

CHAPTER 4:
ANALYSIS AND INTERPRETATION

ANALYSIS AND INTERPRETATION

4.1: INTRODUCTION.

Data analysis and interpretation is the heart of the research work. Data analysis is the procedure to induce organization, conformation and essence to the mass of collected data.

Research can be divided into two steps-

- Gathering of data
- Analysis of data

Gathering of data is the prior step for analysis and interpretation. Analysis is the most crucial part of research and it works as a pillar in field of research. In any research, it is necessary to get a meaningful picture of raw scores. In the beginning raw scores are meaningless for any conclusion, they have no value unless they are analyzed and interpreted in the proper and meaningful way.

The objectives of the study cannot be achieved without interpreting the facts collected through the tools which lead to interpretation and generalization of the study. After the data has been collected, it was statistically analyzed by using appropriate design and techniques. Therefore, data must be processed and analyzed to draw inferences by keeping in view the objectives of the study and their corresponding hypothesis. Statistics is the good tool for researcher to carry out magical games on raw scores, which eventually help to establish the relationship between variables by Interpreting the results. Interpretation of the data provides a theoretical conception; hence it becomes a very important and essential process. It involves mainly following factors:-

1. Provide in-depth knowledge about the abstract principle behind her findings.
2. The researcher enables to understand her findings and the reasons behind their existence.
3. Intensive understanding and knowledge can be captured with the help of further research.
4. Equip with guidance in the related studies for research work.

In this chapter the researcher describes the analysis and interpretation of results on the basis of collected data by keeping in view the above information.

In recent times, there have been several attempts to understand the various dimensions of thinking style and Teacher effectiveness. This topic has evoked considerable interest among the educational administrators and educational psychologists who have tried to explain the phenomenon of teacher effectiveness, thinking style in' their own perspective.

The present investigation was carried out to find the relationship of thinking style with teacher effectiveness. To test the hypotheses according to objectives the obtained data were analyzed and discussed by using appropriate statistical techniques namely percentage, Mean, SD, Pearson correlation. So the data were analyzed under the following heads-

4.2: OBJECTIVE 1.

TO STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHER BASED ON GENDER OF TEACHERS.

The first objective was to study the effectiveness of secondary school teachers. In order to measure effectiveness of secondary school teachers, teacher effectiveness scale for teacher prepared by Binti Dua (2018) was administered.

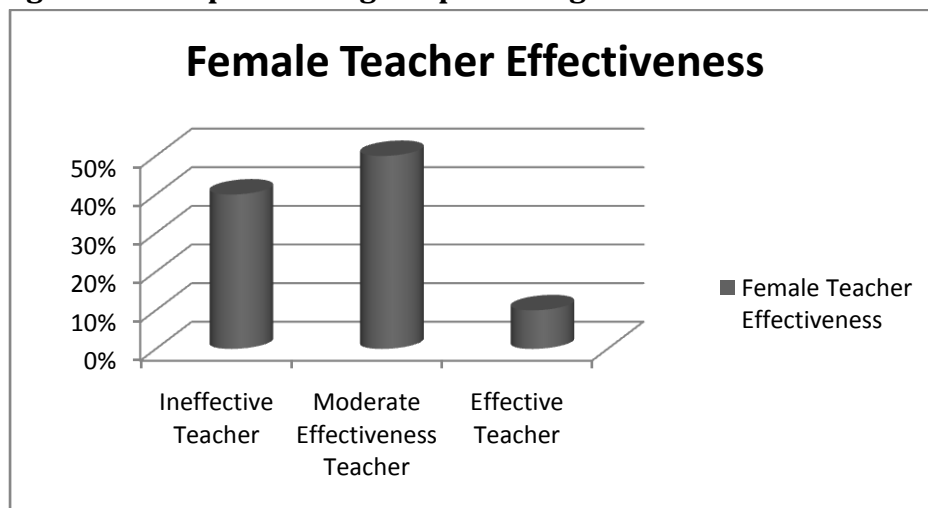
Teacher effectiveness scale (self Rating) was prepared in 5 point Likert Type Scale. TES was self rating so teacher were asked to rate herself according to the question in the scale and then at least total scores were calculated. And thereby total effectiveness scores of secondary school teachers were obtained.

