

CHAPTER 4

DATA COLLECTION AND ANALYSIS

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A self-prepared tool was used for data collection. Questionnaire for the survey was prepared based on a three-point scale. For each question three were three options (I) always (ii) sometimes (iii) never.

A frequency table prepared (Table 1) and chi square was used as a statistical mean for data analysis.

4.1 FREQUENCY OF VARIOUS RESPONSES

TABLE 1. Frequency of various responses

	Female (12)			Male (22)		
	Always	Sometimes	Never	Always	Sometimes	Never
A) Support from community and school administration						
The school seeks community support for its development and also share school space with community	8	4	0	16	6	0
School policy identify and bring out of school children to school	11	1	0	17	4	1
School involves different resource persons like speech	2	8	2	8	14	0

therapist, social workers etc.						
Training received in Braille reading and writing by school	0	9	3	4	4	14
Teachers not overloaded with work	6	4	2	8	8	6
Training either pre-service or in-service to work comfortably with disabled students	8	3	1	14	6	2
School give admission to all children in neighbourhood without strict procedure.	4	6	2	5	8	11
Total	39	35	10	72	50	34
B) Attitude towards inclusive education with respect to different types of disability						
Students need separate special classes in an everyday reading and maths skill should be in regular school	10	1	1	16	4	2
Students with disruptive behaviour should be in regular school	7	1	4	16	2	4

Visually impaired students must be in regular school	6	4	2	12	7	3
With appropriate support all students with disabilities must be in regular school	8	2	2	16	2	4
Students who frequently fail in exam be in regular school	10	2	0	20	2	0
Teachers not overloaded with work	6	4	2	8	8	6
Training either pre-service or in-service to work comfortably with disabled students	8	3	1	14	6	2
School give admission to all children in neighbourhood without strict procedure.	4	6	2	5	8	11
Total	39	35	10	72	50	34
C) Attitude towards inclusive education with respect to different types of disability						
Students need separate special classes in an everyday reading and	10	1	1	16	4	2

maths skill should be in regular school						
Students with disruptive behaviour should be in regular school	7	1	4	16	2	4
Visually impaired students must be in regular school	6	4	2	12	7	3
With appropriate support all students with disabilities must be in regular school	8	2	2	16	2	4
Students who frequently fail in exam be in regular school	10	2	0	20	2	0
Students dependent on other for daily life activities should be in regular school	10	1	1	19	2	1
Total	51	11	10	99	19	14

4.2 CALCULATIONS OF CHI SQUARE (χ^2)

4.2.1 Support from community and school received by female teachers and male teachers

Hypothesis: Let's take null hypothesis that there is no difference between the attitude of male teachers and female teachers due to community and school support.

Table 2: Support from community and school frequency Summary

Gender	Always	Sometimes	Never	Total
Female	39	35	10	84
Male	72	50	34	156
Total	101	85	44	240

The sampling technique adopted was the same for both male and female teachers. The attitude towards inclusive education was classified into three types and teachers of both the genders were given objective questionnaires to respond.

Female teachers responded

- (I) Always= $(101 \times 84) / 240 = 35.55$
- (II) Sometimes= $(85 \times 84) / 240 = 29.75$
- (III) Never= $(44 \times 84) / 240 = 15.4$

Similarly, male teachers responded

- (I) Always= $(72 \times 156) / 240 = 65.65$
- (II) Sometimes= $(85 \times 156) / 240 = 55.25$
- (III) Never= $(44 \times 156) / 240 = 28.6$

Table 2.1: Chi square (χ^2) calculation;

Support from community and school females

	Observed frequency (o)	Expected frequency (E)	$(\chi^2) = (O-E)^2 / E$
Always	39	35.55	0.3348
Sometimes	35	29.75	0.9264
Never	10	15.4	1.0935

Table 2.2: Chi square (χ^2) calculation

Support from community and school males

	Observed frequency (o)	Expected frequency (E)	$(\chi^2) = (O-E)^2 / E$
Always	72	65.65	0.614
Sometimes	50	55.25	0.498
Never	34	28.6	1.0195

From table 2.1 and table 2.2 chi square value = $0.3348 + 0.9254 + 1.0935 + 0.614 + 0.498 + 0.10195 = 4.4862$

Degree of freedom is 2.

