

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

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4.0.0 INTRODUCTION

The objectives, hypotheses, rationale and delimitations of the present investigation are presented in chapter I. The reviews of related literatures along with the sum-up of those are given in chapter II. The methodology, sample, tools and the statistical techniques used for the analysis of the data are presented in chapter III. The procedures of development of tool are presented in Chapter IV. The results and their interpretations related to the objectives are presented in Chapter V. These are presented below under separate headings.

4.1.0 PERCEPTION OF TEACHERS ON NCF-2005

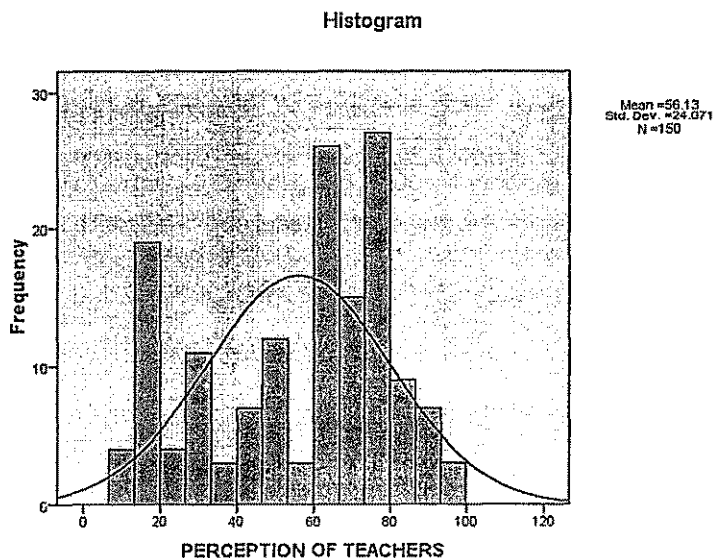
The first objective of the study was to study the perception of teachers on NCF -2005 in terms of the scores of questionnaires. The questionnaire test was developed by the investigator to measure the perception of teachers. There were 50 questions in questionnaire. One mark was assigned for every question. Therefore, in total maximum marks for the questionnaire were 50. For the analysis purpose maximum marks were converted to 100. The scores of the questionnaire were taken for the analysis. The scores were analysed with the help of the Percentile, Mean, Standard Deviation and the Coefficient of Variation. The results are presented in table 4.1.

Table-4.1: Percentiles Mean, S.D, Coefficient of Variation of the Perception of Teachers on NCF-2005

N	150
MEAN	56.13
SD	24.071
CV	579.400
Range	92
Percentiles	
10	20.00
20	30.00
30	44.00
40	52.80
50	61.00
60	68.00
70	74.00
80	78.00
90	84.00

Table-4.1 reveals that standard deviation value is 24.071, mean value is 56.13, only 20% teachers scored 30 marks, 50% teachers scored 61 marks, 70% teachers scored 74 marks and 90% teachers scored below 84 marks. Only, 10% teachers scored more than 84% marks.

Fig. 4.1: Perception of Teachers on NCF-2005



4.2.0 RELATIONSHIP BETWEEN THE PERCEPTION OF TEACHERS ON NCF-2005 AND TEACHING APTITUDE

The second objective of the investigation was to study the relation between the perception of teachers on NCF -2005 and teaching aptitude. The teaching aptitude was measured by standardized tool. The results are presented in table.4.2

Table - 4.2: Mean and SD of Perception of Teachers and Teaching Aptitude and their Correlation Value

Variables	N	Mean	SD	'r'- value
Perception of Teachers on NCF-2005	150	56.13	24.071	0.21**
Teaching Aptitude	150	22.37	4.541	

****significant at 0.05 level**

Table-4.2 reveals that the relation between perception of teachers on NCF-2005, it is significant at the 0.05 level. Therefore, the null hypothesis, namely, "there is no significant relation between teachers' perception on NCF-2005 and teaching aptitude", is rejected.

Finding: There is significant correlation between teaching aptitude and teachers' perception on NCF-2005.

