

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Gay (1996) has rightly said that identification of appropriate analysis techniques is extremely important. Once data are collected, the analysis is done as per the prefixed plan. Analysis of data means studying the organized material in order to discover the inherent facts. The data are studied from as many angles as possible to explore the new facts. It requires alertness, flexibility and open mind on the part of the investigator.

4.2 ANALYSIS OF LEVEL OF AWARENESS OF LEARNING DISABILITY

The scores were divided into high, medium and low level of awareness as depicted in the table.

Table 2 - Percentage distribution of Pre-service Teachers across various levels of awareness regarding learning disability

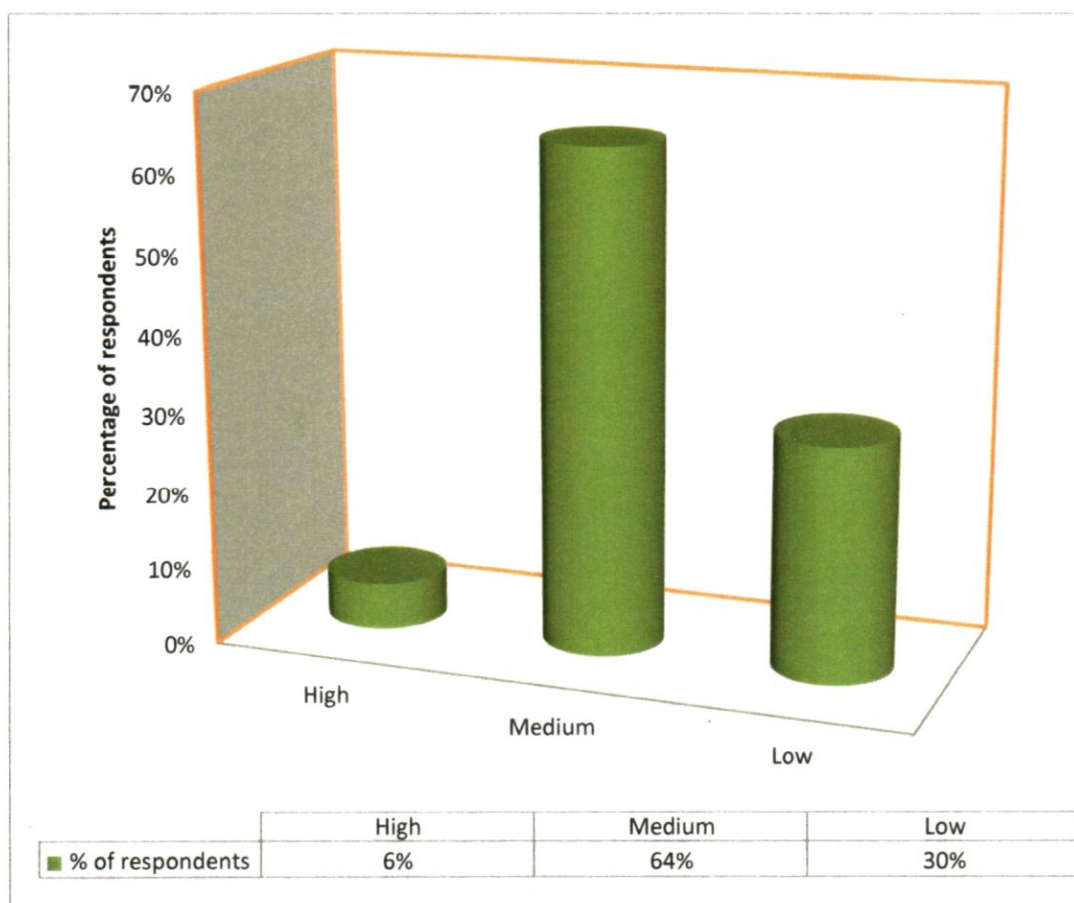
Level of Awareness	Scores	Frequency	Percentage of Respondent
High	24-30	3	6%
Medium	16-23	32	64%
Low	0-15	15	30%

INTERPRETATION:

It was found that 30% of the pre-service teachers scored between 0-15 ranges thus depicting low level of awareness regarding learning disability. 64% of the pre-service teachers scored between 16-23 ranges thus depicting medium level of awareness regarding learning disability. Only 6% of the pre-service teachers fall under high level of awareness for learning disability. The overall picture depicts that there is a great need to generate awareness among the teachers regarding learning disability.

