

# CHAPTER-4

ANALYSIS

AND

INTERPRETATION

#### **4.1 INTROUCTION :**

of data is the heart of a research report (Best, 2007). Research data becomes meaningful in the process of being analyzed and interpreted. A valid, reliable, adequate data may not serve the purpose until it is carefully edited, systematically classified and tabulated, scientifically analyzed and intelligently interpreted and rationally concluded. Analysis and interpretation of data is done with the help of suitable statistical techniques. The present study is entitled “A Comparative Study Of Leadership Behavior Of C.B.S.E. Affiliated And M.P. State Board School Teachers”.

This chapter deals with the analysis and interpretation of data. The raw sources have got no value without their interpretations and generalizations. The investigator cannot achieve the objectives without interpreting the basic facts of material collected through the tools used for study. The generalizations and interpretations, lead towards conclusions and suggestions. It is very necessary to get a meaningful picture of raw information collected. Hence the purpose of the present chapter is to analyze and interpret the data collected on the tools. The process of interpretation is essentially on of stating what the result show? What do they mean? What is their significance? What is the answer of the original problem? That is all the limitation of the data must enter into and become a part of interpretation of the results. Analysis of data encompasses studying the tabulated material in order to determine inherent factors of meanings. It involves breaking

down the existing complex factors into simpler parts and putting the parts together in new arrangement for the purpose of interpretation. The present study concentrates on examining the Leadership behavior of secondary school teachers of C.B.S.E. affiliated and M.P. board on the basis of gender variable and the results of the same have been presented henceforth in order. There is no significant difference in leadership qualities of male and female teachers of C.B.S.E affiliated and M.P. state Board schools. The data for the present study was collected using the LBS scale from 80 samples.

An array of classification, coded and tabulated data has been analyzed by using statistical tools like - One way Analysis of Variance.

## **4.2 COMPARISION OF LEADERSHIP BEHAVIOR OF MALE AND FEMALE TEACHERS OF C.B.S.E AFFILIATED AND M.P. STATE BOARD SCHOOL.**

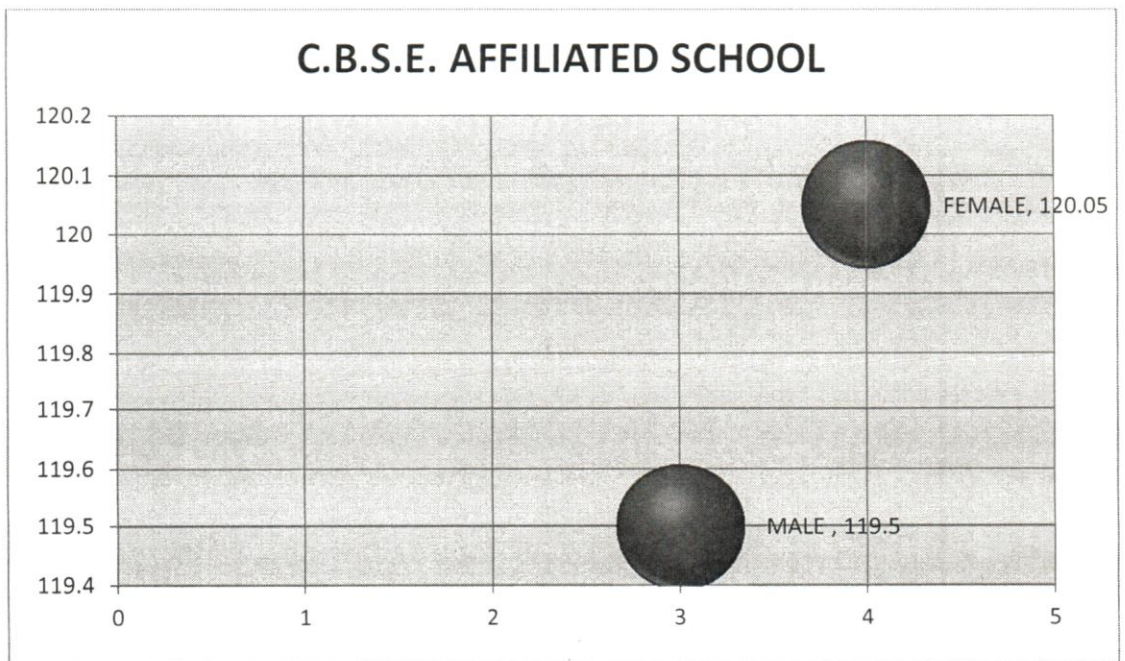
### **4.2.1 LEADERSHIP BEHAVIOR OF SECONDARY SCHOOL TEACHERS OF C.B.S.E. AFFILIATED ON THE BASIS OF GENDER.**