4.3.0 INFLUENCE OF GENDER, TEACHING APTITUDE AND THEIR INTERACTION ON PERCEPTION OF TEACHERS ON NCF-2005

The third objective of the study was to study the influence of gender, teaching aptitude and their interaction on perception of teachers on NCF-2005. Teachers' perception questionnaire was developed by the investigator and was administered to the teachers. There were two independent variables, i.e., gender and teaching aptitude. Gender had two levels, such as, male and female. Teaching aptitude had two levels, such as, high and low. The

teaching aptitude test was administered to the teachers. The collected data were analyzed with the help of the 2 X 2 Factorial design ANOVA of Unequal Cell Size. The results are presented in table 4.3 and 4.4.

Table-4.3: Summary of ANOVA Teachers' Perception on NCF-2005

Sources of Variance	Df	SS	MSS	F- Values
Gender	1	.006	.006	.000
Teaching Aptitude	1	2610.400	2610.400	4.573*
Gender X Teaching Aptitude	1	.168	.168	.000
Error	146	83337.375	570.804	
Total	149			

**Significant at 0.05*

Table - 4.4: Mean and SD of Teachers' Perception on NCF-2005

Gender/ Teaching Aptitude	Boys			Girls			Total	
	N	Mean	SD	N	Mean	SD	Mean	SD
High	36	58.17	26.03	87	58.24	22.51	58.22	23.491
Low	9	46.67	23.64	18	46.56	26.05	46.59	24.818
TOTAL	45	55.87	25.73	105	56.24	23.44	56.13	24.071

4.3.1 Influence of Gender on Perception of Teachers on NCF-2005

Table 4.3 reveals that F-value for gender is 0.009, which is not significant at 0.05 level with df equal to 1/149. It indicates that gender did not produce any significant differential effect on perception of teachers on NCF-2005. In other words, it can be said that there was no interactional effect on interaction and gender and perception on NCF-2005. Therefore, the null hypothesis, namely, "there is no significant influence of gender on perception on NCF-2005" is not rejected.

Further, table 4.4 shows that the mean and SD of male teachers on teachers' perception on NCF-2005 is 55.87 and 25.73, respectively.

In contrast, the mean and SD of female teachers on teachers' perception on NCF-2005 is 56.24 and 23.44, respectively.

But this difference is not significant

Finding: Gender did not produce any significant differential influence on perception of teachers on NCF-2005.

4.3.2 Influence of Teaching Aptitude on Perception of Teachers on NCF-2005

Table 4.3 reveals that F-value for teaching aptitude is 4.573, which is not significant at 0.05 level with df equal to 1/149. It indicates that teaching aptitude did produce any significant differential effect on perception of teachers on NCF-2005. In other words, it can be said that there was an effect of teaching aptitude on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, "there is no significant influence of teaching aptitude on perception on NCF-2005" is rejected.

Further, table 4.4 shows that the mean and SD of teachers (teaching aptitude-high) on teachers' perception on NCF-2005 is 58.22 and 23.491, respectively. In contrast, the mean and SD of teachers (teaching aptitude-low) on teachers' perception on NCF-2005 is 46.59 and 24.818, respectively. This difference is significant.

Finding: Teaching aptitude produced significant differential influence on perception of teachers on NCF-2005.

4.3.3 Interaction of Gender and Teaching Aptitude on Perception of Teachers on NCF-2005

Table 4.3 reveals that F-value for interaction of gender and teaching aptitude is 0.00, which is not significant at 0.05 level with df equal to 1/149. It indicates that interaction of gender and teaching aptitude did not produce any significant differential effect on perception of teachers on NCF-2005. In other words, it can be said that there was no interactional effect of gender and teaching

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Finding: Teaching aptitude produced significant differential influence on perception of teachers on NCF-2005.

