

CHAPTER IV

RESULTS

LIST OF ABBREVIATIONS

HI: HEARING IMPAIREMENT

HIS: HEARING IMPAIRED STUDENTS

NHS: NORMAL HEARING STUDENTS

HIC: HEARING IMPAIRED CHILDREN

NHC: NORMAL HEARING CHILDREN

HIP: HEARING IMPAIRED PEOPLE

AA: ACADEMIC ACHIEVEMENTS

PE: PROFESSIONAL EXPECTATIONS

DD: DEGREE OF DISABILITY

CODE: HEARING IMPAIRED STUDENTS AND NORMAL HEARING STUDENTS

SES: SOCIO ECONOMIC STATUS

F: F RATIO

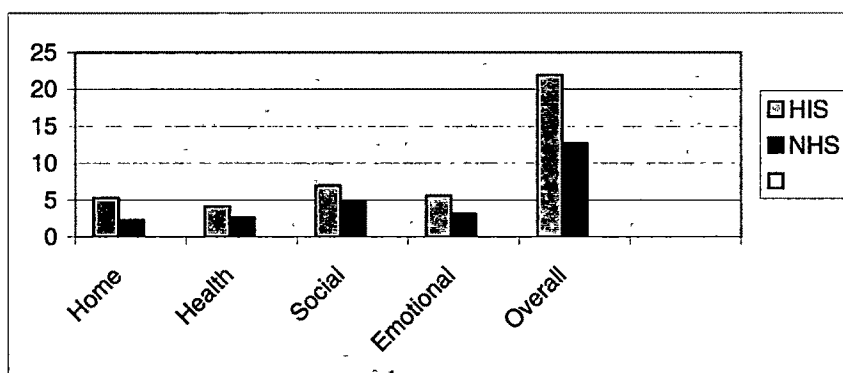
df: DEGREE OF FREEDOM

SECTION I

This section will statistically analyze the level of adjustment (home, health, social, emotional and school adjustment) among hearing-impaired students and students with normal hearing. It will also analyze the effects of some independent variables like gender, family type, socio-economic status, academic achievement and degree of disability on the adjustment of hearing-impaired students. And would compare the same for students with normal hearing as well.

TABLE NO.: 4.1

MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT)



CODE	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
Hearing-impaired students	5.27	4.10	6.95	5.59	21.91
Students with normal hearing	2.24	2.57	4.84	3.10	12.75
TOTAL	3.76	3.33	5.89	4.34	17.33

Table No. 4.1 reveals mean scores of hearing impaired and students with normal hearing on various dimensions of adjustment. Mean score on home adjustment of hearing impaired students is 5.27 and Mean score of students with normal hearing is 2.24 which reflects that hearing impaired students have more home adjustment problems in comparison to the normal hearing students. On the health dimension, mean score of hearing impaired students is 4.10 and score of normal hearing students is 2.57 indicating that hearing impaired students have more health problems in comparison to normal hearing students.

Similarly, mean score of hearing impaired students on social adjustment is 6.95 and mean score of normal hearing students is 4.84 indicating poor social adjustment in hearing impaired students. Along with this mean score of hearing impaired students on emotional adjustment is 5.59 and mean score of normal hearing students is 3.10 reflecting more emotional problems in hearing impaired students.

Lastly, overall adjustment mean score of hearing impaired students is 21.91 and mean score of normal hearing students is 12.75 reflecting that normal hearing students show overall better adjustment in comparison to the hearing impaired students.

TABLE NO.:4.2

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	641.303	1	641.303	180.599**
HEALTH ADJUSTMENT	125.615	1	125.615	31.839**
SOCIAL ADJUSTMENT	317.518	1	317.518	118.584**
EMOTIONAL ADJUSTMENT	422.204	1	422.204	129.370**
OVERALL ADJUSTMENT	5609.771	1	5609.771	280.796**

* Significant at .05 level

** Significant at .001 level

The above table no. 4.2 shows that 'F' value of home adjustment is 180.599 which is highly significant at .001 level indicating that there is a significant difference in the degree of

home adjustment among hearing impaired students and students with normal hearing.

'F' value of health adjustment is 31.839, which is also highly significant at .001 level indicating that there is a significant difference in the degree of health adjustment among hearing impaired students and students with normal hearing.

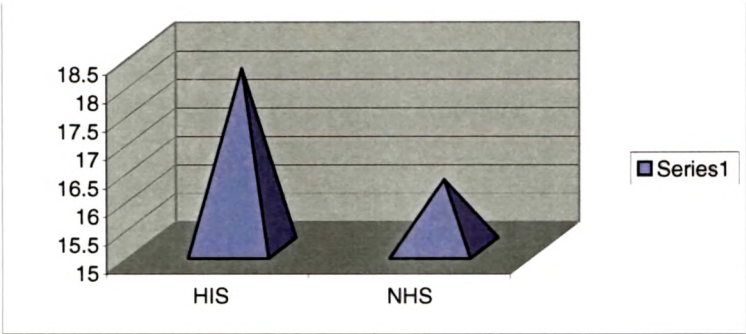
Along with that, 'F' value of social adjustment is 118.584, which is also highly significant at .001 level indicating that there is a significant difference in the degree of social adjustment among hearing impaired students and students with normal hearing.

Similarly, 'F' value of emotional adjustment is 129.370, which is also highly significant at .001 level indicating that there is a significant difference in the degree of social adjustment among hearing impaired students and students with normal hearing.

Lastly, 'F' value of overall adjustment is 280.796, which is highly significant at .001 level again indicating that there is a significant difference in the degree of overall adjustment among hearing impaired students and students with normal hearing.

TABLE NO.:4.3

**MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS
WITH NORMAL HEARING
ON SCHOOL ADJUSTMENT DIMENSION**



CODE	SCHOOL AJUSTMENT
HEARING-IMPAIRED STUDENTS	18.16
STUDENTS WITH NORMAL HEARING	16.20

Mean score of school adjustment of hearing impaired students is 18.16 and mean score of normal hearing students is 16.20 which reflects that hearing impaired students have better overall school adjustment in comparison to the students with normal hearing.

TABLE NO.:4.4

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING
ON SCHOOL ADJUSTMENT DIMENSION**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARE	F VALUE
SCHOOL ADJUSTMENT	1422.051	1	1422.051	108.593**

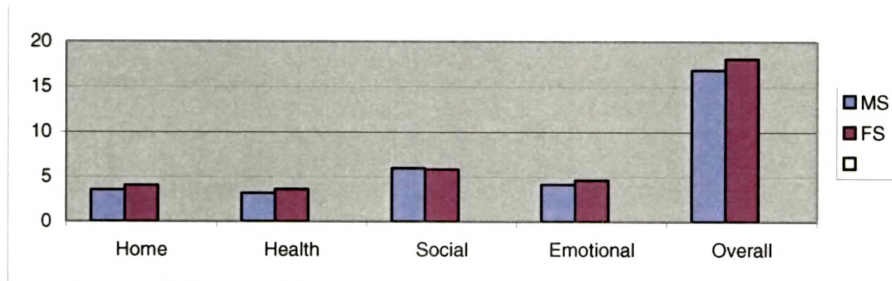
* Significant at .05 level

** Significant at .001 level

'F' value on school adjustment is 108.593 which is highly significant at .001 level indicating that there is a significant difference in the degree of overall school adjustment among hearing impaired students and students with normal hearing.

TABLE NO.:4.5

**MEAN SCORES OF MALE AND FEMALE STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**



GENDER	HOME AJUSTMENT	HEALTH ADJUSTMENT	SOCIAL ADJUSTMENT	EMOTIONAL ADJUSTMENT	OVERALL ADJUSTMENT
MALE STUDENTS	3.55	3.16	5.94	4.17	16.83
FEMALE STUDENTS	4.08	3.60	5.82	4.61	18.11
TOTAL	3.76	3.33	5.89	4.34	17.33

Table no. 4.5 reveals mean scores of males and females on various dimensions of adjustment. Mean score on home adjustment of male students is 3.55 and mean score of female students is 4.08, which reflects that female students have more home adjustment problems in comparison to male students.

On the health dimension, mean score of male students is 3.16 and score of female students is 3.60 indicating that female students have more health problems in comparison to male students.

Similarly, mean score of male students on social adjustment is 5.94 and mean score of female students is 5.82 indicating poor social adjustment in male students.

Along with this, mean score of male students on emotional adjustment is 4.17 and mean score of female students is 4.61 reflecting more emotional problems in female students.

Lastly, overall adjustment mean score of male students is 16.83 and mean score of female students is 18.11 reflecting that male students show overall better adjustment in comparison to the female students.

TABLE NO.:4.6

**MANOVA TABLE OF MALE AND FEMALE STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	12.525	1	12.525	3.527
HEALTH ADJUSTMENT	23.012	1	23.012	5.833*
SOCIAL ADJUSTMENT	5.621	1	5.621	.021
EMOTIONAL ADJUSTMENT	18.001	1	18.001	5.516*
OVERALL ADJUSTMENT	152.320	1	152.320	7.624**

* Significant at .05 level

** Significant at .001 level

The above table no. 4.6 shows that 'F' value of home adjustment is 3.527, which is not significant indicating that there is no significant difference in the degree of home adjustment among male and female students.

'F' value of health adjustment is 5.833, which is significant at .05 level indicating that there is a significant difference in the degree of health adjustment among male and female students.

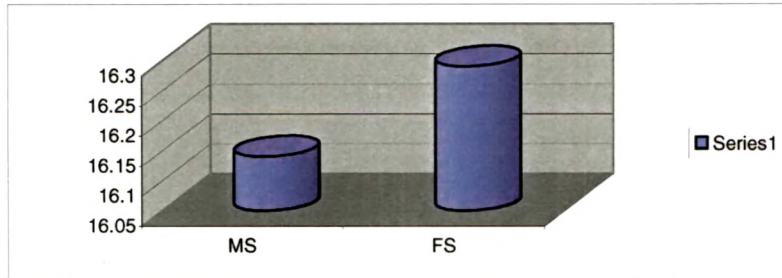
Along with that, 'F' value of social adjustment is .021, which is not significant indicating that there is no significant difference in the degree of social adjustment among male and female students.

Similarly, 'F' value of emotional adjustment is 5.516, which is significant at .05 level indicating that there is a significant difference in the degree of social adjustment among male and female students.

Lastly, 'F' value of overall adjustment is 7.624, which is highly significant at .001 levels again indicating that there is a significant difference in the degree of overall adjustment among male and female students.

TABLE NO.:4.7

**MEAN SCORES OF MALE AND FEMALE STUDENTS
ON SCHOOL ADJUSTMENT DIMENSION**



GENDER	SCHOOL AJUSTMENT
MALE STUDENTS	16.14
FEMALE STUDENTS	16.29

Mean score of school adjustment of male students is 16.14 and mean score of female students is 16.29 which reflects that female students have better school adjustment in comparison to the male students.

TABLE NO.: 4.8

**MANOVA TABLE OF MALE AND FEMALE STUDENTS
ON SCHOOL ADJUSTMENT DIMENSION**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARE	F VALUE
SCHOOL ADJUSTMENT	.791	1	.791	.060

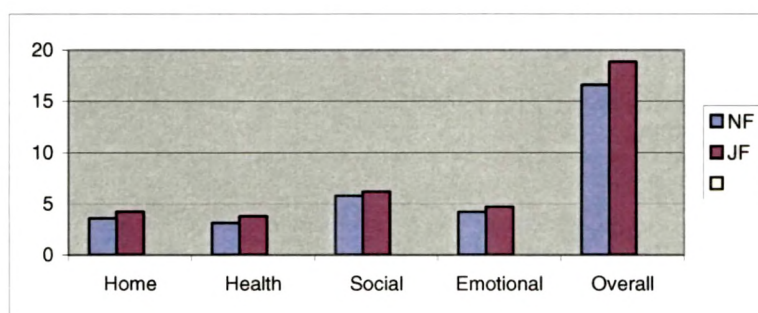
* Significant at .05 level

** Significant at .001 level

'F' value on school adjustment is .060 which is not significant indicating that there is no significant difference in the degree of school adjustment among male and female student

TABLE NO.:4.9

**MEAN SCORE OF STUDENTS FROM NUCLEAR AND JOINT
FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH,
SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT)**



FAMILY TYPE	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
Nuclear Family	3.54	3.10	5.76	4.18	16.58
Joint Family	4.20	3.78	6.16	4.69	18.84
TOTAL	3.76	3.33	5.90	4.35	17.35

Table no. 4.9 reveals mean scores of students from nuclear and joint families on various dimensions of adjustment. Mean score on home adjustment of students from nuclear families is 3.54 and mean score of students from joint families is 4.20 which reflect that students from joint families have more home adjustment problems in comparison to students from nuclear families. On the health dimension also, mean score of students from nuclear families is 3.10 and mean score of students from joint families is 3.78 which reflects that students from joint families have more health adjustment problems in comparison to students from nuclear families.

Mean score on social adjustment of students from nuclear families is 5.76 and mean score of students from joint families is 6.16 which reflects that students from joint families have more social adjustment problems in comparison to students from nuclear families. Mean score on emotional adjustment of

students from nuclear families is 4.18 and mean score of students from joint families is 4.69 which reflects that students from joint families have more emotional adjustment problems in comparison to students from nuclear families. Mean score on overall adjustment of students from nuclear families is 16.58 and mean score of students from joint families is 18.84 which reflects that students from nuclear families show overall better degree of adjustment in comparison to students from joint families.

TABLE NO.: 4.10

MANOVA TABLE OF STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT)

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.886	1	1.886	.531
HEALTH ADJUSTMENT	8.049	1	8.049	2.040
SOCIAL ADJUSTMENT	.927	1	.927	.346
EMOTIONAL ADJUSTMENT	1.143	1	1.143	.004
OVERALL ADJUSTMENT	25.667	1	25.667	1.285

* Significant at .05 level

** Significant at .001 level

The above table no.4.10 shows that 'F' value of home adjustment is .531 which is not significant indicating that there is no significant difference in the degree of home adjustment among students from joint and nuclear families.

'F' value of health adjustment is 2.040, which is also not significant indicating that there is no significant difference in the degree of health adjustment among students from joint and nuclear families.

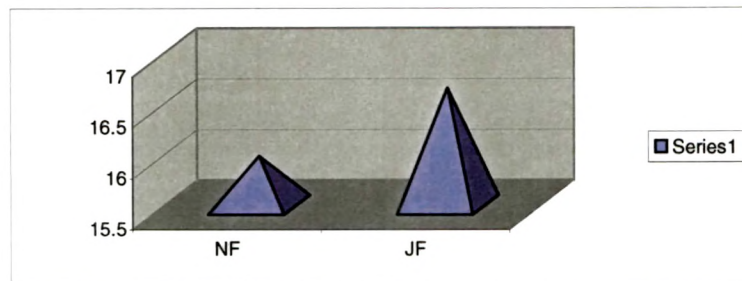
Along with that, 'F' value of social adjustment is .346, which is not significant indicating that there is also no significant difference in the degree of social adjustment among students from joint and nuclear families.

Similarly, 'F' value of emotional adjustment is .004, which is again not significant indicating that there is no significant difference in the degree of emotional adjustment among students from joint and nuclear families.

Lastly, 'F' value of overall adjustment is 1.285, which is similarly not significant indicating that there is no significant difference in the degree of overall adjustment among students from joint and nuclear families.

TABLE NO.: 4.11

**MEAN SCORES OF STUDENTS FROM NUCLEAR AND JOINT
FAMILIES ON SCHOOL ADJUSTMENT DIMENSION**



FAMILY TYPE	SCHOOL AJUSTMENT
NUCLEAR FAMILY	15.98
JOINT FAMILY	16.65

Mean score of school adjustment of students from nuclear families is 15.98 and mean score of students from joint families is 16.65 which reflects that students from joint families show better school adjustment in comparison to students from nuclear families.

TABLE NO.: 4.12

**MANOVA TABLE OF STUDENTS FROM NUCLEAR AND
JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARE	F VALUE
SCHOOL ADJUSTMENT	3.093	1	3.093	.236

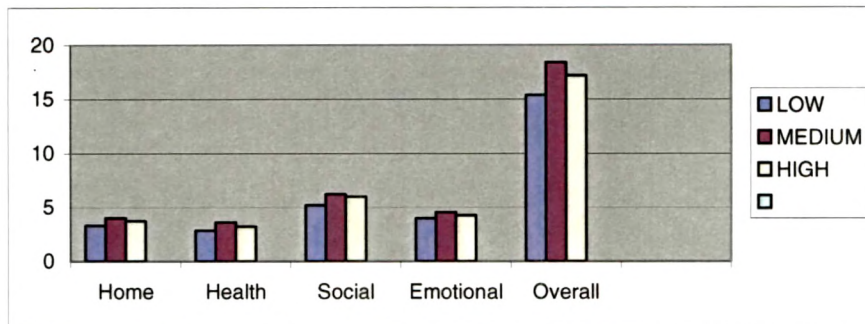
* Significant at .05 level

** Significant at .001 level

F' value of school adjustment is .236 which is not significant indicating that there is no significant difference in the degree of school adjustment among students from joint and nuclear families.

TABLE NO.: 4.13

**MEAN SCORES OF STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**



SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
LOW SES	3.30	2.87	5.20	3.99	15.36
MEDIUM SES	4.01	3.63	6.20	4.57	18.41
HIGH SES	3.72	3.21	6.00	4.26	17.20
TOTAL	3.76	3.33	5.90	4.35	17.33

Table no. 4.13 reveals that mean score on home adjustment of students with low SES is 3.30, mean score of medium SES is 4.01 and mean score of high SES is 3.72 which reflects that students from medium SES show the poorest home adjustment followed by students from high SES and low SES.

Mean score on health adjustment of students with low SES is 2.87; mean score of medium SES is 3.63 and mean score of high SES is 3.21 which reflects that students from medium SES show the poorest health adjustment followed by students from high SES and low SES.

Similarly, mean score on social adjustment of students with low SES is 5.20, mean score of medium SES is 6.20 and mean score of high SES is 6.00 which reflects that students from medium SES show the poorest social adjustment followed by students from high SES and low SES.

Whereas, mean score on emotional adjustment of students with low SES is 3.99, mean score of medium SES is 4.57 and mean score of high SES is 4.26 which reflects that students from medium SES show the poorest emotional adjustment followed by students from high SES and low SES.

Lastly, mean score on overall adjustment of students with low SES is 15.36, mean score of medium SES is 18.41 and mean score of high SES is 17.20 which reflects that students from medium SES show the poorest overall adjustment followed by students from high SES and low SES.

TABLE NO.: 4.14

**MANOVA TABLE OF STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	11.397	2	5.698	.202
HEALTH ADJUSTMENT	15.788	2	7.894	.136
SOCIAL ADJUSTMENT	32.358	2	16.179	.003**
EMOTIONAL ADJUSTMENT	5.509	2	2.754	.431
OVERALL ADJUSTMENT	179.928	2	89.964	.012*

* Significant at .05 level

** Significant at .001 level

The above table no. 4.14 shows that 'F' value of home adjustment is .202, which is not significant indicating that there is no significant difference in the degree of home adjustment among students with respect to their SES.

'F' value of health adjustment is .136, which is not significant indicating that there is no significant difference in the degree of health adjustment among students with respect to their SES.

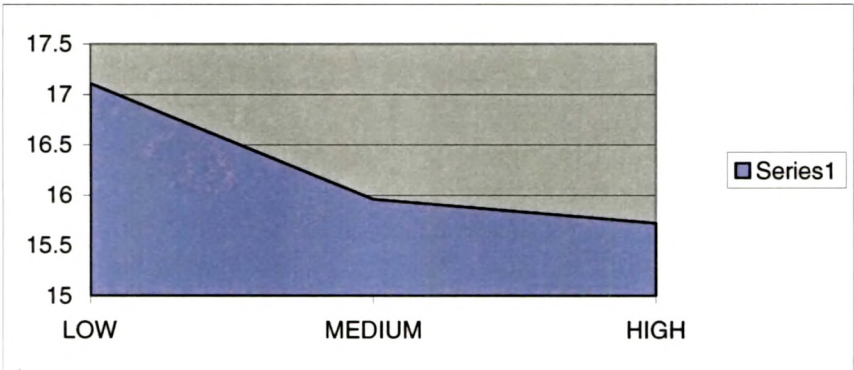
F' value of social adjustment is .003, which is highly significant at .001 level indicating that there is a significant difference in the degree of social adjustment among students with respect to their SES.

