

CHAPTER- IV

Analysis & Interpretation

4.1.0 Introduction

After discussing the uses of remedial teaching and taking a brief review of researchers conducted in this area to support the rational of the present study, detailed plan of the study was presented in the third chapter. The hypothesis to be tested, variable involved, sample selected, tools employed and the manner in which the relevant data was collected and other methodological details are discussed in the chapter. The data thus collected was subjected to appropriate statistical procedure to test the hypothesis with which this study was initiated. The details of the statistical techniques employed for analysis of the data, results obtained through this analysis and the designs regarding the rejection or non rejection of hypothesis are presented in this chapter.

Statistical techniques are used for organizing analyzing and interpreting numerical data, statistics is a basic tool of measurement and evaluation when research has quantifiable data. Statistical method goes to the fundamental purposes of description and analysis. By statistic we can analyze and

interpret the data and can draw conclusion. If the collective data are systematically arranged, and analyzed through appropriate scientific and statistical technique, the results obtained are scientific and correct.

Interpretation of data refers to that important part of the investigation, which is associated with the drawing of the inference from the collected facts after an analytical study. It is the interpretation that makes it possible for us to utilize collected data in various fields.

4.2.0 Statistical Procedure Employed

First to understand the distribution of variable, basic statistic such as mean and standard deviation were calculated for all the variables involved in the study. The total sample based on gender was compared and, 't value' for independent and co-related sample were calculated.

4.3.0 Verification Of The Hypotheses.

There are 4 hypotheses verified by using appropriate statistic like mean, S.D. correlation, and 't' test.

4.3.1 Analysis Pertaining To Total Sample

Hypothesis (H_0^1) -

There is no significant difference between pre test and post test of IXth standard students in solving problems of polynomials .

Table 4.1 Showing mean different between pre-test and post test scores of total students

S.no.	Test	Number	Mean	S.D.	df	t value	Significant
1.	Pre	60	26.1	3.92	98	11.27	Significant
2.	Post	40	42.78	3.99			

(The pre test was conducted for 60 students and only those students who scored 25 and below were selected for post test i.e. 40 students.)

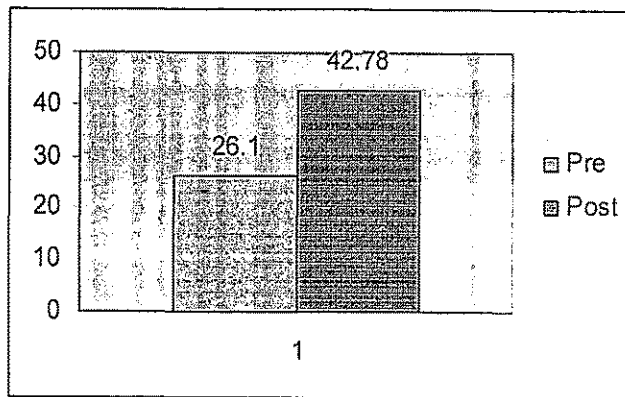
The above table shows that the computed value of the 't' test is 11.27 and the table value of 't' is 2.72 at 0.01 level.

Thus, the computed value of t is greater than the table value and hence, the **hypothesis is rejected**. It indicates that the students of experimental group do differ in their post test achievement in comparison to pre-test.

The value of mean for post test (A.M.=42.78) is found to be greater than the pre test (A.M.=26.1) as mean difference is significant, it may be inferred that achievement of students in solving problem of polynomials increases with the help of remedial teaching such as activities and instruction materials.

We can also show these mean difference in graph form

Graph-I



Mean

Graphical presentation of mean between pretest and post test scores of total students

4.3.2 Analysis Pertaining To Gender:

Hypothesis (H_0^2)

There is no significant difference between boys and girls of IX standard students in their achievement.

Table 4.2 Showing Mean difference between boys and girls pre/post test scores.

s.no.	Test	Number	Mean	S.D.	df	t value	Significant
1.	Boys	23	42.30	4.22	38	0.78	Not significant
2.	Girls	17	43.41	3.55			

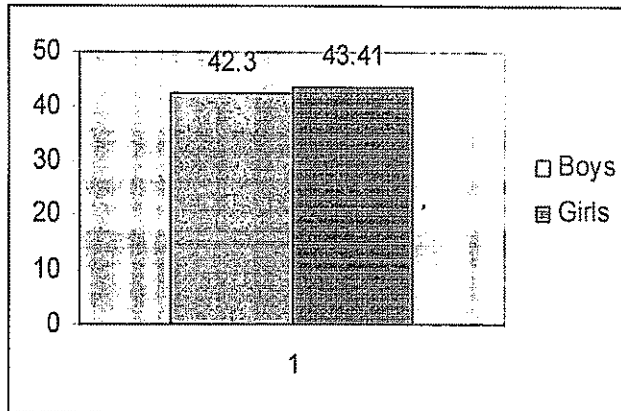
From the table it can be seen that the computed value of the 't' test is 0.78 and the table value of 't' test is 2.02 at 0.05 level.

