Education is what survives when, what has been learned has been forgotten.

B.F. Skinner
Chapter - 4
CHAPTER - 4

ANALYSIS & INTERPRETATION OF DATA

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4.2 Stages of Data Analysis

4.3 Analysis & Interpretation of Data

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4.5 Global Interpretation
4.1 Introduction -

Statistic is the mathematical process of gathering, organizing and interpreting numerical data, which is one of the basic phases of the research proves.

- John W. Best

The analysis and interpretation of data represents the application of deductive and inductive logic to the research process. The data are often classified by division into subgroups and are then analyzed and synthesized in such a way that hypothesis may be verified or rejected. The acceptance or rejection of this hypothesis will ultimately determine what contribution the study makes to the scientific development of a particular area. The final result may be a new principle or generalization data are examined in terms of comparison between the more homogenous segments within the group and by comparison with some other criteria.

Technically speaking, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis.

The term analysis refers to the computation of certain measure along with searching for patterns of relationship that exist among data-group. Thus in the process of analysis, relationship or difference supporting or conflicting with original or new hypothesis should be selected to statistical tests of significance to determine with what valid data can be said to indicate any conclusion. After administering and scoring, research tools, scripts, data collected and organized. The collected data is known as "raw data". The raw data are meaningless unless certain statistical treatment is given to them analysis of data means to make the raw data meaningful or to draw some results from the data after the proper treatment. The null hypothesis,
are tested with the help of analysis of the data so to obtain same significant result.

Measurement in education did not suddenly leap into existence. The logical way to begin any research investigation is to start with hypothesis, to obtain an appropriate sample of data in order to test the implication of the hypothesis and then to find out the inference.

The task of interpretation in not an easy job, rather it requires a great skill and dexterity on the part of the researcher. Interpretation is an art that one learns through practices and experience researcher must give reasonable explanation of the relations which he has found and he must interpret the line of relationship in terms of the underlying processes and must try to find out the thread of uniformity that thus under the surface layer of his diversified research findings.

One should always remember that even if the data are properly collected and analyzed, but wrongly interpreted would lead to inaccurate conclusion it is therefore, absolutely essential that the task of interpretation be accomplished with patience in an impartial manner and also in correct perspectives.

4.2 Stages In Data Analysis -

National Council of Teachers Education (NCTE) describes the stages of data analysis as,
4.3 Analysis & Interpretation Of Data -

The process of interpretation is essentially one of stating, what the result are, or what the findings sow in fact, interpretation calls for critical examination of the results. The essentials of interpretation are an adequate knowledge of techniques of research, and adequate knowledge of ones field of study and capacity to do careful and critical thinking.
**Analysis & Interpretation of Data**

By the help of analysis of gathered data, the investigator is able to get the solution related to this problem. If on the basis of the results a interpretation, this hypothesis is accepted a rejected, then it helps in constructing a theory. Impact of the study habit and adjustment on educational achievement on physically handicapped student was conducted and data was obtained from class VI to VIII students of different schools of Chhattisgarh.

4.3.1 **Classification -**

The research questions of the hypothesis formulated provide the basis for selecting principals of classification. The classification implies the division of the data, collected into certain classes, heads or categories. The data of the present study was collected from a sample of 600 handicapped students, selected from five district of Chhattisgarh i.e Raipur, Durg Bastar, Rajnandgaon and Bilaspur, was classified into three categories i.e the blind students, crippled students and deaf & dumb students. Each category was further classified according to the gender.

4.3.2 **Tabulation -**

Tabulation is the process of transforming data from the data gathering instrument to the tabular form in which they may be systematically examined. The tabulation of the data of the present study was made on the basis of the handicap of the student and gender i.e the blind boys the crippled boys, the deaf & dumb boys, the blind girls, the crippled girls and the deaf & dumb girls.

4.3.3 **Statistical Analysis Of The Data -**

Statistics is the basic tool of measurement and the research. Different statistical methods, the t-test, ANOVA and correlation were computed to verify these hypothesis
Analysis & Interpretation of Data

4.3.4 Diagrammatic Representation -

The diagrams or the graphs at a glance gives a general impression of the whole data and are always attractive to took at more over it helps in the comparison of two or more distribution of scores. This diagram may be in form of circles or the bar graphs like histograms etc. In this study the bar graphs and histograms are used for the presentation of the data.

4.3.5 Verification of The Hypotheses -

Differential Study -

\( H_1 \) - *There exists no significant difference in the study habit of blind and crippled students.*

To test the above hypothesis, the study habit of blind and crippled students was measured. The mean and standard deviation obtained was presented in the table 4.1

<table>
<thead>
<tr>
<th>Study habit</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cal</td>
<td>Table</td>
</tr>
<tr>
<td>blind students</td>
<td>200</td>
<td>111.97</td>
<td>20.74</td>
<td>398</td>
<td>40.56</td>
<td>1.97(0.05)</td>
</tr>
<tr>
<td>crippled students</td>
<td>200</td>
<td>177.69</td>
<td>9.86</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.1, indicates that the mean and S.D of blind students is 111.97 and 20.74 where as of crippled students is 177.69 and 9.86 respectively. The 't' test was applied to test the significance of the difference between the means of study habit of blind and crippled students. The 't' value obtained is 40.56 (df 398) which
Analysis & Interpretation of Data

is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis $H_1$ is rejected.

Thus we can conclude that there exists a significant difference in the study habit of blind and crippled students.

**FIGURE 4.1** Mean and S.D of study habit of blind and crippled students.

$H_2$ - *There exists no significant difference in the study habit of blind and deaf & dumb students.*

To test the above hypothesis, the study habit of blind and deaf & dumb students was measured. The mean and standard deviations obtained are presented in the table 4.2
Analysis & Interpretation of Data

TABLE 4.2

't'value for the study habit of blind and deaf & dumb students.

