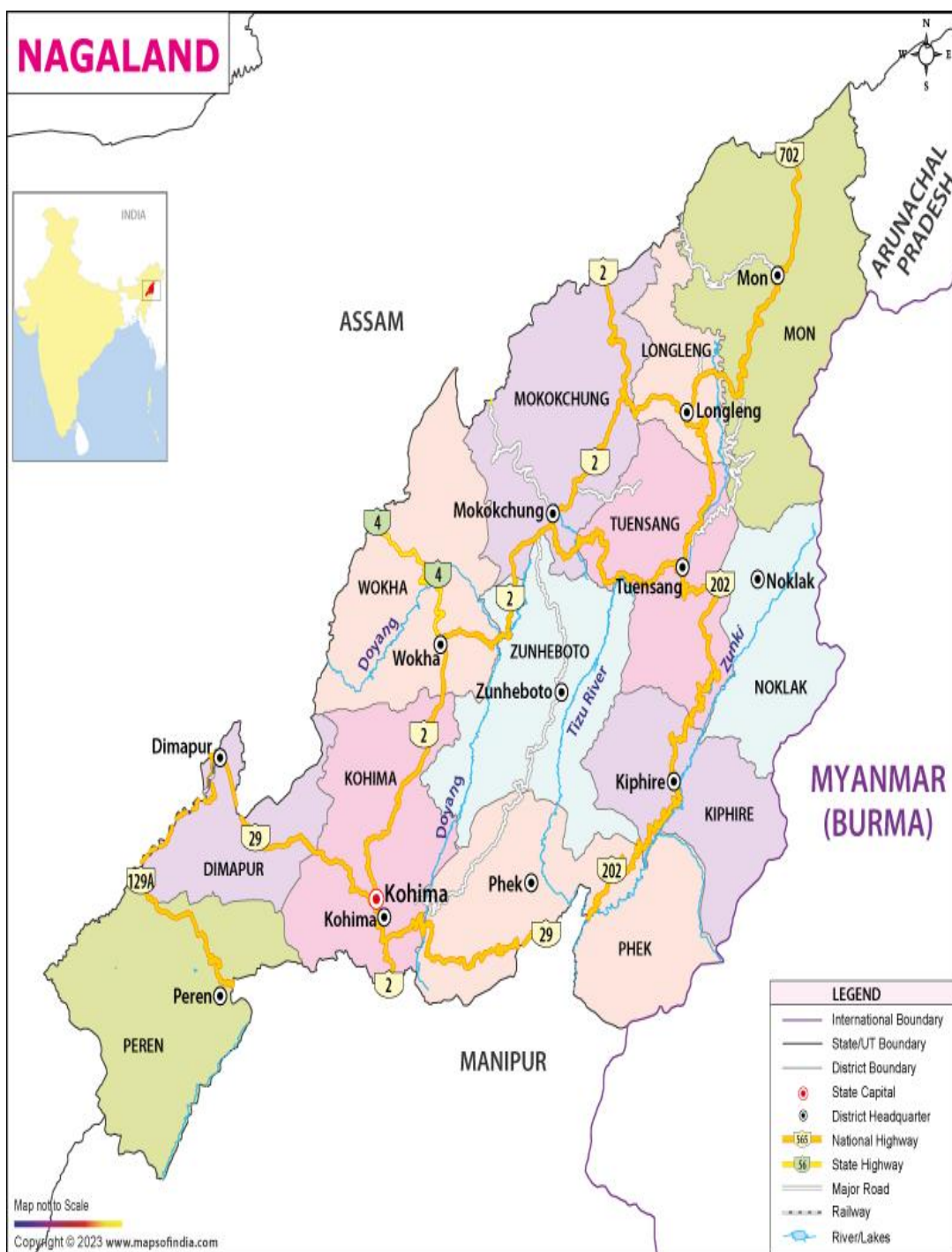
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## **ABBREVIATIONS**

ACPE	Ability to Cope with Problem Emotions
ADF	Adequate Depth of Feeling
AD1	Psychological/Behavioral
AD2	Social and Parents-related
AD3	Curricular and Co-curricular
AD4	Administrative
AEPE	Ability to Enhance Positive Emotions
AFE	Ability to Function with Emotions
AGT	Attitude Grant Total
CWSN	Children with Special Needs
EFA	Education for All
EC	Emotional Competency or Competence
GOI	Government of India
H.S.L.C	High School Leaving Certificate
IE	Inclusive Education
N.B.S.E	Nagaland Board of School Education
NEP	National Education Policy
SDGs	Socio-economically Disadvantaged Groups
SCERT	State Council of Educational Research and Training
CSEN	Children with Special Educational Needs

**Figure 1.1: Map Representation of Nagaland**



Source: <https://www.mapsofindia.com/nagaland/2023>

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 An Overview of Nagaland State**

Nagaland is a state in the northeastern region of India. The state shares its borders with Assam to the North and West, Myanmar to the East, Arunachal Pradesh to the North East, and Manipur to the South. It lies between 25°6' North and 27°4' North and between longitudinal lines 93°20' East and 95°15' East. The state of Nagaland, with a population of 1.9 million (2011 census Report), is one of the smallest states in India, and covers an area of 16,579 sq. km, making it the 16<sup>th</sup> state under the Indian Union, formed on 1<sup>st</sup> December 1963. With 71.03% of the population residing in villages, Nagaland's population is primarily rural. The population density is 120 people per square kilometer (2011 Census Report).

The state is divided into 16 districts, namely: Dimapur, Kohima, Kiphire, Longleng, Mokokchung, Mon, Tuensang, Phek, Wokha, Peren, Zunheboto, Noklak, Tseminyu, Shamator, Nuland, and Chumoukedima. Kohima is the state capital, and Dimapur is known for its commercial hub.

The Nagaland state is known for its rich diversity as the population is composed of different ethnic groups in the form of tribes. Seventeen (17) major tribes inhabit Nagaland. These include the tribes of Angami, Ao, Chakhesang, Chang, Khiamniungan, Konyak, Lotha, Kuki, Pochury, Phom, Rengma, Sangtam, Sumi, Yimchunger, Zeliang, Kachari, and Tikhir. Each of these tribes is unique, reflected in their respective customs, traditions, languages, food habits, and attires.

The indigenous people, “The Nagas” of Nagaland, belong to the Mongoloid race. History bears testimony to the various conflicts in the region till the end of the 1990s. For many decades the state of Nagaland was a conflict-affected area. However, despite the still prevalent occasional conflicts, the state has witnessed rapid growth and has been relatively peaceful over the past one and half decades.

The literacy rate of Nagaland shows quite a good result, with the average at 80.11%, which is higher than the national average of 74.04% as per 2011 census. The literacy rates for men and women are 83.29% and 76.69%, respectively.

Before the introduction of modern education, the educational system in the past was quite simple. The morung used to be the chief educational institution of

Nagaland. It usually refers to a youth dormitory whereby the village elders educate the young about cultures, values, customs, and traditions. More so, they were taught the art of hunting and warfare, weaving, wood carving, pottery, religious rites, customary laws, social habits, responsibilities, etc.

The American missionaries introduced formal education in Nagaland with the primary aim of spreading the gospel. Since the people were primitive and lacked written manuscripts, educating them in English was challenging for the missionaries and the Nagas; it was also difficult to learn English at the beginning. The Nagas currently use English as its official language and school instruction medium.

In terms of Nagaland's educational administrative framework, the Department of Education is made up of School Education, the State Council of Educational Research and Training (SCERT), and the Nagaland Board of School Education (NBSE). The Board and Department are led administratively by the state's honorable minister of education and the Principal Secretary.

The class structure is categorized into four levels: Pre-primary Stage from age below Six (6) or up to class One (1)—the Primary-Middle Stages, often known as the elementary stage up to class Eight (8). The Secondary Stage consists of classes IX and X only. The Higher Secondary Stage consists of classes XI and XII.

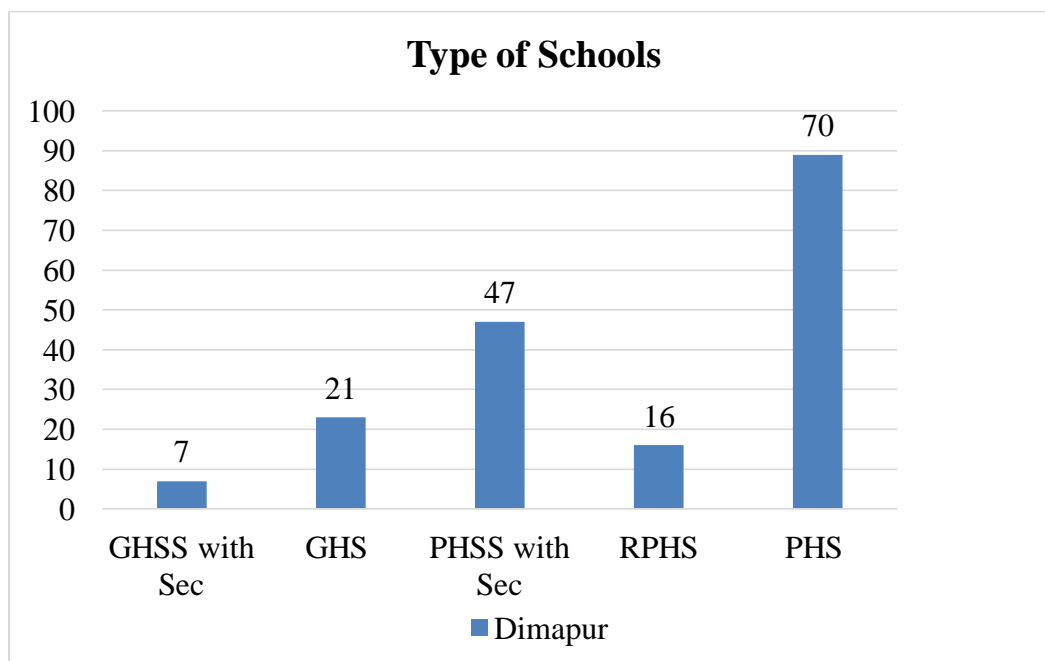
## **1.2 A Brief Profile of the two Districts under Study**

### **A) Dimapur District**

Dimapur district of Nagaland was established in December 1997. It lies between 25°48' and 25° 52' North latitude and 93°30' and 93°54' East longitude. The district is bordered by Assam on its North and West, Kohima on the East, and Peren District in the South. The district is home to a diverse population, primarily made up of Naga tribes from throughout Nagaland.

The city is a significant rail head and also has an airport. It also serves as a doorway to Nagaland and Manipur state. Highway 29, which connects Kohima, Imphal, and the Myanmar border of Moreh, runs through Dimapur District. It is apparent why it is Nagaland state's most significant business hub.

**Figure-1.2** The District of Dimapur's School List: The following numbers represent the current distribution of educational institutions.



Source: Directorate of School Education, 2019

The *Figure 1.2* shows that Government High Schools (GHSS), Government Higher Secondary Schools (PHSS), Recognized Private High Schools (RPHS), Permitted High Schools (PHS), and Government Higher Secondary Schools (GHSS) are the abbreviations for these schools. There are 161 schools in the Dimapur district overall.

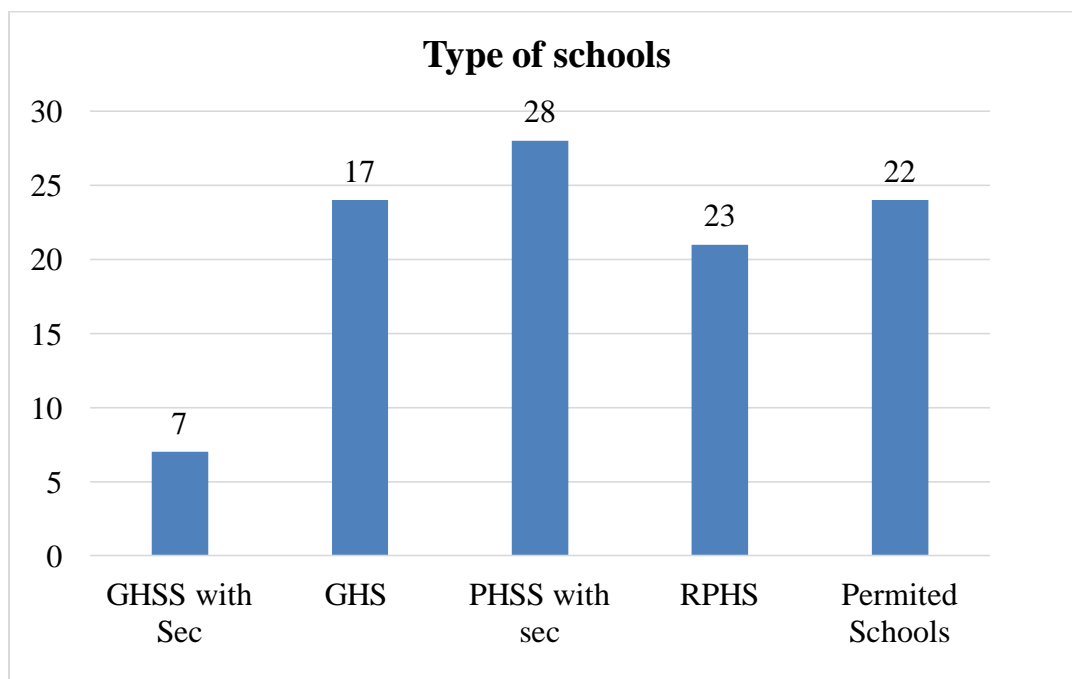
## **B) Kohima District:**

Kohima is a hilly district in India's North Eastern State of Nagaland. It is 1463 square kilometers in size. The coordinates of Kohima are 25°-40' N, 94°07' E 25.67° N, 94.12° E. Assam State and Dimapur District in the west, Phek District in the east, Manipur State and Peren District in the south, and Wokha District in the north all shares its borders. Kohima, one of the 16 districts of the state, was the first to have a modern administrative center when it served as the headquarters of the Naga Hills District, which was then part of Assam. When Nagaland became a fully-fledged state on 1st December 1963, Kohima was christened as the state capital. Since then, for the fourth time, portions of Kohima district have been divided; the first two times were in 1973, when Phek District was formed, and in 1998, when Dimapur was created and declared as a separate district. The third time this happened was in 2003 when Peren

district was formed. The fourth time was in 2021, when Tseminyu, the state's youngest district was born.

The vast majority of people living in the Kohima district are Angami and Rengma. Besides, the town's population comprises all the seventeenth tribes of Nagaland and mainland Indians.

**Figure-1.3**                      **List of Schools in Kohima District**



Source: Directorate of School Education, 2019

At present, the educational institutions in the Kohima district are shown in the given figure. The *Figure 1.3* shows that GHSS stands for government higher secondary schools with secondary sections, GHS for government high schools, PHSS for private higher secondary schools with secondary sections, RPHS for recognized private high schools, and PHS for permitted high schools. Currently, there are 97 schools in Kohima district.

### **1.3 Conceptual Framework of the Study**

Education is the most effective tool we have to transform the world, as it promotes all-round harmonious change, growth, and development of an individual. It is the process through which an individual power of knowledge, habits, character, skills, attitude, and behavior are shaped and molded. It is the need of every human being alike. So, having the opportunity for education is the ultimate fundamental

human right of all. Observations have shown that the system of education differs in every society. This is to meet the various and diverse socio-cultural needs and challenges of the community (Lenka, 2010). At present, our classrooms are becoming huge with diverse learning needs of its students, which reflect on the existence of individual differences among students in the classrooms, which cover physical, mental, emotional, social, etc. Therefore, to meet students' different learning needs, there are challenges and great opportunities for quality education. Thus, education must aim at meeting the varied needs of the learners. Similarly, schools should form inclusive societies to impart inclusive education in schools where all kinds of students are included and welcomed, to be recognized and loved for their unique qualities, provided that they are given equivalent chances and roof, along with the others, to play, learn, grow and develop according to their different learning needs and abilities.

Inclusive education is understood as the best way to respond to individual differences and diverse learning needs. It is described as an organized structure of education that attends to each student with and without disabilities in their learning. It is the educational placement of Children with Special Needs (CWSN) in regular schools alongside their non-exceptional peers, for providing them quality education that ensures the needs of every child are met in their classroom settings. However, the effectiveness and efficiency of serving these children in inclusive classrooms hugely depend on the teachers, their empathetic attitude, and their emotional competency towards inclusive education. These qualities of the teachers resonate as integral and the most significant part for the effective application of inclusive educational practices.

#### **1.4 Background of the Study**

Inclusive education as a new approach to education is seen as a means of offering a unique and vibrant learning environment for each and every pupil to meet their needs and challenges as per their learning. It is the opposite of segregation and exclusion, as it addresses and responds to every student's diverse learning needs through their direct and active involvement and participation in different learning activities. Similarly, it involves specific changes and modifications in traditional schools' content approaches, structures, and strategies to accommodate and facilitate age-appropriate education for all. Inclusive education recognizes the learning potential of each learner and includes within its realm; those considered non-disabled

also need support during their school education. Hence, regular schools must equip themselves in advance in all areas to respond to students' various learning needs, including extra-aided support services due to their physical disability, social disadvantage, excluded and marginalized, backwardness, and other barriers to learning. The concept behind inclusive education is 'Education for All,' based on the principle of non-discrimination and a system that appreciates diversity.

UNESCO, 1994 views inclusive education as the most cost-effective means of providing quality education to all. It is dynamic in its approach, confronting discrimination due to differences, responding positively to pupils' diversities in their learning, and enriching all cadres involved in the process to focus on improving the efficiency and success of the process.

According to B. Lindquist, a UN rapporteur, inclusive education is the belief that all children and young people around the world have the right to an education, regardless of their abilities, shortcomings, goals, or aspirations. It is not the education system that is entitled to select specific types of children. Instead, the educational framework of a nation must be adapted in order to meet the needs of all children.

Miller and Katz have also defined inclusive education as a process of developing a sense of belongingness, making one feel valued and respected as an individual, and feeling positive and supportive energy and commitment from the rest in doing the best one can. Furthermore, it is also defined as an educational arrangement, which fosters the active participation of varieties of learners in all facets of school activities; to develop them as individuals that care, share, and spread love and values with one another.

In 2007, UNICEF further defined inclusive education as a process of reducing learning barriers, which covers every group of children, including children at significant risk of being deprived of education. It is a platform that provides age and class-appropriate education in the child's neighborhood school, with specialized assistance.

Thus, considering the facts mentioned above, it is imperative to note that inclusive education is a broad vision of "Education for All." The aim of education, therefore, should provide as many opportunities as possible to all, irrespective of their varied differences, abilities and disabilities; to give them an equal or close to equal ground for their quality education best suited to their needs and challenges. This approach to education is, nonetheless, a stepping stone towards awakening societies in

conscious decision-making which operates as per the social value of equality. Simultaneously, it encourages the capacity building of people involved, such as teachers, parents, children, community members, etc., to advance the participation of policymakers also other stakeholders towards attitudinal change, emphasizes building group solidarity in mobilizing changes, fostering further improvement in the quality achievement in education. It has a much more comprehensive concept of education than formal learning or other educational approaches such as Special Education, Integrated Education, and Special Units. For instance, in a Special Education setting, CWSN is seen as the problem rather than the system or the teacher involved. Likewise, it is defined as a separate education of a separate group of children, segregated and excluded based on their disabilities or impairments. Similarly, like special education, Integrated Education is yet another type of educational approach described as bringing/shifting the CWSN into regular schools for the time being. Here, the focus is on adapting the CWSN into a traditional classroom rather than on the teachers' skills or the school system. It is sometimes referred to as mainstreaming in many countries. Like the mentioned two approaches, Special Unit is another way to educate CWSN. Here, "Special Units" refers to a specific classroom or facility with a special educator, typically associated to a regular school, where the curriculum is tailored to the students' disabilities rather than their needs.

Hence, inclusive education has much more in its approach to education than any of the above three approaches mentioned. It is all about changing mindsets, behaviours, teaching strategies and approaches, methods, curricular and co-curricular activities, and the setting that meets the requirements of all students. Inclusive education is a dynamic process that is constantly growing as per the socio-cultural needs. Hence, it is a component of a comprehensive strategy for promoting an inclusive and acceptance society for its successful implementation.

### **1.5 Present Status of Inclusive Education in Nagaland**

In Nagaland, the status of inclusive education is undergoing significant development, with several initiatives aimed at enhancing access and quality for Children with Special Needs (CWSN). The state is diligently working to integrate these students into regular schooling through policies and initiatives under the Samagra Shiksha Abhiyan (SSA). This broad scheme supports the comprehensive development of all students, with and without special needs. Recently, the Samagra

Shiksha Scheme has significantly increased support for CWSN; the financial support for CWSN in Nagaland has been raised from Rs. 3000 to Rs. 3500 per child annually. Additionally, girls with certain requirements from classes 1 to 12 receive a monthly stipend of Rs. 200. These financial measures are designed to reduce economic burdens that might hinder the education of CWSN, providing families with essential support to cover educational expenses. Among the prominent projects that the state of Nagaland is included is the RAISE (Regional Action on Inclusive Education) North East, which aims to improve the presence, participation, and achievement of CWSN in conventional schools across five north-eastern states, such as Assam, Meghalaya, Manipur, and Tripura. This project seeks to elevate the norm of education for CWSN through technical support, teachers training, and the development of model schools. Additionally, the project complements the efforts of Sarva Shiksha Abhiyan (SSA) and focuses on several activities, includes providing technical support to government and SSA schools, building innovative teaching aids and learning materials, advocating for attitudinal changes among stakeholders, and enhancing child safeguarding, school safety, and gender equality. In addition to RAISE North East, The State Council of Educational Research and Training (SCERT) in Nagaland play an important part in promoting inclusive education. SCERT organizes workshops and training programs to build the capacity of teachers and educational institutions in alignment with the National Education Policy (NEP) 2020, and on mainstreaming children with disabilities. These training programs equip teachers with necessary skills to effectively support CWSN in mainstream classrooms. Additionally, these efforts collectively aim to establish a more welcoming and supportive educational environment for all children in Nagaland.

These collective efforts by various stakeholders are gradually transforming the educational landscape in Nagaland, fostering a more inclusive and supportive environment for all children. The ongoing projects and training programs demonstrate the state's dedication to inclusive education and the continuous enhancement of educational standards for CWSN.

## **1.6 Different Approaches to Education**

Inclusive education will be clearly understood by explaining the meanings and terms of Special Education, Integrated Education, and Special Units as given below:

**Special Education** means those categories of children with unique educational needs. These children are often regarded as children with special needs (CWSN) or differently abled children. In special education, the student is viewed as the problem rather than the instructor or the system. It isolates and defines the child as a whole based on his/her disabilities or impairments. However, the majority of children with disability or impairments have the same characteristics and qualities as any child. Even normal children can experience difficulty in learning. Also, many children with disabilities may not face problems in learning, but only in access to practical teaching and learning opportunities. While this indicates that they have specific (special requirements) in the classroom, they can be dealt with in ordinary schools with proper support. Most children feel motivated to learn when given the appropriate environment and encouragement. Now it is evident that children with severe intellectual impairments can also learn in certain areas or at certain stages of their life if their needs and requirements are recognized and suitable and modified teaching methods are used. Special education is often seen as an alternative education, a separate supplement to general education provision. But today, special education has changed to become a different education system in many countries and has evolved as component of the general education.

**Integrated Education** is a prevalent type of education that describes integrating children with special needs into regular school. Here, the main target is on the individual child fitting in and adapting to the regular school rather than on the teachers' skills or the system. The term "integration" can also refer to the physical process of moving a child into a mainstream school. It may not address whether the child is being accepted and included. In some countries, this is known as mainstreaming.

**Special Units:** A special unit refers to a specialized classroom or program, generally with a particular teacher solely for children with special educational needs. This unit or establishment is usually attached to a regular school, and therefore, they often use the phrase "inclusive education", since it enables these children's social and emotional growth when they return to their classmates' classrooms under one roof to study. For children with multiple disabilities, this unique unit is used to deliver inclusive education.

Now coming back to inclusive education, it is based on two crucial concepts:

1. **Every child's right to education, including that of children with impairments:**

This covers the moral responsibility and commitment to provide methods that help children who function differently at a different pace as per learning is concerned. And to promote and develop the overall capacity of the child in a holistic way: physical, social, emotional, cognitive, linguistics, sensory, etc.

## **2. Inclusion is about changing the system of learning that best fits the child:**

Proper education does not only mean how to read and write. In light of inclusive education for learners with severe multiple disabilities, it can mean equipping disabled children with functional skills that enable them to participate in the family and community. Therefore, it's an example of how schools need to change to be more accommodating and adapt to differences.

Hence, inclusive education is all about valuing and showing respect to all individuals, irrespective of their differences. It is crucial to remember that inclusion in education is a broad vision for all; therefore, access to education becomes everybody's fundamental human right. It is based on the principle of "education for all." The main aim of inclusive education, therefore, is to provide as many opportunities possible to all students ranging from physical to mental, emotional, social, disadvantaged, backward, marginalized, and as well as gifted and creative students, an equal or close to equal ground for them to receive high-quality education best suited to their different learning needs and requirements, or a system that appreciates diversity. Thus, inclusion is the full acceptance of all children, which can lead to a sense of belongingness within the classroom. This same practice can also help society immensely in conscious decision-making to operate as per the social value of equality.

Inclusive education provides much broader concepts. As such, it emphasizes on inter-sectorial development at local, provincial, and national levels. It encourages the capacity-building of parents, teachers, and community members. It also promotes the involvement of policymakers, stakeholders, etc., in changing societal attitudes, encouraging collaboration and mobilizing changes to achieve quality education and improve community resources and the environment. It is broader in its concept as it extends beyond traditional school settings and includes the home and the community. It is about changing attitudes, behaviors, teaching methods, curricula, and environments to meet the needs of all children. Inclusion is an ever evolving process that is constantly undergoing change to fit local cultures, needs and contexts.

It is a component of a larger plan to successfully implement and advance an inclusive society.

### **1.7 Components of Inclusive Education**

- i) Inclusion as a process and not an event: Inclusion is seen as a never-ending process, always searching for new ways to respond to diverse learners' needs. It is about changes and adaptation to living with and learning from differences.
- ii) Inclusive Education is about the presence, participation, and achievement of all children: Inclusion involves the intake/taking in/embracing of every child in the learning environment where they are educated together. It is about reliable and punctual presence; their active participation is directly related to the quality achievement of their overall learning outcomes.
- iii) Inclusive is concerned with identifying and removing barriers: It involves collecting and evaluating information from various sources to plan for improvement in policy-making and inclusive practices and stimulate creativity and problem-solving.
- iv) Inclusion emphasizes those persons/groups at risk of marginalization, exclusion, or underachievement. This section covers the moral responsibility to ensure that the most at-risk groups or persons statistically are well monitored and ensure that the appropriate actions are carried out which makes their entire presence, participation, and achievement in the regular education system.

### **1.8 Need and Importance of Inclusive Education**

Inclusive education, as seen and understood, has much relevance at present, and its importance is felt by not just one section of the group but all sections of society and at all levels. Studies revealed that inclusive education: -

- i) Ensures every child's right to education. Its foundational idea is universal access to education.
- ii) It is considered the best platform to learn together, combating discrimination and prejudices. Research indicates that the majority of students (exception or not) learn and perform better when exposed to the richness of the general education curriculum.
- iii) It is the best way to promote a tolerant society. Inclusion provides opportunities to develop relationships. Some of the benefits include: making friendships,

developing social skills, emotional stability to move with ease and comfort around students with special needs, and understanding and caring for one another, to mention a few.

- iv) Inclusive education stimulates an environment that leads to enriched growth in their learning, leading to improved behavior and better academic outcomes.

### **1.9 Global Initiatives on Inclusive Education**

International policies have been a powerful driving force behind the rights of CWSN and Inclusive Education. Since its adoption in 1948, the Universal Declaration has served as a catalyst for advocating inclusion policies worldwide. Given below are some critical policies on the promotion of inclusive education:

1. The United Nations Convention on the Rights of Children (Article 23, 1989) recognizes the rights of disabled children for their full participation, education, health services, rehabilitation services, ensuring dignity and self-reliance, social integration, etc.
2. The Jomtien World Conference (Thailand, 1990). It was here that the goal of “Education for All” was set. It proclaimed that every child, irrespective of the kind of disabilities they may have, be it a child or young adult, shall have the benefits of educational opportunities to meet their basic learning needs. Hence, draws attention from all authorities to their responsibilities in ensuring and implementing these rights. Accordingly, inclusive education as an educational approach should, herewith, provide more significant opportunities to all students for better academic and social achievements.
3. The UN Standard Rules 1993 also mentions the equalization of educational opportunities of CWSN to be a vital aspect of the educational paradigm.
4. 1994 is a noteworthy global turning point for inclusive education. This year saw the signing of the Salamanca Statement (1994) by UNESCO with ninety-two states from around the world, including India and twenty-five international organizations. The Framework further urges all signatories to facilitate movements towards Inclusive Education, i.e., towards including CWSN in regular classrooms and schools. The UNESCO Salamanca Statement and Framework for Action on Special Educational Needs, based on “Access and Quality”, a product of the World Conference, was held in Spain in 1994. The Framework is considered significant because it was here that the principle of inclusive education

was formally adopted. The statement asserts combating discrimination through the orientation of inclusive approaches in regular schools. Hence, reflects on the principles of social equity and the social model for disability. Thereby calling upon the international community to not only advocate the approach but also reiterates and solicit all governments to prioritize and emphasize CWSN and their right to education in Inclusive classrooms.

5. Dakar World Declaration on Education for All (EFA) was adopted in 2000 to address the widely recognized need for change in education. It also clearly identified inclusive education as one key strategized approach toward addressing issues of exclusion and marginalization. The main principle of EFA is “every child should be given opportunities to learn,” which resonates with that of inclusive education “all children should have the equal opportunity to play, learn and grow together.”
6. The UN Conventions on the Rights of Persons with Disabilities (Article 24, 2006) requires all governments for safeguarding the rights of CWSN to access inclusive, quality, and accessible primary and secondary education and that no one should be denied these rights.
7. The United Nations Children’s Fund (UNICEF, 2007) also encourages a right-based approach to equality and quality education. This mainly addresses three distinct areas, including the right to access education, the right to quality education, and the right to respect within the learning environment.

### **1.10 Overview of Inclusive Education in India**

With the release of the Salamanca Statement (UNESCO, 1994), our country has also started reformulating its educational policies towards inclusive approaches in regular schools. Some of the significant initiatives undertaken by the Government of India (GOI) are given below in brief:

1. The National Policy on Education, 1986 recommended that one of its main goals be "to integrate the handicapped with the general community at all levels as equal partners, to prepare them for average growth and to make it possible for them to face life with courage and confidence." This was one of the broad objectives of "education for equality." To carry out the policy, two MHRD action programs were created.

2. Project Integrated Education for Disabled Children (PIED) in 1987 to improve the way that students with disabilities are integrated into regular schools, which provided extensive support like early identification and assessment of children with disabilities, the provision of resource rooms, aids, and appliances, etc. It further supported the development of instructional materials, training of personnel, mobilizing parents and community support, and project coordination in every nook and corner.
3. Integrated Education for Disabled Children (Revised 1987, 1989 and 1992). It emphasizes how important it is to integrate students with special needs into conventional classroom settings with other groups. The program funded the emergence of pre-school and parent counseling centers, the purchase of educational materials, the training of resource teachers, the purchase of rehabilitation aids and equipment, transportation allowance, the elimination of architectural barriers from school buildings, etc. with 100% government help.
4. The MHRD's Program of Action (1990) detailed the steps taken to put the policy into practice. These included extensive teacher in-service training programs, administrator orientation programs, and the development of supervisory expertise in the district and block-level resource institutions for education, and the provision of incentives like the supply of textbooks, appliances, aids, and school uniforms.
5. Programme of Action (1992, MHRD) was a revised version of NPE 1986. The newly modified POA 1992 made an ambitious commitment to the universal enrolment of all categories of children by the ending of the Ninth five-year plans. It also further emphasized the reorientation of both pre-service and in-service teacher education programs.
6. The Indian Ministry of Social Justice and Empowerment founded the Rehabilitation Council of India in 1992. This is another positive move in the right direction: it started a training program for the development of rehabilitation specialists to address the requirements of students with impairments, maintain a Central Rehabilitation register and for matters related or incidental thereto. It also offers a regulatory framework for the advancement of human resources in the industry. Numerous courses have previously been launched for those who are blind or visually impaired.
7. The Persons with Disabilities Act enacted by the Parliament of India in 1995, which became operative in 1996, emphasizes equal opportunities, protection of

rights, and active involvement based on equality and equity. This is to ensure and encourage local authorities and governing bodies to create a more appropriate learning environment and integration of CWSN in all forms of schools, be it regular (formal) and non-formal, through open schools and universities

8. The District Primary Education Project (DPEP, a five-year program) in 1994-95 aims to give in-charge to local communities towards enhancing and investing in primary education in their respective areas. In 1997, inclusive education was included, emphasizing the integration of children with mild to moderate disabilities in regular schools. This resonates with the world trends on inclusive education for all. It later became one of GOI's most extensive flagship programs of the time. The project further envisages measures such as providing all children, socially backward and disadvantaged, marginalized, minorities, girl child, and the like, access to education. Similarly, it encourages enhancing teachers' professional commitment and effectiveness through their trainings, infrastructural up gradation, the appointment of special teachers, etc.
9. The Sarva Shiksha Abhiyan (SSA): Education for All Campaign, 2000-2001, is yet another significant centrally funded program of the GOI. It envisages achieving the long-cherished goal of universalizing elementary education, education for all, through a time-bound integrated approach working together with the states. The underlining principles of the scheme are based on a zero-rejection policy to access, enrolment, and retention of all children in the age group of 6-14 years, irrespective of the kinds, categories, and degree of disabilities, and will be provided quality and equity education. In recent years, the concept of inclusive education under the scheme has been widened to include all those at major risk of isolation, marginalization, etc.
10. The National Curriculum Framework (NCF, 2005) results from the broader understanding of curriculum in the light of inclusive education and CWSN in regular schools. The Framework reiterates the importance of the inclusion of children back to school. This is mainly to enable all children to experience dignity and respect and feel valued for who they are, facilitating such a learning environment that builds up their confidence to learn at their own pace.
11. The National Action Plan for Inclusive Education of Children and Youth with Disabilities (IECYD) was simultaneously developed by the MHRD in the year 2005 to ensure all types of educational institutions (government, private, distant

mode, etc.) towards inclusive education, training of personnel in the field, provision of hostel facilities to girls coming from different areas (disadvantaged, backward, rural, etc.), etc.

12. The National Policy for Persons with Disabilities (NP-PWD, 2006) recognizes them as valuable human resources for the country. Hence, it seeks to create an environment that provides equal opportunities for their full participation in society while their rights are fully protected.
13. The Right to Education Act, 2009 (RTE-Amendment 21A of the Constitution), which took effect in the year 2010, provides for the rights of children to free and compulsory age-appropriate education between the ages of 6-14. It mandates the inclusion of CWSN in regular schools, ensuring and guaranteeing their right-based education and other aided facilities such as transportation and residences, etc.
14. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is another crucial centrally sponsored scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS), launched in 2009-2010. The plan is a revised version of Inclusive Education of Disabled. Since 2013, the scheme has been subsumed under RMSA. It aims to facilitate and assist the disabled in 9<sup>th</sup> and 10<sup>th</sup> classes to pursue their education in inclusive education settings and environments.
15. The purpose of the 2011 Rights of Persons with Disabilities Bill is to guarantee and advance the full realization of their rights and subsequent freedoms to enjoy equality and equity education without any biases based on discrimination. It covers all CWSN in its realms; young, girl child, etc.
16. The Rights of Persons with Disabilities (RPWD) Act 2016 which came into effect in 2017 is a revised Act of 1995. This Act ensures that the government upholds the right to equality, dignity, and respect for individuals with disabilities, allowing them to enjoy these rights equally with others. Additionally, the Act mandates increased reservation benefits, including a 5% quota in higher education, and a 4% reservation in government jobs, etc. The Act strengthens the commitment to social inclusion and empowerment of persons with disabilities, ensuring their equal participation in society through enhanced legal protections and opportunities.
17. RAISE-NE (Regional Action on Inclusive Education in North-East) Project, launched in 2016, aims to support children with special needs by improving their participation, access, and achievement in regular schools across five north-eastern

states, including Nagaland. It works alongside the SSA (Sarva Shiksha Abhiyan) program to enhance the quality of education for children with disabilities. In Nagaland, the project was officially launched on April 12, 2016, supported by international organizations like Christoffel Blinden Mission (CBM), Light for the World, and Liliane Fonds, along with 15 local NGOs. The main goal in Nagaland is to raise awareness about inclusive education and provide support for children with special needs in regular schools. The project also focuses on changing attitudes among teachers and others in the education system to ensure that they contribute positively to the process of learning. Based on the 2011 census, about 29,000 people with special needs were identified in Nagaland. The project further helps improve teachers' skills, provides technical support to schools, and promotes better safety, child protection, and gender equality in education.

