

CHAPTER 3

METHODOLOGY

3.0 Introduction

Research methodology is a way to systematically solve the research problem. This chapter describes the research methodology adopted for the current study such as research design, sampling design and procedures, tools used and its administration, development and use of tools and intervention package for training and data analysis procedures.

3.1 Research design

The investigator adopted experimental method using pre-test and post-test design to study the effectiveness of modular based training in developing life skills among students with hearing impairment.

3.2 Sampling Design

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. The researcher has employed purposive sampling method under non-probability technique in this current study to select the sample.

By using purposive sampling method, the researcher selected a total of 30 students with hearing impairment.

3.3 Sample

A total of 30 students with hearing impairment studying in Industrial Training Institutes in Coimbatore District were taken as sample for the current study. The sample (30) was divided into control (15) and experimental (15) groups by using the pre-test LSSAS scores of the students with hearing impairment. The age range of the sample was 16 to 19 years, and students without any other associated disabilities were selected.

Table 3.1 Distribution of the Sample

S. No	Variable	Category	Number	Exp. Group	Con. Group
1	Age Group	1. 16 years	7	4	3
		2. 17 years	10	5	5
		3. 18 years	8	4	4
		4. 19 years	5	2	3
2	Degree of Hearing Loss	1. Severe	15	11	4
		2. Profound	15	4	11
3	Type of Hearing Loss	1. conductive	11	5	6
		2. Sensori Neural	19	10	9
5		1. Day School	14	8	6

	Type of School	2. Residential School	16	7	9
6	Locality	1. Rural	21	9	13
		2. Urban	9	6	3
7	Parents' Occupation	1. Job	9	5	4
		2. Business	6	3	3
		3. Agriculture	8	5	3
		4. Labour	7	2	5
8	Parents' Education	1. Illiterate	11	3	8
		2. Literate	19	12	7

Table 3.2 Difference between the pre-test LSSAS scores of Control and Experimental groups

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Group	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Pre-Test_Con	15	58.40	3.418	15.40	231.00	111.000	0.950
Pre-Test_Exp	15	58.53	3.314	15.40	231.00		

The above table describes the analysis of pre-test mean scores of LSSAS between the control and experimental groups.

The pre-test Mean and SD were 58.40, 3.418 and 58.53, 3.314 of control and experimental groups respectively. The Mean rank and Sum of ranks 15.40, 231.00 and 15.40, 231.00 of control and experimental groups respectively. The Mann-Whitney U Test was applied to find out whether the pre-test mean scores differ significantly between the control and experimental groups. The calculated Mann-Whitney U value is 111.000 and significant at .950. The Mann-Whitney U value with 14 degrees of freedom at the significance level of 0.05 is 64. Thus there is no significant difference in the level of life skills among students with hearing impairment between the control and experimental groups at entry level of experiment.

3.4 Variables

The variables selected for the current study are

Independent Variable : 1. Life skills training, 2. Selected background variables - age, degree of hearing loss, type of hearing impairment, type of School, locality, parent's educational status and parent's occupation.

Dependent Variable: Post-test Score of LSSAS.

3.5 Research Tool - 1 : General profile of SWHI

A general profile called as demographic details was used to obtain the required basic data such as age, gender, degree of

hearing loss, type of hearing impairment, type of school, locality, parent's education, and parent's occupation from the selected sample.

3.6 Research Tool - 2: Life Skills Self Assessment Scale (LSSAS)

Life Skills can be acquired and enhanced, to bring in personal success in all spheres and for leading quality and productive life. Life Skills are potential of being observed through measurement and a visible change in behaviour could be overtly seen through life skills enhancement training. Recognizing the conceptual frame-work of WHO, the Life Skills Assessment Scale was constructed to assess the levels of life skills among Students with Hearing Impairment. The second research tool employed in the present study was "Life Skills Self Assessment Scale (LSSAS)" is a four point rating scale was developed by the researcher. The tool LSSAS is made to measure selected 6 domains of life skills such as Self-Awareness, Critical Thinking, Effective Communication, Interpersonal relationship skills, Decision making and problem solving. The rating scale is consisting 42 items under 6 domains of life skills. These items has four point rating as always, often, rarely, never with the scoring of 4,3,2 and 1 respectively, but for some of the items the scoring will be reversed such as 1,2,3 and 4 respectively. The 42 test items have been arranged in such a fashion that the one test

item pertaining to each dimension being measured are arranged one after the other i.e., the test items under the first dimension are arranged in the order of 1st, 7th, 14th, 21st ... item sequence. This approach was adopted with a view to reduce the halo effect and the logical errors and also to relieve the respondent from monotony. The added advantage is that the tool LSSAS could be self administrated or could be utilized even in a group situation. Initially LSSAS developed in English and translated into Tamil Language.

