

CHAPTER 4

ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter of study deals with the analysis of the collected data and subsequent interpretations. The researcher has done quantitative and qualitative analysis based on the objectives set and to test the hypothesis. The data was quantitatively analyzed with the use of mean scores, standard deviation, Mann-Whitney, Kruskal-Wallis Test. The sample size for each group was small and the distribution of data was not conclusively normal. Hence, Mann-Whitney 'U' Test was selected as it is a non-parametric equivalent for the two independent group's t-test. Qualitative analysis was done to understand the qualitative aspects of the use of the intervention tool (LSTM). The major sections of the data analysis are discussed as below:

Section I deals with the analysis on the Effectiveness of life skills training module among SWHI. (Analysis of comparison between pre-test and post-test scores of LSSAS between control and experimental groups)

Section II deals with the analysis on the Effectiveness of life skill training module among SWHI with different

backgrounds variables. (Analysis of comparison between pre and post test scores of LSSAS in experimental group with regard to selected background variables i.e., age, degrees of hearing loss, type of hearing impairment, type of School, locality, parent's educational status and parent's occupation)

Section III deals with the qualitative analysis based on the observation made by teachers and parents' of students with hearing impairment.

4.1 Analyzing the Effectiveness of Life Skills Training among Students with Hearing Impairment

Section I: This section explains the analysis of pre-test and post-test scores between control and experimental groups of SWHI.

Hypothesis 1: There is no significant difference in the level of life skills among students with hearing impairment in experimental group before and after the modular based Life Skill Development Training.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment between the Pre-test and Post-test scores of experimental group, the researcher used Mann-Whitney U Test to compare LSSAS Pre-test and Post-test scores of experimental group.

Table 4.1 Impact of using life skills training module to experimental group

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Exp. Group	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Pre_test	15	58.53	3.314	8	120	0.000	0.000
Post_test	15	119.33	8.958	23	345		

The above table describes the analysis of Pre & Post-test mean scores of LSSAS in experimental group. The Pre & Post-test Mean and SD were 58.53, 3.314 and 119.33, 8.958 of experimental group. The Mean rank and Sum of ranks 8, 120, and 23, 345 of control and experimental groups respectively. The Mann-Whitney U Test was applied to find out whether the Pre-test & Post-test mean scores differ significantly in experimental group. The calculated Mann-Whitney U value is 0.000 and significant at 0.000. The Mann-Whitney U value with 14 degrees of freedom at the significance level of 0.05 is 64. Since the calculated Mann-Whitney U value 0.000 is less than the table Mann-Whitney U value(64), hence the null hypothesis can be rejected and alternate hypothesis can be accepted. Thus there is a significant difference

in the improvement of life skills among students with hearing impairment experimental group due to intervention.

From this it is concluded that the SWHI who underwent modular based life skills training have enhanced their level of life skills. The treatment given for enhancing the life skills among SWHI is effective.

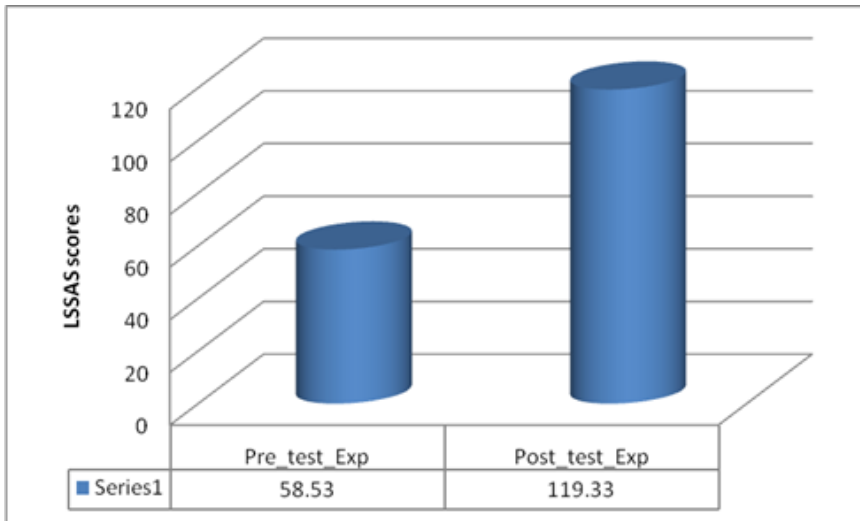


Figure 4.1 Comparison of pre-test and post-test LSSAS scores of experimental group

