

CHAPTER-IV
DATA ANALYSIS
AND
INTERPRETATIONS

ANALYSIS AND INTERPRETATION OF DATA

4.1.0 INTRODUCTION

Introduction and the review of researches are presented in the chapter I and chapter II, respectively. The methodology employed for the study along with the techniques of sample selection, design of the study, tools, procedure of data collection and the statistical techniques for the analysis of data are presented in the chapter III. The fundamental aim of any analysis is to organize the data in a meaningful form, so that meaningful conclusions can be drawn from them. The analysis and interpretation give shape and form to aims and objectives of the study. Value of the research depends very largely on the degree of intellect to which its results are analyzed and interpreted. In the present chapter the results and interpretations are presented in the following captions, objective-wise.

4.1.1 TREATMENT OF THE DATA

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalizations to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systematized and organized, i.e. edited, classified and tabulated before it can serve the purpose. Here, editing implies checking of the gathered data for accuracy, utility and completeness; classifying refers to the dividing of the information into different categories, classes or heads for use; and tabulating denotes the recording of the classified material in accurate mathematical terms i.e., making and counting frequency tallies for different items on which information is gathered. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves splitting down the existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation. Data are meaningless heaps of material without analysis and interpretation. The purpose of analysis is to find out the relationship between variables, which lead to the verification of hypothesis. This is achieved by logical organization of data and use of relevant statistical techniques. After analysis, the

What is the answer to the original research problem? What are their meaning and significance? Thus, interpretation has to be done carefully, logically and critically by examine the results obtained after analysis, keeping in view the limitations of the sample chosen, tools selected and used in the study.

4.2 ANALYSIS OF DATA

Objective wise analysis of the data is as follows-

4.2.1 ANALYSIS OF THE PERFORMANCE OF ELEMENTARY TEACHERS OF KENDRIYA VIDYALAYA

To analyze the performance of elementary teachers data was collected by using the Performance indicators tool developed by NCERT. The performance of teachers were recorded in 7 dimensions and each dimension rated from 1 to 4 in which 1 – Not meeting the expected standard , 2- Approaching the expected standard , 3-Approached the expected standard , 4- Beyond the expected standard

Table 4.2.1 showing ratings of teachers

Performance Standards	Consolidated Ratings of teachers														
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T1 0	T1 1	T1 2	T1 3	T1 4	T1 5
1 Designing Learning Experiences for Children	4	4	4	-	4	3	3	4	3	4	4	3	4	4	4
2 Knowledge and Understanding of Subject Matter	4	4	4	-	2	4	4	4	3	4	4	3	4	4	4
3 Strategies for facilitating	3	4	4	1	4	4	4	4	3	4	4	3	4	3	4

4	Interpersonal Relationship	3	4	4	-	4	4	4	4	3	4	4	4	4	4	4
5	Professional Development	2	3	4	4	4	3	3	1	3	3	2	2	2	4	3
6	School Development	4	4	4	3	3	3	3	-	2	3	3	2	3	3	3
7	Teacher Attendance	4	4	4	4	4	4	4	-	4	4	4	4	4	4	4
	Overall Performance	3	4	4	2	4	4	4	2	3	4	4	3	4	4	4