Study of female teacher effectiveness.

Table 4.1: Exhibiting the female teacher effectiveness of secondary school teachers.

Sr. No.	Female teacher effectiveness	Percentage
1	Ineffective Teacher	40%
2	Moderate Effective Teacher	50%
3	Effective Teacher	10%

Figure 4.1:Graph showing the percentage of female ineffective and effective teachers.



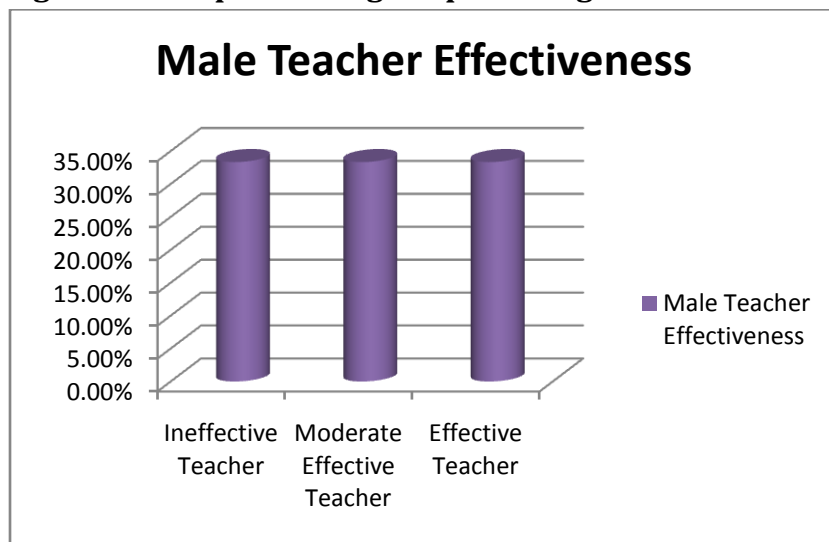
From the Table 4.1 and Figure 4.1, 10% female teachers fall under the category of effective teacher. 50% female teachers comes under the category of moderate effective teacher while 40% female teachers comes under the category of ineffective teacher.

Study of male teacher effectiveness.

Table 4.2; Exhibiting the male teacher effectiveness of secondary school teachers.

Sr. No.	Male Teacher Effectiveness	Percentage
1	Ineffective Teacher	33.33%
2	Moderate Effective Teacher	33.33%
3	Effective Teacher	33.33%

Figure 4.2: Graph showing the percentage of male ineffective and effective teachers



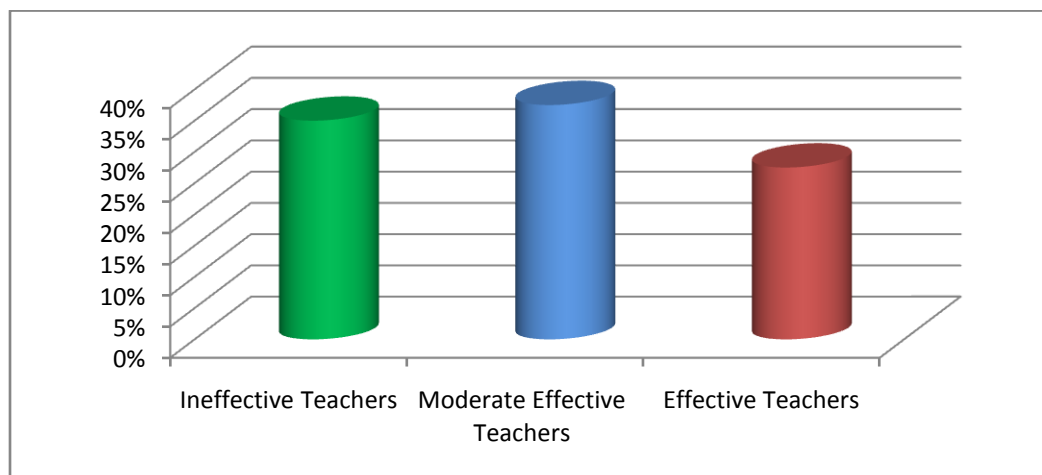
From the Table 4.2 and Figure 4.2 , There are 33.33% Male teachers falls under the each category of the teacher effectiveness.

