

**CHAPTER FOUR**  
**PRESENTATION, ANALYSIS**  
**AND INTERPRETATION OF**  
**DATA**

**4.1 Introduction**

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## **4.1 Introduction**

Statistics is a body of mathematical techniques or process of analyzing and interpreting numerical data. Since research fields quantitative data, statistics is a basic tool of measurement, evaluation and research. The fundamental purpose of statistical method is description and analysis by statistics we can analyze and interpret data and can draw conclusion.

Interpretation of data refers to that important part of the investigation which is associated with the drawing of inference from the collected facts after on analytical study. It is extremely useful and important part of the study because it makes possible the use of collected data. The usefulness of the collected data lies in its proper interpretation. It provides certain conclusion about the problem under study.

## **4.2. Data presentation, Analysis and Interpretation**

This par of the study deals with the presentation, analysis and interpretation of data. Since main objective of the study is to find out the relation ship between study habits and academic achievement of residential and non-residential school students studying in VIII class, quantitative analysis of data was done by the research scholar deriving conclusions.

### 4.3. Descriptive Analysis

In descriptive analysis the basic statistical technique like mean, median, standard deviation, t-test and coefficient of correlation etc. were used by the research scholar to find out the general picture of the finding regarding the comparison if means and standard deviation of study habits and academic achievement .

### 4.4 Testing of Hypothesis

#### Hypothesis (Ho-1)

There will be no significant relationship between study habits and academic achievement of students studying in residential school.

Table: 4-.4.1 Relationship between study habits and academic achievement of students studying in Residential school.

S.No.	Variables	N	df	r	Remark
1.	Study habits	100	98	0.30	Significant at 0.01 level
2.	Academic Achievement				

$r = 0.30$ , significant at 0.01 level.

**Table 4.4.1** shows that the computed value of  $r$  is found to be 0.30 which is significant at 0.01 level so, the hypothesis that there is no significant relationship between study habit and academic achievement of student studying in residential school is rejected. This indicates there is a significant relationship between study habit and academic achievement of students in residential school.

### Hypothesis (Ho-2)

There will be no significant relationship between study habits and academic achievement of student studying in non-residential school.

**Table 4.4.2** Relationship between study habits and academic achievement of students studying in non-residential school.

S.No.	Variables	N	df	r	Remark
1.	Study habits	100	98	-0.157	Not significant at 0.01 level
2.	Academic Achievement				

' $r$ ' value is  $-0.157$ , Not significant at 0.01 level.

**Table 4.4.2** described that the computed value of ' $r$ ' is  $-0.157$  which is not significant at 0.01 level. Hence the hypothesis that there is no significant relationship between study habits and academic achievement of students studying in non-residential school is accepted.

### Hypothesis (Ho-3)

There will be no significant difference in study habits of students studying in residential and non-residential school.

**Table 4.4.3** comparison of study habits of VIII class students studying in residential and non residential school.

S.No.	Variables	Types of school	N	Mean	± std deviation	t	df	Remar
1.	study habits	1. Residential	100	36.10	±4.30	3.541	198	sig.
		2. Non-residential	100	33.74	±5.09			

't' value is 3.541, significant at 0.01 level

**Table 4.4.3** shows that the computed value of 't' is found to be 3.541 which is significant at 0.01 level of significance. Hence the hypothesis "There will be no significant difference in study habits of students studying in residential and non-residential school." is rejected from this it can be said that there is a significant difference between students studying in residential and non-residential school in respects of their study habits. Further it is found that the students of residential schools (am=36.10) are superior to their counter part in non-residential school (am=33.74) in respect of their study habits .

#### Hypothesis (Ho-4)

There will be no significant difference in academic achievement of students studying in residential and non-residential school.

**Table 4.4.4** comparison of academic achievement of students studying in residential and non-residential school.

S. No.	Variables	Type of school	N	Mean $\pm$ std. deviation	df	t	Remark
1.	Academic achievement	1. Residential School 2. Non-residential School	100 100	65.29 $\pm$ 11.97 63.98 $\pm$ 13.12	198	0.737	Not significant

't' value is 0.737 significant at 0.01 level.

**Table 4.4.4** shows that the value of 't' is 0.737 which is not significant at 0.01 level hence the hypothesis "There will be no significant difference in academic achievement of students studying in residential and non-residential school" is accepted. From this it can be said that there is no significance difference in academic achievement of residential and non-residential schools students.

#### 4.5 GRAPHS RELATED TO TIME AND STYLE OF STUDENTS STUDYING IN RESIDENTIAL AND NON RESIDENTIAL SCHOOL

Fig. 1:Graph Showing the time devoted by students on their studies of residential and non-residential schools .