<table>
<thead>
<tr>
<th>Study habit</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>blind students</td>
<td>200</td>
<td>111.97</td>
<td>20.74</td>
<td></td>
<td>6.7</td>
<td>1.97(0.05) P&gt;0.05 S</td>
</tr>
<tr>
<td>deaf&amp;dumb students</td>
<td>200</td>
<td>123.82</td>
<td>14.03</td>
<td>398</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.2, indicates that the mean and SD of blind students is 111.97 and 20.74, where as of deaf & dumb students is 123.82 and 14.03 respectively. The' t' test was applied to test the significance of the difference between the means of study habit of blind students and deaf &dumb students. The' t' value obtained is 6.7 (df=398) which is mere than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis $H_2$ is rejected.

Thus it can be concluded that there exists a significant difference in the study habit of blind and deaf & dumb students.

FIGURE 4.2 Mean and S.D of study habit of blind and deaf & dumb students.
Analysis & Interpretation of Data

H₃ - These exists no significant difference in the study habit of crippled and deaf & dumb students.

To test the above hypothesis, the study habit of crippled and deaf & dumb students was measured; the mean and standard deviation obtained are presented in the table 4.3

**TABLE 4.3**

't' value for the study habit of crippled and deaf & dumb students

<table>
<thead>
<tr>
<th>Study habit</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cal</td>
<td>Table</td>
</tr>
<tr>
<td>crippled students</td>
<td>200</td>
<td>177.69</td>
<td>9.86</td>
<td>398</td>
<td>44.52</td>
<td>1.97(0.05)</td>
</tr>
<tr>
<td>deaf&amp;dumb students</td>
<td>200</td>
<td>123.82</td>
<td>14.03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.3, shows that the mean and S.D of crippled students is 177.69 and 9.86 where as of deaf & Dumb students is 123.82 and 14.03 respectively. The 't' test was applied to test the significance of the difference between the means of study habit of crippled students and deaf &dumb students. The 't' value obtained is 44.52 (df = 398), which is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis H₃ is rejected.

Thus it can be concluded that there exist a significant difference in the study habit of crippled and deaf & dumb student.
There exists no significant difference in the study habit of blind boys and blind girls.

To test the above hypothesis, the study habit of blind boys and girls was measured.

The mean and standard deviation obtained are presented in the table 4.4.

**TABLE 4.4**

't' value for the study habit of blind boys and girls.

<table>
<thead>
<tr>
<th>Study habit</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>blind boys</td>
<td>100</td>
<td>118.11</td>
<td>22.12</td>
<td>198</td>
<td>4.33</td>
<td>1.97(0.05) P&gt;0.05 S</td>
</tr>
<tr>
<td>blind girls</td>
<td>100</td>
<td>105.84</td>
<td>17.77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis & Interpretation of Data

The table 4.4 shows that the mean and S.D of blind boys is 118.11 and 22.12, whereas of blind girls in 105.84 and 17.77 respectively. The 't' test was applied to test the significance of the difference between the means of study habit of blind boys and blind girls. The 't' value obtained is 4.33 (df = 198) which is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis, $H_4$ is rejected.

Thus it can be concluded that there exists a significant difference in the study habit of blind boys and girls.

FIGURE 4.4 Mean and S.D of study habit of blind boys and girls.

$H_5$: There exists no significant difference in the study habit of crippled boys and girls.

To test the above hypothesis, the study habit of crippled boys and girls was measured.

The mean and standard deviation obtained are presented in the table 4.5.
Analysis & Interpretation of Data

TABLE 4.5

't' value for study habit of crippled boys and crippled girls.

<table>
<thead>
<tr>
<th>Study habit</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crippled boys</td>
<td>100</td>
<td>178.35</td>
<td>8.94</td>
<td>198</td>
<td>1.28</td>
<td>1.97(0.05) P&lt;0.05 NS</td>
</tr>
<tr>
<td>crippled girls</td>
<td>100</td>
<td>176.8</td>
<td>10.55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.5 shows that the mean and S.D of crippled boys is 178.58 and 8.94 where as of crippled girls is 176.8 and 10.55 respectively. The 't' lest was applied to test the significance of the difference between the means of study habit of crippled boys and crippled girls. The 't' value obtained is 1.28 (df = 198) which is less than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis \( H_5 \) is accepted.

Thus we can conclude that there exists no significant difference in the study habit of crippled boys and girls.

FIGURE 4.5 Mean and S.D of study habit of crippled boys and girls.
Analysis & Interpretation of Data

H₀ - There exists no significant difference in the study habit of deaf & dumb boys and girls.

To test the above hypothesis, the study habit of deaf & dumb boys and girls was measured.

The mean and standard deviation obtained are presented in the table 4.6

TABLE 4.6
't' value for the study habit of deaf dumb boys and girls.

<table>
<thead>
<tr>
<th>Study habit</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>deaf&amp;dumb boys</td>
<td>100</td>
<td>129</td>
<td>15.58</td>
<td>198</td>
<td>5.07</td>
<td>1.97(0.05)  P&gt;0.05 S</td>
</tr>
<tr>
<td>deaf&amp;dumb girls</td>
<td>100</td>
<td>118.65</td>
<td>13.18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.6 indicates that the mean and S.D of deaf & dumb boys is 129 and 15.58, where as of deaf & dumb girls is 118.65 and 13.18 respectively. The 't' test was applied to test the significance of the difference between the means of study habit of deaf & dumb boys and girls. The 't' value obtained is 5.07 (df = 198) which is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis H₀ is rejected.

Thus it can be concluded that there exist a significant difference in the study habit of deaf & dumb boys and girls.
Analysis & Interpretation of Data

FIGURE 4.6 Mean and S.D of study habit of deaf & dumb boys and girls.

Table 4.7
Comparison of Mean study habit of physically handicapped students.

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Gender</th>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blind</td>
<td>N = 100</td>
<td>N = 100</td>
<td>N = 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M = 118.11</td>
<td>M=105.84</td>
<td>M= 111.97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>σ = 22.12</td>
<td>σ = 17.77</td>
<td>σ = 20.74</td>
<td></td>
</tr>
<tr>
<td>Crippled</td>
<td>N = 100</td>
<td>N = 100</td>
<td>N = 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M = 178.35</td>
<td>M=176.8</td>
<td>M= 177.69</td>
<td></td>
</tr>
<tr>
<td></td>
<td>σ = 8.94</td>
<td>σ = 10.55</td>
<td>σ = 9.86</td>
<td></td>
</tr>
<tr>
<td>Deaf &amp; Dumb</td>
<td>N = 100</td>
<td>N = 100</td>
<td>N = 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M = 129</td>
<td>M=118.65</td>
<td>M= 123.82</td>
<td></td>
</tr>
<tr>
<td></td>
<td>σ = 15.58</td>
<td>σ = 13.18</td>
<td>σ = 14.02</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>300</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>
**Analysis & Interpretation of Data**

Figure 4.7

Comparison of Mean and S.D of Study habit of physically handicapped students.