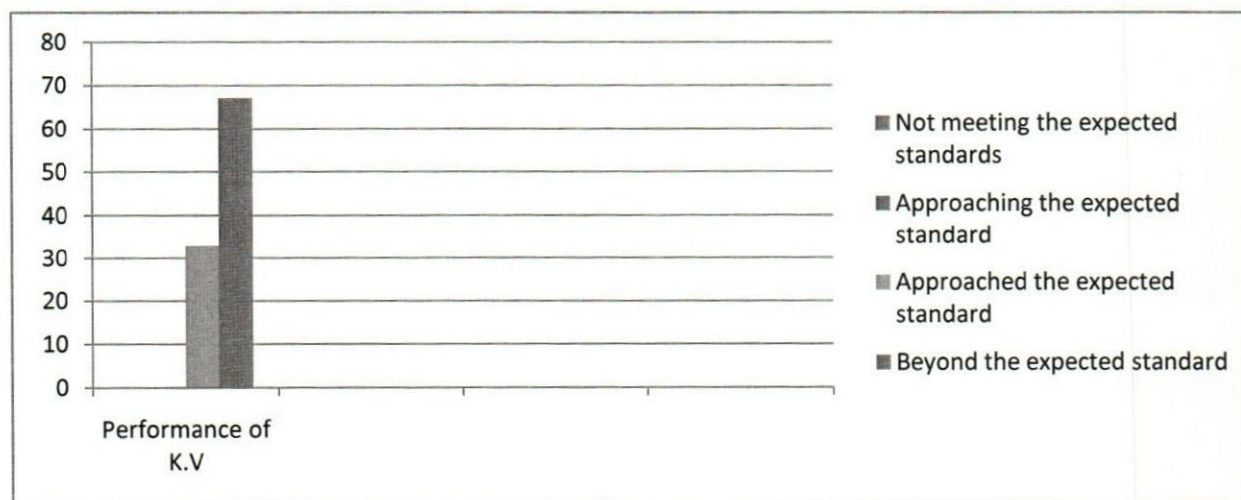
On the basis of the above table 4.2.1 researcher Constructed table 4.2.2 which shows Overall performance of teachers in each specific performance standards and overall performance of Kendriya vidyalaya teachers.

Table 4.2.2 showing Overall performance of teachers in each specific performance standards and overall performance of Kendriya vidyalaya teachers.

Performance standards	Not meeting the expected standards	Approaching the expected standards	Approached the expected standards	Beyond the expected standards	Total
Designing Learning Experiences for Childrens	I (1) (6%)	-	III (4) (27%)	IIIIIIII (10) (67%)	15

understanding of Subject matter	I (1) (7%)	(7%)	(13%)	(11) (73%)	
Strategies for facilitating learning	I (1) (6%)	-	III (4) (27%)	IIIIIIII (10) (67%)	15
Interpersonal Relationships	I (1) (7%)	-	II (2) (13%)	IIIIIIIIII (12) (80%)	15
Professional Development	I (1) (6%)	III (4) (27%)	IIII (6) (40%)	III (4) (27%)	15
School Development	I (1) (7%)	II (2) (13%)	IIIIIIII (9) (60%)	III (3) (20%)	15
Teacher Attendance	I (1) (7%)	-	-	IIIIIIIIIIII (14)(93%)	15
Overall Performance			IIII (5) (34%)	IIIIIIII (10) (66%)	

Fig 4.2.1 BAR DIAGRAM SHOWING PERFORMANCE OF ELEMENTARY TEACHERS OF KENDRIYA VIDYALAYA



It can be revealed from the table 4.2.2 that in performance standard 'designing learning experiences for children' 67% teachers' performance is 'beyond the expected standard'; while 27% are at 'approached the expected standards', In case of 'knowledge and

67% and 27%, Interpersonal relationship 80% and 13% , professional development 27% and 40% , school development 20% and 60% , teacher attendance 93% and 0% 'beyond the expected standard' and 'approached the expected standard' respectively. 7% teachers' performance are at 'Not meeting the expected standard' in all the Performance standards and few of the teachers are at 'Approaching the expected standard'.

So finally we conclude from the table 4.2.2 that the overall performance of elementary teachers of Kendriya Vidyalaya is good.

4.2.2 ANALYSIS OF THE PERFORMANCE OF ELEMENTARY TEACHERS OF J.N.V

To analyze the performance of elementary teachers of J.N.V data was collected by using the Performance indicators tool developed by NCERT. The performance of teachers were recorded in 7 dimensions and each dimension rated from 1 to 4 in which 1 – Not meeting the expected standard , 2- Approaching the expected standard , 3- Approached the expected standard , 4- Beyond the expected standard

