The page is framed by a decorative border consisting of a double-line black border. At each of the four corners, there is a small square decorative element. A large, stylized scrollwork shape is centered on the page, containing the chapter title. This scrollwork has a vertical bar on the left side and a circular element on the top right side.

**Chapter IV**

**Analysis of Data and  
Interpretation of Results**

# **CHAPTER IV**

## **Analysis of data and Interpretation of Results**

### **Introduction**

Statistics is a mathematical techniques or processes for analyzing and interpretation of numerical data. The fundamental purpose of statistical method is description and analysis of data. It involves reach to a conclusion by analyzing and interpretation of the collected data. Interpretation of data refers to the important part of investigation which is associated with the drawing of inference from the collected facts and offers an analytical study. It is extremely useful and important part of the study because it makes possible uses of the collected data. The usefulness of the collected data lies in its proper interpretation. It provides certain conclusion about the problem under study.

### **IV.1 Analysis of data**

In this analysis the basic statistical technique like mean, median were used by researcher to find out the general picture of the scores obtained regarding attitude towards environmental education and environmental practices.

#### **IV.1.1 Performance in attitude towards Environmental Education**

The scores obtained by students in attitude towards environmental education are as shown in table (IV.1.1).

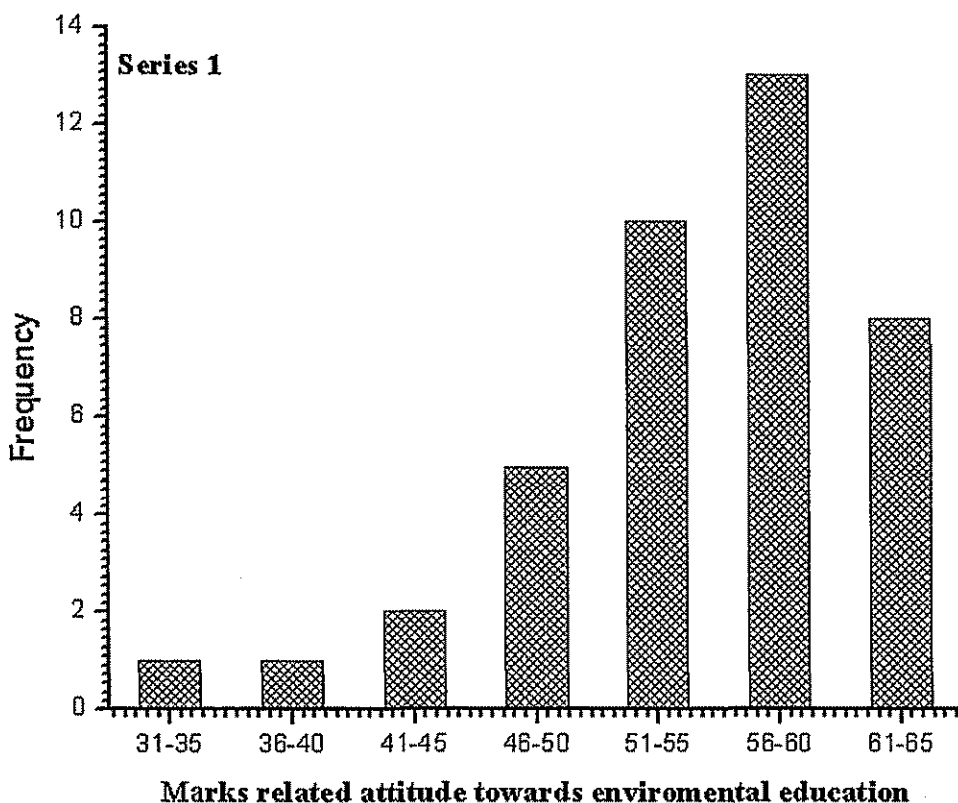
Form the table (IV.1.1) it is clear that there was maximum frequency of students in class interval 56-60. A histogram plotted between the scores in attitude of students towards environmental education and number of students is shown in figure 1.

**Table (IV.1.1)**

**Distribution of scores related to attitude towards environmental education**

Class interval	31-35	36-40	41-45	46-50	51-55	56-60	61-65
Frequency	1	1	2	5	10	13	8

