

Chapter - IV

**Analysis
and
Interpretation**

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ANALYSIS AND INTERPRETATION

This chapter deals with the presentation of data & their analysis to draw the result. It also deals with the testing of hypothesis. The objective wise result also form the part of this chapter under different headings.

4.1.0 Effectiveness of Activities Suggested by UNESCO in Term of Achievement in Peace Education

The first (a) objective of the study was to study the effectiveness of activities suggested by UNESCO for peace education in terms of achievement of class VII in peace education, criterion test developed by investigator, was administered on single group & scored properly. The data of pre-test & post test was analyzed by using 't' test.

Table 4.1

't' test for Achievement in Peace Education

Sr. No.	Test	No. of Students	Mean	S.D	df	't'	Significance
1.	Pre test	50	36.6	3.34	98	10.04	Significant
2.	Post test	50	42.32	2.22			

Table Value of 't' at 0.05 – 1.98 & 0.01 – 2.63

Table 4.1 shows that the value of 't' is significant at 0.05 & 0.01 level with df equal to 98. It indicates that the pre test score of achievement differ significantly from that of post-test score of achievement. Therefore the null hypothesis namely, "There will be no

significant effect of treatment on achievement of std VII students in peace education." is rejected. The treatment given was effective in terms of achievement.

4.2.0 Reaction of Students Towards the Activities for Peace Education

The first (b) objective of the study was to study the reaction of the students towards the activities suggested by UNESCO for peace education. Reaction scale, developed by investigator, was administered to the single groups & scored properly. The data was analyzed by using chi-square.

Table 4.2.1

χ^2 For Studying Reaction Towards Activity-I for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	1. (a)	113.6	4	Significant
2.	(b)	153.2	4	Significant
3.	(c)	128.6	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.1 shows that the value of χ^2 for (a) sentence in activity first is significant at 0.05 & 0.01 level with df equal to 4. Also the values of χ^2 for (b) & (c) sentences is activity first are significant at both the levels. This indicates that there is significant effect of treatment of activity 1 on the reaction of the students.

Table 4.2.2

 χ^2 For Studying Reaction Towards Activity-II Suggested For P.E.

Sr. No.	Activity	Value of χ^2	df	Significance
1.	2. (a)	120.8	4	Significant
2.	(b)	162	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.2 shows that the value of χ^2 for (a) sentence in activity second is significant at 0.05 & 0.01 level, with df equal to 4. also the value of χ^2 for (b) sentence in activity second is significant at 0.05 & 0.01 level. This indicates that there is significant effect of treatment of activity second on the reaction of the students.

Table 4.2.3

 χ^2 For Studying Reaction Towards Activity-III Suggested for P.E.

Sr. No.	Activity	Value of χ^2	df	Significance
1.	3. (a)	115.2	4	Significant
2.	(b)	162	4	Significant
3.	(c)	162	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.3 shows that the value of χ^2 for (a) sentence in activity third is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) & (C) sentences in activity third are significant at 0.05 & 0.01 level at df equal to 4. This indicates that there is significant effect of treatment of activity third on the reaction of the students.

Table 4.2.4
 χ^2 For Studying Reaction Towards Activity IV for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	4. (a)	108.8	4	Significant
2.	(b)	162	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.4 shows that the value of χ^2 for (a) sentence in activity fourth is significant at 0.05 & 0.01 level, with df equal to 4, also the value of χ^2 for (b) sentence in activity fourth is significant at 0.05 & 0.01 level at df equal to 4. This indicates that there is significant effect of treatment of activity fourth on the reaction of the students.

Table 4.2.5

χ^2 for Studying Reaction Towards Activity V for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	5. (a)	153.2	4	Significant
2.	(b)	162	4	Significant
3.	(c)	162	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.5 shows that the value of χ^2 for (a) sentence in activity fifth is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) & (C) sentences in activity fifth are significant at 0.05 & 0.01 level at df equals to 4. This indicates that there is significant effect of treatment of activity fifth on the reaction of the students.

