

## CHAPTER- 3

### METHODOLOGY

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#### 3.0 INTRODUCTION

This section deals with the presentation of the methods implemented to gather data and how the actual research has been done. In this chapter, the methodological steps such as the selection of the sample, design of the study, administration of the tool, and statistical techniques used for data analysis have been discussed. Based on research findings, certain generalization can be made which will provide insight towards the study *“Perception of Parents, Teachers and Academic Leaders on the Inclusion of Children with Special Needs CWSN) at School Level”*. This chapter deals with the methodology to achieve the objectives of the study as mentioned in the first chapter.

#### 3.1 METHOD

A survey research methodology was followed in the study. The essence of the survey method can be “questioning individuals on a topic or topics and then describing their responses”. The survey method of primary data collection is used to test concepts, reflect the attitude of people, conduct segmentation research, and asset of other purposes. Common types of surveys include interviews, questionnaires, documentation reviews, etc. which are comprised of multiple-choice questionnaires, opinions, and polls. Several issues such as content, wording, response format, question format, and sequence should be considered while creating a survey as these can affect the responses given by participants.

#### 3.2 POPULATION

In research terminology, the population is a well-defined small portion of the universe which can be explained as a comprehensive group of individuals, institutions, objects, and so forth with common characteristics that are the interest of a researcher. The common characteristics of the groups distinguish them from

other individuals, institutions, objects, and so forth. The population constitutes stakeholders of different educational institutions/ organizations (elementary and secondary schools both fully government-owned or government-recognized private schools and Academic leaders from Rajya Shiksha Kendra Bhopal, M.P.) of Bhopal district. Specifically, parents, teachers, and academic leaders belonging to the Bhopal district of M.P. state.

### **3.3 SAMPLE OF THE STUDY**

The sample is a well-defined small representative portion of the population also known as sub-set of the population. It is a group of people, objects, or items that are taken from a larger population for measurement. As per the nature of the study, a simple random sampling technique is used in the selection of the sample. The sample consists of 30 parents, 30 teachers, and 10 academic leaders of different educational institutions/ organizations (both elementary and secondary government-owned or government-recognized private schools and Academic leaders from Rajya Shiksha Kendra) of Bhopal district of M.P.

### **3.4 TOOLS**

Since the study is based on a new concept, self-constructed interview schedules are used to explore the perception of stakeholders on the inclusion of children with special needs (CWSN) at the school level. During the study, the following tools were used to collect the data:

- Interview schedule for parents
- Interview schedule for teacher
- Interview schedule for academic leaders.

### **3.4.1 INTERVIEW SCHEDULE**

The Interview Schedule consist of a set of semi-structured questions concerning the following aspects of education:

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

### **3.4.2 INTERVIEW SCHEDULE FOR PARENTS**

The interview schedule for parents is divided into two parts. The first part consists of basic information such as the name of the parent, class in which the child studies, type of disability (if any). The second part consists of eight questions to explore the perception of parents about the inclusion of children with special needs (CWSN) at the school level. The interview schedule is individually administered to the parent of the child of elementary and secondary schools. It consists of scales measuring 30 parent variables.

### **3.4.3 INTERVIEW SCHEDULE FOR TEACHERS**

The interview schedule for teachers is divided into two parts. The first part consists of basic information such as the name of the teacher, educational qualification, classes taught by the teacher. The second part consists of eight questions to explore the perception of teachers about the inclusion of children with special needs (CWSN) at the school level. The interview schedule is individually administered to the teachers of elementary and secondary schools either fully government-owned, the government recognized private schools or schools recognized by ICSE or CBSE boards. It consists of scales measuring 30 teachers' variables.

#### **3.4.4 INTERVIEW SCHEDULE FOR THE ACADEMIC LEADERS**

The interview schedule for academic leaders is divided into two parts. The first part consists of basic information such as the name and type of the academic leader, educational qualification, name of the institution/organization. The second part consists of eight questions to study the perception of academic leaders about the inclusion of children with special needs (CWSN) at the school level. The interview schedule is individually administered to the academic leaders of different educational institutions/ organizations of the Bhopal district of M.P. It consists of scales measuring 10 academic leaders' variables.

#### **3.5 ADMINISTRATION OF THE TOOLS**

The researcher in person has gone to different educational institutions/ organizations of the Bhopal district of Madhya Pradesh to administer the interview schedule individually.

#### **3.6 STATISTICAL TECHNIQUE FOR DATA ANALYSIS**

Simple and inferential statistics are used to analyze and interpret the data.