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Table 4.3 reveals that F-value for interaction of gender and teaching aptitude is 0.00, which is not significant at 0.05 level with df equal to 1/149. It indicates that interaction of gender and teaching aptitude did not produce any significant differential effect on perception of teachers on NCF-2005. In other words, it can be said that there was no interactional effect of gender and teaching aptitude on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, "there is no significant interaction of gender and teaching aptitude on perception on NCF-2005" is not rejected.

Finding: There was no significant interactional effect of gender and teaching aptitude on perception of teachers on NCF-2005.

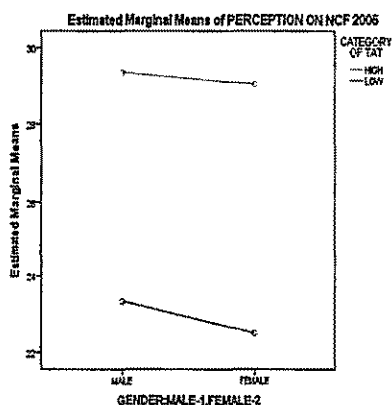


Fig. 4.2: Interaction of Gender and Teaching Aptitude on Perception of Teachers on NCF-2005

4.4.0 INFLUENCE OF GENDER, AREA AND THEIR INTERACTION ON PERCEPTION OF TEACHERSON NCF-2005

Table-4.5: Summary of ANOVA Teachers' Perception on NCF-2005

Sources of Variance	Df	SS	MSS	F- Values
Gender	1	48.75	48.75	.08
Area	1	4047.32	4047.32	7.27**
Gender X Area	1	.00	.01	.01
Error	146	81284.03	556.74	
Total	149			

****Significant at 0.01 level**

Table - 4.6: Mean and SD of Teachers' Perception on NCF-2005

Gender/ Area	Boys			Girls			Total	
	N	Mean	SD	N	Mean	SD	Mean	SD
Urban	31	59.61	27.55	64	60.95	21.60	60.52	23.57
Rural	14	47.57	19.53	41	48.88	24.56	48.55	23.22
TOTAL	45	55.87	25.73	105	56.24	23.44	56.13	24.07

4.4.1 Influence of Gender on Perception of Teachers on NCF-2005

The results are discussed in caption 4.3.1.

4.4.2 Influence of Area on Perception of Teachers on NCF-2005

Table 4.5 reveals that F-value for area is 7.27, which is significant at 0.01 level with df equal to 1/149. It indicates that area produced a significant differential effect on perception of teachers on NCF-2005. In other words, it can be said that there was an effect of area on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, "there is no significant influence of area on perception on NCF-2005" is rejected.

Finding: Area produced significant differential influence on perception of teachers on NCF-2005.

4.4.3 Interaction of Gender and Area on the Perception of Teachers on NCF-2005

Table reveals 4.5 that F-value for interaction of gender and area is 0.01, which is not significant at 0.05 level with df equal to 1/149. It indicates that interaction did not produce any significant differential effect on perception of teachers on NCF-2005. In other

on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, “there is no significant influence of area on perception on NCF-2005” is rejected.

Finding: Area produced significant differential influence on perception of teachers on NCF-2005.

4.4.3 Interaction of Gender and Area on the Perception of Teachers on NCF-2005

Table reveals 4.5 that F-value for interaction of gender and area is 0.01, which is not significant at 0.05 level with df equal to 1/149. It indicates that interaction did not produce any significant differential effect on perception of teachers on NCF-2005. In other words, it can be said that there was no interactional effect of gender and area on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, “there is no significant interaction of gender and area on perception on NCF-2005” is not rejected.

Finding: There was no significant interactional effect of gender and area on perception of teachers on NCF-2005.

