

ANALYSIS ^{AND} ~~OF~~ INTERPRETATION
OF DATA



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The purpose of this investigation is to determine the role efficiency and change proneness in primary school teachers of Bhopal city. In this study the mean, standard deviation and t-value were for comparison between government and private teachers, trained and untrained teachers below 40 years and above 40 years teachers related to role efficiency and change proneness in the primary teachers.

Analysis of difference between primary teachers of Government and private schools in Role efficiency.

Comparison of Role efficiency scores of Government and Private school teachers.

Hypothesis 1

Whether Government and Private Primary School teachers differ in their role efficiency ?

The mean standard deviation and t-value for government and private school teachers were obtained and presented in table 3.



Table -3

Mean, SD, and t-value of role efficiency scores of primary teachers of government and private schools.

Government (N=61)		Private (N=63)		t-value
Mean	SD	Mean	SD	
22.86	6.94	25.73	6.01	0.0167

Table-3 indicates the difference between mean scores of role efficiency of government and private school teachers. The result shows that private school teachers are little better than that of government school teachers in role efficiency. But as the obtained t-value 0.0167 is less than the table value 1.98 for 122 degree of freedom at 0.05 level of significance, the result is not statistically significant. Hence, the hypothesis is rejected & there is no difference between government and private primary school teachers in role efficiency. The better efficiency of private school teachers may be due to the administrative strictness and seriousness^{ness} of teachers.

Analysis of difference between trained and untrained primary school teachers in role efficiency

Comparison of role efficiency scores for trained and untrained primary school teachers.

Hypothesis - 2

Is there any difference in role efficiency of trained and untrained Primary School teachers ?



The mean, standard deviation and t-value for trained & untrained teachers were obtained and presented in table -4.

Table-4

Mean, SD and t-values of Role efficiency scores of trained and untrained Primary School teachers.

Trained (N=78)		Untrained (N=46)		t-value
Mean	SD	Mean	SD	
23.19	7.28	25.780	6.07	0.05

Table 4 indicates the difference between mean score of role efficiency of trained and untrained group. According to the result the untrained teachers are better than the trained teachers in role efficiency. But as the obtained t-value 0.05 is less than the table value 1.98 for 122 degree of freedom at 0.05 level of significance the hypothesis is rejected and the result is not statistically significant. The lesser role efficiency of trained teachers may be due to lack of seriousness and overconfidence.

Analysis of difference between primary teachers of age below 40 and above 40 years in role efficiency.

Comparison of Role of efficiency scores of below 40 and above 40 years age teachers of primary schools.



Hypothesis - 3

Whether below 40 and above 40 years primary school teachers differ in their role efficiency ?

The mean, standard deviation and t-value for below 40 and above 40 age group teachers were obtained and presented in table 5.



Table-5

Mean, SD and t-values of Role efficiency scores of Primary teachers of below 40 and above 40 years.

Below 40 (N=73)		Above 40 (N=51)		t-values
Mean	SD	Mean	SD	
25.520	7.04	22.74	7.47	0.02

Table 5 indicates the difference between mean scores of role efficiency of below 40 and above 40 age group teachers the result indicated that below 40 years teachers are better in role efficiency than above 40 teachers but as the obtained t-value 0.02 is less than the table value 1.98 for 122 degree of freedom at 0.05 level of significance, the result is not statistically significant. Hence, the Hypothesis is rejected the better role efficiency of below 40 years teachers may be attributed to their younger age and responsiveness.

Analysis of difference between Primary teachers of Government and Private Schools in change Proneness.

Comparison of Change proneness scores of Government and Private School teachers.

Hypothesis-4

Whether Government and Private Primary teachers differ in Change Proneness ?

The mean, standard deviation and t-value for Government and Private teacher were obtained and presented in table-6.

Table-6

Mean, SD and t-value of Change proneness scores of Primary teachers of Government and Private schools.

Government (N=61)		Private (N=63)		t-value
Mean	SD	Mean	SD	
110.670	15.01	114.540	11.145	0.11

Table-6 indicates the difference between mean scores of change proneness of Government and Private teacher group the result source private school teachers of slightly better than Government teachers. But as the obtained t-value 0.11 is less than the table value 1.98 for 122 degree of freedom at 0.05 level of significant. The result is not statistically significant. Hence the hypothesis is rejected. The result of slightly more change proneness of Private teachers may be due to their changing environment.

Analysis of difference between trained and untrained Primary teachers in change Proneness.

Comparison of change proneness scores of trained and untrained Primary School teachers.



Hypothesis-5

Is there any difference in change Proneness of trained and untrained teachers?

The mean, standard deviation and t-value for trained and untrained teachers were obtained and presented in table-7.

Table-7

Mean, SD and t-values of change proneness scores of trained and untrained Primary School teachers.

Trained (M=78)		Untrained (N=46)		t-value
Mean	SD	Mean	SD	
112.03	13.70	114.00	12.42	0.46

Table-7 Indicates the difference between mean scores of change proneness of trained and untrained teachers group the mean is course difference source that the untrained teachers are more prone to change then trained teachers. But as the obtained t-value 0.46 is less than the table value 1.96 for 122 degree of freedom at 0.05 level of significance. The result is not statistically significant. Hence, the hypothesis is rejected. The untrained teachers are more prone to change may be due to their flexibility.

Analysis of difference between Primary teachers of age below and above 40 years in change Proneness.

Comparision of change proneness scores of below 40 and above 40 years age teachers of Primary Schools.

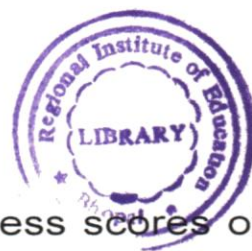


Hypothesis -6

Whether below 40 and above 40 years Primary School Teachers differ in their change Proneness?

The mean, standard deviation and t-value for below 40 and above 40 age group teachers were obtained and presented in table-8.

Table- 8



Mean, SD and t-value of change proneness scores of Primary teachers of below 40 and above 40 years.

Below 40 (N=73)		Above 40 (N=51)		t-values
Mean	SD	Mean	SD	
116.111	12.514	107.86	13.10	0.001

Table-8 indicates the difference between mean scores of change Proneness of below 40 and above 40 age group the result indicator the below 40 teacher are much prone to change then above 40 teachers. But as the obtained t-value 0.001 is less than the table value 1.98 for 122 degree of freedom at 0.05 level of significance. The result is not statifically significant. Hence the hypothesis is rejected. The result of below 40 teacher more prone teacher change may be due to their younger age, openmind, and positve attitude towards change. The over^{all} finding of this study is teachers working in private schools, untrained and of below 40 are slightly better in role efficiency and change proneness. Another finding of the study is all the teachers irrespective of their schools where they are working, training status and age, they are average in their role efficiency and change proneness.