One way ANOVA was used to test the significance of difference between mean scores of LBS (C.B.S.E. affiliated school teachers) on the basis of Gender. The different statistical measures for the independent variable 'Gender' are given in Table 4.2.1

Table 4.2.1 - Descriptive Statistics Of Leadership Behavior Of Secondary School Teachers Of C.B.S.E. Affiliated Based On Lbs Scores

C.B.S.E Affiliated School Teachers	Count	Sum	Average	Variance
Male	20	2390	119.5	33.94736842
Female	20	2401	120.05	35.83947368

Graph 4.2.1





Result of ANOVA for differences between group means of the independent variable 'GENDER' based on LBS scores

<b>Source Of Variation</b>	<b>Sum Of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	
<b>Between Groups</b>	3.025	1	3.025	0.08669256	<b>NS</b>
<b>Within Groups</b>	1325.95	38	34.89342105		
<b>Total</b>	1328.975	39			

\*\* indicates significance at 0.05 level

The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.08669256) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of gender.

#### **4.2.2 LEADERSHIP BEHAVIOR OF SECONDARY SCHOOL TEACHERS OF M.P. BOARD ON THE BASIS OF GENDER.**

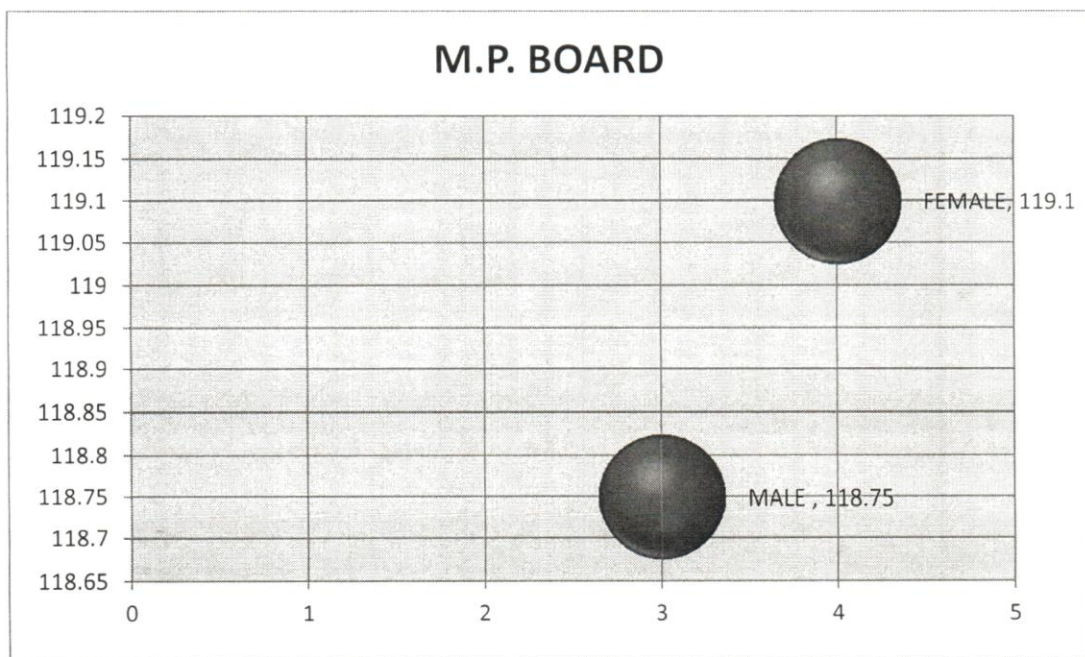
One way ANOVA was used to test the significance of difference between mean scores of LBS (M.P. Board school teachers) on the basis of Gender.

