

## Chapter-IV

# ANALYSIS OF DATA AND INTERPRETATIONS

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# **ANALYSIS OF DATA AND INTERPRETATION OF RESULT**

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### **4.1 Introduction**

Raw data is worthless without analysis. However valid, reliable and adequate the data may be, it does not serve any worthwhile purpose, unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, systematically interpreted and rationally concluded. Good research has been characterized by what care has been taken in the analysis and interpretation of the data after careful and depth answer to the research questions of decision makers and information users.

Analysis of data means studying the tabulated material in order to determine the inherent fact or factors in a sample parts and putting the parts together in new arrangement for the purpose of interpretation. The process of interpretation is essential. One of the stating that the result finding show what do you mean and what is the answer to the original problem? This part is the heart of the research. It calls for critical examination of results of one's analysis in the light of all the limitations of data gathering.

If the collective data are systematically arranged and analyzed through the appropriate technique, the results obtained are correct.

Interpretation of data refers to that important part of the investigation, which is associated with the drawing of inference from the collected facts after an analytical study. The interpretation makes it possible for us to utilize collected data in various fields.

As mentioned in previous chapter, a questionnaire was used to collect the data to achieve the objectives of the present study.

### **4.2 Techniques used in data analysis**

As mentioned in previous chapter, a questionnaire was used to collect the data to achieve the objectives of the present study. Fifty students have completed the questionnaire.

Responses to the items on the CATCH scale were classified into three categories: agree, neutral and disagree. All 30 items on each component of attitude- affect, behavior and cognition were summed up, averaged and then multiplied by 10 to give a minimum obtainable CATCH score of 0 and a maximum of 30, with high scores indicating more positive attitudes.

The dependent variables were the proportions of the responses to the items on the scale, the scores on cognition, affect and behavior, as well as the total CATCH score.

### 4.3 Objective of the study

1. To study the attitude of students towards their children with special needs peers.

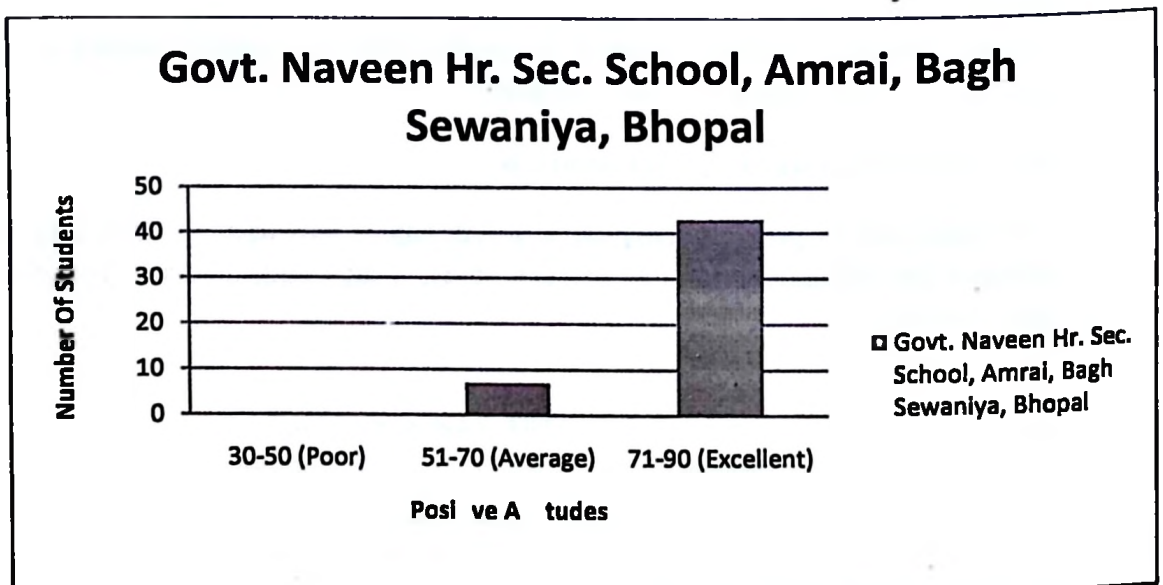
**TABLE 4.1 List of participants and their mean score on attitudes towards their CWSN peers.**

School Name	Number of Participants	Mean
Govt. Naveen Hr. Sec. School, Amrai, Bagh Sewaniya, Bhopal	50	76.48
Total	50	76.48

**TABLE 4.2 Attitudes shown by students in percentage**

School Name	Number of Participants	30-50 (Poor)	51-70 (Average)	71-90 (Excellent)
Govt. Naveen Hr. Sec. School, Amrai, Bagh Sewaniya, Bhopal	50	0	7	43
Total	50	0%	14%	86%

**Graph 4.1 Positive attitudes shown by students towards their CWSN peers**



### **Explanation and Interpretation -**

The mean score of 0% students were poor, 14% of the students had average and 86% of the students had excellent score on attitude towards their CWSN peers.

### **Conclusion-**

Students in this school had a positive attitude towards their children with special needs (CWSN) peers.