18. The State Council of Educational Research and Training (SCERT) in Nagaland have also been proactive in advancing inclusive education, by conducting workshops and training programs, it aimed at enhancing the skills of teachers and educational institutions. These workshops are often conducted in line with the National Education Policy (NEP) 2020.
19. Samagra Shiksha Scheme, 2018: It subsumed the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). The main objective behind this introduction is to focus on inclusive education by treating schooling holistically from pre-nursery to class 12. This is in line with the NEP 2020; it aims to implement RTE Act, 2009, emphasizing early childhood and care and education, foundation literacy, and numeracy. The program adopts a holistic, integrated, inclusive curriculum and pedagogy, promoting inclusive teaching practices and safe learning environments. Through teacher training and support, it aims to ensure equal access to quality education for all, fostering diversity and inclusivity in Indian education. These measures reflect a growing educational environment that supports diversity and ensures that every child can achieve their full potential (<https://samagra.nagaland.gov.in>)
20. National Education Policy 2020 (NEP). The NEP, 2020, in Chapter 6 of Part 1 for School Education, emphasizes fair and inclusive instruction for all. Some highlights of the guidelines are given below:

- i) The policy reaffirms using education to bridge social gaps to achieve social justice and equality of access, participation, and learning outcomes in school education.
- ii) While reiterating significant disparities, still prevalence at the secondary level concerning Socio-Economically Disadvantaged Groups (SEDGs), which are further categorized into Gender identities, socio-cultural identities, disabilities of all kinds, and socio-economic conditions. It has reaffirmed bridging these gaps by acknowledging the significance of interventions to advance the education of children from every sections of society across all levels and phases of their education. Recognizing the significance of providing Children with Special Needs (CWSN) or Divyan with equal opportunity to achieve equity and high-quality education, while also developing inclusive procedures for them.
- iii) It also emphasizes strengthening the various policies and schemes implemented thus far, which have a significant bearing on the increased participation of SEDGs in the schooling system in certain aspects. Such as scholarships, bicycles for transport, safety measures provided to female students, peer and or one-on-one tutoring, depending on the various learning needs of students, open schooling, counsellors and well-trained social workers and their services, etc.
- iv) Likewise, to provide accessible boarding facilities to be built at par with the standards of Jawahar Navodaya Vidyalayas for those who belong and come from socio-economically disadvantaged groups. Also, remember the safety protocol for all children, especially girls. The policy also aims to strengthen and expand Kasturba Gandhi Balika Vidyalaya to increase participation in the school quality up to grade 12 for disadvantaged girls.
- v) To constitute a Gender Inclusion Fund to promote gender-equitable quality education for all, irrespective of their gender identities. Similar Inclusion Fund schemes will also be in function to eliminate any remaining disparities as such.
- vi) It aims at ensuring the equitable involvement and integration of children with disabilities starting at the core of the schooling system. This will enable their complete involvement in traditional schooling at the foundational stage to higher education.

### **1.11 Challenges and Problems**

The utilization of inclusive education faces several challenges, including:

1. **Inadequate Resources:** Schools often lack necessary specialized equipment and learning materials to effectively support both children with and without disabilities.
2. **Teacher Training:** More thorough teacher preparation programs that give educators the know-how to meet the varied demands of their pupils in an inclusive classroom are desperately needed.
3. **Social Acceptance:** Among the key challenges is overcoming societal stigma and promoting a welcoming culture, ensuring that both children with and without disabilities are equally valued in the learning environment.
4. **Infrastructure Limitations:** Many schools are lacking in necessary infrastructure, such as accessible buildings and facilities, to fully accommodate children; the physical infrastructure needed to accommodate children with disabilities while ensuring an ideal environment for all students.

### **1.12 Theoretical Framework**

Considering the study's variables, two theories have been used to guide the present study.

1. **Emotional Intelligence Theory by Goleman, 1995.** This theory highlighted the significant role of emotional intelligence in both personal and professional success. Accordingly, success is not solely based on intellectual abilities or IQ but is heavily influenced by one's capacity to understand and manage emotions; both personally and in relation to others. Emotional intelligence involves the ability to identify, comprehend, and regulate emotions in ways that positively impact thoughts and behavior within social interactions in particular. Goleman identified some key components of emotional intelligence, which includes; self-awareness, self-regulation, motivation, empathy, and social skills traits that are essential for effective interpersonal communication. Within the domain of education, emotional competency, as defined by Goleman, enhances teachers' attitudes toward inclusive education. Strong emotional competence in teachers makes them more capable of identifying and meeting the wide range of emotional learning requirements of their students. This understanding fosters a supportive learning environment,

encouraging teachers to adopt inclusive teaching strategies that cater to a variety of student needs, ultimately improving their acceptance and openness to implementing inclusive practices successfully.

2. Ajzen's Theory of Planned Behavior (1991). This theory outlines how attitudes, a subjective norms, and perceived behavioral control shape an individual's intentions and subsequent actions. In an educational setting, emotional skills play a key role in enhancing teachers' sense of self-efficacy, which influences their perceived behavioral control over implementing inclusive practices. Teachers who hold positive attitudes, combined with strong emotional competencies, are more likely to develop and intention to adopt inclusive teaching methods and strategies. This intention can lead to more effective application of inclusive practices, contributing to successful outcomes in diverse classroom environment.

### **1.13 Teachers' Attitude towards Inclusive Education**

As a movement, the inclusive approach to education has gained impetus in recent years. It has made its message clear: Feelings of belongingness and welcoming attitude among its students in regular classrooms and schools. This is the need of the hour for building an inclusive, tolerant human society, doing away with all sorts of discrimination. However, the success of Inclusive Education entirely depends on teachers, their active role, and their positive attitude toward dealing with disabled students to teach them in a regular classroom. They are observed as the key force behind its ultimate success.

The term attitude means expressing something the way we like or dislike. This dramatically affects the behavior towards certain things or people. Hence, the evaluative expression of certain items, people, events, can be called attitude.

In the words of Allen (1960) all those mental arrangements and the internal tendency that sets a person to behave in a certain way are called an attitude.

Borg and Gall (1996) also defined attitude as having a personal opinion or feelings of an individual towards particular objects, people, or even ideas, etc.

Eagle and Chaiken (1993) consider attitude to have three components: Cognitive, affective, and Behavioural. Accordingly, the cognitive component consists of the individual's belief or knowledge about the attitude toward objects or things. Hence, teachers' attitudes (belief and knowledge) toward including and educating

students with diverse educational needs in regular classroom settings can represent this component. The affective component covers the attitude of feelings towards an object or thing. Here, this may reflect the feelings of regular teachers about educating children with diverse educational needs in inclusive practices. The behavioral component reflects someone's predisposition to act in a particular way toward the attitude, object/thing. Regarding inclusive education, this might reflect teachers' view on how to act toward children with diverse educational needs in their classroom.

It is observed that teachers significantly influence a child's development (Bowlby, 1982, Poon, *et al.*, 2016, Sibgariang, 2017, and Yu, 2019), assuming that this also includes the growth of one's attitude. Thus, students get a favourable attitude towards accepting their mates who have specific educational requirements, as a result and vice versa.

Hence, attitude considering inclusive education is paramount, especially the attitude of teachers as they can profoundly influence a child's development since they need necessary educational changes and support services for their learning. So, without a doubt, the attitude of those directly involved in inclusive education is integral.

Similarly, the researcher used the Teachers' Attitude Scale towards Inclusive Education by Vishal Sood and Arti Anand (2011) to understand the mindset of regular secondary teachers toward inclusive education. In accordance to the scale, four major categories of attitude based on various facets of inclusive education are the study's primary focus. Here is a brief outline of the areas such as:

1. Psychological/ Behavioural Aspects of Inclusive Education: This area includes statements that highlight teachers' predispositions regarding the influence of inclusive education on students' psychological and behavioral traits. It focuses on how inclusive education strategies and methods impact students' cognitive and emotional characteristics.
2. Social and Parents-Related Aspects of Inclusive Education: This Component reflects teachers' attitudes towards how inclusive education affects the social development and values of students. It also encompasses teachers' views on the importance of social and parental support in fostering inclusive education within schools.
3. Curricular and Co-curricular Aspects of Inclusive Education: This Section covers teachers' perspectives on the teaching methods and learning

approaches used to implement education in inclusive environments. It also addresses their opinions on various curricular and extra-curricular activities aimed at promoting inclusive education in schools.

4. **Administrative Aspects of Inclusive Education:** This area deals with teachers' views on the role of government policies and administrative efforts in supporting inclusive education in schools. It includes discussions on infrastructural facilities, teacher training, and how these resources contribute to the success of inclusive education programs.

#### **1.14 Teachers' Emotional Competency towards Inclusive Education**

The word Competence was first used in 1959, referring to a work producing effective, desired, and wanted outcomes (White, 1959). In other words, it can mean using an individual's fullest possible capabilities to get a fruitful result. Studies imply that there exist two ways of doing things. Firstly, doing a thing regularly and. Secondly, doing it well. However, these two ways of doing things produce different results. So, anything that is done well essentially shows competence. Similarly, when this is related to emotions, it is termed "Emotional Competency." Likewise, emotional competency refers to one's abilities and skills in expressing their inner feelings with ease and comfort around others. There is spontaneity and easy expressions of feelings in any given emotional situation. Furthermore, it is described as an essential social skill that recognizes, interprets, and responds well to the emotions of others around. Thus, how well an individual deals with them is ultimately considered crucial in the personality growth and development of such social skills. So, similarly, an emotionally competent teacher is a person who demonstrates all of their qualities, raising awareness and interacting with people while doing so. Hence, in the talk on Inclusive Education and teaching CWSN in inclusive classrooms in regular schools, teachers' emotional competency would mean the ability to control and facilitate one's emotional feelings and realization of the fact that every child in the classrooms, irrespective of the differences based on disabilities or not, is their responsibility. Moreover, teachers who are well established in their skills and competencies become more effective in classroom teaching-learning, ultimately influencing better learning outcomes and behaviour. Thus, emotional competency is crucial in promoting a healthy and positive learning environment for students in inclusive classroom settings (Majoko, 2019). Emotional Competence, as pointed out by Coleman in 1970, is a

blend of five competencies, which was incorporated in the Scale of Emotional Competencies developed by H.C. Sharma and R.L. Bharadwaj in the year 1995 (Revised in 1998, 2007, and 2016), and was used for the current study, by the researcher. The research, corresponding to the scale, contains the following competencies, as explained below in brief:

- 1) Adequate Depth of Feeling: Feeling, in its broadest sense, refers to the process of experiencing and reacting to situations, involving a person's emotional response to their surroundings. When an individual can integrate feelings into their thought processes and actions, it indicates a healthy level of emotional engagement. This depth of feeling is tied to the individual's ability to evaluate situations and make judgements based on their emotional involvement, which is a key part of maintaining psychological well-being.
- 2) Adequate Expression and Control of Emotions (Emotional Expressiveness): Emotional expressiveness refers to the ability to appropriately respond to emotional situations, where a mature individual accepts their emotions and expresses them without letting them dominate their behavior. Controlling emotions in a healthy way allows for effective interaction and decision-making. Inadequate control or expression of emotions may result in disorganized and uncontrolled reactions.
- 3) Ability to Function with Emotions: Engaging in even simple tasks can become challenging when an individual encounters an intensely emotional situation, but emotional competence means the individual is able to manage these emotions effectively without allowing them to disrupt their performance or well-being. Developing this skill is essential for navigating difficult emotional experiences. For emotional competency to be achieved, a person must cultivate a consistent pattern of emotional responses that allows them to maintain their functional capabilities, ensuring they can efficiently do their daily responsibilities.
- 4) Ability to Cope with Problem Emotions: Some difficult emotions can hurt how a person behaves and negatively affect their life choices. Hence, emotional competency means understanding how these emotions can be harmful and learning how to protect oneself from their negative effects.
- 5) Ability to Enhance Positive Emotions: For a person to grow and adjust well to their environment, it is important to have positive emotions like love,

affection, and joy. These emotions positively contribute to a person's well-being and personal growth. A strong sense of emotional positivity is crucial for living a meaningful and well-rounded life.

### **1.15 Significance of the Study**

The destiny of a nation is being shaped in her classrooms, as professed by the Education Commission, popularly referred to as the Kothari Commission, 1964-66, reflects clearly on the relevance of education in nation-building (Aggarwal, 1993). Therefore, to shape the nation in her classroom, the classrooms must be reformed and reshaped to meet the diverse educational needs and challenges. The long-cherished goal of "Education for All" through its different educational policies and programmes is directed towards Human Resource Development. The achievement of this ultimate objective can only be realized if every child with and without disabilities are included and involved under the realm of the regular school system, to be provided equal or close-to-equal educational opportunities for their growth and development during their school going period. Therefore, schools must recognize and respond to accommodating both methods of instructions and learning, committed to uplifting pupils with requirements for learning to bring a learning paradigm. It is observed that the teacher's role is imperative in the process. Hence, it matters immensely to ascertain factors that shape regular teachers' attitudes and emotional competency to teach these children in inclusive classrooms.

Literature reveals little or scanty research has been conducted on the mentioned variables (Attitude and Emotional Competency as a whole) concerning inclusive education. Therefore, it is imperative for the area's improvement, assessment, and research so lacunas can be pointed out for better and further development. Thus, taking all that into mind, the researcher has initiated to study the attitude of secondary teachers of Nagaland concerning their emotional competency towards inclusive education, bearing: types of schools, teaching experience, gender, locality, and educational qualifications. The study also intends to find the correlation between secondary teachers' attitude and emotional competency towards Inclusive Education on these variables. This study highlights the crucial role of positive attitudes and emotional competency among secondary teachers in effectively implementing inclusive education practices. Given the limited research available in this area, particularly in the context of secondary education, this study addresses a

significant gap. Moreover, the existing body of research primarily focuses on either teachers' attitudes or their emotional competency, but it does not adequately delve into how these two factors interact and influence each other in the specific context of inclusive education. Similarly, it is worth noting that much of the reviewed research pre-dominantly centres on primary education, leaving a dearth of information regarding the secondary school levels. Given that the dynamics and challenges in secondary education may differ significantly. There is, thus, a clear need for more studies that focus on this educational stage. Additionally, most of the studies that were reviewed appear to be geographically concentrated with a strong emphasis on research conducted in India. However, this geographical concentration does not include the state of Nagaland. So, to gain a more thorough comprehension of inclusive education and its impact on teachers' attitudes and emotional competency, it would be beneficial to explore cross-cultural and international perspectives. This would help uncover how regional and cultural factors influence these aspects and enable a more global understanding of inclusive education.

The identified research gap also includes the relationship between teachers' attitudes and emotional competency. Hence, understanding the attitudes and emotional skills of teachers can inform the development of targeted training programs and interventions, ultimately making a greater contribution to inclusive and supportive educational environment.

### **1.16 Statement of the Problem**

The success of any educational programme largely centered on the people's positive attitude and the high competencies of the people involved, as the progress of a nation and education are interdependent. So, the part that educators play in this regard is crucial. Therefore, the study mainly focuses on assessing and examining teachers' attitudes and emotional competency regarding inclusive education practices. This is because the mentioned variables can predict the success or failure of inclusive education. Similarly, the ability to influence, create a tolerant classroom environment process, and combat discrimination and prejudices are the game changers in the Inclusive Education process, and all these rely on the teachers and their positive role, as they are considered integral.

Hence, considering all these in mind, the research problem of the current investigation was titled “*A Study on Attitude of Secondary Teachers of Nagaland towards Inclusive Education in Relation to their Emotional Competency.*”

Furthermore, no similar study has been started in the field yet. Given that these two factors had the potential to influence an individual's behavior. The researcher, therefore, sensed the necessity to study and conduct research on the subject. Additionally, understanding the association between those two variables will assist to propose specific actions for its advancement and enhancement.

### **1.17 Operational Definitions of the Terms Used in the Study**

**Attitude:** Attitude pertains to a tendency to behave in some particular way, which may be for or against something. To put differently, it can mean developing a sense of feelings showing favour and disfavour towards some objects, persons, groups, or ideas. As Eagle and Chaiken, 1993, pointed out, it consists of three distinct components: cognitive, affective, and behavioural. Here, in the study, the researcher employed the phrase “Attitude” as in the sense that the secondary teachers’ reflections of their values or what they think regarding the various issues related to inclusive education, like psychological, behaviour, social and parents-related, curricular and co-curricular and administrative. Likewise, the researcher used the *Teacher Attitude Scale towards Inclusive Education* developed by Vishal Sood and Arti Anand to determine the attitude of regular secondary teachers toward inclusive education.

**Inclusive Education:** The term "Inclusive Education" describes the practice of allowing all students, disabled or not, to attend conventional schools and learn alongside one another.

**Emotional Competency:** Emotional competency refers to skills that enable a person to understand and identify another person’s emotions and thoughts and thus respond to them with an appropriate emotion. Inclusive classroom situations are directly linked to the relationship between teachers and students. Such as: acceptance, love, care, affection, tenderness, and sensitivity. Here, in the present study, the researcher has used the term “Emotional Competency” in the sense that the understanding level shown by secondary teachers about the multiple elements associated with emotions, ability to function with emotions, ability to cope with problems of emotions, enhancement of positive emotions separately as well as a whole. For the same, the *Emotional Competence Scale* by R. Bharadwaj and H. Sharma was employed to

determine the emotional competency of regular secondary teachers towards Inclusive Education.

**Secondary School:** In this investigation, the term “Secondary Schools” refers to such types of educational institutions that are involved to imparting secondary education to students from classes 9 and 10 under Nagaland Board of School Education (N.B.S.E.) At the end of class 10, a public examination is held, i.e., H.S.L.C (High School Leaving Certificate) conducted by the school board (N.B.S.E.)

**Secondary Teacher:** The term “Secondary Teachers” in this study refers to individuals appointed to instruct secondary school pupils under the N.B.S.E. The following classifications of educators have been considered to this study: school types (government and private), years of experience (more than five years and less than five years), gender (female and male), locality (rural and urban), and educational qualification (postgraduate and undergraduate).

### 1.18 Objectives of the Study

These are the objectives of the study:

1. To study the status of secondary teachers’ attitude towards inclusive education.
2. To study the status of emotional competency of secondary teachers.
3. To compare the attitude of secondary teachers towards inclusive education and its overall dimensions based on types of institution i.e., government and private: psychological/behavioural, social and parents related, curricular and co-curricular, and administrative aspects.
4. To compare inclusive education and its dimensions of secondary teachers concerning years of teaching experience i.e., more than five years and less than five years: psychological/behavioural, social and parents related, curricular and co-curricular, administrative aspects.
5. To compare inclusive education and its dimensions of secondary teachers concerning gender (female and male): psychological/behavioral, social and parents related, curricular and co-curricular, and administrative aspects.
6. To compare inclusive education and its overall dimensions of secondary teachers concerning locality (rural and urban): psychological/behavioural, social and parents related, curricular and co-curricular, administrative aspects.

7. To compare inclusive education and its overall dimensions of secondary teachers concerning educational qualifications, i.e., postgraduate (PG) and undergraduate (UG): psychological/behavioural, social and parents related, curricular and co-curricular, and administrative aspects.
8. To assess and examine the emotional competency and its overall dimensions between government and private secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
9. To assess and examine the emotional competency and its overall dimensions between more than five years and less than five years of teaching experience secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
10. To assess and examine the emotional competency and its overall dimensions between female and male secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
11. To assess and examine the emotional competency and its overall dimensions between rural and urban secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
12. To assess and examine the emotional competency and its overall dimensions between postgraduate and undergraduate secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
13. To find the correlation between attitude towards inclusive education and emotional competency of secondary teachers.

### 1.19 Hypotheses of the Study

The study's null hypotheses are as follows:

1. There is no significant difference between government and private secondary teachers with regard to their attitude towards inclusive education in the psychological/behavioural aspects.
2. There is no significant difference between government and private secondary teachers with regard to their attitude toward inclusive education in its second aspects, social and parents-related.
3. There is no significant difference between government and private secondary teachers with regard to their attitude towards inclusive education in the curricular and co-curricular aspects.
4. There is no significant difference between government and private secondary teachers with regard to their attitude towards inclusive education in the administrative aspects.
5. There is no significant difference between types of institution i.e., government and private secondary teachers with regard to their attitude towards inclusive education and its overall aspects.
6. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience concerning their attitude towards inclusive education in its first aspects, psychological/behavioural.
7. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience with regard to their attitude towards inclusive education in the social and parents-related aspects.
8. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience about their attitude towards inclusive education in its third aspects, curricular and co-curricular.
9. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience with regard to their attitude towards inclusive education in the administrative aspects.

10. There is no significant difference between more than five years and less than five years of teaching experience of secondary teachers concerning their attitude towards inclusive education and its overall aspects.
11. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in the psychological/behavioural aspects.
12. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in its social and parents-related aspects.
13. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in its curricular and co-curricular aspects.
14. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in its administrative aspects.
15. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education and its overall aspects.
16. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in its psychological/behavioural aspects.
17. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in the social and parents-related aspects.
18. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education concerning the curricular and co-curricular aspects.
19. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in administrative aspects.
20. There is no significant difference between rural and urban secondary teachers about their attitude towards Inclusive education and its overall aspects.
21. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in the psychological/behavioural aspects.

22. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in the social and parents-related aspects.
23. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in curricular and co-curricular aspects.
24. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in its administrative aspects.
25. There is no significant difference between and postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education and its overall aspects.
26. There is no significant difference between government and private secondary teachers with regard to their emotional competency in its first dimension, adequate depth of feeling.
27. There is no significant difference between government and private secondary teachers about their emotional competency in its second dimension, adequate expression control of emotions.
28. There is no significant difference between government and private secondary teachers about their emotional competency in its third dimension, ability to function with emotions.
29. There is no significant difference between government and private secondary teachers about their emotional competency concerning its fourth dimension, ability to cope with problem of emotions.
30. There is no significant difference between government and private secondary teachers about their emotional competency in its fifth dimension, ability to enhance positive emotions.
31. There is no significant difference between government and private secondary teachers in their emotional competency and its overall dimensions.
32. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards adequate depth of feeling.

33. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards adequate expression and control of emotions.
34. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards ability to function with emotions
35. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards ability to cope with problem emotions.
36. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards ability to enhance positive emotions.
37. There is no significant difference between secondary teachers with more than five years and less than five years of teaching experience concerning their emotional competency and its overall dimensions.
38. There is no significant difference between female and male secondary teachers about their emotional competency in the dimension of adequate depth of feeling.
39. There is no significant difference between female and male secondary teachers about their emotional competency in the dimension of adequate expression control of emotions.
40. There is no significant difference between female and male secondary teachers about their emotional competency in the dimension of ability to function with emotions.
41. There is no significant difference between female and male secondary teachers about their emotional competency in the dimension of ability to cope with problem of emotions.
42. There is no significant difference between female and male secondary teachers about their emotional competency in the dimension of ability to enhance positive emotions.
43. There is no significant difference between female and male secondary teachers about their emotional competency and its overall dimensions.
44. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards adequate depth of feeling.

45. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards adequate expression and control of emotions.
46. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards ability to function with emotions.
47. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards ability to cope with problem emotions.
48. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards ability to enhance positive emotions.
49. There is no significant difference between rural and urban secondary teachers concerning their emotional competency and its overall dimensions.
50. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards adequate depth of feeling.
51. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards adequate expression and control of emotions.
52. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards ability to function with emotions.
53. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards ability to cope with problem emotions.
54. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards ability to enhance positive emotions.
55. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their emotional competency and its overall dimensions.

56. There is no significant correlation between attitude toward inclusive education and emotional competency of secondary teachers.

### **1.20 Research Questions of the Study**

**Research Question 1:** What is the status of secondary teachers' attitudes towards inclusive education?

**Research Question 2:** What is the status of emotional competency of secondary teachers?

### **1.21 Delimitations of the Study**

1. The present study was limited to the attitude and emotional competency of secondary teachers, only.
2. The study was limited to secondary teachers located in two districts of Nagaland state: Dimapur and Kohima districts.
3. The study was limited to secondary schools under Nagaland Board of School Education only.
4. For the present study, the researcher has confined to 60 secondary schools from Dimapur and Kohima districts, i.e., from out of 258 recognized schools, to draw 517 samples from a total of 7570 for the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2. Introduction on Review of Literature**

Review of Literature is the head of research. It simply means the summary of previous research on a topic. It's regarded as a vital chapter of the research process as it consists of the actual theoretical and conceptual knowledge of the study. The findings not only help to bring clarity, an insight into the methodology, develop theory and enhance one's knowledge base, but most importantly, it helps to identify the research gaps. The present study has reviewed 59 literatures encompassing the two variables i.e., Attitude and Emotional Competency. Out of these, 25 reviews are from Indian and 34 are from abroad.

The Literature can be viewed under two heads. Such as: -

1. Studies conducted in India
2. Studies conducted Abroad

#### **2.1 Related Literature on Attitude towards Inclusive Education Conducted in India**

Bhakta & Shit (2016) sought to ascertain the outlook that instructors have towards inclusion of SEN children in regular classroom. The investigation discovered that most teachers demonstrated a moderate positive outlook on inclusive education. Additionally, there is no significant difference found among, gender, government, government-sponsored, private, both trained and untrained professionals towards inclusive education.

Bhatnagar & Das (2016) stated the study's objectives aimed to explore and observe the attitude of secondary teachers towards inclusive education and inclusion classroom practices, and its effects on teachers' attitudes regarding the selected background variables towards inclusive education. The results discovered that the teachers' attitude towards inclusive education were favorable. Besides, it showed that the male, younger teachers, i.e., below 40 years of age with less than ten years of teaching experience, and having a post-graduate qualification, were found to be more positive towards inclusion practices. Furthermore, those teachers who came into

contact with students with disabilities and did not have any prior focus during their pre-service training programs were found to be more positive towards inclusive education.

Barman, P. (2018) stated the study's objectives were to determine secondary school teachers' perspectives on inclusive education across various demographic variables, including gender, locality, teaching experience (high vs. low), and streams (arts vs. science). A descriptive research method and a self-made questionnaire as tools were utilized in the research. The results of the study show that secondary school instructors have a moderate mentality since they are neither positively nor negatively disposed toward inclusive education. The survey also demonstrates a substantial distinction of rural and urban teachers' attitudes concerning inclusive education. Furthermore, there was no discernible disparity in the opinions of male and female secondary teachers regarding inclusive education, according to this survey.

Bansal, S. (2016) outlined that the goal of this study was to determine how teachers' attitudes about inclusive education and their commitment to their careers relate to one another. The research study employed a descriptive survey with stratified 10 randomly chosen schools to choose 100 teachers from five government and five private schools in Chandigarh, UT's urban area. The study included two instruments: the Teacher Attitude Scale toward Inclusive Education (Vishal Sood and Arti Anand, 2011) and the Professional Commitment for Teachers (measured by Kaur et al., 2011). The results showed that there are no appreciable differences in the views of graduates and postgraduate instructors toward inclusive education based on their educational backgrounds. Nonetheless, there are notable disparities in educators' perspectives toward inclusive education based on school type and years of teaching experience. Teachers employed by private schools exhibited a more constructive perspective on inclusion than teachers employed by public schools. Compared to teachers with over ten years of expertise, those with less than ten years of expertise displayed an improved mindset. In addition, the results revealed an overwhelming favorable association between the views of teachers on inclusive education and their level of professional dedication.

Chari *et al.* (2017) explored Indian educators' thoughts on equitable instruction, emphasizing multiple types of disability. According to the study, educators were more

willing to include students with orthopedic difficulties while they expressed concerns about including students with vision, speech, and hearing impairments. Negative attitudes often stemmed from worries about the pedagogical difficulties in classrooms that are inclusive. Educators who had previous experience and knowledge of students with disabilities were generally more supportive of inclusion and emphasized the role of technology in making classrooms more inclusive. The study suggested reforms in both pre-service and in-service teacher training programs to incorporate technological strategies into teaching practices.

Chaudhary, S. (2016) stated that the study aimed to explore teachers' perceptions of inclusive education. Results show that teachers generally have positive attitudes toward inclusive learning. Further, the study also found that inclusive education could be implemented successfully, provided the teachers' level of competency is increased. Entrenched in inclusive pedagogy, adjustment, and collaboration between mainstream and exceptional teachers, equal opportunities to attend special education courses and programs should be implemented, especially for those without exposure to such training facilities. Further, it has been found from this study that teachers are conscious of how pupils' special necessities are included into mainstream classrooms. However, it is still necessary to spread the awareness drive for inclusion practices of these students in traditional education mainly because teachers from rural backgrounds exhibit fewer positive attitudes toward inclusive education than urban teachers. Also, female teachers showed fewer positive attitudes in comparison to their male counterparts towards inclusion practice.

Das *et al.* (2013) outlined that the study's objectives were to identify if the regular school teachers received training in special education, access to support services, and working experience dealing with special needs students, and to obtain and examine the perceptions of their current skill levels in handling learners with disabilities.

The study's outcomes were the following:

- a) About 70% of teachers in normal schools needed more training or experience dealing with children whose requirements is unique.
- b) About 80% of teachers' needed support services in their classrooms.
- c) There wasn't statistically significant distinction between teachers of primary and secondary in their perceived skill levels. However, they rated themselves

as having limited or low competence in working with students with disabilities.

- d) The study identified and further discussed the implication that teacher training in different models could improve quality teaching in inclusive education practices.

Hazarika, S. (2020) stated that the study's purpose was to examine 200 high school teachers' perspectives on educational inclusion. The sample was carefully selected using a purposive sampling technique. A TASTIE scale created by DR. Vishal Sood and DR. Arati Anand was utilized to obtain the data. The study's findings displayed a highly positive attitude of teachers toward inclusive education. This suggests a strong overall support for inclusive practices among high school teachers. Moreover, it also unveiled some significant correlations. It observed positive attitudes about inclusive education among both male and female teachers. Additionally, urban, and rural teachers, as well as those from private and government schools, also displayed similar positive attitudes. These findings indicate that the support for inclusive education is widespread and not limited to gender, location, or type of school, while recognizing its role in boosting special-needs students' self-confidence and skills to match their peers. They also indicated the need for further training, qualifications, and increased financial and policy support to be able to successfully execute inclusive education.

Jain, M. (2017) explained that the research sought to determine the attitude of pupil teachers regarding gender-inclusive education and to compare the same. The study utilized Teachers' Attitude Scale towards Inclusive Education (developed and validated by Vishal Sood and Arti Anand). The study's conclusion showed that the maximum teachers' positive attitude towards inclusive education falls in the average category. Additionally, the study reported an interesting gap between male and female teachers' attitudes toward inclusive education. Furthermore, the female teachers' attitude was proven to be somewhat favorable in contrast to male teachers.

Kumar, A. (2016) highlighted that the study assessed teachers' attitudes in the course of incorporating disabled pupils into regular classroom settings. The study's recommendations were outlined below: -

- a) There is a notable variation in teachers' attitudes toward gender, teaching level, residence, and their teaching approach.

- b) Compared to schools and male teachers, universities and female teachers seem to have a more positive attitude for equitable education.

Mishra, K., *et al.* (2018) mentioned that the study aimed to examine teachers' perceptions and specify influential factors in their perception of education that is inclusive. The results of this study confirmed Urban Jodhpur school teachers' favorable inclination toward inclusive education. About 60% were discovered to be conscious of the positive impact of the Inclusive Education System (IES) on students with disabilities, their better academic performance, and enhanced social skills. About 50% of teachers had less than one year of teaching experience dealing with students with disabilities. Besides, a decrease in participation and response from government schools compared to the private schools was observed alongside the pre-service courses and professional development workshops focusing on inclusion results in teachers' positive bearing towards inclusion practices. The study also found that there was a lack of correlation between teachers' attitudes and their experiences teaching children with disabilities in inclusive classrooms, and there was no significant relationship between principal support and instructors' mindsets.

Para, H. (2022) investigated into educators' views about inclusive education and identified that secondary-level instructors in the Pulwama district of Kashmir had the most favourable attitudes towards inclusive education. This positive outlook was strongly linked to the e-learning platform DIKSHA (Digital Infrastructure for Knowledge Sharing), which has enhance teachers' knowledge about inclusive education. Additionally, the hospitable nature of the community and shared experiences of its members have contributed to changes in their outlook on life and behaviour. Interestingly, the study found no significant differences in attitudes towards inclusive education according to gender, kind of schools (government and private), or teaching experience.

Paramanik & Barman (2018) observed that the purpose of this study was to analyze secondary-level teachers' feelings for inclusive education. The outcomes illustrated the mindset of secondary-level teachers of Purulia district of west Bengal is moderate, neither favourable nor unfavourable. There was a considerable difference between rural and urban secondary school teachers regarding this variable. However, no

significant differences were seen among male and female, and less and high teaching experiences secondary school teachers concerning the same variable.

Renuka, P. (2014) found that there exist noticeable differences in teachers' overall attitudes regarding including among pupils who are disabled in general schools. This distinction of attitude can be seen on the levels of students' disabilities of some specific kinds. Such as, children with loco motor disability receive more favourable attitude in comparison with the inclusion of children with hearing, visual disabilities, and unfavourable attitude towards children with intellectual disabilities. This indicates on a paradigm shift in the mindset of school teachers through some awareness program for attitudinal changes among general teachers for the success of inclusion educational practices.

Singh, S., *et al.* (2020) found that teachers' attitude is moderate towards inclusion. Also, when it comes to inclusive education, pre-service teachers are more positive than in-service instructors. Nonetheless, there was no discernible gender difference since the attitudes of male and female teachers toward inclusion activities were roughly equal. The results also showed that compared to rural teachers, urban instructors had a more positive attitude toward inclusive education.

Subramanian, L., & Manickaraj, S. (2017) examined the connections between regular teachers' knowledge, attitudes, concerns, and competency skills regarding inclusive education. It found significant correlations between teachers' knowledge of children with special needs (CSEN) and their attitudes towards disability, as well as their efficacy in implementing inclusive practices in regular schools. Additionally, the study revealed a strong link between attitudes towards disability and inclusive education and teachers' efficacy in its implementation. These findings provide valuable insights for designing effective training programs for teachers to ensure the successful adoption of inclusive education practices. Moreover, the findings indicate that while regular teachers generally support inclusive education practices, their limited experience with diverse learners and insufficient knowledge of policies related to CSEN pose challenges. Improved knowledge and positive attitudes are associated to a more favorable view of inclusive education, but lacking these elements is linked to negative attitudes.

Vasamsetty, S. (2022) examined the attitudes of secondary school teachers towards inclusive education in Visakhapatnam district. It was discovered that teachers generally hold a positive outlook on including students with diverse learning needs. Teachers in regular schools believe that students with disabilities benefit academically and socially by interacting with their non-disabled peers in inclusive classrooms. However, this does not necessarily imply to higher academic or social achievements for students with disabilities, despite their generally positive attitude. Their attitude did not significantly vary based on gender, teaching level, experience, or professional training. Additionally, the study noted that professionally trained teachers did not exhibit a significantly different attitude towards inclusion compared to untrained teachers.

## **2.2 Related Literature on Emotional Competency Conducted in India**

Jadhav, P., & Valvi, N. (2020) pointed out that the primary objective of this study was to identify competencies of Inclusive teachers develop their performance in teaching inclusive classrooms. It has emerged via the research that self-aware teachers become more successful in teaching inclusive education. The evaluation of the Rating Scale applied to the study further highlights on the assessment of teachers' competencies present in them and which competencies they lack, to becoming an inclusive educator, as this scale has found to be the best self-explanatory tool to enable teachers know about their competencies and work on them.

