CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Methodology helps the researcher to proceed with the proposed research in a systematic way. It also helps us to select or construct suitable tools for data collection. This chapter contains the lay out description of the methodology followed to study the awareness of learning disability among pre-service teachers of Keonjhar district. The methodology of the study include the research design, construction of research tool, standardization of the tool, sampling procedures, methods of data collection and statistical techniques used are discussed.

3.2 STATEMENT OF THE PROBLEM

A Study of Awareness of Learning Disability among Pre-service Teachers.

Learning disability, or learning disorder or Learning difficulty, is an umbrella term for a wide variety of learning problems. While these terms are often used interchangeably, they differ in many ways. Learning disability refers to significant learning problems in an academic area. The problem may range from mild to severe.

In India, it is estimated that at least five students in every average-sized class has Learning Disabilities (Thomas, Bhanutej, & John, 2003). But these students are often unrecognized in the crowded schools due to the invisible nature of the disability unlike other visible disabilities.

Students with Learning Disabilities have problems in academic areas for a long time, but those problems are often unnoticed by the teachers in the crowded classrooms (Karanth, 1998).

A major group of children are with learning disabilities. During internship program of pre service teachers they come across children with different learning styles. It is the responsibility of pre service teachers to have the ability to recognize such children before going to real field. At the same time the student teachers must have minimum level of awareness about the causes, characteristics, teaching methods of learning disability.

The field learning disabilities is giving a lot of importance so the research to be conducted to study the awareness level about learning disability among pre-service teachers of DIET of Keonjhar district.

3.3 OBJECTIVES

- To study the awareness of learning disability among pre-service teachers.

- To study the awareness of the concept of learning disability among pre-service teachers.

- To study the awareness of the teaching methods of learning disability among pre-service teachers.

- To study the awareness of identification of learning disability among the pre-service teachers.

3.4 THE RESEARCH DESIGN

In survey method, a set of questions are asked to many people to gather information related to their knowledge or awareness about something The aim and purpose of the educational survey is to bring to light many facts which will point out the need for refinement and improvement in the educational system. As the present study deals with

awareness of learning disability among pre-service teachers the investigator adopted the Descriptive Survey method which was found suitable to gather the essential and relevant data.

3.5 CONSTRUCTION OF RESEARCH TOOL

The investigator reviewed various related literatures and research study conducted in the selected problem of the present study. Through investigation the investigator constructed the questionnaire to assess the level of awareness of learning disability among pre-service teachers. The questionnaire comprises of the following three dimensions:

- Concept of Learning Disability
- Identification of Learning Disability
- Teaching Methods of Learning Disability

3.5.1 DESCRIPTION OF THE TOOL

In order to find the level of awareness the investigator constructed a tool, viz. Questionnaire to assess the level of awareness of Learning Disability among pre-service teachers.

The personal data sheet is prepared to collect data like Name, Educational qualification, age, gender. The subjects had to write their responses in the space provided in the Personal Data Sheet.

3.5.2 QUESTIONNAIRE TO STUDY THE AWARENESS OF LEARNING DISABILITIES AMONG PRE-SERVICE TEACHERS

To prepare the questionnaire the investigator did thorough study of relevant literature and consultation with educationist (guide)

.The questionnaire consisted of total 30 close ended questions. There were total of three sections to assess each objective of the research.

1. Section A (Concept of Learning Disability) consisted of 10 MCQS with four options out of which only one correct option.
2. Section B (Teaching methods of Learning disability) consisted of 10 True/False type questions.
3. Section C (Identification of Learning disability) consisted of 10 True/False type questions.

Table 1- Table showing the dimensions of awareness of Learning disability

Sections	Dimensions of awareness of learning disability	Type of questions	No of questions
A	Concept of learning disability	Multiple Choice Questions	10
B	Teaching Methods of Learning Disability	True/False	10
C	Identification of Learning Disability	True/False	10
TOTAL			30

3.6 STANDARDIZATION OF THE TOOL

The tool was given to the experts who were experienced in the educational field to identify the fitness of the tool.

3.6.1 VALIDITY OF THE TOOL

Validity is the quality of the research tool or procedure that measures what it purpose to measure. The items in the tools were based on the relevant literature and consultation with expert in related field. Their valid suggestions were taken into account while constructing the tool used in the study and hence the tool possesses content validity.

3.7 SAMPLE OF THE STUDY

Because of the COVID-19 situation and transportation hindrance the research was confined to limited sample. The population for the study is the final year students pursuing Diploma in Elementary Education (D.El.Ed) of DIETs (District Institute of Education and Training) of Odisha. The investigator selected the District Institute of Educational Training (DIET), Keonjhar, Odisha. The sample of the study was the final year students pursuing Diploma in Elementary Education (D.El.Ed) of DIET, Keonjhar. So, Purposive sampling technique was used for the study. The researcher has selected 50 students on a random basis.

3.8 VARIABLES USED IN THE STUDY

Variable refers to the measurable characteristics, qualities, traits or attributes of a particular individual, object or situation being studied. Awareness of learning disability among pre-service teacher is the Dependent Variable.

3.9 DATA COLLECTION

The researcher approached the educational authority and explained in detail the objectives of the study and got the permission to collect the data from the samples. After getting permission from the educational authorities concerned, the investigator visited DIET and explained to the selected student teachers the purpose of her study and created a rapport with them to avoid fear of testing. The student teachers were given the questionnaires. They were free to make use of the investigator's presence for clarifying doubts regarding the questions in the questionnaires. The investigator gathered the data from the samples. The investigator was present in the DIET till they completed answering all the items in the questionnaires. The filled in tools were scored and the data were tabulated for analysis.

3.10 SCORING PROCEDURE

The questionnaire for measuring awareness towards learning disabilities consisted of closed ended MCQ and True/False type questions. The correct response marked as one mark and for incorrect response the mark assigned is zero.

The raw data was converted into percentage and objectives of the study are analysed.

3.11 STATISTICAL TECHNIQUES USED IN THE STUDY

The investigator applied Descriptive Statistics to find out the results of the data collected. The following statistical technique employed in the present study.

3.11.1 Percentage analysis

In order to find out the level of awareness percentage analysis is used.

3.11.2 The Mean (M)

The mean of a distribution is the arithmetic average. The mean of a set of observations or is obtained by dividing the sum of all the values by the total number of values.

3.11.3 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.

CONCLUSION

The investigator followed the methodology mentioned in this chapter, gathered the required data through tool. The collected data is to be analysed in the subsequent chapters.