

CHAPTER - IV
DATA ANALYSIS
AND
INTERPRETATION

Interpretation of data refers to that important part of the investigation, which is associated with the drawing of the inference from the collected, facts after an analytical study. It is the interpretation that makes it possible for us to utilize collect data in various fields.

4.1.0 Data Base

The data was collected from the following 6 government and 1 private schools of Bhopal. The schools selected for the study are as follows-

Table 4.1 Distribution of the school name

| Sr. no | Name of the school | Total no. of CWSN students | Total no.of regular students | Total no.Of students |
|--------|---|----------------------------|------------------------------|----------------------|
| 1- | Ayam Inclusive School Bhopal | 6 | 8 | 5 |
| 2- | Govt. Shardar patelschool Sooraj Nagar BPL | 6 | 4 | 3 |
| 3- | Govt Naveen Kanya school Tulsi Nagar Bhopal | 6 | 8 | 2 |
| 4- | Govt. Navven school Bagebaniya BPL | 16 | 8 | 5 |
| 5- | Govt. Naveen School Chunabhatti Bhopal | 3 | 8 | 6 |
| 6- | Govt. Vivekanand School Malviya Nagar BPL | 3 | 6 | 5 |
| 7- | Govt. Naveen School 25 Vatalian Bhopal | 2 | 8 | 4 |
| | Total | 36 | 50 | 30 |

4.2.0 Analysis of Data

Analysis of data was done according to the objectives and hypothesis of the study.

4.2.1 Objectives of the Study

Objective 1: To study the adjustment of the children with special needs in inclusive school.

Objective 2: To study the adjustment of normal students with CWSN in inclusive school.

Objective 3: To study the adjustment of teachers with CWSN in inclusive school.

Objective 4: To find out the problems and challenges faced by CWSN in inclusive school.

- for the objective 1,2 and 3 t- test was calculated.
- for the objective 4 researcher collect the qualitative data by focused group discussion

4.3.1 Analysis of Data According to Objective

The present study aimed to know the adjustment of CWSN in inclusive school (with the environment, psychological, curricular, peers, teachers)

Objective 1: To study the adjustment of the children with special needs in inclusive school. To fulfill this objective researcher collected the data by using “*Scale for Assessing Adjustment of Children with Special Needs in Inclusive School-1*” (Only for CWSN).

The mean score of adjustment of CWSN in inclusive school is given in the table 4.1.0 .

Table 4.1.0: Showing the mean score of adjustment of CWSN in inclusive school.

| Sr. no. | Sample | N | Mean |
|---------|---------------------|----|-------|
| 1 | CWSN Boys | 20 | 70.80 |
| 2 | CWSN Girls | 16 | 80.44 |
| | Total CWSN students | 36 | 75.08 |

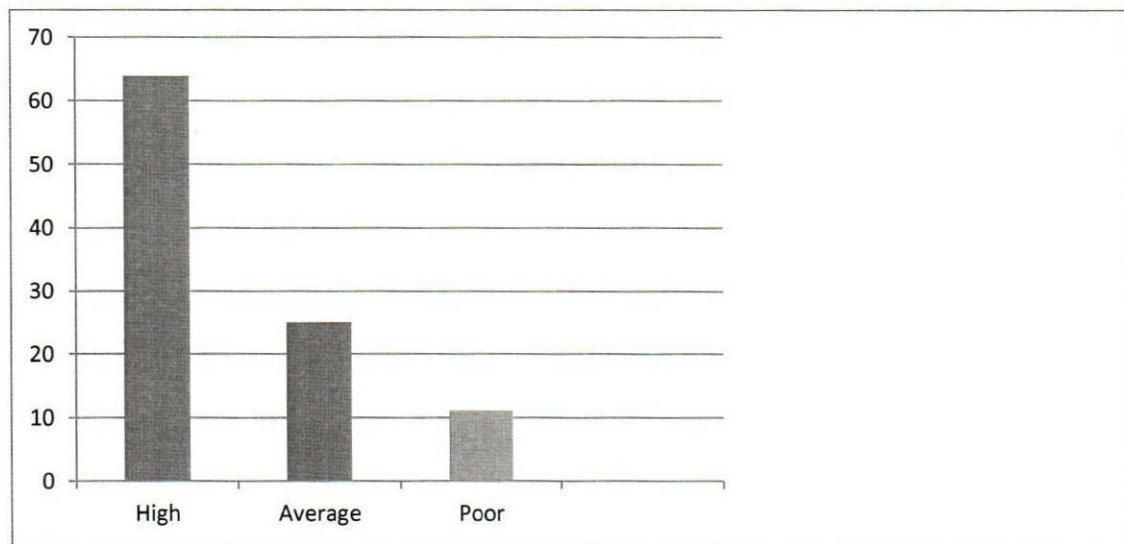
*The mean score of adjustment of CWSN in inclusive school is 75.08 which reflect high adjustment of CWSN in inclusive schools.