Table 3.3 Domains and items in LSSAS

S.No	Domains of Life skills	No. of Items
1	Self-Awareness	7
2	Critical Thinking	7
3	Effective Communication	7
4	Interpersonal relationship skills	7
5	Decision making	7
6	Problem solving	7
Total		42

The scores obtained under each dimension represent the level of life skills in the respective domain and summation of all

the score obtained under each of the selected 6 dimensions would evolve as a total score for life skills.

3.6.1 Development of the Life Skills Self Assessment Scale (LSSAS)

To understand the existing level of the life skills of SWHI, researchers have reviewed the related literature. Careful literature review was done through which about 100 studies on the subject of life skills education, assessment and training were collected from various sources. Based on reviews, the list of various life skills referred to in various studies were delineated for the purpose of deciding the areas to be covered under the 10 core life skills and also to pool the test items pertaining to each dimension. On the stand of related reviews and experience, interaction and observation of the researcher with children and students with hearing impairment, researcher developed Life Skills Self Assessment Scale (LSSAS) for SWHI. A four point rating scale was developed by the researcher to assess the 6 domains of the Life skills among the sample. Initially a total of 72 items were pooled under 6 domains of the life skills. Based on the professional opinion (Jury Opinion) and suggestion through validation only 42 items were selected for the final tool. The final rating scale had 42 items that were spread under 6 domains of life skills, each area having 7 items. The items has four point rating - always, often, rarely, never with the scoring of 4,3,2 and 1 respectively, but for some of the items the scoring will

be reversed such as 1,2,3 and 4 respectively. LSSAS is a self administered rating scale. Principles such as relevance, clarity of test items, were strictly adhered to in order to establish congruence with the research background considering the face validity of the test items judged by the professional team. The tool was developed in English and further translated into Tamil language for the easy understanding and effective response by the sample. The opinion of experts in the field of English and Tamil language was sought to ensure the appropriate use of language.

LSSAS has 42 items, 7 each from the 6 domains to be answered/rated as Always, Often, Rarely and Never. After the validation and reliability a pilot study was conducted on 10 students with hearing impairment studying higher secondary education to check the suitability of the final LSSAS.

3.6.2 Validation of LSSAS

In order to validate the Life Skills Self Assessment Scale for Students with Hearing Impairment (LSSAS), it was distributed among the professionals in the field of psychology and special education (Hearing Impairment). A total of 44 professionals involved in the Jury. They are 10 psychologists, 10 Teacher educators, 10 special educators, 4 hearing impaired teachers and 10 integrated school teachers who have adequate experience in the field of special education. Initially a total of 72

items were pooled under 6 domains of the life skills and those items were circulated among the professionals. They were requested to mark the appropriateness of the items. An extensive exercise was done to establish face and content validity of the Life Skills Self Assessment Scale in the initial stage of the tool construction later with the same professional expert team consisting of various professionals and experts hailing from disciplines such as Psychology, Education and Special Education scrutinized each of the test item and established the Face and Content validities of the Scale. Based on the suggestions of the experts, certain test items were modified and a few were eliminated. After going through the LSSAS, the professionals expressed that the items are satisfactory and relevant to the hearing impaired population. Based on their opinion and suggestion only 42 items were selected for the final tool.

3.6.3 Reliability of LSSAS

Reliability means the consistency or repeatability of the measure. It refers to the confidence we can place on the measuring instrument to give the same numeric value when the measurement is repeated on the same subject. It is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trails. In short, it is stability or consistency of scores over time or across raters.

To establish the reliability of the tool (LSSAS) the researcher used Test-retest & Split-Half method. Test-retest reliability refers to temporal stability of a test from one measurement session to another. The procedure to administer the test to a group of respondents and then administer the same test to the same respondents at a later date. The correlation between scores on the ideological test given at different times operationally defines its test-retest reliability. The researcher administered the tool for 10 hearing impaired students at secondary and higher secondary education level and a retest was done after a period of four weeks. The collected data were then tested for the reliability coefficient to find out the reliability of the tool. The test-retest correlation for the LSSAS was .909 (significant at the 0.01 level) is the correlation coefficient. Then the test-retest reliability coefficient (.909) and Split-half reliability coefficient (.82) were found highly reliable. After finding the reliability coefficient, the tool LSSAS was used to assess the level of life skills of the selected sample.

