



CHAPTER - V
SUMMERY
AND
SUGGESTIONS

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5.0.0 Introduction

This is the chapter include a brief summary of the study, findings and conclusion drawn from various analysis along with the suggestions for further research on related area have also been outlined.

The present study tried to find out the adjustment of CWSN in inclusive school. The study focused on the adjustment of CWSN with the environment, psychological, curriculum, peers and teachers in inclusive school.

5.1.0 Statement of the Problems

Researcher work on the area of adjustment of children with special needs in inclusive school specifically given bellow dimensions of adjustment:

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

Hence the statement of the problem is, "A study of the Adjustment of Children with Special Needs in Inclusive School"

5.2.0 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.

5.3.0 Hypothesis

1. There is no significant difference in adjustment of CWSN boys and girls in inclusive school.
2. There is no significant difference in adjustment of normal boys and girls with CWSN in inclusive school.
3. There is no significant difference between male teachers and female teachers adjustment with CWSN in inclusive school.

5.4.0 Research Methodology

In this study descriptive research method was being used to find out the adjustment of children with special needs in inclusive school.

5.5.0 Sample of the Study

In this present study researcher had selected 8 M.P. state government school in Bhopal and 1 private inclusive school were chosen. Sample was selected by purposive sampling. In present study selected total number of 116 sample in which 30 were upper primary teachers, 50 were regular students and 36 were CWSN student.

5.6.0 Tools Used

- a) To measure the adjustment, the tool used:

Self made 3 point rating scale tool for measure the adjustment of CWSN in inclusive school.

It's divided in three parts 1st tool for CWSN.

And 2nd tool for Normal students .

And 3rd tool for Teachers .

5.7.0 Statistical Technique

- d) Mean
- e) Standard deviation
- f) t-test

5.8.0 Delimitations of the Study

The study is subjected to the following limitations:

1. The study was delimited to children studying in M.P. state government and private inclusive school only.
2. The study was delimited to 36 CWSN students of upper primary level only.
3. The study was delimited to 50 regular students of upper primary level only.
4. The study was delimited to 30 teachers of upper primary level only.
5. The study was delimited to schools of Bhopal city only.

5.9.0 Major Findings of the Study

- The mean score of adjustment of CWSN in inclusive school is 75.08 which reflect high adjustment of CWSN in inclusive schools.
- 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.
- 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.
- There is significant difference in adjustment of normal girls and normal boys with CWSN in inclusive school. From mean, it is evident that the adjustment of the normal girls is better than the normal boys with CWSN.
- The mean score of adjustment of CWSN in inclusive school is 50.43, which reflects high adjustment of teachers with CWSN in inclusive school.
- There is significant difference in adjustment of male teachers 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.
- 70 % students (CWSN) face problem of ramp in his/her school.
- 52 % CWSN face the infrastructure (especially classroom furniture) problem in most of the government school.
- 67% normal peer student's behavior is unfriendly with CWSN students.

- With the psychological adjustment problem found that CWSN students are more comfortable in their hostel rather than school.
- CWSN students face the problem with inappropriate TLM and inappropriate resources.
- 98 % of teachers of inclusive school are in favor of special school for CWSN.

5.10.0 Conclusion of the Study

Researcher can conclude that the mean score of adjustment of CWSN students, with normal students and with teachers all are in the high category of adjustment and maximum percentage (%) of adjustment CWSN students, with normal students and with teachers are also in high category of adjustment.

Researcher found also that there is significant difference between adjustment of CWSN boys and CWSN girls and normal boys and normal girls with CWSN in inclusive school and male teachers and female teachers adjustment with CWSN in inclusive school its determine that, From mean, it is evident that the adjustment of CWSN girls is better than CWSN boys. From mean, it is evident that the adjustment of the normal girls is better than the normal boys with CWSN. From mean, it is evident that the adjustment of female teachers with CWSN is better than the male teachers with CWSN inclusive school. Researcher found that some problems faced by CWSN in inclusive education which most of them ramp, infrastructure and unfriendly behavior of the normal peers. Over all researcher found the CWSN students adjusted very well in inclusive school but few problem also faced.

5.11.0 Educational Implication of the Study

- Barrier free school building should to develop.
- Special programmes and activity should be started for reduce the exclusion i.e., keep the game period according to the CWSN time to time. In courage them for participation in mostly programme.
- Barrier free school building should to develop.
- For better adjustment of CWSN student's should be important to provide training on inclusive education of every teacher.
- School should initiate practice in order to improve and develop inclusion i.e., more group work, never use miss words for CWSN, teach with multisensory approach etc.

5.12.0 Suggestions for the Further Study

1. The present study can be further extended by taking a large sample to obtain reliability of results.
2. The sample for present study can further be conduct to compare government and private school both.
3. A study can be further conduct to find out the awareness and sensitivity of parents and society towards inclusive education.
4. A study can be conduct to find the role of ICT in adjustment and academic achievement of CWSN in inclusive school.
5. The present study can be done to see the relationship of adjustment and academic achievement of CWSN in inclusive school.
6. The present study can be extended to see the adjustment of particular special need (visual, hearing, mentally and physical) in inclusive school.
7. Study to compare adjustment of CWSN in in primary and secondary inclusive school can be taken up.
8. Study to compare the adjustment of CWSN in special school and inclusive school can also be taken up.