Similarly, 'F' value of emotional adjustment is .431, which is not significant indicating that there is no significant difference in the degree of emotional adjustment among students with respect to their SES.

Lastly, 'F' value of overall adjustment is .012, which is significant at .05 level indicating that there is a significant difference in the degree of overall adjustment among students with respect to their SES.

TABLE NO.: 4.15

**MEAN SCORES OF STUDENTS ON SCHOOL ADJUSTMENT
DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC
STATUS (SES)**



SES	LOW	MEDIUM	HIGH
SCHOOL ADJUSTMENT	17.11	15.96	15.72

Mean score on school adjustment of students with low SES is 17.11, mean score of medium SES is 15.96 and mean score of high SES is 15.72 which reflects that students from low SES show better school adjustment followed by students from middle SES and high SES.

TABLE NO. : 4.16

**MANOVA TABLE OF STUDENTS ON SCHOOL ADJUSTMENT
DIMENSION WITH RESPECT TO THEIR SES.**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARE	F VALUE
SCHOOL ADJUSTMENT	285.607	2	142.803	10.905**

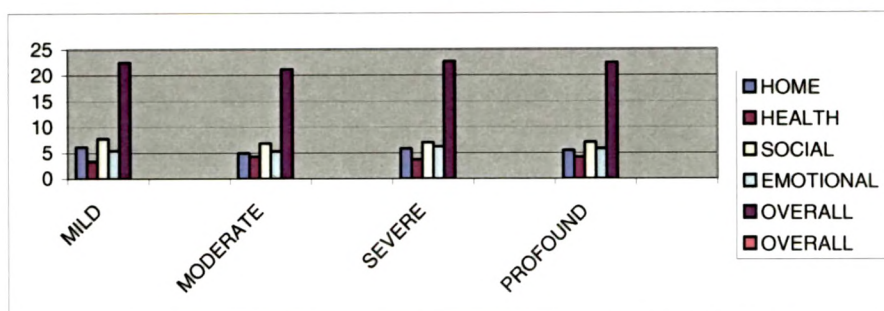
* Significant at .05 level

** Significant at .001 level

'F' value of school adjustment is 10.905, which is highly significant at .001 level indicating that there is a significant difference in the degree of school adjustment among students with respect to their SES.

TABLE NO.: 4.17

**MEAN SCORES OF HEARING IMPAIRED STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR DEGREE OF DISABILITY**



DEGREE OF DISABILITY	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
MILD	6.09	3.27	7.73	5.36	22.45
MODERATE	4.90	4.23	6.78	5.24	21.15
SEVERE	5.75	3.65	6.95	6.25	22.60
PROFOUND	5.43	4.14	7.02	5.78	22.37

Mean score of home adjustment of students with mild hearing impairment is 6.09, mean score of students with moderate hearing impairment is 4.90, mean score of students with severe hearing impairment is 5.75 and mean score of students with profound hearing impairment is 5.43 indicating that students with mild hearing impairment show the poorest home adjustment among the students with respect to their degree of disability.

Mean score of health adjustment of students with mild hearing impairment is 3.27, mean score of students with moderate hearing impairment is 4.23, mean score of students with severe hearing impairment is 3.65 and mean score of students with profound hearing impairment is 4.14 indicating that students with profound hearing impairment show the poorest health adjustment among the students with respect to their degree of disability.

Mean score of social adjustment of students with mild hearing impairment is 7.73, mean score of students with moderate hearing impairment is 6.78, mean score of students with severe hearing impairment is 6.95 and mean score of students with profound hearing impairment is 7.02 indicating that students with mild hearing impairment show the poorest social adjustment among the students with respect to their degree of disability.

Mean score of emotional adjustment of students with mild hearing impairment is 5.36, mean score of students with moderate hearing impairment is 5.24, mean score of students with severe hearing impairment is 6.25 and mean score of students with profound hearing impairment is 5.78 indicating that students with severe hearing impairment show the poorest emotional adjustment among the students with respect to their degree of disability.

Mean score of overall adjustment of students with mild hearing impairment is 22.45, mean score of students with moderate hearing impairment is 21.15, mean score of students with severe hearing impairment is 22.60 and mean score of students with profound hearing impairment is 22.37 indicating that students with severe hearing impairment show the poorest overall adjustment among the students with respect to their degree of disability.

TABLE NO.: 4.18

**ANOVA TABLE OF STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR DEGREE OF DISABILITY**

SOURCE OF VARIATION		SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	BETWEEN GROUPS	28.530	3	9.510	2.209
	WITHIN GROUPS	1058.974	246	4.305	
HEALTH ADJUSTMENT	BETWEEN GROUPS	13.520	3	4.507	.865
	WITHIN GROUPS	1280.980	246	5.207	
SOCIAL ADJUSTMENT	BETWEEN GROUPS	10.114	3	3.371	1.391
	WITHIN GROUPS	596.210	246	2.424	

EMOTIONAL ADJUSTMENT	BETWEEN GROUPS	25.720	3	8.573	3.721*
	WITHIN GROUPS	566.844	246	2.304	
OVERALL ADJUSTMENT	BETWEEN GROUPS	94.763	3	31.588	1.823
	WITHIN GROUPS	4262.121	246	17.326	

* Significant at .05 level

** Significant at .001 level

The above table no. 4.18 shows that 'F' value of home adjustment is 2.209, which is not significant indicating that there is no significant difference in the degree of home adjustment among students with respect to their degree of disability.

'F' value of health adjustment is .865, which is not significant indicating that there is no significant difference in the degree of health adjustment among students with respect to their degree of disability.

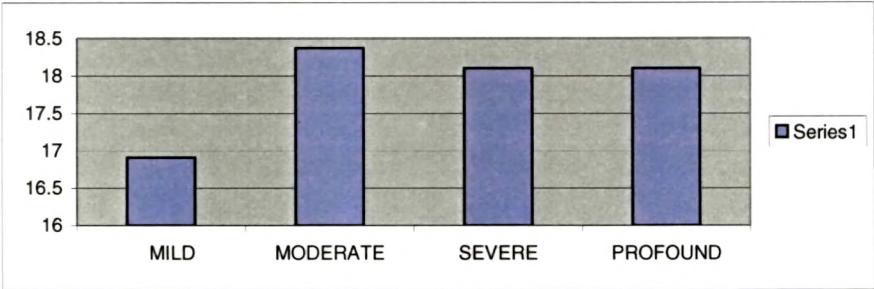
'F' value of social adjustment is 1.391, which is again not significant indicating that there is no significant difference in the degree of social adjustment among students with respect to their degree of disability.

'F' value of emotional adjustment is 3.721, which is significant at .05 level indicating that there is a significant difference in the degree of emotional adjustment among students with respect to their degree of disability.

Lastly, 'F' value of overall adjustment is 1.823, which is not significant indicating that there is no significant difference in the degree of overall adjustment among students with respect to their degree of disability.

TABLE NO.: 4.19

**MEAN SCORES OF STUDENTS ON SCHOOL ADJUSTMENT
DIMENSION WITH RESPECT TO THEIR DEGREE OF DISABILITY**



DEGREE OFDISABILITY	MILD	MODERATE	SEVERE	PROFOUND
SCHOOL ADJUSTMENT	16.91	18.37	18.10	18.10

Mean score of school adjustment of students with mild hearing impairment is 16.91, mean score of students with moderate hearing impairment is 18.37, mean score of students with severe hearing impairment is 18.10 and mean score of students with profound hearing impairment is also 18.10 indicating that students with moderate hearing impairment show

better school adjustment among the students with respect to their degree of disability.

TABLE NO. : 4.20

**ANOVA TABLE OF STUDENTS ON SCHOOL ADJUSTMENT
DIMENSION WITH RESPECT TO THEIR SES.**

SOURCE OF VARIATION		SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARE	F VALUE
SCHOOL ADJUSTMENT	BETWEEN GROUPS	22.235	3	7.421	.531
	WITHIN GROUPS	3432.681	246	13.954	

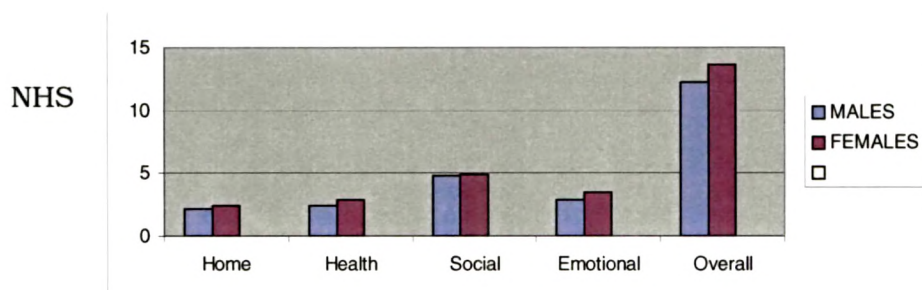
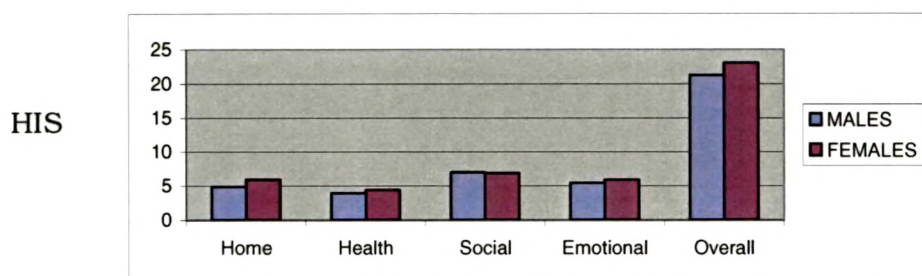
* Significant at .05 level

** Significant at .001 level

'F' value of school adjustment is .531, which is not significant indicating that there is no significant difference in the degree of school adjustment among students with respect to their degree of disability.

TABLE NO. :4.21

**MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS
WITH NORMAL HEARING (MALES AND FEMALES)
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**



CODE	GENDER	HOME ADJUSTMENT	HEALTH ADJUSTMENT	SOCIAL ADJUSTMENT	EMOTIONAL ADJUSTMENT	OVERALL ADJUSTMENT
HEARING IMPAIRED STUDENTS	MALES	4.89	3.92	7.00	5.42	21.23
	FEMALES	5.90	4.40	6.86	5.86	23.03
NORMAL HEARING STUDENTS	MALES	2.14	2.36	4.82	2.86	12.18
	FEMALES	2.39	2.86	4.86	3.45	13.57

Table no. 4.21 reveals that mean score on home adjustment of hearing impaired male students is 4.89 and mean score of normal hearing male student is 2.14 indicating that male hearing

impaired students show poor home adjustment in comparison to male normal hearing students whereas mean score of female hearing impaired student is 5.90 and mean score of female normal hearing students is 2.39 which indicates that female hearing impaired students also show poor home adjustment in comparison to female normal hearing students.

Mean score on health adjustment of hearing impaired male students is 3.92 and mean score of normal hearing male student is 2.36 indicating that male hearing impaired students show poor health adjustment in comparison to male normal hearing students whereas mean score of female hearing impaired students is 4.40 and mean score of female normal hearing student is 2.86 which indicates that female hearing impaired students also show poor health adjustment in comparison to female normal hearing students.

Similarly, mean score on social adjustment of hearing impaired male students is 7.00 and mean score of normal hearing male student is 4.82 indicating that male hearing impaired students show poor social adjustment in comparison to male normal hearing students whereas mean score of female hearing impaired students is 6.86 and mean score of female normal student is 4.86 which indicates that female hearing impaired

students also show poor social adjustment in comparison to female normal hearing students.

Mean score on emotional adjustment of hearing impaired male students is 5.42 and mean score of normal hearing male student is 2.86 indicating that male hearing impaired students show poor emotional adjustment in comparison to male normal hearing students whereas mean score of female hearing impaired students is 5.86 and mean score of female normal student is 3.45 which indicates that female hearing impaired students also show poor emotional adjustment in comparison to female normal hearing students.

And lastly, mean score on overall adjustment of hearing impaired male students is 21.23 and mean score of normal male student is 12.18 indicating that male hearing impaired students show poor overall adjustment in comparison to male normal hearing students whereas mean score of female hearing impaired student is 23.03 and mean score of female normal hearing students is 13.57 which indicates that female hearing impaired students also show poor overall adjustment in comparison to female normal hearing students.

TABLE NO.: 4.22

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING (MALES AND FEMALES)
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.494	1	1.494	.421
HEALTH ADJUSTMENT	.616	1	.616	.156
SOCIAL ADJUSTMENT	.821	1	.821	.307
EMOTIONAL ADJUSTMENT	1.553	1	1.553	.476
OVERALL ADJUSTMENT	2.940	1	2.940	.147

* Significant at .05 level

** Significant at .001 level

The above table no. 4.22 shows that 'F' value of home adjustment is .421, which is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code and gender.

'F' value of health adjustment is .156, which is also not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between code and gender.

On the other hand, 'F' value of social adjustment is .307, which is again not significant indicating that there is no

significant difference in the degree of social adjustment among students because of interaction effect between code and gender.

'F' value of emotional adjustment is .476, which is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code and gender.

Lastly 'F' value of overall adjustment is .147, which is also not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between code and gender.

TABLE NO. 4.23

MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALES AND FEMALES) ON SCHOOL ADJUSTMENT DIMENSION

CODE	HEARING IMPAIRED STUDENTS		STUDENTS WITH NORMAL HEARING	
	MALES	FEMALES	MALES	FEMALES
SCHOOL ADJUSTMENT	18.90	18.27	14.099	14.46

Mean score on school adjustment of hearing-impaired male students is 18.90 and mean score of normal hearing male student is 14.099 indicating that male hearing impaired students show better school adjustment in comparison to male normal hearing

students whereas mean score of female hearing-impaired student is 18.27 and mean score of female normal hearing students is 14.46 which indicates that female hearing impaired students also show better school adjustment in comparison to female normal hearing students.

TABLE NO. 4.24

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
NORMAL STUDENTS (MALES AND FEMALES) ON SCHOOL
ADJUSTMENT DIMENSION**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
OVERALL SCHOOL ADJUSTMENT	2.901	1	2.901	.222

* Significant at .05 level

** Significant at .001 level

'F' value of school adjustment is .222, which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between code and gender.

TABLE NO.: 4.25

**MEAN SCORES OF HEARING IMPAIRED STUDENTS AND NORMAL
HEARING STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON
ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL
AND OVERALL ADJUSTMENT)**

CODE	FAMILY TYPE	HOME ADJUSTMENT	HEALTH ADJUSTMENT	SOCIAL ADJUSTMENT	EMTIONAL ADJUSTMENT	OVERALL ADJUSTMENT
HEARING IMAPIRED STUDENTS	NUCLEAR	5.24	3.93	6.96	5.53	21.66
	JOINT	5.32	4.33	6.93	5.66	22.24
NORMAL HEARING STUDENTS	NUCLEAR	2.23	2.47	4.84	3.13	12.67
	JOINT	2.30	2.86	4.84	3.05	13.05

Table no. 4.25 reveals that mean score on home adjustment of hearing impaired students from nuclear families is 5.24 and mean score of normal hearing students from nuclear families is 2.23 indicating that normal hearing students from nuclear families show better home adjustment in comparison to hearing impaired students from nuclear families. On the other hand, mean score of normal hearing students from joint families is 2.30 and mean score of hearing-impaired students from joint families is 5.32, which indicates that normal hearing students from joint families also show better home adjustment in comparison to hearing-impaired students from joint families.

Mean score on health adjustment of hearing impaired students from nuclear families is 3.93 and mean score of normal hearing students from nuclear families is 2.47 indicating that normal hearing students from nuclear families show better health adjustment in comparison to hearing impaired students from nuclear families. On the other hand, mean score of normal hearing students from joint families is 2.86 and mean score of hearing-impaired students from joint families is 4.33, which indicates that normal hearing students from joint families also show better health adjustment in comparison to hearing-impaired students from joint families.

Similarly, mean score on social adjustment of hearing impaired students from nuclear families is 6.96 and mean score of normal hearing students from nuclear families is 4.84 indicating that normal hearing students from nuclear families show better social adjustment in comparison to hearing impaired students from nuclear families. On the other hand, mean score of normal hearing students from joint families is 4.84 and mean score of hearing-impaired students from joint families is 6.93, which indicates that normal hearing students from joint families also show better social adjustment in comparison to hearing-impaired students from joint families.

Mean score on emotional adjustment of hearing impaired students from nuclear families is 5.53 and mean score of normal hearing students from nuclear families is 3.13 indicating that normal hearing students from nuclear families show better emotional adjustment in comparison to hearing impaired students from nuclear families. On the other hand, mean score of normal hearing students from joint families is 3.05 and mean score of hearing-impaired students from joint families is 5.66, which indicates that normal hearing students from joint families also show better emotional adjustment in comparison to hearing-impaired students from joint families.

Lastly, mean score on overall adjustment of hearing impaired students from nuclear families is 21.66 and mean score of normal hearing students from nuclear families is 12.67 indicating that normal hearing students from nuclear families show better overall adjustment in comparison to hearing impaired students from nuclear families. On the other hand, mean score of normal hearing students from joint families is 13.05 and mean score of hearing-impaired students from joint families is 22.24, which indicates that normal hearing students from joint families also show better overall adjustment in comparison to hearing-impaired students from joint families.

TABLE NO. 4.26

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT
FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH,
SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	7.889	1	7.889	.022
HEALTH ADJUSTMENT	7.193	1	7.193	1.823
SOCIAL ADJUSTMENT	5.682	1	5.682	.002
EMOTIONAL ADJUSTMENT	7.425	1	7.425	.023
OVERALL ADJUSTMENT	7.649	1	7.649	.383

* Significant at .05 level

** Significant at .001 level

The above table no.4.26 shows that 'F' value of home adjustment is .022, which is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code and family type.

'F' value of home adjustment is 1.823, which is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between code and family type.

'F' value of social adjustment is .002, which is also not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between code and family type.

On the other hand, 'F' value of emotional adjustment is .023, which is again not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code and family type.

Lastly, 'F' value of overall adjustment is .383, which is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between code and family type.

TABLE NO.: 4.27

MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION

CODE	HEARING IMPAIRED STUDENTS		NORMAL STUDENTS	
	NUCLEAR	JOINT	NUCLEAR	JOINT
SCHOOL ADJUSTMENT	17.88	18.52	14.52	13.46

Table no. 4.27 reveals that mean score on overall school adjustment of hearing impaired students from nuclear families is

17.88 and mean score of normal hearing students from nuclear families is 14.52 indicating that hearing impaired students from nuclear families show better school adjustment in comparison to normal hearing students from nuclear families. On the other hand, mean score of hearing impaired students from joint families is 18.52 and mean score of normal hearing students from joint families is 13.46, which indicates that hearing impaired students from joint families also show better overall school adjustment in comparison to normal hearing students from joint families.

TABLE NO.: 4.28

MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	30.890	1	30.890	2.359

* Significant at .05 level

** Significant at .001 level

The above table no. 4.28 shows that 'F' value of school adjustment is 2.359, which is not significant indicating that there is no significant difference in the degree of school adjustment

among students because of interaction effect between code and family type.