Hypothesis 2: There is no significant difference in the level of life skills among students with hearing impairment in control group before and after the traditional teaching method.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment between the Pre-test and Post-test scores of control

group, the researcher used Mann-Whitney U Test to compare LSSAS Pre-test and Post-test scores of control group.

Table 4.2 Impact of teaching life skills through conventional method to control group

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Con. Group	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Pre_test	15	58.40	3.418	9.13	137	17.000	0.000
Post_test	15	65.33	3.677	21.87	328		

The above table describes the analysis of Pre & Post-test mean scores of LSSAS in control group. The Pre & Post-test Mean and SD were 58.53, 3.314 and 119.33, 8.958 of control group. The Mean rank and Sum of ranks 8, 120, and 23, 345 of control and control group respectively. The Mann-Whitney U Test was applied to find out whether the Pre-test & post-test mean scores differ significantly between the control group. The calculated Mann-Whitney U value is 0.000 and significant at 0.000. The Mann-Whitney U value with 14 degrees of freedom at the significance level of 0.05 is 64. Since the calculated Mann-Whitney U value 17.000 is less than the table Mann-Whitney U value (64), hence the null hypothesis can be rejected and alternate hypothesis can be accepted. Thus there is a significant difference

in the improvement of life skills among students with hearing impairment control group due to conventional method of teaching life skills. From this it is concluded that the SWHI who underwent life skills training through conventional method also have enhanced the level of life skills.

Hypothesis 3: There is no significant difference in the level of life skills among students with hearing impairment between control and experiment groups after the training.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment between the control and experimental groups, the researcher used Mann-Whitney U Test to compare LSSAS post-test scores between the control and experimental groups.

Table 4.3 Life skill development between 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)
Control	15	65.33	3.677	8	120	0.000	0.000
Experimental	15	119.33	8.958	23	345		

The above table describes the analysis of post-test mean scores of LSSAS between the control and experimental groups. The post-test Mean and SD were 65.33, 3.677 and 119.33, 8.958 of control and experimental group respectively. The Mean rank and Sum of ranks 8, 120, and 23, 345 of control and experimental groups respectively. The Mann-Whitney U Test was applied to find out whether the post-test mean scores differ significantly between the control and experimental groups. The calculated Mann-Whitney U value is 0.000 and significant at 0.000. The Mann-Whitney U value with 14 degrees of freedom at the significance level of 0.05 is 64. Since the calculated Mann-Whitney U value 0.000 is less than the table Mann-Whitney U value (64), hence the null hypothesis can be rejected and alternate hypothesis can be accepted.