Mehta & Panju (2018) highlighted on some significant competencies of teachers that are considered relevantly significant for delivering effective classroom instructions to students in a diverse learning environment. As such, believing in students, having an awareness of the term inclusive education, a good rapport built with other staff members, equipped with different classroom management skills, and skills in assessment techniques as well as of instructions, and the use of technology and individualized instructions. Hence, must develop these competencies in order for the integration of knowledge and skills are well blended to teach equitably in an environment that meets the ever learning needs all students irrespective of disabilities or not.

Nonglait, L., & Myrthong, B. (2018) summarized the key findings of their study as follows: -

1. Social-emotional Competency:
  - a) 23.66% are average or better.
  - b) No significant distinction between male and female teachers.
  - c) No difference between rural and urban government secondary school teachers.
  - d) No difference based on teaching experiences.
2. Teaching effectiveness:
  - a) 67.34% are effective.
  - b) Difference found between male and female government secondary school teachers.
  - c) Difference found between rural and urban teachers.
  - d) No significant difference based on teaching experiences.

Ponmozhi & Ezhilbharathy (2017) summarized the study's findings as given below:-

1. Emotional intelligence distribution:
  - 97% of teachers have a very high emotional intelligence
  - 3% of teachers have high emotional intelligence.
2. Factors affecting emotional intelligence:
  - Gender: male teachers express better awareness of emotions over female teachers.
  - Locality: urban teachers display higher emotional intelligence compared to rural teachers.
  - Educational Qualification: PG teachers demonstrate higher empathy than UG teachers.
  - School Type: government school teachers demonstrate higher emotional intelligence compared to private school teachers.
3. Significance:
  - All of these factors have significant associations with emotional intelligence.
  - Among these factors, gender is the most robust predictor, explaining approximately 15% of the variation in teachers' emotional intelligence.

Rajendran *et al.* (2020) highlighted the significant association of emotional intelligence and its dimensions with teachers' competencies toward inclusive education practices. The study has used the Bar-On Model of Emotional Intelligence (2006) among the various inspirational intelligence models, considering the popularity of its usage across the country. What makes the current research work so important is that it enables the readers to have a rational understanding of emotional intelligence and, apparently, the further benefits it has for both pre-and in-service teachers. Since teachers can develop competencies for practicing inclusive classroom instructions based on it. Concurrently, the review work upholds that teachers' emotional intelligence is concerned crucially and emphatically with increased competencies like positive-adapted behavior, strong social relationships, and longer retention in professional life, leadership skills, and better coping strategies. More importantly, it justifies the above rationale that emotional intelligence will enable teachers to meet the diverse learning needs of pupils, unquestionable in their inclusive classroom settings.

Rafeedalie (2016) noted that the research conducted suggested that almost all teachers have average level of emotional maturity. Age plays a role in increasing emotional maturity, while gender, teaching experiences, and school type do not significantly affect emotional maturity levels.

Suryawanshi & Maheshkar (n.d) observed that the literature reviews throw light on some important facts about emotional intelligence and its significant positive correlation with success. Below are some important findings from this review paper study that resonate this investigation. When it comes to social emotional learning related to performance in school:

The students in addition to teachers must know that the success of any educational process depends on the emotional intelligence from both these two components. It is therefore, suggested that students' need of learning the quality on emotional awareness or intelligence, and empathy mostly and largely depends on their teachers' showcase of their emotional self-efficacy at schools. Hence, teachers' at large need to understand the need to build knowledge of humankind, as working together with their students will build this knowledge and develop a healthy tolerant relationship.

Furthermore, the reviews on literature work especially referring to the work of Pathan (2004) as it examined the level of emotional intelligence of secondary school teachers concerning their age and gender in the state of Maharashtra showed that non-existence of significant difference between the emotional intelligence of male and female teachers, and that, their age was independent of emotional intelligence. Likewise, the results of Mendes (2002), USA on “the relationship between emotional intelligence and occupational burnout among secondary school teachers”, showed that there existed a negative relationship between one’s own success and the ability to manage emotion.

Sheela & Rajendran (2020) found that the differences between males and females were not particularly noticeable in their approach to teaching competency. Similarly, rural and urban teachers teaching competency was found to be same. However, UG and PG teachers showed significant difference in their teaching competency.

### **2.3 Studies Conducted Abroad: Related Literature on Attitude towards Inclusive Education**

Aung & Sakurai (2023) studied what influences teachers’ attitudes towards inclusive education in Myanmar. They confirmed that both pre-service and in-service teachers generally had positive views, but in-service teachers were more supportive of including children with special needs. These attitudes were shaped by factors like inclusive policies, previous interactions with those who are disabled, understanding different disabilities, and access to support. Study results found that teacher training programs should include thorough courses on inclusive education and provide hands-on experience to help teachers gain the knowledge and skills necessary to integrate children with disabilities into regular classrooms.

Butakor, Ampadu, & Suleiman (2018) emphasized that the study's objective was to evaluate Ghanaian educators' perspectives on inclusive education. 280 Ghanaian instructors who were chosen for the study were given the Multi-dimensional Attitudes toward Inclusive Education Scale (MATIES), which Mahat (2008) developed to gauge teachers' attitudes along several dimensions. Mahat (2008) hypothesized a three-factor structure, but the Confirmatory Factor Analysis results did not support it. Rather, a four-component structure that was connected and named behavioral, affective, positive, and negative beliefs was found using an exploratory factor

analysis. These scales had reliability values of 0.90, 0.86, 0.77, and 0.73, in that order. Additional research revealed that male educators held more unfavorable opinions about inclusive education compared to female teachers, and teachers with more experience showed lower behavioral attitude than those with less experience.

Boyle, Topping, & Snape (2013) investigated the attitudes of secondary teachers towards Inclusive education in Scotland. The findings indicated a significant difference in attitudes towards inclusion regarding gender, with females being more favourable than their male counterparts. In addition, staff qualification in Special Education does not necessarily enhance teachers' attitudes toward inclusive education. However, it can be noted that it has higher chances than those with no qualification. Hence, emphasizing the importance of studying the inclusion program at the teacher-training stage is suggested.

Bukvic, Z. (2014) discussed the teaching competencies perceived by regular teachers for instructing pupils having distinctive needs in early and compulsory traditional education. The study determined that about 70% of participant teachers need more knowledge about teaching these students. Also, it was revealed that teachers' attitude is primarily negative. However, younger teachers showed higher competencies. In addition, few teachers have positive attitudes toward inclusive education yet, they are reluctant to accept students with special needs if given a choice. Likewise, teachers' competencies are not equally developed among the examined teachers, and this might be because of changes found in teacher training college programs in the past decades. Accordingly, they lack the necessary skills and competency to teach in a classroom that is inclusive.

Dukmak, J. (2013) conducted a study that examined traditional classroom teachers' attitudes toward including students with various disabilities in a traditional classroom setting regarding their gender, age, and years of teaching experience, and to investigate the further influence of teachers' views about the best educational placement for such students and their attitudes toward inclusive education.

The study's implications were as follows:

- a) Teachers generally showed a more positive view on inclusive education.
- b) The male teachers, however, were at a higher positive rate than their female colleagues.

- c) In addition, a more significant influence on their attitude was found with teachers' years of experience. With the increase in years of teaching, the least positive they become toward inclusive education.

Dignath, C., *et al.* (2022) noted that there existed a significant difference between groups of teachers and their perception about inclusive education: Pre-service versus In-service, Special Educators versus Regular. The findings further reveal that, on average, teachers neither endorse nor reject inclusive education, that in-service teachers need strong emotional self-efficacy to feel confidence about teaching in an inclusive classroom practices, that special educators have more positive cognitive appraisal toward inclusion and inclusive practices, and the early identification of intervention strategies involving practical experience in inclusive classrooms encourages and could further help teachers become self-aware and confident inclusive educators.

Fu, W., *et al.* (2021) conducted a study on general teachers' attitudes towards inclusive education in Yunnan Province, China. The findings revealed that professional training and skills in special education are essential, as only 8.29% of teachers reported having good knowledge of children with disabilities. Additionally, only 26.2% of teachers accepted the inclusion of diverse learners in their classrooms, a low percentage directly linked to their prior knowledge and awareness of student disabilities, along with inadequate instructional aides. The study also found that teachers' bachelor's degrees did not significantly impact their attitudes towards inclusive education; instead, professional training programs proved to be a crucial factor.

Galaterou & Antoniou (2017) conducted a study on "Teachers' Attitude towards Inclusive Education: The role of Job Stressors and Demographic Parameters". This study found that teachers' attitudes demonstrated marginally positive towards inclusive education and that, younger teachers, as compared to their older colleagues, expressed more positive attitudes. No differences between men and women regarding their attitudes toward inclusive education were detected. Furthermore, relatively high levels of work-related stress were detected. In addition, teachers' attitude was correlated partly to occupational/ work stress, as the increased stress levels were associated with teachers' less positive attitude towards inclusive education.

Kazmi, *et al.* (2023) revealed that there existed differences in the opinions of teachers concerning inclusion of students with learning disabilities in traditional-classrooms. These differences remain evident with teachers' self-efficacy and belief in managing these students, especially depending on the type and severity of their disabilities. The lack of self-confidence in teachers is found to have profound-effects on the instructional practices of teachers in inclusive classrooms. Hence, it emerges from this study that in order to have an effective implementation of the inclusion practices in a traditional-school systems, it requires of teachers to have a high level of self-efficacy and confidence, as it plays a significant role in the relationship between the emotional attitudes of teachers toward behavioural disorders and to promote inclusive education.

Khokhar, S., *et al.* (2023) conducted a study on teachers' attitudes towards inclusive education in private and public secondary schools in Karachi. The results showed that teachers in private schools had a much more positive attitude towards inclusive education compared to those in public schools. The study also found a connection between Teachers' Efficacy for Inclusive Practices (TEIP) and Teachers' Attitude towards Inclusive Scale (TAIS). This means that teachers with a positive attitude towards inclusive education are more effective in using inclusive teaching methods, cooperating with others, and managing disruptive behaviour. Overall, the study revealed that having better skills in these areas positively impacts teachers' attitudes towards inclusive education.

Lyons, G. (2017) found that addressing the implications of teachers' attitude toward inclusive teaching-learning practices via pre-service and in-service education and training opportunities can influence the attitudes that teachers have toward inclusive education.

Mouchritsa, M., *et al.* (2022) explored the perspectives of teachers regarding inclusive education in Greek secondary schools. The study found that teachers' views were shaped by their exposure to special education, their age, and their teaching experience. Female teachers tended to have more positive attitudes. Conversely, individuals with greater experience in general and special education had more concerns and negative feelings. The overall findings indicated that negative sentiments were low, concerns were moderate, and there was a strong prevalence of positive attitudes towards inclusive education.

Poon, K., *et al.* (2016) sought to examine the perception of mainstream secondary school staff towards inclusive education and to explore the various associated factors with these attitudes. The results showed that school staff generally possessed neutral attitudes towards inclusive education, and the associated factors such as confidence in teaching students with special learning needs, the level of training and experience dealing with these students determines the overall variance in ratings of inclusive perception. The analyses further revealed that confidence in teaching and supporting students with special needs emerged as a significant influencing factor of inclusive perception. The findings, therefore, suggested that schools seeking to engage in inclusive education practice need to focus on developing the confidence of teachers to teach and support students with special needs (SEN). Further, professional growth, development, and leadership (mentorship) were pointed out as possible avenues.

Pappas, A., *et al.* (2018) revealed that teachers seemed to have a positive attitude and support the inclusion of children with disabilities in the mainstream classrooms, and at the same time indicates the benefits that they can get from the inclusion practices. However, the teachers caution about certain disabilities like mental retardation, genetic syndromes, and autism spectrum. Nevertheless, women, and younger teachers seemed more supportive on inclusion and more tolerant on students with special educational needs, while indicating that teachers who were exposed to people with disabilities are more open to inclusion practices.

Saloviita, T. (2018) examined Finnish teachers' attitudes toward inclusive education. The findings revealed that classroom and subject teachers had below-average attitudes, while special educators had more positive views. This discrepancy is likely due to the regular teachers' lack of interest in inclusive education. Demographic factors such as gender and age had minimal impact, though female teachers and younger teachers were slightly more positive. Additionally, teachers' work orientation and self-efficacy showed a weak correlation with their attitudes towards inclusion. These findings suggest a potential need for policy changes to foster more positive attitudes among teachers.

Sibagariang, P. (2017) conducted a study based on the reviews of 117 literatures related to education policies and inclusion practices in Southeast Asia. The phenomenon of teachers' attitudes towards inclusive education and the contributing

factors to perspective are considered influentially crucial to understand the study. Since the success of any education program largely depends on teachers. And so, the success of inclusive educational practices is assured if teachers show a higher positive attitude towards inclusive education. Three influential categories of factors exist: students-related (which include attendance of students with special needs and the number of disability), teachers-related, and related to classroom-environment (covers teaching experiences and training undertaken). The results reveal that the teachers of Southeast Asia have shown a positive attitude towards inclusion practices. However, there has been a decline in the last six years due to the imbalance between support and demand. Subsequently, identified several other factors also lead to influencing the attitude of teachers toward inclusion

Yu, Y. (2019) focuses on sharing findings of Head Start Teachers' attitudes and perceived competence concerning inclusion. Results showed that all of the participant teachers agreed with inclusion. In addition, it has identified several benefits that students and teachers could obtain from inclusion. Nevertheless, teachers' perceived competence, such as skills and knowledge in using inclusion practices, were slightly below their ratings on attitudes and beliefs towards inclusion. Several challenges were identified, like limited resources, difficulties, and individualization practices that they had in inclusive classrooms. Overall, these teachers had positive attitudes towards inclusion of children with disabilities and believed that inclusion was beneficial for children and teachers. This study has confirmed the benefits of inclusion for children with and without disabilities, particularly concerning their social development. However, the participating teachers were found to have less confidence in their skills and knowledge while dealing with children with disabilities in an inclusive classroom setting.

Zyoudi-Al, M. (2006) investigated the attitudes of teachers towards inclusive education in Jordanian schools. The study revealed that teachers' attitudes were significantly affected by the type and severity of disabilities they encountered. Additionally, the length of teaching experience also played a role in shaping their attitudes. While there was minimal difference in perspectives between male and female teachers, female teachers generally had a more positive outlook. The study recommended training future teachers with a focus on parent-teacher collaboration,

individualized education plans, personalized instructional strategies, behaviour modification plans, and curriculum adaptations.

#### **2.4 Related Literature on Emotional Competency Conducted Abroad**

Bernal, J., *et al.* (2023) investigated the concerns, attitudes, and emotional intelligence, training and knowledge for their professional development as inclusive educators. The research aimed to explore the correlation between teachers' evaluations and experiences and their perceived level of emotional intelligence. The findings showed that, overall, secondary teachers had a positive attitude towards diversity, supporting the right to inclusive education for every child. They particularly emphasized the importance of collaborative efforts among teachers and community engagement. Despite this positive attitude, the study highlighted a need for additional training to improve teachers' attitudes further, as daily work-related stress could lead to fatigue or frustration. A significant training gap was identified, with 80% of teachers indicating that prior experience with students who have diverse learning needs is essential for effectively managing diversity. This prior experience influences teachers' attitudes and perceptions regarding inclusion. In order to close these gaps, the research recommends that future teachers should receive comprehensive training through both public and private programs. These training programs should incorporate effective educational approaches, policies, and practices to achieve better results. Such enriched training can better prepare teachers to meet the challenges of inclusive education, fostering a more embracing and encouraging environment.

Brackett, *et al.* (2010) highlighted that several teachers deal with emotional regulation, with a significant number displaying low emotional competency, especially when facing classroom stressors and diverse student needs.

Chang (2009) emphasized that low emotional competency among teachers is closely linked to burnout and emotional exhaustion, particularly in high-stress teaching environments.

Dallasheh, W., & Zubeidat, I. (2022) found that there existed a strong, favourable correlation between emotional intelligence, school inclusion, and learning motivation among its students. However, it is found that there were differences in teachers'

emotional intelligence and school inclusion on demographic variables such as, age, gender, role and teaching experience.

Hen & Goroshil (2016) found that there wasn't any remarkable difference in teachers' gender, academic degree or experiences concerning their empathy towards students with different learning needs. However, it surfaced from the investigation that when teachers feel confidence in their emotional intelligence and teaching abilities, they show a more empathy towards their ever-diverse students. Likewise, there is a direct link between teachers' emotional efficacy and student-teacher relationship. Therefore, teachers' positive self-beliefs must be in the focus of teachers' training programme.

Jin *et al.* (2007) revealed that many teachers lacked key emotional regulation skills, impacting their classroom management and interaction with students, particularly in challenging educational settings.

Jennings and Greenberg (2009) identified that teachers with higher emotional competency are better at managing classroom challenges and improving student outcomes, highlighting the importance of emotional intelligence in teaching.

Majoko, T. (2019) aimed to examine teachers' competencies essential for inclusive education. The study utilizes interpretive-qualitative research methodology and interview tools. The study's insights have shown the importance of teachers' ability in interacting to the individuality of the learners towards inclusive education provided in the mainstream environment. Nevertheless, diverse teaching techniques, strategies, and methods were revealed as crucial for successfully integrating inclusive education. In addition, teachers' competency in classroom and behavioral management and collaboration work was reported to be fundamental for inclusive educational practices. Likewise, teachers' pre-service and in-service training were highlighted as the core facilitator of enhancing and equipping them towards making the inclusive approach successful.

Nkol & Tlale (2013) looked into whether educators are equipped with the necessary knowledge and abilities to meet the requirements of students who are experiencing learning obstacles. The study used group discussions and interviews as well as qualitative research methods. Sample selection was done using the purposive sampling method. Additionally, full-time primary school teachers who had firsthand experience implementing inclusive education made up the main focus group

members. The results showed that, despite best efforts to promote inclusive education, all senior instructors expressed doubts about it, citing insufficient support from their colleagues in this area. Therefore, all students with special needs ought to be maintained in special schools. Teachers in the Foundation phase enthusiastically supported inclusive education, whereas those in the Intermediate and Senior phases had reservations about it. Similarly, educators with greater experience and qualifications with regard to years of teaching and age responded that ignorance, inexperience, and incompetence in implementing inclusive classroom methods are also considered hurdles. It was clear from the interviews that teachers are likely to become dissatisfied if they lack educational opportunities, workshops, training, and skills needed to respond to students' unique learning requirements and inclusion. Apparently, teachers are likely to become disheartened when they have to include students with and without additional learning requirements if they lack the necessary information, training, and abilities. The unsupportive professionals towards special schools may worsen the effectiveness of inclusive education, which is why the teachers are worried about it. Consequently, teachers have significantly less faith in educational support services since learners still need assistance with their additional learning requirements. Hence, teachers believe that inclusive education can succeed when all stakeholders, such as mainstream instructors, specialised workers and therapists, and education specialists from the Department of Education, collaborate.

Rabi, M., & Zulkefli, Y. (2018) aimed to examine the competencies of mainstream teachers toward inclusive education programs about their evaluation and monitoring, teaching strategies, and classroom management. Case study, observation, and interview tools were employed for the analysis. The outcomes showed that teachers needed to be more fully competent in teaching in an inclusive classroom setting as far as the study's variables are concerned. So, about 40% of the mainstream teachers have shown competencies in evaluation, while approximately 36.77% in teaching strategies and 23.23% in classroom management. The main challenge needs more formal or informal pre-service training in special education courses.

Roeser *et al.* (2013) proved that professional development programs focusing on emotional and social skills can significantly improve teachers' emotional competency, moving many from low or average to higher levels.

Silva, C., & Marin, A. (2019) aimed to identify teachers' emotional competence and coping styles and assess the attribute of the included student-teacher relationship and the interconnection between these variables. It was found that, although teachers possess emotional skills and adjustable coping strategies, the conflict factor in evaluating student-teacher relationships was highlighted. As such, the older teachers coping styles primarily focus on emotions rather than problem-solving, which is seen as having a negative attitude. And as a result, a higher level of conflict was observed in the student-teacher relationship. Likewise, it pointed out the importance of training in special education since teachers' emotional and behavioral issues for inclusive education practices reflect the quality of their relationship with the included student.

Shareefa, M. (2016) studied teachers' readiness regarding their beliefs, perception, and emotions toward schools' readiness for inclusive education concerning school leadership, classroom climate, curriculum instructions, individual-student support, and teachers' attitudes, knowledge, and skills. In addition, to investigate the further challenges that deters inclusive education practice. The study's results show that teachers of the selected schools for the study, in general, hold a relatively positive attitude towards inclusive education, which include their positive views towards all the readiness factors concerning inclusive education. Even so, the results further indicated significant hurdles that may deter inclusion practices' effective and efficient implementation. These challenges include a lack of knowledge, skills, curriculum, and time restrictions on inclusive education, facilities, and awareness among all stakeholders.

## **2.5 Literature Based on Correlation between Attitude and Emotional Competency**

Adeniyi, S.O., & Anyama, S.C. (2017) studied on "Emotional intelligence, Self-efficacy & Job Satisfaction as Correlated of Special Education Teachers' Attitude to Work in Lagos State". The study revealed that emotional intelligence is a key aspect of emotional competency, played a significant role in fostering positive attitude. These findings emphasise the importance of emotional competency in shaping teachers' attitudes. It might be used to comprehend their views on inclusive education.

Septiana, D. (2018) identified a remarkable association between emotional intelligence and teacher competence, with a correlation of  $r = 0.560$ , suggesting that

greater emotional intelligence results in improved teacher competence. Additionally, emotional intelligence, along with self-efficacy and altruism, collectively influenced teacher competence with an F value of 39.742. This highlights the relationship between emotional intelligence, which is a component of emotional competency, and teacher performance which have relevance to studies on teachers' attitudes towards inclusive education.

Nwosu, K., *et al.* (2022) analysis indicates that there is a strong correlation between emotional intelligence and teachers' attitude towards inclusive education concerning their training, pre-knowledge on policy, interaction with students with disabilities, level of confidence and their teaching experiences. Hence, teachers' professional related factors were found to make no difference in the individual contributions toward inclusion. Nevertheless, the result is in alignment with the reality that the higher the emotional intelligence scores of teachers, the better their attitude towards inclusive practices. Hence, emotional intelligence proved to have a strong bearing on their positive teaching performances. This is because, teachers who shows higher emotional intelligence do not have concern about the complexities in an inclusive classroom setting, as they possess skills that enables them to establish a strong self-efficacy and are aware of the feelings of others and theirs.

**Table No. 2.1: Presents an Overview of the Literature Reviewed**

Study Variables	No. Of Studies Referred	Timeframes
Teachers' Attitude towards Inclusive Education	17 (India)	2013-2022
	18 (Abroad)	2006-2023
Teachers' Emotional Competency	8 (India)	2016-2020
	13 (Abroad)	2007-2023
Attitude and Emotional Competency	3 (Abroad)	2017-2022
Total Reviews	59	

## 2.6 Comprehensive Review on Attitude towards Inclusive Education

From the studies conducted by Bhatnagar and Das (2016), Bansal S. (2016), Chari *et al.*, (2017), and Zyoudi-Al M. (2006), it is evident that teachers generally have a positive attitude towards inclusive education. Younger teachers, particularly those under 40 years old with less than ten years of teaching experience and postgraduate qualifications were found to be more supportive of inclusive practices. Teachers in private schools exhibited more favourable attitudes compared to those in government schools, with teachers having 0-10 years of experience showing more positivity towards inclusion. Additionally, educators who had prior experience and knowledge of students with disabilities, especially those with orthopaedic disabilities, were generally more supportive.

Studies by Chaudhary S., (2016), Hazarika S., (2020), and Kumar A., (2016) further reinforce these findings, indicating that urban teachers and male teachers generally have more positive attitudes towards inclusive education compared to their rural and female counterparts. However, Hazarika's study found no significant differences based on gender, urban-rural location, or type of school, suggesting a broadly positive outlook across various demographics.

Research by Mishra K., *et al.* (2018), Para B., (2022), Aung and Sakurai R., (2023), and Boyle C., Topping K., and Snape-jindal, D., (2013) also highlights a favourable outlook for inclusive education, with no significant differences based on gender, type of school, or teaching experience. These studies emphasize the importance of inclusive policies, previous interactions with individuals with disabilities, and access to support in shaping positive views.

Findings from Dukmak J., (2013), Galaterou and Antoniuo (2017), Khokhar S., *et al.*, (2023), and Lyons (2017) show that male teachers, urban teachers, and those in private schools generally have more positive attitudes towards inclusive education. Younger teachers also expressed more positivity, with professional training programs playing a crucial role in influencing these attitudes.

From the studies conducted by Barman (2018), Das A., *et al.*, (2013), and Jain M., (2017), it is observed that teachers' attitudes towards inclusive education are moderate or neutral. Barman's research found significant differences between rural and urban teachers but no significant gender differences. Jain's study noted that teachers' attitudes were generally average, with female teachers slightly more favourable.

Research by Paramanik and Barman P., (2018), Renuka P., (2014), Singh S., *et al.*, (2020), and Vasamsetty S., (2022) further illustrate that teachers' attitudes can vary based on the severity of disabilities and other demographic factors. Urban teachers generally have more positive attitudes compared to rural teachers, but no significant differences were observed based on gender or teaching experience. Vasamsetty's study highlighted that professionally trained teachers did not exhibit significantly different attitudes compared to untrained teachers.

The findings from Mouchritsa M., *et al.*, (2022), and Poon K., *et al.*, (2016) indicate a mix attitude towards inclusive education. While positive attitudes were prevalent, concerns and negative sentiments were also noted, particularly among those with more experience in general and special education. These studies suggest that professional growth, development, and mentorship are crucial for fostering more positive attitudes.

From the studies conducted by Bulvic Z., (2014), Fu W., *et al.*, (2021), and Sharma A., *et al.*, (2017), it is clear that some teachers have negative attitudes or face challenges regarding inclusive education. Bukvic's study found that while younger teachers showed higher competencies, overall attitudes were negative due to lack of necessary skills and competency. Fu's research indicated that only a small percentage of teachers accepted the inclusion of diverse learners, highlighting the importance of professional training programs.

## **2.7 Comprehensive Overview of Literature on Emotional Competency**

The literature on emotional competency reveals its crucial role in enhancing inclusive education, with numerous studies highlighting similar findings.

Jadhav and Valvi (2020), Mehta and Panju N., (2018), and Rajendran *et al.*, (2020) all emphasize that emotional competency positively impacts inclusive education. These competencies help teachers become more self-aware and effective in diverse classroom settings, promoting positive behavior, strong social relationships, leadership skills, and better coping strategies. Bernal G., *et al.*, (2023), and Dallasheh and Zubeidat (2022) found significant positive relationships between emotional competency and support for inclusive education, indicating that emotionally competent teachers are better at motivating students and fostering inclusive environments.

Nonglait & Myrthong (2018) found that teachers' emotional competency is generally average, with no significant differences based on gender, locality, or teaching experience. Similarly, Rafeedalie (2016) observed average levels of emotional maturity among teachers, with age being the only significant factor influencing maturity. Hen and Goroshil (2016) reported no significant differences in empathy based on gender, academic degree, or experience, but highlighted a strong link between emotional efficacy and the student-teacher relationship.

Ponmozhi & Ezhibhrarathy (2017) reported very high emotional competency among teachers, with significant differences favouring males, urban educators, postgraduates, and those in government schools. Nwosu *et al.*, (2022) discovered that greater emotional intelligence in teachers correlates with better attitudes towards inclusive education, indicating that teachers who possess emotional intelligence are more adept at handling the complexities of inclusive classrooms.

Shareefa (2016) and Nkol & Tiale (2013) indentified significant barriers to effective inclusive practices, including a lack of confidence in educational support services and less competency among senior, older, and more experienced teachers in dealing with diverse learners. Rabi and Zulkefi (2018) found that mainstream teachers often lack the necessary competencies for inclusive settings, with deficiencies in evaluation, teaching strategies, and classroom management. Majoko (2019), and Suryawanshi & Maheshkar highlighted the importance of professional development and emotional intelligence for teachers. They emphasized that successful inclusive education depends on teachers' ability to adapt teaching techniques, strategies, and methods to meet diverse learning needs. Silva T. and Marin (2019) noted that teachers possess emotional skills and adaptive coping strategies, although older teachers tend to focus more on emotional coping, which can lead to a negative attitude.

Sheela & Rajendran (2020) found no significant differences in teaching competency based on gender or locality, although there were notable differences between undergraduate and postgraduate teachers.

## **2.8 Comprehensive Overview on Attitude towards Inclusive Education and Emotional Competency**

The literature on attitude towards inclusive education and emotional competency reveals its crucial relation in a successful implementation of inclusion practices, with the findings from Adeniyi & Anyama (2017), Septiana (2018), and

Nwosu (2022), highlighted a significant positive correlation between emotional competency and teachers' attitude towards inclusive education. These findings emphasized the significance of emotional competency in shaping teachers' attitudes, which may be applied to understanding their views on inclusive education, so also enhances teachers' classroom performance. Hence, teachers with higher emotional competence tend to have a better attitude towards inclusive education.

## **2.9 Implications of Literature Reviewed**

Recent trends in attitudes towards inclusive education globally highlight the growing attention given on addressing the diverse needs of children. Over the past few decades, professionals from various fields, such as teachers, psychologists, special educators, administrators, therapists, and school staff, have worked on understanding the psychological, emotional, social, mental, behavioral, and educational needs of these children. The knowledge gained from their work has significantly helped create the present understanding of the objectives, methods, findings, and implications of inclusive education. This research emphasizes the importance of fostering positive attitudes about inclusive education, recognizing it as essential factor for the successful integration of students with diverse learning needs into mainstream classrooms. By exploring a wide range of demographic and professional factors, researchers have determined crucial areas that influence educators' attitudes and found possible intervention areas and improvement. Furthermore, this research opens the door for addressing gaps in the field, expanding opportunities for future studies

## **2.10 Research Gaps**

The extensive literature review highlighted a wealth of research related to teachers' attitudes and emotional competency within the context of inclusive education. However, a significant research gap becomes apparent when considering the holistic connection between these two aspects. The existing body of research primarily focuses on either teachers' attitudes or their emotional competency, but it does not adequately delve into how these two factors interact and influence each other in the specific context of inclusive education. This is a critical gap observed because understanding how a teacher's emotional competence affects their attitudes, and vice

versa, is crucial for developing effective strategies and support mechanisms for educators in inclusive classroom practices.

Furthermore, it is worth noting that much of the reviewed research predominantly centres on primary education, leaving a dearth of information regarding the secondary school levels. Given that the dynamics and challenges in secondary education may differ significantly. Hence, there is a glaring need for additional research that focus on this educational stage.

Additionally, the majority among the examined studies seem to be geographically concentrated with a strong emphasis on research conducted in India. However, this geographical concentration does not include the state of Nagaland. So, to gain a more comprehensive understanding of inclusive education and its impact on teachers' attitudes and emotional competency, it would be beneficial to explore cross-cultural and international perspectives.

This would help uncover how regional and cultural factors influence these aspects and enable a more global understanding of inclusive education. The identified research gap also includes the relationship between teachers' attitudes and emotional competency. While one study found no significant relationship, another found having close relation with the two. Nevertheless, further exploration is necessary to determine the nature and extent of this similarities and dissimilarities. Understanding how teachers' emotions and attitudes influence their perspectives and practices in inclusive classrooms is essential for developing effective teachers training programs.

Lastly, addressing the research gaps highlighted by the literature review can significantly contribute to enhancing the preparation and support of teachers in inclusive education settings. It can lead to a more effective strategies for training and ultimately improve the implementation of inclusive education programs, not only in specific regions but also on a broader scale.

In conclusion, while most studies reflect positive attitudes towards inclusive education among teachers, several factors- including teaching experience, professional development, training, and demographic variables- can significantly influence these attitudes. Addressing these factors through targeted interventions and policy changes can help create more inclusive educational environments. Additionally, numerous studies indicate a strong association between emotional dimensions and teachers' competencies in inclusive educational practices. This underscores the crucial role of emotional competency in fostering inclusive education

and highlights the need for ongoing professional development and emotional skill enhancement to equip teachers to effectively manage diverse classroom environments and support the diverse learning needs of all students.

Currently, the education of children with special needs is highly prioritized by stakeholders. While research has extensively covered teachers' concerns at the primary level, there is a notable lack at the secondary level regarding the variables discussed in this review. Therefore, more research on teachers' attitudes towards inclusive education in relation to their emotional competency is urgently needed. Recent studies indicate a gap in the research on these variables, which are essential for the successful implementation of inclusive programs. Secondary education presents different challenges and factors compared to primary education, ensuring further exploration.

Given this context, the researcher has taken a keen interest in examining the attitudes of secondary teachers in Nagaland towards inclusive education concerning their emotional competency. This study aims to address the identified gaps and provide insights that can inform policies and practices to enhance inclusive education at the secondary level.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURES**

#### **3. Introduction**

Research methodology and procedures are considered the ‘heart’ of research. Right from the beginning of the topic selection to carrying out the entire research work till its completion, research methodology drives and keeps the researcher on the right track. This chapter provides an in-depth explanation of the research method, research framework, target population, sample selection method, data collection instruments and its standardization process, procedural steps for data gathering, and statistical methods employed for data analysis.

#### **3.1 Research Method**

The research employed quantitative method to explore the relationship between secondary teachers’ attitudes towards inclusive education and their emotional competency. The quantitative aspect aimed to quantify and analyze numerical data to objectively examine the connection between these important key variables of the study. Quantitative method involves the collection and analysis of numerical data to identify patterns, relationships, and trends.

The current study is quantitative, often referred to as deductive, as it draws broad conclusions about characteristics based on findings from statistical hypothesis testing. Similarly, Likert scales, including 5-point and 3-point scales, were utilized in this study to quantify variables such as secondary teachers’ attitudes and emotional competency towards inclusive education. These quantitative measures allowed for statistical analysis to draw meaningful conclusions from the data.

#### **3.2 Research Design**

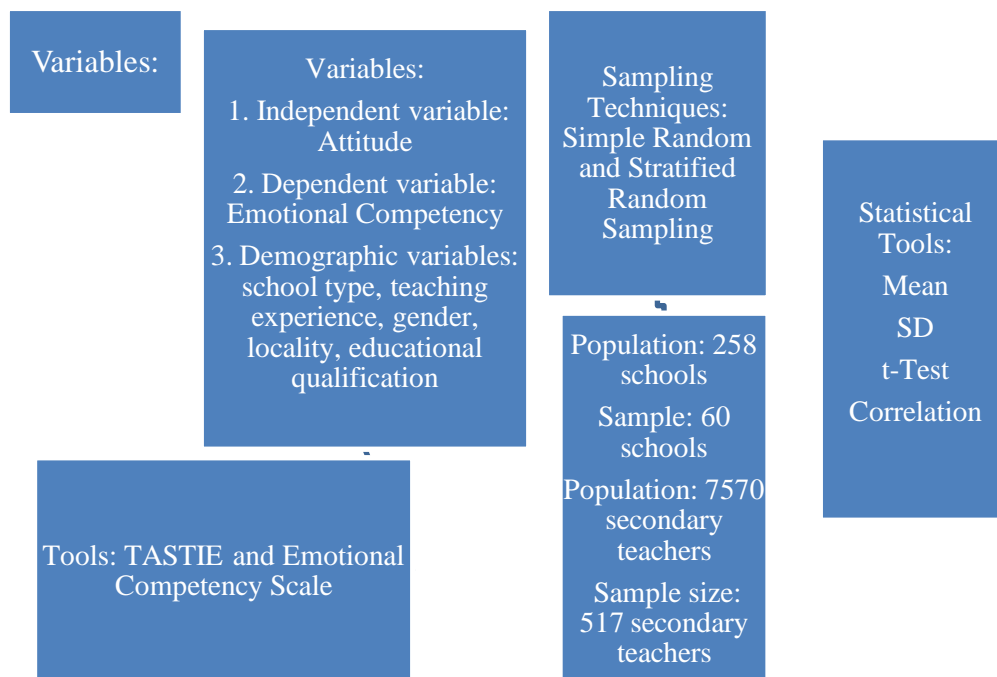
Miller defines research design as the structured framework outlining the entire process of conducting a research study (Cauvery, 2000). This study used a correlational descriptive design. A correlation research design specifically is employed to examine strength and direction of the relation within variables, while the descriptive component sought to be able to offer a comprehensive depiction of the characteristics of the subject under study. Factors including school types, teaching

experience, gender, locality, and educational qualifications were taken into consideration within this combined approach. This combined approaches aimed to provide a comprehensive understanding of the subject matter by leveraging the strengths of each method.