TABLE NO.:4.29

**MEAN SCORES OF MALE AND FEMALE STUDENTS FROM
NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS
(HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL
ADJUSTMENT)**

CODE		HOME ADJUST- MENT	HEALTH ADJUST- MENT	SOCIAL ADJUST- MENT	EMOTIONAL ADJUST- MENT	OVERALL ADJUST- MENT
MALE STUDENTS	NUCLEAR	3.42	2.90	5.80	4.05	16.27
	JOINT	3.81	3.48	6.21	4.44	17.93
FEMALE STUDENTS	NUCLEAR	3.71	3.27	5.70	4.36	17.04
	JOINT	4.86	4.30	6.08	5.13	20.37

Table no. 4.29 reveals that mean score on home adjustment of male students from nuclear families is 3.42 and mean score of female students from nuclear families is 3.71 indicating that male students from nuclear families show better home adjustment in comparison to female students from nuclear families. On the other hand, mean score of male students from joint families is 3.81 and mean score of female students from joint families is 4.86, which indicates that male students from joint families also show better home adjustment in comparison to female students from joint families.

Mean score on health adjustment of male students from nuclear families is 2.90 and mean score of female students from nuclear families is 3.27 indicating that male students from nuclear families show better health adjustment in comparison to female students from nuclear families. On the other hand, mean score of male students from joint families is 3.48 and mean score of female students from joint families is 4.30, which indicates that male students from joint families also show better health adjustment in comparison to female students from joint families.

Mean score on social adjustment of male students from nuclear families is 5.80 and mean score of female students from nuclear families is 5.70 indicating that male students from nuclear families show better social adjustment in comparison to female students from nuclear families. On the other hand, mean score of male students from joint families is 6.21 and mean score of female students from joint families is 6.08, which indicates that male students from joint families also show better social adjustment in comparison to female students from joint families.

Mean score on emotional adjustment of male students from nuclear families is 4.05 and mean score of female students from nuclear families is 4.36 indicating that male students from nuclear families show better emotional adjustment in comparison to female students from nuclear families. On the other hand, mean

score of male students from joint families is 4.44 and mean score of female students from joint families is 5.13, which indicates that male students from joint families also show better emotional adjustment in comparison to female students from joint families.

And lastly, mean score on overall adjustment of male students from nuclear families is 16.27 and mean score of female students from nuclear families is 17.04 indicating that male students from nuclear families show better overall adjustment in comparison to female students from nuclear families. On the other hand, mean score of male students from joint families is 17.93 and mean score of female students from joint families is 20.37, which indicates that male students from joint families also show better overall adjustment in comparison to female students from joint families.

TABLE NO. : 4.30

**MANOVA TABLE OF MALE AND FEMALE STUDENTS FROM
NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS
(HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL
ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	2.025	1	2.025	.570
HEALTH ADJUSTMENT	2.331	1	2.331	.591
SOCIAL ADJUSTMENT	.445	1	.445	.166
EMOTIONAL ADJUSTMENT	1.411	1	1.411	.432
OVERALL ADJUSTMENT	23.088	1	23.088	1.156

* Significant at .05 level

** Significant at .001 level

The above table no.4.30 shows that 'F' value of home adjustment is .570, which is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between gender and family type.

'F' value of health adjustment is .591, which is also not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between gender and family type.

Similarly, 'F' value of social adjustment is .166, which is again not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between gender and family type.

'F' value of emotional adjustment is .432, which is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between gender and family type.

And lastly, 'F' value of overall adjustment is 1.156, which is again not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between gender and family type.

TABLE NO. : 4.31

MEAN SCORES OF MALE AND FEMALE STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION

GENDER	MALE STUDENTS		FEMALE STUDENTS	
OVERALL SCHOOL ADJUSTMENT	NUCLEAR	JOINT	NUCLEAR	JOINT
	15.93	16.57	16.05	16.78

Table no.4.31 reveals that mean score on school adjustment of male students from nuclear families is 15.93 and mean score of female students from nuclear families is 16.05

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indicating that female students from nuclear families show better overall school adjustment in comparison to male students from nuclear families. On the other hand, mean score of male students from joint families is 16.57 and mean score of female students from joint families is 16.78, which indicates that female students from joint families also show better overall school adjustment in comparison to male students from joint families.

TABLE NO. : 4.32

**MANOVA TABLE OF MALE AND FEMALE STUDENTS FROM
NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT
DIMENSION**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	11.340	1	11.340	.866

* Significant at .05 level

** Significant at .001 level

The above table no. 4.32 shows that 'F' value of school adjustment is .866, which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between gender and family type.

TABLE NO.: 4.33

MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALES AND FEMALES) FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT)

CODE	HEARING IMPAIRED STUDENTS				NORMAL HEARING STUDENTS			
	NUCLEAR		JOINT		NUCLEAR		JOINT	
	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES
HOME ADJUSTMENT	4.90	5.81	4.88	6.02	2.17	2.31	2.10	2.68
HEALTH ADJUSTMENT	3.77	4.21	4.12	4.66	2.33	2.65	2.44	3.64
SOCIAL ADJUSTMENT	6.94	6.98	7.08	6.71	4.83	4.85	4.80	4.91
EMOTIONAL ADJUSTMENT	5.39	5.77	5.47	5.98	2.92	3.43	2.78	3.55
OVERALL ADJUSTMENT	21.00	22.77	21.55	23.37	12.25	13.24	12.12	14.77

Table no. 4.33 reveals that mean score on home adjustment of hearing impaired male students from nuclear families is 4.90 and mean score of normal hearing male students from nuclear families is 2.17 indicating that normal hearing male students from nuclear families show better home adjustment in comparison to hearing impaired male students from nuclear families. The mean

score of hearing impaired male students from joint families is 4.88 and mean score of normal hearing male students from joint families is 2.10, which again indicates that normal hearing male students from joint families show better home adjustment in comparison to hearing impaired male students from joint families.

On the other hand, mean score of hearing impaired female students from nuclear families is 5.81 and mean score of normal hearing female students from nuclear families is 2.31, which indicates that normal hearing female students from nuclear families show better home adjustment in comparison to female hearing impaired students from nuclear families. Mean score of hearing impaired female students from joint families is 6.02 and mean score of normal hearing female students from joint families is 2.68, which indicates that normal hearing female students from joint families show better home adjustment in comparison to female hearing impaired students from joint families.

Mean score on health adjustment of hearing impaired male students from nuclear families is 3.77 and mean score of normal hearing male students from nuclear families is 2.33 indicating that normal hearing male students from nuclear families show better health adjustment in comparison to hearing impaired male students from nuclear families. The mean score of hearing

impaired male students from joint families is 4.12 and mean score of normal hearing male students from joint families is 2.44, which again indicates that normal hearing male students from joint families show better health adjustment in comparison to hearing impaired male students from joint families.

On the other hand, mean score of hearing impaired female students from nuclear families is 4.21 and mean score of normal hearing female students from nuclear families is 2.65, which indicates that normal hearing female students from nuclear families show better health adjustment in comparison to female hearing impaired students from nuclear families. Similarly, mean score of hearing impaired female students from joint families is 4.66 and mean score of normal hearing female students from joint families is 3.64, which indicates that normal hearing female students from joint families show better health adjustment in comparison to female hearing impaired students from joint families.

Mean score on social adjustment of hearing impaired male students from nuclear families is 6.94 and mean score of normal hearing male students from nuclear families is 4.83 indicating that normal hearing male students from nuclear families show better social adjustment in comparison to hearing impaired male students from nuclear families. The mean score of hearing

impaired male students from joint families is 7.08 and mean score of normal hearing male students from joint families is 4.80, which again indicates that normal hearing male students from joint families show better social adjustment in comparison to hearing impaired male students from joint families.

On the other hand, mean score of hearing impaired female students from nuclear families is 6.98 and mean score of normal hearing female students from nuclear families is 4.85, which indicates that normal hearing female students from nuclear families show better social adjustment in comparison to female hearing impaired students from nuclear families. Similarly, mean score of hearing impaired female students from joint families is 6.71 and mean score of normal hearing female students from joint families is 4.91, which indicates that normal hearing female students from joint families show better social adjustment in comparison to female hearing impaired students from joint families.

Mean score on emotional adjustment of hearing impaired male students from nuclear families is 5.39 and mean score of normal hearing male students from nuclear families is 2.92 indicating that normal hearing male students from nuclear families show better emotional adjustment in comparison to hearing impaired male

students from nuclear families. The mean score of hearing impaired male students from joint families is 5.47 and mean score of normal hearing male students from joint families is 2.78, which again indicates that normal hearing male students from joint families show better emotional adjustment in comparison to hearing impaired male students from joint families.

On the other hand, mean score of hearing impaired female students from nuclear families is 5.77 and mean score of normal hearing female students from nuclear families is 3.43, which indicates that normal hearing female students from nuclear families show better emotional adjustment in comparison to female hearing impaired students from nuclear families. Similarly, mean score of hearing impaired female students from joint families is 5.98 and mean score of normal hearing female students from joint families is 3.55, which indicates that normal hearing female students from joint families also show better emotional adjustment in comparison to female hearing impaired students from joint families.

Lastly, mean score on overall adjustment of hearing impaired male students from nuclear families is 21.00 and mean score of normal hearing male students from nuclear families is 12.25 indicating that normal hearing male students from nuclear families show

better overall adjustment in comparison to hearing impaired male students from nuclear families. The mean score of hearing impaired male students from joint families is 21.55 and mean score of normal hearing male students from joint families is 12.12, which again indicates that normal hearing male students from joint families show better overall adjustment in comparison to hearing impaired male students from joint families.

On the other hand, mean score of hearing impaired female students from nuclear families is 22.77 and mean score of normal hearing female students from nuclear families is 13.24, which indicates that normal hearing female students from nuclear families show better overall adjustment in comparison to female hearing impaired students from nuclear families. Similarly, mean score of hearing impaired female students from joint families is 23.37 and mean score of normal hearing female students from joint families is 14.77, which indicates that normal hearing female students from joint families show better overall adjustment in comparison to female hearing impaired students from joint families.

TABLE NO. : 4.34

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING
(MALES AND FEMALES) FROM NUCLEAR AND JOINT FAMILIES ON
ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL
AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.862	1	1.862	.524
HEALTH ADJUSTMENT	8.994	1	8.994	2.280
SOCIAL ADJUSTMENT	1.421	1	1.421	.531
EMOTIONAL ADJUSTMENT	.125	1	.125	.038
OVERALL ADJUSTMENT	34.909	1	34.909	1.747

* Significant at .05 level

** Significant at .001 level

The above table no.4.34 shows that 'F' value of home adjustment is .524, which is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code, gender and family type.

F' value of health adjustment is 2.280, which is also not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between code, gender and family type.

F' value of social adjustment is .531, which is again not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between code, gender and family type.

F' value of emotional adjustment is .038, which is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code, gender and family type.

Lastly, F' value of overall adjustment is 1.747, which is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between code, gender and family type.

TABLE NO. : 4.35

**MEAN SCORES OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING (MALES AND FEMALES)
FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL
ADJUSTMENT DIMENSION**

AREA OF ADJUSTMENT	HIS				NHS			
	NUCLEAR		JOINT		NUCLEAR		JOINT	
	MALES	FE- MALES	MALES	FE- MALES	MALES	FE- MALES	MALES	FE- MALES
SCHOOL ADJUSTMENT	17.84	17.94	18.42	18.68	14.30	14.80	13.59	13.23

Table no.4.35 reveals that mean score on school adjustment of hearing impaired male students from nuclear families is 17.84 and mean score of normal hearing male students from nuclear families is 14.30 indicating that hearing impaired male students from nuclear families show better school adjustment in comparison to hearing male students from nuclear families. The mean score of hearing impaired male students from joint families is 18.42 and mean score of normal hearing male students from joint families is 13.59, which again indicates that hearing impaired male students from joint families show better school adjustment in comparison to hearing male students from joint families.

Mean score on school adjustment of hearing impaired female students from nuclear families is 17.94 and mean score of normal hearing female students from nuclear families is 14.80 indicating that hearing impaired female students from nuclear families show better school adjustment in comparison to hearing male students from nuclear families. The mean score of hearing impaired male students from joint families is 18.42 and mean score of normal hearing male students from joint families is 13.59, which again indicates that hearing impaired female students from joint families show better school adjustment in comparison to hearing male students from joint families.

Mean score on school adjustment of hearing impaired female students from joint families is 18.68 and mean score of normal hearing female students from joint families is 13.23 indicating that hearing impaired female students from joint families show better school adjustment in comparison to hearing female students from joint families.

TABLE NO. : 4.36

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING
(MALES AND FEMALES) FROM NUCLEAR AND JOINT FAMILIES ON
ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL
AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	6.592	1	6.592	.001

* Significant at .05 level

** Significant at .001 level

F' value of school adjustment is .001, which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between code, gender and family type.

TABLE NO. : 4.37

**MEAN SCORES OF HEARING IMPAIRED STUDENTS AND STUDENTS
WITH NORMAL HEARING
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

CODE	HEARING IMAIRED STUDENTS			NORMAL HEARING STUDENTS		
	LOW SES	MEDIUM SES	HIGH SES	LOW SES	MEDIUM SES	HIGH SES
HOME ADJUSTMENT	5.19	5.37	5.12	2.22	2.37	2.02
HEALTH ADJUSTMENT	3.89	4.27	3.90	2.28	2.87	2.38
SOCIAL ENVIRONMENT ADJUSTMENT	6.49	6.93	7.30	4.46	5.31	4.42
EMOTIOANL ADJUSTMENT	5.79	5.65	5.31	2.96	3.26	2.98
OVERALL ADJUSTMENT	21.36	22.24	21.63	11.93	13.81	11.80

Table no.4.37 reveals mean scores of hearing impaired and normal hearing students on various dimensions of adjustment with respect to their SES. In case of home adjustment, mean score of HIS with low SES is 5.19, mean score of HIS with medium SES is 5.37 whereas mean score of HIS with high SES is 5.12 indicating that HIS with high SES show better home adjustment .It is there after followed by HIS of low SES and medium SES. In Home adjustment among NHS, mean score of NHS with low SES is 2.22, mean score of NHS with medium SES is 2.37 whereas mean score of NHS with high SES is 2.02 indicating that NHS with high

SES show better home adjustment .It is there after followed by NHS of low SES and medium SES.

In health adjustment among HIS, mean score of HIS with low SES is 3.89, mean score of HIS with medium SES is 4.27 whereas mean score of HIS with high SES is 3.90 indicating that HIS with low SES show better health adjustment .It is there after followed by HIS of high SES and medium SES. In health adjustment among NHS, mean score of NHS with low SES is 2.28, mean score of NHS with medium SES is 2.87 whereas mean score of NHS with high SES is 2.38 indicating that NHS with low SES show better health adjustment .It is there after followed by NHS of high SES and medium SES.

In social adjustment among HIS, mean score of HIS with low SES is 6.49, mean score of HIS with medium SES is 6.93 whereas mean score of HIS with high SES is 7.30 indicating that HIS with low SES show better social adjustment .It is there after followed by HIS of medium SES and high SES. In social adjustment among NHS, mean score of NHS with low SES is 4.46, mean score of NHS with medium SES is 5.31 whereas mean score of NHS with high SES is 4.42 indicating that NHS with high SES show better social adjustment .It is there after followed by NHS of low SES and medium SES.

In Emotional adjustment among HIS, mean score of HIS with low SES is 5.79, mean score of HIS with medium SES is 5.65 whereas mean score of HIS with high SES is 5.31 indicating that HIS with high SES show better emotional adjustment .It is there after followed by HIS of medium SES and low SES. In Emotional adjustment among NHS, mean score of NHS with low SES is 2.96, mean score of NHS with medium SES is 3.26 whereas mean score of NHS with high SES is 2.98 indicating that NHS with low SES show better emotional adjustment .It is there after followed by NHS of high SES and medium SES.

Lastly, in Overall adjustment among HIS, mean score of HIS with low SES is 21.36, mean score of HIS with medium SES is 22.24 whereas mean score of HIS with high SES is 21.63 indicating that HIS with low SES show better overall adjustment .It is there after followed by HIS of high SES and medium SES. In overall adjustment among NHS, mean score of NHS with low SES is 11.93, mean score of NHS with medium SES is 13.81 whereas mean score of NHS with high SES is 11.80 indicating that NHS with high SES show better overall adjustment .It is there after followed by NHS of low SES and medium SES.

TABLE NO.: 4.38

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.616	2	.606	.228
HEALTH ADJUSTMENT	3.152	2	1.576	.399
SOCIAL ADJUSTMENT	14.642	2	7.321	2.734
EMOTIONAL ADJUSTMENT	1.195	2	.597	.183
OVERALL ADJUSTMENT	5.049	2	2.525	.126

* Significant at .05 level

** Significant at .001 level

The above table no.4.38 shows that 'F' value of home adjustment is .288, which is not significant indicating that there is no significant difference in the degree of home adjustment among hearing impaired students and normal hearing students with respect to their SES.

'F' value of health adjustment is .399 which is again not significant indicating that there is no significant difference in the degree of health adjustment among hearing impaired students and normal hearing students with respect to their SES.

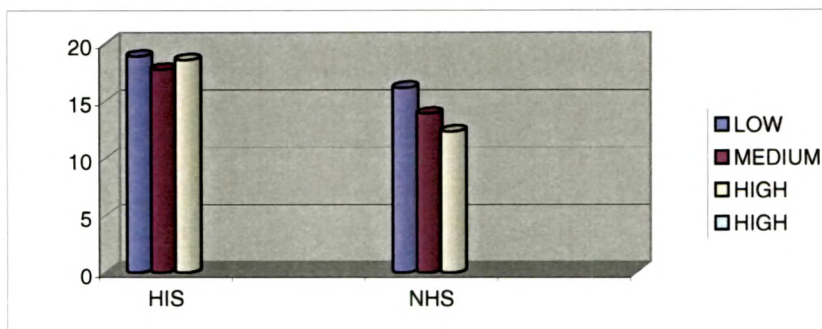
Along with that, 'F' value of social adjustment is 2.734 which is also not significant indicating that there is no significant difference in the degree of social adjustment among hearing impaired students and normal hearing students with respect to their SES.

Similarly, 'F' value of emotional adjustment is .183 which is again not significant indicating that there is no significant difference in the degree of social adjustment among hearing impaired students and normal hearing students with respect to their SES.

Lastly, 'F' value of overall adjustment is .126, which is not significant again indicating that there is no significant difference in the degree of overall adjustment among hearing impaired students and normal hearing students with respect to their SES.

TABLE NO. : 4.39

**MEAN SCORES OF HEARING IMAIPIRED STUDENTS AND STUDENTS
WITH NORMAL HEARING
ON SCHOOL ADJUSTMENT DIMENSIONS (ACADEMIC,
SCHOOLMATE, SCHOOL ENVIRONMENT, TEACHERS, SELF AND
OVERALL SCHOOL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO
ECONOMIC STATUS (SES)**



CODE	HIS			NHS		
	LOW SES	MEDIUM SES	HIGH SES	LOW SES	MEDIUM SES	HIGH SES
SCHOOL ADJUSTMENT	18.87	17.72	18.54	16.10	13.85	12.29

Table No.4.39 reveals mean scores of hearing impaired and normal hearing students on school adjustment with respect to their SES. Mean score of HIS with low SES is 18.87, mean score of HIS with medium SES is 17.72 whereas mean score of HIS with high SES is 18.54 indicating that HIS with low SES show better school adjustment .It is there after followed by HIS of high SES and medium SES. In Overall school Adjustment, mean score of NS with low SES is 16.10, mean score of NS with medium SES is

13.85 whereas mean score of NS with high SES is 12.29 indicating that NS with low SES show better overall school adjustment. It is there after followed by NS of medium SES and high SES.

TABLE NO. : 4.40

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING
ON SCHOOL ADJUSTMENT DIMENSIONS (ACADEMIC,
SCHOOLMATE, SCHOOL ENVIRONMENT, TEACHERS, SELF AND
OVERALL SCHOOL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO
ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	99.053	2	49.527	3.782*

* Significant at .05 level

** Significant at .001 level

The above table no.4.40 shows that 'F' value on school adjustment is 3.782 which is significant at .05 level indicating that there is a significant difference in the degree of school adjustment among hearing impaired students and normal hearing students with respect to their SES.