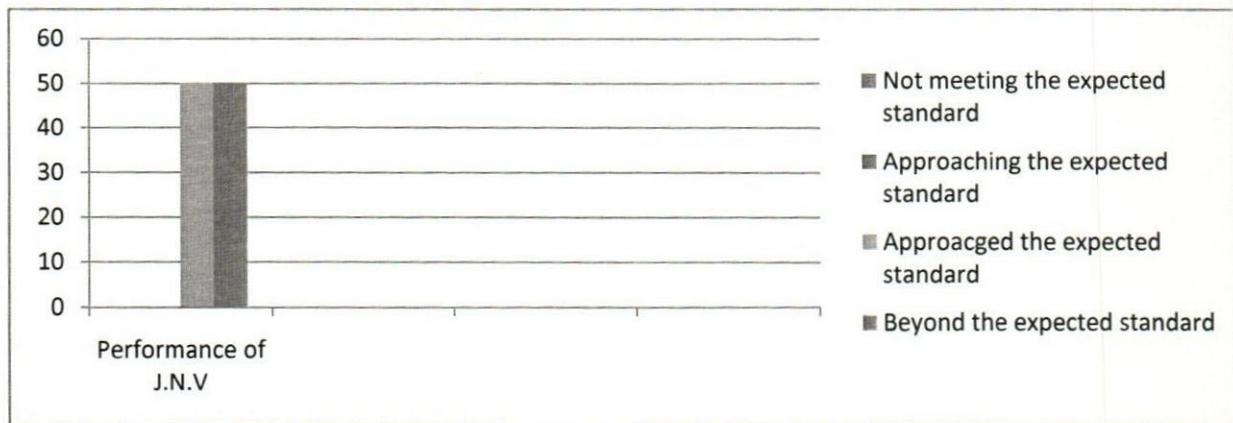
Table 4.2.3 showing ratings of teachers

S.No-	Performance Standards	Consolidated ratings of Teachers							
		T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
1.	Designing Learning Experiences for Children	4	3	3	4	4	3	3	3
2.	Knowledge and Understanding of Subject Matter	4	4	4	3	4	4	4	4
3.	Strategies for facilitating learning	4	3	4	3	4	3	3	3
4.	Interpersonal Relationship	4	4	4	0	4	3	0	3
5.	Professional Development	3	3	3	3	4	3	0	2
6.	School Development	4	4	3	3	4	3	4	3
7.	Teacher Attendance	4	4	4	4	4	3	4	4
Overall Performance		4	4	4	3	4	3	3	3

Overall performance of teachers in each specific performance standards and overall performance of public school teachers.

Table 4.2.4 showing Overall performance of teachers in each specific performance standards and overall performance of Jawahar Navodaya Vidyalaya teachers.

Performance standards	Not meeting the expected standards	Approaching the expected standards	Approached the expected standards	Beyond the expected standards	Total
Designing Learning Experiences for Childrens	-	-	IIII (5) (63%)	III (3) (37%)	8
Knowledge and understanding of Subject matter	-	-	I (1) (13%)	IIIIII (7) (87%)	8
Strategies for facilitating learning	-	-	IIII (5) (63%)	III (3) (37%)	8
Interperonal Relationships	I (1) (13%)	I (1) (13%)	II (2) (24%)	IIII (4) (50%)	8
Professional Development	I (1) (12%)	I (1) (12%)	IIII (5) (64%)	I (1) (12%)	8
School Development	-	-	IIII (4) (50%)	IIII (4) (50%)	8
Teacher Attendance	-	-	I (1) (13%)	IIIIII (7) (87%)	8
Overall Performance	-	-	IIII (4) (50%)	IIII (4) (50%)	



It can be revealed from the table 4.2.4 that in performance standards ‘designing learning experiences for children’ and ‘strategies for facilitating learning’ 63% teachers’ performance is ‘beyond the expected standard’ and 37% are ‘approached the expected standard’. In ‘knowledge and understanding of subject matter’ and ‘teacher attendance’ 13% and 87% teachers’ performance is ‘beyond the expected standard’ and ‘approached the expected standard’ respectively. In ‘Interpersonal relationship’ 50% and 20% teachers’ performance is ‘beyond the expected standard’ and ‘approached the expected standard’ respectively, professional development 12% and 64% , school development 50% and 50% teachers are ‘beyond the expected standards’ and ‘approached the expected standard’” respectively In performance standard ‘Interpersonal relationship’ and ‘professional development’ few of the teachers approaching the expected standard and are Not meeting the expected standard So finally we can conclude from the table 4.2.4 that the overall performance of elementary teachers of Jawahar Navodaya Vidyalaya is average.