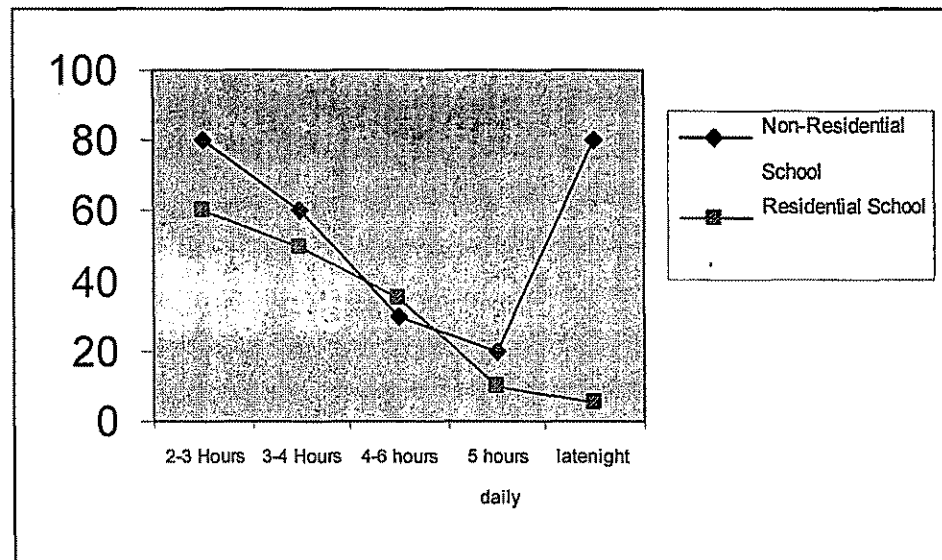
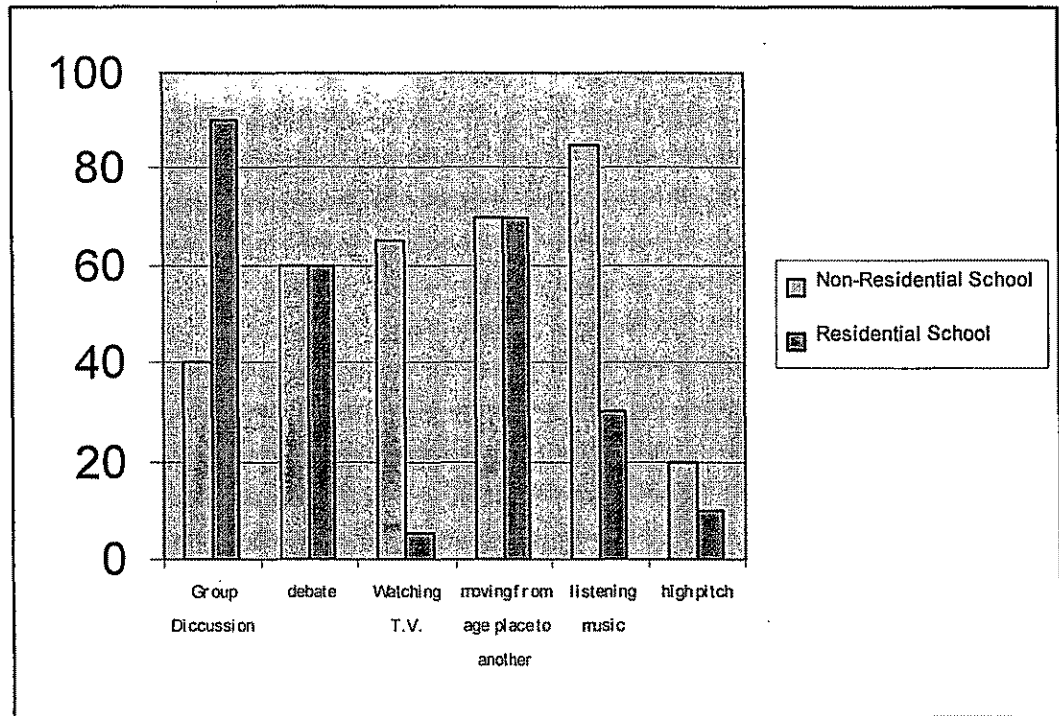


Fig.1. Shows that the time devote by the students on their studying of residential and non-residential school. Non-Residential students have regular and systematic studies where as the students of Non-residential school doesnot devote more time on systematic studies. Non-Residential student study at latenight also in comparison to residential school.



**Fig. 2: Graph Showing learning styles of students studying in residential and non-residential schools**



**Fig.2.** Shows the different learning styles of students studies. This shows that the students of Residential participate in group discussion more but students of non-residential school are not study in groups. More students of non-residential school studies during watching T.V. But it is not possible in residential school. Both schools students like to move one place to another place during studies.