TABLE NO. : 4.41

**MEAN SCORES OF MALE AND FEMALE STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

GENDER	MALES			FEMALES		
	LOW SES	MEDIUM SES	HIGH SES	LOW SES	MEDIUM SES	HIGH SES
HOME ADJUSTMENT	3.00	3.70	3.77	3.67	4.51	3.63
HEALTH ADJUSTMENT	2.45	3.43	3.27	3.38	3.95	3.10
SOCIAL ENVIRONMENT ADJUSTMENT	5.21	6.21	6.06	5.19	6.18	5.88
EMOTIOANL ADJUSTMENT	3.58	4.43	4.22	4.50	4.78	4.34
OVERALL ADJUSTMENT	14.24	17.77	17.32	16.74	19.41	16.95

Table no.4.40 reveals mean scores of male and female students on various dimensions of adjustment with respect to their SES. In case of home adjustment among males, mean score of males with low SES is 3.00, mean score of males with medium SES is 3.70 whereas mean score of males with high SES is 3.77 indicating that males with low SES show better home adjustment. It is there after followed by males from medium SES and high SES. In Home adjustment among females, mean score of females with low SES is 3.67, mean score of females with medium SES is 4.51 whereas mean score of females with high SES is 3.63 indicating that females with high SES show better home

adjustment .It is there after followed by females from low SES and medium SES.

In health adjustment among males students, mean score of males with low SES is 2.45, mean score of males with medium SES is 3.43 whereas mean score of males with high SES is 3.27 indicating that males with low SES show better health adjustment .It is there after followed by males from high SES and medium SES. In health adjustment among females, mean score of females with low SES is 3.38, mean score of females with medium SES is 3.95 whereas mean score of females with high SES is 3.10 indicating that females with high SES show better health adjustment .It is there after followed by females from low SES and medium SES.

In social adjustment among males students, mean score of males with low SES is 5.21, mean score of males with medium SES is 6.21 whereas mean score of males with high SES is 6.06 indicating that males with low SES show better social adjustment .It is there after followed by males from high SES and medium SES. In social adjustment among females, mean score of females with low SES is 5.19, mean score of NS with medium SES is 6.18 whereas mean score of females with high SES is 5.88 indicating that females with low SES show better social

adjustment .It is there after followed by females from high SES and medium SES.

In Emotional adjustment among males, mean score of males with low SES is 3.58, mean score of males with medium SES is 4.43 whereas mean score of males with high SES is 4.22 indicating that males with low SES show better emotional adjustment .It is there after followed by males from high SES and medium SES. In Emotional adjustment among females, mean score of females with low SES is 4.50, mean score of females with medium SES is 4.78 whereas mean score of females with high SES is 4.34 indicating that females with high SES show better emotional adjustment .It is there after followed by females from low SES and medium SES.

Lastly, in Overall adjustment among males students, mean score of males with low SES is 14.24, mean score of males with medium SES is 17.77 whereas mean score of males with high SES is 17.32 indicating that HIS with low SES show better overall adjustment .It is there after followed by males from high SES and medium SES. In overall adjustment among females, mean score of females with low SES is 16.74, mean score of females with medium SES is 19.41 whereas mean score of females with high SES is 16.95 indicating that females with low SES show better

overall adjustment .It is there after followed by females from high SES and medium SES.

TABLE NO. : 4.42

**MANOVA TABLE OF MALE AND FEMALE STUDENTS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	15.386	2	7.693	2.166
HEALTH ADJUSTMENT	17.184	2	8.592	2.178
SOCIAL ADJUSTMENT	.523	2	.262	.098
EMOTIONAL ADJUSTMENT	3.814	2	1.907	.584
OVERALL ADJUSTMENT	59.805	2	29.903	1.497

* Significant at .05 level

** Significant at .001 level

The above table no.4.42 shows that 'F' value of home adjustment is 2.166, which is not significant indicating that there is no significant difference in the degree of home adjustment among male and female students with respect to their SES.

'F' value of health adjustment is 2.178, which is again not significant indicating that there is no significant difference in the degree of health adjustment among male and female students with respect to their SES.

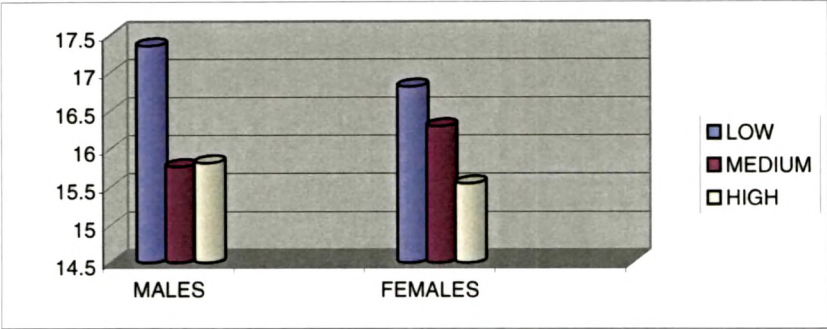
Along with that, 'F' value of social adjustment is .098, which is also not significant indicating that there is no significant difference in the degree of social adjustment among male and female students with respect to their SES.

Similarly, 'F' value of emotional adjustment is .584, which is again not significant indicating that there is no significant difference in the degree of emotional adjustment among male and female students with respect to their SES.

Lastly, 'F' value of overall adjustment is 1.497, which is not significant again indicating that there is no significant difference in the degree of overall adjustment among male and female students with respect to their SES.

TABLE NO: 4.43

**MEAN SCORES OF MALE AND FEMALE STUDENTS
ON SCHOOL ADJUSTMENT DIMENSION
WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)**



GENDER	MALES			FEMALES		
	LOW SES	MEDIUM SES	HIGH SES	LOW SES	MEDIUM SES	HIGH SES
SCHOOL ADJUSTMENT	17.35	15.76	15.81	16.81	16.29	15.54

Table no.4.43 reveals mean scores of male and female students on school adjustment with respect to their SES. Among school Adjustment, mean score of males with low SES is 17.35, mean score of males with medium SES is 15.76 whereas mean score of males with high SES is 15.81 indicating that males with low SES show better school adjustment .It is there after followed by males from high SES and medium SES. In school Adjustment, mean score of females with low SES is 16.81, mean score of females with medium SES is 16.29 whereas mean score of females

with high SES is 15.54 indicating that females with low SES show better school adjustment. It is there after followed by females from medium SES and high SES.

TABLE NO.: 4.44

**MANOVA TABLE OF MALE AND FEMALE STUDENTS
ON SCHOOL ADJUSTMENT WITH RESPECT TO THEIR SOCIO
ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	13.200	2	6.600	.504

* Significant at .05 level

** Significant at .001 level

The above table no.4.44 shows that 'F' value on school adjustment is .504 which is not significant indicating that there is no significant difference in the degree of school adjustment among male and female students with respect to their SES.

TABLE NO.: 4.45

**MEAN SCORES OF HEARING-IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING (MALE AND FEMALE
STUDENTS)
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

CODE	GENDER	SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
H I S	MALES	LOW	5.00	3.58	6.77	5.69	21.04
		MEDIUM	4.78	3.99	6.88	5.38	21.03
		HIGH	5.05	3.98	7.36	5.34	21.73
	FEMALES	LOW	5.43	4.29	6.14	5.90	21.76
		MEDIUM	6.40	4.76	7.02	6.12	24.30
		HIGH	5.26	3.74	7.17	5.26	21.43
N H S	MALES	LOW	1.84	1.80	4.31	2.36	10.31
		MEDIUM	2.29	2.71	5.33	3.18	13.52
		HIGH	2.24	2.43	4.51	2.89	12.08
	FEMALES	LOW	2.68	2.86	4.65	3.70	13.89
		MEDIUM	2.49	3.09	5.28	3.36	14.21
		HIGH	1.56	2.28	4.22	3.17	11.22

The above table reveals that mean score on home adjustment of hearing- impaired male students from low SES is 5.00, mean score of hearing- impaired male students from medium SES is 4.78 and mean score of hearing- impaired male students from high SES is 5.05 indicating that hearing impaired male students from medium SES show better home adjustment followed by students from low SES and high SES. On the other hand, mean score on home adjustment of normal hearing male students from low SES is 1.84, mean score of normal hearing male students from medium SES is 2.29 and mean score of normal hearing male students from high SES is 2.24 indicating that normal hearing male students from low SES show better home adjustment followed by students from high SES and medium SES.

Similarly, mean score on home adjustment of hearing- impaired female students from low SES is 5.43, mean score of hearing- impaired female students from medium SES is 6.40 and mean score of hearing- impaired female students from high SES is 5.26 indicating that hearing impaired female students from high SES show better home adjustment followed by students from low SES and medium SES. On the other hand, mean score on home adjustment of normal hearing female students from low SES is 2.68, mean score of normal hearing female students from medium SES is 2.49 and mean score of normal hearing female students

from high SES is 1.56 indicating that normal hearing female students from high SES show better home adjustment followed by students from medium SES and low SES

The mean score on health adjustment of hearing-impaired male students from low SES is 3.58, mean score of hearing-impaired male students from medium SES is 3.99 and mean score of hearing-impaired male students from high SES is 3.98 indicating that hearing impaired male students from low SES show better health adjustment followed by students from high SES and medium SES. On the other hand, mean score on health adjustment of normal hearing male students from low SES is 1.80, mean score of normal hearing male students from medium SES is 2.71 and mean score of normal hearing male students from high SES is 2.43 indicating that normal hearing male students from low SES show better health adjustment followed by students from high SES and medium SES.

Similarly, mean score on health adjustment of hearing-impaired female students from low SES is 4.29, mean score of hearing-impaired female students from medium SES is 4.76 and mean score of hearing-impaired female students from high SES is 3.74 indicating that hearing impaired female students from high SES show better health adjustment followed by students from low SES and medium SES. On the other hand, mean score on health

adjustment of normal hearing female students from low SES is 2.86, mean score of normal hearing female students from medium SES is 3.09 and mean score of normal hearing female students from high SES is 2.28 indicating that normal hearing female students from high SES show better health adjustment followed by students from low SES and medium SES

The mean score on Social adjustment of hearing-impaired male students from low SES is 6.77, mean score of hearing-impaired male students from medium SES is 6.88 and mean score of hearing-impaired male students from high SES is 7.36 indicating that hearing impaired male students from low SES show better social adjustment followed by students from medium SES and high SES. On the other hand, mean score on social adjustment of normal hearing male students from low SES is 4.31, mean score of normal hearing male students from medium SES is 5.33 and mean score of normal hearing male students from high SES is 4.51 indicating that normal hearing male students from low SES show better home adjustment followed by students from high SES and medium SES.

Similarly, mean score on social adjustment of hearing-impaired female students from low SES is 6.14, mean score of hearing-impaired female students from medium SES is 7.02 and mean score of hearing-impaired female students from high SES is

7.17 indicating that hearing impaired female students from low SES show better home adjustment followed by students from medium SES and high SES. On the other hand, mean score on home adjustment of normal hearing female students from low SES is 4.65, mean score of normal hearing female students from medium SES is 5.28 and mean score of normal hearing female students from high SES is 4.22 which reflects that NHS with high SES show better home adjustment followed by students from low SES and medium SES

The above table reveals that mean score on emotional adjustment of hearing- impaired male students from low SES is 5.69, mean score of hearing- impaired male students from medium SES is 5.38 and mean score of hearing- impaired male students from high SES is 5.34 indicating that hearing impaired male students from high SES show better emotional adjustment followed by students from medium SES and low SES. On the other hand, mean score on emotional adjustment of normal hearing male students from low SES is 2.36, mean score of normal hearing male students from medium SES is 3.18 and mean score of normal hearing male students from high SES is 2.89 indicating that normal hearing male students from low SES show better emotional adjustment followed by students from high SES and medium SES.

Similarly, mean score on emotional adjustment of hearing-impaired female students from low SES is 5.90, mean score of hearing-impaired female students from medium SES is 6.12 and mean score of hearing-impaired female students from high SES is 5.26 indicating that hearing impaired female students from high SES show better emotional adjustment followed by students from low SES and medium SES. On the other hand, mean score on emotional adjustment of normal hearing female students from low SES is 3.70, mean score of normal hearing female students from medium SES is 3.36 and mean score of normal hearing female students from high SES is 3.17 indicating that normal hearing female students from high SES show better emotional adjustment followed by students from medium SES and low SES

Finally the mean score on overall adjustment of hearing-impaired male students from low SES is 21.04, mean score of hearing-impaired male students from medium SES is 21.03 and mean score of hearing-impaired male students from high SES is 21.73 indicating that hearing impaired male students from medium SES show better overall adjustment followed by students from low SES and high SES. On the other hand, mean score on overall adjustment of normal hearing male students from low SES is 10.31, mean score of normal hearing male students from medium SES is 13.52 and mean score of normal hearing

male students from high SES is 12.08 indicating that normal hearing male students from low SES show better overall adjustment followed by students from high SES and medium SES.

Similarly, mean score on overall adjustment of hearing-impaired female students from low SES is 21.76, mean score of hearing-impaired female students from medium SES is 24.30 and mean score of hearing-impaired female students from high SES is 21.40 indicating that hearing impaired female students from high SES show better overall adjustment followed by students from low SES and medium SES. On the other hand, mean score on overall adjustment of normal hearing female students from low SES is 13.89, mean score of normal hearing female students from medium SES is 14.21 and mean score of normal hearing female students from high SES is 11.22 indicating that normal hearing female students from high SES show better overall adjustment followed by students from low SES and medium SES.

TABLE NO.: 4.46

**MANOVA TABLE OF HEARING-IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING (MALE AND FEMALE
STUDENTS)
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO
THEIR SOCIO ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	16.391	2	8.195	2.308
HEALTH ADJUSTMENT	4.689	2	2.345	.595
SOCIAL ADJUSTMENT	4.730	2	2.365	.883
EMOTIONAL ADJUSTMENT	18.457	2	9.228	2.828
OVERALL ADJUSTMENT	156.827	2	78.414	3.925*

* Significant at .05 level

** Significant at .001 level

The above table no.4.46 shows that 'F' value of home adjustment is 2.308, which is not significant indicating that there is no significant difference in the degree of home adjustment among hearing impaired students and students with normal hearing (male and female students) with respect to their gender and Socio Economic Status (SES).

'F' value of home adjustment is .595, which is not significant indicating that there is no significant difference in the degree of health adjustment among hearing impaired students and

students with normal hearing (male and female students) with respect to their gender and Socio Economic Status (SES).

'F' value of social adjustment is .883, which is not significant indicating that there is no significant difference in the degree of social adjustment among hearing impaired students and students with normal hearing (male and female students) with respect to their gender and Socio Economic Status (SES).

'F' value of emotional adjustment is 2.828, which is not significant indicating that there is no significant difference in the degree of emotional adjustment among hearing impaired students and students with normal hearing (male and female students) with respect to their gender and Socio Economic Status (SES).

Finally, 'F' value of overall adjustment is 3.925, which is significant at .05 level indicating that there is a significant difference in the degree of overall adjustment among hearing impaired students and students with normal hearing (male and female students) with respect to their gender and Socio Economic Status (SES).

TABLE NO.: 4.47

**MEAN SCORES OF HEARING-IMPAIRED STUDENTS AND STUDENTS
WITH NORMAL HEARING (MALE AND FEMALE STUDENTS)
ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT TO THEIR
SOCIO ECONOMIC STATUS (SES)**

CODE	GENDER	SES	SCHOOL ADJUSTMENT
H I S	MALES	LOW	18.46
		MEDIUM	17.58
		HIGH	18.86
	FEMALES	LOW	19.38
		MEDIUM	17.96
		HIGH	17.91
N H S	MALES	LOW	16.71
		MEDIUM	13.38
		HIGH	12.19
	FEMALES	LOW	15.35
		MEDIUM	14.51
		HIGH	12.50

The above table reveals that mean score on school adjustment of hearing- impaired male students from low SES is 18.46, mean score of hearing- impaired male students from medium SES is 17.58 and mean score of hearing- impaired male

students from high SES is 18.86 indicating that hearing impaired male students from high SES show better school adjustment followed by students from low SES and medium SES. On the other hand, mean score on school adjustment of normal hearing male students from low SES is 16.71, mean score of normal hearing male students from medium SES is 13.38 and mean score of normal hearing male students from high SES is 12.19 indicating that normal hearing male students from low SES show better school adjustment followed by students from medium SES and high SES.

Similarly, mean score on school adjustment of hearing-impaired female students from low SES is 19.38, mean score of hearing-impaired female students from medium SES is 17.96 and mean score of hearing-impaired female students from high SES is 17.91 indicating that hearing impaired female students from low SES show better school adjustment followed by students from medium SES and high SES. On the other hand, mean score on school adjustment of normal hearing female students from low SES is 15.35, mean score of normal hearing female students from medium SES is 14.51 and mean score of normal hearing female students from high SES is 12.50 indicating that normal hearing female students from low SES show better

school adjustment followed by students from medium SES and high SES

TABLE NO.: 4.48

**MANOVA TABLE OF HEARING-IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALE AND FEMALE STUDENTS)
ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	52.891	2	26.446	2.019

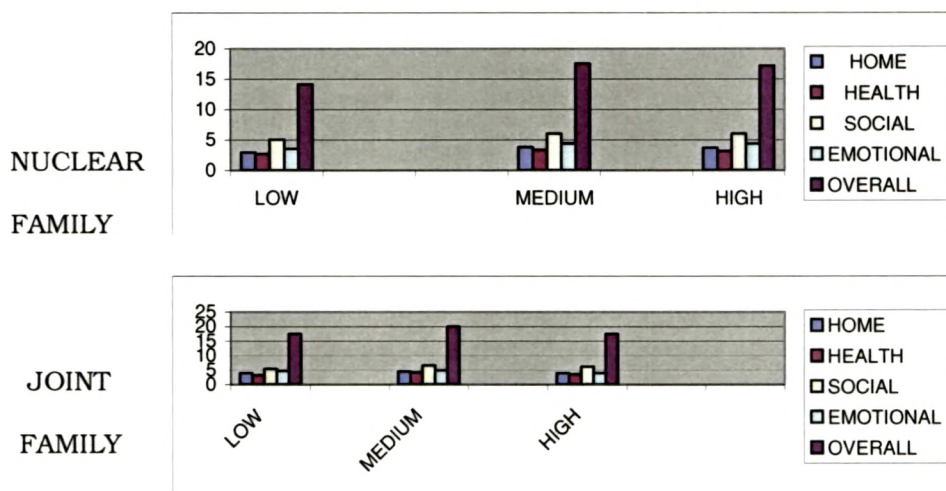
* Significant at .05 level

** Significant at .001 level

The above table no.4.48 shows that 'F' value on school adjustment is 2.019 which is not significant indicating that there is no significant difference in the degree of school adjustment among hearing impaired students and students with normal hearing (male and female students) with respect to their gender and Socio Economic Status (SES).

TABLE NO.: 4.49

MEAN SCORE OF STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)



FAMILY TYPE	SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
NUCLEAR FAMILY	LOW	2.90	2.65	5.04	3.54	14.13
	MEDIUM	3.78	3.32	6.00	4.40	17.50
	HIGH	3.68	3.13	5.98	4.36	17.15
JOINT FAMILY	LOW	3.96	3.22	5.47	4.73	17.39
	MEDIUM	4.40	4.12	6.53	4.88	19.93
	HIGH	3.87	3.54	6.08	3.88	17.38

Table no.4.49 reveals that mean score on home adjustment of students from nuclear families with low SES is 2.90, mean score of students with medium SES is 3.78 and mean score of students

with high SES is 3.68 indicating that students from nuclear families with low SES show better home adjustment followed by students with high SES and medium SES. Whereas mean score on home adjustment of students from joint families with low SES is 3.96, mean score of students with medium SES is 4.40 and mean score of students with high SES is 3.87 indicating that students from joint families with high SES show better home adjustment followed by students with low SES and medium SES.

Mean score on health adjustment of students from nuclear families with low SES is 2.65, mean score of students with medium SES is 3.32 and mean score of students with high SES is 3.13 indicating that students from nuclear families with low SES show better health adjustment followed by students with high SES and medium SES. Whereas mean score on health adjustment of students from joint families with low SES is 3.22, mean score of students with medium SES is 4.12 and mean score of students with high SES is 3.54 indicating that students from joint families with low SES show better health adjustment followed by students with high SES and medium SES.

