



CHAPTER - III
METHODOLOGY OF
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3.0.0 Introduction

Research methodology involves the systematic procedure by which start from identification of problems to analyzing the obtained data.

The purpose of the educational research cannot be completed without detailed design of investigation. The purpose of this study was to know the adjustment of CWSN in inclusive school. This chapter deals with the methodology employed to achieve the objective of the study mentioned in chapter 1.

- Method of the study.
- Population of the study
- Sample of the study
- Variable of the study-
- Tools used.
- Administration the tool
- Data collection.
- Statistical used

3.1.0 Method of the Study

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

3.1.1 Population

In this study researcher comprised all the upper primary level CWSN students, regular students and teachers of Bhopal city.

3.1.2 Sample of the Study

A sample is a small proportion of the population that is select for observation analysis. Sampling is a process by which a relatively small number of individual or measure of

individual, object or event is select and analyzes in order to study the entire population from which will be select.

According to the **Brog and Gall (1983)** , “the larger group we wish to learn is called population, where as the smaller group we actually is called sample”. Thus sample is a portion represents the population.

A good sample must be as clearly the representation of the entire population as possible and ideally it must provide the whole of the information about the population as from which the sample has been drawn.

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.

3.1.3 Distribution of the Sample and School Name

Table 3.0.0 Distribution of the sample and 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 Bagsebaniya 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

3.2.0 Variable of the Study

“A variable is a concept – a noun that stands for variation within a class of the objects such as achievement , motivation, running speed” (Fraenkel & Wallen,pp46)

In this present study the variables are:

- Adjustment
- Children with special need

In this present study the researcher made and attempts to study the adjustment of children with special needs in inclusive school. The two variables selected for the study were adjustment and children with special needs.

3.3.0 Tools Used

Tool is the instruments used for investigating various characteristics of the behavior. Selection of the tools should be accurate to yield the reliable result.

To measure the adjustment, the tool used:

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

According to the five dimensions were identified they were:

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

There were 30, 30 and 20 items in the every level’s adjustment tool. This was discussed with the experts and their opinion was sort.

For find out the problems faced by CWSN researcher conduct the focused group discussion with CWSN.

3.3.1 Detail of Tool Number –1

“Scale Assessing Adjustment of Children with Special Needs in Inclusive School–1” (Only for CWSN students).

Table 3.1.0 detail of tool number –1

Sr.no.	Different dimensions of adjustment	Total no. of items
1	Environmental adjustment	8
2	Psychological adjustment	6
3	Curricular adjustment	5
4	Adjustment to peers(regular students)	4
5	Adjustment to teachers	7
	Total	30

3.3.2 Detail of Tool Number –2

“Scale Assessing Adjustment of Children with Special Needs in Inclusive School–2” (Only for normal students).

Table 3.1.1 detail of tool number –2

Sr. no.	Different dimensions of adjustment	Total no. of items
1	Environmental adjustment	5
2	Psychological adjustment	6
3	Curricular adjustment	4
4	Adjustment to peers (CWSN)	5
5	Adjustment to teachers	2
	Total	20

3.3.3 Detail Of Tool Number –3

Scale Assessing Adjustment of Children with Special Needs in Inclusive School–3 (Only for teachers).

Table 3.1.3 detail of tool number –3

Sr. no.	Different dimensions of adjustment	Total no. of items
1	Environmental adjustment	5
2	Psychological adjustment	4
3	Curricular adjustment	7
4	Adjustment to students (CWSN and regular students)	4
	Total	20

In this adjustment rating scale comprised both type of statement i.e., positive and negative with the three point scale as always, some times and never.

For the positive items were given, 3 marks for always, 2 marks for some times and 1 mark for never.

For the negative items were given, 1 mark for always, 2 marks for sometimes and 3 marks for never.

In the tool no. 1(CWSN) maximum marks was 90, in the tool no. 2 (for regular students) maximum marks 60 was and in the tool nu. 3 maximum marks was 60. General instruction was given to the starting of the tool. Language used by the administration in given instruction to the sample was as simple as possible. So that each subject was to understand clearly what was required by the researcher.

3.4.0 Administration of the Tool

The researcher worked out schedule for the collection of the data from upper primary regular students, CWSN and teachers in different schools. Researcher visited the concern school and handed over a letter from regional institute of education, Bhopal to the the principals of

selected schools. After seeking the permission the researcher assembled all the students and teachers in a class requested them to participate to the research study.

Prior the administration of the scale, the subject was acquainted purpose of the scale. This was done to get the right response and to make them feel easy. They were assured that the information collected from them would be kept confidential. This was done to motivate the subject to take the scale with a true response without any fear and anxiety. Researcher provide the form and asked to fill the personal information, and for CWSN – name of special need and the LEVEL of the problem.

Before giving scale administration asked to read the instruction themselves. When the administration confined that everything was made clear to the students, they were asked to start work. after ensuring that all subject have filled up scale completely administrator collected scales from the students. The responses were scored accordance with the procedure mentioned in the inventory. The data so obtained were subjected to analysis.

3.5.0 Data Collection

The data was collected by administrating a tool on 50 regular students, 36 CWSN students and 30 teachers of appropriate instructions. Each student took at least 1 hour to record his/her response for tick the answer. After collection of the scoring was done by following required statistical techniques

3.6.0 Statistical Technique

- a) Mean,
- b) Standard deviation and
- c) t-test