4.2.3 ANALYSIS OF THE PERFORMANCE OF ELEMENTARY TEACHERS OF DEMONSTRATION MULTIPURPOSE SCHOOL-

To analyze the performance of elementary teachers of D.M.S , data was collected by using the Performance indicators tool developed by NCERT. The performance of teachers were recorded in 7 dimensions and each dimension rated from 1 to 4 in which 1 – Not meeting the expected standard , 2- Approaching the expected standard , 3- Approached the expected standard , 4- Beyond the expected standard

Table 4.2.3 showing ratings of teachers

Performance Standards	Consolidated Ratings of teachers																	
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18
1 Designing Learning Experiences for Children	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4
2 Knowledge and Understanding of Subject Matter	4	4	4	4	4	4	3	3	4	4	4	4	4	3	4	3	3	4
3 Strategies for facilitating learning	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4
4 Interpersonal Relationship	4	4	3	4	3	4	4	4	4	4	3	4	3	3	4	3	3	4
5 Professional Development	3	4	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	3

6	School Development	3	4	4	2	2	2	3	4	3	4	4	3	4	3	2	4	3	3
7	Teacher Attendance	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4
	Overall	4	4	4	3	3	4	3	4	4	4	4	4	4	3	3	4	3	4

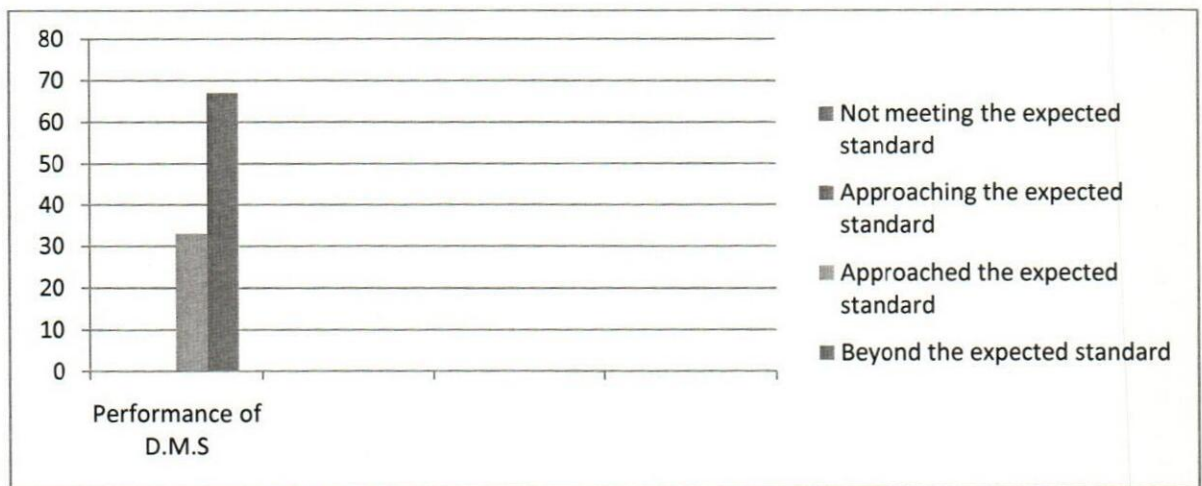
On the basis of the above table 4.2.5 researcher Constructed table 4.2.6 which shows Overall performance of teachers in each specific performance standards and overall performance of Demonstration Multipurpose School teachers.

Table 4.2.6 showing Overall performance of teachers in each specific performance standards and overall performance of Demonstration Multipurpose School teachers.-

Performance standards	Not meeting the expected standards	Approaching the expected standards	Approached the expected standards	Beyond the expected standards	Total
Designing Learning Experiences for Childrens	-	-	II (2) (11%)	IIIIIIIIIIII (16) (89%)	18
Knowledge and understanding of Subject matter	-	-	IIII (5) (28%)	IIIIIIIIIIII (13) (72%)	18
Strategies for facilitating learning	-	-	II (2) (11%)	IIIIIIIIIIII (16) (89%)	18

Relationships			IIII (7) (39%)	IIIIII (11) (61%)	18
Professional Development	-	I (1) (6%)	IIIIIIIIII (15) (83%)	II (2) (11%)	18
School Development	-	III (4) (22%)	IIIIII (7) (39%)	IIIIII (7) (39%)	18
Teacher Attendance	-	I (1) (6%)	-	IIIIIIIIII (17) (94%)	18
Overall Performance			IIII (6) (33%)	IIIIIIIIII (12) (67%)	