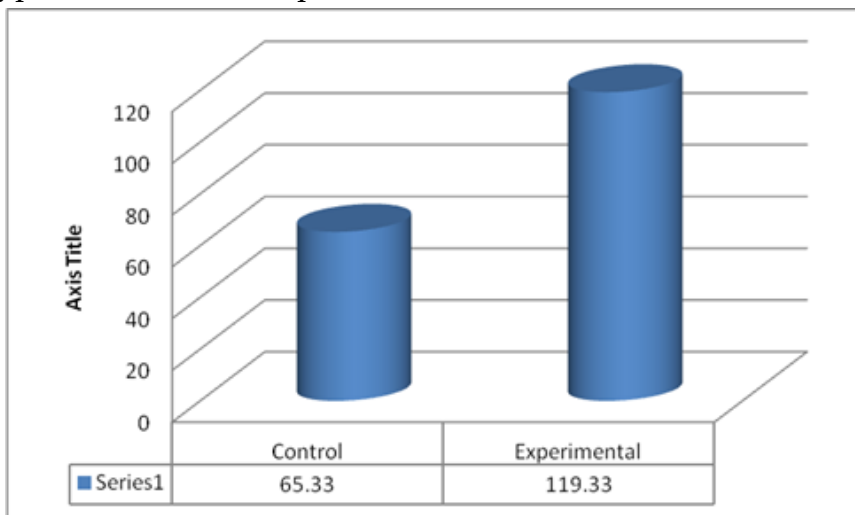


Figure 4.2 Comparison of post-test LSSAS scores of control and experimental groups

Thus there is a significant difference in the improvement of life skills among students with hearing impairment between the control and experimental groups. From this it is concluded that the SWHI who underwent life skills training have enhanced their level of life skills but the modular based life skills training is more effective comparing to conventional method of teaching.

4.2 Analyzing the Effectiveness of Life Skills Training among Students with Hearing Impairment with regard to different background variables

Section II: This section explains the analysis of pre-test and post-test scores of experimental group SWHI with regard to different background variables.

Table 4.4 Influence of Age in developing life skills among Students with Hearing Impairment

Means and Ranks						Test Statistics		
	Age Group	N	Mean	Std. Deviation	Mean Rank	Chi-Square	Df	Sig. (2-tailed)
Post-Test Scores	16	4	116.50	10.536	6.00	1.330	3	.722
	17	5	118.60	10.383	8.20			
	18	4	121.00	9.201	8.75			
	19	2	123.50	4.950	10.00			

Hypothesis 4: There is no significant difference in the level of life skills among students with hearing impairment in different age groups in experimental group after the modular based Life Skill Development Training.

The above table describes the analysis of post-test mean scores of LSSAS among various age groups of SWHI in experimental group. The total post-test Mean, SD and Mean Rank of experimental group were 116.50, 10.536 & 6.00, 118.60, 10.383 & 8.20, 121.00, 9.201 & 8.75 and 123.50, 4.950 & 10.00 of ages 16, 17, 18 & 19 respectively. The Chi-Square test was applied to find out whether the total post-test mean scores differ significantly in experimental group among different ages. The calculated Chi-Square value is 1.330 and significant at .722. The chi-square table value with 3 degrees of freedom at the given significance level of 0.05 is 7.815. Since the calculated chi-square value of H (1.330) is less than the table chi-square value (7.815), hence the null hypothesis can be accepted. Thus there is no significant difference among the age groups (16, 17, 18 & 19) in experimental group in developing level of life skills.

From this it is concluded that the modular based life skills training has enhanced the level of life skills, but the least influence has observed among different age groups (16, 17, 18, & 19) of SWHI.

Hypothesis 5: There is no significant difference in the level of life skills among students with hearing impairment based on degree

of hearing loss in experimental group after the modular based Life Skill Development Training.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment in the experimental group with regard to their degree of hearing loss, the researcher used Mann-Whitney U Test to compare post-test scores of LSSAS in experimental group with regard to degree of hearing loss.

Table 4.5 Influence of degree of Hearing Loss in developing life skills among Students with Hearing Impairment

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Degree of Hearing Loss	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Severe	11	119.09	10.559	8.55	94.00	16.000	0.432
Profound	4	120.00	1.414	6.50	26.00		

The above table describes the analysis of post-test mean scores of LSSAS in experimental group between the degrees of hearing loss. The post-test Mean and SD of experimental group were 119.09, 10.559 and 120.00, 1.414. The Mean rank and Sum of ranks 8.55, 94.00, and 6.50, 26.00 of Severe and profound

hearing loss respectively. The Mann-Whitney U Test was applied to find out whether the post-test mean scores of experimental group differ significantly between the degrees of hearing loss. The calculated Mann-Whitney U value is 16.000 and significant at .432. The Mann-Whitney U value with 10 & 3 degrees of freedom at the significance level of 0.05 is 3. Since the calculated Mann-Whitney U value 16.000 is greater than the table Mann-Whitney U value (3), hence the null hypothesis can be accepted. Thus there is no significant difference between the degrees of hearing loss in experimental group in developing level of life skills. From this it is concluded that the modular based life skills training has enhanced the level of life skills but the least influence has observed between severe and profound degree of hearing loss SWHI.