3.7 Research Tool - 3: Life Skills Training Module (LSTM)

Life Skills are potential of being observed through measurement and a visible change in behaviour could be overtly seen through life skills enhancement training. Recognizing the conceptual frame-work of WHO, the Life Skills Training Module

was constructed to train the selected life skills among Students with Hearing Impairment. The third research tool employed in the present study was "Life Skills Training (LSTM) module" is an activity oriented training module on 6 selected domains of life skills, was developed by the researcher. The training module LSTM is made to give training on selected 6 domains of life skills such as Self-Awareness, Critical Thinking, Effective Communication, Interpersonal relationship skills, Decision making and problem solving. After the construction of LSSAS for SWHI the researcher started working on the construction of the life skills training package for intervention. The training module consisting of two sections as Introduction part and Activities part. In the introduction part a detailed explanation about the selected life skills was given. The aim of this section was to create awareness on the selected life skills, explains the importance of the life skills and use of the life skills in day to day life to lead a better and quality life. The second section Activities part explain the theme of the selected life skills, objectives, time duration to complete the task/activity, material required to complete the task/activity, type of task/activity, focused life skilled through the particular task/activity, procedure to be followed to complete the task/activity which includes warming up exercises, open discussion, worksheet and test your selves. The strategies and techniques imparted to teach life skills were lectures and group discussions, storytelling, activity oriented tasks, games, role play, puzzles and teasers etc. in

the life skills training programme of SWHI. The life skills training was prepared to carried out for 60 sessions (a session of an hour) to train the selected 6 life skills. One life skill was allotted with 10 sessions in which first 4 sessions was to create awareness of the selected life skill, importance in the life of that skills and use of the skill in day to day life, and remaining 6 sessions were the activities on the selected life skill. A total of 18 activities were prepared among 6 selected life skills (each life skills consisting 3 activities).

3.7.1 Description about the Life Skills Training Module

Self-Awareness is very important life skill which helps us to know ourselves in a better way. It is very important to know ourselves and knowing oneself is stepping stone to success. Introspection and identifying one's inner qualities can help one to focus on one's strengths. The more confident we feel about our own decisions. Realizing self-awareness will enable one to take actions, make choices and take decisions that are consistent with one's own abilities. Through the 3 activities in the LST module, the students will get an insight into their likes and dislikes, strengths and weakness, how they see themselves and how others perceive them. Through these activities students introspects and identify their qualities, strengths, weakness, likes, dislikes positive and negative qualities. These activities also improve the self-esteem of the SWHI.

Critical thinking is the ability to think clearly and rationally. It is a type of reflective thinking that is aimed at deciding what to believe or what to do. Critical thinking is a reflective thinking that facilitates good judgment. It involves both cognitive skills and dispositions (attitudes or habits of mind). It includes analyzing and making inferences which helps us choose certain activities or practices and reject others. Through the 3 activities in the LST module, the students will be able to think clearly and rationally, they realize that there is a difference between appearance and reality, and can easily detect the difference. They will also learn the appropriate behaviour to be adopted on the road, and they will come to know selection of the subjects, streams for their future carrier. They look into all aspects of a situation before taking any decision. Through these activities SWHI can develop critical thinking skills to adjust with immediate environment.

Effective Communication is the ability of expressing oneself clearly and effectively during interactions with other people in any given circumstances. Verbal or nonverbal communication forms the essence of human relationships to be most effective in communication. Effective communication is a skill that can be learned and developed through constant practice. It involves, among others; active listening, effective use of verbal/verbal and body language, observation, and respect for others' feelings. Responding to a critical situation is also communication. Communication comprises of reading, writing,

speaking and listening/observation. All of them have to be learnt. Ability to listen/observe makes one a good communicator. Through the 3 activities in LST module, the students will understand the importance of effective communication both verbal and non-verbal. They also understand that listening/observing others is an important task in effective communication process. Through the group discussions and role-play SWHI can understand, the importance of responding to others in various situations. Through these activities SWHI can develop and improve effective communication skills to adjust with immediate environment.

