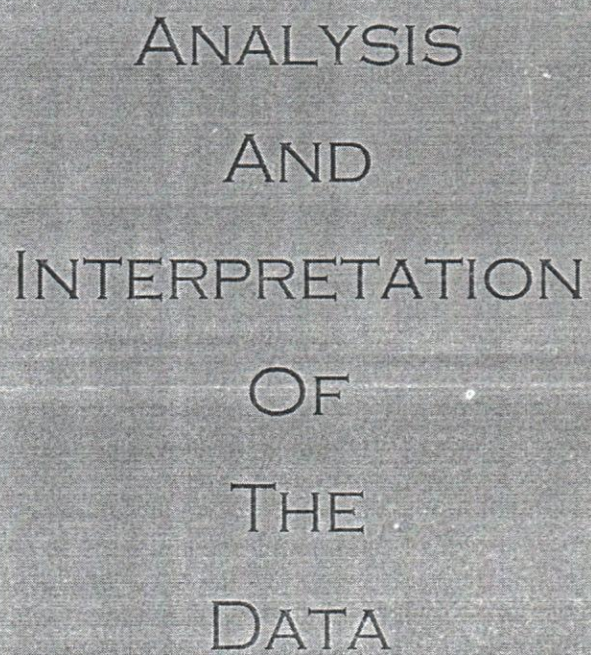


# CHAPTER-4



ANALYSIS  
AND  
INTERPRETATION  
OF  
THE  
DATA

# CHAPTER IV

## Analysis of Data and Interpretation

### 4.0 Introduction

This chapter presents the quantitative analyses of the numerical data that were supplied by the school district with regard to achievement. For the purpose of these analyses, the following were used as independent variables, mathematics total battery score was the dependent variable:

- Race/ethnicity recorded according to federal guidelines,
- SES established by participation in the free or reduced meal program,
- Gender, and
- Curriculum participation.

**Data analysis** is a process for obtaining raw **data** and converting it into information useful for decision-making by users. **Data** is collected and analyzed to answer questions, test hypotheses or disprove theories.

### Quantitative Findings

The demographic information is presented. Next, findings are presented in order, by research questions. Last, a summary of the findings is included.

### Demographic Information

The researcher utilized data from one school in the study. Of the schools included in the study fifteen were middle level, grades eight, two were one was an elementary/middle school combined and the remaining three were a middle/high school combinations. The schools were representative of a range of school settings including urban, suburban, rural.

#### 4.1 Analysis of Data and Interpretation

Mathematical problems are as follows:----

- The primary cause of **math** difficulties is an inability to create a gestalt image for the concepts underlying **math** processes. Individuals often attempt to memorize facts instead of being able to think, reason, and problem solve with numbers.
- MATHS is a subject where a student has to put in sincere efforts not just by doing a monotonous activity but with the sence of application as well. People want to learn the subject,score well by putting little ffort which n case of maths dont happen. Ther is no short cut for scoring especially in this subject.
- Because they think that math is a hard subject but if you think i can do it than maths will be weak for you not you will be weak for maths.
- They cannot concentrate on maths . so , there is a problem of understanding the mathematics.
- Problem in measurement of the angles and angles of the triangle.
- Problem in measuring the line and angle between the shape of the solid figures.

- Problem in memorizing the concepts and formula of the mathematics.
- Problem in memorizing symbol of congruency and other symbols used in mathmetics.
- Problem in understanding the difference between the difference between the angles.

The reasons behind these problems of the students in mathematics are:-

- Attendance of the student in the class.
- Teaching done by unprofessional teachers.
- The parents are not motivate to their children towards learning.
- Traditional method adopted by the teachers while teaching mathematics.

#### 4.1.1 Hypothesis verification

Hypothesis Number – 1

“Effect of remedial teaching on selected skills in research.”

**Table No.4.1.1**

S.No.	Test name	No. of student	Mean	Standard deviation	Co-relation	‘T’ value	Degree Of freedom	‘T’ Table value
1	Pre-test	40	22.02	4.61	0.78	10.39	39	2.71*
2	Post-Test	40	26.93	2.71				

\*0.01 Significance level

The data analyses indicated no significant difference in mathematics total battery test scores between students. There is significant difference in between in pre - test or post - test. The pre – test values is 22.02 and post test values is 26.93 values of the before the remedial teaching and after the remedial teaching.

**Hypothesis Number – 2**

“Effect of remedial teaching on students doubts clearence in research.”

**Table No.4.1.2**

S.No.	Test name	No. of student	Mean	Standard deviation	Co-relation	‘T’ value	Degree Of freedom	‘T’ Table value
1	Pre-test	40	6.1	1.24	0.58	5.7	39	2.71*
2	Post-Test	40	7.05	0.74				

\*0.01 Significance level

The data analyses indicated no significant difference in mathematics total battery test scores between students. There is significant difference in between in pre - test or post - test. The pre – test values is 6.1 and post test values is 7.05 values of the before the remedial teaching and after the remedial teaching.

