Chapter II
Research Methodology

2.1 Introduction

In the initial chapters, the research problem and objectives were defined, and a thorough literature review was conducted to establish the foundation for this study. This chapter outlines the methodology used to investigate the research questions, detailing the population, sampling methods, data collection tools, data collection procedures, and data analysis techniques.

2.2 Research Method

This study employs a quantitative approach, specifically a descriptive survey design, to effectively address the research problem. This method facilitates systematic data collection, analysis, and interpretation, focusing on teachers' awareness and use of assistive devices in inclusive educational settings.

2.3 Research Design

The research design provides a structured framework for conducting the study. A quantitative approach was chosen to systematically collect, analyse, and interpret data. This design ensures the study's objectives are achieved in an organised and efficient manner.

2.4 Population

The population for this study includes government and private schools (Primary / Middle / Secondary / Higher Secondary) in Bhopal. These schools represent both rural and urban educational settings, providing a comprehensive view of the region.

2.5 Sample

A purposive sampling technique was used to select the sample of fifty teachers. This method ensures that teachers from various categories (government and private, Rural and Urban)

2.6 Tools Used

The primary tool for data collection was a researcher-made questionnaire, designed to gather detailed information from teachers in inclusive settings. This questionnaire was developed specifically for this study to ensure relevance, reliability, and validity in assessing teachers' awareness and use of assistive devices.

2.7 Data Collection

Data were collected by administering the researcher-made questionnaire to teachers in the selected schools. The questionnaire aimed to capture information on the availability and use of assistive devices, as well as the challenges faced by teachers in implementing these devices in inclusive classrooms. The collected data were systematically compiled for analysis.

2.8 Data Analysis

The data were analysed using descriptive statistics to summarise the key characteristics and prevalence of assistive devices in the sampled schools. Descriptive statistics, including frequencies and percentages, were calculated to depict the distribution and commonality of various assistive devices. Visual

representations, such as bar charts and pie charts, were employed to illustrate the findings, facilitating the identification of data patterns and trends.

By employing this methodology, the study ensures a rigorous and systematic examination of teachers' awareness and use of assistive devices in inclusive educational settings. The selected methods and tools enable reliable data collection and analysis, providing valuable insights and recommendations for improving inclusive education practices in Bhopal schools.