There exists no significant difference in the adjustment of blind and crippled students.

To test the above hypothesis, the adjustment of blind and crippled students was measured.

The mean and standard deviation obtained are presented in the table 4.8

**TABLE 4.8**

't' value for the adjustment of blind and crippled students.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind students</td>
<td>200</td>
<td>40.35</td>
<td>8.12</td>
<td>398</td>
<td>11.46</td>
<td>1.97(0.05)</td>
</tr>
<tr>
<td>Crippled students</td>
<td>200</td>
<td>31.64</td>
<td>7.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis & Interpretation of Data

The table 4.8 shows that the mean and S.D. of blind students is 40.35 and 8.12, whereas for crippled students is 31.64 and 7.12 respectively. The 't' test was applied to test the significance of the difference between the means of the adjustment of blind and crippled students. The 't' value obtained is 11.46 (df = 398) which is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis $H_7$ is rejected.

Thus it can be concluded that there exists a significant difference in the adjustment of blind and crippled students.

FIGURE 4.8 Mean and S.D of adjustment of blind and crippled students.

$H_8$: There exists no significant differences in the adjustment of blind and deaf & dumb students.

To test the above hypothesis, the adjustment of blind and deaf & dumb students was measured. The mean and standard deviation obtained are presented in the table 4.9

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**Analysis & Interpretation of Data**

**TABLE 4.9**

't' value for the adjustment of blind and deaf &dumb students.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>blind students</td>
<td>200</td>
<td>40.35</td>
<td>8.12</td>
<td>398</td>
<td>0.64</td>
<td>1.97 (0.05)</td>
</tr>
<tr>
<td>deaf &amp; dumb students</td>
<td>200</td>
<td>40.86</td>
<td>7.5</td>
<td></td>
<td></td>
<td>P&lt;0.05 NS</td>
</tr>
</tbody>
</table>

The table 4.9 shows that the mean and S.D of blind students 40.35 and 8.12, where as of deaf & dumb &students is 40.86 and 7.5 respectively. The 't' test was applied to test the significance of the difference between the means of the adjustment of blind and deaf & dumb students. The 't' value obtained is 0.64 (df = 398) which is less than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis $H_8$ is accepted.

Thus it can be concluded that there exists no significant difference in the adjustment of blind and deaf & dumb students.

**FIGURE 4.9 Mean and S.D of adjustment of blind and deaf & dumb students.**
**Analysis & Interpretation of Data**

\(H_0\) - *There exists no significant difference in the adjustment of crippled and deaf & dumb students.*

To test the above hypothesis, the adjustment of crippled and deaf & dumb students was measured.

The mean and standard deviation obtained are presented in the table 4.10

**TABLE 4.10**

't' value the adjustment of crippled and deaf & dumb students.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>crippled students</td>
<td>200</td>
<td>31.64</td>
<td>7.12</td>
<td>398</td>
<td>12.86</td>
<td>1.97(0.05) P&gt;0.05 S</td>
</tr>
<tr>
<td>deaf&amp;dumb students</td>
<td>200</td>
<td>40.86</td>
<td>7.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.10, indicates that the mean and S.D of crippled students is 31.64 and 7.12, where as that of deaf & dumb students is 40.86 and 7.5 respectively. The 't' test was applied to test the significance of the difference between the means of the adjustment of crippled and deaf & dumb students. The 't' value obtained is 12.86 (df = 398) which is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis \(H_0\) rejected.

Thus it can be conducted that, there exists a significant difference in the adjustment of crippled and deaf & dumb students.
Analysis & Interpretation of Data

FIGURE 4.10 Mean and S.D of adjustment of crippled and deaf & dumb students.

\( H_{10} \) - *There exists no significant difference in the adjustment of blind boys and girls.*

To test the above hypothesis, the adjustment of blind boys and girls was measured. The mean and standard deviation obtained are presented in the table 4.11

**TABLE 4.11**

"t" value for the adjustment of blind boys and girls.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cal</td>
<td>Table</td>
</tr>
<tr>
<td>blind boys</td>
<td>100</td>
<td>39.86</td>
<td>9.37</td>
<td>198</td>
<td>.84</td>
<td>1.97(0.05)</td>
</tr>
<tr>
<td>blind girls</td>
<td>100</td>
<td>40.84</td>
<td>6.97</td>
<td></td>
<td></td>
<td>P&lt;0.05 N.S</td>
</tr>
</tbody>
</table>
Analysis & Interpretation of Data

The table 4.11 indicates that the mean and S.D of Blind boys is 39.86 and 9.37, whereas of blind girls is 40.84 and 6.97 respectively. The 't' test was applied to test the significance of the difference between the means of adjustment of blind boys and girls. The 't' value obtained is 0.84 (df=198) which is less than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis $H_{10}$ is accepted.

Thus it can be concluded that there exists no significant difference in the adjustment of blind boys and girls.

FIGURE 4.11 Mean and S.D of adjustment of blind boys and girls.

$H_{11}$ - There exists no significant difference in adjustment of crippled boys and girls.

To test the above hypothesis, the adjustment of crippled boys and girls was measured.

The mean and standard deviation obtained are presented in the table 4.12
**Analysis & Interpretation of Data**

**TABLE 4.12**

't' value for the adjustment of crippled boys and girls.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Cal</th>
<th>Table</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>crippled boys</td>
<td>100</td>
<td>32.73</td>
<td>7.31</td>
<td>198</td>
<td>2.14</td>
<td>1.97(0.05)</td>
<td>P&gt;0.05 S</td>
</tr>
<tr>
<td>crippled girls</td>
<td>100</td>
<td>30.56</td>
<td>7.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.12, shows that the mean and S.D of crippled boys in 32.73 and 7.31, whereas of crippled girls is 30.56 and 7.12 respectively. The 't' test was applied to test the significance of difference between the means of adjustment of crippled boys and girls.