Mean score on social adjustment of students from nuclear families with low SES is 5.04, mean score of students with medium SES is 6.00 and mean score of students with high SES is 5.98 indicating that students from nuclear families with low SES

show better social adjustment followed by students with high SES and medium SES. Whereas mean score on social adjustment of students from joint families with low SES is 5.47, mean score of students with medium SES is 6.53 and mean score of students with high SES is 6.08 indicating that students from joint families with low SES show better social adjustment followed by students with high SES and medium SES.

Mean score on emotional adjustment of students from nuclear families with low SES is 3.54, mean score of students with medium SES is 4.40 and mean score of students with high SES is 4.36 indicating that students from nuclear families with low SES show better emotional adjustment followed by students with high SES and medium SES. Whereas mean score on emotional adjustment of students from joint families with low SES is 4.73, mean score of students with medium SES is 4.88 and mean score of students with high SES is 3.88 indicating that students from joint families with high SES show better emotional adjustment followed by students with low SES and medium SES.

Mean score on overall adjustment of students from nuclear families with low SES is 14.13, mean score of students with medium SES is 17.50 and mean score of students with high SES is 17.15 indicating that students from nuclear families with low SES show better overall adjustment followed by students with

high SES and medium SES. Whereas mean score on overall adjustment of students from joint families with low SES is 17.39, mean score of students with medium SES is 19.93 and mean score of students with high SES is 17.38 indicating that students from joint families with high SES show better overall adjustment followed by students with low SES and medium SES.

TABLE NO.: 4.50

MANOVA TABLE OF STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.342	2	.671	.189
HEALTH ADJUSTMENT	5.442	2	2.721	.690
SOCIAL ADJUSTMENT	3.791	2	1.895	.708
EMOTIONAL ADJUSTMENT	4.271	2	2.136	.654
OVERALL ADJUSTMENT	9.593	2	4.797	.240

* Significant at .05 level

** Significant at .001 level

The above table no.4.50 shows that 'F' value of home adjustment is .189, which is not significant indicating that there is no significant difference in the degree of home adjustment among

students because of interaction effect between family type and SES.

'F' value of health adjustment is .690, which is again not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between family type and SES.

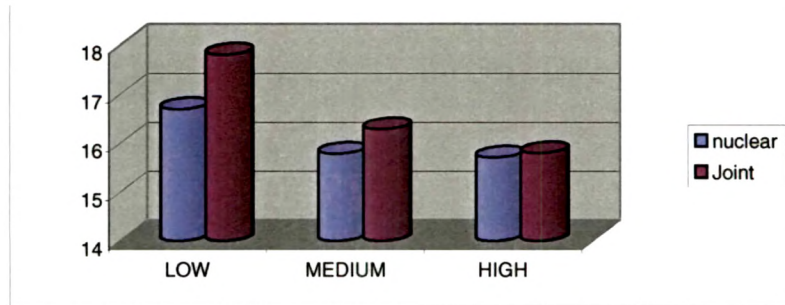
Along with that, 'F' value of social adjustment is .708, which is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between family type and SES.

Similarly, 'F' value of emotional adjustment is .654, which is also not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between family type and SES.

Lastly, 'F' value of overall adjustment is .240, which is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between family type and SES.

TABLE NO.: 4.51

MEAN SCORES OF STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)



FAMILY TYPE	SES	SCHOOL ADJUSTMENT
NUCLEAR FAMILY	LOW	16.69
	MEDIUM	15.78
	HIGH	15.70
JOINT FAMILY	LOW	17.80
	MEDIUM	16.28
	HIGH	15.78

Mean score on school adjustment of students from nuclear families with low SES is 16.69, mean score of students with medium SES is 15.78 and mean score of students with high SES is 15.70 indicating that students from nuclear families with low SES show better school adjustment followed by students with medium SES and high SES.

Whereas mean score on school adjustment of students from joint families with low SES is 17.80, mean score of students with medium SES is 16.28 and mean score of students with high SES is 15.79 indicating that students from joint families with low SES also show better school adjustment followed by students with medium SES and high SES.

TABLE NO. : 4.52

MANOVA TABLE OF STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSIONS WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	15.776	2	7.888	.602

* Significant at .05 level

** Significant at .001 level

F' value on school adjustment is .602 which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between family type and SES.

TABLE NO.: 4.53

MEAN SCORE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

CODE	FAMILY TYPE	SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
H I S	NUCLEAR FAMILY	LOW	5.05	3.95	6.53	5.63	21.16
		MEDIUM	5.46	3.91	6.80	5.61	21.78
		HIGH	5.02	3.95	7.31	5.40	21.67
	JOINT FAMILY	LOW	5.29	3.86	6.46	5.89	21.50
		MEDIUM	5.28	4.64	7.07	5.70	22.70
		HIGH	5.58	3.67	7.25	4.92	21.42
N H S	NUCLEAR FAMILY	LOW	2.23	2.25	4.57	2.89	11.93
		MEDIUM	2.37	2.83	5.33	3.38	13.90
		HIGH	1.98	2.09	4.28	3.02	11.37
	JOINT FAMILY	LOW	2.19	2.38	4.14	3.19	11.90
		MEDIUM	2.43	2.97	5.30	3.03	13.73
		HIGH	2.17	3.42	4.92	2.83	13.33

Table no. 4.53 reveals that mean score of home adjustment of HIS from nuclear family with low SES is 5.05, mean score of HIS with medium SES is 5.46 and mean score of HIS with high SES is 5.02 indicating that HIS from nuclear family with high SES show better home adjustment followed by HIS with low SES and

medium SES from nuclear families. On the other hand, mean score of home adjustment of NHS from nuclear family with low SES is 2.23, mean score of NHS with medium SES is 2.37 and mean score of NHS with high SES is 1.98 indicating that NHS from nuclear family with high SES show better home adjustment followed by NHS with low SES and medium SES from nuclear families.

Mean score of HIS from joint family with low SES is 5.29, mean score of HIS with medium SES is 5.28 and mean score of HIS with high SES is 5.58 indicating that HIS from joint family with medium SES show better home adjustment followed by HIS with low SES and high SES from joint families. Whereas mean score of NHS from joint family with low SES is 2.19, mean score of NHS with medium SES is 2.43 and mean score of HIS with high SES is 2.17 indicating that NHS from joint family with high SES show better home adjustment followed by NHS with low SES and medium SES from joint families.

Mean score of health adjustment of HIS from nuclear family with low SES is 3.95, mean score of HIS with medium SES is 3.91 and mean score of HIS with high SES is 3.95 indicating that HIS from nuclear family with medium SES show better health adjustment followed by HIS with low SES and medium SES from nuclear families. On the other hand, mean score of health adjustment of

NHS from nuclear family with low SES is 2.25, mean score of NHS with medium SES is 2.83 and mean score of NHS with high SES is 2.09 indicating that NHS from nuclear family with high SES show better health adjustment followed by NHS with low SES and medium SES from nuclear families.

Mean score of HIS from joint family with low SES is 3.86, mean score of HIS with medium SES is 4.64 and mean score of HIS with high SES is 3.67 indicating that HIS from joint family with high SES show better health adjustment followed by HIS with low SES and medium SES from joint families. Whereas mean score of NHS from joint family with low SES is 2.38, mean score of NHS with medium SES is 2.97 and mean score of HIS with high SES is 3.42 indicating that NHS from joint family with low SES show better health adjustment followed by NHS with medium SES and high SES from joint families.

Mean score of social adjustment of HIS from nuclear family with low SES is 6.53, mean score of HIS with medium SES is 6.80 and mean score of HIS with high SES is 7.31 indicating that HIS from nuclear family with low SES show better social adjustment followed by HIS with medium SES and high SES from nuclear families. On the other hand, mean score of social adjustment of NHS from nuclear family with low SES is 4.57, mean score of NHS

with medium SES is 5.33 and mean score of NHS with high SES is 4.28 indicating that NHS from nuclear family with high SES show better social adjustment followed by NHS with low SES and medium SES from nuclear families.

Whereas mean score of HIS from joint family with low SES is 6.46, mean score of HIS with medium SES is 7.07 and mean score of HIS with high SES is 7.25 indicating that HIS from joint family with low SES show better social adjustment followed by HIS with medium SES and high SES from joint families. Whereas mean score of NHS from joint family with low SES is 4.14, mean score of NHS with medium SES is 5.30 and mean score of HIS with high SES is 4.92 indicating that NHS from joint family with low SES show better social adjustment followed by NHS with high SES and medium SES from joint families.

Mean score of emotional adjustment of HIS from nuclear family with low SES is 5.63, mean score of HIS with medium SES is 5.61 and mean score of HIS with high SES is 5.40 indicating that HIS from nuclear family with high SES show better emotional adjustment followed by HIS with medium SES and low SES from nuclear families. On the other hand, mean score of emotional adjustment NHS from nuclear family with low SES is 2.89, mean score of NHS with medium SES is 3.38 and mean score of NHS

with high SES is 3.02 indicating that NHS from nuclear family with low SES show better emotional adjustment followed by NHS with high SES and medium SES from nuclear families.

Mean score of HIS from joint family with low SES is 5.89, mean score of HIS with medium SES is 5.70 and mean score of HIS with high SES is 4.92 indicating that HIS from joint family with high SES show better emotional adjustment followed by HIS with medium SES and low SES from joint families. Whereas mean score of NHS from joint family with low SES is 3.19, mean score of NHS with medium SES is 3.03 and mean score of HIS with high SES is 2.83 indicating that NHS from joint family with high SES show better emotional adjustment followed by NHS with medium SES and low SES from joint families.

Mean score of overall adjustment of HIS from nuclear family with low SES is 21.16, mean score of HIS with medium SES is 21.78 and mean score of HIS with high SES is 21.67 indicating that HIS from nuclear family with low SES show better overall adjustment followed by HIS with high SES and medium SES from nuclear families. Mean score of overall adjustment NHS from nuclear family with low SES is 11.93, mean score of NHS with medium SES is 13.90 and mean score of NHS with high SES is 11.37 indicating that NHS from nuclear family with high SES show

better overall adjustment followed by NHS with low SES and medium SES from nuclear families.

Mean score of HIS from joint family with low SES is 21.50, mean score of HIS with medium SES is 22.70 and mean score of HIS with high SES is 21.42 indicating that HIS from joint family with high SES show better overall adjustment followed by HIS with low SES and medium SES from joint families. Mean score of NHS from joint family with low SES is 11.90, mean score of NHS with medium SES is 13.73 and mean score of HIS with high SES is 13.33 indicating that NHS from joint family with low SES show better overall adjustment followed by NHS with high SES and medium SES from joint families

TABLE NO. : 4.54

MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.314	2	.657	.185
HEALTH ADJUSTMENT	16.778	2	8.389	2.126
SOCIAL ADJUSTMENT	3.324	2	1.662	.621
EMOTIONAL ADJUSTMENT	1.655	2	.828	.254

OVERALL ADJUSTMENT	36.603	2	18.302	.916
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* Significant at .05 level

** Significant at .001 level

The above table no.4.54 shows that 'F' value of home adjustment is .185, which is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between Code, family type and SES.

'F' value of health adjustment is 2.126, which is again not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between Code, family type and SES.

Along with that, 'F' value of social adjustment is .621, which is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between Code, family type and SES.

Similarly, 'F' value of emotional adjustment is .254, which is also not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between Code, family type and SES.

Lastly, 'F' value of overall adjustment is .916, which is not significant indicating that there is no significant difference in

the degree of overall adjustment among students because of interaction effect between family type and SES.

TABLE NO: 4.55

MEAN SCORE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

CODE	FAMILY TYPE	SES	SCHOOL ADJUSTMENT
H I S	NUCLEAR FAMILY	LOW	18.74
		MEDIUM	17.28
		HIGH	18.35
	JOINT FAMILY	LOW	18.96
		MEDIUM	18.18
		HIGH	19.42
N H S	NUCLEAR FAMILY	LOW	16.05
		MEDIUM	14.52
		HIGH	12.33
	JOINT FAMILY	LOW	16.24
		MEDIUM	12.03
		HIGH	12.17

Table no. 4.55 reveals that mean score of school adjustment of HIS from nuclear family with low SES is 18.74, mean score of HIS with medium SES is 17.28 and mean score of HIS with high

SES is 18.35 indicating that HIS from nuclear family with low SES show better school adjustment followed by HIS with high SES and medium SES from nuclear families. On the other hand, mean score of school adjustment of NHS from nuclear family with low SES is 16.05, mean score of NHS with medium SES is 14.52 and mean score of NHS with high SES is 12.33 indicating that NHS from nuclear family with low SES show better school adjustment followed by NHS with low SES and medium SES from nuclear families.

Mean score of HIS from joint family with low SES is 18.96, mean score of HIS with medium SES is 18.18 and mean score of HIS with high SES is 19.42 indicating that HIS from joint family with high SES show better school adjustment followed by HIS with low SES and medium SES from joint families. Whereas mean score of NHS from joint family with low SES is 16.24, mean score of NHS with medium SES is 12.03 and mean score of HIS with high SES is 12.17 indicating that NHS from joint family with low SES show better school adjustment followed by NHS with low SES and medium SES from joint families.

TABLE NO. : 4.56

**MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND
STUDENTS WITH NORMAL HEARING FROM NUCLEAR AND JOINT
FAMILIES ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT
TO THEIR SOCIO ECONOMIC STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	58.545	2	29.273	2.235

* Significant at .05 level

** Significant at .001 level

'F' value on school adjustment is 2.235 which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between code, family type and SES.

TABLE NO.: 4.57

**MEAN SCORE OF MALE AND FEMALE STUDENTS FROM
NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT
DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND
OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO
ECONOMIC STATUS (SES)**

CODE	FAMILY TYPE	SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
M A L E S	NUCLEAR FAMILY	LOW	2.80	2.41	5.04	3.26	13.52
		MEDIUM	3.58	3.13	6.03	4.27	17.01
		HIGH	3.66	3.22	6.03	4.33	17.23
	JOINT FAMILY	LOW	3.36	2.52	5.52	4.16	15.56
		MEDIUM	3.89	3.85	6.48	4.71	18.92
		HIGH	4.18	3.47	6.18	3.82	17.65
F E M A L E S	NUCLEAR FAMILY	LOW	3.03	2..97	5.03	3.91	14.94
		MEDIUM	4.05	3..58	5.95	4.57	18.15
		HIGH	3.74	2..97	5.88	4.41	17.00
	JOINT FAMILY	LOW	4.58	3..96	5.42	5.33	19.29
		MEDIUM	5.44	4.69	6.62	5.22	21.98
		HIGH	3.14	3.71	5.86	4.00	16.71

Table no. 4.57 revels that mean score of home adjustment of male students from nuclear family with low SES is 2.80, mean score of male students with medium SES is 3.58 and mean score of male students with high SES is 3.66 indicating that male students from nuclear family with low SES show better home adjustment followed by male students with medium SES and high

SES from nuclear families. Mean score of home adjustment of female students from nuclear family with low SES is 3.03, mean score of female students with medium SES is 4.05 and mean score of female students with high SES is 3.74 indicating that female students from nuclear family with low SES show better home adjustment followed by female students with high SES and medium SES from nuclear families.

Mean score of male students from joint family with low SES is 3.36, mean score of male students with medium SES is 3.89 and mean score of male students with high SES is 4.18 indicating that male students from joint family with low SES show better home adjustment followed by male students with medium SES and high SES from joint families. Whereas mean score of female students from joint family with low SES is 4.58, mean score of female students with medium SES is 5.44 and mean score of female students with high SES is 3.14 indicating that female students from joint family with high SES show better home adjustment followed by female students with low SES and medium SES from joint families.

Mean score of health adjustment of male students from nuclear family with low SES is 2.41, mean score of male students with medium SES is 3.13 and mean score of male students with high

SES is 3.22 indicating that male students from nuclear family with low SES show better health adjustment followed by male students with medium SES and high SES from nuclear families. Mean score of health adjustment of female students from nuclear family with low SES is 2.97, mean score of female students with medium SES is 3.58 and mean score of female students with high SES is 2.97 indicating that female students from nuclear family with low and high SES show better health adjustment followed by female students with medium SES from nuclear families.

Mean score of male students from joint family with low SES is 3.36, mean score of male students with medium SES is 3.89 and mean score of male students with high SES is 4.18 indicating that male students from joint family with low SES show better health adjustment followed by male students with medium SES and high SES from joint families. Whereas mean score of female students from joint family with low SES is 3.96, mean score of female students with medium SES is 4.69 and mean score of female students with high SES is 3.71 indicating that female students from joint family with high SES show better health adjustment followed by female students with low SES and medium SES from joint families.

Mean score of social adjustment of male students from nuclear family with low SES is 5.04, mean score of male students with medium SES is 6.03 and mean score of male students with high SES is 6.03 indicating that male students from nuclear family with low SES show better social adjustment followed by male students with medium SES and high SES from nuclear families. Mean score of social adjustment of female students from nuclear family with low SES is 5.03, mean score of female students with medium SES is 5.95 and mean score of female students with high SES is 5.88 indicating that female students from nuclear family with low SES show better social adjustment followed by female students with high and medium SES from nuclear families.

Mean score of male students from joint family with low SES is 5.52, mean score of male students with medium SES is 6.48 and mean score of male students with high SES is 6.18 indicating that male students from joint family with low SES show better social adjustment followed by male students with high SES and medium SES from joint families. Whereas mean score of female students from joint family with low SES is 5.42, mean score of female students with medium SES is 6.62 and mean score of female students with high SES is 5.86 indicating that female students from joint family with low SES show better social adjustment

followed by female students with high SES and medium SES from joint families.

Mean score of emotional adjustment of male students from nuclear family with low SES is 3.26, mean score of male students with medium SES is 4.27 and mean score of male students with high SES is 4.33 indicating that male students from nuclear family with low SES show better emotional adjustment followed by male students with high SES and medium SES from nuclear families. Mean score of emotional adjustment of female students from nuclear family with low SES is 3.91, mean score of female students with medium SES is 4.57 and mean score of female students with high SES is 4.41 indicating that female students from nuclear family with low SES show better emotional adjustment followed by female students with high and medium SES.

Mean score of male students from joint family with low SES is 4.16, mean score of male students with medium SES is 4.71 and mean score of male students with high SES is 3.82 indicating that male students from joint family with high SES show better emotional adjustment followed by male students with low SES and medium SES from joint families. Whereas mean score of female students from joint family with low SES is 5.33, mean

score of female students with medium SES is 5.22 and mean score of female students with high SES is 4.00 indicating that female students from joint family with high SES show better emotional adjustment followed by female students with medium SES and low SES from joint families.

Mean score of overall adjustment of male students from nuclear family with low SES is 13.52, mean score of male students with medium SES is 17.01 and mean score of male students with high SES is 17.23 indicating that male students from nuclear family with low SES show better overall adjustment followed by male students with medium SES and high SES from nuclear families. Mean score of overall adjustment of female students from nuclear family with low SES is 14.94, mean score of female students with medium SES is 18.15 and mean score of female students with high SES is 17.00 indicating that female students from nuclear family with low SES show better overall adjustment followed by female students with high and medium SES.

Mean score of male students from joint family with low SES is 15.56, mean score of male students with medium SES is 18.92 and mean score of male students with high SES is 17.65 indicating that male students from joint family with low SES show better overall adjustment followed by male students with high SES

and medium SES from joint families. Whereas mean score of female students from joint family with low SES is 19.29, mean score of female students with medium SES is 21.97 and mean score of female students with high SES is 16.71 indicating that female students from joint family with high SES show better overall adjustment followed by female students with low SES and medium SES from joint families.