The graphical representation of the data is evident from the Figure given below:

Graph 1 - Percentage distribution of respondents across various levels of awareness of learning disability



The data analysis was planned based on the objectives of the study. The collected data was analysed using descriptive statistical analysis. The level of awareness of pre-service teachers was analysed using percentile basis, mean and mean percentage. The data was interpreted and presented in the form of tables and diagrams.

4.3 ANALYSIS ON THE BASIS OF MEAN PERCENTAGE SCORE

Mean percentage score indicates the ratio between the number of correctly answered items and the total number of test questions or the percentage of correctly answered items in a test.

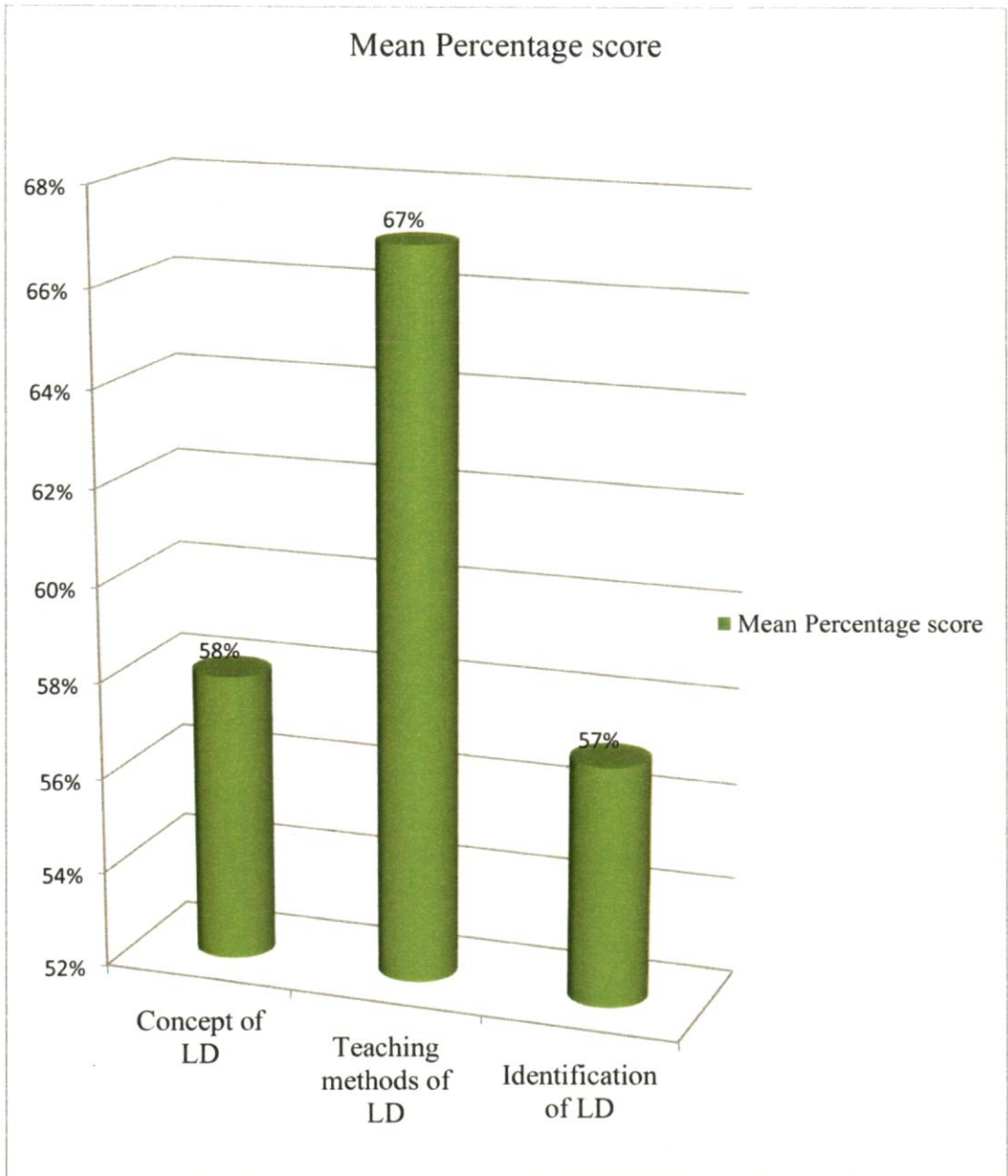
The mean score percentage is calculate by the formula