Thus, the computed value of t is less than the table value and hence the hypothesis is accepted . It indicates that the students of experimental group do not differ in their achievement. Hence it may be stated that there is no significant difference between boys and girls in their achievement .

The value of mean for girls (A.M. = 43.41) is found to be greater than the boys (A.M.= 42.30). As mean difference is not significant, it may be inferred that, there is no generalized difference between the I.Q. & personality of girls & boys. Also, there is no stark difference between the background of girls & boys.

We can also show these mean difference in graph- form

GRAPH-II



Mean

Graphical presentation of mean between boys and girls scores.

4.3.3 Analysis Pertaining To Total Girls.

Hypothesis (H_0^3)

These are no significant difference between pre test and post test of girls.

Table 4.3 Mean difference between pre test and post test of girls scores of IX standard students.

s.no.	Test	Number	Mean	S.D.	df	t value	Significant
1.	Pre	25	26.88	5.27	40	6.56	Significant
2.	Post	17	43.41	1.81			

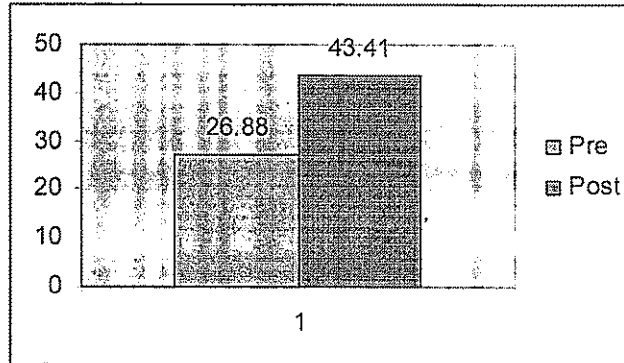
The table shows that the computed value of 't' test is 6.56 and the table value of 't' test is 2.12 at 0.05 level

Thus the computed value of 't' is greater than the table value and hence the **hypothesis is rejected**. The above table indicates that the girls of experimental group do differ in their post test achievement in comparison to pre test.

The value of mean for post test (A.M.= 43.41) is found to be greater than the pre test (A.M.=26.88). As mean difference is significant, it may be inferred that achievement of girls has increased significantly due to these improve capacity of grasping content which resulted from the use of remedial teaching material.

We can also show these mean difference in graph form

GRAPH-III



Mean

Graphical presentation of mean between pre-test and post test scores of total girls.

4.3.4 Analysis pertaining to total boys.

Hypothesis (H_0^4)

There is no significant difference between pre test and post test of boys.

Table 4.4 : Mean difference between pre test and post test scores of total boys.

s.no.	Test	Number	Mean	S.D.	df	t value	Significant
1.	Pre	35	25.54	4.59	56	24.74	Significant
2.	Post	23	42.30	4.22			

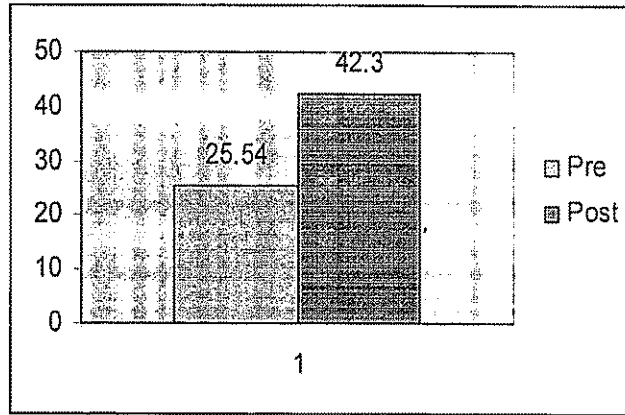
The table shows that the computed value of 't' test is 24.74 and the table value of 't' test is 2.86 at 0.01 level.

Thus, the computed value of 't' is greater than the table value and hence the **hypothesis is rejected** . Here it indicates that the boys of experimental group do differ in their post test achievement in comparison to pre test.

The value of mean for post test (A.M.= 42.30) is found to be greater than the pre test (A.M.=25.54) . As mean difference is significant, it may be inferred that the achievement of boys is higher in post test due to improvement in thinking capacity by the use of remedial activities and test items.

We can also shows these mean difference in graph form

GRAPH-IV



Mean

Graphical presentation of mean between pre test and post test scores of total boys.