Interpersonal Relationships skill helps one to relate in positive ways with the people one interacts such as family members, friends and acquaintances, which can be of great importance to our mental and social well-being. Interpersonal Relationship Skill is important in our lives to maintain a good relationship with others. We need to look at positive qualities in people. Appreciating others promotes good interpersonal relationships. While accomplishing a task within a group, we try to adopt a competitive approach, which in turn affects our relationship with others in the group. One must try to have a cooperative approach while working in a group to have good relations with others. Negotiation is an important skill in interpersonal relationships and is usually considered as a compromise to settle an argument or issue that will best benefit everyone's needs. It helps to bring us closer to others and to

resolve our conflicts. Sharing feelings with each other brings people closer. Sharing feelings also helps in a step towards resolving conflicts, if any. Every person is important in a Relationship network. We need to appreciate the presence of others in a team as together they can accomplish the task because of their unique strengths. Each one of us should know that while we are special, so are others. We need to respect and appreciate people who are different from us, as in our diversity lies our strength. Through the 3 activities in LST module, the students will understand the importance of Interpersonal Relationships skill in the daily life. They will get an insight about the relationship with family members and others who are interacting with others, negotiation skill. They will try to understand the importance of the relationship network or web and working in a group.

Decision-making is the ability to utilize all available information to assess a situation, analyze the advantages and disadvantages, and make an informed and personal choice. As a person grows up he/she is frequently confronted with serious choices that require his/her attention. Decision Making helps us to deal constructively with decisions about our lives. A decision represents a course of action chosen from a number of possible alternatives. Each one of us faces difficult situations in our lives. We should make decisions by choosing the most appropriate choices and then decide. To arrive at a decision, we need to gather information and should have evaluative and analytical

skills involves logical steps; determining the problem, considering multiple alternatives and choosing the best possible alternative based on a particular situation. While making a decision, it is really good to brainstorm and discuss on a topic and the relative importance of different aspects of the topic. Through the activities in LST module, the students will understand the importance of Decision-making skill. They will try to take opt decisions by using 3C' model, they can understand the various situations provided and take appropriate decisions accordingly. They will try to give reasons for their decisions taken during the practice of the activities.

Problem Solving helps us to deal constructively with problems in our lives. Problem solving is the ability to identify, cope with and find solutions to difficult or challenging situations. It is only happens through practice in making decisions and solving problems that young people can develop the skills necessary to make healthy choices for themselves. Situations will arise in life wherein decision needs to be taken and the challenge needs to be addressed. The puzzles and teasers enable the students to use their thinking skills to identify a problem and then coming up with answers. Problem solving is an art to be mastered. It is better to try solving a problem using suitable methods and procedures. Brainstorming helps in clearing a lot of doubts. While using the brainstorming technique in a group, several ideas can be generated. Problem Solving is best addressed with the support of creative and critical

thinking skills. Puzzles provide interesting simulations for practicing problem solving. Regular practice of solving puzzles sharpens the mental faculties and develops problem solving skills. Through the 3 activities in LST module, the students will understand the importance of Problem Solving skills. The students will try to understand the various conflict situations which may happens in the life and try to solve the problems. They will try to solve puzzles, teasers which will be useful to solve various problems in their daily life. In the activities the students place in a difficult situation, and asked them to come out of the problem, they will think and try to come out of the difficult situation through problem solving.

A careful analysis of the related literature compiled and discussions with experts in the field, the researcher enhanced to prepare appropriate activities for the training a module on the life skills training programme.

The activities section follows as

Objectives: The specific objectives of each area of life skills are explained in clear and comprehensive terms.

Warming up: This part is the starting the sessions where the researcher gives activity to the sample to warm up them and get prepared. Through this part the researcher also tries to connect the activity to the topic of that particular session.

Activities: The next part continues with the individual/group activities which includes the lectures, demonstrations, role-

plays, discussions and real life situations related to the skill selected. Students are split into groups or individually are required to discuss and share their view points on the given situation.

Open discussion: This part is an eye opener that includes brainstorming on the related area of life skills. Application of the skill in day to day life and the practical issues relevant to the skills is oriented and discussed.

Test yourself: This closing part attempts to ask few questions to evaluate the understanding and application of life coping with relevant selected life skills.

3.7.2 Development and preparation of Life Skills Training Module

To prepare Life Skills training module for students with hearing impairment, researcher has reviewed the related literature and the existing Life skills training module for typically developed children. Based on the related reviews, existing life skills training modules and experience, interaction and observation of the researcher with children and students with hearing impairment, researcher developed Life Skills Training Module (LSTM) for Students with Hearing Impairment. This LSTM was developed by the researcher to teach selected 6 domains of the Life skills among the sample. Initially a total of 10 domains of life skills (recommended by WHO, 1997) were

pooled. Based on the professional opinion (Jury Opinion) and suggestion through validation only 6 domains of life skills were selected for the final training module. The final Life skills training module consisting of 6 domains of life skills with introduction and activities sections. The LST module has a total of 18 activities among 6 selected life skills i.e., Self-Awareness, Critical Thinking, Effective Communication, Interpersonal relationship skills, Decision making and Problem solving. The tool was developed in English. The opinion of experts in the field of English was sought to ensure the appropriate use of language.