Fig 4.2.3 BAR DIAGRAM SHOWING PERFORMANCE OF ELEMENTARY TEACHERS OF DEMONSTRATION MULTIPURPOSE SCHOOL



It can be revealed from the table 4.2.6 that in performance standards ‘designing learning experiences for children’ 89% and 11% , knowledge and understanding of the subject matter 72% and 28% , strategies for facilitating learning 89% and 11% , Interpersonal relationship 61% and 39% , professional development 11% and 83% ,school development 39% and 39% , teacher attendance 94% and 0% teachers’ performance is ‘beyond the expected standards’ and ‘approached the expected standard’ respectively. Few of the teachers are at ‘approaching the expected standard’. None of the teacher is at ‘Not meeting the expected standard’.

So finally we conclude from the table 4.2.6 that the overall performance of elementary teachers of Demonstration Multipurpose School is good.

TEACHERS OF PUBLIC SCHOOL

To analyze the performance of elementary teachers of public school, data was collected by using the Performance indicators tool developed by NCERT. The performance of teachers were recorded in 7 dimensions and each dimension rated from 1 to 4 in which 1 – Not meeting the expected standard, 2- Approaching the expected standard, 3-Approached the expected standard, 4- Beyond the expected standard

Table 4.2.7 showing ratings of teachers.

Performance Standards		Consolidated Ratings of teachers													
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T1 0	T1 1	T1 2	T1 3	T1 4
1	Designing Learning Experiences for Children	4	4	4	4	4	4	4	4	4	4	3	4	4	3
2	Knowledge and Understanding of Subject Matter	4	4	4	4	4	4	4	4	4	4	3	4	4	3
3	Strategies for facilitating learning	4	4	4	4	4	4	4	4	4	4	3	4	4	3
4	Interpersonal Relationship	4	4	4	4	4	4	4	4	4	4	3	4	4	3
5	Professional Development	3	3	4	3	3	3	3	4	4	4	3	3	3	3
6	School Development	3	4	4	4	4	4	4	4	4	3	2	4	4	4

7	Teacher Attendance	4	4	4	4	4	4	4	4	4	2	4	4	3	4
	Overall Performance	4	4	4	4	4	4	4	4	4	4	3	4	4	4

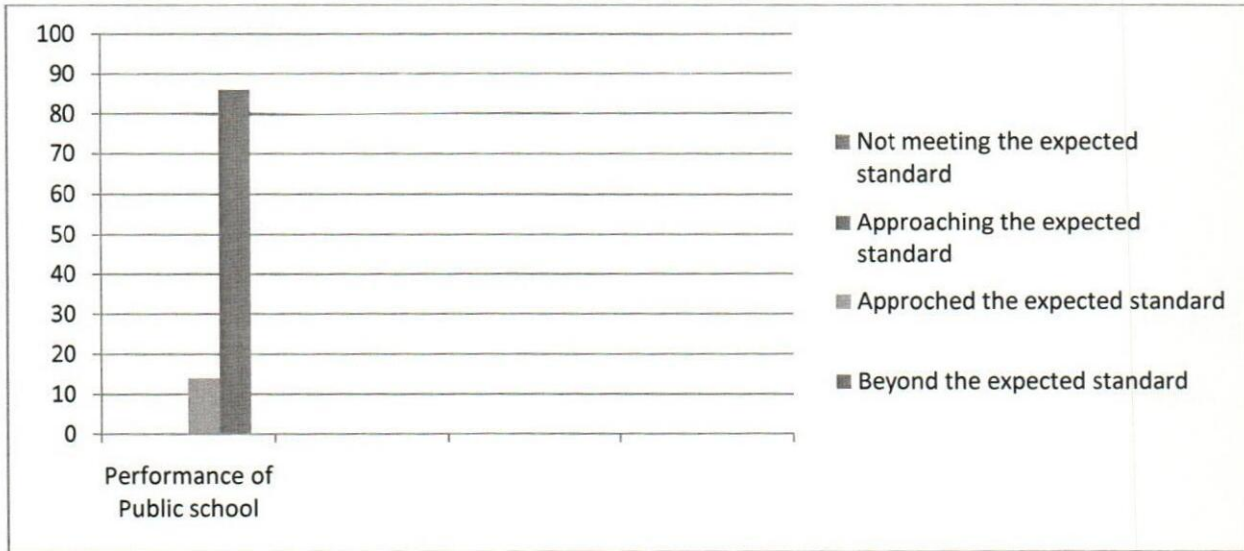
On the basis of the above table 4.2.7 researcher Constructed table 4.2.8 which shows Overall performance of teachers in each specific performance standards and overall performance of public school teachers.