The 't' value obtained is 2.14 (df = 198) which is more than the table value 1.97 at 0.05 level of significance.

The proposed hypothesis $H_{11}$, is rejected.

Thus it can be concluded that there exists a significant difference in the adjustment of crippled boys and girls.
**Analysis & Interpretation of Data**

FIGURE 4.12 Mean and S.D of adjustment of crippled boys and girls.

![Bar chart showing mean and S.D of adjustment for crippled boys and girls.]

**H$_{12}$**  There exists no significant difference in the adjustment of deaf & dumb boys and girls.

To test the above hypothesis, the adjustment of deaf & dumb boys and girls was measured. The mean and standard deviation obtained are presented in the table 4.13

**TABLE 4.13**

't' value for the adjustment of deaf & dumb boys and girls.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>deaf&amp; dumb boys</td>
<td>100</td>
<td>47.73</td>
<td>5.5</td>
<td>198</td>
<td>12.49</td>
<td>1.97(0.05) P&gt;0.05 S</td>
</tr>
<tr>
<td>deaf&amp; dumb girls</td>
<td>100</td>
<td>33.99</td>
<td>9.59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Analysis & Interpretation of Data

The table 4.13, Shows that the mean and S.D of deaf & dumb boys is 47.73 and 5.5 where as of deaf & dumb girls is 33.99 and 9.59 respectively. The 't' test was applied to test the significance of the difference between the means of adjustment of deaf & dumb boys and girls. The 't'value obtained is 12.49 (df = 198) which is more than the table value 1.97 at 0.05 level of significance.

Thus is can be concluded that there exists a significant difference in the adjustment of deaf & dumb boys and girls.

FIGURE 4.13  Mean and S.D of adjustment of deaf & dumb boys and girls.
Analysis & Interpretation of Data

Table 4.14
Comparison of Mean of Adjustment of physically handicapped students.

<table>
<thead>
<tr>
<th>Handicap</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Blind</td>
<td>N = 100</td>
<td>N = 100</td>
</tr>
<tr>
<td></td>
<td>M = 39.86</td>
<td>M = 40.84</td>
</tr>
<tr>
<td></td>
<td>σ = 9.37</td>
<td>σ = 6.97</td>
</tr>
<tr>
<td>Crippled</td>
<td>N = 100</td>
<td>N = 100</td>
</tr>
<tr>
<td></td>
<td>M = 32.73</td>
<td>M = 30.56</td>
</tr>
<tr>
<td></td>
<td>σ = 7.31</td>
<td>σ = 7.12</td>
</tr>
<tr>
<td>Deaf &amp; Dumb</td>
<td>N = 100</td>
<td>N = 100</td>
</tr>
<tr>
<td></td>
<td>M = 47.73</td>
<td>M = 33.99</td>
</tr>
<tr>
<td></td>
<td>σ = 5.5</td>
<td>σ = 9.59</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

FIGURE 4.14
Comparison of Mean and S.D of Adjustment of physically handicapped students.
**Analysis & Interpretation of Data**

**H$_{13}$** - There exists no significant effect of the study habit on educational achievement of physically handicapped students.

To test the above hypothesis, the study habit and educational achievement of physically handicapped students was measured. The analysis of variance is presented in the table 4.15.

**TABLE 4.15**

<table>
<thead>
<tr>
<th>Sources of variance</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean of squares</th>
<th>F-ratio</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between study habit and educational achievement</td>
<td>1</td>
<td>3227777.82</td>
<td>3227777.82</td>
<td>5840.55</td>
<td>P&gt;0.005 S</td>
</tr>
<tr>
<td>With in study habit and educational achievement</td>
<td>1198</td>
<td>662077.88</td>
<td>552.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1199</td>
<td>3889855.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table 4.15 shows that the 'F' value obtained is 5840.55 which is more than the table value 3.84 at 0.05 level of significance.

The proposed hypothesis H$_{13}$ is rejected.

This it can be concluded that there exists a significant effect of study habit on educational achievement of physically handicapped students.

**H$_{14}$** - There exists no significant effect of the adjustment on educational achievement of physically handicapped students.

To test the above hypothesis the adjustment and educational achievement of physically handicapped students was measured. The analysis of variance is presented in the table 4.16.
**Analysis & Interpretation of Data**

**TABLE 4.16**

Analysis of variance of the adjustment on educational achievement of physically handicapped students.

<table>
<thead>
<tr>
<th>Sources of variance</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean of squares</th>
<th>F-ratio</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between adjustment and educational achievement</td>
<td>1</td>
<td>3802.08</td>
<td>3802.08</td>
<td>52.02</td>
<td>P&gt;0.05 S</td>
</tr>
<tr>
<td>With in adjustment and educational achievement</td>
<td>1198</td>
<td>87560.55</td>
<td>73.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1199</td>
<td><strong>91362.63</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table 4.16 it is indicated the 'F' value obtained is 52.02 which is more than the table value 3.84 at 0.05 level of significance.

The proposed hypothesis $H_{14}$ is rejected.

Thus it can be concluded that there exists a significant effect of adjustment on educational achievement of physically handicapped students.

**Correlational Study -**

$H_{15}$ - *There exists a positive correlation between the study habit and educational achievement of blind boys.*

To test the above hypothesis, the study habit and educational achievement of blind boys was measured. The correlation obtained is presented in the table 4.17
Analysis & Interpretation of Data

TABLE 4.17

Values of correlation between the study habit and educational achievement of blind boys.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit and Educational achievement of blind boys</td>
<td>100</td>
<td>98</td>
<td>.347</td>
<td>Positive Low Correlation</td>
</tr>
</tbody>
</table>

From the table 4.17, it can be seen that the obtained '\( \gamma \)' value is .347, which shows a positive low correlation.

The proposed hypothesis \( H_{15} \) is accepted.

Hence it can be concluded that there exists a positive correlation between the study habit and educational achievement of blind boys.

