

ANALYSIS
AND
INTERPRETATION

ANALYSIS AND INTERPETATION OF DATA

4.0.0 INTRODUCTION

In the present chapter, the analysis and interpretation of the data with reference to the objectives of study have been presented. The fundamental aim of any analysis is to organize the data in a meaningful form, so that valid conclusions can be drawn from them. The analysis and interpretation give shape and form to aims and objectives of the study. In the words of **Wolf (1956)**, **“The process of analysis and synthesis of the collected data is the foundation stone of all specific methods.”**

Value of research depends very largely on the degree of intellect to which its results are analyzed and interpreted. Data collected through the administration of tools on selected sample are raw in nature. The data need to be organized, analyzed and interpreted for drawing sound conclusion and valid generalizations. Organization of data includes editing, classifying and tabulating information while editing implies of checking of gathered raw data for accuracy, usefulness and completeness. Classification refers to dividing the data into different categories, classes, groups.

Tabulation is the process of transferring data, classified in the tabular form in which they may be systemically examined. Analysis of data means studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts.

Good, Bar and Scates observed (1945), “The process of interpretation is essentially a way of stating, what the results show, what they mean, what is their significance, what is the answer to the original problem and that all the limitations of the data enter into, and become a part of interpretation of the result.”

The purpose of analysis is to summarize the completed observations in such a manner that they yield answers to the research problems. While the purpose of interpretation is to investigate for the broader meaning of these answers by linking them to other available knowledge. Both these purpose govern the entire research process. The analysis is not an end in itself, but is a basic preliminary step in the scientific development of the problem.

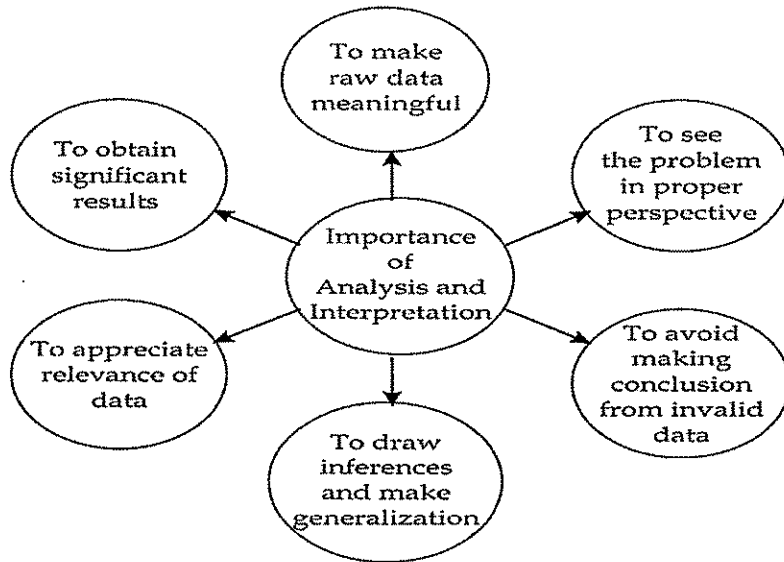


Fig. 4.1. Importance of Analysis and Interpretation

Keeping in view the objectives of the study the data were analyzed under following headings:

4.1.0 Study of the role awareness of SMC members regarding school improvement programme.

4.2.0 Study of the participation of SMC members in school improvement programme.

4.1.0 STUDY OF THE ROLE AWARENESS OF SMC MEMBERS REGARDING SCHOOL IMPROVEMENT PROGRAMME.

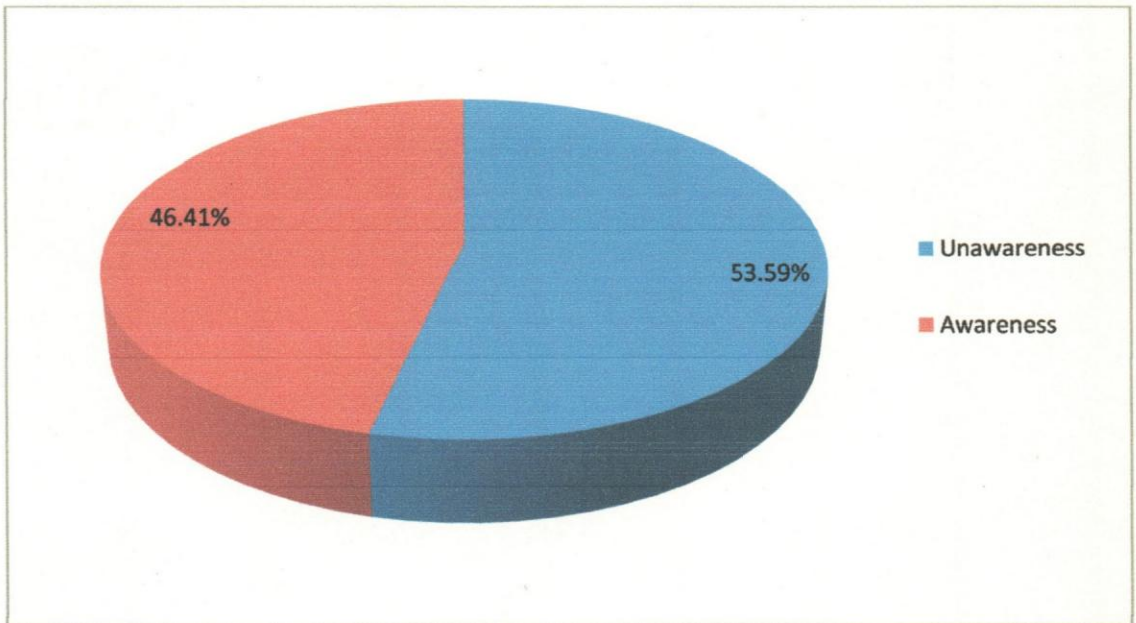
The role awareness of SMC members was assessed through the items of a self-made questionnaire named "Questionnaire for assessing role awareness of SMC members and their participation in school improvement programme at primary stage." The responses of the SMC members were recorded in Yes or No. For total score each Yes response has been given 1 mark and no mark for No response and thus, total Yes were calculated for obtaining overall score. Descriptive Statistics was applied on the scores and mean and percentage was calculated as shown in the following table 4.1.

Table 4.1: Showing Score and percentage of Role-Awareness of SMC Members:

S.No	SMC members	No. of Members	Score of Role Awareness	Percentage (%)
1	Male	12	178	47.85%
2	Female	19	268	45.50%
	Total	31	446	46.41%

Table 4.1 reveals that score of role awareness of male and female SMC members are 178 and 268 accordingly and percentage of role awareness of Male SMC members is 47.85% and of Female Members is 45.50%. This indicates that Male SMC members are slightly more aware about their roles than Females. Total percentage of role awareness of SMC members is 46.41% which indicates role awareness of SMC members are less than 50%.

Diagram 4.1: Showing percentage of role awareness & unawareness of SMC Members regarding school improvement programme:



The above pie chart indicates the percentage of role awareness of School Management Committee members is 46.41% while the percentage of unawareness is 53.59%. This indicates that committee members are highly unaware about their role as School Management Committee Members.

To test whether there is any significant difference in the role awareness of male and female SMC members t-test was employed. The results are shown in the following table 4.2

Table 4.2: Table showing Mean and t-value for role awareness of male and female SMC members

S.No	SMC Member	Mean	t-test	p-value	Level of Significance
1	Male	14.83	0.366	0.717	N.S. at 0.05 level
2	Female	14.11			

The above table 4.2 indicates that p-value for t test is 0.717 which is not significant at 0.05 level of confidence. So the null hypothesis is accepted and the result is drawn that there is no significant difference in

the role awareness of Male and Female SMC members.

Differences in the role awareness of Male and Female SMC members may not be significant because both of them have similar kinds of roles regarding school improvement programme. Both of them undergo similar kinds of training and instructions provided by the government. They have to work in a team as a member of School Management Committee.

4.1.1: Item wise analysis of Role Awareness of SMC members:

To analyses the role awareness of SMC members in particular areas, percentage of yes and no for each item related to role awareness have been calculated and shown in the following table 4.3:

Table 4.3 : Showing percentage of YES and NO for each item related to role awareness of SMC Members

S.No.	Item	%Yes	%No
1.	School Management Committee has been constituted in the school where your child studies.	80.64	19.56
2.	School Management Committee has been	83.87	16.13

	constituted by the Principal.		
3.	School Management Committee has been constituted through the elections in parents meeting.	48.38	57.62
4.	Meeting of School Management Committee is organised every month regularly.	45.16	54.84
5.	Teachers do full efforts to increase enrollments in the opening of new session.	48.38	51.62
6.	Community cooperation is required to increase the attendance of the students	54.83	45.17
7.	Mid Day Meal is provided regularly to the students.	74.19	25.81
8.	You are sure that teachers are not involved in private tutions.	61.29	38.71
9.	School development plan is prepared every year in school.	32.25	67.75
10.	Free books are provided by the school.	61.29	38.75

