



**CHAPTER - IV**

**DATA ANALYSIS**

**AND**

**INTERPRETATION OF**

**RESULTS**

## Chapter -4

### Data Analysis And Interpretation Of Results

#### 4.1.Introduction

Analyzing research data is an important step in the dissertation process. It is the time that a researcher may reach important facts about the data collected, uncover facts that one might not otherwise have known, facts to support the hypothesis and the study. By doing in depth data comparisons, one can begin to identify relationships between various data that will help to understand more about the respondents, and guide researcher towards better decisions. Once the research data has been collected and the analysis has been made the researcher can proceed to the stage of interpreting the results.

In analysis, relationships or differences that subjected to tests of significance to determine the validity with which conclusions can be made. Assuming the need to analyses the data collected from the survey, the process begins with a quick review of the results, followed by analysis and reporting.

#### 4.2.Testing of hypothesis:

Five hypotheses were formulated to test the significance the results are interpreted as per the problem under investigation.

**Hypothesis H<sub>01</sub>:** There will be no significant relationship between mental health and adjustment of adolescence students.

**Table 4.2.1 Co-efficient of correlation between mental health and adjustment of adolescent students.**

S.no..	Variables	N	r
1	Mental Health	68	0.329*
2	Adjustment		P<0.05

**\*Significant at 0.05 level of confidence with 66 degree of freedom.**

The tabular value of 'r' needed to be significant at 0.05 level of confidence is 0.235.

The data presented in table 4.2.1. indicates the value of 'r' as 0.329, which is greater than the tabular value 0.235 at 0.05 level. Suggesting that the co-efficient of correlation between mental health and adjustment scores of adolescent students is significant. Hence, H<sub>01</sub> "There will be no significant relationship between mental health and adjustment of adolescence students." **Is rejected.**

**Hypothesis H<sub>02</sub>:** "There will be no significant difference between mental health of early and late adolescence students."

**. Table 4.2.2 Comparison of means mental health scores of early and late adolescence.**

s.no	Group of students	N	Mean± S.D	Mean difference	Std. error of means	't' ratio
1	Early adolescence	34	84.71±10.498	8.11	1.8	3.75* P<0.05
2	Late adolescence	34	92.82±6.993			

**\*significant at 0.05 level of confidence with degree of freedom 66.**

The tabular value of 't' needed to be significant at 0.05 is 2.438.

The data presented in table 4.2.2 reveals the value of 't' as 3.75 which is greater than the tabular value 2.438 at 0.01 level. Suggesting a significant difference between mean mental health scores of early and late adolescence students. Hence,  $H_0$  "There will be no significant difference between mental health of early and late adolescence students." **is rejected.**

**H<sub>0</sub>3:** "There will be no significant difference between mental health of male adolescence and female adolescence students".

**Table 4.2.3 Comparison of means mental health scores on male and female adolescence.**

s.no	Groups	N	Mean±S.D	Mean difference	Std. error of means	't' ratio
1	Male adolescence	28	86.71±10.049	5.33	1.551	2.327* P<0.05
2	Female adolescence	40	92.04±8.463			

**\* significant at 0.05 level of confidence with degree of freedom 66.**

The tabular value of r needed to be significant at 0.05 is 2.438.

The data presented in table 4.2.3. appears the value of 't' as 2.327 which is greater than the tabular value 1.996 at 0.05 level of confidence. Suggesting a significant difference between mean mental health scores of male and female adolescence students. Hence,  $H_0$  "There will be no significant difference between mental health of male and female adolescence students." **is rejected.**

**HypothesisH<sub>0</sub>4:** “There will be no significant difference between adjustment between early adolescence and late adolescence students”.

**Table 4.2.4 Comparison means adjustment scores on early and late adolescence.**

S.no	Groups	N	Mean $\pm$ S.D	Mean differences	Standard error	‘t’ ratio
1	Early adolescence	34	96.32 $\pm$ 18.037	11.8	18.037	2.587* P<0.05
2	Late adolescence	34	108.12 $\pm$ 19.576			

\* significant at 0.05 level of confidence with degree of freedom 66.

The tabular value of ‘t’ needed to be significant at 0.05 is 2.381.

The data presented in table 4.2.4 indicates the value of ‘t’ as 2.587 which is greater than the tabular value 2.381 at 0.01 level. Suggesting a significant difference between mean adjustment scores of male and female adolescence students. H<sub>0</sub>4 “There will be no significant difference between adjustment of early and late adolescence students.” is rejected .

**HypothesisH<sub>0</sub>5:** “There will be no significant difference between adjustment between male adolescence and female adolescence students”.

**Table 4.2.5: Comparison means adjustment scores on male and female adolescence**

S.no.	Groups	N	Mean $\pm$ S.D	Mean difference	Standard error of mean	‘t’ ratio
1	Male adolescence	28	99.55 $\pm$ 17.254	6.93	2.662	1.363 p>0.05
2	Female adolescence	40	106.48 $\pm$ 22.703			

Insignificant at 0.05 level of confidence with degree of freedom 66.

The tabular value of ‘t’ needed to be significant at 0.05 is 1.996..

The data presented in table 4.5 indicates the value of ‘t’ as 1.363 which is less than the tabular value 1.667 at 0.05 level. Suggesting a insignificant difference between mean adjustment scores of male and female adolescence students .Hence , H<sub>0</sub>5 “There will be no significant difference between adjustment of male and female adolescence students.” is accepted.

### 4.3. Major findings of the study:

- A significant relationship between mental health and adjustment among adolescence students was found.

- There is a significant difference between mental health and adjustment of early and late adolescence students were observed.
- A significant difference between mental health of male and female adolescence was reported.
- There is a significant difference between adjustment of early and late adolescence students.
- There is a significant difference between adjustment of male and female adolescence students.

#### **4.4. Discussion of findings:**

The findings of the present study more or less support the fundamental theories lies behind the mental health and adjustment. As noted earlier mental health denotes the mental attitude or the mind set of an individual that influence various activities that the individual takes up.

A student with positive status of mental health can take up and attained the expected goals despite of different hurdles that may come on the way. One of the major finding that a significant relationship exists between mental health and adjustment of adolescent those parallel with the number of studies by(Hussain)

Even, the stage of adolescence which is characterized as a period of terminal in one's life has different adjustment capabilities. The findings that early and late adolescent students differ in their mental health scores and adjustment scores are may be contributed with the advancement of maturity and age; the characteristics of students at early adolescent stage is more or less like free bird who has just enter into adolescence and join a period of childhood as such their mental health is positive in comparison with their counterparts as the students of late adolescence stage because the advancement in age and maturity is always accompanied the duties and responsibilities.

Therefore, the students of late adolescence group are found to be under little stress resulting into the instable stage of mental health subsequently leading to poor adjustment. Apart from this the male and female adolescent differ in their adjustment may be because of the vary nature of the girls students being more adjustable.