$$\frac{\text{Mean}}{\text{Total no of test items}} \times 100$$

Table 3- Mean Percentage Score

Areas	Mean	Mean Percentage
Concept of Learning Disability	5.76	58%
Methods of teaching of Learning Disability	6.68	67%
Identification of Learning Disability	5.66	57%

Graph 2- Mean Percentage Score



4.4 ANALYSIS OF THE LEVEL OF AWARENESS OF THE CONCEPT OF LEARNING DISABILITY

There were total of 10 test items in the section. The following table describes the percentage distribution of correct response of the respondents to the test items.

Table 4- Percentage distribution of correct response of the respondents to the test items about the concept of learning disability

RAW SCORE	FREQUENCY (NO. OF RESPONDENTS)	PERCENTAGE OF RESPONDENTS
2	1	2%
3	4	8%
4	5	10%
5	10	20%
6	11	22%
7	14	28%
8	5	10%
TOTAL	50	100%

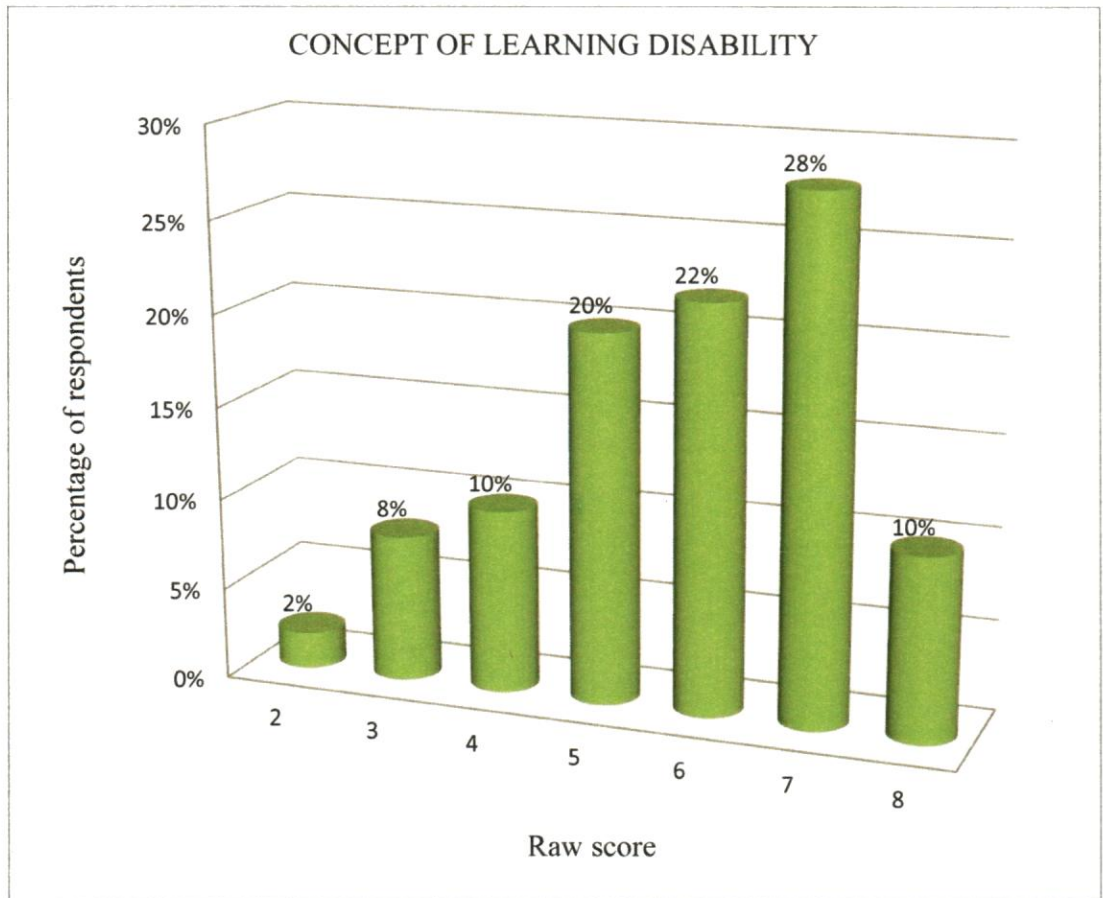
INTERPRETATION:

The percentage of correct response to the test items ranged from 2% to 28%.The mean score obtained by the pre-service teachers on the total test was 5.76 , meaning that pre-service teachers only demonstrated medium level of awareness i.e. 58 % the total questions in the test of concept of learning disability.

It was evident from the data that 2% of pre-service teachers responded correctly to 2 items out of 10, 8% pre service- teachers to 3 items and 10% pre-service teachers to 4 items. 20% pre-service teachers

to 5 items.22% to 6 items, 28% to 7 items and only 10% pre-service teachers responded correctly to 8 items. The results suggested that a very small group of pre-service teachers have basic awareness regarding the concept of learning disability.

Graph 3-Percentage distribution of correct response of the respondents to the test items about the concept of learning disability



It is evident from both the table and figure that the pre-service teachers have only 58% awareness about the concept of learning disability which is insufficient and inadequate as it cannot be enough to help the managing learning disables in classroom situation.

Only 10% i.e. 5 out of 50 pre-service teachers achieved a score of 8, again a very small number of teachers.

4.5 ANALYSIS OF LEVEL OF AWARENESS OF TEACHING METHODS OF LEARNING DISABILITY

The following table describes the percentage distribution of correct response of the respondents to the test items. The maximum score was 10.

Table 5 -Percentage distribution of correct response of the respondents to the test items about the teaching methods of learning disability

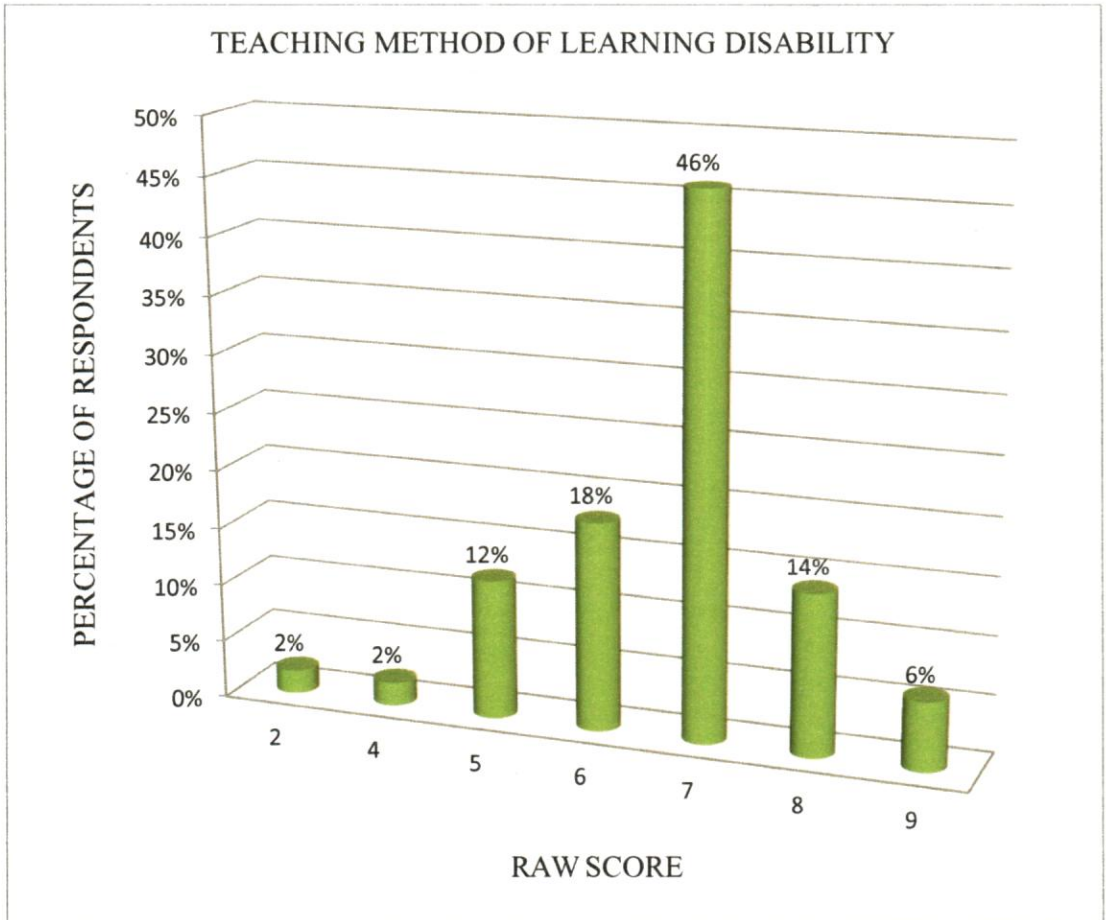
RAW SCORE	FREQUENCY	PERCENTAGE
2	1	2%
4	1	2%
5	6	12%
6	9	18%
7	23	46%
8	7	14%
9	3	6%
TOTAL	50	100%