TABLE NO. : 4.58

**MANOVA TABLE OF MALE AND FEMALE STUDENTS FROM
NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS
(HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL
ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC
STATUS (SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	1.257	2	.629	.177
HEALTH ADJUSTMENT	1.475	2	.738	.187
SOCIAL ADJUSTMENT	3.024	2	1.512	.565
EMOTIONAL ADJUSTMENT	6.370	2	3.185	.976
OVERALL ADJUSTMENT	27.004	2	13.502	.676

* Significant at .05 level

** Significant at .001 level

The above table no.4.58 shows that 'F' value of home adjustment is .177, which is not significant indicating that there is no significant difference in the degree of home adjustment among

students because of interaction effect between gender, family type and SES.

'F' value of health adjustment is .187, which is again not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between gender, family type and SES.

Along with that, 'F' value of social adjustment is .565, which is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between gender, family type and SES.

Similarly, 'F' value of emotional adjustment is .976, which is also not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between gender, family type and SES.

Lastly, 'F' value of overall adjustment is .676, which is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between gender, family type and SES.

TABLE NO.: 4.59

MEAN SCORE OF MALE AND FEMALE STUDENTS FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

GENDER	FAMILY TYPE	SES	SCHOOL ADJUSTMENT
M A L E S	NUCLEAR FAMILY	LOW	16.96
		MEDIUM	15.60
		HIGH	15.62
	JOINT FAMILY	LOW	18.08
		MEDIUM	16.00
		HIGH	16.53
F E M A L E S	NUCLEAR FAMILY	LOW	16.32
		MEDIUM	16.02
		HIGH	15.85
	JOINT FAMILY	LOW	17.50
		MEDIUM	16.84
		HIGH	14.00

Table no. 4.59 reveals that mean score of school adjustment of male students from nuclear family with low SES is 16.96, mean score of male students with medium SES is 15.60 and mean score of male students with high SES is 15.62 indicating that male students from nuclear family with low SES show better school adjustment followed by male students with

high SES and medium SES from nuclear families. Mean score of home adjustment of female students from nuclear family with low SES is 16.32, mean score of female students with medium SES is 16.02 and mean score of female students with high SES is 15.85 indicating that female students from nuclear family with low SES show better school adjustment followed by female students with medium SES and high SES from nuclear families.

Mean score of male students from joint family with low SES is 18.08, mean score of male students with medium SES is 16.00 and mean score of male students with high SES is 16.53 indicating that male students from joint family with low SES show better school adjustment followed by male students with high SES and medium SES from joint families. Whereas mean score of female students from joint family with low SES is 17.50, mean score of female students with medium SES is 16.84 and mean score of female students with high SES is 14.00 indicating that female students from joint family with low SES show better school adjustment followed by female students with medium SES and high SES from joint families.

TABLE NO. : 4.60

**MANOVA TABLE OF MALE AND FEMALE STUDENTS FROM
NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT
DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS
(SES)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	5.160	2	2.580	.197

* Significant at .05 level

** Significant at .001 level

The above table no.4.60 shows that 'F' value of school adjustment is .197, which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between gender, family type and SES.

TABLE NO: 4.61

MEAN SCORE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALE AND FEMALE) FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

CODE	GEN- DER	FAMILY TYPE	SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
H I S	M A L E S	NUC- LEAR FAMILY	LOW	5.15	3.46	6.62	5.62	10.64
			MEDIU M	4.86	3.63	6.67	5.23	13.63
			HIGH	4.85	4.06	7.41	5.50	12.03
		JOINT FAMILY	LOW	4.85	3.69	6.92	5.77	9.42
			MEDIU M	4.70	4.35	7.09	5.53	13.55
			HIGH	5.70	3.70	7.20	4.80	12.29
	F E M A L E S	NUC- LEAR FAM-ILY	LOW	4.83	5.00	6.33	5.67	13.46
			MEDIU M	6.46	4.38	7.00	6.23	14.21
			HIGH	5.29	3.76	7.14	5.24	9.85
		JOINT FAMILY	LOW	5.67	4.00	6.07	6.00	15.22
			MEDIU M	6.33	5.17	7.04	6.00	14.25
			HIGH	5.00	3.50	7.50	5.50	14.80

CODE	GENDER	FAMILY TYPE	SES	HOME	HEALTH	SOCIAL	EMOTIONAL	OVERALL
NHS	MALES	NUCLEAR FAMILY	LOW	1.88	2.00	4.42	2.42	20.25
			MEDIUM	2.30	2.63	5.40	3.09	20.40
			HIGH	2.30	2.27	4.47	2.43	21.82
		JOINT FAMILY	LOW	1.75	1.25	4.00	2.36	21.23
			MEDIUM	2.32	2.86	5.27	3.23	21.67
			HIGH	2.00	3.14	4.71	2.89	21.40
	FEMALES	NUCLEAR FAMILY	LOW	2.64	2.54	4.31	3.54	21.83
			MEDIUM	2.44	3.05	5.35	3.46	24.08
			HIGH	1.23	1.69	4.51	3.08	21.43
		JOINT FAMILY	LOW	2.78	3.89	4.75	4.22	21.73
			MEDIUM	2.75	3.25	5.26	2.88	24.54
			HIGH	2.40	3.80	3.85	3.40	21.50

Mean score on home adjustment of male HIS from nuclear family with low SES is 5.15. With medium SES is 4.86 and with high SES is 4.85 reflecting that male HIS from nuclear family with high SES show better home adjustment followed by male HIS from medium and low SES. Similarly mean score on home adjustment of male HIS from joint family with low SES is 4.85, with medium SES is 4.70 and from high SES is 5.70 reflecting that male HIS from joint family with medium SES show better home adjustment followed by male HIS from low and high SES.

Mean score on home adjustment of male NHS from nuclear family with low SES is 1.88, with medium SES is 2.30 and from high SES is 2.30 reflecting that male NHS from nuclear family with low SES show better home adjustment followed by male NHS from medium and high SES. Mean score on home adjustment of male NHS from joint family with low SES is 1.75, with medium SES is 2.32 and with high SES is 2.00 indicating that male NHS from joint family with low SES show better home adjustment followed by male NHS from high and medium SES.

Mean score of female HIS from nuclear family with low SES is 4.84, with medium SES is 6.46 and with high SES is 5.29 reflecting that female HIS from nuclear family with low SES show better home adjustment followed by female HIS from high and medium SES. Whereas mean score of female HIS from joint family with low SES is 5.67, with medium SES is 6.33 and with high SES is 5.00 reflecting that female HIS from joint family with high SES show better home adjustment followed by female HIS from low and high SES.

Mean score of home adjustment of female NHS from nuclear family female NHS from nuclear family with low SES is 2.64, with medium SES is 2.44 and with high SES is 1.23

reflecting that female NHS from high SES show better home adjustment followed by female NHS from medium and low SES. Whereas mean score on home adjustment of female NHS from joint family with low SES is 2.78, with medium SES is 2.75 and with high SES is 2.40 reflecting that female NHS from joint family with high SES show better home adjustment followed by female NHS from medium and low SES.

Mean score on health adjustment of male HIS from nuclear family with low SES is 3.46 with medium SES is 3.63 and with high SES is 4.06 reflecting that male HIS from nuclear family with low SES show better health adjustment followed by male HIS from medium and high SES. Similarly mean score on home adjustment of male HIS from joint family with low SES is 3.69, with medium SES is 4.35 and from high SES is 3.70 reflecting that male HIS from joint family with low SES show better health adjustment followed by male HIS from high and medium SES.

Mean score on health adjustment of male NHS from nuclear family with low SES is 2.00, with medium SES is 2.63 and from high SES is 2.27 reflecting that male NHS from nuclear family with low SES show better health adjustment followed by male NHS from high and medium SES. Mean score on health adjustment of male NHS from joint family with low SES is 1.25,

with medium SES is 2.86 and with high SES is 3.14 indicating that male NHS from joint family with low SES show better health adjustment followed by male NHS from medium and high SES.

Mean score of female HIS from nuclear family with low SES is 5.00, with medium SES is 4.38 and with high SES is 3.76 reflecting that female HIS from nuclear family with high SES show better health adjustment followed by female HIS from medium and low SES. Whereas mean score of female HIS from joint family with low SES is 4.00, with medium SES is 5.17 and with high SES is 3.50 reflecting that female HIS from joint family with high SES show better health adjustment followed by female HIS from low and medium SES.

Mean score of health adjustment of female NHS from nuclear family female NHS from nuclear family with low SES is 2.54, with medium SES is 3.05 and with high SES is 1.69 reflecting that female NHS from high SES show better health adjustment followed by female NHS from low and medium SES. Whereas mean score on health adjustment of female NHS from joint family with low SES is 3.89, with medium SES is 3.25 and with high SES is 3.80 reflecting that female NHS from joint family

with medium SES show better health adjustment followed by female NHS from high and low SES.

Mean score on social adjustment of male HIS from nuclear family with low SES is 6.62 with medium SES is 6.67 and with high SES is 7.41 reflecting that male HIS from nuclear family with low SES show better social adjustment followed by male HIS from medium and high SES. Similarly mean score on social adjustment of male HIS from joint family with low SES is 6.92, with medium SES is 7.09 and from high SES is 7.20 reflecting that male HIS from joint family with low SES show better social adjustment followed by male HIS from medium and high SES.

Mean score on social adjustment of male NHS from nuclear family with low SES is 4.42, with medium SES is 5.40 and from high SES is 4.47 reflecting that male NHS from nuclear family with low SES show better social adjustment followed by male NHS from high and medium SES. Mean score on social adjustment of male NHS from joint family with low SES is 4.00, with medium SES is 5.27 and with high SES is 4.71 indicating that male NHS from joint family with low SES show better social adjustment followed by male NHS from high and medium SES.

Mean score of female HIS from nuclear family with low SES is 6.33, with medium SES is 7.00 and with high SES is 7.14 reflecting that female HIS from nuclear family with low SES show better social adjustment followed by female HIS from high and medium SES. Whereas mean score of female HIS from joint family with low SES is 6.07, with medium SES is 7.04 and with high SES is 7.50 reflecting that female HIS from joint family with low SES show better social adjustment followed by female HIS from medium and high SES.

Mean score of social adjustment of female NHS from nuclear family female NHS from nuclear family with low SES is 4.31, with medium SES is 5.35 and with high SES is 4.51 reflecting that female NHS from low SES show better social adjustment followed by female NHS from high and medium SES. Whereas mean score on health adjustment of female NHS from joint family with low SES is 4.75, with medium SES is 5.26 and with high SES is 3.85 reflecting that female NHS from joint family with high SES show better social adjustment followed by female NHS from low and medium SES.

Mean score on emotional adjustment of male HIS from nuclear family with low SES is 5.62, with medium SES is 5.23 and with high SES is 5.50 reflecting that male HIS from nuclear family with medium SES show better emotional adjustment followed by male HIS from high and low SES. Similarly mean score on emotional adjustment of male HIS from joint family with low SES is 5.77, with medium SES is 5.53 and from high SES is 4.80 reflecting that male HIS from joint family with high SES show better emotional adjustment followed by male HIS from medium and low SES.

Mean score on emotional adjustment of male NHS from nuclear family with low SES is 2.42, with medium SES is 3.09 and from high SES is 2.43 reflecting that male NHS from nuclear family with low SES show better emotional adjustment followed by male NHS from high and medium SES. Mean score on emotional adjustment of male NHS from joint family with low SES is 2.36, with medium SES is 3.23 and with high SES is 2.89 indicating that male NHS from joint family with low SES show better emotional adjustment followed by male NHS from high and medium SES.

Mean score of female HIS from nuclear family with low SES is 5.67, with medium SES is 6.23 and with high SES is 5.24 reflecting that female HIS from nuclear family with high SES show better emotional adjustment followed by female HIS from low and

medium SES. Whereas mean score of female HIS from joint family with low SES is 6.00, with medium SES is 6.00 and with high SES is 5.50 reflecting that female HIS from joint family with high SES show better emotional adjustment followed by female HIS from medium and low SES.

Mean score of emotional adjustment of female NHS from nuclear family female NHS from nuclear family with low SES is 3.54, with medium SES is 3.46 and with high SES is 3.08 reflecting that female NHS from high SES show better emotional adjustment followed by female NHS from medium and low SES. Whereas mean score on emotional adjustment of female NHS from joint family with low SES is 4.22, with medium SES is 2.88 and with high SES is 3.40 reflecting that female NHS from joint family with medium SES show better emotional adjustment followed by female NHS from high and low SES.

Mean score on overall adjustment of male HIS from nuclear family with low SES is 10.64, with medium SES is 13.63 and with high SES is 12.03 reflecting that male HIS from nuclear family with low SES show better overall adjustment followed by male HIS from high and medium SES. Similarly mean score on overall adjustment of male HIS from joint family with low SES is 9.42, with medium SES is 13.55 and from high SES is 12.29 reflecting

that male HIS from joint family with low SES show better overall adjustment followed by male HIS from high and medium SES.

Mean score on overall adjustment of male NHS from nuclear family with low SES is 20.85, with medium SES is 20.40 and from high SES is 21.82 reflecting that male NHS from nuclear family with medium SES show better overall adjustment followed by male NHS from low and high SES. Mean score on overall adjustment of male NHS from joint family with low SES is 21.23, with medium SES is 21.67 and with high SES is 21.40 indicating that male NHS from joint family with low SES show better overall adjustment followed by male NHS from high and medium SES.

Mean score of female HIS from nuclear family with low SES is 13.46, with medium SES is 14.21 and with high SES is 9.85 reflecting that female HIS from nuclear family with high SES show better overall adjustment followed by female HIS from low and medium SES. Whereas mean score of female HIS from joint family with low SES is 15.22, with medium SES is 14.25 and with high SES is 14.80 reflecting that female HIS from joint family with medium SES show better overall adjustment followed by female HIS from high and low SES.

Mean score of overall adjustment of female NHS from nuclear family female NHS from nuclear family with low SES is 21.83, with medium SES is 24.08 and with high SES is 21.43

reflecting that female NHS from high SES show better overall adjustment followed by female NHS from low and medium SES. Whereas mean score on overall adjustment of female NHS from joint family with low SES is 21.73, with medium SES is 24.54 and with high SES is 21.50 reflecting that female NHS from joint family with high SES show better overall adjustment followed by female NHS from low and medium SES.

TABLE NO. : 4.62

MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALE AND FEMALE) FROM NUCLEAR AND JOINT FAMILIES ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL, EMOTIONAL AND OVERALL ADJUSTMENT) WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	6.831	2	3.415	.962
HEALTH ADJUSTMENT	11.856	2	5.928	1.503
SOCIAL ADJUSTMENT	4.753	2	2.376	.001
EMOTIONAL ADJUSTMENT	.146	2	7.280	.022
OVERALL ADJUSTMENT	10.598	2	5.299	.265

* Significant at .05 level

** Significant at .001 level

The above table no.4.62 shows that 'F' value of home adjustment is .962 , which is not significant indicating that there

is no significant difference in the degree of home adjustment among students because of interaction between code, gender, family type and SES.

'F' value of health adjustment is 1.503, which is again not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction between code, gender, family type and SES.

Along with that, 'F' value of social adjustment is .001, which is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction between code, gender, family type and SES.

Similarly, 'F' value of emotional adjustment is .022, which is also not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction between code, gender, family type and SES.

Lastly, 'F' value of overall adjustment is .265, which is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction between code, gender, family type and SES.

TABLE NO. : 4.63

MEAN SCORE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALE AND FEMALE) FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

CODE	GENDER	FAMILY TYPE	SES	SCHOOL ADJUSTMENT
H I S	M A L E S	NUCLEAR FAMILY	LOW	20.00
			MEDIUM	17.50
			HIGH	17.90
		JOINT FAMILY	LOW	19.13
			MEDIUM	18.46
			HIGH	18.00
	F E M A L E S	NUCLEAR FAMILY	LOW	18.15
			MEDIUM	17.14
			HIGH	18.62
		JOINT FAMILY	LOW	18.77
			MEDIUM	18.02
			HIGH	19.70

CODE	GENDER	FAMILY TYPE	SES	SCHOOL ADJUSTMENT
N H S	M A L E S	NUCLEAR FAMILY	LOW	16.48
			MEDIUM	14.07
			HIGH	12.23
		JOINT FAMILY	LOW	17.33
			MEDIUM	12.05
			HIGH	12.00
	F E M A L E S	NUCLEAR FAMILY	LOW	15.54
			MEDIUM	15.03
			HIGH	12.54
		JOINT FAMILY	LOW	14.78
			MEDIUM	12.00
			HIGH	12.40

Mean score on school adjustment of male HIS from nuclear family with low SES is 20.00, with medium SES is 17.50 and with high SES is 17.90 reflecting that male HIS from nuclear family with low SES show better school adjustment followed by male HIS from high and medium SES. Similarly mean score on school adjustment of male HIS from joint family with low SES is 19.13, with medium SES is 18.46 and from high SES is 18.00 reflecting that male HIS

from joint family with low SES show better school adjustment followed by male HIS from medium and high SES.

Mean score on school adjustment of male NHS from nuclear family with low SES is 16.48, with medium SES is 14.07 and from high SES is 12.23 reflecting that male NHS from nuclear family with low SES show better school adjustment followed by male NHS from medium and high SES. Mean score on school adjustment of male NHS from joint family with low SES is 17.33, with medium SES is 12.05 and with high SES is 12.00 indicating that male NHS from joint family with low SES show better school adjustment followed by male NHS from medium and high SES.

Mean score of female HIS from nuclear family with low SES is 18.15, with medium SES is 17.14 and with high SES is 18.62 reflecting that female HIS from nuclear family with high SES show better school adjustment followed by female HIS from low and medium SES. Whereas mean score of female HIS from joint family with low SES is 18.77, with medium SES is 18.02 and with high SES is 19.70 reflecting that female HIS from joint family with high SES show better school adjustment followed by female HIS from low and medium SES.

Mean score of school adjustment of female NHS from nuclear family female NHS from nuclear family with low SES is 15.54, with medium SES is 15.03 and with high SES is 12.54

reflecting that female NHS from low SES show better school adjustment followed by female NHS from medium and high SES. Whereas mean score on school adjustment of female NHS from joint family with low SES is 14.78, with medium SES is 12.00 and with high SES is 12.40 reflecting that female NHS from joint family with low SES show better school adjustment followed by female NHS from high and medium SES.

TABLE NO. : 4.64

MANOVA TABLE OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING (MALE AND FEMALE) FROM NUCLEAR AND JOINT FAMILIES ON SCHOOL ADJUSTMENT DIMENSION WITH RESPECT TO THEIR SOCIO ECONOMIC STATUS (SES)

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	3.372	2	1.686	.129

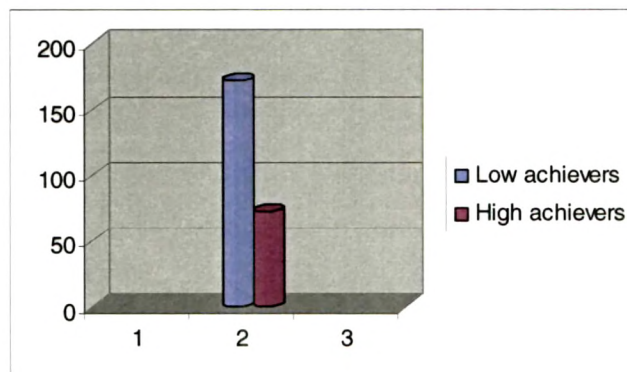
'F' value of school adjustment is .129, which is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction between code, gender, family type and SES.

SECTION II

This section will statistically analyze academic achievements of hearing impaired students. It will also analyze the effects of some independent variables like gender, family type, SES, adjustment and degree of disability on the academic achievements of hearing impaired students.

TABLE NO.:4.65

PERCENTAGE OF LOW AND HIGH ACADEMIC ACHIEVERS AMONG HEARING-IMPAIRED STUDENTS



HEARING IMPAIRED STUDENTS	FREQUENCY	PERCENTAGE
LOW ACHIEVERS	178	71.2
HIGH ACHIEVERS	72	28.8
TOTAL	250	100

The above table indicates the percentage of low achievers and high achievers among the 250 hearing impaired students taken for the

research study. This study shows that maximum numbers of hearing impaired students are low achievers.