Likewise, a correlation research approach aimed to explore relationships between attitude towards inclusive education and emotional competency. Responses from the Likert scales were analyzed using Pearson's correlation coefficient to determine the strength and direction of these relationships.

On the other hand, descriptive method focus on providing a detailed portrayal of the subject or phenomenon being studied, emphasizing understanding its characteristics, behavior, and attributes. Teachers Attitude and Emotional Competence Scales were employed to gather quantitative data on teachers' attitude and their emotional competency towards inclusive education, providing insights into their experiences and perspectives.

By integrating all these approaches such as quantitative, correlation and descriptive methods, the research design aimed to offer a holistic perspective, capturing the numerical trends and insights related to teachers' attitude and emotional competency towards inclusive education. This comprehensive approach enhances the depth and breadth of the study's findings and contributes to a more thorough understanding of the research topic.

**Figure 3.1 Flow Chart of Research Design**

The data obtained were evaluated using SPSS software to ensure accurate results.

### 3.3 Population of the Study

In a research study, the word population refers to a specified group or individuals selected for sampling. It is a defined, limited, and accessible group that must fulfil specific characteristics and criteria. The research participants, therefore, refers to the entire group that the researcher is interested in studying and drawing conclusions about.

In this present study, which focuses on secondary teachers' attitudes and emotional competency towards inclusive education, the population would encompass all secondary teachers working in secondary schools in Nagaland. This includes teachers from both government and private schools, rural and urban, as well as teachers from various subject areas, genders, and levels of experience, educational qualifications, etc. However, due to the size of the population, as well as time constraints, it is not feasible to include the entire population. Therefore, the study is delimited to secondary teachers under the Nagaland Board of School Education in the Dimapur and Kohima districts of Nagaland.

**Table 3.1: Displays Distribution of the Total Schools in Dimapur and Kohima Districts**

Sl. No.	Districts	Govt. Schools	Private Schools	Total No. Of Schools
1	Dimapur	28	133	161
2	Kohima	24	73	97
Total No. of Schools =				258

Table 3.1 shows the distribution of the total number of schools in Dimapur and Kohima districts, which consist of 161 schools from Dimapur and 97 from Kohima.

### 3.4 Sample and Sampling Techniques

According to Good and Hart, a sample serves as a smaller representation of the larger whole, selected from the population for analysis. Sampling involves the process of selecting and analyzing a comparatively small portion of the population to draw conclusions about the entire population. In light of the current investigation, techniques for probability sampling were used for observation and analysis.

Probability sampling, also known as chance sampling or random sampling, ensures that each sample has an equal chance of inclusion. In this study, a combination of simple random sampling technique and a stratified random sampling is employed for the study wherein each individual in the population has an equal probability of being chosen. For school selection, the study utilized a simple random sampling technique with a lottery system to choose 60 schools from total of 258, 30 each are selected from Dimapur and Kohima district. After listing and categorizing (see Table 3.3) the schools by location and type, each school receives a unique code. For instance, code 1 to 8 is given to government schools in the urban sector of Dimapur. Chits containing these codes are then randomly drawn to select the required number of schools from each category, ensuring a representative and unbiased sample of schools.

For the selection of secondary teachers, the study employed a stratified random sampling method to select secondary teachers from a total population of 7,570. A sample size of 517 was chosen for further analysis. Using a sample size

calculator with a population of 7,570, a 95% confidence level, and a 5% margin error, the recommended sample size was approximately 366; the actual sample size of 517 therefore exceeds this, enhancing the study's reliability (Cochran, 1977).

These samples were stratified to meet the study's requirements, ensuring that each stratum accurately represents the target population, thereby maintaining an unbiased stratification of secondary teachers. A total of 517 sampled teachers have been chosen for further analysis.

### 3.5 Justification for using Stratified Random Sampling Technique

Stratified random sampling was selected as the most suitable technique to ensure representation across the five key demographic variables: types of school, teaching experience, gender, locality, and educational qualifications. Due to the challenges posed by the pandemic during data collection, the availability of teachers, particularly from certain demographic groups, was limited. Nonetheless, the final sample of 517 participants includes a well-stratified representation.

**Table 3.2: Stratified Demographic Profile of Research Respondents**

Sl. No.	Demographic Variables		<i>F</i>	Percent age	Total Popul ation	Total Sample
1	Types of Schools	Govt.	188	36.36%	7570	517
		Private	329	63.63%		
2	Years of Teaching Experience	More than five years	234	45.26%		
		Less than	283	54.73%		
3	Gender	Female	318	61.50%		
		Male	199	38.49%		
4	Locality	Rural	181	35.96%		
		Urban	336	64.99%		
5.	Educational Qualifications	Postgraduate	249	48.16%		
		Undergraduate	268	51.83%		

**Table 3.3: Ratio Distribution of Schools based on Locality and Type in Dimapur and Kohima districts**

Districts	Locality: Govt. Urban/Rural	Ratio	Locality: Pvt. Urban/Rural	Ratio	Total
Dimapur	8 (urban)	2	77 (urban)	14	30
	20 (rural)	4	56 (rural)	10	
Kohima	5 (urban)	2	43	13	30
	19 (rural)	6	30	9	
Total No. of Sample Schools:					60

Table 3.3 shows the distribution of school ratios. The breakdown of each total is as follows:

Dimapur: Government schools in urban sector: 8 (2 selected), and 20 government schools in the rural sector, with 4 selected. Additionally, there are 77 private schools in the urban sector, with 14 selected and 56 private schools in the rural sector, with 10 selected.

In Kohima, there are 5 government schools in the urban sector, with 2 selected, and 19 government schools in the rural sector, with 5 selected. There are also 43 private schools in the urban sector, with 13 selected and 30 private schools in the rural sector, with 9 selected. This sums up to a total of 60 schools selected for the study, with 30 from each district.

**Table 3.4: Shows the Selected Schools from Dimapur and Kohima Districts based on their Management Type, and Locality**

Sl. No.	Name of the School	Management Type	Locality
1	Assembly of God Higher Secondary School, Dimapur	Private	Urban
2	Bayavü Higher Secondary School, Kohima Town	Private	Urban
3	Baptist Higher Secondary School, Tseminyu	Private	Rural
4	Baptist School, Botsa	Private	Rural

5	Chandmari Higher. Secondary School, Kohima Town	Private	Urban
6	Christian Higher Secondary School, Dimapur	Private	Urban
7	Cherry Blossoms School, Kohima Town	Private	Urban
8	Cosmopolitan School, Chumukedima Town	Private	Urban
9	Christian School, Old Town, Tseminyu	Private	Rural
10	Christian Mission School, Sechü (Zubza)	Private	Rural
11	Carmel Higher Secondary School, Chekiye	Private	Rural
12	Christ King Higher Secondary School, Kohima	Private	Rural
13	Christian Mission Higher Secondary School, Diphupar	Private	Rural
14	Don Bosco Higher Secondary School, Sechü (Zubza)	Private	Rural
15	Dr. Neilhouzhii Kire Government Higher Secondary School, Kohima Village	Govt.	Rural
16	Fernwood School, Kohima	Private	Urban
17	Government Higher Secondary School, Chumoukedima Town	Govt.	Urban
18	Government High School, Chandmari	Govt.	Urban
19	Government Higher Secondary School, Chiechama	Govt.	Rural
20	Government High School, Jakhama	Govt.	Rural
21	Government High School, Khuzama	Govt.	Rural
22	Government High School, Nihoto	Govt.	Rural
23	Government High School, Naga United Village	Govt.	Rural

24	Government High School, Sarbura, Dimapur	Govt.	Urban
25	Government High School, Sovima Village, Dimapur	Govt.	Rural
26	Government High School, Thahekhu, Dimapur	Govt.	Rural
27	Government High School, Zhadima, Chiephobozou, Kohima	Govt.	Rural
28	Gilead School, Tuophema, Kohima	Private	Rural
29	Greenwood School, Nagarjan, Dimapur	Private	Rural
30	Godwin Higher Secondary School, Chumoukedima, Dimapur	Private	Urban
31	Grace Higher Secondary School, Kohima	Private	Urban
32	Great Commission Higher Secondary School, Naga United Village, Dimapur	Private	Rural
33	Hebron Higher Secondary School, Sovima, Dimapur	Private	Rural
34	Holy Cross Higher Secondary School, Dimapur	Private	Urban
35	John Govt. Higher Scondary School, Viswema	Govt.	Rural
36	Kin High School, Darogapathar Village, Dimapur	Private	Rural
37	Loyola Higher Secondary School, Jakhama, Kohima	Private	Rural
38	Little Flower Higher Secondary School, Kohima	Private	Urban
39	Mezhür Higher Secondary School, Midland, Kohima	Private	Urban
40	Ministers' Hill Baptist Higher Secondary School, Kohima	Private	Urban
41	Mount Mary Higher Secondary School, Chumoukedima, Dimapur	Private	Urban

42	Mount Sinai Higher Secondary School, Kohima	Private	Urban
43	Mewi Higher Secondary School, Kohima	Private	Urban
44	North Town Higher Secondary School, Dimapur	Private	Urban
45	Nagaland Police Central School, Chumoukedima	Private	Urban
46	Northfield, Khikha, Kohima	Private	Urban
47	Patkai Higher Secondary School, Chumoukedima	Private	Urban
48	Rüzhükhrie Govt. Higher Secondary School, Kohima	Govt.	Urban
49	Saint John's School, Dimapur	Private	Rural
50	Stella Higher Secondary School, Kohima	Private	Urban
51	St. Mary's Higher Secondary School, Church Road, Dimapur	Private	Urban
52	St. Edmund's Higher Secondary School, Dimapur	Private	Urban
53	St. Mary's Higher Secondary School, Padampukhuri	Private	Rural
54	St. Joseph's Higher Secondary School, Chumoukedima	Private	Urban
55	St. Anthony's School, Tenyiphe-1	Private	Rural
56	St. Gabriel School, Chumoukedima	Private	Urban
57	Saint Savio School, Seiuri-Zha, Chumoukedima	Private	Urban
58	Unity Christian Higher Secondary School, Diphupar, Dimapur	Private	Rural
59	Vision Home Higher Secondary School, Dimapur	Private	Rural
60	Vinyüzo School, Bayavü, Kohima	Private	Urban

### **3.6 Variables**

A variable in research refers to any person, place, thing, or phenomenon that is being measured, observed, or studied in some way. It represents an aspect or characteristic that may vary or change within a study, and it serves as the focus of investigation or analysis. As per the present study, the variables are divided into the following:

#### **3.6.1 Independent Variable**

Independent variables are those variables that remain consistent and are not influenced by other variables under study. It pertains to the specific condition or factor manipulated by the researcher in a study, therefore, is regarded as the assumed cause driving the observed effects.

Moreover, this study's objective is to look at the potential impact of emotional competency on the attitudes of secondary teachers in Nagaland towards inclusive education. Therefore, emotional competency is regarded as the primary factor driving or potentially influencing attitudes, thus serving as the independent variable.

#### **3.6.2 Dependent Variable**

The dependent variable, by definition, is influenced by other measured factors and is expected to fluctuate in response to changes in the independent variable or variables, which are manipulated in a study. It represents the anticipated outcome or effect of the study manipulation. The attitude towards inclusive education is the outcome of effect, therefore is considered the dependent variable.

#### **3.6.3 Demographic Variables:**

1. Types of Schools (Government and Private)
2. Years of Teaching Experience (More Than Five Years and Less Than Five Years)
3. Gender (Female and Male)
4. Locality (Rural and Urban)
5. Educational Qualifications (Postgraduate and Undergraduate)

### **3.7 Research Tools used in the Study**

#### **3.7.1 Teacher Attitude Scale toward Inclusive Education (TASTIE)**

Research tools play a crucial role in systematically collecting data, tailored to the study's needs. These tools, whether self-made or adopted, serve as essential instruments in the research process. In the current study, two types of research tools were employed. Furthermore, quantitative research methods were employed to obtain information from the participating teachers. To achieve this objective, the researcher utilized a selection of standardized tools specifically chosen for the study's requirements. To assess the attitudes of secondary teachers toward inclusive education, the researcher used Teacher Attitude Scale towards Inclusive Education by Vishal Sood and Arati Anand. This scale includes 47 items that addresses four key areas in the form of dimensions: a) Psychological/Behavioral, b) Social and Parents-Related, c) Curricular and Co-curricular, d) Administrative.

#### **3.7.2 Psychometric Properties and Scale Details as Established by the Original Authors.**

The scale comprises of 47 items, including 29 positive statements and 18 negative ones. It uses a 3-point scoring system with options of agree, undecided, and disagree. For positive statements, the scores assigned are 3, 2, and 1, respectively, while for negative statements, the scoring is reversed to 1, 2, and 3.

#### **3.7.3 Reliability According to the Manual**

The reliability of the scale was assessed using test-retest and internal consistency methods. A three-month interval was maintained between the initial test and the re-test. The product-moment correlation coefficient, or the reliability index, was found to be 0.82, suggesting that the scale is reasonably reliable for assessing teachers' attitudes toward inclusive education.

#### **3.7.4 Internal Consistency According to the Manual**

The internal consistency of the scale was determined by calculating the correlation coefficient between the total score on the scale and the scores for each of its four areas; psychological and behavioral (-0.68); social and parents related (0.74); curricular and co-curricular (-0.67); and administrative (-0.81).

### 3.7.5 Validity According to the Manual

The scale's validity was established through content validity, cross-validity, and item validity, with items achieving a t-value of 1.75 or higher. Additionally, the scale's intrinsic validity was supported by a test-retest reliability coefficient of 0.82.

### 3.7.6 Revalidation of the Teachers' Attitude Scale towards Inclusive Education

**(TASTIE) Considering the Circumstances of Nagaland:** The data gathered was revalidated through the following steps:

- a) Content Validity: The tool adopted for this study was thoroughly reviewed in consultation with the supervisor. After ensuring that it covered all major aspects of inclusive education, as described in the tool's documentation, it was finalized for use in the present study.
- b) Face Validity: Once the 47 items were approved by experts, a sample of 10 questionnaires was given to secondary teachers to evaluate the face validity of the tool.
- c) A Pilot Study: The tool was further revalidated with a pilot study involving 150 secondary teachers, randomly selected from secondary schools in the Dimapur and Kohima districts of Nagaland. These 150 teachers were not part of the final sample of 517. IBM SPSS-20 was used to analyze the data, yielding a Cronbach's alpha reliability coefficient of 0.834, which is considered acceptable and applicable for secondary teachers in Nagaland. Additionally, split-half reliability analysis was again conducted to assess the correlation between odd and even-numbered items, resulting in a coefficient of 0.823 at the 0.01 significance level. This confirms that the tool is significantly reliable. In total, 667 secondary teachers were involved in both the pilot and final phases of the study, though only the final sample of 517 was used for the main analysis.

Below are the tables of Cronbach's Alpha and Split-Half Reliability for the Attitude Scale.

**Table No. 3.5: Cronbach's Alpha Reliability Analysis for the Attitude Scale (TASTIE)**

Cronbach's Alpha	No. of Items
0.834	47

**Table No. 3.6: Split-Half Reliability Analysis (Correlation of Odd and Even-Numbered Items of the Attitude Scale)**

	Odd Items	Even Items
Pearson Correlation	1	0.823**
ODD Sig.(2-tailed)		.000
ITEMS		
N	150	150
Pearson Correlation	0.823**	1
EVEN Sig.(2-tailed)	.000	
ITEM		
N	150	150

\*\* The Correlation is statistically significant at the 0.01 level.

### **3.7.7 Justification for the Revalidation of the Attitude Scale (TASTIE).**

Revalidation of any tool or instrument older than five years is a standard practice in psychometric and educational research to ensure the continued validity and dependability of the measurement (Anastasia & Urbani, 1997). The Attitude Scale (TASTIE) used in the study was developed and standardized in 2011, making it over a decade old. Over time, changes in context, population, or advancements in research can impact the accuracy of such tools (Kaplan & Saccuzzo, 2017). Furthermore, the scale's original purpose was for the Mandi district of Himachal Pradesh, a context different from the present study. As a result, revalidation was necessary to confirm that the tool remains relevant and appropriately measures the constructs for the new population, i.e., Nagaland, in relation to the culture.

### **3.7.8 Administration and Scale Details of Emotional Competence Scale as Established by the Original Authors**

The scale comprises of 30 items including their corresponding description of the dimensions. For instance, adequate depth of feeling (ADF) corresponding item numbers are 1, 6, 11, 16, 21, and 26; adequate expression and control of emotions (AECE) are 2, 7, 12, 17, 22, and 27; ability to function with emotions 3, 8, 13, 18, 23, and 28; ability to cope with problem emotions (ACPE) 4, 9, 14, 19, 24, and 29; and

ability to enhance positive emotions (AEPE) 5, 10, 15, 20, 25, and 30. It uses a five-point scoring system for each statement, the scoring of 5, 4, 3, 2, and 1 are given.

### **3.7.9 Reliability and Validity According to the Manual**

The reliability of the scale was assessed using test-retest and internal consistency methods. A 21 days interval was maintained between the initial test and the re-test. This scale's validity was determined with factor A (Warmth) and C (Emotional Stability) of 16 Personality Factor Questionnaires (16PF), these factors refer to specific traits measured by the test. The correlation coefficient, or the reliability scores, was found to be 0.64 and .069, suggesting that the scale is fairly reliable for assessing teachers' emotional competency.

### **3.7.10 Revalidation of the Emotional Competence Scale in the Context of Nagaland**

The data collected from 150 sampled teachers was revalidated through the following steps:

- a) Content Validity: The tool adopted for this study was thoroughly reviewed in consultation with the supervisor. After ensuring that it covered all major aspects of emotional competence, as described in the tool's documentation, it was finalized for use in the present study.
- b) Face Validity: Once the 30 items were approved by experts, a sample of 10 questionnaires was given to secondary teachers to evaluate the face validity of the tool.
- c) Pilot Study: The present research has revalidated the Emotional Competence Scale involving the same 150 secondary teachers randomly selected from secondary schools in the Dimapur and Kohima districts of Nagaland. The pilot data was analyzed using IBM SPSS 20, and was found that the Cronbach's alpha reliability coefficient of 0.738 is greater than the table value of 0.70 which is considered acceptable. Hence, the tool has good reliability for application in the context of secondary teachers in Nagaland.

Below is the table of Cronbach's alpha for the Emotional Competence Scale.

**Table No. 3.7: Cronbach's Alpha Reliability Analysis for the Emotional Competence Scale**

Cronbach's Alpha	No. of Items
0.738	30

### 3.7.11 Split-half Reliability of Emotional Competence

The data from Emotional Competence Scale were analyzed to determine the split-half reliability by correlating odd and even- numbered items. The split-half reliability yielded a correlation of 0.705 at a significance level of 0.01, indicating that the tool is significantly reliable.

**Table No. 3.8: Presents the Result of the Split-half Reliability Correlation of Odd and Even-numbered Items**

	Odd Items	Even Items
Pearson Correlation	1	0.705**
ODD Sig.(2-tailed)		.000
ITEMS		
N	150	150
Pearson Correlation	0.705**	1
EVEN Sig.(2-tailed)	.000	
ITEM		
N	150	150

\*\* The Correlation is statistically significance at 0.01 levels.

### 3.7.12 Justification for the Revalidation of the Emotional Competency Scale

The Emotional Competency Scale initially developed and standardized in 1995, and revised in 2007 and 2016, requires revalidation as over five years have been passed since its last standardization. Revalidation of the instruments older than five years is essential to ensure their reliability and validity, particularly when applied to new populations or contexts (Anastasi & Urbani, 1997). Although the 2016 revision brought the scale up to date, societal changes and advancements in the research since then necessitate revalidation to maintain accuracy.

Furthermore, the scale, originally designed for broader populations, was revalidated to confirm its relevance and cultural sensitivity in the context of

Nagaland. Following revalidation, it was found to be suitable and valid for measuring emotional competency among secondary teachers in Nagaland, ensuring reliable data collection in this study.

### 3.8 Setting Norms: Categorizing Levels of Emotional Competency

The emotional competency levels of secondary teachers, along with their five dimensions (Adequate Depth of Feeling, Ability to Express and Control of Emotions, Ability to Function with Emotions, Ability to Cope with Problem Emotions, and Ability to Enhance Positive Emotions), were classified using the standard method of Mean  $\pm$  Standard Deviation. Based on the raw scores from the sample, the teachers were categorized into three groups: Highly Competent, Average, and Highly Incompetent.

**Table No. 3.9: Norms Establishment for Emotional Competence**

Sl. No.	Range of Raw Scores	N	Emotional Level
1	94 and above	80	Highly Competent
2	80-93	63	Average
3	70-79	374	Highly Incompetent
4	Mean	517	82.73
5	SD	517	11.91
6	M + SD	82.73+11.91	94.64
7	M – SD	82.73-11.91	70.82

The data from Table 3.9 establishes norms for the emotional competency and its various dimensions by providing mean and standard deviation (SD) values. These raw scores are classified as: Highly competent, (mean + standard deviation (SD) values); Average competent (scores within the range of mean  $\pm$  standard deviation (SD) values); Highly Incompetence (scores below the mean-standard deviation (M-SD) value. The Overall Emotional Competence of 94 and above is considered high, 80-93 is considered average, and 70-79 is considered highly incompetent.

### 3.9 Categorization of Attitude Levels

The levels of secondary teachers' attitudes towards inclusive education were categorized according to the raw scores obtained using the standard method. These levels are grouped into five categories:

1. Extremely Favorable
2. Most Favorable
3. Above Average Favorable
4. Moderate Attitude
5. Below Average Unfavorable

**Table No. 3.10: Shows the Range of Raw Scores and Their Respective Levels of Attitude**

Sl. No	Range of Raw Scores	Frequency (N)	Level of Attitude
1	127 and Above	14	Extremely Favorable
2	116-126	119	Most Favorable
3	105-115	275	Above Average Favorable
4	90-104	97	Moderate Attitude
5	80-89	8	Below Average Unfavorable
6	69-79	4	Most Unfavorable

The data from Table 3.10 indicates varying levels of attitude among secondary teachers toward inclusive education. Specifically, it highlights that only 2.7% of teachers possess an extremely favorable attitude, while 23.0% exhibit the most favorable stance. Furthermore, a significant portion, i.e., 53.2% falls into the category of Above Average Favorable. On the other hand, 18.8% of teachers hold a moderate attitude, with 1.5% expressing a below average unfavorable stance, and .8% classified as having the most unfavorable attitude.

The table above makes it clear that the level of attitude of secondary teachers towards inclusive education in Nagaland is Above Average Favorable. This is also supported by the *Figure 4.13* (see Chapter 4), revealing that majority (53.2%) fell under the category of Above Average Favorable.

### **3.10 Data Collection**

For the collection of data for the present study, the researcher relied on two categories of sources: primary and secondary sources.

#### **3.10.1 Primary Sources**

According to Hox and Boeijs (2005), primary data are first-hand information that is gathered directly by the researcher for the purpose of the study. So to say, it refers to original, first-hand data collection directly collected by the researcher for a specific purpose. This data is gathered through various methods, including methods such as surveys, interviews, questionnaires, focus group, experiments, and observations, etc. In the present study, the researcher after obtaining necessary permission from all concerned heads of the school personally visited the selected schools to collect the data from its teachers.

The researcher utilized standardized questionnaires for the collection of preliminary data. During school visitation, a positive relationship was established with the teachers before administering the tools.

While administering the research tools on school teachers, two sets of standardized tests booklets which contains the Teacher Attitude Scale towards Inclusive Education (TASTIE-SA) developed by Dr. Vishal Sood and Dr. Arti Anand, and The Scale of Emotional Competencies by H.C. Sharma and Dr. Bharadwaj, were given to teachers one after the other so that good understanding of both the tools can be established, and also to address any related queries. Teachers were asked to provide their personal information in the upper first column of the booklet sheets provided to them. They were also instructed to go through each and every statement before giving their final response against each statement, and were asked to complete it without leaving out on any portion of the statement. There was no time limit given. The filled scales were then collected and scored.

#### **3.10.2 Secondary Sources**

The secondary sources refer to information that has previously been gathered, analyzed, and published by others. These types of data are information that comes from previously conducted studies, books, journals, reports, or databases. In the words of Johnston (2017), secondary data refers to information that has previously collected by others for a purpose different from the researchers' current study

In this study, the researcher collected all essential documents and information related to the chosen variables by utilizing the available resources at the libraries of Nagaland University, Dibrugarh University, and the NEHU Central Library. Additionally, the researcher obtained secondary school reports for the selected districts from the Directorate of School Education, 2019, and Department of School Education Annual Administrative Report, 2021-2022.

All these resources, including published textbooks, e-journals, academic journals, e-readings, browsing websites, and other available data, have been thoroughly considered to review the work relevant to the current study. This comprehensive approach ensures a deep understanding of the variables and context, drawing from a wide range of reliable and up-to-date sources.

### **3.11 Scoring**

The purpose of statistical analysis was to quantify the collected data. Likewise, to quantify the data on attitude scale three gradations namely: 'Agree,' 'Undecided and 'Disagree' were given and a score of 3, 2 and 1 for favorable statements, and in the case of unfavorable items, the scores of 1, 2 and 3 were offered. For the emotional competency test scale five gradation scores of 5, 4, 3, 2 and 1 was given.

### **3.12 Statistical Techniques**

For the analysis and interpretation of data, a combination of descriptive and inferential statistics has been employed. Initially, mean, standard deviation (SD), and percentage is used to analyze the data collected from secondary teachers using the Teacher Attitude Scale toward Inclusive Education and the Emotional Competence Scale. These measures aimed to assess the levels of attitudes and emotional competency toward inclusive education among the participants.

Subsequently, inferential statistics, including independent sample t-tests and correlation, were implemented with SPSS software to investigate potential associations between secondary teachers' attitudes and various demographic variables such as school type, years of teaching experience, gender, locality, and educational qualifications. Similarly, the emotional competency of secondary teachers was analyzed to determine if significant differences existed based on the same demographic variables.

Furthermore, the correlation between secondary teachers' attitudes toward inclusive education and their emotional competency was examined for further analysis.

The following chapter presents a detailed analyses and interpretation of the data.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4. Introduction

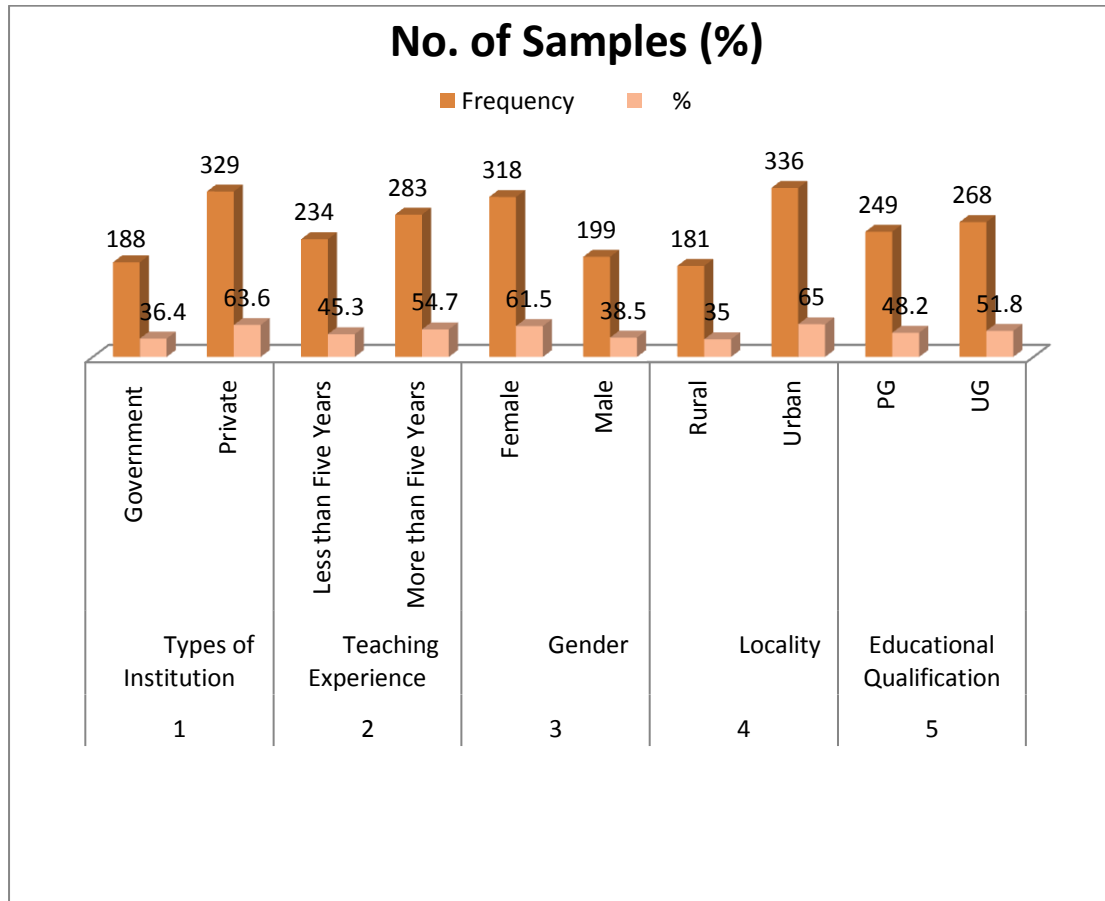
This chapter analyzes and interprets the data collected from the study sample. Since the data collected using the tools are usually raw, they need to be administered by organizing them and then analyzing and interpreting them to draw profound conclusions and generalizations per the findings. Hence, the analysis and interpretation of data are basically to summarize the complete observation to arrive at the answers that match the study's objectives and hypotheses of the study.

It is, therefore, presented in two parts as per the tools used for the analysis. Firstly, the scores obtained for attitude towards inclusive education, emotional competency, and the correlation of these two variables is analyzed with the help of SPSS Software Treatment: Percentage, Mean, Standard Deviation, Independent Sample t-test, and Pearson Product Moment Correlation were all analyzed accordingly.

**Table No. 4.1: Demographic Profile of the Research Respondents Concerning Attitude of Secondary Teachers towards Inclusive Education.**

Sl. No.	Demographic Variables	Categories	<i>f</i>	Percentage	Total Sample
1	Types of Schools	Govt.	188	36.4%	517
		Private	329	63.6%	
2	Teaching Experience More vs. Less 5 years	More than	234	45.3%	
		Less than	283	54.7%	
3	Gender	Female	318	61.5%	
		Male	199	38.5%	
4	Locality	Rural	181	35.0%	
		Urban	336	65%	
5	Educational Qualifications	PG	249	48.2%	
		UG	268	51.8%	

**Figure 4.1:** This Column Chart Illustrates the Distribution of Categories within each Demographic Variable, including Government and Private, More than and Less than Five Years of Teaching Experience, Female and Male, Rural and Urban, and Postgraduate and Undergraduate, along with their Respective Percentages.



According to the data presented in Table 4.1 and *Figure 4.1*, the proportion of government schools among the sample population is 36.4%, accounting for 188 respondents, whereas private schools constitutes 63.6%, representing 329 respondents. Regarding teaching experience, individuals with more than five years make up 45.3% (234), while those with less than five years comprise 54.7% (283) of the sample. The gender distribution shows that 61.5% (318) are female and 38.5% (199) are male. Furthermore, rural constitute 35.0% (181), with urban making up 65.0% (336). In terms of education level, post-graduate individuals represent 48.2% (249), whereas under-graduate individuals constitute 51.8% (268).

#### **4.1 Analyses of Secondary Teachers' Attitude and Emotional Competency Levels towards Inclusive Education**

In Nagaland, the evaluation of teachers' attitudes and emotional competency towards inclusive education is based on the scores derived from the standardized tool 'Teachers Attitude Scale towards Inclusive Education' and 'Emotional Competency Scale'. After that, scores are grouped according to the raw scores obtained by the respondents as detailed in Chapter Three.

The classification method involves dividing the data collected from 517 samples and their range scores into various levels. These categories range from "Extremely Favorable" to "Most Unfavorable Attitude" and "Highly Competent" to "Highly Incompetent". Initially, the scores are categorized on an overall level, and subsequently, they are analyzed based on specific dimensions.

**Table No. 4.2: Shows Descriptive Statistics of Secondary Teachers' Attitude towards Inclusive Education and its Overall Dimensions**

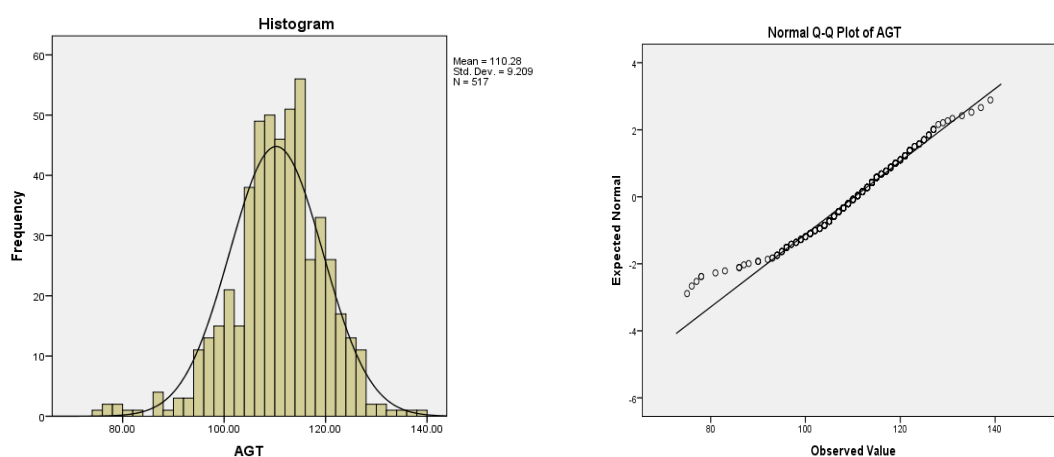
		<b>AD1</b>	<b>AD2</b>	<b>AD3</b>	<b>AD4</b>	<b>Overall</b>
1	Total number of Secondary Teachers	517	517	517	517	517
2	Mean	25.16	29.54	29.66	25.89	110.27
3	Median	26	30	30	26	111
4	Mode	27	32	30	26	114
5	Std. Deviation (SD)	3.40	3.29	3.41	2.39	9.20
6	Range	19	20	19	16	64
7	Minimum	11	16	20	18	75
8	Maximum	30	36	39	34	139
9	Skewness	-.869	-.932	.065	.423	-.555
10	Kurtosis	.929	1.142	.212	.762	1.422

From Table No.4.2, it may be interpreted that the entire number of secondary teachers is 517, with a mean score of 110.27; median 111; mode 114; SD 9.20. The

minimum scores obtained at 75 and 139 as the maximum scores obtained with a range of 64. The skewness and kurtosis falls at  $-.555$  and  $1.422$ , respectively. Since The overall attitude dimension skewness and kurtosis values are  $-.522$  and  $1.422$ , respectively. These values imply that the general distribution of attitudes was quite normal. The skewness lies within the range of  $-1.0$  to  $1.0$ , suggesting the distribution is fairly symmetric. While the kurtosis falls within the acceptable range of  $-1.5$  to  $1.5$ . Therefore, the overall attitude dimensions are almost symmetrical (recommended by Field, A. 2013, p. 171).