INTERPRETATION

The percentage of correct response to the test items ranged from 2% to 46%.The mean score obtained by the pre-service teachers on the total test was 6.68, meaning that pre service-teachers only demonstrated

medium level of knowledge i.e. 67 % the total questions in the test of concept of learning disability.

Graph 4-Percentage distribution of correct response of the respondents to the test items about the teaching methods of learning disability



It was evident from the data that 2% of pre-service teachers responded correctly to 2 items out of 10, 2% pre-service teachers to 4 items, 12% pre-service teachers to 5 items, 18% pre-service teachers to 6 items, 46% to 7 items, 14% to 8 items and only 6% pre-service teachers responded correctly to 9 items. 3 out of 50 pre-service teachers achieved a score of 9, again a very small number of teachers. The results suggested that a very small group of pre-service teachers have basic knowledge regarding the method of teaching of learning disability.

So from both the table and figure it is evident that teachers have only 67% awareness about the methods of teaching of learning disability which is insufficient and inadequate as it cannot be enough to use appropriate teaching learning strategies for learning disabled in classroom situation.

4.6 ANALYSIS OF LEVEL OF AWARENESS OF THE IDENTIFICATION OF LEARNING DISABILITY

There were total of 10 test items in the section so maximum mark was 10.

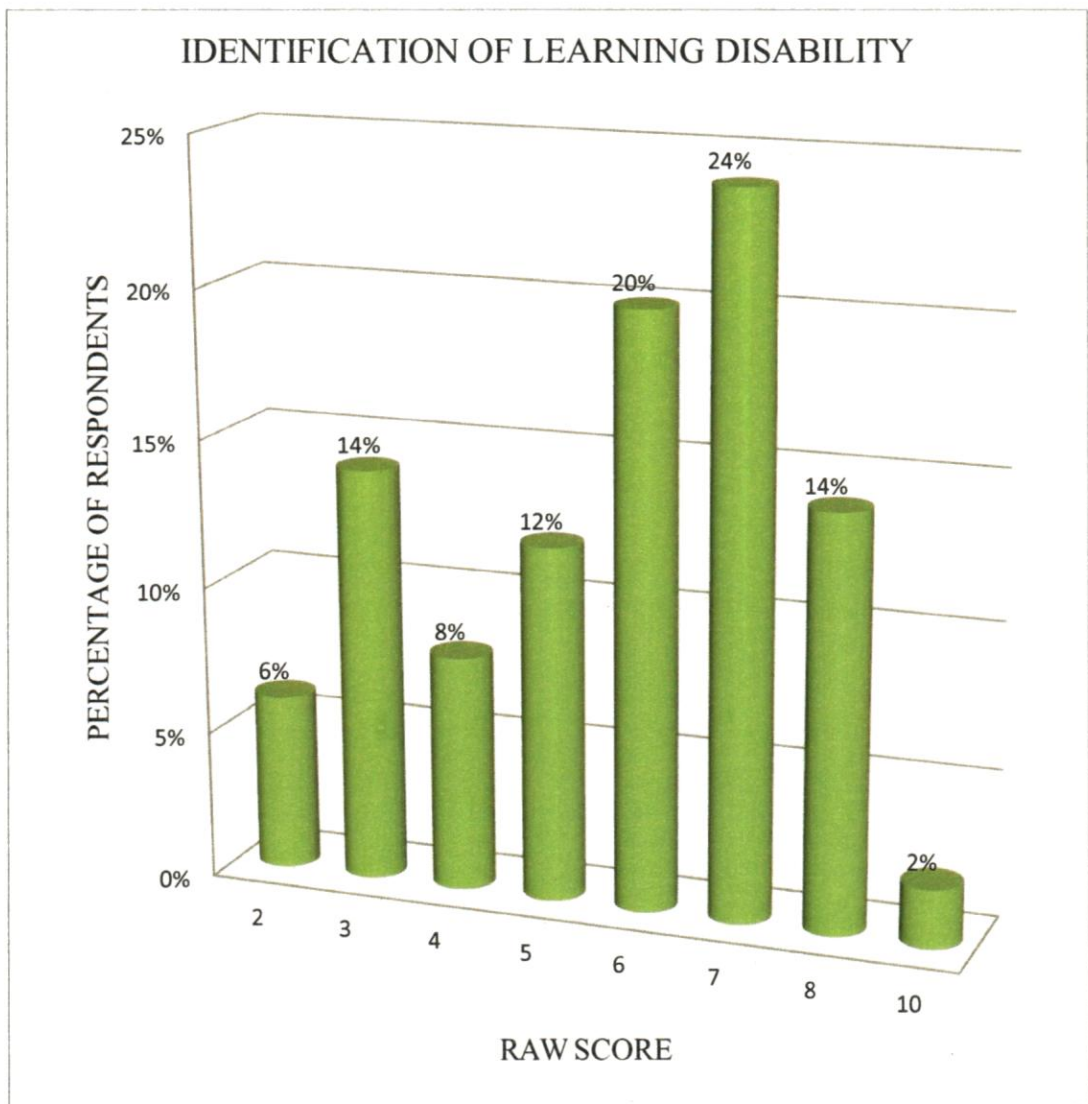