Table- 4.1.1 showing the percentage (%) of CWSN students in various level of adjustment in inclusive school.

| Levels | No. of students CWSN (n=36) | Percentage (%) |
|-------------------|--------------------------------|----------------|
| High (67 to 90) | 23 | 63.88% |
| Average(45 to 66) | 9 | 25% |
| Poor (44 & below) | 4 | 11.11% |

Table- 4.1.1 shows that 63.88% of CWSN students are falling in the high category adjustment (67 to 90), 25% CWSN students are in average category adjustment (45 to 67) and Only 11.11% CWSN students are in poor category adjustment (45 & below). Therefore, it can be concluded that most of the CWSN students have high adjustment in inclusive schools.

Graph 4.1:- Bar diagram showing the percentage (%) of CWSN students in various level of adjustment in inclusive school.



Hypothesis: 1 There is no significant difference in adjustment of CWSN boys and girls in inclusive school.

Table-4.1.2: Showing the mean score of adjustment of CWSN boys and CWSN girls in inclusive school.

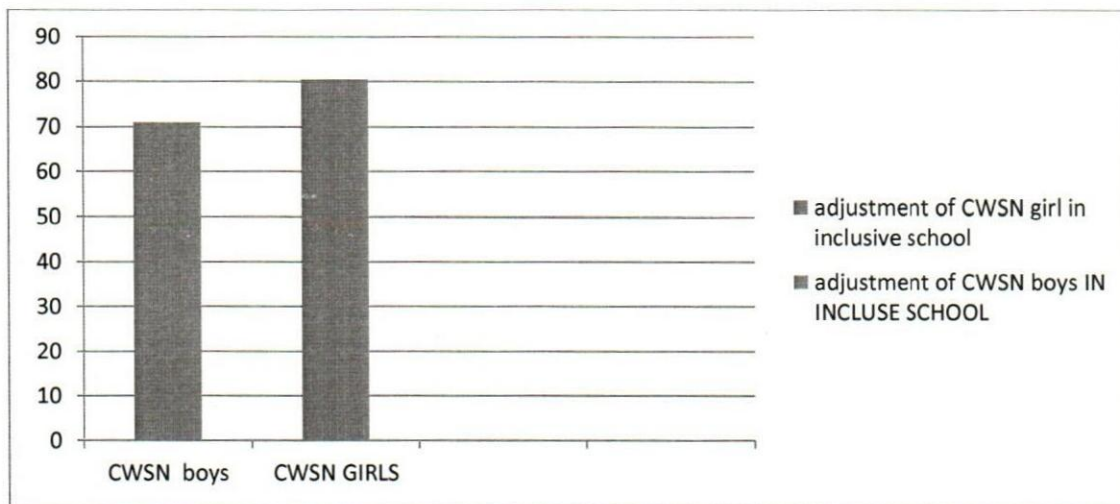
| Group | N | Mean | SD | df | t-value | Level of significance |
|------------|----|-------|-------|----|---------|-----------------------|
| CWSN boys | 20 | 70.80 | 6.978 | 34 | 5.192 | 0.01* |
| CWSN girls | 16 | 80.44 | 2.780 | | | |

*Significant at 0.01 level.

Table-4.1.3: Shows that the mean score of CWSN boys is 70.80 and the mean score of CWSN girls is 80.44. Calculated value i.e., 5.192 is greater than table value at 0.01 level of

significance. Therefore, we have to reject null hypothesis at 0.01 level. It can be stated that there is significant difference in adjustment of CWSN boys and girls in inclusive school. From mean, it is evident that the adjustment of CWSN girls is better than CWSN boys.

Graph 4.2 Bar diagram showing the mean difference of adjustment of CWSN boys and girls in inclusive school.



Objective 2: To study the adjustment of normal students with CWSN in inclusive school.

To fulfill this objective the researcher collected data by using “*Scale Assessing Adjustment of Children with Special Needs in Inclusive School-2*” (Only for normal students).

The mean score of adjustment of normal students with CWSN in inclusive school is given in the table 4.2.0.