Hypothesis 6: There is no significant difference in the level of life skills among students with hearing impairment based on type of hearing impairment in experimental group after the modular based Life Skill Development Training.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment in the experimental group with regard to type of hearing impairment, the researcher used Mann-Whitney U Test to compare post-test scores of LSSAS in experimental group with regard to type of hearing impairment.

Table 4.6 Influence of degree of Type of Hearing Impairment in developing life skills among Students with Hearing Impairment

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Type of Hearing Impairment	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Conductive	5	116.80	9.497	6.60	33.00	18.000	0.390
SNHL	10	120.60	8.909	8.70	87.00		

The above table describes the analysis of post-test mean scores of LSSAS between the types of hearing impairment. The post-test Mean and SD of experimental group were 116.80, 9.497 and 120.60, 8.909 of Conductive and Sensori-Neural Hearing Impairment respectively. The Mean rank and Sum of ranks 6.60, 33.00, and 8.70, 87.00 of Conductive and Sensori-Neural Hearing Impairment respectively. The Mann-Whitney U Test was applied to find out whether the post-test mean scores of experimental group differ significantly between the types of hearing impairment. The calculated Mann-Whitney U value is 18.000 and significant at .390. The Mann-Whitney U value with 9 & 4 degrees of freedom at the significance level of 0.05 is 4. Since the calculated Mann-Whitney U value 18.000 is greater

than the table Mann-Whitney U value (4), hence the null hypothesis can be accepted. Thus there is no significant difference between the types of hearing impairment in experimental group in developing level of life skills. From this it is concluded that the modular based life skills training has enhanced the level of life skills but the least influence has observed between Conductive and Sensori-neural hearing impairment Students.

Hypothesis 7: There is no significant difference in the level of life skills among students with hearing impairment based on type of school studied in experimental group after the modular based Life Skill Development Training.

Table 4.7 Influence of type of School system in developing life skills among Students with Hearing Impairment

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Type of school	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Day School	8	120.62	10.169	9.19	73.50	18.500	0.270
Residential	7	117.86	7.862	6.64	46.50		

To find out if there is any significant difference in the improvement of life skills among students with hearing

impairment in the experimental group with regard to type of school, the researcher used Mann-Whitney U Test to compare post-test scores of LSSAS in the experimental group with regard to type of school. The given below table will clarify the Means, Standard Deviations and Mean Rank of Mann-Whitney U Test.

The above table describes the analysis of total post-test mean scores of overall LSSAS with regard to the type of school. The total post-test Mean and SD of experimental group were 120.62, 10.169 and 117.86, 7.862 of Day school and Residential school respectively. The Mean rank and Sum of ranks 9.19, 73.50, and 6.64, 46.50 of Day school and Residential school respectively. The Mann-Whitney U Test was applied to find out whether the post-test mean scores of experimental group differ significantly with regard to the type of school. The calculated Mann-Whitney U value is 18.500 and significant at .270. The Mann-Whitney U value with 7 & 6 degrees of freedom at the significance level of 0.05 is 6. Since the calculated Mann-Whitney U value 18.500 is greater than the table Mann-Whitney U value (6), hence the null hypothesis can be accepted. Thus there is no significant difference in the improvement of life skills among students with hearing impairment who underwent modular based life skills training with regard to type of school. From this it is concluded that the modular based life skills training has enhanced the level of life skills but the least influence has observed between Day & Residential School SWHI.

Hypothesis 8: There is no significant difference in the level of life skills among students with hearing impairment based on locality resided in experimental group after the modular based Life Skill Development Training.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment in the experimental group with regard to their locality, the researcher used Mann-Whitney U Test to compare post-test scores of LSSAS in the experimental group with regard to their locality.