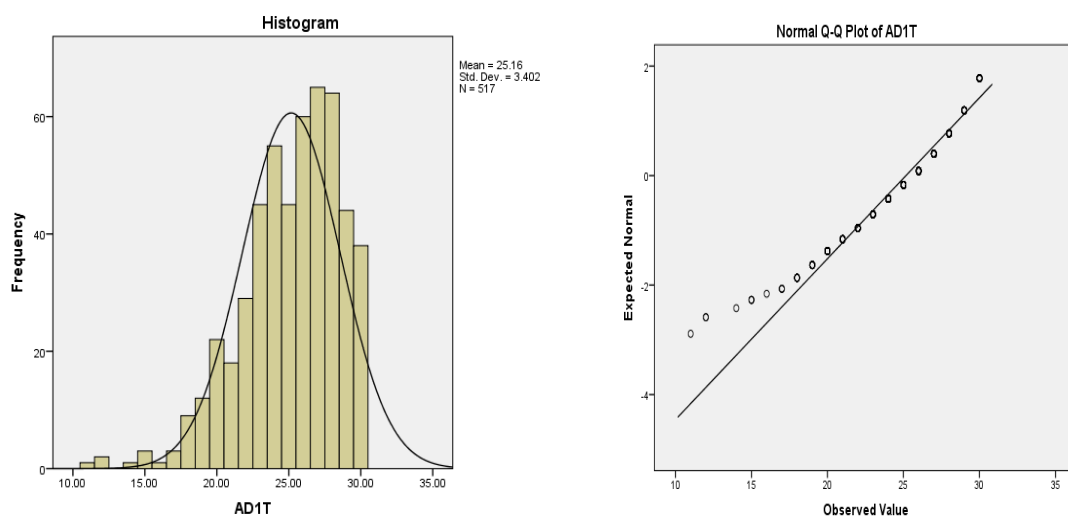
In AD1 (Psychological/Behavioral) aspects, the skewness and kurtosis lies between  $-.869$  and  $.929$ , respectively. This indicates that both the values are well within the range of  $-1.0$  and  $1.0$ . Therefore, the distributions based on these values are almost symmetrical. The skewness and kurtosis values found in the dimension of social and parents-related (AD2) are  $-.932$  and  $1.142$ , respectively. These values suggest the distribution is reasonably close to normal. While the values of skewness and kurtosis for AD3 (Curricular and Co-curricular) aspects are  $.065$  and  $.212$ . These two values are well within the range of  $-1.0$  to  $1.0$  and very close to  $0$ . These values strongly suggest a symmetrical distribution. The skewness and kurtosis values in AD4 (Administrative) aspects have been found to be  $.423$  and  $.762$ , demonstrating that these values are within the range of a normal distribution ( $-1.0$  to  $1.0$ ). Therefore, the distribution is almost symmetrical.

Below are the graphical presentations of the distribution of secondary teachers' attitude toward inclusive education across various dimensions.



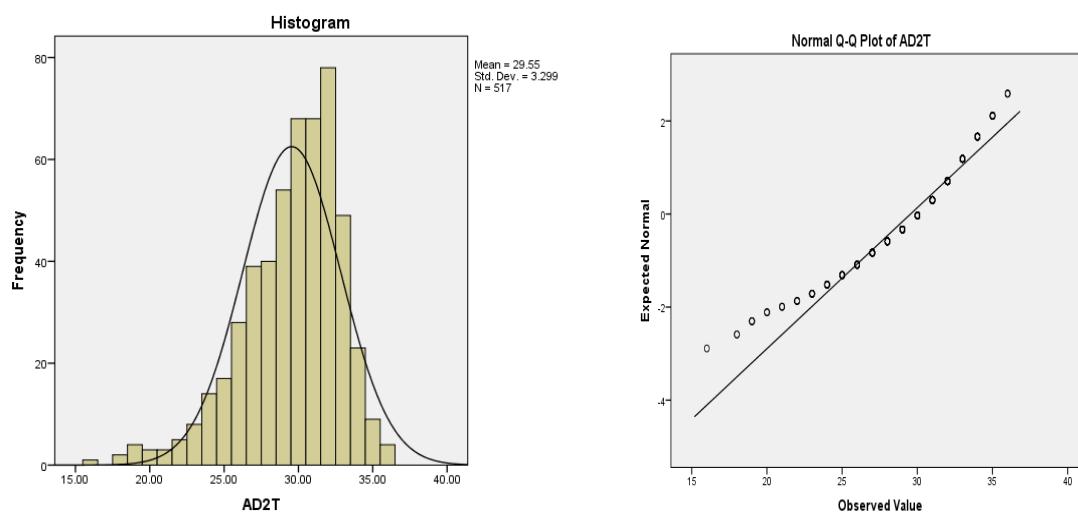
AGT= Attitude Grant Total

*Figure No.4.2: Secondary Teachers' Total Scores on Inclusive Education.*



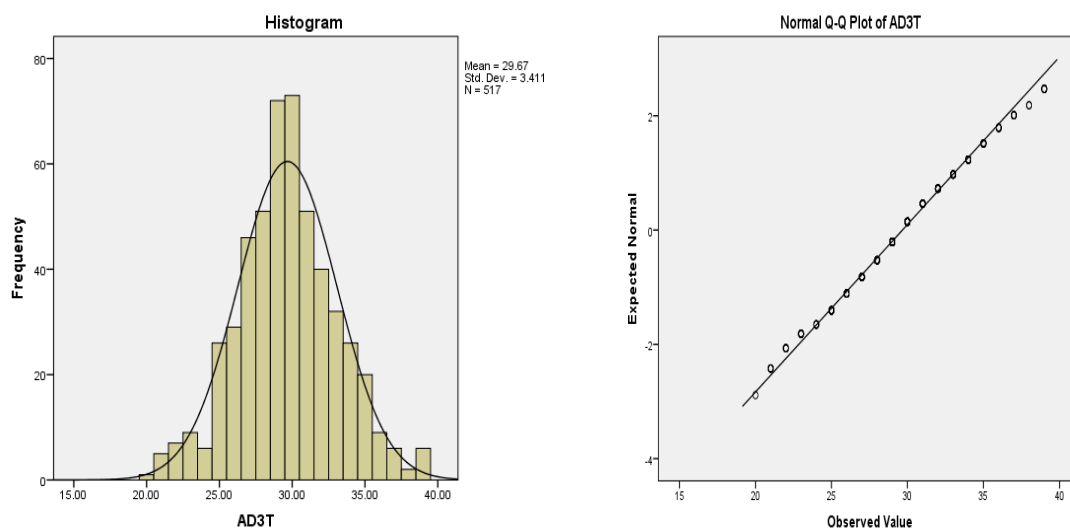
AD1= Attitude Dimension 1 (Psychological/ Behavioral)

*Figure 4.3: Secondary Teachers' Scores on Inclusive Education in Psychological and Behavioral Aspects (AD1).*



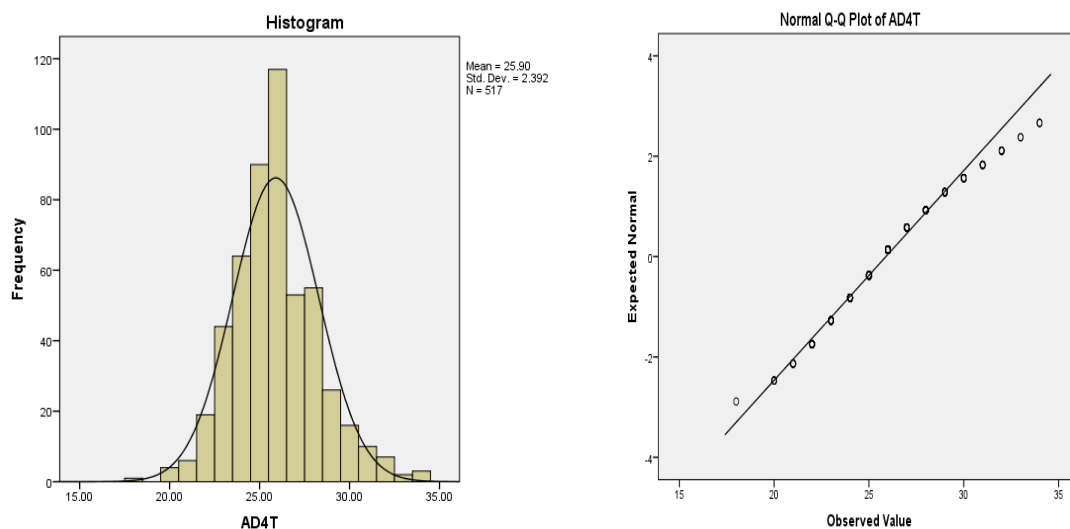
AD2= Social and Parents-Related

*Figure 4.4: Secondary Teachers' Scores on Inclusive Education in Social and Parents-Related Aspects (AD2).*



AD3= Curricular and Co-curricular

*Figure 4.5: Secondary Teachers' Attitude Scores on Inclusive Education in Curricular and Co-curricular Aspects (AD3).*



AD4= Administrative

*Figure 4.6: Secondary Teachers' Scores on Inclusive Education in Administrative Aspects (AD4).*

**Table 4.3: Descriptive Statistics of Secondary Teachers' Emotional Competency and its Overall Dimensions**

1	Total Number of Secondary Teachers	EC Total	ADF	AECE	AFE	ACPE	AEPE
		517	517	517	517	517	517
2	Mean	82.6422	18.59	17.49	17.48	15.53	13.53
3	Median	81.000	18	18	17	15	13
4	Mode	75	17	18	17	15	13
5	Std. Deviation (S.D)	11.875	3.41	3.26	3.10	3.32	2.99
6	Range	82	22	27	19	20	18
7	Minimum	40	7	2	8	7	6
8	Maximum	122	29	29	27	27	24
9	Skewness	.378	.262	-.046	.035	.730	.555
10	Kurtosis	.847	.645	.886	.073	.543	.845

The total number of secondary teachers in Table no. 4.3 is 517, with Mean scores of 82.6422; Median 81; Mode 75; SD 11.875. The minimum scores obtained lie at 40 and a maximum at 122, with a range of 82. The skewness and kurtosis values for the emotional competency Total are .378 and .847, respectively. These numbers turn out to be in the range of -1.0 to 1.0, suggesting that the distribution is close to normal.

The skewness and kurtosis values for the emotional competency dimension ADF (Adequate Depth of Feeling) are .262 and .645, respectively. These values suggest that the distribution is a normal distribution as both these values lies within the -1.0 to 1.0 range.

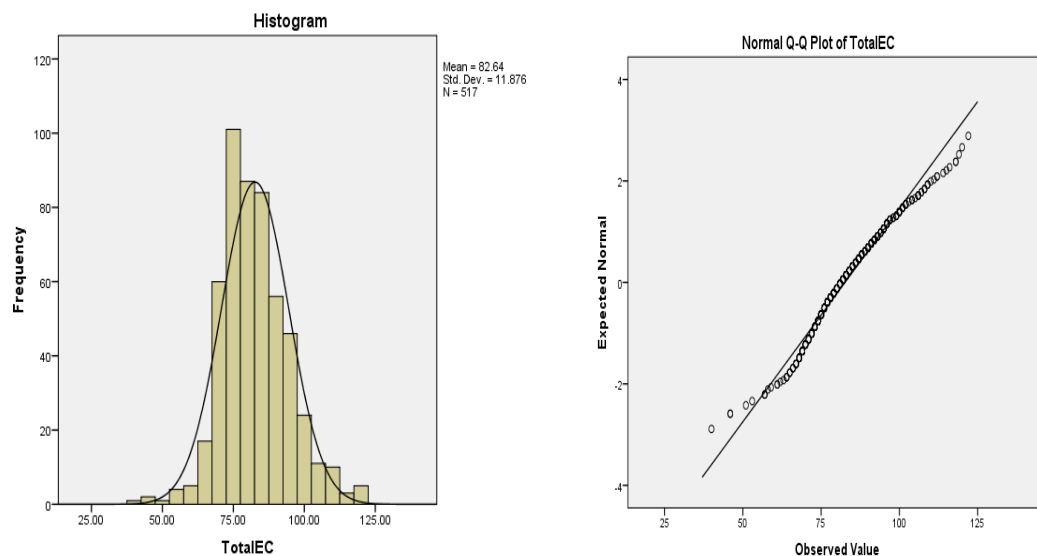
The skewness and kurtosis values for AECE (Adequate Expression and Control of Emotions) dimension are -.046 and .886, respectively. These values suggest that the distributions are normal (-1.0 to 1.0).

The skewness and kurtosis values for AFE (Ability to Function with Emotions) dimension are .035 and .073, respectively. These values suggest that the distribution is symmetrical (-1.0 to 1.0).

Both the skewness and kurtosis values of .730 and .543 are within the ranges of -1.0 to 1.0. These suggest that the distribution of ACPE (Ability to Cope with Problem Emotions) is almost symmetrical.

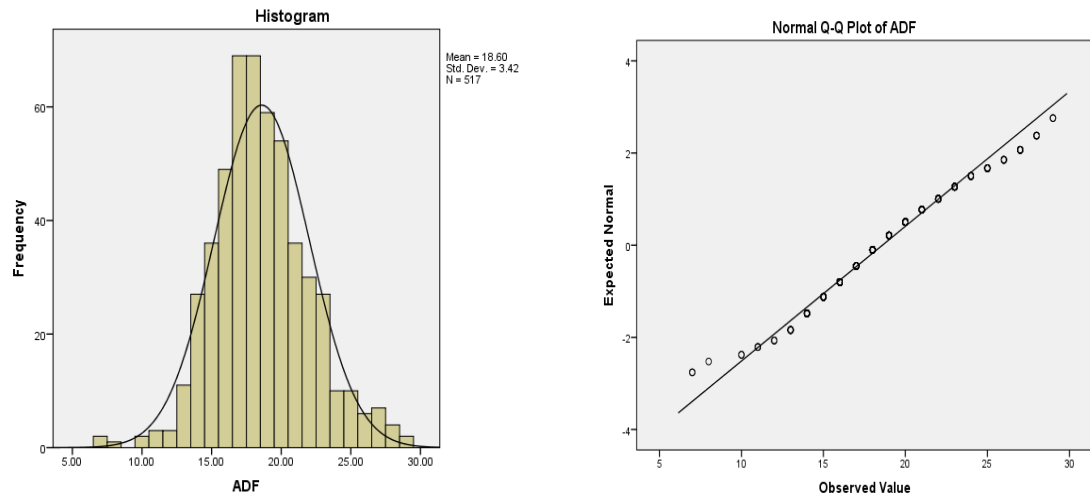
Both the skewness of .555 and kurtosis of .845 for AECE (Ability to Enhance Positive Emotions) lie between -1.0 to 1.0. This suggests that the distribution is almost symmetrical.

Below are the graphical presentations of the distribution of emotional competency of secondary teachers toward inclusive education across various dimensions.



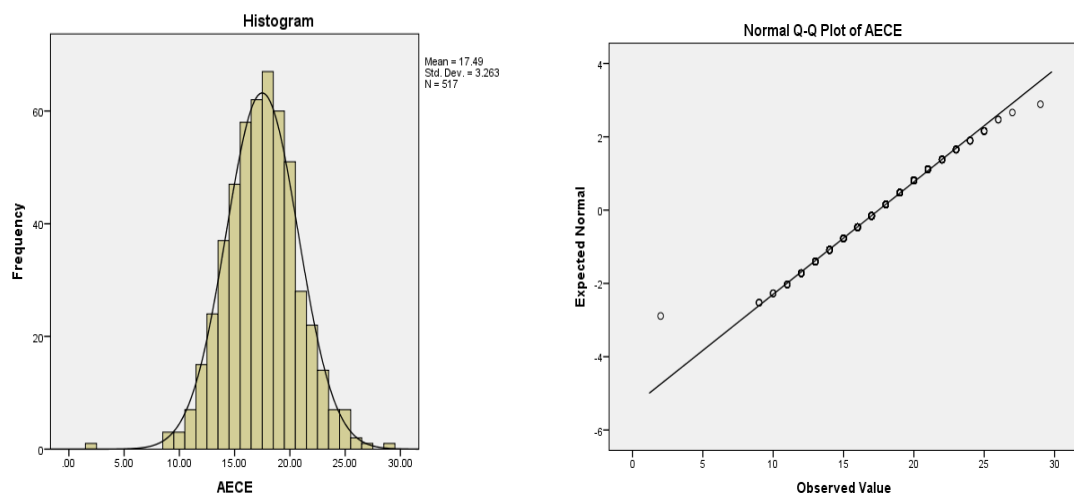
EC Total= Emotional Competency Total

*Figure No. 4.7: Secondary Teachers Emotional Competency Total Score*



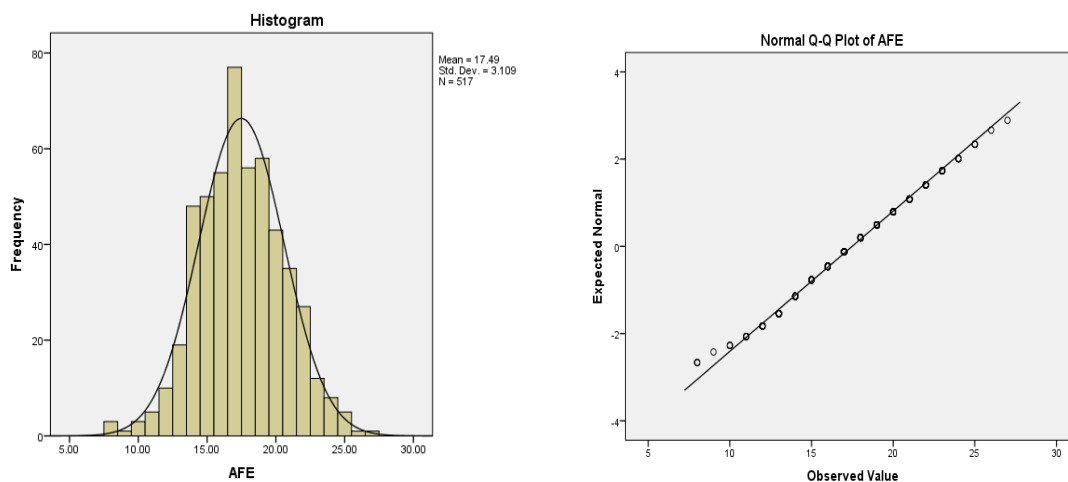
ADF= Adequate Depth of Feeling (Dimension 1)

*Figure 4.8: Secondary Teachers' Scores on Emotional Competency in Dimension 1 (Adequate Depth of Feeling).*



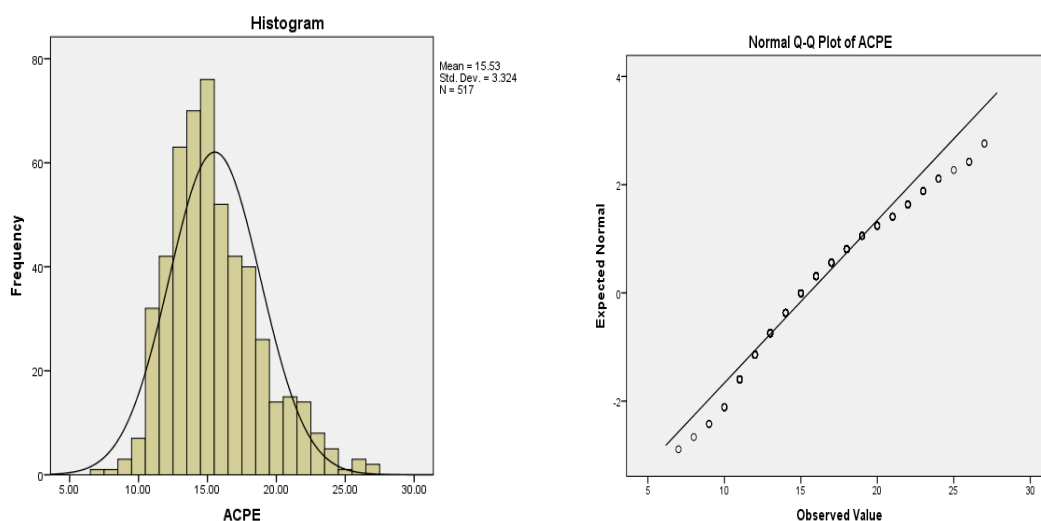
AECE= Adequate Expression and Control of Emotions (Dimension 2)

*Figure 4.9: Secondary Teachers' Scores on Emotional Competency in Dimension 2 (Adequate Expression and Control of Emotions)*



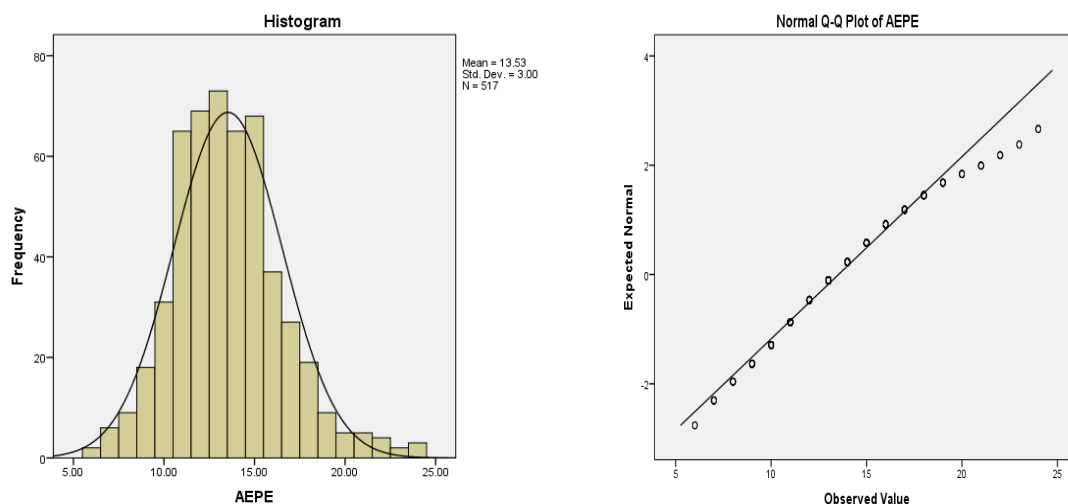
AFE= Ability to Function with Emotions (Dimension 3)

*Figure No. 4.10: Secondary Teachers' Scores on Emotional Competency in Dimension 3 (Ability to Function with Emotions)*



ACPE= Ability to Cope with Problem Emotions (Dimension 4)

*Figure No. 4.11: Secondary Teachers' Scores on Emotional Competency in Dimension 4 (Ability to Cope with Problem Emotions).*



AEPE= Ability to Enhance Positive Emotions (Dimension 5)

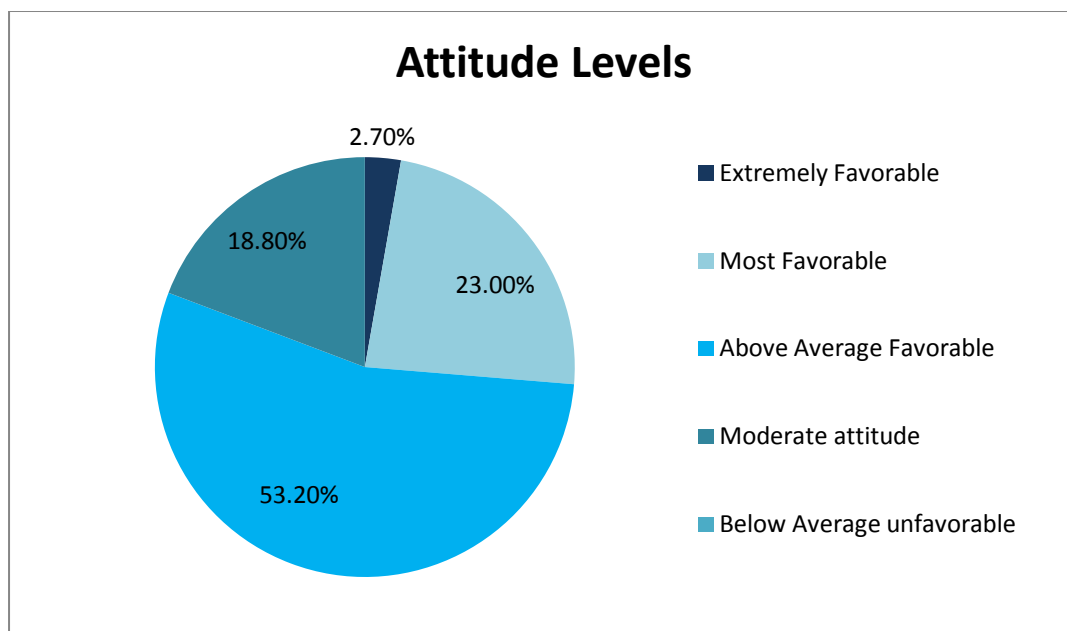
*Figure 4.12: Secondary Teachers' Scores on Emotional Competency in Dimension 5 (Ability to Enhance Positive Emotions)*

**Objective 1:** To study the status of secondary teachers' attitude towards inclusive education.

**Research Question 1:** What is the status of secondary teachers' attitude towards inclusive education?

**Table No. 4.4: Illustrates the Status of Secondary Teachers' Attitude towards Inclusive Education**

Sl. No.	<i>F</i>	Percentage	Attitude Levels
1	14	2.7%	Extremely Favorable
2	119	23.0%	Most Favorable
3	275	53.2%	Above Average Favorable
4	97	18.8%	Moderate Attitude
5	8	1.5%	Below Average Unfavorable
6	4	.8	Most Unfavorable
Total	517		



*Figure No. 4.13: Graphical Representation of Attitude Levels of Secondary Teachers toward Inclusive Education.*

The data from Table 4.4 and *Figure 4.13* indicates varying levels of attitude among secondary teachers toward inclusive education. Specifically, it highlights that only 2.7% of teachers possess an extremely favorable attitude, while 23.0% exhibit the most favorable stance. Furthermore, a significant portion, i.e., 53.2% falls into the category of Above Average Favorable. On the other hand, 18.8% of teachers hold a moderate attitude, with 1.5% expressing a below average unfavorable stance, and .8% classified as having the most unfavorable attitude.

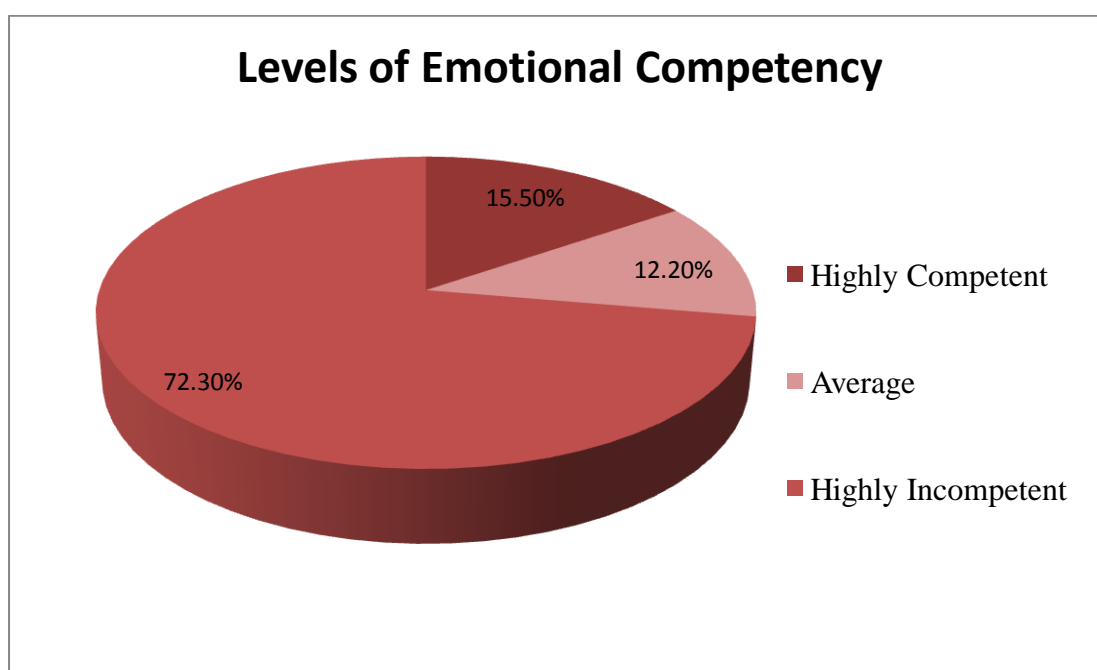
It is evident from the above table that the level of attitude of secondary teachers towards inclusive education in Nagaland was Above Average Favorable. This is also supported by the figure 4.13, revealing that majority (53.2%) fell under the category of Above Average Favorable attitude levels towards inclusive education in the areas of psychological/behavioral, social and parents-related, curricular and co-curricular, and administrative aspects of inclusive education.

**Objective 2:** To study the status of emotional competency of secondary teachers.

**Research Question 2:** What is the status of secondary teachers' emotional competency?

**Table No. 4.5: Status of Emotional Competency of Secondary Teachers**

Sl. No	<i>f</i>	Percentage	Emotional Competency Levels
1	80	15.5%	Highly Competent
2	63	12.2%	Average
3	374	72.3%	Highly Incompetent
Total	517		



*Figure 4.14: Graphical Representation of Emotional Competency Levels of Secondary Teachers.*

The data from Table 4.5 and *Figure 4.14* indicates varying levels of emotional competency among secondary teachers toward inclusive education. Specifically, it highlights that only 15.5% of teachers possess highly competent emotions level, while 12.2% exhibit the average stance. Furthermore, the majority of secondary teachers, specifically 73.3% possess a highly incompetent emotional level. It is evident from the above table that the level of emotional competency of secondary teachers towards inclusive education in Nagaland is categorized as highly incompetent in the areas of adequate depth of feeling, adequate expression and control of emotions, ability to

function with emotions, ability to cope with problem emotions, and ability to enhance positive emotions.

#### **4.2 Inferential Statistics: Results and Interpretation of Group Statistics Concerning Types of Institutions on Attitude and its Dimensions: Independent Sample Test based on Dimension-wise.**

**Objective-3:** To compare attitude between government and private secondary teachers toward psychological/behavioral aspects, social and parents-related aspects, curricular and co-curricular aspects, and administrative aspects of inclusive education.

**Hypotheses-1 to 5:** There are no significant differences between government and private secondary teachers towards the various dimensions of inclusive education: psychological/behavioral, social and parents-related, curricular and co-curricular, and administrative aspects.

**Table 4.6: Means, Standard Deviations, and t-Values of Government and Private Secondary Teachers' Attitude towards Inclusive Education: Group Statistic-1**

Sl. No.	Attitude Dimensions	Types of Institutions	N	Mean	SD	t-value	p-value
1	Psychological/ Behavioral	Govt.	188	25.76	3.084	3.15	0.002**
		Pvt.	329	24.82	3.530		
2	Social and Parents related	Govt.	188	29.94	3.197	2.07	0.039*
		Pvt.	329	29.32	3.340		
3	Curricular and Co-curricular	Govt.	188	30.29	3.440	3.12	0.002**
		Pvt.	329	29.32	3.349		
4	Administrative	Govt.	188	26.26	2.363	2.59	0.010*
		Pvt.	329	25.69	2.389		
Attitude Grand Total		Govt.	188	112.24	8.599	3.79	0.000**
		Pvt.	329	109.16	9.370		

Note: “\*” Indicates Significance at 0.05 levels ( $p < 0.05$ )

“\*\*” Indicates Significance at 0.01 levels ( $p < 0.01$ )

‘@’ Indicates not significant at 0.05 levels ( $p > 0.05$ )

Govt. stands for government and Pvt., stands for private schools.

AD1 = Psychological/Behavioral

AD2 = Social and Parents-related

AD3 =Curricular and Co-curricular

AD4 = Administrative

AGT =Attitude Grant Total

Based on the findings presented in Table 4.6, significant differences were observed in the group statistics of attitude dimensions between government and private secondary teachers. Specifically, these differences were evident in both the attitude dimensions and the overall attitude grant total. The calculated t-values, including 3.15, 2.07, 3.12, 2.59, and 3.79, exceeded the anticipated t-value of 1.96. Furthermore, the corresponding p-values at 0.002, 0.039, 0.002, 0.010, 0.000 (sig. 2-tailed) it was found to be lower than the significance threshold of both 0.01 and 0.05. Therefore, it is possible to understand that these differences are indeed statistically significant. Consequently, the null hypotheses ( $H_0$ : 1 to 5) regarding no significant differences in attitude and its overall dimensions based on types of schools are confidently not accepted.

Furthermore, the analysis results indicate that government schools attained higher mean scores than private secondary teachers across attitude dimensions AD1, AD2, AD3, AD4, and the overall attitude grant total (AGT): 25.76, 29.94, 30.29, 26.26, and 112.24, suggesting better performance by government secondary teachers.

### **4.3 Analyses and Interpretation of Group Statistics Regarding Teaching Experience between More than and Less than Five Years toward Inclusive Education and its Dimensions: Independent Sample Test by Dimension.**

**Objective- 4:** To compare inclusive education and its overall dimensions of secondary teachers concerning years of teaching experience i.e., more than five years and less than five years.

**Hypotheses- 6 to 10:** There are no significant differences between more than five years and less than five years of teaching experience of secondary teachers concerning their attitude towards inclusive education and its overall dimensions (AD1, AD2, AD3, AD4, and AGT).

**Table 4.7: Computation of Means, Standard Deviations, t-Values, and p-Values of More than and Less than Five Years of Teaching Experience towards Inclusive Education and its Dimensions: Group Statistics 2**

Sl. No	Attitude Dimensions	Teaching Experience	N	Mean	SD	t-value	p-value
1	Psychological/ Behavioral	More than five years	234	25.24	3.303	.457	.648@
		Less than five years	283	25.10	3.846		
2	Social and Parents related	More than five years	234	29.90	3.035	2.243	.027*
		Less than five years	283	29.25	3.481		
3	Curricular and Co-curricular	More than five years	234	30.09	3.094	2.589	.010*
		Less than five years	283	29.32	3.621		
4	Administrative	More than five years	234	25.66	2.454	-2.065	.038*
		Less than five years	283	26.10	2.327		
Attitude Grand Total		More than five years	234	110.89	8.483	1.394	.164@
		Less than five years	283	109.77	9.755		

(Significance at 0.05\*)

Table 4.7 illustrates differences in the calculated t-values and p-values across various attitude dimensions. Notably, the t-values towards social and parents-related aspects (AD2), curricular and co-curricular aspects (AD3) and administrative (AD4) are higher than the expected tabulated t-value of 1.96, standing at 2.243, 2.589, and -2.065, respectively. Conversely, the t-values for psychological/behavioral (AD1) and the overall attitude (AGT) are below this threshold, with values of 0.457 and 1.394, respectively.

Regarding the p-values, it's observed that the p-value for AD1 is relatively high at 0.648, indicating no significance. Thus, the hypothesis (Ho6) regarding lack of significant difference between secondary teachers with more than five years and less than five years of teaching experience concerning attitude towards inclusive education in the psychological/behavioral dimension is accepted. However, the p-values for

AD2, AD3, and AD4 are all below the significance level of 0.05, suggesting significance. Consequently, hypotheses Ho (7, 8, and 9) are not accepted for these dimensions. So, considering the AGT t-value of 1.394 and p-value of 0.164, both surpassing the 0.05 significant level, the hypothesis (Ho10) ‘there is no significant difference between more than five years and less than five years of teaching experience of secondary teachers concerning their attitude towards inclusive education and its overall dimensions’ is accepted.

Nevertheless, the analysis results indicate that teachers with more than five years of teaching experience achieved higher mean scores across attitude dimensions AD1, AD2, AD3, and the AGT compared to those with less than five years of teaching experience. Conversely, the mean score for teachers with less than five years of teaching profession is higher across AD4, as shown in the table above.

#### **4.4 Analyses and Interpretation of Group Statistics Regarding Gender between Female and Male across various Attitude Dimensions: Independent Sample Test by Dimensions.**

**Objective- 5:** To compare inclusive education and its overall dimensions of secondary teachers concerning gender (female and male).

**Hypotheses- 11 to 15:** There are no significant differences between female and male secondary teachers regarding their attitude towards inclusive education and its overall dimensions: psychological/behavioural (AD1), social and parents-related (AD2), curricular and co-curricular (AD3), and administrative aspects (AD4).