Table 4.2.0: Showing the mean score of adjustment of normal students with CWSN in inclusive school.

| Sr. no. | Sample | N | Mean |
|---------|-----------------------|----|-------|
| 1 | Normal students Boys | 25 | 49.80 |
| 2 | Normal students Girls | 25 | 56.12 |

| | | | |
|--|----------------------|----|-------|
| | Total normal student | 50 | 52.96 |
|--|----------------------|----|-------|

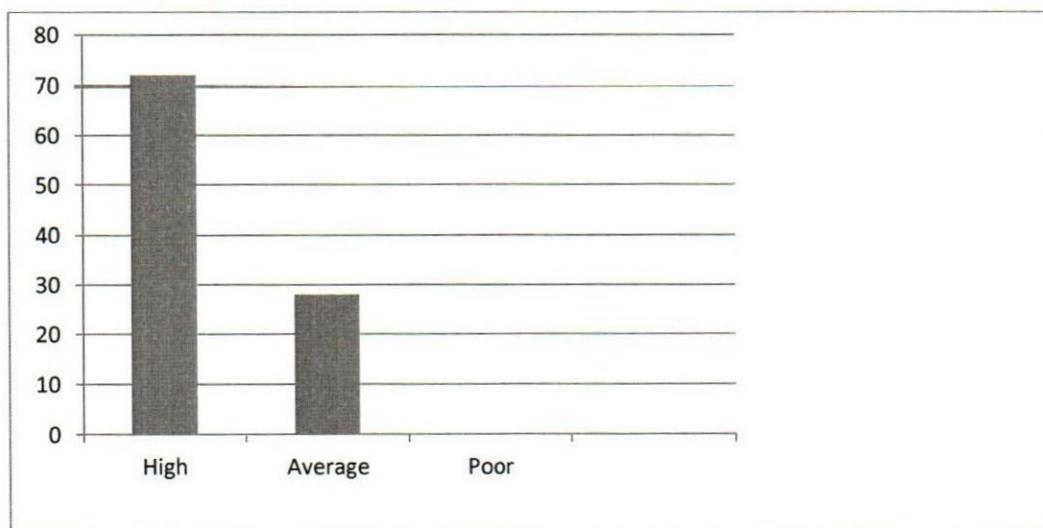
*The mean score of adjustment of CWSN in inclusive school is 52.96 which reflect high adjustment of normal students with CWSN in inclusive schools.

Table- 4.2.1 Showing the percentage (%) of normal students with CWSN in various level of adjustment in inclusive school.

| Levels | No. of normal students (n=36) | Percentage (%) |
|-------------------|-------------------------------|----------------|
| High (45 to 60) | 36 | 72% |
| Average(31 to 44) | 14 | 28% |
| Poor (30 & below) | - | - |

Table 4.2.1: Shows that 72% of normal students with CWSN students are falling in the high category adjustment (45 to 60), 28% normal students with CWSN students are in average category adjustment (31 to 44) and no normal students with CWSN students is in poor category adjustment (30 & below). Therefore, it can be concluded that most of the normal students with CWSN students have high adjustment in inclusive schools.

Graph 4.3: Bar diagram showing the percentage (%) of normal students with CWSN IN various level of adjustment in inclusive school.



Objective-3: To study the adjustment of teachers with CWSN in inclusive school.

To fulfill this objective the researcher collected the data by using “**Scale for Assessing Adjustment of Children with Special Needs in Inclusive School–3**” (Only for Teachers).

The mean score of adjustment of teachers with CWSN in inclusive school is given in the table 4.3.0

Table 4.3.0: Showing the mean score of adjustment of teachers with CWSN in inclusive school.

| Sr. no. | Sample | N | Mean |
|---------|-----------------|----|-------|
| 1 | Female teachers | 18 | 52.50 |
| 2 | Male teachers | 12 | 47.33 |
| | Total teachers | 30 | 50.43 |