\( H_{16} - \text{ There exists a positive correlation between the study habit and educational achievement of crippled boys. } \)

To test the above hypothesis study habit and educational achievement of crippled boys was measured. The correlation obtained is presented in the table 4.18

TABLE 4.18

Values of correlation between the study habit and educational achievement of crippled boys.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit and Educational achievement of crippled boys</td>
<td>100</td>
<td>98</td>
<td>.601</td>
<td>Positive Low Correlation</td>
</tr>
</tbody>
</table>

From the table 4.18, it can be conducted that the obtained '\( \gamma \)' value is .601 which shows a positive high correlation.
Analysis & Interpretation of Data

The proposed hypothesis $H_{16}$ is accepted.

Hence it can be concluded that there exists a positive correlation between the study habit and educational achievement of crippled boys.

$H_{17}$ - There exists a positive correlation between the study habit and educational achievement of deaf & dumb boys.

To test the above hypothesis study habit and educational achievement of deaf & dumb boys was measured. The correlation obtained is presented in the table 4.19

**TABLE 4.19**

Values of correlation between the study habit and educational achievement of deaf & dumb boys.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>$\gamma$</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit and Educational achievement of deaf &amp; dumb boys</td>
<td>100</td>
<td>98</td>
<td>0.020</td>
<td>Positive Negligible Correlation</td>
</tr>
</tbody>
</table>

From the table 4.19, it can be seen that the obtained '$\gamma$' value is 0.020 which shows a positive negligible correlation.

The proposed hypothesis $H_{17}$ is accepted.

Hence it can be conducted that there exists a positive correlation between the study habit and educational achievement of deaf & dumb boys.

$H_{18}$ - There exists a positive correlation between the study habit and educational achievement of blind girls.

To test the above hypothesis study habit and educational achievement of blind girls was measured. The correlation obtained is presented in the table 4.20
**Analysis & Interpretation of Data**

**TABLE 4.20**

Values of correlation between the study habit and educational achievement of blind girls.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit and Educational achievement of blind girls</td>
<td>100</td>
<td>98</td>
<td>0.554</td>
<td>Positive Moderate Correlation</td>
</tr>
</tbody>
</table>

Form the above table 4.20 it can be conducted that the obtained '\( \gamma \)' value is 0.554, which shows a positive moderates correlation.

The proposed hypothesis \( H_{18} \) is accepted.

Hence it can be conducted that there exists a positive correlation between the study habit and educational achievement of blind girls.

\( H_{19} \)- *There exists a positive correlation between the study habit and educational achievement of crippled girls.*

To test the above hypothesis study habit and educational achievement of crippled girls was measured. The correlation obtained is presented in the table 4.21

**TABLE 4.21**

Values of correlation between the study habit and educational achievement of crippled girls.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit and Educational achievement of crippled girls</td>
<td>100</td>
<td>98</td>
<td>0.521</td>
<td>Positive Moderate Correlation</td>
</tr>
</tbody>
</table>

From the above table 4.20, it can be seen that the obtained value '\( \gamma \)' is 0.521 which shows a positive moderates correlation.
**Analysis & Interpretation of Data**

The proposed hypothesis $H_{19}$ is accepted.

Hence it can be concluded that there exists a positive correlation between the study habit and educational achievement of crippled girls.

$H_{20}$ - *There exists a positive correction between the study habit and educational achievement of deaf & dumb girls.*

To test the above hypothesis, study habit and educational achievement of deaf & dumb girls was measured. The correlation obtained is presented in the table 4.22

**TABLE 4.22**

Values of correlation between the study habit and educational achievement of deaf & dumb girls.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>$\gamma$</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit and Educational achievement of deaf &amp; dumb girls</td>
<td>100</td>
<td>98</td>
<td>0.261</td>
<td>Positive Low Correlation</td>
</tr>
</tbody>
</table>

From the above table 4.22 it can be seen that the obtained '$\gamma$' value is 0.261 which shows a positive low correlation.

The proposed hypothesis $H_{20}$ is accepted.

Hence it can be concluded that there exists a positive correlation between the study habit and educational achievement of deaf & dumb girls.
**Analysis & Interpretation of Data**

Table 4.23

Comparison of Correlation between study habit and educational achievement of physically handicapped students.

<table>
<thead>
<tr>
<th>Study habit and Educational Achievement</th>
<th>‘γ’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind Boys</td>
<td>0.347</td>
</tr>
<tr>
<td>Crippled Boys</td>
<td>0.601</td>
</tr>
<tr>
<td>Deaf &amp; Dumb Boys</td>
<td>0.02</td>
</tr>
<tr>
<td>Blind Girls</td>
<td>0.554</td>
</tr>
<tr>
<td>Crippled Girls</td>
<td>0.521</td>
</tr>
<tr>
<td>Deaf &amp; Dumb Girls</td>
<td>0.261</td>
</tr>
</tbody>
</table>

**FIGURE 4.15**

Comparison of Correlation between study habit and educational achievement of physically handicapped students.
**Analysis & Interpretation of Data**

\( \text{H}_{21} - \) *There exists no significant correlation between the adjustment and educational achievement of blind boys.*

To test the above hypothesis, adjustment and educational achievement of blind boys was measured. The correlation obtained is presented in the table 4.24

**TABLE 4.24**

**Values of correlation between the adjustment and educational achievement of blind boys.**

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment and Educational achievement of blind boys</td>
<td>100</td>
<td>98</td>
<td>0.034</td>
<td>Positive Negligible Correlation</td>
</tr>
</tbody>
</table>

From the above 4.24, it can be seen that the obtained \( \gamma \) value is 0.034, which shows a positive negligible correlation.

The proposed hypothesis \( \text{H}_{21} \) is rejected.

Hence it can be concluded that there exists a significant correlation between the adjustment and educational achievement of blind boys.