To construct Life Skills Training Module (LSTM) the researcher approached 34 professionals in the field of special education (Hearing Impairment) such as Teacher Educators(10), Special Educators(10), Psychologists(10), Hearing Impaired Teachers(4). In this process of development of LSTM for SWHL, the researcher has done need analysis to select appropriate domains of life skills. As per the recommendation of WHO (1997), 10 domains of the life skills and related details were circulated among the professionals to select most appropriate suitable domains of life skills. Majority of the professionals selected 6 domains of the life skills are most important i.e., Self-Awareness, Critical Thinking, Effective Communication, Interpersonal relationship skills, Decision making and Problem solving and remaining 4 domains can be taught after getting mastery on 6 domains of life skills. As per the suggestions and recommendation of the professionals, the researcher developed

Life skills training module for intervention to the experimental group consisting of 6 domains of life skills. So, the researcher had prepared Life skills training module to train only 6 domains of life skills.

The researcher developed a training module in order to provide intervention to the sample. The steps involved in the development of training module are as follows:

1. Item analysis: Analyzing the attributes thoroughly to check the relevance of life skills into 6 domains namely Self-Awareness, Critical Thinking, Effective Communication, Interpersonal relationship skills, Decision making and problem solving.
2. Pooling the attributes under each component: Initially 10 domains of life skills were listed. 6 domains out of 10 were selected by the professionals.
3. Item Validation: Seeking the opinion of professionals on life skills training about the need of the hearing impaired at Higher Secondary education and above level. Total 6 domains have been selected for intervention which suits for students with hearing impairment.

Validation of the items to be included in the intervention package was done by getting the opinion from the professionals (Jury Opinion). The lists of domains were given to the professionals and were requested to select appropriate domains of life skills that are most required to the hearing impaired. After

getting the opinion and feedback from the professionals, 6 domains of life skills were selected namely Self-Awareness, Critical Thinking, Effective Communication, Interpersonal relationship skills, Decision making and problem solving for the intervention.

3.7.3 Validation of the Life Skills Training Module

In order to validate the Life Skills Training Module (LSTM) for Students with Hearing Impairment, and it was distributed among the professionals in the field of psychology and special education (Hearing Impairment). A total of 34 professionals involved in the Jury. They are 10 psychologists, 10 Teacher educators, 10 special educators and 4 hearing impaired teachers who have adequate experience in the field of special education. Initially a total of 10 domains of life skills (recommended by WHO, 1997) were pooled and those items were circulated among the professionals. They were requested to mark the appropriateness of the items. After going through the LSTM, the professionals expressed that the items are satisfactory and relevant to the hearing impaired population. Based on the professional opinion (Jury opinion) and suggestion only 6 domains of life skills selected for the final training module.

In order to obtain validity of the activities in the Life skills training module, the activities were given to professionals in the field of hearing impairment. Based on the opinion and feedback

of the professionals, suggestions were carried out and incorporated in the Life skills training module in the section of activities. Along with the Jury opinion the suitability and validity of the module on life skills training for the students with hearing impairment was ensured through content validity ratio. A rating scale was prepared by the researcher to validate the training module and circulated among the experts. They were requested to read the module and give their ratings in 3 point rating scale as most relevant, somewhat relevant and not relevant on the following areas.

- Usage and clarity of language.
- Relevance and simplicity of the content to the selected life skills.
- Suitability of activities provided for motivation and group activities related to specific life skills.
- Applicability of content used for open discussion.
- Appropriateness of questions asked for evaluation.

Based on the opinion and suggestions sought from the experts, modifications were carried out in the module. The Content Validity Ratio (CVR) obtained from the experts for the activities of the life skills namely Self-Awareness (.82), Critical Thinking (.76), Effective Communication (.77), Interpersonal relationship skills (.78), Decision making (.79) and problem

solving (.78), and an average of 6 domains of the life skills is 0.78 which indicates that the module developed was highly valid.