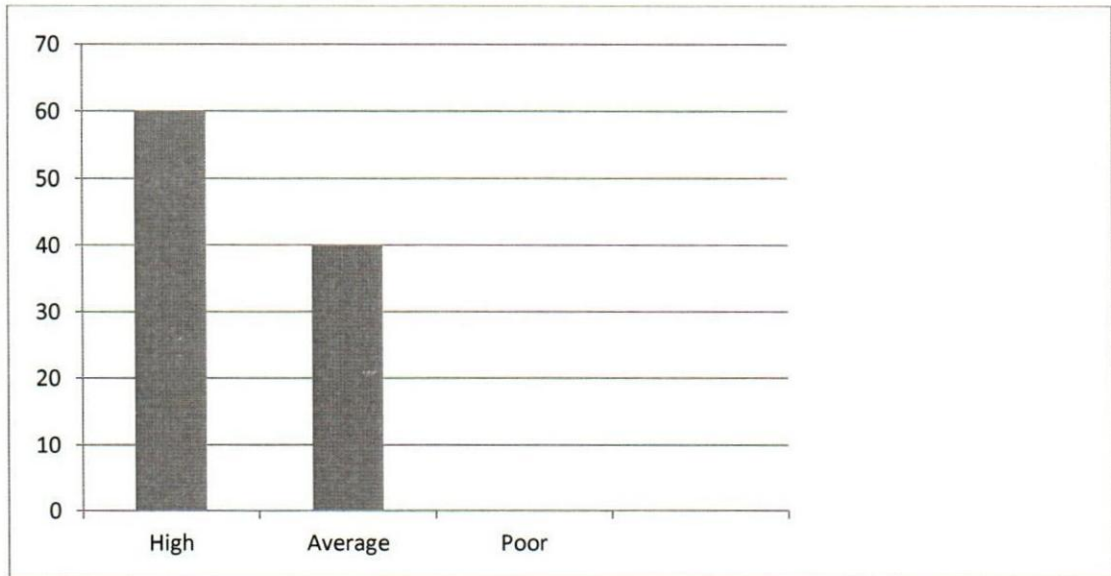
*The mean score of adjustment of CWSN in inclusive school is 50.43, which reflects high adjustment of teachers with CWSN in inclusive school.

Table- 4.3.1:- Showing the percentage (%) of teachers with CWSN in various level of adjustment in inclusive school.

| Levels | No. of teachers (n=30) | Percentage (%) |
|-------------------|---------------------------|----------------|
| High (45 to 60) | 18 | 60% |
| Average(31 to 44) | 12 | 40% |
| Poor (30 & below) | - | - |

Table- 4.3.1 Shows that 60% of teachers with CWSN students are falling in the high category adjustment (45 to 60), 40% teachers with CWSN students are in average category adjustment (31 to 44) and no teacher with CWSN students is in poor category adjustment (30 & below). Therefore, it can be concluded that most of the teachers with CWSN students have high adjustment in inclusive schools.

Graph: 4.5 Bar diagram Showing the percentage (%) Adjustment of teachers with CWSN in various level of adjustment in inclusive school.



Hypothesis 3: There is no significant difference between male teachers and female teachers adjustment with CWSN in inclusive school.

Table - 4.3.2 Showing the mean score of adjustment of male and female teachers with CWSN in inclusive school.

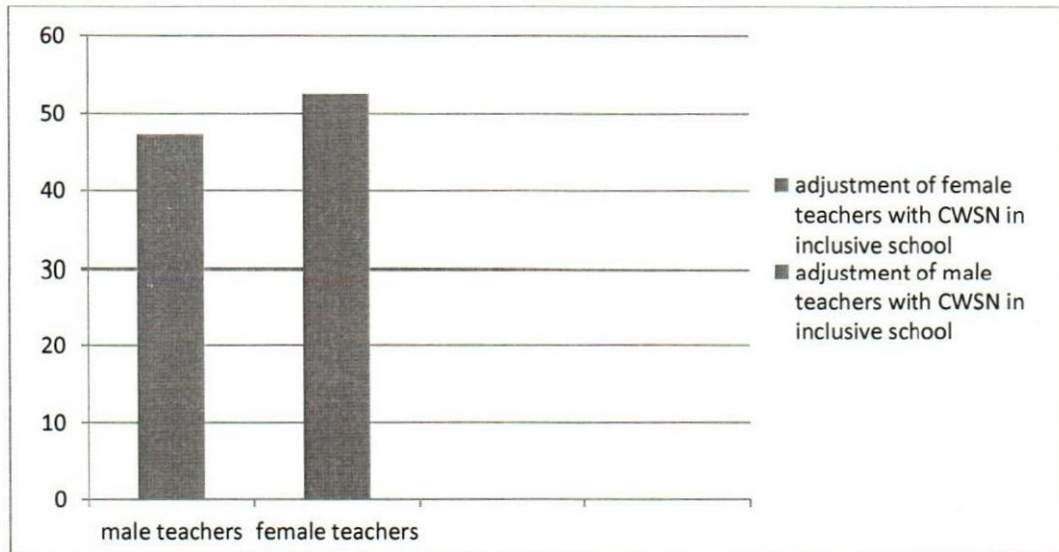
| Group | N | Mean | SD | Df | t-value | Level of significance |
|------------|----|-------|-------|----|---------|-----------------------|
| M teachers | 12 | 47.33 | 2.309 | 28 | 5.167 | 0.01* |
| F teachers | 18 | 52.50 | 2.333 | | | |

*Significant at 0.01 level

Table: 4.3.2 Shows that the mean score of male teachers adjustment with CWSN in inclusive school is 47.33 and the mean score of female teachers adjustment with CWSN is 52.50. calculated value 5.167 is greater than the value of level of significance. Therefore, we have to reject the null hypothesis at 0.01 level. it can be stated that there is significant difference in adjustment of male teachers with CWSN and female teachers with CWSN in inclusive

school. From mean, it is evident that the adjustment of female teachers with CWSN is better than the male teachers with CWSN inclusive school.