**Table 4.8: Computation of Means, Standard Deviations, t-Values, and p-Values between Female and Male Secondary Teachers towards Inclusive Education and its Dimensions: Group Statistics 3**

Sl. No	Attitude Dimension	Gender	N	Mean	SD	t-value	p-value
1	Psychological/ Behavioral	Female	318	25.22	3.533	.454	.650@
		Male	199	25.08	3.188		
	Social and	Female	318	29.51	3.350		.731@

2	Parents related	Male	199	29.61	3.224	-.344	
3	Curricular and Co-curricular	Female	318	29.45	3.404	-1.855	.064@
		Male	199	30.02	3.402		
4	Administrative	Female	318	25.72	2.364	-2.128	.034*
		Male	199	26.18	2.416		
Attitude Grand Total		Female	318	109.89	9.383	-1.212	.226@
		Male	199	110.89	8.913		

(Significance at 0.05\*)

In Table 4.8, distinct t-values across various attitude dimensions are observed. The breakdown of these results reveals that the t-values are lesser towards AD1, AD2, AD3, and AGT at 0.454, -0.344, -1.855, and -1.212, and the corresponding p-values are 0.650, 0.731, 0.064, and 0.226, respectively, compared to AD4 which exhibit high t-value of -2.128, with corresponding p-value of 0.034, which is less than 0.05 significance levels.

Interpreting these findings, it's noted that p-values below the 0.05 confidence level indicate significance. Consequently, the p-value of 0.034 towards the administrative dimension (AD4) of inclusive education suggests significance. Thus, the null hypothesis (Ho14) 'there is no significant difference between female and male secondary teachers towards inclusive education in the fourth dimension (AD4: Administrative) is rightfully not accepted.

Additionally, p-values exceeding the 0.05 confidence level found in AD1 (0.650), AD2 (0.731), AD3 (0.064), and AGT (0.226) are considered non-significant. Therefore, all null hypotheses Ho (11, 12, 13, 15) pertaining to these dimensions that states no significant difference between female and male secondary teachers across dimensions psychological/behavioral (AD1), social and parents-related (AD2), curricular and co-curricular aspects (AD3), and attitude grant total (AGT) remain accepted.

Regarding the mean score distribution between female and male secondary teachers, it appears that mean scores in AD1 and AD2 are nearly identical, with female mean scores slightly higher at 25.22 compared to 25.08 for males in AD1, and

29.51 for females and 29.61 for males in AD2, respectively. However, male mean scores outperform females in other dimensions, such as AD3 (curricular and co-curricular) with 30.02 compared to 29.45 for females, AD4 (administrative) at 26.18 against 25.72 for females, and AGT with males scoring 110.89 versus 109.80 for females. These variations in mean scores suggest differences in attitudes between female and male teachers towards inclusive education.

#### **4.5 Analyses and Interpretation of Group Statistics Regarding Locality between Rural and Urban: Independent Sample Test by Dimensions.**

**Objective-6:** To compare inclusive education and its overall dimensions of secondary teachers regarding their locality (rural and urban).

**Hypotheses-16 to 20:** There are no significant differences between rural and urban secondary teachers about their attitude towards inclusive education and its dimensions: AD1, AD2, AD3, AD4, and AGT.

**Table 4.9: Computation of Means, Standard Deviations, t-Values, and p-Values between Rural and Urban Secondary Teachers towards Inclusive Education and its Dimensions: Group Statistics 4**

Sl. No	Attitude Dimension	Locality	N	Mean	SD	t-value	p-value
1	Psychological/ Behavioral	Rural	181	25.10	3.535	-.286	.775@
		Urban	336	25.20	3.333		
2	Social and Parents related	Rural	181	29.44	3.184	-.532	.595@
		Urban	336	29.60	3.363		
3	Curricular and Co-curricular	Rural	181	29.94	3.700	1.271	.205@
		Urban	336	29.52	3.241		
4	Administrative	Rural	181	25.84	2.532	-.392	.696@
		Urban	336	25.93	2.317		
Attitude Grand Total		Rural	181	110.33	9.853	.087	.931@
		Urban	336	110.25	8.858		

Based on the analysis results given in Table no. 4.9, all the t-values (-.286, -.532, 1.271, -.392, and .087) are lesser, and the corresponding p-values (.775, .595, .205, .696, .931) for the attitudes towards inclusive education and its overall dimensions among rural and urban secondary teachers exceeds the 0.05 significant level, indicating no statistical significance. Therefore, hypotheses (Ho) 16 to 20, concerning these attitudes dimensions psychological/behavioral, social and parents-related, curricular and co-curricular, administrative and attitude grant total can be accepted. The mean scores between rural and urban secondary teachers across various attitude dimensions also show minimal differences. These findings suggest that, despite being from different demographic backgrounds, rural and urban secondary teachers' attitudes towards inclusive education are generally similar, with minor variations observed across the dimensions. Therefore, the study's hypotheses regarding these attitude dimensions can be collectively accepted.

Furthermore, the analysis of Table 4.9 indicates minimal differences in mean scores between Rural and Urban secondary teachers regarding their attitudes towards inclusive education across various dimensions. Specifically, mean scores in dimensions AD1, AD2, AD3, AD4, and AGT, mean scores for Rural teachers are 25.10, 29.44, 29.94, 25.84, and 110.33 respectively, while Urban teachers, the corresponding mean scores are 25.50, 29.60, 29.52, 25.93, and 110.25.

These findings suggest that, on average, rural and urban secondary teachers demonstrated similar attitudes towards inclusive education across all measured dimensions. The slight variations in mean scores between the two groups are minimal and may not significantly impact their overall attitudes towards inclusive education.

#### **4.6 Analyses of Secondary Teachers' Attitude towards Inclusive Education and its Overall Dimensions Concerning Educational Qualifications between Postgraduate and Undergraduate: Independent Sample Test based on Dimension-wise.**

**Objective- 7:** To compare inclusive education and its overall dimensions of secondary school teachers concerning educational qualifications (postgraduate and undergraduate).

**Hypotheses- 21 to 25:** There are no significant differences between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education and its overall dimensions (AD1, AD2, AD3, AD4, and AGT).

**Table 4.10: Computation of Means, Standard Deviations, t-Values, and p-Values between PG and UG Secondary Teachers towards Inclusive Education and its Dimensions: Group Statistics 5**

Sl. No.	Dimension	Educational Qualifications	N	Mean	SD	t-value	p-value
1	Psychological/ Behavioral	Postgraduate	249	25.38	3.449	1.399	.163@
		Undergraduate	268	24.96	3.351		
2	Social and Parents related	Postgraduate	249	29.64	3.184	.620	.536@
		Undergraduate	268	29.46	3.407		
3	Curricular and Co-curricular	Postgraduate	249	30.00	3.376	2.133	.033*
		Undergraduate	268	29.36	3.422		
4	Administrative	Postgraduate	249	25.95	2.532	.459	.647@
		Undergraduate	268	25.85	2.259		
Attitude Grand Total		Postgraduate	249	110.968	9.1836	1.648	.100@
		Undergraduate	268	109.634	9.2035		

(Significance at 0.05\*)

From the data presented in Table 4.10 differences between postgraduate (PG) and undergraduate (UG) secondary teachers are evident in their t-values and p-values across various attitude dimensions. Specifically, the t-values for psychological/behavioral (AD1), social and parents-related (AD2), curricular and co-curricular (AD3), administrative (AD4), and attitude grant total (AGT) are 1.399, 0.620, 2.133, 0.459, and 1.684 respectively, which differ from the tabulated t-value of 1.96. The corresponding p-values also vary some exceeding and other falling below

the significance level of 0.05. For example, the p-values for AD1, AD2, AD3, AD4, and AGT are 0.163, 0.536, 0.033, 0.647, and 0.100 respectively. Interpreting these results, it is evident that the highest p-values (AD1, AD2, AD4, and AGT) do not indicate a significant difference between PG and UG secondary teachers' attitude regarding inclusive education dimensions. Thus, the null hypotheses Ho21, Ho22, Ho24, and Ho25 stating no significant difference between these groups in dimensions first (psychological/behavioral), second (social and parents-related aspects), fourth (administrative aspects), and attitude grant total (AGT) towards inclusive education are accepted. However, AD3's p-value (.033) falls below 0.05, indicating significance. Consequently, null hypothesis Ho23, which posits no significant difference between PG and UG teachers in the third dimension (curricular and co-curricular aspects) of inclusive education, is rightfully not accepted. While significant differences are found in the curricular and co-curricular aspects, no such disparities are observed in psychological/behavioral, social and parents-related, administrative, and overall attitude aspects.

Furthermore, the analysis of mean scores suggests some variations between PG and UG teachers in their attitudes towards inclusive education across different dimensions. For instance, in dimension first (psychological/behavioral), PG teachers demonstrated a slightly higher mean score of 25.38 compared to UG teachers' mean score of 24.960. However, in second dimension (social and parents-related aspects) both PG and UG teachers exhibited almost identical mean scores of 29.64 and 29.46 respectively. Similarly, in third dimension (curricular and co-curricular aspects) PG teachers have a mean score of 30.00, slightly higher than UG teachers' mean score of 29.36. In fourth dimension (administrative aspects), both groups again display closely aligned mean scores, with PG teachers at 25.95 and UG at 25.85. The overall attitude dimensions (AGT) also show minimal variations with PG teacher scoring 110.968 and UG teachers scoring 109.634.

These differences in mean scores suggest nuanced variations in attitude towards inclusive education between PG and UG teachers.

#### **4.7 Analyses and Interpretation of Emotional Competency Scores: Independent Sample t-test**

**Objective- 8:** To assess and examine the emotional competency and its overall dimensions between government and private secondary teachers.

**Hypotheses- 26 to 31:** There are no significant differences between government and private secondary teachers in their emotional competency toward adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and emotional competency total (Overall).

**Table No. 4.11: Showing Computation of Means, Standard Deviations, t-Values, and p-Values of Government and Private Secondary Teachers Concerning their Emotional Competency and its Overall Dimensions.**

Emotional Competency Dimensions	Types of Institutions	N	Mean	Std. Deviation	t-values	p-values
Adequate Depth of Feeling	Government	188	18.596	3.4759	.000	1.000 @
	Private	329	18.596	3.3926		
Adequate Expression and Control of Emotions	Government	188	17.707	2.9332	1.129	.260 @
	Private	329	17.371	3.4353		
Ability to Function with Emotions	Government	188	17.702	3.0829	1.192	.234 @
	Private	329	17.365	3.1216		
Ability to Cope with Problem Emotions	Government	188	15.574	3.1231	.215	.830 @
	Private	329	15.511	3.4377		
Ability to Enhance Positive Emotions	Government	188	13.590	2.8298	.355	.723 @
	Private	329	13.495	3.0961		
ECTotal	Government	188	83.170	11.0532	.764	.445 @
	Private	329	82.340	12.3271		

The resultant t-values presented in Table 4.11, namely .000, 1.129, 1.192, .215, .355, and .764, respectively are all lesser than the critical value of 1.96. While

the corresponding p-values are 1.000, .260, .234, .830, .723, and .445, are all greater than the significance level of 0.05. Therefore, none of these p-values are significant statistically. As result, the null hypotheses (Ho: 26 to 31), which posits no significant difference between government and private secondary school teachers and its overall dimensions, such as adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), can be accepted. Consequently, the hypotheses formulated for this variable can be collectively accepted. Moreover, these results imply that, according to the data assessed; there exists no substantial disparity in emotional competency levels between government and private school teachers.

Upon examining the mean scores of government and private secondary teachers' emotional competency, notable similarities emerge. Across the various dimensions of emotional competency, such as ADF, AECE, AFE, ACPE, AEPE, and the overall EC Total, the mean scores for government school teachers (ADF: 18.596, AECE: 17.707, AFE: 17.702, ACPE: 15.574, AEPE: 13.590, EC Total: 83.170) closely align with those of private teachers (ADF: 18.596, AECE: 17.371, AFE: 17.365, ACPE: 15.511, AEPE: 13.495, EC Total: 82.340).

The above findings highlight that, in spite of the lack of statistical significance in the observed differences, both government and private secondary school teachers exhibit similar levels of emotional competency across various dimensions. Consequently, it can be inferred that factors influencing emotional competency are likely consistent across both types of institutions, with government school teachers showing slightly better overall performance.

#### **4.8 Analyses and Interpretation of Secondary Teachers with More than Five Years and Less than Five Years of Teaching Experience Concerning their Emotional Competency and its Overall Dimensions.**

**Objective- 9:** To assess and examine the emotional competency and its overall dimensions of secondary teachers concerning years of teaching experience i.e., more than five years and less than five years.

**Hypotheses- 32 to 37:** There are no significant differences between secondary teachers with more than five years and less than five years of professional experience

concerning their emotional competency and its overall dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and emotional grant total (EC Total).

**Table No. 4.12: Comparative Analyses of Group Statistics Among Secondary Teachers with More than Five Years and Less than Five Years of Teaching Experience: Means, Standard Deviations, t-Values, and p-Values Concerning their Emotional Competency and its Dimensions.**

Emotional Competency Dimensions	Teaching Experience	N	Mean	Std. Deviation	t-values	p-values
Adequate Depth of Feeling	More than Five Years	234	18.974	3.4191	2.297	.022 *
	Less than Five Years	283	18.283	3.3845		
Adequate Expression and Control of Emotions	More than Five Years	234	17.701	3.2998	1.314	.190 @
	Less than Five Years	283	17.322	3.2276		
Ability to Function with Emotions	More than Five Years	234	17.534	2.8603	0.311	.756 @
	Less than Five Years	283	17.449	3.3048		
Ability to Cope with Problem Emotions	More than Five Years	234	15.594	3.3188	0.374	.708 @
	Less than Five Years	283	15.484	3.3330		
Ability to	More than Five	234	13.739	3.1110		

Enhance Positive Emotions	Years				1.435	.152@
	Less than Five Years	283	13.357	2.8984		
EC Total	More than Five Years	234	83.543	11.1382	1.586	.113 @
	Less than Five Years	283	81.898	12.4225		

(Significance at 0.05\*)

Table 4.12 presents the results of hypothesis testing for emotional competency across various dimensions concerning teaching experience. The t-values obtained for emotional competency toward AECE: 1.314, AFE: 0.311, ACPE: 0.374, AEPE: 1.435 and EC Total: 1.586 all are lesser and the corresponding p-values at .190, .756, .708, .152, and .113 respectively, are all greater than the significance level of 0.05, indicating a lack of statistical significance. Conversely, the p-value for emotional competency ADF is .022, which falls below the threshold, suggesting statistical significance. Therefore, it can be interpreted that the greater p-values ( $>.05$ ) are not significant, allowing for the acceptance of hypotheses (Ho33, Ho34, Ho35, Ho36, and Ho37), which propose no significant difference in emotional competency across dimensions for teachers with more than five years and less than five years of teaching experience towards adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, ability to enhance positive emotions, and emotional competency overall. However, the p-value less than 0.05 for emotional competency toward ADF (.022) reveal statistical significance ( $p < 0.05$ ). Thus, hypothesis (Ho32), suggesting no significant difference between more than five years and less than five years of teaching experience in adequate depth of feeling, is not accepted.

Further examination of the mean scores between these two demographic variables reinforces these findings. The mean scores for teachers with more than five years of teaching experience across emotional competency dimensions, such as ADF, AECE, AFE, ACPE, AEPE, and EC Total, are 18.974, 17.701, 17.534, 15.594, 13.739, and 83.543 respectively. Comparatively, teachers with less than five years of teaching experience exhibit mean scores of 18.283, 17.322, 17.449, 15.484, 13.357,

and 81.898 across the same dimensions. The slight to negligible difference in mean scores between these two demographic groups suggests that teaching experience may not significantly influence emotional competency levels across the majority of dimensions examined. While teaching experience appears to have a minimal impact on emotional competency across most dimensions, it does demonstrate significance in specific areas, such as adequate depth of feeling. Overall, these findings provide valuable insights into the relationship between teaching experience and emotional competency among secondary school teachers.

#### **4.9 Analyses and Interpretation of Group Statistics between Female and Male Secondary Teachers Concerning their Emotional Competency and its Overall Dimensions.**

**Objective- 10:** To assess and examine the emotional competency and its dimensions of secondary teachers concerning gender (female and male).

**Hypotheses- 38 to 43:** There are no significant differences between female and male secondary teachers about their emotional competency and its dimensions: ADF, AECE, AFE, ACPE, AEPE, and EC Total.

**Table No. 4.13: Analyses and Interpretation of Group Statistics between Female and Male Secondary Teachers concerning their Emotional Competency: Means, Standard Deviations, t-Values, and p-Values by Dimension.**

Emotional Competency Dimensions	Gender	N	Mean	Std. Deviation	t-values	p-values
Adequate Depth of Feeling	Female	318	18.814	3.2098	1.843	.066@
	Male	199	18.246	3.7125		
Adequate Expression and Control of Emotions	Female	318	17.745	3.1823	2.202	.028*
	Male	199	17.090	3.3563		
Ability to Function	Female	318	17.692	3.0505		

with Emotions	Male	199	17.161	3.1805	1.876	.061@
Ability to Cope with Problem Emotions	Female	318	15.723	3.3996	1.666	.096@
	Male	199	15.231	3.1841		
Ability to Enhance Positive Emotions	Female	318	13.547	3.1974	.165	.869@
	Male	199	13.503	2.6607		
EC Total	Female	318	83.522	11.4662	2.099	.036*
	Male	199	81.236	12.4019		

(Significance at 0.05\*)

The analysis presented in Table 4.13 explores the variations in emotional competency among secondary teachers based on gender across various dimensions. The computed t-values and p-values across dimensions reveal notable distinctions. For instance, certain dimensions exhibit lesser t-values (1.843, 1.876, 1.666, and 0.165), and the corresponding p-values greater than 0.05, such as ADF (.066), AFE (.061), ACPE (.096), AEPE (.869). These higher p-values are deemed not significant, leading to the acceptance of hypotheses Ho (38, 40, 41, and 42), which posit no significant differences between female and male secondary teachers concerning their emotional competency across dimensions of adequate depth of feeling (ADF), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), and ability to enhance positive emotions (AEPE).

Conversely, dimensions with greater t-values, and the corresponding p-values less than 0.05 significant, such as AECE (.028) and EC Total (.036), demonstrate significance. Consequently, these hypotheses Ho: 39 and 43, suggesting significant difference between female and male secondary teachers' emotional competency toward adequate expression and control of emotions (AECE), and emotional competency total (EC Total), respectively, are not accepted.

Despite the observed variations in emotional competency among secondary teachers based on gender, the mean scores of female and male teachers do not reflect significant differences. Female teachers exhibit mean scores across dimensions of

ADF, AECE, AFE, ACPE, AEPE, and ECTotal at 18.814, 17.745, 17.692, 15.723, 13.547, and 83.522, respectively. In comparison, male teachers' mean scores are 18.246, 17.090, 17.161, 15.231, and 81.236, respectively.

From the overall total mean scores, it can be inferred that female teachers demonstrate slightly better emotional competency compared to their male counterparts. However, the differences in mean scores between genders are minimal, suggesting a relatively balanced distribution of emotional competency among female and male secondary teachers. While variations in emotional competency among secondary teachers based on gender are observed across dimensions, the overall findings indicate a comparable level of emotional competency between female and male teachers. These insights contribute to a nuanced understanding of gender dynamics in emotional competency within the secondary school teaching profession.

#### **4.10 Analyses of Group Statistics between Rural and Urban Secondary Teachers Concerning their Emotional Competency and its Overall Dimensions.**

**Objective- 11:** To assess and examine the emotional competency and its dimensions of secondary teachers concerning locality (rural and urban).

**Hypotheses- 44 to 49:** There are no significant differences between rural and urban secondary teachers concerning their emotional competency and its dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and emotional competency grant total (EC Total).

**Table No. 4.14: Comparative Analyses of Emotional Competency among Rural and Urban Secondary Teachers: Means, Standard Deviations, t-Values, and p-Values across various Dimensions.**

Emotional Competency Dimensions	Locality	N	Mean	Std. Deviation	t-values	p-values
Adequate Depth of	Rural	181	18.486	3.2721		

Feeling	Urban	336	18.655	3.5001	-.543	.586@
Adequate Expression and Control of Emotions	Rural	181	17.525	3.3691	.159	.874@
	Urban	336	17.476	3.2090		
Ability to Function with Emotions	Rural	181	17.591	3.2126	.548	.584@
	Urban	336	17.432	3.0549		
Ability to Cope with Problem Emotions	Rural	181	15.790	3.5119	1.254	.211@
	Urban	336	15.396	3.2149		
Ability to Enhance Positive Emotions	Rural	181	13.608	2.9899	.433	.665@
	Urban	336	13.488	3.0084		
EC Total	Rural	181	83.000	12.2615	.495	.621@
	Urban	336	82.449	11.6764		

The data presented in Table 4.14 indicate the computed t-values for adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and EC Total are -.543, .159, .548, 1.254, .433, and .495). These t-values are all lesser than the critical value of 1.96. The corresponding p-values are .586, .874, .584, .211, .665, .621, respectively, are greater than the 0.05 level of significance ( $p > 0.05$ ). Therefore, all corresponding null hypotheses (Ho45 to Ho50), which suggest there are no significant differences between rural and urban secondary school teachers' emotional competency across various dimensions, are accepted collectively.

Additionally, the analysis of mean scores among secondary teachers from rural and urban areas across dimensions such as adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance

positive emotions (AEPE), and emotional competency grant total (ECTotal) reveals nearly identical values. For rural teachers, the mean scores are 18.486, 17.525, 17.591, 15.790, 13.608, and 83.000 respectively, while for urban teachers, the mean scores are 18.655, 17.476, 17.432, 15.396, 13.488, and 82.449 respectively.

These mean score analyses suggest a striking similarity in emotional competency levels between rural and urban secondary school teachers across various dimensions. However, upon closer examination of the total mean scores, rural secondary teachers' emotional competency scores slightly higher at 83.000 compared to the total score of urban teachers at 82.449.

#### **4.11 Analyses of Group Statistics Concerning Emotional Competency and its Dimensions of Secondary Teachers based on Educational Qualifications: Postgraduate (PG) and Undergraduate (UG).**

**Objective- 12:** To assess and examine the emotional competency and its dimensions between postgraduate (PG) and undergraduate (UG) secondary teachers.

**Hypotheses- 50 to 55:** There are no significant differences between PG and UG secondary teachers about their emotional competency and its dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotional (ACPE), ability to enhance positive emotions AEPE), and emotional grant total (EC Total).

**Table No. 4.15: Comparative Analyses of Emotional Competency among PG and UG Secondary Teachers: Means, Standard Deviations, t-Values, and p-Values toward various Dimensions.**

Emotional Competency Dimensions	Educational Qualifications	N	Mean	Std. Deviation	t-values	p-values
Adequate Depth of Feeling	Postgraduate	249	18.807	3.6889	1.356	.176@
	Undergraduate	268	18.399	3.1434		
Adequate Expression and	Postgraduate	249	17.655	3.5289		

Control of Emotions	Undergraduate	268	17.343	2.9934	1.084	.279@
Ability to Function with Emotions	Postgraduate	249	17.618	3.3964	.924	.356@
	Undergraduate	268	17.366	2.8166		
Ability to Cope with Problem Emotions	Postgraduate	249	15.819	3.6472	1.887	.060@
	Undergraduate	268	15.269	2.9747		
Ability to Enhance Positive Emotions	Postgraduate	249	13.639	3.1234	.791	.430@
	Undergraduate	268	13.429	2.8820		
EC Total	Postgraduate	249	83.538	13.2412	1.656	.098@
	Undergraduate	268	81.810	10.4044		

The data presented in Table 4.15 indicate that the t-values for emotional competency dimensions ADF, AECE, AFE, ACPE, AEPE, and EC Total between PG and UG secondary teachers such as 1.356, 1.084, .924, 1.887, .791, and 1.656 are all lesser than the critical value of 1.96. The corresponding p-values exceed the expected significance level of 0.05. Specifically, the computed p-values are .176, .279, .356, .060, .430, and .098, respectively. As these p-values do not reach statistical significance, all formulated hypotheses (Ho50 to Ho55) asserting no significant differences between PG and UG secondary teachers' emotional competency toward adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and emotional competency grant total (ECTotal) can be accepted collectively.

Upon examining the mean scores between these two demographic variables, it is evident that minimal differences are observed in mean scores across various emotional competency dimensions of PG and UG secondary teachers. For instance, PG Teachers' mean scores for ADF, AECE, AFE, ACPE, AEPE, and ECTotal are

18.807, 17.655, 17.618, 15.819, 13.639, and 83.538 respectively, while UG teachers' mean scores for the same dimensions are 18.399, 17.343, 17.366, 15.269, 13.429, and 81.810, respectively.

However, upon closer review, it is revealed that the mean scores of PG teachers towards emotional competency and its overall dimensions are slightly better than the overall mean scores of UG teachers. This nuanced difference suggests a potential advantage in emotional competency among PG teachers compared to their UG counterparts, although subtle.

In conclusion, while statistical significance is not observed in the comparison between PG and UG secondary teachers' emotional competency, the slightly better mean scores of PG teachers hint at a nuanced advantage in emotional competency within the demographic group. Further research may delve into the underlying factors contributing to these differences, providing valuable insights for enhancing emotional competency among secondary teachers at different academic levels.

#### 4.12 Correlation between Attitude and Emotional Competency

**Objective- 56:** To study the correlation between attitude towards inclusive education and emotional competency of secondary teachers.

**Hypothesis- 56:** There is no significant correlation between attitude towards Inclusive education and emotional competency of secondary teachers.

**Table No. 4.16 Analysis and Interpretation of Correlation between Attitude and Emotional Competency**

	Attitude towards Inclusive Education	Emotional Competency
Pearson Correlation	1	-.010
Attitude Total Sig. (2-tailed)		.821
N	517	517
Pearson	-.010	1
Correlation	.821	
ECTotal Sig. (2-tailed)		
N	517	517

(Significance at 0.05\*)

The Table 4.16 presents the correlations between attitude towards inclusive education and emotional competency among the respondents. The breakdown of this analysis revealed:

1. The Correlation Coefficient between Attitude Total (Attitude Total) and Emotional Competency Total (ECTotal) is  $-0.010$ . This indicates a very weak negative correlation between attitude towards inclusive education and emotional competency. The correlation is not statistically significant, as indicated by the p-value of 0.821, which is greater than the conventional significance level of 0.05. Consequently, the hypothesis that states no significant correlation between attitude towards inclusive education and emotional competency of secondary teachers can be accepted. Additionally, the sample size for both variables is 517.
2. Similarly, the Correlation Coefficient between ECTotal and Attitude Total is also  $-0.010$ . This indicates the same very weak or low negative correlation between emotional competency and attitude towards inclusive education but statistically not significant. Once again, the correlation is not statistically significant, with a p-value of 0.821, greater than 0.05 significant levels.

Hence, based on the correlation analysis, it appears to be a negligible negative relationship between attitude towards inclusive education and emotional competency among the respondents (517). However, this relationship is not statistically significant; suggesting that attitude towards inclusive education and emotional competency may not be strongly associated in this sample. Thus, the hypothesis Ho56 that states ‘there is no significant correlation between attitude and emotional competency of secondary teachers towards inclusive education’ can be accepted.

**Table No. 4.17: Summary of the Hypotheses Tested**

<b>Variables</b>	<b>Hypotheses Accepted (18)</b>	<b>Not Accepted (7)</b>
TASTIE	Ho6, Ho7, Ho8, Ho9, Ho10, Ho11, Ho12, Ho13, Ho15, Ho16, Ho17, Ho18, Ho19, Ho20, Ho21, Ho22, Ho23, Ho25	Ho1, Ho2, Ho3, Ho4, Ho5, Ho14, Ho24
EC Scale	<b>Accepted (27)</b>	<b>Not Accepted (3)</b>
	Ho26, Ho27, Ho28, Ho29, Ho30, Ho31, Ho33, Ho34, Ho35, Ho36, Ho37, Ho38, Ho40, Ho41, Ho42, Ho44, Ho45, Ho46, Ho47, Ho48, Ho49, Ho50, Ho51, Ho52, Ho53, Ho54, Ho55	Ho32, Ho39, Ho43
Correlation	Ho56 ( <b>Accepted</b> )	

## **CHAPTER FIVE**

### **SUMMARY, MAIN FINDINGS, SUGGESTIONS, AND CONCLUSION**

This chapter offers summary, a comprehensive analysis of the key findings from the study, aligning them with the research objectives and hypotheses. It also offers a critical comparison of the results with previous studies, highlighting similarities and differences in the findings. The discussion draws out the educational implications of the study, emphasizing its relevance to the field. Furthermore, this chapter includes a detail interpretation of the results, outlining significant recommendations for future research. Finally, the chapter concludes by summarizing the study's contributions and proposing suggestions for educators and policy-makers according to the findings.

#### **5.1 Introduction**

Education is the comprehensive growth of individuals, aiming to equip them with knowledge, abilities, habits, attitudes, and character development. It is a fundamental human right that should be accessible to all, irrespective of their differences to adapt to diverse learning needs. Today, our classrooms are filled with students of varying needs, reflecting a wide range of differences, including physical, emotional, mental, and social aspects, etc. A successful education system must accommodate these diverse needs and foster the development of learners' competencies. Education loses its purpose if it does not empower individuals to realize their potential, ultimately aiming to nurture responsible and productive citizens.

To address these diverse learning needs, schools face both challenges and opportunities in providing quality education. Therefore, education should strive to accommodate these unique requirements. Schools should create inclusive environments where all students, regardless of their differences, are included, valued, respected, and offered equal or close-to-equal opportunities to play, learn, grow, and develop according to their individual needs and abilities.

Inclusive education, by definition, is the ideal response to individual differences and diverse learning needs. Inclusive education is an educational approach that aims to ensure all students, regardless of their abilities or disabilities, learn

together in the same environment. It focuses on accommodating the diverse needs of every student by providing appropriate support and removing barriers to learning. This approach promotes equal opportunities and participation for all students, fostering a sense of belonging and respect. Inclusive education involves modifying teaching methods, curricula, and school environments to cater to different learning styles and abilities, ensuring every child can fulfil their potential.

In Nagaland, the status of inclusive education is undergoing significant development, with several initiatives aimed at enhancing access and quality for every Children with and without disabilities. The state is diligently working to integrate these children into mainstream education through policies and programs under the Samagra Shiksha Abhiyan (SSA). One of the prominent projects that the state is part of is RAISE (Regional Action on Inclusive Education) North East, which aims to enhance the presence, participation, and achievement of CWSN in mainstream schools across five north-eastern states, such as Assam, Meghalaya, Manipur, and Tripura. This project seeks to improve the quality of education for CWSN through technical support, teacher training, and the development of model schools. Additionally, the project complements the efforts of Sarva Shiksha Abhiyan (SSA) and focuses on several activities, including: providing technical support to government and SSA schools, building innovative teaching aids and learning materials, advocating for attitudinal changes among stakeholders, and enhancing child safeguarding, school safety, and gender equality. Additionally, RAISE North East, The State Council of Educational Research and Training (SCERT) in Nagaland play a vital role in promoting inclusive education. SCERT organizes workshops and training programs to build the capacity of teachers and educational institutions in alignment with the National Education Policy (NEP) 2020, and on mainstreaming children with disabilities. These training programs equip teachers with necessary skills to effectively support CWSN in mainstream classrooms. Additionally, these efforts collectively aim to create a more inclusive and supportive educational environment for all children in Nagaland. These broad schemes supports the comprehensive development of all students, including those with special needs are gradually transforming the educational landscape in Nagaland, fostering a more inclusive and supportive environment for all children. The ongoing projects and training programs demonstrate the state's dedication to inclusive education and the continuous enhancement of educational standards for CWSN.

## 5.2 Statement of the Problem

The title of the present study is *“A Study on Attitude of Secondary Teachers of Nagaland towards Inclusive Education in Relation to Their Emotional Competency.”*

## 5.3 Operational Definitions of the Terms Used

1. **Attitude:** Attitude involves favoring or opposing things and includes cognitive, affective, and behavioral components.
2. **Inclusive Education:** Inclusive education means educating all children with and without in regular school settings, with appropriate support services.
3. **Emotional Competency:** Emotional competency refers to skills that enable a person to express inner feelings in different emotional situations, recognize, interpret, and respond to others' emotions spontaneously.
4. **Secondary School:** In this study, “Secondary Schools” are institutions offering education for classes 9 and 10 under N.B.S.E, culminating in the H.S.L.C (High School Leaving Certificate) examination by the school board at the end of class 10.
5. **Secondary Teachers:** It refers to educators teaching at the secondary level under N.B.S.E. Teachers are categorized by school type (government and private), teaching experience (more than five years and less than five years), gender (male and female), locality (rural and urban), and educational qualifications (PG and UG).

## 5.4 Objectives of the Study

The following are the objectives of the study:

1. To study the status of secondary teachers' attitude towards inclusive education.
2. To study the status of emotional competency of secondary teachers.
3. To compare the attitude of secondary teachers towards inclusive education and its overall dimensions based on types of institution i.e., government and private: psychological/behavioural, social and parents related, curricular and co-curricular, and administrative.
4. To compare inclusive education and its dimensions of secondary Teachers concerning years of teaching experience i.e., more than five years and less than

five years: psychological/behavioural, social and parents related, curricular and co-curricular, administrative aspects.

5. To compare inclusive education and its dimensions of secondary teachers concerning gender (female and male): psychological/behavioral, social and parents related, curricular and co-curricular, and administrative aspects.
6. To compare inclusive education and its overall dimensions of secondary teachers concerning locality (rural and urban): psychological/behavioural, social and parents related, curricular and co-curricular, administrative aspects.
7. To compare inclusive education and its overall dimensions of secondary teachers concerning educational qualifications between postgraduate (PG) and undergraduate (UG): psychological/behavioural, social and parents related, curricular and co-curricular, and administrative aspects.
8. To assess and examine the emotional competency and its overall dimensions between government and private secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
9. To assess and examine the emotional competency and its overall dimensions between more than five years and less than five years of teaching experience secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
10. To assess and examine the emotional competency and its overall dimensions between female and male secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
11. To assess and examine the emotional competency and its overall dimensions between rural and urban secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.
12. To assess and examine the emotional competency and its overall dimensions between postgraduate and undergraduate secondary teachers: adequate depth of feeling, adequate expression and control of emotion, ability to function with emotions, ability to cope with problem emotion, and ability to enhance positive emotions.

13. To find the correlation between attitude towards inclusive education and emotional competency of secondary teachers.

### **5.5 Hypotheses of the Study**

The following null hypotheses were formulated:

1. There is no significant difference between government and private secondary teachers with regard to their attitude towards inclusive education in the psychological/behavioural aspects.
2. There is no significant difference between government and private secondary teachers with regard to their attitude toward inclusive education in the social and parents-related aspects.
3. There is no significant difference between government and private secondary teachers with regard to their attitude towards inclusive education in the curricular and co-curricular aspects.
4. There is no significant difference between government and private secondary teachers with regard to their attitude towards inclusive education in administrative aspects.
5. There is no significant difference between types of institution i.e., government and private secondary teachers with regard to their attitude towards inclusive education and its overall aspects.
6. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience concerning their attitude towards inclusive education in the psychological/behavioural aspects.
7. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience with regard to their attitude towards inclusive education in the social and parents-related aspects.
8. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience about their attitude towards inclusive education in the curricular and co-curricular aspects.
9. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience with regard to their attitude towards inclusive education in the administrative aspects.

10. There is no significant difference between more than five years and less than five years of teaching experience of secondary teachers concerning their attitude towards inclusive education and its overall aspects.
11. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in the psychological/behavioural aspects.
12. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in the social and parents-related aspects.
13. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in the curricular and co-curricular aspects.
14. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education in the administrative aspects.
15. There is no significant difference between female and male secondary teachers regarding their attitude towards inclusive education and its overall aspects.
16. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in the psychological/behavioural aspects.
17. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in the social and parents-related aspects.
18. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in the curricular and co-curricular aspects.
19. There is no significant difference between rural and urban secondary teachers regarding their attitude towards inclusive education in the administrative aspects.
20. There is no significant difference between rural and urban secondary teachers about their attitude towards inclusive education and its overall aspects.
21. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in the psychological/behavioural aspects.

22. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in the social and parents-related aspects.
23. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in the curricular and co-curricular aspects.
24. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education in the administrative aspects.
25. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their attitude towards inclusive education and its overall aspects.
26. There is no significant difference between government and private secondary teachers with regard to their emotional competency in the first dimension, adequate depth of feeling.
27. There is no significant difference between government and private secondary teachers about their emotional competency in the second dimension, adequate expression control of emotions.
28. There is no significant difference between government and private secondary teachers about their emotional competency in the third dimension, ability to function with emotions.
29. There is no significant difference between government and private secondary teachers about their emotional competency in the fourth dimension, ability to cope with problem of emotions.
30. There is no significant difference between government and private secondary teachers about their emotional competency in the fifth dimension, enhancement of positive emotions.
31. There is no significant difference between government and private secondary teachers in their emotional competency and its overall dimensions.
32. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards adequate depth of feeling.

33. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards adequate expression and control of emotions.
34. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards ability to function with emotions.
35. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards ability to cope with problem emotions.
36. There is no significant difference between secondary teachers having more than five years and less than five years of teaching experience towards ability to enhance emotions.
37. There is no significant difference between secondary teachers with more than five years and less than five years of teaching experience concerning their emotional competency and its overall dimensions.
38. There is no significant difference between female and male secondary teachers about their emotional competency in the first dimension, adequate depth of feeling.
39. There is no significant difference between female and male secondary teachers about their emotional competency in the second dimension, adequate expression control of emotions.
40. There is no significant difference between female and male secondary teachers about their emotional competency in the third dimension, ability to function with emotions.
41. There is no significant difference between female and male secondary teachers about their emotional competency in the fourth dimension, ability to cope with problem of emotions.
42. There is no significant difference between female and male secondary teachers about their emotional competency in the fifth dimension, ability to enhance positive emotions.
43. There is no significant difference between female and male secondary teachers about their emotional competency and its overall dimensions.
44. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards adequate depth of feeling.

45. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards adequate expression and control of emotions.
46. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards ability to function with emotions.
47. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards ability to cope with problem emotions.
48. There is no significant difference between rural and urban secondary teachers with regard to their emotional competency towards ability to enhance positive emotions.
49. There is no significant difference between rural and urban secondary teachers concerning their emotional competency and its overall dimensions.
50. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards adequate depth of feeling.
51. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards adequate expression and control of emotions.
52. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards ability to function with emotions.
53. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards ability to cope with problem emotions.
54. There is no significant difference between postgraduate and undergraduate secondary teachers with regard to their emotional competency towards ability to enhance positive emotions.
55. There is no significant difference between postgraduate and undergraduate secondary teachers regarding their emotional competency and its overall dimensions.
56. There is no significant correlation between attitude toward Inclusive education and emotional competency of secondary teachers.

## 5.6 Research Questions of the Study

**Research Question 1:** What is the status of secondary teachers' attitude towards inclusive education?

**Research Question 2:** What is the status of emotional competency of secondary teachers?

## 5.7 Delimitations of the Study

1. The current investigation was restricted to the attitude and emotional competency of secondary teachers, only.
2. The study was limited to secondary teachers located in two districts of Nagaland state: Dimapur and Kohima districts.
3. The study was limited to secondary schools under Nagaland Board of School Education only.
4. For this particular study, the researcher has confined to 60 secondary schools from Dimapur and Kohima districts, i.e., from out of 258 recognized schools, and draws 517 samples out of 7,570 total populations, for the study.

## 5.8 Comprehensive Overview of Literature Review

The findings reveal both positive and negative aspects related to teachers' attitudes toward inclusive education and their emotional competency. Studies by Bhatnagar and Das (2016), Bansal (2016), and Chari *et al.*, (2017) highlight a significant, positive difference across various demographic variables, with many teachers showing supportive attitudes towards inclusive education. However, concerns exist regarding adverse negative outcomes towards inclusive education, suggesting the need for targeted professional development. Mouchritsa *et al.*, (2022) provide mixed findings, showing that while some teachers exhibit positive attitudes, others face challenges, particularly in emotional readiness for inclusive classrooms.

Emotional competency shows significant differences based on demographics, with Nonglait and Myrthong (2018) and Rafeedalie (2017) finding average levels of emotional competency, and age being a key factor influencing emotional maturity. Female teachers demonstrate higher emotional competency compared to males, consistent with Ponmozhi and Ezhibhrarathy (2017), who observed very high emotional competency among certain groups, particularly experienced teachers.

A strong positive correlation between attitude towards inclusive education and emotional competency is supported by Adeniyi and Anyama (2017), Septiana (2018), and Nwosu (2022). This correlation emphasizes that emotional competency plays a crucial role in shaping and influencing teachers' attitudes. Jadhav and Valvi (2020), Mehta and Panju (2018), and Rajendran et al. (2020) further emphasize the impact of positive emotions, showing that teachers with high emotional competency are more common to have favourable views towards inclusive education.

### **5.9 Research Method**

The research method employed in this investigation was quantitative, keeping in mind the correlational and descriptive nature of the research design. A quantitative attempt was made to describe and analyze the collected data using the questionnaires.

### **5.10 Research Design**

In the current study, the researcher employed a correlational descriptive research design. A correlation research approach aimed to explore relationships between attitude towards inclusive education and emotional competency. Responses from the Likert scales were analyzed using Pearson's correlation coefficient to determine the strength and direction of these relationships.

On the other hand, descriptive method focus on providing a detailed portrayal of the subject or phenomenon being studied, emphasizing understanding its characteristics, behavior, and attributes. Teachers Attitude and Emotional Scales were employed to gather quantitative data on teachers' attitude and their emotional competency towards inclusive education, providing insights into their experiences and perspectives. This comprehensive approach enhances the depth and breadth of the study's findings and contributes to a more thorough understanding of the current research topic.

### **5.11 Population of the Study**

The current study involves all secondary teachers who teach classes 9 to 10 in secondary schools located in the Dimapur and Kohima districts of Nagaland.

## 5.12 Sample and Sampling

Using a lottery system as part of the simple random sampling technique, 60 schools were selected from a total of 258 secondary schools, with 30 schools chosen from each district. For selecting the sample of teachers, a stratified random sampling technique was applied, resulting in 517 teachers being selected from a total population of 7,570 secondary teachers. This approach ensured appropriate stratification of secondary teachers across various demographic variables, such as government and private schools, more than five years and less than five years of experience, female and male, rural and urban, and postgraduate (PG) and undergraduate (UG).

## 5.13 Variables

**1. Attitude:** It represents the expected outcome or effect of the study manipulation. The attitude towards inclusive education is the outcome of effect, therefore is considered the dependent variable.

**2. Emotional Competency:** This variable is regarded as the assumed cause driving the observed effects. Therefore, emotional competency is regarded as the primary factor driving or potentially influencing attitudes, thus serving as the independent variable.

### 3. Demographic Variables:

1. Types of Schools (Government and Private)
2. Years of Teaching Experience (More Than Five Years and Less Than Five Years)
3. Gender (Female and Male)
4. Locality (Rural and Urban)
5. Educational Qualifications (Postgraduate and Undergraduate)

## 5.14 Research Tools used in the Study

### 5.14.1 Teacher Attitude Scale toward Inclusive Education (TASTIE)

The Teachers Attitude Scale towards Inclusive Education used in this study consists of 47 items, with 29 positive and 18 negative statements. A 3-point scale (agree, undecided, disagree) was provided, and reverse scoring was applied to the negative statements.

### **5.14.2 Emotional Competence Scale (EC-Scale)**

The Emotional Competency Scale consists of 30 items and uses a five-point scoring system, with 5, 4, 3, 2, and 1 points assigned to each statement.

### **5.14.3 Revalidation of TASTIE and Emotional Competency Scale in the Context of Nagaland**

The tools were revalidated through a pilot study with a sample of 150 secondary teachers. Firstly, the data were analyzed for TASTIE, using IBM SPSS 20, resulting in a Cronbach's alpha reliability value of 0.834, indicating strong reliability and applicability. Additionally, the split-half reliability for odd and even-numbered items yielded a result of 0.823 at the 0.01 significance level, further confirming the tool's reliability for use in this study.

Similarly, another analysis done for Emotional Competency showed a Cronbach's alpha value of 0.738, which exceeds the table value, confirming it as good and acceptable. The split-half reliability for odd and even-numbered items produced a correlation of 0.705 at the 0.01 significance level, further confirming the tool's significant reliability for use in this study.

## **5.15 Norms**

In this study, norms were established using the standard deviation method. The emotional competency of secondary teachers was categorized into three levels: highly competent, average, and highly incompetent, those teachers scoring above the Mean + SD were classified as highly competent, those scoring between Mean + SD and Mean – SD were considered to have an average level of competency, and those scoring below Mean – SD were categorized as least competent in relation to inclusive education.

Similarly, teachers' attitude towards inclusive education was divided into five levels: extremely favourable, most favourable, above average favourable, moderate, and below average unfavourable. Teachers scoring above 124 were classified as extremely favourable, scores from 116-126 indicated a most favourable attitude, scores between 105-115 were considered above average favourable attitude, scores from 90-104 reflected a moderate attitude, while scores between 80-89 were categorized as below average unfavourable, and those between 69-79 were classified as most unfavourable.

### **5.16 Major Findings of the Study**

The research results which are divided into three parts:

- 1) Findings related to the Attitude Levels of Secondary Teachers in Nagaland towards Inclusive Education.
- 2) Findings related to Secondary Teachers' Emotional Competency Levels in Nagaland.
- 3) Significant Findings in Accordance with the Study's Hypotheses concerning:
  - A. Attitude toward Inclusive Education
  - B. Emotional Competency of Secondary Teachers.
  - C. Correlation between Attitude and Emotional Competency

#### **5.16.1 Findings Related to the Attitude Levels of Secondary Teachers' Attitude towards Inclusive Education**

1. The study found that 2.7% of teachers possess an extremely favorable attitude, 23.0% of secondary teachers have the most favorable attitude, 18.8% of teachers hold a moderate attitude 53.2% of secondary teachers have Above Average Favorable level of attitude, 8% classified as having the most unfavorable attitude. Hence, it is possible to state that the research respondents at majority have the above average favourable attitude towards inclusive education in the areas of psychological/behavioral, social and parents-related, curricular and co-curricular, and administrative aspects of inclusive education.

#### **5.16.2 Findings Related to Secondary Teachers' Emotional Competency Levels**

1. It was found that 15.5% of secondary teachers possess highly competent emotions level, 12.2% of secondary teachers exhibit the average competent emotions level, and 72.3% have highly incompetent emotions level. It's fair to say that the majority of research respondents are highly incompetence in the areas of adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, and ability to enhance positive emotions.

**5.16.3 (A) Significant Findings Based on Hypotheses Concerning Attitude:  
Descriptive Statistics: Table 4.2 (see Chapter Four)**

1. The Table 4.2 provides descriptive statistics, including mean, standard deviation, skewness, and kurtosis, concerning attitude towards inclusive education among secondary teachers across various dimensions.
2. It reveals that distributional characteristics of attitude scores within the acceptable ranges of -1.0 to 1.0 and -1.5 to 1.5, suggesting that the distributions are almost symmetrical across various dimensions.

**Hypotheses-1 to 5:** There are no significant differences between government and private secondary teachers towards the various dimensions of inclusive education: psychological/behavioral, social and parents-related, curricular and co-curricular, and administrative aspects.

1. The study compares government and private secondary teachers' attitude towards inclusive education and its overall dimensions.
2. The study found significant p-values ( $<0.05$ ) indicating significant differences between government and private secondary teachers' attitude towards inclusive education across various dimensions.
3. The study found that these differences were evident in both the attitude dimensions and the overall attitude grant total between the two demographic variables.
4. The analysis results indicate that government secondary teachers attained higher mean scores than private secondary teachers across attitude dimensions psychological/behavioral, social and parents-related, curricular and co-curricular, administrative aspects, and the overall attitude grant total (AGT) , suggesting better performance by government teachers.

**Hypotheses- 6 to 10:** There are no significant differences between more than five years and less than five years of teaching experience of secondary teachers concerning their attitude towards inclusive education and its overall dimensions.

1. The study compares attitude of secondary teachers among more than five years and less than five years of teaching experience towards inclusive education and its overall dimensions.

2. The study found Non- significant p-values ( $>0.05$ ) indicating no significant differences between more than and less than five years of teaching experience towards psychological/behavioral aspects (AD1) and attitude grant total (AGT) of inclusive education.
3. The study found significant p-value ( $<0.05$ ) indicating significance between these two groups of teachers concerning their attitude dimensions towards social and parents-related (AD2), curricular and co-curricular aspects (AD3), and administrative (AD4).
4. The study also indicate that teachers with more than five years of teaching experience achieved higher mean scores across attitude dimensions AD1, AD2, AD3, and the overall attitude grant total (AGT), except across administrative dimension (AD4) where the mean score of teachers with less than five years of teaching experience is higher ( $26.10 > 25.66$ ).

**Hypotheses- 11 to 15:** There are no significant differences between female and male secondary teachers regarding their attitude towards inclusive education and its overall dimensions (psychological/behavioral, social and parents-related, curricular and co-curricular, administrative aspects).

1. Study compares attitude between female and male secondary teachers towards inclusive education and its overall dimensions: psychological/behavioural, social and parents-related, curricular and co-curricular, and administrative aspects.
2. The study found non-significant p-values ( $>0.05$ ) indicating no significant difference between female and male secondary teachers' attitude towards inclusive dimensions such as psychological/behavioural, social and parents-related, curricular and co-curricular, and overall dimensions, except across administrative dimension ( $<0.05$ ).
3. The study found a significant correlation between the mean scores of female and male teachers' attitudes toward psychological/behavioral, and social and parents-related aspects, with female scoring slightly higher at 25.22 compared to 25.08 for males in AD1, and 29.51 for females and 29.61 for males in AD2.
4. The study found a notable differences in curricular and co-curricular, administrative, and overall attitude mean scores showed male mean scores outperform females with 30.02 AD3 (curricular and co-curricular) compared

to 29.45 for females, AD4 (administrative) at 26.18 against 25.72 for females, and AGT with males scoring 110.89 versus 109.80 for females.

**Hypotheses-16 to 20:** There are no significant differences between rural and urban secondary teachers about their attitude towards inclusive education and its dimensions (psychological/behavioural, social-parents related, curricular and co-curricular, administrative aspects).

1. The study compares the attitude of secondary teachers toward inclusive education based on school locality: rural and urban.
2. The study found non-significant p-values ( $>0.05$ ) indicating no significant differences between the rural and urban secondary teachers' attitudes towards inclusive education across the overall dimensions.
3. The mean scores between rural and urban secondary school teachers across various attitude dimensions also show minimal differences across various dimensions. For instance, the rural mean score is 25.10 compared to urban 25.20 in dimension AD1. Similarly, in AD2, the scores are 29.44 for rural and 29.60 for urban, while in AD3, they are 29.94 and 29.52, respectively. Additionally, in AD4, the scores are 25.84 for rural and 25.93 for urban, and in AGT dimensions, the scores are 110.33 for rural and 110.25 for urban.

**Hypotheses- 21 to 25:** There are no significant differences between postgraduate (PG) and undergraduate (UG) secondary teachers regarding their attitude towards inclusive education and its dimensions ((psychological/behavioural, social-parents related, curricular and co-curricular, administrative aspects).

1. The study compares the attitude between postgraduate and undergraduate secondary teachers toward inclusive education and its overall dimensions.
2. The study found non-significant in p-values ( $>0.05$ ) indicating no significant differences between these groups in dimensions AD1 (psychological/behavioral), AD2 (social and parents-related aspects), AD4 (administrative aspects), and overall attitude dimensions (AGT) towards inclusive education, except toward curricular and co-curricular (AD3) aspects ( $<0.05$ ).
3. The study identified a noteworthy distinction in teachers' mean scores with significant differences found overall, which are shown in the different levels of dimensions: PG teachers demonstrated a slightly higher mean scores in

dimensions AD1(psychological/behavioural) and AD3 (curricular and co-curricular) with 25.38 and 30.00. While dimension AD2 (social and parents-related) remained identical (29.64 and 29.46).

4. In dimension fourth (administrative aspects), both groups again display closely aligned mean scores, with PG teachers at 25.95 and UG at 25.85. The overall attitude dimensions (AGT) also show minimal variations with PG teacher slightly scoring higher at 110.968 than UG teachers scoring of 109.634.

### **5.16.3 (B) Significant Findings Based on Descriptive Statistics and Hypotheses concerning Emotional Competency (Descriptive Statistics): See Table 4.3 (Chapter Four)**

1. The Table 4.3 provides descriptive statistics, including mean, standard deviation, skewness, and kurtosis, for different dimensions of emotional competency among secondary teachers.
2. It reveals that distributional characteristics of emotional competency scores within the cohort, suggesting that the distributions are almost symmetrical across various dimensions.

**Hypotheses (26 to 31):** There are no significant differences between government and private secondary teachers in their emotional competency toward adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and Emotional Competency Total (Overall).

1. The analyses compares emotional competency between government and private secondary teachers across various dimensions.
2. The study found Non-significant p-values ( $>0.05$ ) indicating no significant differences in emotional competency between government and private secondary teachers across various dimensions.
3. A noteworthy distinction was evident in their overall means scores between these two groups, that government teachers had higher total mean scores at 83.170 compared to private teachers at 82.340 in terms of their emotional competency.

**Hypotheses- 32 to 37:** There are no significant differences between secondary teachers with more than five years and less than five years of teaching experience concerning their emotional competency and its overall dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and emotional grant total (EC Total).

1. The analysis compares emotional competency between secondary teachers with more than five years and less than five years of teaching experience across different dimensions.
2. Non-significant p-values ( $>0.05$ ) suggest no significant differences in emotional competency based on teaching experience across various emotional competency dimensions, except for emotional competency toward adequate depth of feeling (ADF), where significant difference is observed ( $.022 < 0.05$ ).
3. It was intriguing to find that the mean scores between these two demographic groups suggests that teaching experience may not significantly influence emotional competency levels across the majority of dimensions examined. While teaching experience appears to have a minimal impact on emotional competency across most dimensions, it does demonstrate significance in specific areas, such as adequate depth of feeling. Overall, the total mean score of teachers with more than five years at 83.543 show better performance compared to a total mean score of teachers with less than five years of teaching at 81.898.

**Hypotheses- 38 to 43:** There are no significant differences between female and male secondary teachers about their emotional competency and its dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and EC Total.

1. Compares emotional competency between female and male teachers across various dimensions.
2. Non-significant p-values ( $>0.05$ ) indicate no significant differences between female and male teachers across most dimensions such as ADF (.066), AFE (.061), ACPE (.096), AEPE (.869), while variations observed in dimensions across AECE (.028) and EC Total (.036), demonstrate significance.

3. Mean scores show minimal differences in emotional competency between female and male teachers, with female teachers demonstrating slightly better emotional competency overall compared to their male counterparts ( $83.522 > 81.236$ ).

**Hypotheses- 44 to 49:** There are no significant difference between rural and urban secondary teachers concerning their emotional competency and its dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), and emotional competency grant total (EC Total).

1. The research analysis compares emotional competency between rural and urban teachers across different dimensions.
2. Non-significant p-values ( $>0.05$ ) suggest no significant differences in emotional competency between rural and urban teachers across all dimensions.
3. Mean scores indicate similar levels of emotional competency between rural and urban teachers, with slightly higher scores observed among rural teachers overall.
4. This nuanced comparison of mean scores highlights the comparable emotional competency levels between rural and urban secondary teachers, with rural teachers demonstrating a slightly higher overall emotional competency. This finding underscores the importance of considering geographical factors in understanding and addressing the emotional well-being of teachers. Further research into the specific factors contributing to these differences may provide valuable insights for developing targeted interventions and support strategies to enhance emotional competency among both rural and urban secondary teachers.

**Hypotheses- 50 to 55:** There are no significant differences between postgraduate (PG) and undergraduate (UG) secondary teachers about their emotional competency and its dimensions: adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotional (ACPE), ability to enhance positive emotions AEPE), and emotional grant total (EC Total).

1. Compares emotional competency between PG and UG secondary teachers across various dimensions.
2. Non-significant p-values ( $>0.05$ ) suggest no significant differences in emotional competency between rural and urban teachers across all dimensions.
3. Upon examining the mean scores between these two demographic variables, it is evident that minimal differences are observed in mean scores across various emotional competencies. PG scoring better in overall mean scores at 83.538 compared to UG overall mean scores of 81.810. This slightly better mean scores of PG teachers hint at a nuanced advantage in emotional competency within the demographic group

### **5.16.3 (C) Correlation Findings between Attitude towards Inclusive Education and Emotional Competency**

**Hypothesis- 56:** There is no significant correlation between attitude towards inclusive education and emotional competency of secondary teachers.

1. Examines the relationship between attitude towards inclusive education and emotional competency (see Chapter Four; Table 4.16).
2. Very weak negative correlations are observed between attitude and emotional competency, but these correlations are not statistically significant.
3. The findings suggest that attitude towards inclusive education may not be associated with emotional competency among the respondents.

## **5.17 Discussions**

### **5.17.1 Discussion on the Status of Inclusive Education and Emotional Competency**

The study on attitude of secondary teachers in Nagaland towards inclusive education reveals that their attitudes mostly range from Above Average Favorable to Most Favorable. This is consistent with findings from Bhakta and Shit (2016), indicating that the trends observed in Nagaland's secondary teachers align with broader patterns seen in similar educational contexts. However, in contrast, the emotional competency of teachers is largely found to be concentrated at the highly incompetent level, which corresponds with findings by Barckett *et al.* (2010), Chang (2009), and Jin *et al.* (2007). Despite this, some teachers are classified as highly

competent or average in emotional competency, as noted by Jennings and Greenberg, (2009) and Roeser *et al.* (2012).

### **5.17.2 Discussion on Attitude towards Inclusive Education Based on Previous Studies**

A noteworthy difference in the attitude of secondary teachers in private and government schools regarding inclusive education across dimensions were observe. This finding aligns with a 2016 study by Bansal, which also noted a significant difference in attitudes between these two groups of teachers. Interestingly the present study's findings are in line with another study by Mishra, *et al.*, in 2018 which explored the perceptions of schoolteachers towards the inclusive education system. This study, like the present one, reported generally differing attitudes among private and government schoolteachers toward inclusive education, although government teachers showed a better attitude than private teachers. These differences in attitudes can be attributed to various factors such as differing beliefs affecting teaching strategies and classroom management, the perceived impact of inclusive education on student development, the importance of creating a collaborative environment not only for students but also for parents, awareness and the influence of affective implementation of inclusive practices, and addressing teaching methods, and materials suitable for all students in the classroom to ensure their active participation and involvement in academic and extra-curricular activities. However, both groups of teachers displayed similar attitudes in the fourth dimension (administrative aspects), this aligns with a study by Hazarika in 2020 which explored the attitude of high school teachers toward inclusive education, which focuses on their dispositions towards government provisions, teacher training, facility utilization, and administrative support. This also aligns with the further findings of Mishra, *et al.*, 2018, emphasizing the crucial role of administrative support in the success of inclusion practices. This highlights the need for a shift in the awareness and effectiveness of teacher training programs for inclusive education. This trend aligns with the research conducted by Aung & Sakurai (2023).

Furthermore, a 2022 study by Dignath, *et al.*, emphasized the pivotal role of teachers' confidence in implementing inclusive classroom practices. This supports the notion that well-trained and self-aware teachers who are confident in teaching in inclusive settings significantly influence the perception and success of inclusive

education, as also noted by Poon, *et al.*, in 2016: Factors Associated with Staff Perceptions towards Inclusive Education. Hence, the current research study and the related studies indicate that understanding the differences in attitudes between government and private secondary school teachers towards inclusive education is crucial. It underscores the importance of teacher training, administrative support, and teachers' confidence in achieving successful inclusion practices in classrooms. This knowledge can inform future educational policies and practices. This also aligns with the findings of Subramanian & Manickaraj research from 2017, which highlights the importance of training programs in enhancing teachers' knowledge and attitudes towards inclusive education. Furthermore, the research emphasizes the need for strategies to improve teachers' competency in handling diverse learners, fostering more positive attitudes towards inclusive education. These conclusions are in consistent with the findings by Fu, *et al.* (2021), and of Aung & Sakurai (2023) as both studies highlights that teachers' attitudes are directly and indirectly influenced by inclusive policies, previous contact with individuals with disabilities, and knowledge of different types of disabilities, as well as the availability of support. Hence, revealed that teachers with better training and knowledge about children with disabilities were more likely to support inclusive practices.

It's evident from the various studies that teaching experience plays a significant role in shaping teachers' attitudes and practices in implementing inclusive education, as found in the study conducted by Zyoudi-Al in 2006 . Similar alignment of findings across these studies emphasizes the importance of experienced teachers fostering an inclusive environment and promoting positive peer relationships. It was discovered that teachers with more than five years of teaching profession tend to be more positive and effective in implementing inclusive education practices. This aligns with previous research such as Hazarika's findings in 2020, including Bhatnagar & Das research from 2014. Furthermore, the factors for this success are associated with various factors, including flexible teaching methods, personalized plans for students, and involvement of parents, which has been consistent with earlier research by Poon, *et al.*, in 2016. Additionally, inclusive education practices involve accessible facilities, social inclusion, and a safe environment from discrimination, consistent with previous research conducted by Galovic, *et al.*, in 2014. However, it is worth noting that some differences emerged in certain dimensions, which was also highlighted by Mishra, *et al.*, in 2018. It was discovered that less than five years of

teaching profession showed better attitude than its counterparts. This variation in findings could indicate that while teaching experience is a valuable factor there may be other variables at play that influence teachers' attitudes, especially in dimension AD4, which covers areas such as the administrative aspect of inclusive education.

A strong correlation between the attitudes of male and female teachers toward inclusive education, particularly in dimensions AD1 and AD2 was observed. This mirrors a 2020 study by Singh, *et al.*, "A study of the attitude of teachers toward inclusive education", which also reported a generally positive attitude among teachers toward inclusive education. The finding is also, in line with the findings of Hazarika and Attitude of High School Teachers towards Inclusive Education, in 2020, Mouchritsa, *et al.* (2022), and Zyoudi-Al (2006). This suggests a generally strong overall support for inclusive practices among high school teachers, irrespective of gender. However, upon closer comparison between these two group, a subtle variation in female slightly higher mean score than male was observed, consistent with the research findings of Galaterou, *et al.*, in 2017 "Teachers' attitudes towards inclusive education- the role of job stressors and demographic parameters," and "Teachers attitudes of teachers' attitudes towards inclusive education" by Galovic, *et al.*, in 2014, observed an interesting distinction in the AD3 and AD4 dimension, i.e., curricular and co-curricular, and administrative aspects of inclusive education. This suggests that teachers' gender may not be the only factor for this difference but stems from factors that cover administrative areas such as government provisions, awareness, and promotion of inclusion practices in schools, infrastructure, available facilities, and teachers' education programs. Remarkably, male teachers exhibited a more favorable overall attitude towards inclusion practices in regular schools when compared to their female counterparts. This finding aligns with the broader context of research in this area.

The current study's findings indicated a significant correlation in the attitudes of rural and urban teachers towards inclusive education across various dimensions. Unlike the 2018 findings of Barman, "the attitude of secondary school teachers towards inclusive education", and study by Mishra *et al.*, on teachers' perceptions of inclusive education. These differences are influenced by teachers' confidence in implementing inclusive practices and their beliefs about various strategies impacting students' cognitive, social, and emotional development. It is important to note that there is a lack of parental support for inclusive education in mainstream schools.

Rural and urban teachers' overall mean scores barely displayed a minimal differences across various dimensions in consistent with a 2020 study by Singh, *et al.*, and a 2016 study by Chaudhary. These distinctions between rural and urban teachers relate to their familiarity with inclusive teaching methods, and activities promoting inclusive education. To improve the successful implementation of inclusion practices, teachers' competencies need to be enhanced through inclusive training, better collaboration among trained teachers, support from school administrations, and parents, and equal opportunities for teachers' enrichment programs in traditional school classrooms. It is worth noting that resource constraints and challenges faced by teachers in inclusive classrooms, as highlighted in Yu 2019 study, create obstacles. These challenges encompass aspects related to students, teachers, and classroom environment, as emphasized by Sibagariang in 2017 in the context of Southeast Asia. While teachers generally have a positive perception of inclusive education, the success of inclusion practices depends on improving teachers' competencies garnering support, and addressing resource limitations and classroom challenges.

A significant difference in teachers' attitudes in traditional schools towards inclusion practices was observed, especially in dimensions AD1 and AD3. Postgraduate (PG) teachers had more favorable attitudes compared to undergraduate (UG) teachers, consistent with a 2014 study by Bhatnagar & Das, as well as a 2017 study by Galatorou & Antoniou. Both groups had a similar attitude in dimensions AD2 & AD4, and barely minimal variations in the overall mean scores, but UG teachers had a better score in the AD3 dimension (curricular and co-curricular). This aligns with findings from previous studies by Bansal in 2016 and Hazarika in 2020. These differences likely reflect teachers' preferences for aspects related to inclusive education such as social and parental involvement (dimension 2) and their views on curricular and co-curricular aspects (dimension 3).

### **5.17.3 Discussion on Emotional Competency Based on Previous Studies**

The current study on the emotional competency of private and government secondary teachers in relation to inclusive education found mixed results. Some interesting correlations and differences emerged among various aspects, as examined.

First, when it came to experiencing emotions and its dimensions, both groups of schools were quite similar. This aligns with a study from 2016 by Rafeedalie,

which also did not find any significant difference in emotional maturity related to inclusive education between school types.

However, a key distinction emerged in their overall emotional competency. Government school teachers seemed to handle their emotions better in daily situations. This finding was consistent with a 2017 study by Ponmozhi & Ezhibhrarathy. The current research also highlighted several other dimensions:

1. Dimension ADF, which relates to effectively working with emotions in daily activities.
2. Dimension ACPE, which focuses on handling problematic emotions that can be destructive.
3. Dimension AEPE, which addresses the ability to enhance positive emotions, leading to constructive behavior.

These dimensions offer valuable insights into how teachers, particularly in government secondary schools manage their emotions which can have implications for their effectiveness in inclusive education settings.

Another finding of the study was to see if there were any differences between teachers with more than five years of teaching experience and those with less than five years of experience. Surprisingly, it was found that both groups were quite similar in some aspects. Such as Dimensions AECE, AFE, and ACPE, which involve expressing, controlling, and coping with emotions, showed no significant difference. This finding aligns with a study from 2016 by Rafeefdalie, which also concluded that teaching experience doesn't make a big difference in these areas. It is consistent with a 2018 study by Nonglait & Myrthong and from 2022 studies by Dallasheh & Zubeidat, and Nwosu, *et al*, too.

Interestingly, when looking at the overall emotional competency, teachers with more than five years of teaching experience scored higher in dimensions ADF and ECTotal, which related to the depth of feeling, and enhancing positive emotions and emotional competency overall mean scores. This suggests that their main differences with more experienced teachers lie in these areas. So, while teaching experience might not affect how teachers express or control their emotions, it does seem to impact their overall emotional competency, especially when it comes to understanding and enhancing positive emotions. These findings provide valuable insights for teacher training programs and inclusive education practices. In yet another finding by Silva & Marin (2019), although teachers possess emotional skills and

adjustable coping strategies, the conflict factor in evaluating student-teacher relationships was highlighted.

The current study investigated the emotional competency of secondary teachers in the context of inclusive education, focussing on gender differences. The results yielded a mixed set of findings, revealing various correlations and distinctions across different dimensions. Firstly, both male and female teachers demonstrated a high degree of similarity in dimensions ADF, AECE, ACPE, and AEPE, which pertains to the adequate depth of feeling, adequate expression and control of emotions, also known as emotional expressiveness, ability to cope with problem emotions, and ability to enhance positive emotions. This finding is in line with several previous studies, including those conducted by Hen & Goroshil (2016), Rafeedalie (2016), Nonglail & Myrthong in 2018, Sheela & Rajendran in 2020, and Dallasheh, & Zubeidat in 2022. These studies collectively suggest that there are no significant gender-based differences in the emotional competency of teachers concerning inclusive education.

However, when examining the overall emotional competency, it was observed that female teachers consistently outperformed their male counterparts in dimensions third, fourth, fifth, and overall. These dimensions revolve around the ability to deeply connect with emotions, effectively navigate emotional challenges, cope with problem emotions, and enhance positive emotional experiences. This suggests that the primary distinctions between male and female teachers lie within these specific areas of emotional competency. While gender may not significantly impact how teachers express, function, cope with, or enhance their emotions, yet, appear to play a role in their overall emotional competency, particularly in relation to the aspects crucial to inclusive education.

These findings offer valuable insights for teacher training programs and practices in inclusive education. Understanding these gender-related disparities can guide the development of targeted interventions and training strategies to enhance emotional competency among educators, ultimately improving the inclusivity and effectiveness of education for all students.

The current study quite interestingly, as it examines, also noticed a significant similarity in the emotional competency of secondary school teachers who practice inclusive education, depending on whether they work in rural or urban schools. This aligns with the findings of two previous studies:

Sheela & Rajendran (2020): Their study in 2020 also found no significant difference in emotional competency between rural and urban teachers. Specifically, they reported similarities in dimensions third (ability to function with emotions), and fifth (ability to enhance positive emotions), which corresponds with the current findings.

Nonglait & Myrthon (2018): In 2018, this study similarly observed a lack of difference in emotional competency between rural and urban teachers. This lack of distinction may explain the similarities found in various dimensions of the current study. This indicates that both rural and urban teachers showed a similar capacity to work effectively with their emotions and promotion of positive emotions among their students in the context of inclusive education. However, upon careful examination of the mean scores, there was a nuanced difference observed in the emotional well-being of these teachers. In the current research, it found that rural teachers displayed a slightly better emotional well-being than their urban counterparts. This distinction can be attributed to three specific dimensions:

1. ADF (adequate depth of feeling): Rural teachers seemed to connect more deeply with their emotions in the context of inclusive education.
2. AECE (adequate expression and control of emotions): Rural teachers appeared to express and manage their emotions more effectively in their inclusive teaching practices.
3. ACPE (ability to cope with problem emotions): When it came to handling challenging emotions related to inclusive education, rural teachers demonstrated better coping abilities.

This suggests that rural teachers had a stronger emotional foundation in Dimensions ADF, AECE, and ACPE, which enabled them to excel in managing their emotions in the context of inclusive education practices compared to their urban counterparts.

The current study also discovered some major differences between postgraduate (PG) and undergraduate (UG) teachers in terms of their emotional competency related to inclusive education. Interestingly, both groups were quite similar in two important aspects: their ability to express and control emotions effectively (dimension second), as well as their capacity to handle challenging emotions (dimension fourth) when teaching inclusively. These findings align with previous studies conducted by Hen & Goroshil in 2016, as well as Sheela &

Rajendran in 2020, which also didn't find significant differences between PG and UG teachers when it comes to their teaching approaches in inclusive classrooms.

However, a notable distinction emerged when looked at the emotional well-being of these teachers upon close-up. It turns out that PG teachers performed better emotional competency compared to their UG counterparts. This observation is consistent with research conducted by Nkol & Tlale in 2013 and a 2017 study by Ponmozhi & Ezhilbharathy. These studies highlighted that PG teachers exhibited better in specific dimensions such as having a deeper emotional connection (ADF), functioning well with their emotions (AFE), and enhancing positive emotions (AEPE). This suggests that PG teachers possess a stronger emotional foundation in these areas, which, in turn, helps them excel in managing their emotions effectively in the context of inclusive education practices within traditional school settings.