Table 4.2.8 showing Overall performance of teachers in each specific performance standards and overall performance of public school teachers.

Performance standards	Not meeting the expected standards	Approaching the expected standards	Approached the expected standards	Beyond the expected standards	Total
Designing Learning Experiences for Childrens	-	-	II (2) (14%)	IIIIIIIIII (12) (86%)	14
Knowledge and understanding of Subject matter	-	-	II (2) (14%)	IIIIIIIIII (12) (86%)	14
Strategies for facilitating learning	-	-	II (2) (14%)	IIIIIIIIII (12) (86%)	14
Interperonal Relationships	--	-	II (2) (14%)	IIIIIIIIII (12) (86%)	14
Professional Development	-	-	IIIIIIIIII (10) (71%)	III (4) (29%)	14

School Development		I (1) (7%)	II (2) (14%)	IIIIIIIIII (11) (79%)	14
Teacher Attendance	-	I (1) (7%)	I (1) (7%)	IIIIIIIIII (12)(86%)	14
Overall Performance			II (2) (14%)	IIIIIIIIII (12) (86%)	

Fig.4.2.4 BAR DIAGRAM SHOWING PERFORMANCE OF ELEMENTARY TEACHERS OF PUBLIC SCHOOL



It can be revealed from the table 4.2.8 that in specific standard ‘designing learning experiences for children’ , knowledge and understanding of the subject matter , strategies for facilitating learning , interpersonal relationship ,teacher attendance most of the teachers (86%) are ‘beyond the expected standards and very few (14%) have ‘Approached the expected standard’. In performance standard ; School development and teacher attendance few of the teachers (7%) are approaching the expected standard . None of the teacher is at ‘Not meeting the expected standard’.

So finally we conclude from the table 4.2.8 that the overall performance of elementary teachers of public school is excellent.

COMPARISON OF PERFORMANCE OF ELEMENTARY TEACHERS OF DIFFERENT DENOMINATIONS (K.V , J.N.V , D.M.S , AND PUBLIC SCHOOL)

Table 4.2.9 SHOWING THE PERCENTAGE LEVEL OF PERFORMANCE OF ELEMENTARY TEACHERS OF DIFFERENT DENOMINATIONS

Different Schools	Levels of Performance			
	Not meeting the Expected standards	Approaching the Expected Standards	Approached the Expected Standards	Beyond the Expected Standards
DMS	0 %	0 %	33 %	67 %
K.V	0 %	0 %	33 %	67 %
J.N.V	0 %	0 %	50%	50 %
Model	0 %	0 %	14 %	86 %