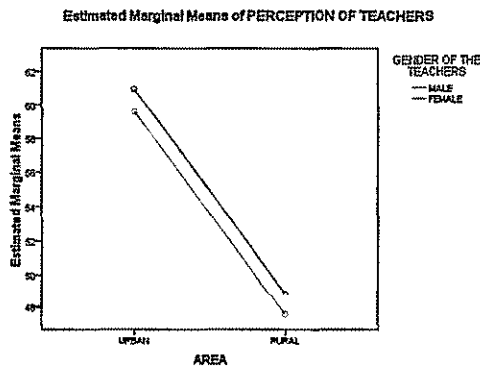


Fig. 4.3: Interaction of Gender and Area on Perception of Teachers on NCF-2005

4.5.0 INFLUENCE OF AREA, TEACHING APTITUDE AND THEIR INTERACTION ON PERCEPTION OF TEACHERS ON NCF-2005

The fifth objective of the study was to study the influence of area and teaching aptitude and their interaction on perception of teachers on NCF-2005. Teachers’ perception questionnaire was

Table-4.7: Summary of ANOVA Teachers' Perception on NCF-2005

Sources of Variance	Df	SS	MSS	F- Values
Teaching aptitude	1	1915.046	1915.046	3.557
Area	1	1162.358	1162.358	2.159
Teaching aptitude X Area	1	728.437	728.437	1.353
Error	146	78606.706	538.402	
Total	149			

Table - 4.8: Mean and SD of Teachers' Perception on NCF-2005

Teaching aptitude/ Area	Urban			rural			Total	
	N	Mean	SD	N	Mean	SD	Mean	SD
High	82	62.60	22.46	41	49.46	23.31	58.22	23.491
Low	13	47.38	23.60	14	45.86	23.60	46.59	24.81
TOTAL	95	60.52	23.57	55	48.55	23.22	56.13	24.07

4.5.1 Influence of Area on Teachers' Perception NCF-2005

As discussed under caption 4.4.2.

4.5.2 Influence of Teaching Aptitude on Teachers' Perception on NCF-2005

As discussed under caption 4.3.2.

4.5.3 Influence of Area, Teaching Aptitude and their Interaction on Perception of Teachers on NCF-2005

The table 4.7 reveals that the f-value is 1.353, for the interaction of area and teaching aptitude on perception, is not significant at 0.05 level with df equal to 1/149. It indicates that the interaction of area and teaching aptitude on perception of teachers on NCF-2005 did not produce any significant differential influence on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, "there is no significant interaction of area and teaching aptitude on perception of teachers on NCF-2005", is not rejected.

Finding: There was no significant interactional effect of teaching aptitude and area on perception of teachers on NCF-2005.

The table 4.7 reveals that the f-value is 1.353, for the interaction of area and teaching aptitude on perception, is not significant at 0.05 level with df equal to 1/149. It indicates that the interaction of area and teaching aptitude on perception of teachers on NCF-2005 did not produce any significant differential influence on the perception of teachers on NCF-2005. Therefore, the null hypothesis, namely, "there is no significant interaction of area and teaching aptitude on perception of teachers on NCF-2005", is not rejected.

Finding: There was no significant interactional effect of teaching aptitude and area on perception of teachers on NCF-2005.

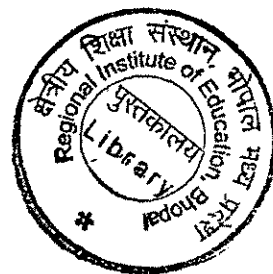
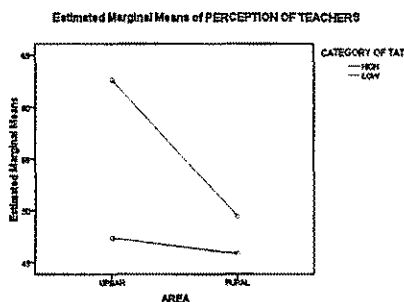


Fig. 4.4: Interaction of Area and Teaching Aptitude on Perception of Teachers on NCF-2005

4.6.0 FINDINGS

Followings are the findings of the study-

1. Perception of teachers on NCF-2005 was found average.
2. There is significant correlation between teaching aptitude and teachers' perception on NCF-2005.
3. Gender did not produce any significant differential influence on perception of teachers on NCF-2005.
4. Teaching aptitude produced significant differential influence on perception of teachers on NCF-2005.
5. There was no significant interactional effect of gender and teaching aptitude on perception of teachers on NCF-2005.