Table 4.8 Influence of locality in developing life skills among Students with Hearing Impairment

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Locality	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Rural	9	118.33	8.139	7.17	64.50	19.500	0.375
Urban	6	120.83	10.685	9.25	55.50		

The above table describes the analysis of post-test mean scores of LSSAS with regard to the locality of the SWHI in experimental group. The post-test Mean and SD of experimental group were 118.33, 8.139 and 120.83, 10.685 of Rural and Urban

respectively. The Mean rank and Sum of ranks 7.17, 64.50, and 9.25, 55.50 of Rural and Urban respectively. The Mann-Whitney U Test was applied to find out whether the post-test mean scores of experimental group differ significantly with regard to the locality. The calculated Mann-Whitney U value is 19.500 and significant at .375. The Mann-Whitney U value with 8 & 5 degrees of freedom at the significance level of 0.05 is 6. Since the calculated Mann-Whitney U value 19.500 is greater than the table Mann-Whitney U value (6), hence the null hypothesis can be accepted. Thus there is no significant difference in the improvement of life skills among students with hearing impairment who underwent modular based life skills training with regard to locality. From this it is concluded that the modular based life skills training has enhanced the level of life skills but the least influence has observed between Rural and Urban SWHI.

Hypothesis 9: There is no significant difference in the level of life skills among students with hearing impairment based on parent's educational status in experimental group after the modular based Life Skill Development Training.

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment in the experimental group with regard to parent's educational status, the researcher used Mann-Whitney U Test to compare post-test scores of LSSAS in the experimental group with regard to parent's educational status.

Table 4.9 Influence of Parent's Education in developing life skills among Students with Hearing Impairment

Means, Std. Deviations, Mann-Whitney value and Level of Significance							
Parent's Educational Status	N	Mean	Std. Deviation	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Literate	11	119.50	9.568	8.21	98.50	15.500	0.717
Illiterate	4	118.67	7.572	7.17	21.50		

The above table describes the analysis of post-test mean scores of LSSAS with regard to the parent's educational status. The total post-test mean and SD of experimental group were 119.50, 9.568 and 118.67, 7.572 of Literate and Illiterate parents respectively. The Mean rank and Sum of ranks 8.21, 98.50, and 7.17, 21.50 of Literate and Illiterate parents respectively. The Mann-Whitney U Test was applied to find out whether the post-test mean scores of experimental group differ significantly with regard to the parent's educational status. The calculated Mann-Whitney U value is 15.500 and significant at .717. The Mann-Whitney U value with 10 & 3 degrees of freedom at the significance level of 0.05 is 3. Since the calculated Mann-Whitney U value 15.500 is greater than the table Mann-Whitney U value (3), hence the null hypothesis can be accepted. Thus there is no

significant difference in the improvement of life skills among students with hearing impairment who underwent modular based life skills training with regard to parent's educational status. From this it is concluded that the modular based life skills training has enhanced the level of life skills but the least influence has observed between Literate and Illiterate parents of SWHI.

Hypothesis 10: There is no significant difference in the level of life skills among students with hearing impairment based on the parent's occupation in experimental group after the modular based Life Skill Development Training.

Table 4.10 Influence of Parent's Occupation in developing life skills among Students with Hearing Impairment

Means and Ranks						Test Statistics		
	Parent's Occupation	N	Mean	Std. Deviation	Mean Rank	Chi-Square	Df	Sig. (2-tailed)
Post-Test Scores	Job	5	121.00	11.790	9.70	1.111	3	.774
	Business	3	118.33	9.018	7.17			
	Agriculture	5	119.20	8.349	7.30			
	Labour	2	117.00	9.899	6.75			

To find out if there is any significant difference in the improvement of life skills among students with hearing

impairment in the experimental group with regard to the parent's occupation, the researcher used Kruskal-Wallis Test to compare LSSAS post-test scores of experimental group with regard to the parent's occupation.