N=40



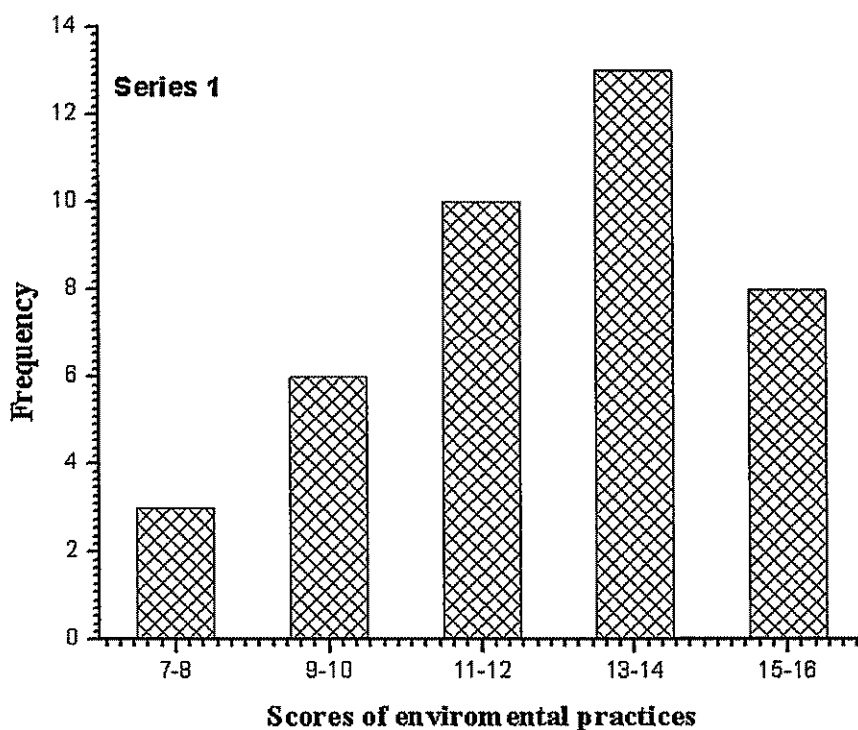
**Figure 1: Distribution of scores related to attitude towards environmental education**

### IV.1.2 Performance in environmental practices of the students

The scores of students in environmental practices are shown in table (IV.1.2). From this it is clear that there is maximum frequency of students in class interval 13-14. A histogram plotted between the scores related environmental practices and number of students is shown in figure 2.

**Table (IV.1.2)**  
**Distribution of scores related to**  
**environmental practices**

Class interval	7-8	9-10	11-12	13-14	15-16	
Frequency	3	6	10	13	8	
						N=40



**Figure 2: Distribution of scores related to environmental practices**

## IV.2 Testing of Hypothesis

### Hypothesis (Ho1)

There will be no significant difference in attitude towards environmental education between boys and girls of elementary level.

**Table IV.2.1**

**Comparison of mean scores in attitude towards environmental education among boys and girls**

Sl. No.	Gender	N	Mean	SD	df	't' value
1	Boys	24	54.88	4.93	38	0.44
2	Girls	16	53.88	8.14		

\* Not significant at 0.05 confidence level, Obtained value 0.44 table value 2.021

Table (IV.2.1) shows that the computed value of 't' was 0.44 and the table value of 't' was 2.021 at 0.05 confidence level. Thus the computed value of 't' was less than the table value. It was not significant at the 0.05 confidence level. Hence the hypothesis is accepted/ not rejected. It indicates that boys and girls do not differ in their attitude towards environmental education. If we compare the means of attitude towards environmental education of boys (54.88) is better than the attitude towards environmental education of girls (53.88) that still the difference is not significant. This may be

interpreted that attitude of boys and girls towards environmental education is not affected by their gender:

**Hypothesis (Ho2)**

There will be no significant difference in environmental practices between boys and girls of elementary level.

**Table IV.2.2**

**Comparison of mean scores in environmental practices among boys and girls**

Sl. No.	Gender	N	Mean	SD	df	't' value
1	Boys	24	12.63	2.23	38	1.02
2	Girls	16	11.88	2.28		

\* Not significant of 0.05 confidence level, Obtained value 1.02 table value 2.021

Table (IV.2.2) shows that computed value of 't' was 1.02 and the table value of 't' was 2.021 at 0.05 confidence level. Thus the computed value of 't' was less than the table value. It was not significant the 0.05 confidence level. Hence hypothesis is not rejected. It was also found that boys and girls not differ in their environmental practices. If we compare the means of environmental practices of boys (12.63) is better than of mean of environmental practices of Girls (11.88) but it is not significant. This may be interpreted that environmental practices of boys and girls is not affected by their gender.

### Hypothesis (Ho3)

There will be no significant correlation between attitude towards environmental education and environmental practices of elementary level students.

**Table (IV.2.3)**

#### **Correlation between attitude towards environmental education and environmental practices of elementary level students**

SI No	Variable	N	df	r
1	Attitude	40	38	0.76
2	Practices	40		

\* Significant of 0.01 confidence level, Obtained value 0.76 > table value 0.402

Table (IV.2.3) shows that computed value of the coefficient of correlation 'r' was 0.76 while the table value of 'r' was 0.402 at 0.01 confidence level. Computed value of 'r' is more than the table value of 0.01 confidence level. Hence the hypothesis is rejected. This indicates that there is positive and good correlation between attitude towards environmental education and environmental practices of elementary level students.

This positive relationship reveals that if attitude towards environmental education is positive and high then environmental practices will be positive and high.

### **IV.3 Interpretation**

Following basic facts are immerge from the tables no (IV.2.1), (IV.2.2) and (IV.2.3)

1. No difference in attitude towards environmental education between boys and girls of elementary level was observed.
2. No difference in environmental practices between boys and girls of elementary level was observed.
3. Relationship between attitude towards environmental education & environmental practices of elementary level students is significant and positive.