#### **5.17.4 Discussion on Correlation between Attitude and Emotional Competency Based on Previous Studies**

The findings reveals very weak negative correlations are observed between attitude and emotional competency, which falls at a -0.010 significant levels but these correlations are not statistically significant. The findings suggest that attitude towards inclusive education may not be associated with emotional competency among the respondents. This outcome suggests that the researcher has accepted the hypothesis that states there is no significant difference between these two variables, unlike the study conducted by Nwosu, *et al.*, (2022) on how teachers' emotional intelligence affects their attitudes, concerns, and feelings about inclusive education. The study suggests that teachers with better emotional skills tend to have better attitudes towards inclusive education, which is important for handling the challenges of inclusive education systems. Similarly, the findings of Adeniyi & Anyama (2017), and Septiana (2018), suggest that greater emotional intelligence results improve teachers' competence. These findings emphasise the importance of emotional competency in shaping teachers' attitudes

#### **5.18 Educational Implications of the Study**

The learning outcomes of this study are given below in three parts:

1. Learning outcomes in terms of teachers' attitude towards inclusive education
2. Learning outcomes in terms of teachers' emotional competency
3. Learning outcome based on correlation between attitude and emotional competency

### **5.18.1 Learning Outcomes of the Study Relating to Teachers' Attitude towards Inclusive Education**

- a) It highlights that secondary teachers in Nagaland generally hold an above-average favorable attitude towards inclusive education, indicating a good level of knowledge and awareness. However, upon closer examination of demographic variables, it was found that government secondary teachers exhibit a more positive attitude compared to their private counterparts. This implies the need for tailored teacher training programs to address and enhance attitudes, particularly in areas where improvement is needed across various dimensions studied.
- b) Recognizing that teachers with more than five years of teaching experience generally have a more positive attitude towards inclusive education across various aspects, except for administrative ones, implies the significance of teaching experience in implementing inclusive practices effectively. Schools can capitalize on the expertise of experienced teachers to mentor and assist newer colleagues in adopting inclusive education practices. Moreover, young teachers with less than five years of experience showed a better attitude towards administrative aspects, implying the potential benefits of mentorship programs to support them throughout their careers.
- c) While both female and male secondary teachers demonstrated positive attitudes toward inclusive education, the study implies that male teachers tend to have a more favorable overall attitude towards inclusion practices in regular schools compared to their female counterparts. This implies a potential need for additional support for female teachers in areas where they may show lower performance, such as curricular and co-curricular, and administrative aspects. Further implies that the difference in attitudes between genders may not solely be attributed to gender itself but could be influenced by factors including administrative provisions, awareness, and promotion of inclusion practices in schools, infrastructure, available facilities, and teacher education programs. Therefore, providing gender-specific support can offer access and resources to bridge this gap.
- d) While the absence of significant differences in attitudes towards inclusion practices between rural and urban secondary teachers, it implies that regardless of school locality, both groups possess a similar understanding and

perception of inclusion across all its aspects. This implies a level of consistency between them irrespective of locality, further implying promotion and implementation of inclusion practices uniformly across both rural and urban settings without the need for tailored approaches based on geographic location. It also highlights the potential collaborative efforts and knowledge-sharing between rural and urban schools to enhance inclusive practices collectively. Additionally, it implies the importance of fostering inclusive education practices that are equitable and accessible across diverse educational settings.

- e) Regarding educational qualifications, the study's findings showed that postgraduate (PG) secondary teachers tend to have a more positive attitude towards inclusion practices across various dimensions compared to undergraduate (UG) teachers. Interestingly, in dimensions related to social and parents-related aspects, and administrative aspects, attitudes remained identical between the two groups. These differences may reflect teachers' preferences regarding aspects of inclusive education. It implies that providing additional training and support tailored to the needs of UG teachers could help bridge the gap in attitudes towards inclusive practices, particularly in areas where differences exist. Moreover, recognizing and leveraging the strengths of both PG and UG teachers can contribute to a more comprehensive and effective implementation of inclusive education strategies in schools.

#### **5.18.2 Learning Outcomes of the Study Relating to Teachers' Emotional Competency**

- 1) The study examining the emotional competency of secondary teachers in Nagaland reveals a concerning majority exhibiting low levels of emotional competence. Moreover, significant disparities are evident across various demographic factors. Notably, government teachers demonstrate higher emotional maturity across several dimensions compared to their private counterparts. These findings underscore the importance of tailored professional development training for teachers, focusing on identified areas for improvement in ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), ability to enhance positive emotions (AEPE), etc.

Such initiatives can effectively enhance teachers' skills and address deficiencies, ultimately benefiting the educational landscape in Nagaland.

- 2) The study highlights an interesting contrast in emotional competency between secondary teachers with more than five years experience and those with less than five years. While experienced teachers excel in areas like depth of feeling and overall emotional dimensions, both groups show comparable scores in expression, control of emotions, functioning with emotions, coping with problem emotions, and enhancing positive emotions. This implies that teaching experience may not significantly impact how teachers express or control their emotions but does influence their overall emotional competence. These insights underscore the importance of tailored professional development training for both experienced and novice teachers, focusing on areas where enhancements are needed to foster a more emotionally resilient and effective teaching workforce.
- 3) The study reveals that female secondary teachers exhibit higher emotional competency than their male counterparts, particularly in aspects related to functioning with emotions, coping with problem emotions, and overall emotional total. However, similarities were noted in other dimensions such as depth of feeling, expression, control of emotions, and enhancing positive emotions. These findings suggest that gender differences primarily manifest in specific areas of emotional competency rather than across all dimensions. While gender may not significantly influence how teachers express, function, cope with, or enhance their emotions, it does play a role in overall emotional dimensions, especially those crucial to inclusive education. Understanding these disparities can inform the development of targeted training programs and practices to promote positive emotions among teachers, thereby enhancing inclusivity and effectiveness in education for all students.
- 4) Despite geographical disparities, the study found the similarity in emotional competency trends between rural and urban secondary teachers. This implies that emotional competency development initiatives can be tailored to address common needs across different teaching environments. While, overall trends may be similar, there were subtle differences in the emotional needs between rural and urban teachers were observed, with slightly higher scores observed among rural teachers overall (depth of feeling, expression and control of

emotions, and ability to cope with problem emotions). This implies the implementation of tailored development programs that consider both the similarities and differences between rural and urban contexts, to help support the emotional well-being of secondary teachers and ultimately enhance the quality of education for all students.

- 5) The comparison between postgraduate (PG) and undergraduate (UG) secondary teachers' emotional competency yields mixed results. While both groups demonstrate similar abilities in expressing and controlling emotions, as well as managing emotional challenges in inclusive settings, notable differences emerge, PG teachers outperform UG counterparts in overall mean scores and specific dimensions such as effectively functioning with emotions and enhancing positive emotions. This highlights the importance of designing tailored training programs that address the specific needs of teachers at different educational levels to enhance their emotional competency effectively.

### **5.18.3 Learning Outcome Based on Correlation between Attitude and Emotional Competency**

The weak and statistically insignificant correlation between attitude towards inclusive education and emotional competency among respondent secondary teachers suggests that there may not be a direct relationship between these two variables. It implies that teachers having a positive attitude towards inclusive education does not necessarily guarantee higher emotional competency, and the like.

Hence, highlights the importance of addressing both attitude and emotional competency separately in teachers' training and professional development programs. Also, training initiatives should focus on enhancing teachers' attitudes towards inclusive education as well as their emotional competency, recognizing that these are distinct areas that require separate attention and strategies, leading to more targeted interventions and support measures.

### **5.19 Suggestions for Further Studies**

1. In the future, researchers could study on the attitude towards inclusive education with a larger group of teachers/population at different levels of education. Such as primary, higher secondary, undergraduate, and postgraduate education sectors. This could provide a more comprehensive understanding of the topic and its implications across various educational levels.
2. The study on attitude towards inclusive education, researchers can also include in-service, pre-service teacher trainees, special educators, school administrators, policy-makers, teachers from other streams, parents, etc. This broader perspective can offer valuable insights.
3. The current study looked at specific factors only, like types of schools, years of teaching experience, gender, locality, and educational qualifications. Future researchers can examine additional variables relevant to the subjects being studied.
4. Exploring not just attitudes, but also emotional competency and professional development across diverse demographic variables and educational levels on a larger population can yield comprehensive insights into numerous pertinent questions related to inclusive education in the state.
5. Further research may be required to further explore the potential factors influencing attitudes towards inclusive education and emotional competency among teachers.
6. Future studies could explore a comparative analysis of the variables studied across various districts in Nagaland.

### **5.20 Recommendations from the Study**

The recommendations from the study focus on enhancing various aspects of inclusive practices in secondary classrooms:

1. Provide proper orientation on inclusive education for secondary teachers to address differing beliefs affecting teaching strategies and classroom management. Emphasize understanding the psychological/ behavioral aspects of inclusive education to foster a positive attitude among teachers.

2. Organize parents-teacher meetings to foster collaboration and dialogue on the importance of a positive attitude from both parties towards inclusive education goals.
3. Conduct extended orientation sessions for teachers to embrace curricular and co-curricular aspects of inclusive education. Ensure teachers are updated on diverse teaching methods and materials through continuous professional development programs.
4. Assess teachers' perception and response to governmental provisions related to inclusive education policies. Gauge administrative support and commitment from school authorities in promoting inclusive practices. Evaluate the availability of physical infrastructure and facilities supporting inclusive classrooms, ensuring accessibility features for students with disabilities. Enhance teachers' training programs to equip them with the necessary skills and knowledge to teach diverse learners effectively. Foster collaboration among teachers and specialists to address practical challenges faced during inclusive education implementation.
5. Just as teachers' attitude plays a crucial role in creating an effective inclusive classroom environment, their emotional competency is equally essential. While attitude pertains to mental abilities, emotional competency concerns one's ability to manage and express emotions effectively. It has been identified that secondary teachers in Nagaland lack proficiency in emotional competency, which impacts their teaching effectiveness. Therefore, orientation programs should include teachings on professional development in this area. By understanding and evaluating their emotional states, teachers can make informed decisions in the classroom. This includes creating an environment where all students, including those with disabilities, feel supported and valued. Teachers' professional development should focus on enhancing their emotional awareness and regulating their emotions in challenging situations. This will instill confidence and capability not only in their teaching abilities but also fostering a positive learning environment for all students.
6. Extended orientations especially for less experience teachers should be updated to assist teachers in expressing and controlling their emotions effectively, especially in situations where they may feel intimidated in their working environment. This aspect of emotional competency focuses on the ability to

express and control emotions appropriately, reflecting a natural dynamic stability in responding to various situations. Inadequate management of emotions can result in chaotic and unregulated emotional responses, which in turn affect both the effectiveness of teaching and the overall dynamics within the classroom. Therefore, updating extended orientations to provide strategies for managing emotions in challenging situations can empower teachers to maintain composure and professionalism while fostering positive interactions with colleagues and students.

7. In situations where teachers face emotional challenges that impede routine tasks, fostering an open and supportive environment for discussing emotional states can greatly enhance their ability to function effectively. Therefore, it is imperative for schools to create a conducive working environment that encourages staff to openly express their emotions, facilitating improved performance in daily tasks with greater efficiency and effectiveness.
8. Given the observed disparity in emotional competency between female and male secondary teachers, it's crucial to ensure proficiency, particularly among male educators, as highlighted in the study's findings. Just as teaching demands an understanding of the significance of sensitivity and the potential negative impacts of unmanaged emotions, there should be a focused emphasis on incorporating training programs and practices tailored to address the emotional coping abilities of male teachers. By recognizing and addressing this gender-specific aspect of emotional competence, schools can better support their male teachers in developing the necessary skills to manage and express their emotions effectively. This tailored approach to training can ultimately enhance their overall teaching effectiveness and inclusive learning environment for all students.
9. Building on the study's findings, it is imperative to recognize the significance of fostering positive emotions among teachers across various demographic variables of the study. The research underscores the importance of positive emotions such as enthusiasm, empathy, and joy in enhancing teaching effectiveness and students' outcomes. Considering the diverse demographic backgrounds of teachers revealed in the study, it is essential that schools need to implement inclusive strategies that amplify positive emotions aligned with their unique experiences and perspectives. Mindfulness practices, gratitude

exercises, and fostering a culture of appreciation and recognition can be customized to address specific challenges and enhance positive emotions among teachers of different groups, genders, qualifications, locality, teaching experiences, backgrounds, etc.

10. Given the findings indicating statistically non-significant low negative correlation between teachers' attitude towards inclusive education and emotional competency, it is crucial to recognize the independent significance of both factors in fostering effective teaching practices and supportive environments. While attitudes may not exhibit a direct influence on emotional competency, it remains imperative to prioritize the development of both aspects among teachers. Emphasizing the importance of positive attitudes towards inclusive education and providing training programs to enhance emotional competency separately can contribute to overall teachers-effectiveness and well-being. For instance, orientation programs can focus on promoting a positive mindset and attitudes towards diversity, while professional development initiatives can target the cultivation of emotional awareness, regulation, and resilience among teachers. By acknowledging and addressing the unique contributions of attitudes and emotional competency independently, schools can better support teachers in their personal growth and create inclusive learning environments that cater to the diverse needs of all students.

### **5.21 Conclusion**

The current study sheds light on the status of attitudes and emotional competency of secondary teachers in Nagaland towards inclusive education, revealing intriguing insights into various demographic and experiential factors that influence their perceptions. Further analysis indicates that the data distributions exhibit approximation to a normal distribution for both these variables.

Overall, the findings indicate that the majority of secondary teachers in Nagaland exhibit above-average favorable attitudes towards inclusive education, reflecting a commendable level of awareness and knowledge about the subject. Interestingly, government secondary teachers tend to have a more favorable attitudes compared to their counterparts in private schools, suggesting potential differences in institutional cultures and support systems that shape teachers' attitudes towards inclusion practices.

Moreover, teachers with more than five years of teaching experience demonstrate a more positive outlook towards inclusive education, highlighting the role of cumulative professional experience in shaping attitudes. Additionally, male secondary teachers exhibit a stronger overall attitude towards inclusive education, particularly in aspects related to curricular and co-curricular, and administrative aspects, indicating potential gender-related differences in perceptions and experiences.

It is noteworthy that the geographical location of schools in Nagaland does not significantly impact teachers' attitudes towards inclusive education, suggesting a universal understanding and acceptance of inclusive practices across diverse settings. This underscores the importance of focusing on teachers' disposition and attitudes towards inclusion rather than external factors such as geographical location.

Furthermore, the study reveals that postgraduate teachers tend to have slightly more favorable attitudes compared to undergraduate teachers, indicating the potential influence of higher levels of education on attitudes towards inclusive education. This underscores the importance of ongoing professional development and advanced training programs for enhancing teachers' attitudes in inclusive practices.

On the other hand, the study also explores emotional competency among secondary teachers in Nagaland, offering important insights into their ability to manage and express emotions effectively.

The findings reveal that the levels of emotional competency among secondary school teachers in Nagaland are characterized by a high degree of incompetence.

Interestingly, both government and private secondary teachers exhibit similar levels of emotional competency across various dimensions, highlighting the essential role of emotional competency in teacher effectiveness and well-being. While government school teachers demonstrate slightly higher emotional competency overall, both groups display consistent abilities to cope with emotions, function effectively in diverse classroom settings, and enhance positive emotions.

Moreover, teachers with more than five years of teaching experience demonstrate a higher level of emotional competency, particularly in areas such as emotional expressiveness and adjustment to the teaching environment. Female teachers exhibit slightly better emotional competency compared to male counterparts, particularly in emotional expressiveness, indicating greater emotional maturity.

While minimal differences are observed between rural and urban secondary teachers' emotional competency, rural teachers tend to display slightly higher competency, emphasizing the importance of considering geographical factors in addressing teacher emotional well-being.

Similarly, differences between postgraduate and undergraduate teachers' emotional competency are minimal, with post-graduate teachers showing slightly higher level of competency, likely influenced by higher levels of education and specialized training.

Although the correlation between attitude towards inclusive education and emotional competency is not statistically significant, both factors independently influence effective teaching practices and the creation of supportive learning environments. Therefore, tailored strategies to enhance positive attitudes and emotional competency among teachers should be emphasized to foster inclusive classroom environments. Hence, the multifaceted nature of teachers' emotional competency, shaped by various demographic factors, underscores the importance of understanding and addressing these factors to create supportive and inclusive learning environments that meet the diverse needs of all students in Nagaland.

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# APPENDICES

## APPENDIX -I



### DrillBit Similarity Report

<b>8</b>		<b>109</b>	<b>A</b>	<b>A-Satisfactory (0-10%)</b> <b>B-Upgrade (11-40%)</b> <b>C-Poor (41-60%)</b> <b>D-Unacceptable (61-100%)</b>	
SIMILARITY %		MATCHED SOURCES	GRADE		
LOCATION	MATCHED DOMAIN		%	SOURCE TYPE	
2	allresearchjournal.com		1	Publication	
3	nuir.inflibnet.ac.in		<1	Publication	
4	Submitted to Lalit Narayan Mithila University, Darbhanga on 2024-04-22 11-12		<1	Student Paper	
5	Thesis submitted to shodhganga - shodhganga.inflibnet.ac.in		<1	Publication	
6	e-journal.undikma.ac.id		<1	Publication	
7	www.ijmra.us		<1	Publication	
8	digitalscholarship.unlv.edu		<1	Publication	
9	www.academia.edu		<1	Internet Data	
10	www.wbnsou.ac.in		<1	Publication	
11	www.academia.edu		<1	Internet Data	
12	www.bhumipublishing.com		<1	Publication	
13	dspace.ewha.ac.kr		<1	Internet Data	
14	allresearchjournal.com		<1	Publication	
16	repository.up.ac.za		<1	Publication	

17	<a href="http://www.ijmra.us">www.ijmra.us</a>	<1	Publication
18	<a href="http://core.ac.uk">core.ac.uk</a>	<1	Publication
19	<a href="http://www.donboscocollege.ac.in">www.donboscocollege.ac.in</a>	<1	Publication
20	Submitted to Lalit Narayan Mithila University, Darbhanga on 2024-04-22 11-12	<1	Student Paper
21	<a href="http://mdpi.com">mdpi.com</a>	<1	Internet Data
22	<a href="http://www.slideshare.net">www.slideshare.net</a>	<1	Internet Data
23	Thesis Submitted to Shodhganga Repository	<1	Publication
24	<a href="http://www.ijmra.us">www.ijmra.us</a>	<1	Publication
26	<a href="http://worldwidescience.org">worldwidescience.org</a>	<1	Internet Data
28	The investigation of the social entrepreneurship characteristics of social studi by Yazc-2016	<1	Publication
30	<a href="http://rodin.uca.es">rodin.uca.es</a>	<1	Publication
31	<a href="http://dspace.nwu.ac.za">dspace.nwu.ac.za</a>	<1	Publication
32	<a href="http://library.co">library.co</a>	<1	Internet Data
33	<a href="http://adoc.pub">adoc.pub</a>	<1	Internet Data
34	Submitted to Lalit Narayan Mithila University, Darbhanga on 2024-04-22 11-12	<1	Student Paper
35	<a href="http://uir.unisa.ac.za">uir.unisa.ac.za</a>	<1	Publication
36	<a href="http://www.shanlaxjournals.in">www.shanlaxjournals.in</a>	<1	Publication
37	Identification of the Problems Faced by Secondary School Teachers in District Ka by Suleman-2012	<1	Publication

38	pdf4pro.com	<1	Internet Data
39	www.ssapunjab.org	<1	Publication
40	www.atlantis-press.com	<1	Publication
41	www.mdpi.com	<1	Internet Data
42	Discipline Do Teachers and Psychologists Agree by Ziegler-1984	<1	Publication
43	repositorioslatinoamericanos	<1	Publication
44	devagiricollege.org	<1	Publication
45	allresearchjournal.com	<1	Publication
47	Thesis submitted to shodhganga - shodhganga.inflibnet.ac.in	<1	Publication
48	www.atlantis-press.com	<1	Publication
49	allresearchjournal.com	<1	Publication
50	etd.cput.ac.za	<1	Publication
51	www.iea.nl	<1	Publication
52	mzuir.inflibnet.ac.in	<1	Publication
53	Thesis Submitted to Shodhganga Repository	<1	Publication
54	Thesis Submitted to Shodhganga Repository	<1	Publication
55	www.shanlaxjournals.in	<1	Publication
56	Thesis submitted to shodhganga - shodhganga.inflibnet.ac.in	<1	Publication
57	www.ijmra.us	<1	Publication

58	core.ac.uk	<1	Publication
59	core.ac.uk	<1	Publication
60	Research on emotional intelligence of students in the school of physical educati by Sertbas-2013	<1	Publication
61	springeropen.com	<1	Internet Data
62	Thesis Submitted to Shodhganga Repository	<1	Publication
63	digitalscholarship.unlv.edu	<1	Publication
64	Time-varying causal relationship between stock market and unemployemen, by Sibande, Xolani Gu- 2019	<1	Publication
65	dalspace.library.dal.ca	<1	Publication
66	files.eric.ed.gov	<1	Publication
67	moam.info	<1	Internet Data
68	Thesis submitted to shodhganga - shodhganga.inflibnet.ac.in	<1	Publication
69	Thesis Submitted to Shodhganga Repository	<1	Publication
70	Thesis Submitted to Shodhganga Repository	<1	Publication
71	Thesis Submitted to Shodhganga Repository	<1	Publication
72	repository.up.ac.za	<1	Publication
73	www.i-scholar.in	<1	Publication
74	asbmr.onlinelibrary.wiley.com	<1	Internet Data
75	ec.europa.eu	<1	Internet Data

76	Evolution of parental knowledge and efficacy across the pediatric neu, by Austin, Cynthia A.- 2019	<1	Publication
77	Research on the UBI Car Insurance Rate Determination Model Based on the CNN-HVSV by Yan-2020	<1	Publication
78	Thesis Submitted to Shodhganga Repository	<1	Publication
79	moam.info	<1	Internet Data
80	repositorioslatinoamericanos	<1	Publication
81	scihuman.org	<1	Internet Data
82	www.dx.doi.org	<1	Publication
83	bacchusandbooks.com	<1	Internet Data
84	Do Variables Associated With Quality Child Care Programs Predict the Inclusion o by Essa-2008	<1	Publication
85	Growing Through Service Exploring the Impact of a Service-Learning Ex by Bartolome-2013	<1	Publication
86	coek.info	<1	Internet Data
87	eduhk.hk	<1	Internet Data
88	Thesis Submitted to Shodhganga Repository	<1	Publication
89	www.atlantis-press.com	<1	Publication
90	llibrary.co	<1	Internet Data
92	coek.info	<1	Internet Data
93	digitalcollections.dordt.edu	<1	Publication
94	repositorioslatinoamericanos	<1	Publication

95	<a href="http://www.thefreelibrary.com">www.thefreelibrary.com</a>	<1	Internet Data
96	<a href="http://academicjournals.org">academicjournals.org</a>	<1	Publication
98	<a href="http://educationresearchreport.blogspot.com">educationresearchreport.blogspot.com</a>	<1	Internet Data
99	<a href="http://jurnal.uai.ac.id">jurnal.uai.ac.id</a>	<1	Internet Data
100	<a href="http://repositorioslatinoamericanos">repositorioslatinoamericanos</a>	<1	Publication
101	<a href="http://repository.ipb.ac.id">repository.ipb.ac.id</a>	<1	Internet Data
102	<a href="http://repository.up.ac.za">repository.up.ac.za</a>	<1	Publication
103	<a href="http://www.academia.edu">www.academia.edu</a>	<1	Internet Data
104	<a href="http://anesthesiology.pubs.asahq.org">anesthesiology.pubs.asahq.org</a>	<1	Internet Data
105	An improved quantitative measure of the tendency for volcanic ash plumes to form by Jacobs-2015	<1	Publication
106	A Systematic Review on Implicit and Explicit Aspect Extraction in Sentiment Anal by Maitama-2020	<1	Publication
108	Discriminative binary feature learning and quantization in biometric key generat by Anees-2018	<1	Publication
109	<a href="http://dochero.tips">dochero.tips</a>	<1	Internet Data
110	Effective Teacher Retention Bonuses Evidence From Tennessee by Springer-2015	<1	Publication
111	<a href="http://fastercapital.com">fastercapital.com</a>	<1	Internet Data
112	<a href="http://moam.info">moam.info</a>	<1	Internet Data
113	<a href="http://sciendo.com">sciendo.com</a>	<1	Internet Data
114	Thesis Submitted to Shodhganga Repository	<1	Publication

<b>115</b>	Women with Family History of Breast Cancer How Much Are They Aware o, by Seven, Memnum Bac- 2017	<1	Publication
<b>116</b>	www.atlantis-press.com	<1	Internet Data
<b>117</b>	www.frontiersin.org	<1	Publication
<b>118</b>	www.srjis.com	<1	Publication

#### EXCLUDED PHRASES

- 1 inclusive education
- 2 nagaland
- 3 emotional competency
- 4 there is no significant different between
- 5 rural and urban
- 6 male and female
- 7 more than and less than five years
- 8 teachers attutude towards inclusive education
- 9 governmnet and private secondary teachers
- 10 pg and ug
- 11 children with special needs(cwsn)
- 12 the researcher used
- 13 to study the attitude
- 14 dimensions

## APPENDIX-II

### Teacher Invitation for Participation in Research Scales

**Dear Teachers,**

I am Kekhriesenuo Seyie; a Ph.D scholar conducting research entitled “A Study on Attitude of Secondary Teachers of Nagaland towards Inclusive education in Relation to Their Emotional Competency.” This study is supervised by Dr. Khotole Khieya, Nagaland University, and Dr. Rakesh Rai, Central University of Gujarat.

As part of my research, I kindly request your participation in completing two scales:

1. The **Attitude Scale (TASTIE)**, which explores your views on inclusive education.
2. The **Emotional Competency Scale**, which examines aspects of emotional competency in teaching.

Please read each statement carefully and respond by selecting the option that best reflects your perspective. Your responses will remain confidential and will be used solely for research purposes.

#### **Please fill the following information:**

1. **Name:**

2. **Gender:** Male ☐ Female ☐

3. **Educational Qualification:** UG ☐ PG ☐

4. **Teaching Experience** : Above Five Years ☐ Below Five Years ☐

5. **Type of School** : Private ☐ Government ☐

6. **Locality of the School** : Urban ☐ Rural ☐

7. **District** : Dimapur ☐ Kohima ☐

**SECONDARY TEACHERS' ATTITUDE SCALE TOWARDS INCLUSIVE  
EDUCATION (TASTIE-SA)**

<b>Sl. No.</b>	<b>Items</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>
1	Inclusive Education is helpful to develop more self-confidence in Special Children.			
2	Inclusive Education is helpful in providing equal social rights to SC like other general children.			
3	For providing inclusive education, it is essential for Teachers to be sensitive about special children's Social, Educational & Psychological needs.			
4*	Teachers have to face problems in implementing inclusive education			
5*	Inclusive education is not helpful in the intellectual development of the special children.			
6	The present school curriculum is not favorable to the needs of special children.			
7*	There is an adverse effect on the educational development of normal children due to inclusive education.			
8	With reference to the present educational situations, IE has become the need of the hour.			
9	Today's teacher is mentally prepared and ready to implement inclusive education in schools.			
10	It is possible through inclusive education that the cultivation and development of abilities of special children can be done to the maximum.			
11	For special children, general schools are more appropriate in comparison to special schools.			
12	In comparison to special education, inclusive education is better option for special children.			
13	Apart from prescribed curriculum, inclusive education should also be related to desired co-curricular activities			

14*	In inclusive education, normal students are emotionally neglected.			
15*	Due to inclusive education, there is extra work load on teachers.			
16	Inclusive education does not develop inferiority complex among normal children.			
17*	To make inclusive education a success, it is not necessary to have support from the families of special children.			
18	It is possible to fulfil the needs of special children as well as normal children in a common class.			
19	Inclusive education is less expensive for special children in Comparison to special school.			
20	Inclusive education is proving to be inspirational for social upliftment and adjustment of special children.			
21*	There is a negative effect on the Learning ability of normal children due to inclusive education.			
22*	Presence of special children in the class creates stress among teachers.			
23	Parents feel at ease for educating special children in general schools.			
24	It is necessary for teachers to have additional educational qualification to impart inclusive education.			
25*	For inclusive education, it is necessary to bring changes in the basic structure of the schools.			
26	By inclusive education, special children can fully contribute towards the society.			
27*	Inclusive education lays down an extra pressure on special children to show similar performance as that of normal children.			
28	It is needed to make the present education system more flexible for the success of inclusive education.			
29	By inclusive education, desired abilities are developed in special children so that they can fix their participation in			

	the society.			
30	Evaluation system of curricular and co-curricular achievements Of special children should be different from other children.			
31	For imparting of inclusive education appropriately, it is very necessary to seek consent of the parents of normal children in the class.			
32	To improve the National Literacy Rate, inclusive education is the right option.			
33*	It is a challenge to implement inclusive education in general schools.			
34	In inclusive teaching-learning situations, general teachers feel comfortable with special children.			
35	For inclusive education, it is for general teachers to have in-service training.			
36*	Teachers do not need any special training to understand and develop the capacities of special children.			
37	Due to inclusive education, positive social attitude is developed in special children.			
38*	Parents of SC face problems in getting admission to general school.			
39*	It is not possible to bring special children in mainstream of society through inclusive education.			
40	In inclusive education, special children are given education according to their mental & physical abilities.			
41	More financial and policy provisions are needed to implement inclusive education.			
42*	Teachers encounter problems in Timely completion of syllabus while imparting inclusive education.			
43*	At present, facilities available in general schools are not satisfactory for inclusive education.			
44	It is essential for teachers to use Various teaching-learning methods for properly imparting inclusive education.			

45	There is positive influence of inclusive education on educational development of Special Children			
46*	In IE, teachers possess discriminative attitude towards special children.			
47*	Teachers should be paid extra Incentives for imparting inclusive education.			

**APPENDIX-III**  
**Teachers' Emotional Competency Scale (EC-Scale)**

1. Name : \_\_\_\_\_
2. Gender : Male ☐ Female ☐
3. Educational Qualification : UG ☐ PG ☐
4. Teaching Experience : Above Five Years ☐ Below Five Years ☐
5. Type of School : Private ☐ Government ☐
6. Locality of the School : Urban ☐ Rural ☐
7. District : Dimapur ☐ Kohima ☐

Sl. No.	Items	Options	Tick
1	Even a slight thing to me.....	strikes very much	
		strikes much	
		strikes normal	
		strikes slightly	
		strikes very slightly	
2	When I am inclined to react upon others, I....	cannot control absolutely	
		cannot control	
		cannot control normally	
		am able to control	
		am able to control very much	
3	Due to petty incidents, I.... my deeds in a very balanced manner.	am able to do very slightly	
		am able to do slightly	
		cannot do normally	
		do	
		am able to do very much	
4	Even after realising the cause of miseries, I.....those from my mind.	cannot overcome absolutely	
		cannot overcome	
		cannot overcome normally	
		am able to overcome	
		am able to overcome very much	
5	The moments of happiness, I.....open heartedly.	cannot enjoy absolutely	
		cannot enjoy	
		cannot enjoy normally	
		am able to enjoy	
		am able to enjoy too much	
6	The impact of day to day events on me.....	is too much	
		is much	
		is normal	
		is slight	
		is very slight	
7	I.....my control even on the slight life incidents.	lose very hastily	
		lose hastily	
		lose normally	
		am not able to lose	
		am not able to lose absolutely	
8	In adverse circumstances, I...	become nervous at once	
		become nervous	
		become nervous normally	

		do not become nervous	
		do not become nervous absolutely	
9	The fear of strange circumstances for me.....	remains too much	
		remains much	
		remains normally	
		do not remain	
		does not remain absolutely	
10	To chat with others, I....	do not like absolutely	
		do not like	
		do not like normally	
		like	
		like very much	
11	I am..... by the critical notions of others	affected very much	
		affected much	
		affected normally	
		affected slightly	
		affected very slightly	
12	I.....whatever may be the form of misery	weep very much	
		weep much	
		weep normally	
		weep slightly	
		weep very slightly	
13	There are the persons who remain normal even in most adverse conditions but I.....in adverse circumstances leaving aside all essential work.	become disappointed very much	
		become disappointed much	
		become disappointed normally	
		am not disappointed	
		am not disappointed absolutely	
14	I.....the aggression towards others aroused by known or unknown reasons.	cannot keep aside absolutely	
		cannot keep aside	
		cannot keep aside normally	
		keep aside	
		keep aside very much	
15	I.....to participate with a great zeal on the occasion of happiness like marriage or other functions.	do not like absolutely	
		do not like	
		do not like normally	
		like much	
		like very much	
16	When somebody hurts my	become very much sad	

	feelings, I.....	become much sad	
		become sad normally	
		become sad slightly	
		become sad very slightly	
17	People.....my emotions through my facial and overt gestures.	realise very easily	
		realise easily	
		realise normally	
		cannot realise easily	
18	In the conditions of indifferent feelings (anxiety, fear, anger, etc.), I.....	cannot take decision absolutely	
		cannot take decision	
		cannot take decision normally	
		take decision accordingly	
		take decision easily	
19	The impact of misfortunes....on me.	remains very much	
		remains much	
		remains normally	
		remains for a while	
		remains for a period slightly	
20	To go in merry-making, I....	like very slightly	
		like slightly	
		like normally	
		like much	
		like very much	
21	Usually everybody has a habit to say something but I.....on hearing their slight remarks.	become impatient very much	
		become impatient	
		become impatient normally	
		become impatient slightly	
		become impatient very slightly	
22	All do express their feelings like laughing, weeping, fearing and becoming angry but I....	express either very much or very little	
		express more or less	
		express sometimes more or less	
		do not express more or less	
		do not express very much or little	
23	In the circumstances of	balanced very slightly	

	opposite feelings, I keep my behavior.....	balanced slightly	
		balanced normally	
		much balanced	
		very much balanced	
24	Thinking in the way, "O dear, leave it, do not worry or feel sad" I.....my feelings at bay.	cannot keep absolutely	
		cannot keep	
		cannot keep normally	
		keep	
25	In the ways others remain happy, I.....despite having a wish for being happy.	keep accordingly	
		cannot remain absolutely so	
		cannot remain so	
		cannot remain normally so	
26	Everything that is related to joy and sorrow, I.....	am able to remain so	
		am able to remain by large so	
		take it in depth very much	
		take it in depth much	
27	I am afraid of what people would say about me, I.....normal expression of feelings.	take it in depth normally	
		take it in depth slightly	
		take it in depth very slightly	
		refrain very much from	
28	In the midst of worries, the jobs that i want to perform, I...	much refrain from	
		refrain normally from	
		do not refrain from	
		do not refrain absolutely from	
29	Leaving aside all superfluous feelings, I must keep myself busy in my jobs. This I....	cannot fulfil absolutely	
		cannot fulfil	
		cannot fulfil normally	
		am able to fulfil	
30	That I never miss any opportunity to remain happy, .....on me.	am able to fulfil very much	
		cannot do absolutely	
		cannot do	
		cannot do normally	
		able to do	
		able to do more easily	
		does not apply absolutely	
		does not apply	
		does not apply normally	
		apply	
		apply very much	

## **APPENDIX-IV**

### **List of Publications:**

1. (Kekhriesenuo Seyie and Dr. Rakesh Rai) Published a research article entitled “A Study on Attitude of Secondary School Teachers of Nagaland toward Inclusive Education.” SATRAACHEE (UGC-CARE), Volume 39, Issue 27, April to June, 2023, ISSN: 2348-8425.
2. (Kekhriesenuo Seyie and Prof. (Dr.) Rakesh Rai) Published a research article entitled “Study of Emotional Competency among Secondary Teachers in Nagaland.” International Journal of Creative Research Thoughts (IJCRT), Volume 11, Issue 6, June 2023, ISSN: 2320-2882.

### **List of Paper Presentations:**

1. (Kekhriesenuo Seyie and Prof. (Dr.) Rakesh Rai) Presented a paper on “Reflection of Inclusive Education in North-East India” in the National Level Seminar on “Issues and Challenges in Teacher Education” organized by Unity College of Teacher Education on 23<sup>rd</sup> and 24<sup>th</sup> August 2019.
2. (Kekhriesenuo Seyie and Prof. (Dr.) Rakesh Rai) Presented a paper on “A Study on the Attitude of Secondary School Teachers of Nagaland towards Inclusive Education”. In the International Conference on “NEP 2020: Teaching, Education and New Learning Technology” organized by the Department of Education, North-Eastern Hill University, in Collaboration with Faculty of Education, Tribhuvan University, Kathmandu, Nepal and Council for Educational Administration and Management on March 18 and 19, 2024.