Graph 4.6: Bar diagram shows the Mean difference of adjustment of male and female teachers with CWSN in inclusive school.



Objective 4: To find out the problems and challenges faced by children with special needs students in inclusive school.

Researcher conducted the focused group discussion with CWSN for fulfill this objective. Researcher analyzed it according to dimension of adjustment (used in this study). Which is:-

- Environmental adjustment
- Psychological adjustment.
- Curricular adjustment
- Adjustment to peers
- Adjustment to teachers

The main findings of the problems faced by CWSN with environmental adjustment in inclusive school.

- 70 % students (CWSN) face problem of ramp in his/her school. Whenever they need to go without help they can't walk as the ramp facility is inappropriate. Same is the condition of the private inclusive school also.
- Researcher found that infrastructure problem also face by 52 % CWSN in most of the government school. Most of the government students don't have proper furniture (desk and chairs). Student always sit on the floor so CWSN (Physically handicapped and visual impairment mostly faced this problem)
- Researcher found that some school had also challenging situation with washroom. Washroom had not properly developed according to inclusive school.
- Researcher found that in some schools teacher's make CWSN students sit of the back, it is a difficult situation for CWSN [visual impairment (low vision)]

The main findings of the problems faced by CWSN with psychological adjustment in inclusive school.

- Researcher found that the 67% normal peer students don't want friendship with CWSN students.
- Researcher also found that CWSN students are more comfortable in their hostel rather than school.
- CWSN students had more learning opportunities in their hostel.

The main findings of the problems faced by CWSN with curricular adjustment in inclusive school.

- Researcher found that the curricular adjustment the mostly CWSN faced the curricular adjustment problem inappropriate TLM and resources. CWSN had appropriate TLM and resources in his /her hostel so they learn more in hostel than school.

The main findings of the problems faced by CWSN with peers adjustment in inclusive education.

- Researcher found that adjustment with peers seems to be unfriendly as normal students don't share their work and CWSN students are not allowed to participate in group work.

The main findings of the problems faced by CWSN with teachers adjustment in inclusive school.

- Researcher found that the adjustment with teachers also poor. Most of the time CWSN students sit at the last bench which is really a problem and challenging for visual impairment. Most of the time it become problem for teacher to handle the class with such differences.

4.5.0 Discussion of findings

The study reveals that there is significant difference in adjustment of CWSN boys and CWSN girls in inclusive school (table 4.2.1). The present study findings aroused since the CWSN student adjustment are good. {Jyothi and Reddy (1996)} also the compared the adjustment and self-concept of hearing impaired and normal children and found that hearing impaired and normal children differed significantly in three areas, viz. health, emotionality and masculinity-femininity, where hearing impaired children exhibited a better quality of adjustment than the normal children. Hearing impaired children had low self-concept compared to normal children.

There is significant difference found in adjustment of normal boys and normal girls with CWSN in inclusive school. In this study researcher found the adjustment of normal students with CWSN in inclusive school is good. **Prajapati (2012)** also conducted a study to examine the adjustment pattern of the secondary and higher secondary school boys and girls. The result showed that the secondary school going boys are more adjusted in social area than secondary school girls. Secondary school girls are more adjusted in educational area than higher secondary school girls.

There is significant difference in adjustment of male teachers and female teachers with CWSN in inclusive school and researcher found that teachers adjustment with CWSN in inclusive school is good. (Sadhana varma RIE 2014) also conducted A study of awareness and attitude of teachers towards inclusive education the result showed that there is no significant difference in attitude of male teachers and female teachers.

The found the problems and challenges faced by children with special needs students in inclusive school is specially with ramp, infrastructure and unfriendly peers attitude . It is also found in Paripreksya 2014 a survey “Bhart mai samaveshi shiksha ki dasha or disha” the result showed also inappropriate attitude of teachers and normal peers and environmental barriers with school building.

Adjustment of CWSN in inclusive school may be high because the government is highly sensible and focused on inclusive education now days. For the inclusive education government has launched the various scheme, policy and programs for promote inclusiveness and which have implemented in schools.