11.	Free Uniforms are provided to children by the school.	70.96	29.04
12.	Exams are conducted on due time in the school.	51.61	48.39
13.	Evaluation is properly done in the school.	35.48	64.52
14.	Proper Utilization of government funds is being made in school.	58.06	41.94
15	You have knowledge about the yearly expenses made by school.	39.03	70.96
16.	You are aware of the Annual Budget made by the school.	35.48	64.52
17.	Annual Budget is thoroughly discussed in the meetings with principal.	38.70	61.3
18.	Financial help is received from other sources also rather than government?	29.03	70.97
19	If Financial help is received from other sources than Government then it is shown in separate account.	19.35	80.65
20.	You are satisfied by the use	29.03	70.97

	of Financial Grants received from government.		
21	The expenses made by school are shown accordingly in the account.	22.58	77.42
22.	Admission fees are not charged from any student.	45.16	54.84
23	National festivals are celebrated in the school.	38.70	61.3
24	Cultural programs are organized in the school time to time.	35.48	64.52
25	You have relevant information about RTE-2009.	45.16	54.84
26	Principle regularly invigilates the school.	45.16	54.84
27.	Scholarship is distributed to every child.	58.06	41.94
28.	After the constitution of School Management Committee, the quality of education has improved a lot.	67.74	32.26
29.	Propagation of Sarva Shiksha Abhiyan is properly done by the school.	38.70	61.30

30.	Annual Budget is duly signed by the president of the committee.	51.61	48.39
31.	There is increment in the new enrollment after the constitution of School Management Committee.	58.06	41.94

It can be visualized from the table 4.3 that 80.64% of SMC members say Yes on the item "SMC has been constituted in the school where you child studies." This reveals that majority of SMC member are aware of the existence of SMCs in the schools. Similarly 83.87% SMC member say Yes on the item "School Management Committees has been constituted by the principal ". So it reveals that they know about the constitution of School Management Committee. They are aware regarding Mid Day Meal scheme since 74.19% of the SMC member say Yes for the item "Mid Day Meal is provided regularly to the students." SMC member are aware that free books and uniforms are provided to the children from school. Since 61.29% and 70.96% say Yes accordingly on the items related to free books and uniforms. Majority of SMC member admit that quality of education improve after the constitution of School Management Committee.

Since 67.71% School Management Committee member responded No on the item “School Development Plan is prepared every year in school.” So, it shows that they are less aware or mostly unaware regarding their role in School Development Plan. As 70.96% of the members say No on the item, “You have knowledge about the yearly expenses made by school.” It reveals that SMC members are not aware of the yearly expenses made by the school. Similarly 64.52% SMC members responded No for item “You are aware of the annual budget made by the school.” which reveals that they are less aware about the preparation and utilization of the annual budget. Same way 63% of the SMC members say No for item “Annual budget is thoroughly discussed in the meeting with principal.” Which shows that most of the SMC members do not have discussions with principal on Annual budget.

4.2.0 STUDY OF THE PARTICIPATION OF SMC MEMBERS IN SCHOOL IMPROVEMENT PROGRAMME.

The participation of SMC members in school improvement programme was assessed through the items of a self-made questionnaire named “Questionnaire for assessing role awareness of

SMC members and their participation in school improvement programme at primary stage." The responses of the SMC members were recorded in Yes or No. For total score each Yes response has been given 1 mark and no mark for No response and thus, total Yes were calculated for obtaining overall score. Descriptive Statistics was applied on the scores and mean and percentage was calculated as shown in the following table 4.4.

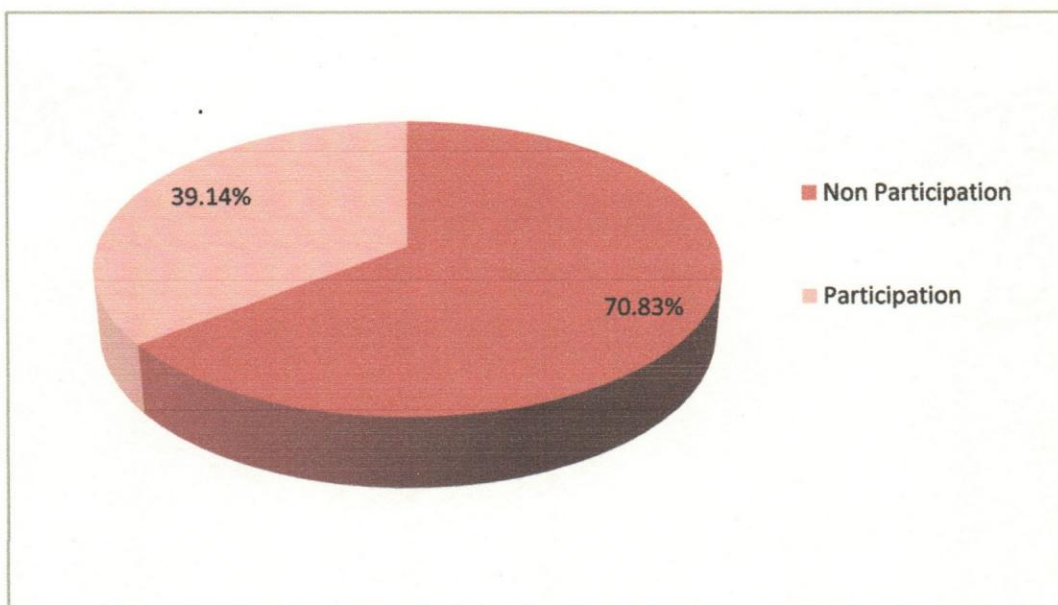
Table 4.4: Showing percentage of Participation of SMC Members in school improvement programme:

S.No.	SMC members	No. of Members	Score of Participation in school improvent programme	Percentage of Participation in school improvent programme
1	Male	12	67	37.22%
2	Female	19	115	40.35%
	Total	31	182	39.14%

It can be observed from the above table that percentage of participation of Male SMC members is 37.22% and that of Female SMC members is 40.35%. This indicates that Female SMC members are more active in participation in school improvement programme than the Male SMC members. Total percentage of participation of SMC members in

school improvement programme is 39.14% which is even less than 50%. This indicates that the participation of SMC members in school improvement programme is not satisfactory.

Diagram 4.2: Showing percentage of Participation and Non-participation of SMC Members in school improvement programme:



It can be visualized from the above pie chart that the percentage participation of the School Management Committee members in school improvement programme is 39.14% while a huge percentage (70.83%) received under non-participation. So it reflects that only 39.14% is the participation of SMC members in school improvement programme.

To test whether there is any significant difference in the participation of male and female SMC members in school improvement programme t-test was employed. The results are shown in the following table 4.5

Table 4.5: Mean and t value for participation of Male and Female SMC Members in School improvement programme:

S.No.	SMC Members	Mean	t-test	p-value	Level of Significance
1	Male	5.58	5.68	0.574	N.S. at 0.05 level
2	Female	6.05			

It can be visualized from the table 4.5 that p-value for t test is 0 .574 which is not significant at 0.05 level of confidence. So, the null hypothesis is accepted. Thus it shows that there is no significant difference in participation of male and female SMC members in school improvement programme.

4.2.1: Item wise analysis of participation of SMC members in school improvement programme:

To analyses the participation of SMC members in particular areas of school improvement programme, percentage of yes and no for each item have been calculated and shown in the following table 4.6:

Table 4.36: Showing percentage of YES and NO for each item related to participation of SMC Members in school improvement programme:

S.No.	Item	Yes %	No %
1.	You participate in most of the SMC meetings.	48.38	51.62
2.	You inspect about the regularity of classes.	35.48	64.52
3.	You are satisfied about the punctuality of teachers.	45.16	54.84
4.	Syllabus is completed on right time by teachers.	41.93	58.07
5.	Regular homework is given by teachers.	48.38	51.62
6.	You co-operate to maintain regular attendance of students.	41.61	48.39
7.	Students' progress report is discussed with parents.	32.25	67.75
8.	You check the quality of Mid Day Meal by tasting it.	41.93	58.07
9.	You do inspection about the financial needs of the school.	32.58	77.42
10.	You have given some suggestions regarding expenditure of different areas of last year's annual budget.	35.48	64.52
11.	You participate in cultural programmes organized in school.	41.93	58.07
12.	You motivate children to participate in school activities.	61.29	38.71
13.	Training has been given to you about RTE-2009.	41.93	58.07
14.	You encourage your neighbourhood children to study in this school.	38.70	61.3
15.	You do inspection of teachers work whether they accomplish other school related work or not.	18.90	81.1

Table 5.6 shows that as 61.29% of School Management Committee members say Yes on the item "Do you motivate children to participate in school activities." So we can interpret that the participation of School Management Committee

members is significant in motivating children to participate in school activities.

As 81.1 % School Management Committee members say No on the item “You do inspection of teachers’work whether they are engaged in other school related works rather than teaching or not.” So, it reveals that the participation of School Management Committee members is less in inspection of teachers’ performance. Similarly majority of School Management Committee members do not participate in inspection of the financial needs of school. As 77.42% of members say No on item "You do inspection of the financial needs of the school" and 64.52% responded No on item "You have given some suggestions regarding expenditure in the different areas of school."

The areas in which participation of School Management Committee members is average can be seen by observing item like “You participate in most of the SMC meetings.” As for this item only 48.38% of SMC Members say “YES” and 51.62% “NO” other items which show average participation of School Management Committee members are “You cooperate to maintain regular attendance of students.” It has

received 41.61% “YES”and 48.39% “NO”. Another item “Training has been given to you about RTE-2009”also shows average participation of School Management Committee members as only its responses showed 41.93% “YES” and 58.07% “NO”.

Above analysis clearly indicate that in most of the areas the participation of SMC members in school improvement programme is either average or below average.