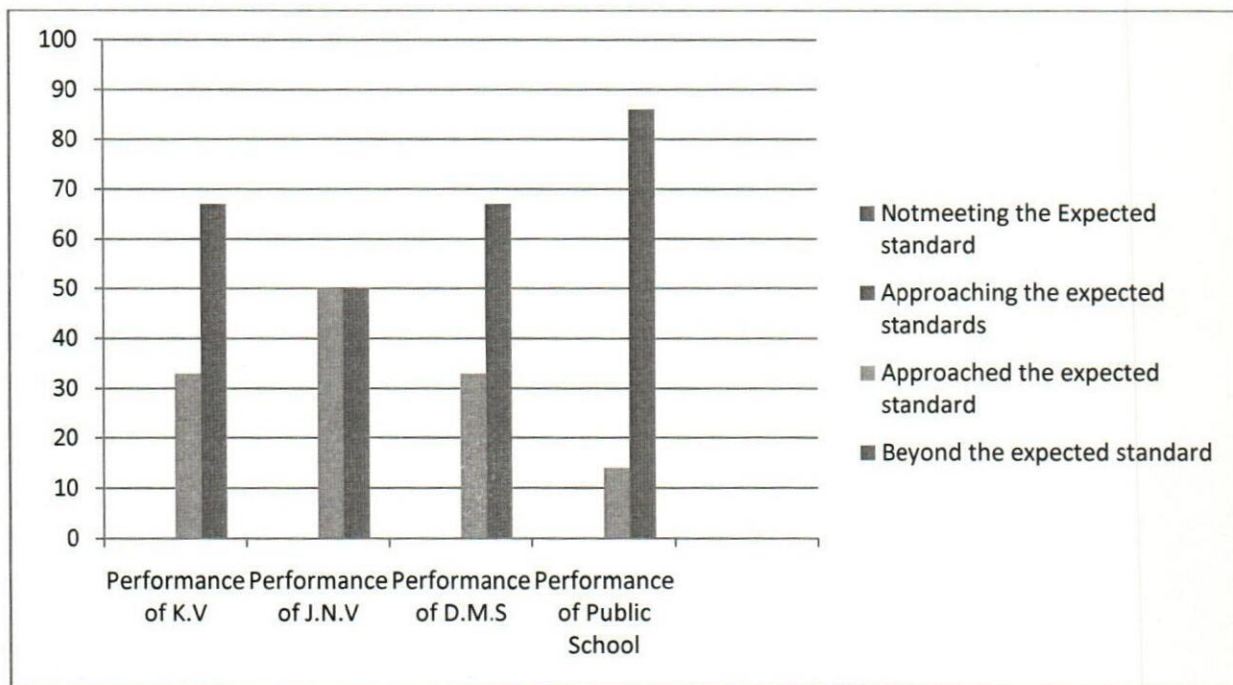
It can be observed from the data on the basis of above table 4.2.9 shows the percentage wise distribution of performance of elementary teachers belongs to different denominations school. As the data interpreted 33% of teachers of D.M.S have approached the expected standard and 67 % teachers have the performance beyond the expected standards 33% of elementary teachers of K.V have approached the expected standard and 67% have the performance beyond the expected standard , the percentage of teachers in J.N.V is equal i.e 50% teachers have approached the expected standard and 50% have the performance beyond the expected standard , the performance of

Public school is 14% have approached the expected standard and 50% have the performance beyond the expected standard.

Above table clearly indicate that performance of elementary teachers of public school is excellent , performance of elementary teachers of K.V and D.M.S is good performance of elementary teachers of J.N.V is satisfactory , so we can arrange the performance of elementary teachers of schools of 4 different denominations in following way-

Public school > K.V > D.M.S > J.N.V

Fig 4.2.5 BAR DIAGRAM SHOWING COMPARISON OF PERFORMANCE OF ELEMENTARY TEACHERS OF DIFFERENT DENOMINATIONS BASED ON CONSOLIDATED RATINGS OF DIFFERENT SCHOOLS-



The researcher interpreted the data on the basis of above Fig. 4.2.5 . The above data is the graphical representation of percentage wise distribution of levels of performance of elementary teachers of different denominations based on consolidated ratings of different schools . The comparison of performances of elementary teachers of different denominations school is very clearly represented by the researcher . As compared, the teachers working in Public school have high number of teachers who have the performance beyond the expected standard , in J.N.V half of the teachers have the performance beyond the expected standard , the performance of elementary teachers working in K.V and D.M.S is equal as the ratio of teachers who have the performance

beyond the expected standard is equal i.e 67% in both the schools and the performance of elementary teachers who have approached the expected standard is also equal i.e 33% .

4.3 FINDINGS OF THE STUDY

The major findings of the present study are as follow:

- The performance of the Elementary teachers of K.V is good since 67% of teachers have the performance 'beyond the expected standard' and 33% teachers have the performance 'approached the expected standard.
- The performance of the Elementary teachers of J.N.V is satisfactory as 50% teachers have the performance 'beyond the expected standard' and 50% teachers have the performance 'approached the expected standard
- The performance of the Elementary teachers of D.M.S is good as 67% teachers have the performance 'beyond the expected standard' and 33% teachers have the performance 'approached the expected standard.
- The performance of the Elementary teachers of Public school is excellent as 86% teachers have the performance 'beyond the expected standard' and 14% teachers have the performance 'approached the expected standard.
- performance of elementary teachers of public school is excellent , performance of elementary teachers of K.V and D.M.S is good performance of elementary teachers of J.N.V is satisfactory , so we can arrange the performance of elementary teachers of schools of 4 diff denominations in following way-

Public school > K.V > D.M.S > J.N.V