Study of (male + female) teacher effectiveness.

Table 4.3: Exhibiting the teacher effectiveness of secondary school teachers.

Sr. No.	Teacher Effectiveness	Percentage
1	Ineffective Teacher	35%
2	Moderate Effective Teacher	37.5%
3	Effective Teacher	27.5%

Figure 4.3: Graph showing the percentage of Ineffective and Effective teacher.



Hence from the above table 4.3 and figure 4.3, it is conclude that 27.5% teachers falls under the category of effective teacher, 37.5% teachers comes under the moderate effective teacher category while 35% teachers comes under ineffective teacher category. So this show that only 27.5% secondary school teachers were effective.

From all Table 4.1,4.2,4.3 and Graph 4.1,4.2,4.3 shows the classification of teacher effectiveness in percentage. Teacher effectiveness was calculated by using Table 3.3 (Categories for teacher effectiveness).

Hence from the above tables it is conclude that only 10% female teachers and 33.33% male teachers of secondary schools of Lakhandur tehsil were effective that means there were male teachers more effective than female teachers.

Male and female teachers were considered together only 27.5% secondary school teachers were effective.

4.3: OBJECTIVE 2.

TO STUDY THE THINKING STYLE OF THE SECONDARY SCHOOL TEACHER BASED ON GENDER OF TEACHERS.

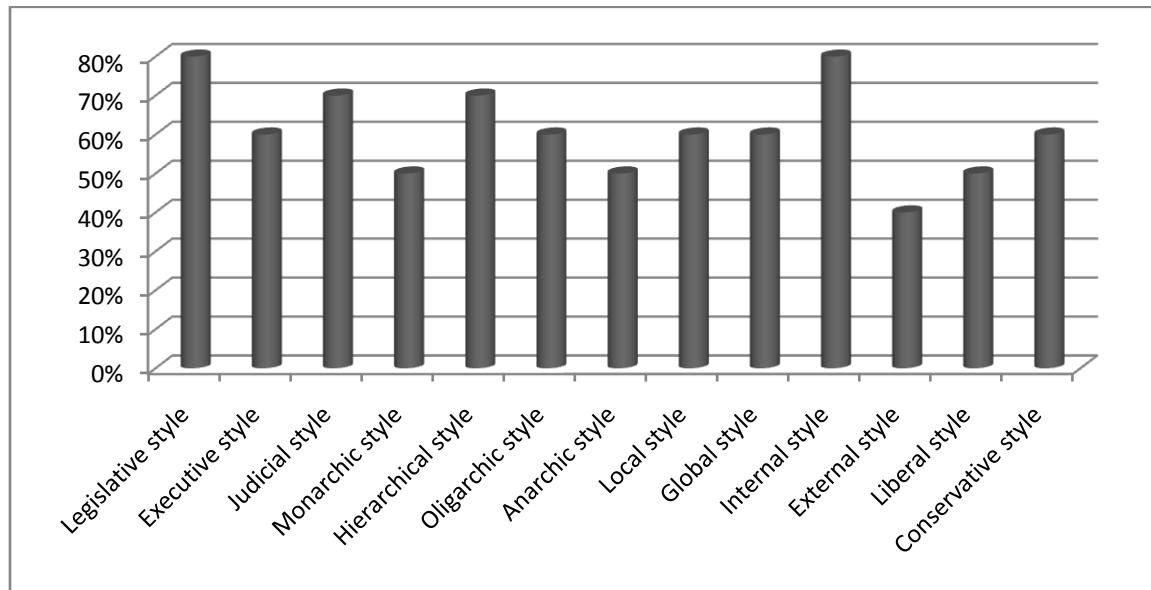
For this thinking style of secondary school teachers was assessed by teacher thinking style scale which is developed by the Binti Dua (2018).

