

**CHAPTER- IV**

**DATA ANALYSIS, INTERPRETATION AND  
DISCUSSION**

## 4.0 INTRODUCTION

The present chapter reports the analysis and interpretation of the collected data. Analysis of the data means to study the organized material in order to discover the inherent facts in the research work. The analysis and interpretation of the collected data for a particular study is more important in order to draw the conclusion. The data as such has no meaning unless it is analyzed and interpreted by suitable methods. Analysis of data means study the tabulated material in order to determine the inherent facts or meaning. It involves breaking up of the complex facts into simpler parts and putting them into new arrangements for the purpose of interpretation.

The analysis and interpretation of data represents the application of deductive and inductive logic to the research process. Analysis of data includes comparison of outcomes of the various treatments upon the several groups and making of a decision as to the achievement of the goals of research. Analysis of data involves studying material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

### 4.1. AWARENESS OF PUPIL TEACHERS TOWARDS INCLUSIVE EDUCATION

**Table-4.1: Awareness level\***

Awareness level of Pupil Teachers		
High awareness	Average Awareness	Low awareness
80%(32)	7.5%(3)	12.5%(5)

From the above table 4.1, it is revealed that most of the pupil teachers (80%) are highly aware about inclusive education, 12.5% low aware Pupil teachers and 7.5% pupil teachers are average aware about inclusive education. It can be pointed from the above table that most of pupil teachers are well versed about different aspects of inclusive education.

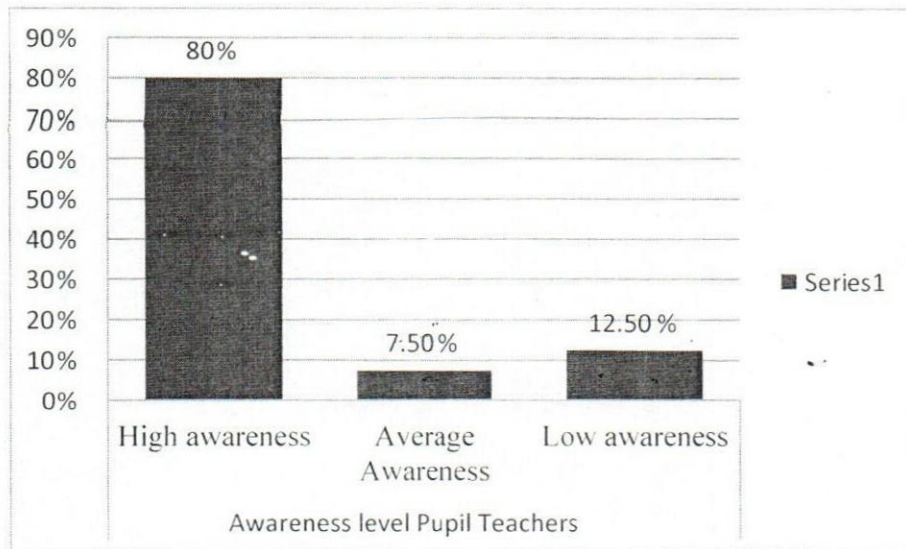


Fig.4.1. Awareness of Pupil teachers about Inclusive education

#### 4.2 Significance difference between male and female pupil teachers regarding their awareness towards inclusive education.

Table-4.2 Table 1: Significance of difference in mean scores of male and female pupil teachers

Gender	N	Mean	SD	p-value	Level of Significance
Male	20	13.35	2.98	0.69	Not Significant
Female	20	13.8	4.4		

Table 4.2 revealed that the p-value (0.69) is greater than 0.05 and hence, not significant at 0.05 level. Hence, the null hypothesis "There is no significance difference between male and female Pupil-Teachers regarding their awareness towards Inclusive Education." is retained. Result leads to infer that the awareness of male and female pupil teachers towards inclusive education is not differing significantly.



### 4.3 Significance difference between Arts and Science pupil teachers regarding their awareness towards inclusive education.

Table-4.3: Significance of difference in mean scores of Arts and Science pupil teachers

Gender	N	Mean	SD	p-value	Level of Significance
Arts	20	14.55	2.5	0.08	Not Significant
Science	20	12.6	4.18		

Table 4.3 revealed that the p-value (0.08) is greater than 0.05 and hence, not significant at 0.05 level. Hence, the null hypothesis "There is no significance difference between Arts and Science Pupil-Teachers regarding their awareness towards Inclusive Education." is retained. Result leads to infer that the awareness of arts and science pupil teachers towards inclusive education is not differing significantly.