The above table describes the analysis of post-test mean scores of LSSAS with regard to the parent's occupation. The total post-test Mean, SD and Mean Rank of experimental group were 121.00, 11.790 & 9.70; 118.33, 9.018 & 7.17; 119.20, 8.349 and 117.00, 9.899 & 6.75 of parent's occupation as Job, Business, Agriculture and Labour respectively. The Chi-Square test was applied to find out whether the post-test mean scores differ significantly in experimental group with regard to the parent's occupation. The calculated Chi-Square value is 1.111 and significant at .774. The chi-square table value with 3 degrees of freedom at the given significance level of 0.05 is 7.815. Since the calculated chi-square value of H (1.111) is less than the table chi-square value (7.815), hence the null hypothesis can be accepted. Thus there is no significant difference in the improvement of life skills among students with hearing impairment who underwent modular based life skills training with regard to parent's occupations. From this it is concluded that the modular based life skills training has enhanced the level of life skills but the least influence has observed among the Parent's occupations (Job, Business, Agriculture and Labour) of SWHI.

4.3 Qualitative Analysis

Section III deals with the qualitative analysis based on the observations and responses of teachers and Parents during and at the end of the intervention.

Analysis based on the observations and responses from the teachers and parents during the intervention (i.e. in between the intervention)

Nearly half of the teachers have observed the differences in improving the relationships with teachers and among the students, inside and outside the classroom, when compared to the previous. After starting the intervention SWHI have started interacting with both hearing and hearing impaired students and teachers as well. Maths and Science teachers are observed in the increase of critical thinking and problem solving capacities. SWHI were trying to solve the maths and physics problems and equations with different techniques and asking help of the teachers wherever required. Majority of the teachers have observed the differences in the way communication of the SWHI, and they started responding to the teacher appropriately. They were trying to communicate with the other both hearing and hearing impaired students with appropriate manner. Many teachers have observed the differences in attitude of the SWHI especially self-confidence of the doing work in a group and

individually. Teachers are also observed the change in the self-esteem of CWHI.

On an average 55% of the teachers could observe the difference in the development life skills of SWHI during intervention i.e. after 45 days of the intervention started.

Very few parents observed the differences in improving the relationships with family members of SWHI, when compared to the previous. SWHI were trying to cope up with the siblings. They have also observed the differences in attitude and in the way of communication of the SWHI especially self-confidence of the doing work at home of their daily routine works and home work and SWHI started responding to the parents appropriately.

On an average 10% of the parents could observe the difference in the development life skills of SWHI during intervention i.e. after 45 days of the intervention started.

Analysis based on the observations and responses from the teachers and parents at the end of intervention.

Majority of the teachers observed the differences in the improvement of relationships with teachers and among the students inside and outside the classroom, when compared to the before intervention. After the intervention SWHI started interacting with both hearing and hearing impaired students and teachers as well. At the end of the intervention SWHI able to

follow friendly relationship with friends and teachers. SWHI started working in the group for assignment and projects, they have also started participating in group discussions. Many of the teachers have also observed that the SWHI started communicating with their peer group and teachers when they are in a group or to complete a task in the class room. SWHI developed both verbal and non verbal communication to interact with other hearing, hearing impaired students and teachers. SWHI have started listening/observing the situation when it is important. SWHI are started waiting for the other person to respond when they are in a group. Many of the teachers have observed the differences in the way communication of the SWHI, and they started responding to the teacher appropriately. They were trying to communicate with the other both hearing and hearing impaired students with appropriate manner.

Maths and Science teachers observed the improvement in critical thinking and problem solving capacities. SWHI were trying to solve the maths and physics problems and equations with different techniques and asking help of the teachers wherever required. SWHI started observing and trying to understand the problem. They have also started thinking more and more before coming to conclusion of the solution of the problem. They have also started thinking independently to solve the problems. At the end of the intervention program many of the students able to solve puzzles and teasers. Students also felt that puzzles and teasers helped them a lot to solve many

problems in their day to day life. SWHI started taking decision on their own, and they were able to decide which is right and which is wrong. They were able to select appropriate things, clothes and other items based on their need. Majority of the teachers have observed the differences in attitude of the SWHI especially self-confidence of the doing work in a group and individually. Teachers are also observed the change in the self-esteem of SWHI. Many of the SWHI trying to understand their abilities, strengths and weakness and others are trying to improve self-esteem.