\( \text{H}_{22} - \) *There exists no significant correlation between the adjustment and educational achievement of crippled boys.*

To test the above hypothesis, adjustment and educational achievement of crippled boys was measured. The correlation obtained is presented in the table 4.25
**Analysis & Interpretation of Data**

**TABLE 4.25**

Values of correlation between the adjustment and educational achievement of crippled boys.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment and Educational achievement of crippled boys</td>
<td>100</td>
<td>98</td>
<td>0.265</td>
<td>Positive Low Correlation</td>
</tr>
</tbody>
</table>

From the above table 4.25 it can be seen that the obtained \( \gamma \) value is 0.265, which shows a positive low correlation.

The proposed hypothesis \( H_{22} \) is rejected.

Hence it can be concluded that there exists a significant correlation between the adjustment and educational achievement of crippled boys.

**\( H_{23} \)** - *There exists no significant correlation between the adjustment and educational achievement of deaf & dumb boys.*

To test the above hypothesis, adjustment and educational achievement of deaf & dumb boys was measured. The correlation obtained is presented in the table 4.26

**TABLE 4.26**

Values of correlation between the adjustment and educational achievement of deaf & dumb boys.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment and Educational achievement of deaf &amp; dumb boys</td>
<td>100</td>
<td>98</td>
<td>0.057</td>
<td>Positive Negligible correlation</td>
</tr>
</tbody>
</table>

From the above table 4.26, it can be seen that the obtained \( \gamma \) value is 0.05, which shows a position negligible correlation.
The proposed hypothesis $H_{23}$ is rejected.

Hence it can be concluded that there exists a significant correlation between the adjustment and educational achievement of deaf & dumb boys.

$H_{24}$: There exists no significant correlation between the adjustment and educational achievement of blind girls.

To test the above hypothesis, adjustment and educational achievement of blind girls was measured. The correlation obtained is presented in the table 4.27

**TABLE 4.27**

Values of correlation between the adjustment and educational achievement of blind girls.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>$\gamma$</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment and Educational achievement of blind girls</td>
<td>100</td>
<td>98</td>
<td>0.265</td>
<td>Positive Low Correlation</td>
</tr>
</tbody>
</table>

From the above table 4.27, it can be observed that the obtained '$\gamma$' value is 0.114, which shows positive negligible correlation.

The proposed hypothesis $H_{24}$ is rejected.

Hence it can be concluded that there exists a significant correlation between the adjustment and education achievement of blind girls.

$H_{25}$: There exists no significant correlation between the adjustment and educational achievement of crippled girls.

To test the above hypothesis adjustment and educational achievement of crippled girls was measured. The correlation obtained is presented in the table 4.28
**Analysis & Interpretation of Data**

**TABLE 4.28**

Values of correlation between the adjustment and educational achievement of crippled girls.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment and Educational achievement of crippled</td>
<td>100</td>
<td>98</td>
<td>0.258</td>
<td>Positive Low</td>
</tr>
<tr>
<td>girls</td>
<td></td>
<td></td>
<td></td>
<td>Correlation</td>
</tr>
</tbody>
</table>

From the above table 4.28 it can be seen that the obtained '\( \gamma \)' value is 0.258 which shows a positive low correlation.

The proposed hypothesis \( H_{25} \) is rejected.

Hence it can be concluded that there exists a significant correlation between the adjustment of crippled girls.

\( H_{26} \)- *There exists no significant correlation between the adjustment and educational achievement of deaf & dumb girls.*

To test the above hypothesis, adjustment and educational achievement of deaf & dumb girls was measured. The correlation obtained is presented in the table 4.29

**TABLE 4.29**

Values of correlation between the adjustment and educational achievement of deaf & dumb girls.

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>df</th>
<th>( \gamma )</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment and Educational achievement of deaf &amp;</td>
<td>100</td>
<td>98</td>
<td>0.454</td>
<td>Positive</td>
</tr>
<tr>
<td>dumb girls</td>
<td></td>
<td></td>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Correlation</td>
</tr>
</tbody>
</table>

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Analysis & Interpretation of Data

From the above table 4.29, it can be seen that, the obtained ‘\( \gamma \)’ value is 0.454, which shows a positive moderate correlation.

The proposed hypothesis \( H_{26} \) is rejected.

Hence it can be concluded that there exists a significant correlation between the adjustment and educational achievement of deaf & dumb girls.

Table 4.30

Comparison of correlation between adjustment and educational achievement of physically handicapped students.

<table>
<thead>
<tr>
<th>Adjustment and Educational Achievement</th>
<th>‘( \gamma )’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind Boys</td>
<td>0.034</td>
</tr>
<tr>
<td>Crippled Boys</td>
<td>0.265</td>
</tr>
<tr>
<td>Deaf &amp; Dumb Boys</td>
<td>0.057</td>
</tr>
<tr>
<td>Blind Girls</td>
<td>0.114</td>
</tr>
<tr>
<td>Crippled Girls</td>
<td>0.258</td>
</tr>
<tr>
<td>Deaf &amp; Dumb Girls</td>
<td>0.454</td>
</tr>
</tbody>
</table>
Analysis & Interpretation of Data

FIGURE 4.16

Comparison of Correlation between adjustment and educational achievement of physically handicapped students.

4.4 Interpretation of The Result -

The task of interpretation is not an easy job, rather it requires a great skill and dexterity on the part of researches. Interpretation is an art that one learns through practices and experiences. Researcher must give reasonable explanation of the relations which he has found and he must interpret the line of relationship in terms of the underlying processes and must try to find out the thread of uniformity that lies under the surface layer of his diversified research findings.

One should always remember that even if the data are properly collected and analyzed, wrong interpretation would lead to inaccurate conclusions. It is therefore, absolutely essential that the task of interpretation be accomplished with patience in an impartial manner and also in correct perspectives.