3.8 Scoring Procedure

The final rating scale LSSAS had 42 items that were spread under 6 domains of life skills, each area having 7 items. The items has four point rating - always, often, rarely, never with the scoring of 4, 3, 2 and 1 respectively, but for some of the items the scoring will be reversed such as 1, 2, 3 and 4 respectively. LSSAS is a self administered rating scale.

The scoring pattern will be for positive responses are as follows

Always	Often	Rarely	Never
4	3	2	1

The scoring pattern will be negative responses are reverse as follows

Always	Often	Rarely	Never
1	2	3	4

Norms and Interpretations

The Norms of the Life Skills Self Assessment Scale was established using Mean and SD of the scores obtained in respect

of 100 respondents. The Mean (98) and SD (21) was taken as cut off score to arrive at the Norms. The interpretations were given based on the raw score and mean value, Based on the scoring they may be categorized as Very High Scorer, High Scorer, Average Scorer, Low Scorer and Very low Scorer.

Levels of Life skills

Level	Score
Very High	Above 140
High	120 to 140
Average	77 to 119
Low	56 to 76
Poor (Very Low)	Below 56

3.9 Ethical considerations

This relates to moral standards that the researcher should consider in all research methods in all stages of the research design. The following ethical considerations were taken care of by the researcher while conducting research.

- During the intervention, interactive sessions were conducted with due concern for the dignity of the sample.

- The participatory rules formed in the module helped the participants to move at ease with each other.
- Since the data involves sensitive issues coined around the sample, it was assured to them that the data gathered will be kept confidential and will not be revealed out for any other purpose other than the current study.

3.10 Experimentation

The researcher conducted life skills training to the selected sample over a period of three months. 60 sessions (a session of an hour) were allotted to train 6 selected life skills. Hence a total of 60 sessions over a period of 3 months was planned to cover the selected 6 life skills. The life skills training was imparted to the experimental group through lectures, group discussions, storytelling, activity oriented tasks, games, puzzles and teasers etc. One life skill was allotted with 10 sessions in which first 4 sessions was to create awareness of the selected life skill, importance in the life of that skills and use of the skill in day to day life, and remaining 6 sessions were the activities on the selected life skill. A total of 18 activities were prepared among 6 selected life skills (each life skills consisting 3 activities). And then practical inputs through group discussions and real-life situations were also provided during the course of training. Since the method of training is experiential and highly interactive, the students with hearing impairment imbibed the skills and attributes in a gradual and subtle way over the

duration of the program. Control group taught by the routine traditional method of classroom teaching to teach selected life skills. After the intervention, post test was conducted using Life Skills Self Assessment Scale (LSSAS) to find out the level of life skills developed by the experimental group as a result of training.

3.11 Pilot study

A pilot study was conducted on 10 students with hearing impairment studying in higher secondary schools to find out the practical difficulties and accordingly the researcher could improve the intervention package. The validated module was used as intervention package for the life skills training to the selected sample of the current study.

3.12 Data collection procedure

The sample for the current study, students with hearing impairment were studying in ITIs at Coimbatore. The researcher met the Heads of the Institutions to get the consent to collect the data from the students with hearing impairment at their institutions. The researcher also got consent from the selected sample to gather relevant data.

In the FIRST PHASE of the present study, the demographic details such as age, gender, degree of hearing loss,

type of hearing impairment, type of educational set-up, type of school, locality, parent's education, parent's occupation were collected by the researcher using a proforma.

During the SECOND PHASE, pre test was administered to the sample by using LSSAS. The sample, students with hearing impairment were oriented about the need and importance of the present study. Then they were made to sit comfortably in a place with minimal visual distractions and LSSAS was provided to the students with hearing impairment. To clear the doubts to the students with hearing impairment with regard to the difficult words/concepts, sign language interpretation service also provided. The sample was asked to read all items in LSSAS carefully. Instructions were given to answer all items and not to leave any of the items.

The THIRD PHASE of the study involved the intervention through the specially designed life skills training module to the experimental group by using lectures, group discussions, storytelling, activity oriented tasks, games, puzzles and teasers etc., Control group taught by the conventional teaching teach to selected life skills.

In the FOURTH PHASE, post test data was collected by using Life Skills Self Assessment Scale (LSSAS) from the control and experimental group after completion of life skills training programme.

3.13 Data analysis procedure

In the FIFTH PHASE, the data thus collected from the pre and post test would then be analyzed using both quantitative and qualitative data analysis procedures. The chapter IV discusses in details about the various analyses carried out by the researcher and consequent interpretation of the results.