TABLE NO.:4.66

FREQUENCY AND CHI-SQUARE VALUE OF HEARING-IMPAIRED STUDENTS WITH RESPECT TO THEIR GENDER

ACADEMIC ACHIEVEMENT	GENDER		TOTAL
	MALES	FEMALES	
LOW ACHIEVERS	114	64	178
HIGH ACHIEVERS	42	30	72
TOTAL	156	94	250

PEARSON CHI-SQUARE	VALUE	DEGREE OF FREEDOM	ASYMP.SIG. (2- SIDED)
	.713	1	.399

The above table no. 4.66 shows that chi-square value is .399 which is not significant indicating that there is no significant difference in the level of academic achievement among hearing impaired students with respect to their Gender

In other words, it can be concluded that there is statistically no significant difference between the observed frequencies among low academic achievers and high academic achievers with respect to their gender.

TABLE NO.: 4.67

**FREQUENCY AND CHI-SQUARE VALUE OF HEARING-IMPAIRED
STUDENTS WITH RESPECT TO THEIR SES**

ACADEMIC ACHIEVEMENT	SOCIO ECONOMIC STATUS			TOTAL
	LOW SES	MEDIUM SES	HIGH SES	
LOW ACHIEVERS	32	96	50	178
HIGH ACHIEVERS	15	40	17	72
TOTAL	47	136	67	250

PEARSONCHI-SQUARE	VALUE	DEGREE OF FREEDOM	ASYMP.SIG. (2- SIDED)
	.631	1	.729

The above table no.4.67 shows that chi-square value is .729, which is not significant indicating that there is no significant difference in the level of academic achievement among hearing-impaired students with respect to their Socio Economic Status (SES). Thus it can be concluded that there is statistically no significant difference between the observed frequencies among low academic achievers and high academic achievers with respect to their Socio Economic Status (SES).

TABLE NO.: 4.68

**FREQUENCY AND CHI-SQUARE VALUE OF HEARING-IMPAIRED
STUDENTS WITH RESPECT TO THEIR FAMILY TYPE**

ACADEMIC ACHIEVEMENT	FAMILY TYPE		TOTAL
	NUCLEAR	JOINT	
LOW ACHIEVERS	112	66	178
HIGH ACHIEVERS	31	41	72
TOTAL	143	107	250

	VALUE	DEGREE OF FREEDOM	ASYMP.SIG. (2- SIDED)
PEARSONCHI- SQUARE	8.264	1	.004**

* Significant at .05 level

** Significant at .001 level

The above table no. 4.68 shows that chi-square value is .004, which is highly significant at .001 level indicating that there is a significant difference in the level of academic achievement among hearing-impaired students with respect to their Family type (Nuclear and Joint). In other words, it can be concluded that there is statistically significant difference between the observed frequencies among low academic achievers and high academic achievers with respect to their Family type (Nuclear and Joint).

TABLE NO.: 4.69

FREQUENCY AND CHI-SQUARE VALUE OF HEARING-IMPAIRED STUDENTS WITH RESPECT TO THEIR DEGREE OF DISABILITY

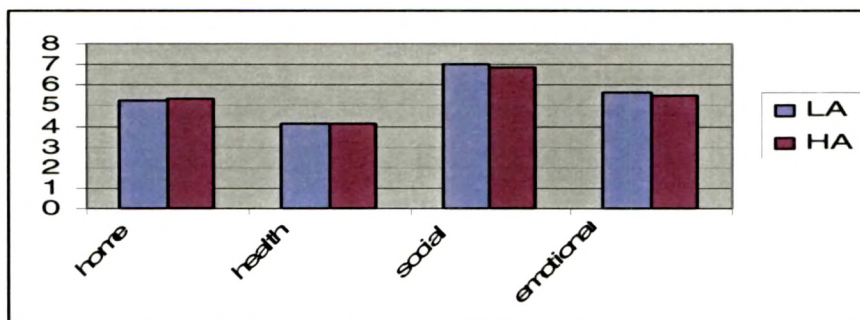
ACADEMIC ACHIEVEMENT	DEGREE OF DISABILITY				TOTAL
	MILD	MODERATE	SEVERE	PROFOUND	
LOW ACHIEVERS	7	67	15	89	178
HIGH ACHIEVERS	4	32	5	31	72
TOTAL	11	99	20	120	250

	VALUE	DEGREE OF FREEDOM	ASYMP.SIG. (2- SIDED)
PEARSON CHI-SQUARE	1.562	3	.668

The above table no.4.69 shows that chi-square value is .668, which is not significant indicating that there is no significant difference in the level of academic achievement among hearing-impaired students with respect to their Degree of Disability. Therefore, it can be concluded that there is statistically no significant difference between the observed frequencies among low academic achievers and high academic achievers with respect to their Degree of Disability.

TABLE NO.: 4.70

**MEAN SCORES OF LOW ACADEMIC ACHIEVERS AND HIGH ACADEMIC ACHIEVERS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**



ADJUSTMENT	HOME AJUSTMENT	HEALTH ADJUSTMENT	SOCIAL ADJUSTMENT	EMOTIONAL ADJUSTMENT	OVERALL ADJUSTMENT
LOW ACADEMIC ACHIEVERS	5.24	4.09	6.98	5.62	21.93
HIGH ACADEMIC ACHIEVERS	5.36	4.13	6.88	5.50	21.86
TOTAL	5.27	4.10	6.95	5.59	21.91

Table no.4.70 reveals mean scores of low academic achievers and high academic achievers on various dimensions of adjustment. Mean score on home adjustment of low academic achievers is 5.24 and Mean score of high academic achievers is 5.36 which reflects that high academic achievers have more home adjustment problems in comparison to the low academic achievers.

On the health dimension, mean score of low academic achievers is 4.09 and score of high academic achievers is 4.13

indicating that high academic achievers have more health problems in comparison low academic achievers.

Similarly, mean score of low academic achievers on social adjustment is 6.98 and mean score of high academic achievers is 6.88 indicating poor social adjustment in low academic achievers.

Along with this mean score of low academic achievers on emotional adjustment is 5.62 and mean score of high academic achievers is 5.50 reflecting more emotional problems in low academic achievers.

Lastly, overall adjustment mean score of low academic achievers is 21.93 and mean score of high academic achievers is 21.86 reflecting that high academic achievers show overall better adjustment in comparison to low academic achievers.

TABLE NO.: 4.71

**MANOVA TABLE OF LOW ACADEMIC ACHIEVERS AND HIGH ACADEMIC ACHIEVERS
ON ADJUSTMENT DIMENSIONS (HOME, HEALTH, SOCIAL,
EMOTIONAL AND OVERALL ADJUSTMENT)**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
HOME ADJUSTMENT	.803	1	.803	.183
HEALTH ADJUSTMENT	6.320	1	6.320	.012

SOCIAL ADJUSTMENT	.539	1	.539	.221
EMOTIONAL ADJUSTMENT	.783	1	.783	.328
OVERALL ADJUSTMENT	.222	1	.222	.013

* Significant at .05 level

** Significant at .001 level

The above table no.4.71 shows that 'F' value of home adjustment is .183 which is not significant indicating that there is no significant difference in the degree of home adjustment among low and high academic achievers.

'F' value of health adjustment is .012, which is also not significant indicating that there is no significant difference in the degree of health adjustment among low and high academic achievers.

Along with that, 'F' value of social adjustment is .221, which is not significant indicating that there is no significant difference in the degree of social adjustment among low and high academic achievers.

'F' value of emotional adjustment is .328, which is also not significant indicating that there is no significant difference in the degree of social adjustment among low and high academic achievers.

Lastly, 'F' value of overall adjustment is .013, which is not significant again indicating that there is no significant difference in the degree of overall adjustment among low and high academic achievers.

TABLE NO. : 4.72

**MEAN SCORES OF LOW ACADEMIC AND HIGH ACADEMIC
ACHIEVERS
ON SCHOOL ADJUSTMENT DIMENSION**

AA	LOW ACADEMIC ACHIEVERS	HIGH ACADEMIC ACHIEVERS
SCHOOL ADJUSTMENT	18.43	17.49

Table no.4.72 reveals that mean score of school adjustment of low academic achievers is 18.43 and Mean score of high academic achievers is 17.49 which reflects that low academic achievers have better school adjustment in comparison to high academic achievers.

TABLE NO. : 4.73

**ANOVA TABLE OF LOW ACADEMIC AND HIGH ACADEMIC
ACHIEVERS
ON SCHOOL ADJUSTMENT DIMENSION**

SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	F VALUES
SCHOOL ADJUSTMENT	45.379	1	45.379	3.301

* Significant at .05 level

** Significant at .001 level

The above table no.4.73 shows 'F' value on school adjustment is 3.301 which is not significant indicating that there is no significant difference in the degree of overall school adjustment among low academic and high academic achievers.

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SECTION III

This section will reflect the professional expectations or choice of hearing impaired students and students with normal hearing of Gujarat. It will also analyze the effects of some independent variables like gender, family type, SES, adjustment and degree of disability on the professional expectations of these students.

TABLE NO. : 4.74

PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING OF GUJARAT

HIS		NHS	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Photographer	1	Doctor	54
Carpenter	1	Engineer	41
Social worker	1	MBA	28
Teacher	49	CA	14
Typist	15	Politics	3
Tailor	30	Beautician	2
Painter	5	Social worker	1
Candle maker	40	Teacher	11
Electronic repairer	56	Singer	4
Housewife	26	Musician	1
Family business	8	Advocate	6
Bussiness	8	Painter	6
Other profession	10	Fashion designer	7
TOTAL	250	Army	16
		Airforce\Navy	11
		Police	7

	Government services	1
	IAS	14
	Actor/Actress	4
	Sportperson	9
	Housewife	2
	Family business	3
	Airhostess	2
	Journalist	2
	Scientist	2
	TOTAL	250

The above table shows the professional expectations of hearing impaired students and students with normal hearing of Gujarat.

TABLE NO. : 4.75

**PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS
AND STUDENTS WITH NORMAL HEARING OF GUJARAT WITH
RESPECT TO THEIR GENDER**

HIS			
MALES		FEMALES	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Photographer	1	Social worker	1
Carpenter	1	Teacher	20
Teacher	29	Typist	9
Typist	6	Tailor	14
Tailor	16	Painter	1
Painter	4	Candle maker	4
Candle maker	36	Electronic repairer	14
Electronic repairer	42	Housewife	24
Family business	5	Family business	3

Bussiness	6	Bussiness	4
Other profession	8	Other profession	2
TOTAL	154	TOTAL	96

NHS			
MALES		FEMALES	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Doctor	23	Doctor	31
Engineer	34	Engineer	7
MBA	20	MBA	8
CA	9	CA	5
Politics	3	Beautician	1
Beautician	1	Social worker	1
Teacher	1	Teacher	10
Singer	1	Singer	3
Musician	1	Advocate	4
Advocate	2	Painter	2
Painter	4	Army	7
Army	13	Airforce\Navy	3
Airforce\Navy	6	Police	5
Police	6	Government services	1
Government services	1	IAS	9
IAS	5	Actor/Actress	1
Actor/Actress	3	Sportperson	1
Sportperson	8	Family business	2
Family business	3	Journalist	1
Journalist	2	TOTAL	102
Scientist	2		
TOTAL	148		

The above table shows the professional expectations of hearing impaired students and students with normal hearing of Gujarat with respect to their gender.

TABLE NO. : 4.76

**PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS
AND STUDENTS WITH NORMAL HEARING OF GUJARAT WITH
RESPECT TO THEIR FAMILY TYPE**

HEARING IMPAIRED STUDENTS			
NUCLEAR		JOINT	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Photographer	1	Carpenter	1
Social worker	1	Teacher	17
Teacher	32	Typist	10
Typist	5	Tailor	7
Tailor	23	Painter	5
Candle maker	37	Candle maker	3
Electronic repairer	20	Electronic repairer	36
Housewife	18	Housewife	8
Other profession	6	Family business	6
TOTAL	143	Bussiness	2
		Other profession	10
		TOTAL	107

STUDENTS WITH NORMAL HEARING			
NUCLEAR		JOINT	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Doctor	43	Doctor	11
Engineer	31	Engineer	10
MBA	16	MBA	12
CA	12	CA	2
Politics	1	Politics	2
Beautician	2	Social worker	1
Teacher	9	Teacher	2
Singer	3	Singer	1
Musician	1	Army	3
Advocate	6	Airforce\Navy	3
Painter	6	Police	1
Fashion designer	7	Government sercives	1
Army	13	IAS	4
Airforce\Navy	8	Sportperson	5
Police	6	Housewife	2
IAS	10	Family business	3
Actor/Actress	4	Journalist	2
Sportsperson	4	TOTAL	63
Housewife	1		
Airhostess	1		
Scientist	2		
TOTAL	186		

The above table shows the professional expectations of hearing impaired students and students with normal hearing of Gujarat with respect to their family type.

TABLE NO. : 4.77

**PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS
AND STUDENTS WITH NORMAL HEARING OF GUJARAT WITH
RESPECT TO THEIR SOCIO ECONOMIC STATUS**

HEARING IMPAIRED STUDENTS					
LOW SES		MEDIUM SES		HIGH SES	
PF	FREQ- UENCY	PF	FREQ- UENCY	PF	FREQ- UENCY
Teacher	10	Carpenter	1	Photographe r	1
Typist	6	Social worker	1	Teacher	11
Tailor	3	Teacher	28	Typist	1
Painter	3	Typist	8	Tailor	10
Candle maker	3	Tailor	17	Candle maker	23
Electroni c repairer	10	Painter	2	Electronic repairer	4
Housewif e	5	Candle maker	14	Housewife	8
Family business	1	Electronic repairer	42	Family business	5
Business	2	Housewife	13	Business	2
Other professio n	4	Family business	2	Other profession	2
TOTAL	47	business	6	TOTAL	67
		Other profession	2		
		TOTAL	136		

STUDENTS WITH NORMAL HEARING					
LOW SES		MEDIUM SES		HIGH SES	
PF	FREQ- UENCY	PF	FREQ- UENCY	PF	FREQ- UENCY
Doctor	20	Doctor	24	Doctor	10
Engineer	10	Engineer	17	Engineer	14
MBA	3	MBA	18	MBA	7
CA	3	CA	5	CA	6
Politics	2	Politics	1	Social worker	1
Beauticia n	2	Teacher	6	Teacher	1
Teacher	4	Singer	1	Singer	1
Singer	2	Musician	1	Painter	2
Advocate	2	Advocate	4	Airforce \Navy	2
Painter	1	Painter	3	IAS	4
Fashion Designer	4	Fashion designer	3	Actor/ actress	2
Army	11	Army	5	sportspers on	1
Airforce \Navy	7	Air force/ Navy	2	Family business	1
Police	3	Police	4	Airhostess	1
IAS	2	IAS	8	Journalist	2
Sports person	3	Actor/ Actress	2	Scientist	1
Housewif e	2	Sportspers on	6	TOTAL	55
Scientist	1	Family business	2		
TOTAL	82	TOTAL	113		

The above table shows the professional expectations of hearing impaired students and students with normal hearing of Gujarat with respect to their socio economic status.

TABLE NO. : 4.78

**PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS
OF GUJARAT WITH RESPECT TO THEIR ACADEMIC
ACHIEVEMENTS**

HEARING IMPAIRED STUDENTS			
LOW ACHIEVERS		HIGH ACHIEVERS	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Photographer	1	Carpenter	1
Teacher	37	Social worker	1
Typist	10	Teacher	12
Tailor	23	Typist	5
Painter	1	Tailor	7
Candle maker	30	Painter	4
Electronic repairer	42	Candle maker	10
Housewife	18	Electronic repairer	14
Family business	5	Housewife	8
Business	7	Family business	4
Other profession	4	Bussiness	3
TOTAL	178	Other profession	4
		TOTAL	72

The above table shows the professional expectations of hearing impaired students of Gujarat with respect to their academic achievements.

TABLE NO. : 4.79

**PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS
OF GUJARAT WITH RESPECT TO THEIR DEGREE OF DISABILITY**

HEARING IMPAIRED STUDENTS			
MILD		MODERATE	
PROFESSIONAL EXPECTATIONS	FREQUENCY	PROFESSIONAL EXPECTATIONS	FREQUENCY
Tailor	7	Carpenter	1
Housewife	3	Social worker	1
Family business	1	Teacher	20
TOTAL	11	Typist	3
SEVERE		Tailor	12
Photographer	1	Candle maker	36
Teacher	1	Electronic repairer	6
Tailor	5	Housewife	10
Electronic repairer	1	Family business	7
Housewife	4	Other profession	3
Business	8	TOTAL	99
TOTAL	20	PROFOUND	
		Teacher	28
		Typist	12
		Tailor	6
		Painter	5
		Candle maker	4
		Electronics repairer	49
		Housewife	9
		Business	5

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Other profession	2
TOTAL	120

The above table shows the professional expectations of hearing impaired students of Gujarat with respect to their degree of disability.

SECTION IV

This section deals with the viewpoint of the hearing impaired students about their attitude towards their social life, health, level of satisfaction, family members, relatives, friends, neighbors and general public. It is thereafter compared with the viewpoints of students with normal hearing as well.

It also reflects their opinion about the academic and professional opportunities provided to hearing impaired students in Gujarat. The factors, which hurdle their academic and professional growth are also considered.

Following tables were prepared from the objective questionnaire, (attached in appendix) made to judge the viewpoint of hearing impaired students and students with normal hearing on the above-mentioned factors. The tables were prepared from the % of responses given in each category by hearing impaired students and students with normal hearing.

Q.1 How do you spend your time at home?

TABLE NO.: 4.80

OPTIONS	T.V.	HOUSE-HOLD WORK	COM--MUNICATION WITH FAMILY	STUDIES	ALONE	PLAYING WITH FRIENDS	PLAYING WITH SIBLINGS	T O T A L
HIS	40	10	18	14	4	12	2	100
NHS	9	2	43	38	-	5	3	100

The above table reflects the way in which HIS and NHS prefer to spend their spare time at home. It was seen in that 40% of HIS preferred to spend there spare time watching T.V. at home whereas only 18% spend their free time communicating with family members. 4% of HIS preferred to spend their spare time alone. Whereas 38% of NHS prefer to spend their spare time in covering their school syllabus. 43% among them like to communicate with family members during spare time.

Q.2 How is your communication at home?

TABLE NO: 4.81

OPTIONS	GOOD	V.GOOD	NOT SATISFACTORY	TOTAL
HIS	36	5	59	100
NHS	88	12	6	100

The above Table reflects the viewpoint of HIS and NHS on their communication at home with their family members. Around 59% of HIS responded that their communication at home was not satisfactory whereas only 36% of them reported it to be good. Besides this, only 5% of them found it to be very good. In case of NHS, 88% reported communication at home to be good whereas 12% found it to be very good. None of the NHS found communication at home to be not satisfactory.

Q.3 Do you think that you lack love and affection at home compared to your brother and sister? (In case of HIS, we mean by normal hearing Siblings).

TABLE NO:4.82

OPTIONS	YES	NO	SOMETIMES	TOTAL
HIS	33	9	58	100
NHS	7	67	26	100

Table no. 4.82 reflected viewpoint of HIS and NS on whether they feel that they lack love and affection at home. Among them, 33% of HIS said they do feel that they lack love and affection at home. Whereas 58% of HIS reported sometimes, only 9% of HIS denied the feeling that they lack love and affection at home. Among NHS, 67% of students reported that they don't lack any love and

affection at home. Whereas only 26% felt it sometimes and 7% reported that they do lack love and affection at home.

Q.4 Where do you get most love and affection?

TABLE NO: 4.83

OPTIONS	NO WHERE	WITH FAMILY	WITH FRIENDS	WITH HI FRIENDS ONLY / AT SCHOOL	TOTAL
HIS	9	32	-	59	100
NHS	-	96	4	-	100

Table no. 4.83 indicated the view of HIS and NHS about the place where they get maximum love and affection. Among HIS, 59% of students reported it at school or with hearing impaired friends. Only 32% of HIS found it among family members. Whereas, 9 % said that there is no place where they get most love and affection. But 96% of NHS found their home to be the place where they get maximum love and affection. 4% found it among friends

Q.5. Do you think that parents are short tempered while dealing with you or get frustrated or angry soon?