The different statistical measures for the independent variable 'Gender' are given in Table 4.2.2

Table 4.2.2- Descriptive Statistics Of Leadership Behavior Of Secondary School Teachers Of M.P. Board Based On Lbs Scores.

<b>M.P. Board School Teachers</b>	<b>Count</b>	<b>Sum</b>	<b>Average</b>	<b>Variance</b>
<b>Male</b>	20	2375	118.75	44.09210526
<b>Female</b>	20	2375	119.1	41.56842105

Graph 4.2.2



Result of ANOVA for differences between group means of the independent variable 'GENDER' based on LBS scores

Source Of Variation	Sum Of Squares	Df	Mean Square	F	
Between Groups	1.225	1	1.225	0.028601272	NS
Within Groups	1627.55	38	42.83026316		
Total	1628.775	39			

*\*\* indicates significance at 0.05 level*

The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.028601272) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of gender.

#### **4.2.3 COMPARISON OF LEADERSHIP BEHAVIOR OF SECONDARY SCHOOL TEACHERS OF C.B.S.E. AFFILIATED AND M.P. BOARD ON THE BASIS OF GENDER (MALE)**

One way ANOVA was used to test the significance of difference between mean scores of LBS C.B.S.E. AFFILIATED & M.P. Board school teachers

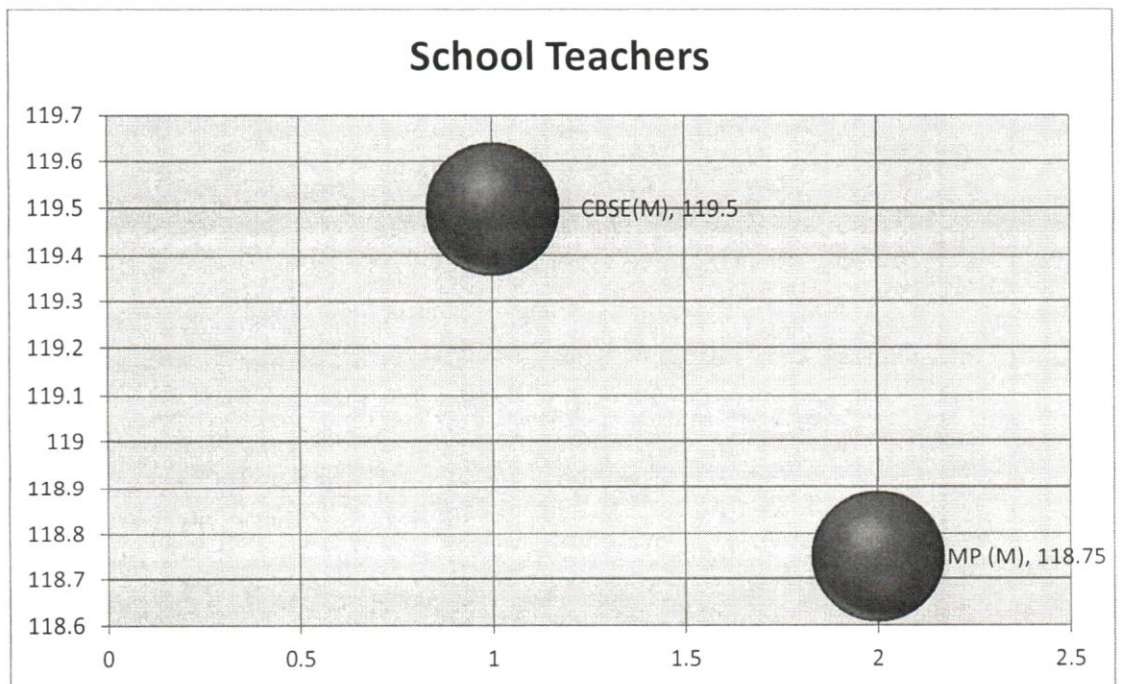


on the basis of Gender. The different statistical measures are given in Table 4.2.3

Table 4.2.3 - Descriptive Statistics Of Leadership Behavior Of Secondary School Teachers OF C.B.S.E. affiliated & M.P. Board Based On Lbs Scores (MALE)