On an average 75% of the teachers could observe the difference in the development life skills of SWHI after the intervention.

Nearly Half of the parents observed the differences in the improvement of relationships with the family members, when compared to the before intervention. SWHI also started maintain relationship with their friends and neighbours. Majority of the parents have observed that the SWHI started communicating with their family members and neighbours. SWHI have started listening/observing the situation when it is important. SWHI are started waiting for the other person to respond when they are in communicating to others. Many of the parents have observed the differences in the way communication of the SWHI.

Majority of the parents observed the increase of critical thinking and problem solving capacities. SWHI were trying to solve the maths and physics problems and equations with at home when home work was given and they have also started observing and trying to understand the problem. They started thinking independently to solve the problems. Parents are also observed that SWHI able to solve puzzles and teasers which are published in the news papers. Parents are also reported that the SWHI started taking decision on their own, and they were able to decide which is right and which is wrong. They were able to select appropriate things, clothes and other items based on their need. Parents have observed the differences in attitude of the SWHI especially self-confidence of the doing work at home. They have also reported that SWHI trying to understand their abilities, strengths and weakness. They have also reported that self-esteem of SWHI has gone to high.

On an average 50% of the parents could observe the difference in the development life skills of SWHI after the intervention.

4.4 Domain wise analysis

To find out if there is any significant difference in the improvement of life skills among students with hearing impairment in the experimental group with regard to the domains of life skills, the researcher used Kruskal-Wallis

Table 4.11 Domain wise LSSAS scores of experimental group

S.No	Domain of the Life skill	Sample	Average Scores			Rank
			Pre-Test	Post-Test	Difference	
1	Self-Awareness	15	12.00	24.93	12.93	1
2	Interpersonal relationship skills	15	9.13	21.40	12.27	2
3	Effective Communication	15	9.72	20.00	10.28	3
4	Decision making	15	8.73	19.00	10.27	4
5	Critical Thinking	15	10.67	17.87	7.87	5
6	Problem solving	15	8.27	16.13	7.20	6
Average		15	58.53	119.33	60.80	

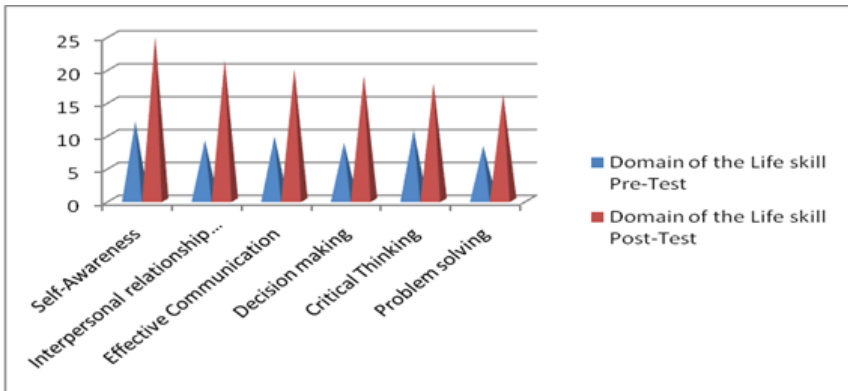


Figure 4.3 Domain wise comparisons of LSSAS scores of experimental group

Test to compare LSSAS post-test scores of experimental group with regard to domains. The given below table will clarify the Means, Standard Deviations, Mean Rank and Chi-Square test of Kruskal-Wallis Test.