Table 6-Percentage distribution of correct response of the respondents to the test items about the identification of learning disability

RAW SCORE	FREQUENCY	PERCENTAGE
2	3	6%
3	7	14%
4	4	8%
5	6	12%
6	10	20%
7	12	24%
8	7	14%
10	1	2%
TOTAL	50	100%

INTERPRETATION

The percentage of correct response to the test items ranged from 6% to 24%. The mean score obtained by the pre-service teachers on the total test was 5.66 meaning that teachers only demonstrated medium level of awareness i.e. 57 % the total questions in the test of identification of learning disability.

Graph 5-Percentage distribution of correct response of the respondents to the test items about the identification of learning disability



It was evident from the data that 6% of pre-service teachers responded correctly to 2 items out of 10, 14% pre-service teachers to 3 items, 8% pre-service teachers to 4 items, 12% pre-service teachers to 5 items, 20% to 6 items, 24% to 7 items, only 14% pre-service teachers responded correctly to 8 items and 2% pre-service teachers to 10 items.

The results suggested that a very small group of teachers have basic knowledge regarding the identification of learning disability.

So from both the table and figure it is evident that teachers have only 57% awareness about the identification of learning disability which is insufficient and inadequate as it cannot be enough to help them to identify the learning disabled in classroom situation. Only 2% i.e. 1 out of 50 pre-service teachers achieved a score of 10, again a very small number of teachers.