Table 4.2.6

 χ^2 For Studying Reaction Towards Activity VI for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	6. (a)	162	4	Significant
2.	(b)	162	4	Significant
3.	(c)	162	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.6 shows that the value of χ^2 for (a) sentence in activity sixth is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) & (c) sentences in activity sixth are significant at 0.05 & 0.01 level at df equals to 4. This indicates that there is significant effect of treatment of activity sixth on the reaction of the students.

Table 4.2.7

 χ^2 For Studying Reaction towards Activity VII for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	7. (a)	113.4	4	Significant
2.	(b)	136.8	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.7 shows that the value of χ^2 for (a) sentence in activity seventh is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) sentences in activity seventh is significant at 0.05 & 0.01 level at df equals to 4. This indicates that there is significant effect of treatment of activity seventh on the reaction of the students.

Table 4.2.8

 χ^2 For Studying Reaction Towards Activity VIII for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	8. (a)	162	4	Significant
2.	(b)	136.2	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.8 shows that the value of χ^2 for sentence (a) in activity Eighth is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) sentences in activity Eighth is significant at 0.05 & 0.01 level at df equals to 4. This indicates that there is significant effect of treatment of activity Eighth on the reaction of the students.

Table 4.2.9

 χ^2 For Studying Reaction Towards Activity IX for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	9. (a)	162	4	Significant
2.	(b)	136.2	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.9 shows that the value of χ^2 for sentence (a) in activity Ninth is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) sentences in activity Ninth is significant at 0.05 & 0.01 level at df equals to 4. This indicates that there is significant effect of treatment of activity Ninth on the reaction of the students.

Table 4.2.10

 χ^2 For Studying Reaction Towards Activity X for Peace Education

Sr. No.	Activity	Value of χ^2	df	Significance
1.	10. (a)	162	4	Significant
2.	(b)	162	4	Significant
3.	(c)	144.8	4	Significant

Table Value of χ^2 at 0.05 – 9.49 & 0.01 – 13.28

Table 4.2.10 shows that the value of χ^2 for sentence (a) in activity Tenth is significant at 0.05 & 0.01 level, with df equal to 4. Also the value of χ^2 for (b) sentences in activity Tenth is significant at 0.05 & 0.01 level at df equals to 4. This indicates that there is significant effect of treatment of activity Tenth on the reaction of the students.

All these values of χ^2 significant at both the level shows that there is significant effect of treatment of activities suggested by UNESCO on reaction of students for the peace education. Therefore the Null hypothesis namely, "There will be no significant effect of treatment on reaction of students towards activities suggested by UNESCO for Peace Education." is rejected.

4.3.0 Comparison of the Adjusted Mean Scores of Peace Education of Boys & Girls by Taking Their Pre-test Scores of Achievement in Peace Education as Co-variate.

The second objective of the study was to compare the adjusted mean scores of Peace Education as covariate. Criterion test developed by investigator, was administered on single group &

scored properly. The data of pre-test & post test of boys & girls was analyzed by using 2x2 factorial design of ANCOVA of unequal cell size & result are presented in table 4.3

Table 4.3

ANCOVA of 2x2 Factorial Design of Unequal Cell Size

Source of variance	df	SSx	SSy	MSSx	MSSy	F. Value	
						Fx	Fy
Among	1	0.08	19.85	0.08	19.85	0.002	0.48
Within	48	1718.1	1976.47	35.49	41.18		
Total	49	1718.18	1996.32				

Table Value of F 0.05 – 4.06 & 0.01 – 7.23

Table 4.3 shows that the F value for x & y scores is not significant at 0.05 & 0.01 level with df equal to (1,48). It indicates that the adjusted mean scores of achievement in Peace Education of boys & girls are not differ significantly when their pre-test score of achievement in Peace Education are taken as covariate. Therefore the Null hypothesis namely, "There will be no significant difference of Peace Education of boys & girls of Std VII, when their pre-test scores of achievement are taken as covariate" is not rejected. It can be concluded that there is no difference in achievement of Peace Education between boys & girls.