Table 4.12 Kruskal-Wallis Test statistics for Domain wise comparison of post-test LSSAS mean scores of experimental group

Means and Ranks						Test Statistics		
	Domains of the Life skill	N	Mean	Std. Deviation	Mean Rank	Chi-Square	Df	Sig. (2-tailed)
Post-Test Scores	Self-Awareness	15	24.93	3.86	76.27	63.336	5	.000
	Critical Thinking	15	17.87	1.40	27.70			
	Effective Communication	15	20.00	1.19	51.70			
	Interpersonal relationship skills	15	21.40	1.59	65.07			
	Decision making	15	19.00	1.77	40.37			
	Problem solving	15	16.13	1.40	11.90			

The above table describes the analysis of post-test mean scores of LSSAS with regard to the domains of the life skills. The total post-test Mean, SD and Mean Rank of experimental group

were 24.93, 3.86 & 76.27; 17.87, 1.40 & 27.70; 20, 1.19 & 51.70; 21.40, 1.59 & 65.07; 19, 1.77 & 40.37 and 16.13, 1.40 & 11.90 of domains of the life skills as Self-Awareness, Critical Thinking, Effective communication, Interpersonal Relationship skills, Decision Making and Problem Solving. The Chi-Square test was applied to find out whether the post-test scores differ significantly in experimental group with regard to the domains of the life skills. The calculated Chi-Square value is 63.336 and significant at .000 and the chi-square table value with 5 degrees of freedom at the given significance level of 0.05 is 11.07. Since the calculated chi-square value of H (63.336) is greater than the table chi-square value (11.07). Thus there is a significant difference among the domains of the life skills of SWHI in experimental group. From this it is concluded that the SWHI who underwent life skills training have enhanced their level of the life skills in the six domains of the life skills but there was a difference in the improvement of life skills among the domains of the level of the life skills. It means a high level of improvement was observed in some of the domains and low level of improvement in the some other domains.

After the life skills training programme significant improvement have been seen among the 6 domains of life skills, the average scores are in Self-Awareness(24.93), Interpersonal relationship skills(21.40), Effective communication(20.00), Decision making(19.00), Critical Thinking(16.13), Problem solving(17.87) respectively. But in the dimension of Self-

Awareness (24.93) maximum improvement and in the dimension of Problem solving (17.87) minimum improvement has been observed.

Pre-test scores of LSSAS among experimental group of students with hearing impairment reveals that the average score (58.53) of 6 domains of life skills falls in the range of low level (56-76). Post test scores of LSSAS among experimental group students with hearing impairment reveals that the average score (119.33) of 6 domains of life skills falls in the range of average level(77-119), which infers that life skills training programme has improved the level of life skills among experimental group students with hearing impairment.

In the beginning of the life skills training i.e. before the intervention, average scores of 6 selected domains of life skills were 12.00, 9.13, 9.72, 8.73, 10.67, 8.27 for Self-awareness, Interpersonal relationship skills, Effective communication, Decision making, Critical thinking and problem solving respectively. After the life skills training the average scores of 6 selected domains of life skills were 24.93, 17.87, 20.00, 21.40, 19.00, 16.13 for Self-awareness, Interpersonal relationship skills, Effective communication, Decision making, Critical thinking and Problem solving respectively. Based on the average scores of experimental group SWHI significant difference has been observed in the all 6 selected domains of life skills which means that the life skills training programme helps SWHI in the improvement of the level of life skills. But some of the domains

level has been increased significantly and some may not up to the mark. Out of 6 domains of the life skills Self-awareness has improved maximum with the average score of 24.93, second highest improvement was observed in Interpersonal relationship skills with the average score of 17.87, third highest improvement was observed in Effective communication with the average scores of 20, fourth highest improvement was observed in Decision making skills, fifth score highest improvement was observed in Critical thinking and least improvement was observed in Problem solving.

4.5 Conclusion

The results of the data analysis of the present study draw the conclusion that modular based life skills training provided to the ITI Students with Hearing Impairment has brought a significant improvement in the LSSAS post-test scores. Which infers that the level of life skills have improved after modular based life skills training among SWHI. It was also concluded that selected background variables have least effective in the enhancement of the level of life skills. The major findings of the study in the light of previous research studies, suggestions for future research study and educational implications are discussed in chapter V.