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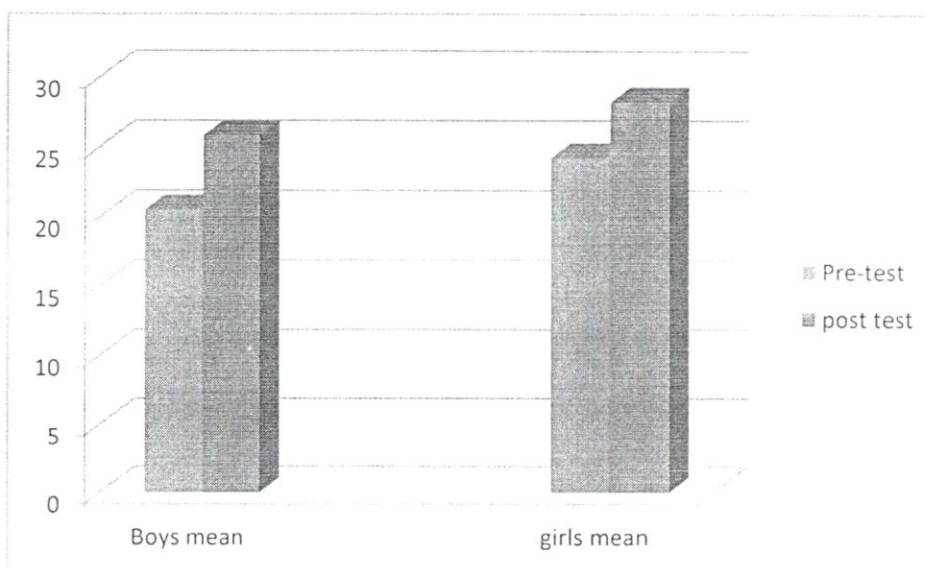
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**Table 4.1 Graph**

**Table No.4.1**

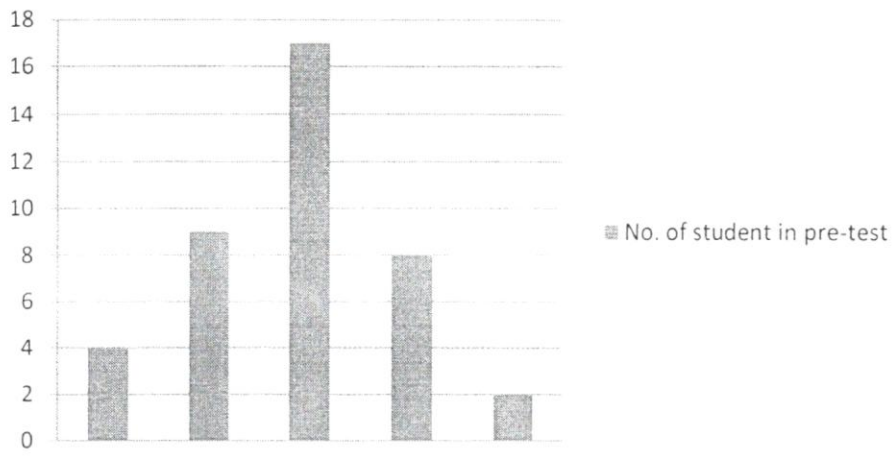
	Boys Mean	Girls Mean
Pre - test	20.54	24.25
Post - test	25.83	28.25



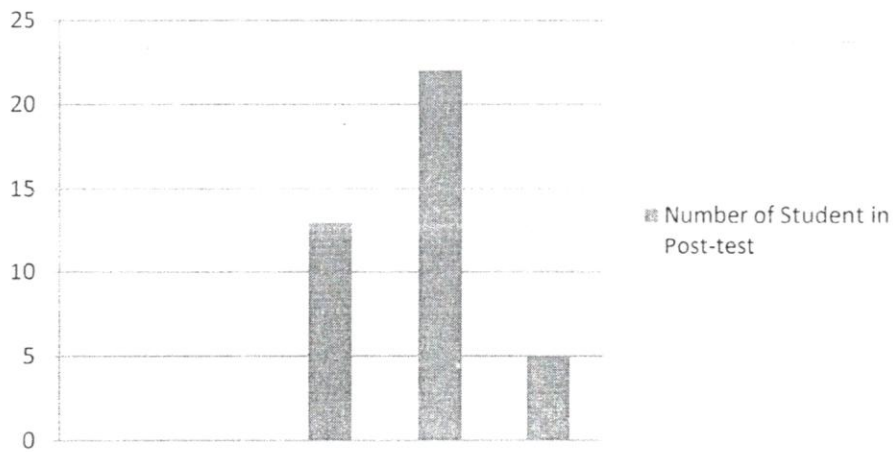
**Table No.4.2**

<b>Level of Marks</b>	<b>No. of student in pre-test</b>	<b>Number of Student in Post-test</b>
0-5	4	0
6-10	9	0
11-15	17	13
16-20	8	22
21-25	2	5

### No. of student in pre-test



### Number of Student in Post-test





## Summary

Chapter IV presents demographic information and the findings by research question after the data had been analyzed. These data indicate that CMP is not overwhelmingly effective for every group of students. There was a significant difference in academic performance on every level after completing one year of CMP. In most of the other cases once students completed two and/or three years of CMP there was no significant difference among the students with the exception of African American and Non African American students. The data collected during the course of this study revealed increased achievement for individual students and less of an achievement gap among various subgroups of students in mathematics classes where CMP was the primary textbook series utilized.