TABLE NO.: 4.84

OPTIONS	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	-	72	28	100
NHS	42	48	10	100

Table no. 4.84 reflects that 72% of HIS feel that parents are sometimes short tempered whereas only 28% of them always feel that parents are short tempered while dealing with them. Among NHS, 42% feel that parents are never short tempered while dealing with them. 48% of NS feel that parents are sometimes short tempered with them. Whereas only 10% of NHS felt it always.

Q.6 Does any of your family member criticize you for your hearing impairment?

TABLE NO.: 4.85

OPTIONS	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	36	60	4	100
NHS	-	-	-	-

Table no. 4.85 indicates that 60 % of HIS report that parents sometimes criticize them for being a hearing impaired person. 4 % among them said that parents always do so whereas

only 36 % of HIS reported that parents never criticize them for being a HI person.

Q.7 Do you think that parents underestimate your capabilities as compared to your brother and sister? (In case of HIS, we mean by normal hearing sibling).

TABLE NO.: 4.86

OPTIONS	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	-	14	86	100
NS	72	22	6	100

The above table reflects that 86% of HIS always feel that parents underestimate their capabilities in comparison to their brother and sister. Only 14 % of HIS feel the underestimation to be sometimes. In case of NHS, 72% of them never feel that parents underestimate their capabilities but 22% feel that parents do underestimate them in comparison to their brother and sister. 6% of NHS always feel that parents underestimate them.

Q.8 Do you go for social visits?

TABLE NO.: 4.87

CODE	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	-	76	24	100
NS	-	52	48	100

Table no.4.87 showed that 76% of HIS sometimes go for social visits whereas only 24% prefer to always go for social visits. Among NHS, 48% always go for social visit and 52% sometimes like social visits.

Q.9 Do you hesitate to go for social visits?

TABLE NO.: 4.88

CODE	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	-	64	36	100
NHS	96	4	-	100

Table No. 4.88 indicates that 36% of HIS always hesitate to go for social visits. Whereas 64% sometimes hesitate in social visits. . Among NHS, 96% never hesitate to make social visits while only 4% feel it sometimes.

Q.10 Do you sometimes feel that people stare at you when you go out in social gatherings?

TABLE NO.: 4.89

CODE	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	-	6	94	100
NHS	-	-	-	-

Table no. 4.89 reflected the view of HIS as to whether they feel that people stare at them in social gatherings. Among them,

94% of HIS reported that people always stare them and only 6% felt that people sometimes stare them in public gatherings.

Q.11 Do you feel that parents hesitate to take you to social gatherings?

TABLE NO.: 4.90

CODE	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	4	60	12	100
NHS	100	-	-	100

Table no. 4.90 showed that none among NHS ever felt that parents hesitate to take them for social gatherings. Whereas among HIS, 60% felt that parents sometimes hesitate to visit with them in social gatherings. 12% feel that parents always hesitant to go with them. Only 4% felt that parents never show any hesitation to make social visits with them.

Q.12 Do they tell you to take out your hearing aids while going for social visits?

TABLE NO.: 4.91

CODE	NEVER	SOME - TIMES	ALWAYS	TOTAL
HIS	56	42	2	100
NS	-	-	-	-

Table No. 4.91 showed 56% of HIS reported that parents never asked them to take out their hearing aids while going for a social visits whereas 42% reported that parents sometime do tell them. 2% of HIS indicated that parents always want them to avoid wearing their hearing aids.

Q.13 Most of your friends are normal hearing or hearing impaired?

TABLE NO.: 4.92

CODE	HEARING IMPAIRED FRIENDS	NORMAL FRIENDS	BOTH	TOTAL
HIS	90	-	10	100
NHS	-	-	-	-

The above table no: 4.92 reflects that 90% of HIS prefer to develop friendship with hearing impaired people only. Whereas 10% prefer friendship with both hearing impaired people and with normal hearing people. None of the respondents were interested in making friendship only with normal hearing people.

Q.14 How often do your parents help you in your homework / studies?

TABLE NO.: 4.93

CODE	ALWAYS	SOME - TIMES	NEVER	TOTAL
HIS	26	58	16	100

NHS	11	53	36	100
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The above table reflects that 26 % of HIS reported that parents always help them in their studies while 58% reported that parents sometimes help them. 16% feel that they never get any help from their parents in their studies. Among NHS, 53 % reported that parents sometimes help them whereas 11 % always found their parents helping them in their studies. 36% of NHS never took their parents help to complete their schoolwork/studeis.

Q.15 Whether parents over-expect or underexpect from you regarding your academic achievement?

TABLE NO.: 4.94

CODE	OVER EXPECTATON	NO/ UNDER EXPECTATION	SATISFACTORY	TOTAL
HIS	24	45	31	100
NHS	88	-	12	100

The above table reflects that 24 % of HIS feel that parents over expect from them regarding their academic achievement whereas 45% say that parents carry no or under expectations from them and 31% of HIS feel that parents carry satisfactory expectations from them. 88 % of NHS feel that parents over expect from them regarding their academic achievements.

12% reported that parents carry satisfactory expectations from them regarding their academic achievements.

Q.16. Whether your parents equally take interest in your academic achievements as compared to your brothers and sisters? (In case of HIS, we mean by normal hearing sibling).

TABLE NO.: 4.95

CODE	ALWAYS	SOME-TIMES	NEVER	TOTAL
HIS	42	43	15	100
NHS	88	10	2	100

The above table indicates that 42 % of HIS and 88 % of NHS feel that parents equally take interest in their academic achievements in comparison to their brothers and sisters. Whereas 43 % of HIS and 10% of NHS feel that parents sometimes equally take interest in their academics. On the other hand, 15% of HIS and 2% of NHS feel that parents never equally took interest in their academic achievements in comparison to their brothers and sisters.

Q.17 Does your teacher always help you when you approach them with any academic difficulty?

TABLE NO.: 4.96

CODE	ALWAYS	NEVER	SOME-TIMES	TOTAL
HIS	91	-	9	100

NHS	68	-	32	100
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The above table indicates that 91 % of HIS and 68 % of NHS reported that teachers always help them whenever they approach them with any difficulty. Similarly only 9 % of HIS and 32% of NHS sometimes feel that teachers fully help them whenever approached for any work.

Q. 18 Do you approach your teachers during personal crisis?

TABLE NO.: 4.97

CODE	ALWAYS	NEVER	SOME-TIMES	TOTAL
HIS	31	18	51	100
NHS	-	93	7	100

The above table reflects that 31 % of HIS feel that teachers are always available to share their personnel problems whereas 51 % feel it sometimes. 18 % of HIS feel that teachers cannot be approached at the time of personal crisis. Among NHS, 93% students feel that teachers cannot be approached during the time of personal crisis. Whereas only 7% reported that they do approach their teachers sometimes for their personal problems.

Q.19 Are you satisfied with the facilities provided by your school?

TABLE NO.: 4.98

CODE	YES	NO	PARTIALLY	TOTAL
HIS	94	1	5	100
NHS	96	3	1	100

The above table indicates that 94% of HIS and 96% of NHS feel that they are satisfied with all the facilities provided by their school. Whereas only 1% of HIS and 3% of NHS are not satisfied with the facilities provided at their schools. Just 5% of HIS and 1% of NHS are reported to be partially satisfied with all the facilities provided by their schools.

Q.20 Till what level do you wish to pursue your studies /academic career?

TABLE NO.: 4.99

CODE	TILL X the	TILL XII the	GRADUATION	POST GRADUATION +	TOTAL
HIS	92	6	2	-	100
NHS	-	-	6	94	100

The above table indicates that 92 % of HIS are planning to continue their studies till their tenth only whereas only 6% are planning to complete their twelfth standard 2% of HIS wish to pursue their studies till their graduation. Among NHS, 94 % of

students plan to study till their post graduation whereas 6 % are planning to study till their graduation.

Q.21. Do you wish to continue your studies in an integrated school even after your tenth ?

TABLE NO.: 4.100

CODE	SPECIAL SCHOOLING	INTEGRATED SCHOOLING	TOTAL
HIS	98	2	100
NHS	-	-	-

The above table no: 4.100 reflects that 98% of HIS would prefer their schooling in a special school even after their tenth standard. Only 2% reported that they would not mind studying further after their tenth in an integrated school.

Q.22. What according to you is the major hurdle in your education?

TABLE NO.: 4.101

C O D E	NO HURDLE	SOCIETY	ECO - - NOMIC	LACK OF PROPER INSTITUTIONS	LOW PARENTAL EXPEC- --TATIONS	T O T A L
HIS	26	2	-	58	14	100
NHS	100	-	-	-	-	100

The above table reflects that 58% of HIS feel that lack of proper institutions is the major hurdle in their education. 14% also added that low parental expectations is the cause of low

academic achievement in HIS. 2% reported that low societal attitude towards them is the major hurdle in their education. Whereas 26% of HIS and none among NHS reported any hurdle in their education.

Q. 23 Are you aware of all the facilities available for hearing impaired students in Gujarat?

TABLE NO.: 4.102

CODE	PARTIALLY AWARE	FULLY AWARE	UNAWARE	TOTAL
HIS	94	-	6	100
NHS	-	-	-	-

The above table no: 4.102 reflects that 94% of HIS are partially aware of all the facilities and services available for hearing impaired people in Gujarat. Whereas 6% of HIS are fully unaware of such facilities and services rendered by NGO's and government agencies. There was no respondent who knew about all services and facilities available for hearing impaired people in Gujarat.

Q.24 Are you satisfied with the services rendered by the government and NGO's for education of hearing impaired student?

TABLE NO.: 4.103

CODE	SATISFIED	PARTIALLY SATISFIED	UN-SATISFIED	TOTAL
HIS	4	57	39	100
NS	-	-	-	-

Table no: 4.103 indicates that 57% of HIS said that they were partially satisfied with the services and facilities rendered by NGO's and government agencies for education. Whereas 4% said that they were fully satisfied. About 39% reported that they were not all satisfied with the services and facilities rendered by NGO's and government agencies for education of HIS.

Q.25 Are you satisfied with the services rendered by the government and NGO's for rehabilitation of hearing impaired people?

TABLE NO.: 4.104

CODE	SATISFIED	PARTIALLY SATISFIED	UN-SATISFIED	TOTAL
HIS	-	46	54	100
NS	-	-	-	-

Table no: 4.104 indicates that 46% of HIS said that they were partially satisfied with the services and facilities rendered by NGO's and government agencies for rehabilitation of HI people.

About 54% reported that they were partially satisfied with the services and facilities rendered by NGO's and government agencies. There was no respondent who said that he was fully satisfied with the services and facilities rendered by NGO's and government agencies for rehabilitation of HI people.

SECTION V

This section deals with the viewpoint of parents of HIS about their attitude towards the social life, health, level of satisfaction, adjustment, academic achievement and professional challenges of HIS. It also reflects their opinion about the academic and professional opportunities provided to HIS in Gujarat.

Following tables were prepared from the interview schedule, (attached in appendix) made to judge the viewpoint of parents on the above-mentioned factors. The tables were prepared from the number of responses given to each question.

Q. 1. Does your HI child hesitates in making social visits? If yes, then Why?

TABLE NO. 4.105

PARENTS	YES	NO/NEVER	SOMETIMES	TOTAL
	35	2	8	45

The above table shows that 77.7% of parents feel that their hearing impaired child hesitates in making social visits. 4.4% feel that HIC never hesitate while another 17.7% feel that they sometimes feel that their HIC hesitates in making social visits.

Q. 2. Do you think that HI children are emotionally more sensitive? If yes ,then why do you feel so?

TABLE NO. 4.106

	YES	NO/NEVER	SOMETIMES	TOTAL
PARENTS	42	-	3	45

The above table shows that 93.3% of parents feel that their HIC is emotionally more sensitive in comparison to their child with normal hearing. 6.6% parents sometimes feel it so.

Q. 3. Do you think that HI children are more aggressive, stubborn, suspicious and hyperactive in comparison to normal hearing children? If yes, then why do you feel so?

TABLE NO. 4.107

	YES	NO/NEVER	SOMETIMES	TOTAL
PARENTS	29	-	16	45

The above table shows that 64.4% of parents feel that hearing impaired children are more aggressive, stubborn, suspicious and hyperactive in comparison to normal hearing children. Another 35.5% felt it sometimes.

Q. 4. As a family are you always able to communicate with your hearing impaired child?

TABLE NO. 4.108

	YES	NO/NEVER	SOMETIMES	TOTAL
PARENTS	41	-	4	45

The above table indicates that 91.1% of parents feel that they are always able to communicate with their child whereas 8% feels that sometimes there remains a gap between the interactions.

Q. 5. Does your hearing-impaired child need some special attention or care? If yes, please mention.

TABLE NO. 4.109

	YES	NO/NEVER	SOMETIMES	TOTAL
PARENTS	36	-	9	45

The table reflects that 80% of parents replied that their hearing-impaired child needs some special attention or care whereas 20% felt the need sometimes.

Q. 6. Does your HI child and his hearing brother or sister share the same relationship like any other brother and sister? If no, then why do you feel so?

TABLE NO. 4.110

	YES	NO/NEVER	TOTAL
PARENTS	28	17	45

The above table shows that 62.2% of parents feel that their hearing impaired child and his hearing brother and sister do not

share the same relationship like any other brother and sister.

While another 37.7% reject the statement.

Q. 7. Do you help your HI child in his studies?

TABLE NO. 4.111

PARENTS	YES	NO/NEVER	SOMETIMES	TOTAL
	45	-	-	45

The table shows that all the parents reported that they help their ward in his / her studies whenever expected from them.

Q. 8. How long are you planning to continue his academic career? And why?

TABLE NO. 4.112

PARENTS	X TH	XII TH	GRADUATION / POST GRADUATION	TOTAL
	31	13	1	45

The above table reflects that 69% of parents are planning to continue their hearing impaired child's academic career till their tenth only. 29% want them to finish his twelfth also. Only 2% of parents are willing to continue his studies till his graduation or post graduation.

Q. 9. According to you what is the major hurdle in HI children's education?

TABLE NO. 4.113

PARENTS	SOCIETY	LACK OF PROPER INSTITUTIONS	ANY OTHER	TOTAL
	-	45	-	45

The table shows that all the parents feel that lack of proper institution is the major hurdle in the education of a hearing impaired student.

Q. 10. Do you think that HIS are always offered low professional choice, in spite of their capabilities to perform other jobs?

TABLE NO. 4.114

PARENTS	ALWAYS	NEVER	SOMETIMES	TOTAL
	45	-	-	45

The table shows that all the parents feel that hearing impaired students are always offered low professional choice, in spite of their capabilities to perform other jobs.

Q. 11. Are you satisfied with the services provided by NGO's or rehabilitation organizations for HIS in your city? If not, what else you would like such organizations to do?

TABLE NO.4.115

	NOT SATISFIED	SATISFIED	PARTIALLY SATISFIED	TOTAL
PARENTS	23	-	22	45

The above table shows that 51.11% of parents are just not satisfied while another 48.8% of parents are partially satisfied with the services provided by NGO's or rehabilitation organizations for HIS in their city. None of the respondents were fully satisfied.

SECTION VI

This section deals with the view point of teachers, professionals like ENT surgeons, speech therapists, special educators etc of HIS about their attitude towards the social life, health, level of satisfaction, adjustment, academic achievement and professional challenges faced by HIS. It also reflects their opinion about the parents and siblings of HIS and the academic and professional opportunities provided to HIS in Gujarat.

Following tables were prepared from the number of responses given to each question.

Q.1. Do you think that hearing impaired children in comparison to normal hearing children differ from each other?

TABLE NO. 4.116

	YES	NO/NEVER	SOMETIMES	TOTAL
RESPONDENTS	30	3	12	45

The above table shows that 67% of respondents feel that hearing impaired children differ from children with normal hearing. 27% feel that on some occasions or in some situations they do differ while 7% of respondents feel that hearing impaired

children in comparison to normal hearing children do not differ from each other.

Q.2. Do you think that HIS in comparison to NHS differ from each other as students?

TABLE NO. 4.117

	YES	NO/NEVER	SOMETIMES	TOTAL
RESPONDENTS	4	41	-	45

The above table shows that 91% of respondents feel that hearing impaired students do not differ from students with normal hearing whereas 9 % of respondents feel that they do differ from each other.

Q.3. Do you think that parents treat HIC and their NHC Equally? If not, why?

TABLE NO. 4.118

	YES	NO/NEVER	SOMETIMES	TOTAL
RESPONDENTS	10	31	4	45

The table shows that 23% of respondents feel that parents treat their hearing impaired child differently from their child with normal hearing. While 9% feel that they sometimes differ and 69% of respondents feel that parents do not treat their hearing impaired child differently from their child with normal hearing.

Q.4. Do parents equally take responsibility of their HI child? If not, why do you feel so?

TABLE NO. 4.119

	YES	NO/NEVER	SOMETIMES	TOTAL
RESPONDENTS	38	-	7	45

The table shows that 85% of respondents feel that parents fully take the responsibility of their hearing impaired child. Another 15% feel that they fail to take their wards full responsibility.

Q.5. Do you feel that HIS lag behind in their AA as compared to NHS? If yes, what are the main reasons behind this lag?

TABLE NO. 4.120

	YES	NO/NEVER	TOTAL
RESPONDENTS	45	-	45

The table shows that all the respondents feel that hearing impaired students lag behind in their academic achievements in comparison to students with normal hearing.

Q.6. Do parents equally take interest in the AA of a HI child as compared to their normal Hearing child? If not, why?

TABLE NO. 4.121

	YES	NO/NEVER	SOMETIMES	TOTAL
RESPONDENTS	41	-	4	45

The above table shows that 91% of parents equally take interest in the academic achievement of their hearing impaired child as compared to their child with normal hearing. Whereas only 9% sometimes do take some interest in the academic achievement of their HIC.

Q.7. Do parents over expect or under expect from their HI child regarding their AA?

TABLE NO. 4.122

RESPONDENTS	OVER EXPECTATION	UNDER EXPECTATION	NO EXPECTATION	TOTAL
	5	21	19	45

The above table shows that 11% of parents over expect from their hearing impaired child and another 47% of parents under expect from their child in terms of their academic achievement. 42% of respondents feel that parents simply carry no expectations from hearing impaired children regarding their academic achievement.

Q. 8. According to you what is the major hurdle in HI children's education?

TABLE NO. 4.123

RESPONDENTS	SOCIETAL VALUES OR BELIEFS	LACK OF PROPER INSTITUTIONS	LOW PARENTAL EXPECTATION	ANY OTHER	TOTAL
	-	27	6	12	45

The above table shows that 60 % of respondents feel that lack of proper institutions is the major hurdle in the education of HIC. 13% felt that low parental expectations are hindering the academic achievements whereas 27% mentioned other factors to be the hidden cause behind poor academic achievement in HIC.

Q.9. Do you think that HIS are not getting proper career opportunities? If yes, why?

TABLE NO. 4.124

	ALWAYS	NEVER	SOMETIMES	TOTAL
RESPONDENTS	45	-	-	45

The table shows that all the respondents feel that hearing impaired students are not getting proper career opportunities.

Q.10. according to you, HIS have problem in getting employment basically due to ?

TABLE NO. 4.125

	SOCIETAL VALUES OR BELIEFS	LOW AA	LESS EMPLOYMENT SEATS	LACK OF CONSULTATIVE SERVICES	ALL THE ABOVE	T O T A L
RESPONDENTS	-	-	-	-	45	45

The above table shows that 100% of respondents feel that all the above mentioned factors are the cause behind low employment opportunities faced by HIS.

**Q.11. Are NGOs' working efficiently in this area of disability?
If not, why do you feel so?**

TABLE NO. 4.126

RESPONDENTS	YES	NO/NEVER	TOTAL
	7	38	45

The table shows that 15% of respondents feel that NGOs' are working efficiently in this area of disability. Whereas 85% feel that NGOs' are not work very efficiently in this area of disability.