The results of the present study are given below.
Analysis & Interpretation of Data

1. There exists a significant difference in the study habit of blind students and crippled students.

2. There exists a significant difference in the study habit of blind students and deaf & dumb students.

3. There exists a significant difference in the study habit of crippled students and deaf & dumb students.

4. There exists a significant difference in the study habit blind boys and girls.

5. There exists no significant difference in the study habit of crippled boy and girls.

6. There exists a significant difference in the study habit of deaf & dumb boys and girls.

7. There exists a significant difference in the adjustment of blind and crippled students.

8. There exists no significant difference in the adjustment of blind and deaf & dumb students.

9. There exists a significant difference in the adjustment of crippled and deaf & dumb students.

10. There exists no significant difference in the adjustment of blind boys and girls.

11. There exists a significant difference in the adjustment of crippled boys and girls.

12. There exists a significant difference in the adjustment of deaf & dumb boys and girls.

13. There exists a significant effect of the study habit on educational achievement of physically handicapped students.
Analysis & Interpretation of Data

14. There exists a significant effect of the adjustment on educational achievement of physically handicapped students.

15. There exists a positive correlation between the study habit and educational achievement of blind boys.

16. There exists a positive correlation between the study habit and educational achievement of crippled boys.

17. There exists a positive correlation between the study habit and educational achievement of deaf & dumb boys.

18. There exists a positive correlation between the study habit and educational achievement of blind girls.

19. There exists a positive correlation between the study habit and educational achievement of crippled girls.

20. There exists a positive correlation between the study habit and educational achievement of deaf & dumb girls.

21. There exists a significant correlation between the adjustment and educational achievement of blind boys.

22. There exists a significant correlation between the adjustment and educational achievement of crippled boys.

23. There exists a significant correlation between the adjustment and educational achievement of deaf & dumb boys.

24. There exists a significant correlation between the adjustment and educational achievement of blind girls.

25. There exists a significant correlation between the adjustment and educational achievement of crippled girls.
Analysis & Interpretation of Data

26. There exists a significant correlation between the adjustment and educational achievement of deaf & dumb girls.

4.5 Global Interpretation -

To study the impact of the study habit and adjustment on educational achievement of physically handicapped students, a research of normative survey type was attempt. For the analysis of the data differential and correlational studies were done.

The global interpretation of the findings of the differential study has been described as follows.

It has been observed for the finding that there exists a significant difference in the study habit of blind students and crippled students. The obtained mean value of study habit was comparatively low than that of the study habit of crippled students. This may be due to the unavailability of appropriate study materials like Braille or aural methods provided to the blind students in compare to the crippled student. Mathew (1990) in her review literacy for blind and visually impaired school age students analyzed that, to develop maximum potential in the child, maximum opportunities to the child should be given. The result was supported by the findings of Sharma (2006), who studied the emotional stability of visually disabled in relation to their study habits.

Further it can be interpreted that there exists a significant difference in the study habit of blind students and deaf & dumb students. It has been observed from the findings that the mean of study habit of deaf & dumb students was comparatively high than that of the blind students this may be due to the conversation skills which help in increasing the overall performance of the deaf & dumb student in comparison to blind students. This result is consistent with the study of Idrissi (2010), who studied the development of implanted deaf children conversational skills and Sahoo
Analysis & Interpretation of Data

(1991), who compared the behavioral characteristics of blind, deaf, dumb & normal children of Orissa.

It is also clear from the findings that there exists a significant difference in the study habit of crippled students and deaf & dumb students. The findings say that there is a difference in the mean of the study habit of crippled students and deaf & dumb students. The mean of study habit of crippled students was higher than that of deaf & dumb students. The result was supported by Mathur (1985). As the crippled students are been educated in normal schools with normal students in compared to deaf and dumb students, as deaf & dumb students need special school and special attention. Facilities available in institution for the physically handicapped children are quite in adequate as compared with those provided in the schools of normal children. This may be one of the cause of the difference in the study habit of crippled students and deaf & dumb students.

Finding of the study also reveal that there exists a significant difference in the study habit of blind boys and blind girls. The mean value of study habit of blind girls was comparatively low than that of the study habit of blind boys. This may be due to that the girl child in affected more in a negative way than the boy child, which directly affect the student habit and educational achievement of the students. The findings of this study is in contrast to the finding of Aluja and Blanch's (2004) which was on socialized personality, scholastic aptitude, study habit and academic achievement and stated that the girls have better study habits than that of boys.

It can also be interpreted from the finding that there exists no significant difference in the study habit of crippled boys and crippled girls. The result was supported by Christian (1983) who studied the study habit as a function of need achievement and his results indicated no significant difference between the study habit of boys and girls. The result was in contrast to the result of Sutharman (2011) who in his study of study habits and academic achievement found that these exists
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significant difference in the mean scores of boys and girls (students) will respect to their study habits. It was observed that the mean scores of girls study habits and their academic achievement are more than boys. This may be due to the hard work and sincerity of girls when compared to boys.

The obtained mean value of study habit of deaf & dumb boys was more than that of deaf & dumb girls in one finding of the study, that there exists a significant difference in the study habit of deaf & dumb boys and girls. The findings of the present study were found to agree with that of Singh (1984) who found that study habits of boys and girls differed significantly at different levels of academic achievement.

It has also been observed from the findings that there exists a significant difference in the adjustment of blind and crippled students. The reason for the maladjustment of the blind students is due to the need of special education and other related services in order to maximize their functional level. The findings were in support with the findings of Pandey (1985).

Further it can be interpreted that there exists no significant difference in the adjustment of blind and deaf & dumb students. The blind and deaf & dumb students are receiving proper attention by the parents teachers and society which helps in their proper adjustment. The result was in contrast to the findings of William (1981) and Vankat Laxmi (2009) as according to them blind students are more likely to adjust than the deaf & dumb students.

Finding of the study also reveal that there exists a significant difference in the adjustment of crippled and deaf & dumb students. It can be due to that the facilities available to them are quite adequate, deaf & dumb students require modifications or adaptation of school practices and other related services like hearing aids, auditory training more of visual cues in teaching learning situations, where as the crippled students can be integrated in regular school without much difficulties. Nader (2006)
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was found to have support with the finding.

It can also be interpreted from the finding that, there exists no significant difference in the adjustment of blind boys and girls. The finding of the present study was found to agree totally with that of Lata (1996). The blind boys and blind girls have the support of the family, friends and the society which helps them in adjustment emotionally, socially and educationally.

It is also clear from the finding that there exists a significant difference in the adjustment of crippled boys and girls, this could be due to the adjustment difficulties faced by girls are significantly more than the boys and with handicap the difficulties increases. The present finding was fond to agree totally with that of Mathur (1985) findings.

