CHAPTER 4

ANALYSIS & INTERPERTATION OF RESULTS

4.1 Introduction

Raw data is worthless without analysis. However valid reliable and adequate the data may be it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, systematically interpreted and rationally concluded. Good research is characterized by what care has taken in the analysis and interpretation of data after careful and depth answer to the research question of decision making and information users.

Analysis of data means studying the tabulated material in order to determine inherent facts or factors in simple parts and putting the parts together in new arrangements for the purpose of interpretation. The process of interpretation is essentially one of the stating the result finding, show what do you mean? What is their significance? What is answer to the original problem? This part is the heart of the research. It calls for a critical examination of the result of one's analysis in light of all the limitations of the data gathering.

Interpretation of data refers to that important part of the investigator, which is associated with the drawing of inference from the collected facts after an analytic study. It is extremely useful and important part of the study because it makes possible the use of collected data. Statistical facts by themselves have no utility. It is the interpretation that makes it possible for us to utilize collected data in various fields of activity. The usefulness of the collected data lies in its proper interpretation. It provides certain conclusion about the problem under study. Statistics is a body of mathematical techniques or processes for gathering, organizing, analyzing and interpreting numerical data.

Keeping the objectives of the study in view, the data was collected and interpreted. This chapter includes the result and interpretation of data collected for the study.

4.2 Objective of the study

To find out the difference between the academic achievements in science of class 8th students taught by online mode and face to face mode.

4.3 Hypothesis of the study

There is no significant difference in academic achievements in science of class 8th students taught by online mode and face to face mode.

The data were analysed with the help of t test and the result are given in table no. 5

4.4 Finding

Table no. 5-Group wise number of students, mean, difference between mean, variance and t values of students

Group	N	Mean	SD	D	df	Level of significance	Calculated t-value	Tabulated t-value
Control	15	21.467	34.267	2.2	28	0.05	1.06	2.048
Expt.	15	19.267	30.21					

N= Number of Sample SD = Standard Deviation, D = Mean Difference,

df= Degree of Freedom

4.5 Analysis and interpretation

Analysis

From table 5 it can be seen that the calculated t value with the degree of freedom 28 is found to be 1.06. The tabulated t-value at 0.05 level is 2.048. As our calculated t value is less than tabulated value so it indicates that it is not significant at 0.05 level of significance. Therefore, the null hypothesisis not rejected. This shows that there is no significant difference between the mean achievement score of control group and experiment group.

Interpretation

The means of control and experimental groups are 21.467 and 19.267 respectively. The difference between these two means is 2.2 which is not in favor of any group.

Result

It indicate that there is no significant difference between the mean scores of achievement in Science of class 8th students through online and face to face mode of learning. It may be said that both online and face to face mode were found to have achievement level to the same degree.

CHAPTER 5

SUMMARY, FINDINGS & SUGGESTIONS

5.1 Introduction

This chapter includes a brief summary of the study, findings and conclusions drawn from various analyses along with the suggestion for further research on related area have also been outlined.

5.2 Statement of the problem

A Comparative Study of Achievement in Science of class 8th students of kendriya vidyalaya no 1 Bhubaneswar through Online and Face to Face mode of learning.

5.3 Objective of the study

To find out the difference between the academic achievements in science of class 8th students taught by online mode and face to face mode.

5.4 Hypothesis

There is no significant difference in academic achievements in science of class 8th students taught by online mode and face to face mode.

5.5 Methodology

Population -All total of population was 205.

Sample- Out of 205 populations, 30 samples were selected by the researcher through simple random Sampling procedure where 15 samples were there in each group (control & experimental group).

Design of the study- The researcher used Experimental method for conducting the research. The design followed for the present study is post test control group design.

Procedure of the study

On the very first day the researcher was engaged in building rapport with the population she chooses for its study. In class 8C the total number of learners was 53. Out of which the researcher selected 15 learners for its study through the simple random sampling procedure. This particular group was named as control group. In class 8D the total number of learners was 54. Out of which the researcher selected 15 learners for its study through the simple random

sampling procedure. This particular group was named as experimental group. All total of 10 lesson plan, 5 in each chapter (2 chapters) were prepared for the delivery of the lesson. The researcher teaches the control group for 10 days (approximately 2 weeks) through face to face mode. After 10 days the learners of control group were assessed through the achievement test. The researcher teaches the experimental group for 10 days (approximately 2 weeks) through online mode. After 10 days the learners of experimental group were assessed through the achievement test.

5.6 Findings

It indicate that there is no significant difference between the mean scores of achievement in Science of class 8th students through online and face to face mode of learning. It may be said that both online and face to face mode were found to have achievement level to the same degree.

5.7 Conclusion, Suggestions & Implementations

Conclusion

Online learning continues to be an area of growth in the higher education but may not be for school learning. The findings from this study revealed that there was no difference in the achievements in science taught through online mode and face to face mode. It is recommended to continue with the traditional one because it does not only concentrate on the development of the brain but also it has an effect on affective and psychomotor domains. So they help in the holistic development of the students.

Suggestions

- Teacher can continue to teach in face to face mode of learning but as we know that we are in a 21st century so teachers can also use ITC to make teaching and learning more effective.
- As we know that teachers does not get sufficient time in school to cover all the aspects of teaching so teachers can takes some discussion classes in leisure time through online for the betterment of the students.
- Students can use online platform for self paced learning.

Implementations

- This research is conducted on local basis and further it can be conducted district wise or state wise.
- This research is conducted by taking only one school and further it can be conducted by taking more number of schools.
- The researcher used science subject for teaching in this study and further it can be conducted by taking different subjects.
- The researcher used lecture method in this study and further it can be conducted by using different methods.