School Teachers	Count	Sum	Average	Variance
C.B.S.E. Male	20	2375	119.5	33.94736842
M.P. Male	20	2375	118.75	44.09210526

Graph 4.2.3





Result of ANOVA for differences between group means of the independent variable 'GENDER' based on LBS scores

Source Of Variation	Sum Of Squares	Df	Mean Square	F	
Between Groups	5.625	1	5.625	0.144157815	NS
Within Groups	1482.75	38	39.0197368		
Total	1488.375	39			

*\*\* indicates significance at 0.05 level*

The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.144157815) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of gender

#### **4.2.4 COMPARISON OF LEADERSHIP BEHAVIOR OF SECONDARY SCHOOL TEACHERS OF C.B.S.E. AFFILIATED BOARD AND M.P. BOARD ON THE BASIS OF GENDER (FEMALE)**

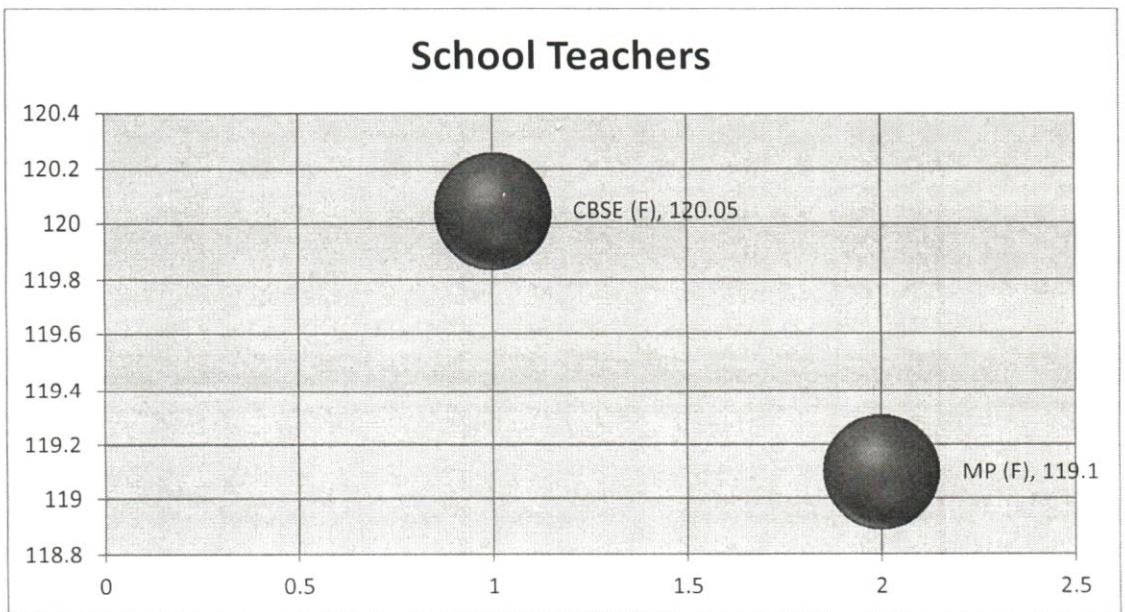
One way ANOVA was used to test the significance of difference between mean scores of LBS C.B.S.E. affiliated & M.P. Board school teachers on

the basis of Gender. The different statistical measures are given in Table 4.2.4

Table 4.2.4 - Descriptive Statistics Of Leadership Behavior Of Secondary School Teachers OF C.B.S.E. affiliated & M.P. Board Based On Lbs Scores (FEMALE)

School Teachers	Count	Sum	Average	Variance
<b>C.B.S.E. Female</b>	20	2401	120.05	35.83947368
<b>M.P. Female</b>	20	2382	119.1	41.5684210

Graph 4.2.4



Result of ANOVA for differences between group means of the independent variable 'GENDER' based on LBS scores

Source Of Variation	Sum Of Squares	Df	Mean Square	F	
Between Groups	9.025	1	9.025	0.23318035	NS
Within Groups	1470.75	38	38.70394737		
Total	1479.775	39			

*\*\* indicates significance at 0.05 level*

The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.23318035) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of Female.

From the above analysis researcher accept the null hypotheses.