The table value of chi square for two-degree of freedom at 5 percent level of significance is 5.991. The calculated value of chi square is smaller than this table value. So, it is insignificant. Hence null hypothesis is accepted. there is no difference between the attitude of male teachers and female teachers. They receive equal support from community and school irrespective of gender.

Total seven indexes were used to reach to study the community and school support provided to the teachers (table 1).

4.2.2 Attitude of Male and Female Teachers towards Inclusive Education with Respect to Different types of Disabilities

HYPOTHESIS: Let's take null hypothesis that there is no difference between attitude of male teachers and female teachers on the basis of different types of disabilities.

Table 3 Attitude towards inclusive education with respect to different types of disabilities

Female	51	11	10	72
Male	99	19	14	132
Total	150	30	24	204

Females responded

- (I) Always= $(150 \times 72) / 204 = 52.941$
- (II) Sometimes= $(30 \times 72) / 204 = 10.588$
- (III) Never= $(24 \times 72) / 204 = 8.471$

Similarly, males responded

- (I) Always= $(150 \times 132) / 204 = 97.058$
- (II) Sometimes= $(30 \times 132) / 204 = 19.411$
- (III) Never= $(24 \times 132) / 204 = 15.529$

Table 3.1: Chi square (χ^2) calculation for

Attitude towards inclusive education with respect to different types of disability (females)

	Observed frequency (o)	Expected frequency (E)	$(O-E)^2 / E$
Always	51	52.941	0.0711
Sometimes	11	10.588	0.0160
Never	10	8.471	0.275

Table 3.2: Chi square (χ^2) calculation for

Attitude towards inclusive education with respect to different types of disability (males)

	Observed frequency (o)	Expected frequency (E)	$(O-E)^2 / E$
Always	99	97.058	0.0388
Sometimes	19	19.411	0.0087
Never	14	15.529	0.1505

Chi square (χ^2) calculated from table 3.1 and table 3.2 = $0.0711+0.0160+0.275+0.0388+0.0087+0.1505=0.5601$

Degree of freedom is 2.

The table value of chi square for two degrees of freedom at 5 percent level of significance is 5.991. The calculated value of chi square is smaller than this table value. So, it is insignificant. Hence null hypothesis is accepted. There is no difference between the attitude of male teachers and female teachers. Both female and male teachers' attitudes towards disability are the same.

The teachers were given an objective questionnaire containing six indexes that measure attitude towards different types of disability (table 1).

4.2.3 Female Teachers and Male Teachers Experiences with Disabled Students

HYPOTHESIS: Lets us take null hypothesis that there is no difference in the attitude of male teachers and female teachers on the basis of experiences with disabled students.

Table 4: Attitude towards Inclusive Education on the basis of experience of teachers with disabled students

Gender	Always	Sometimes	Never	Total
Female	29	27	16	72
Male	42	64	26	132
Total	71	91	42	204

Female responded

(I) Always= $(71 \times 72) / 204 = 25.058$

(II) Sometimes= $(91 \times 72) / 204 = 32.117$

(III) Never= $(42 \times 72) / 204 = 14.823$

Male responded

(I) Always= $(71 \times 132) / 204 = 45.941$

(II) Sometimes= $(91 \times 132) / 204 = 58.882$

(III) Never= $(42 \times 132) / 204 = 27.176$

Table 4.1 Chi square (χ^2) calculation for

Experiences of teachers with disabled students (female teachers)

	Observed frequency (o)	Expected frequency (E)	$(O-E)^2$ / E
Always	29	25.058	0.6201
Sometimes	27	32.117	0.8152
Never	16	14.823	0.0934

Table 4.2: Chi square (χ^2) calculation for

Experiences of teachers with disabled students (male teachers)

	Observed frequency (o)	Expected frequency (E)	$(\chi^2) =$ $(O-E)^2$ / E
Always	42	45.941	0.340
Sometimes	64	58.882	0.444
Never	26	27.176	0.050

Chi square (χ^2) calculated from table 4.1 and table 4.2 =
 $0.6201+0.8152+0.0934+0.340+0.444+0.050= 2.3627$

The table value of chi square for two degrees of freedom at 5 percent level of significance is 5.991. the calculated value of chi square is smaller than this table value. Chi square value is significant. Hence null hypothesis is accepted the experiences with disabled students not dependent on gender of the teachers.