One of the the findings of differential study that there exists a significant difference in the adjustment of deaf & dumb boys and girls .The finding was supported by the findings of Banerjee and Dutta (1970). The reason for this could be that the family of the boys would be adjusting with them in constructive way, which with the girls in a limited ways , due to which the girl child become restricted in adjustment.

The present finding, that there exists a significant effect of study habit on educational achievement of physically handicapped students may be due to the fact that good study habits are the important determinant of educational achievement. The present study is supported by Verma's (1996) study on the locus of control and academic performance whose findings was that study habit has a significant effect on academic performance.

It can be concluded from the findings of differential study, that there exists a significant effect of adjustment on educational achievement of physically handicapped students as adjustment is the process by which a person maintains a balance between its needs and the circumstances. The physically handicapped students
are not able to adjust property to the school. As in most schools aids equipment and learning materials like, for blind children Braille materials, for deaf students hearing aids, visual materials to profit the regular and special programmes are not available. Due to which the educational achievement, which they have to achieve is not up to the mark. The findings of Bala (1985) supported the present study.

The global interpretation of the correlational studies has been described as follows.

It has been observed from the findings that there exists a positive correlation between the study habit and educational achievement of blind boys. The findings of the result was supported by the study of Mishra (1992), who conducted a study on assessing the level of test anxiety self concept, adjustment and study habit on the students of Orissa in predating academic achievement and revealed a significant and a positive correlation between study habit and academic achievement.

It is also clear from the finding that there exists a positive correlation between the study habit and educational achievement of crippled boys. The findings of the present study was found to agree totally with that of Ramaswamy's (1990), findings in which he studies the relationship between study habit and achievement. The correlation analysis revealed significant relationship between the study habit and academic achievement variables.

It can be also interpreted from the finding that there exists a positive correlation between study habit and educational achievement of deaf & dumb boys. The finding was in support with the finding of Patel (1985) in which he investigated the impact of study habit on academic achievement of students in Gujarat and found a positive correlation between study habit and academic achievement.

It is also clear from the findings that there exists a position of correlation between the study habit and educational achievement of blind girls, which coincided with the observation of Mehta etal (1989-90), who studied the psychological
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correlates of academic achievement at school level and reported a positive and significant correlation between study habit and academic achievement.

One of the finding of the study also reveal that there exists a positive correlation between the study habit and educational achievement of crippled girls. The result was supported by the result of Wolfendin and Pumfery (1985). They reviewed various studies in the field of behavior, study habit, attitude and academic attainment and strategies of study habit. The research indicated a positive correlation between study habit and academic attainment.

Further it can be interpreted that there exists a positive correlation between the study habit and educational achievement of deaf & dumb girls. The result was supported by the study of Christian (1983) who administrated a study habit inventory and a need achievement test. The result indicted a positive correlation.

From the above findings of the corrational study, we see a positive correlation between the study habit and educational achievement of physically handicapped students i.e, the blind boys, the crippled boys, the deaf & dumb boys, the blind girls, the crippled girls and the deaf & dumb girls because more students know about the state of their knowledge, their ability to learn and techniques for learning, more they excel in it, better they will be able to study. When learning situations are structured cooperatively and they work together, they interact in positive way, feel supported and encourage achieving.

It has been observed from the finding that there exists a significant correlation between the adjustment and educational achievement of blind boys. The finding was in support with the findings of Williams (1981) who studied the adjustment of the blind and deaf students in standard V-VII of special schools in Karnataka.

It is also clear from the findings that there exists a significant correlation between the adjustment and educational achievement of crippled boys. The findings
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of the present study was disagreed with the study of Mehta and (1985) who studied the relationship of academic achievement with intelligence, personality, adjustment, study habit and academic motivation. The result indicated that there was no relation between adjustment and achievement. The study of Kumari (1982) was in support with the present findings.

Finding of the study also reveal that there exists a significant correlation between the adjustment & educational achievement of deaf & dumb boys. Nader (2006) carried out a study to assess the needs of deaf & dumb children while Lata (1996) on educational adjustment of handicapped children.

One of the findings of the study is that there exists a significant correlation between the adjustment and educational achievement of blind girls. The results were in contrast to the findings of Ayatollah (2010), who aimed his study on academic hardiness, academic performances and adjustment of high school students, his result revealed a negative correlation between the adjustment and academic performance.

Further it can be interpreted that there exist a significant correlation between the adjustment and educational achievement of crippled girls. Unnisa, Najma (2011) in her study on academic adjustment in schools, stated that adjustment is adaptable to physical environment as well as to the social demands; there is a correlation between adjustment and scholastic achievement.

It can be concluded from the findings of correlational study that there exists a significant correlation between the adjustment and educational achievement of deaf & dumb girls. Williams (1981) studied the adjustment of blind and deaf & dumb students of Karnataka and found positive correlation. Their findings supported the findings of the present study.

The finding of the correlational study between adjustment and educational achievement of physically handicapped students, i.e, the blind boys, the crippled
boys, the deaf & dumb boys, the blind girls, the crippled girls and the deaf & dumb girls reveal a positive correlation between the adjustment and educational achievement, as adjustment is the way and means to help the individual to meet the demands of changed conditions by adapting or modifying his previous ways of doing or facing things. In India, parents of handicapped children either over protect or neglect the children due to the confused stage and fear of having a child with handicap. They also have apprehensions about coping with the educational needs of the child with disability. Parents have to be oriented in such a way that they develop a positive attitude towards the overall development of the child so that the child is able to adjust himself/herself emotionally, socially and educationally. The number of students taking the special education should be limited as teacher student ratio should be 1. This helps in the adjustment of handicapped student in an easy manner.

All the above findings of the present study reveal that there is an apparent impact of the study habit and adjustment on educational achievement of handicapped children. Good study habit help the student to construct a bright future and lead them to the path of success. Physically handicapped children have to face many adjustment problems on account of their physical deformity. Early identification and intervention of these problems of the children with handicap should be done before they become more complicated. While teaching, the teacher should bear in mind that children with handicap have reduction in the range and variety of some learning experience due to their handicap. However, they should also have the conviction that such reduced experience can be compensated through effective methods of teaching.

The next chapter contains the summary of the present work.