Study of female teacher's thinking style.

Table 4.4: Exhibiting the Preferred thinking style of Female secondary school teachers.

Sr. No.	Female Teacher's Thinking Style	Sample(N=10)
1	Legislative style	80%
2	Executive style	60%
3	Judicial style	70%
4	Monarchic style	50%
5	Hierarchical style	70%
6	Oligarchic style	60%
7	Anarchic style	50%
8	Local style	60%
9	Global style	60%
10	Internal style	80%
11	External style	40%
12	Liberal style	50%
13	Conservative style	60%

Figure 4.4: Showing the Preferred thinking style of female secondary school teachers.



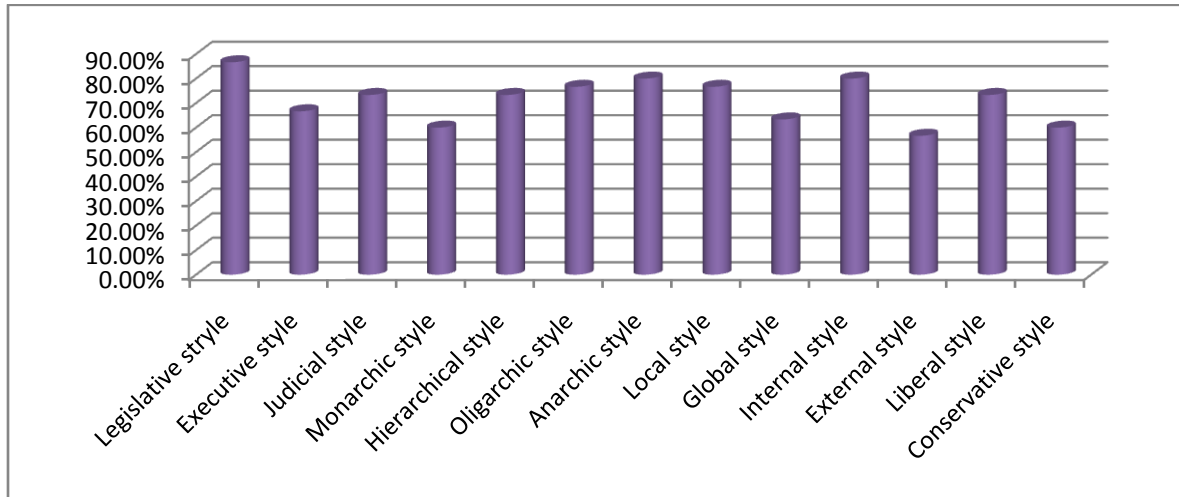
From table 4.4 and figure 4.4, it is revealed that the most of female teachers of secondary school teachers in Lakhandur Tehsil preferred Legislative style(80%) and Internal style(80%) ie. 80% of female teachers follow Legislative style and Internal style. 70% of female teachers follow Judicial and Hierarchical style. 60% of female teachers follow Executive, Oligarchic, Local, Global and Conservative style. 50% of female teachers follow Monarchic style. And 40% of female teachers follow External style.

Study of male teacher's thinking style.

Table 4.5: Exhibiting the Preferred thinking style of male secondary school teachers.

Sr. No.	Male Teacher's Thinking style	Sample (N=30)
1	Legislative style	86.66%
2	Executive style	66.66%
3	Judicial style	73.33%
4	Monarchic style	60%
5	Hierarchical style	73.33%
6	Oligarchic style	76.66%
7	Anarchic style	80%
8	Local style	76.66%
9	Global style	63.33%
10	Internal style	80%
11	External style	56.66%
12	Liberal style	73.33%
13	Conservative style	60%

Figure 4.5: Showing the preferred thinking style of male secondary school teachers.



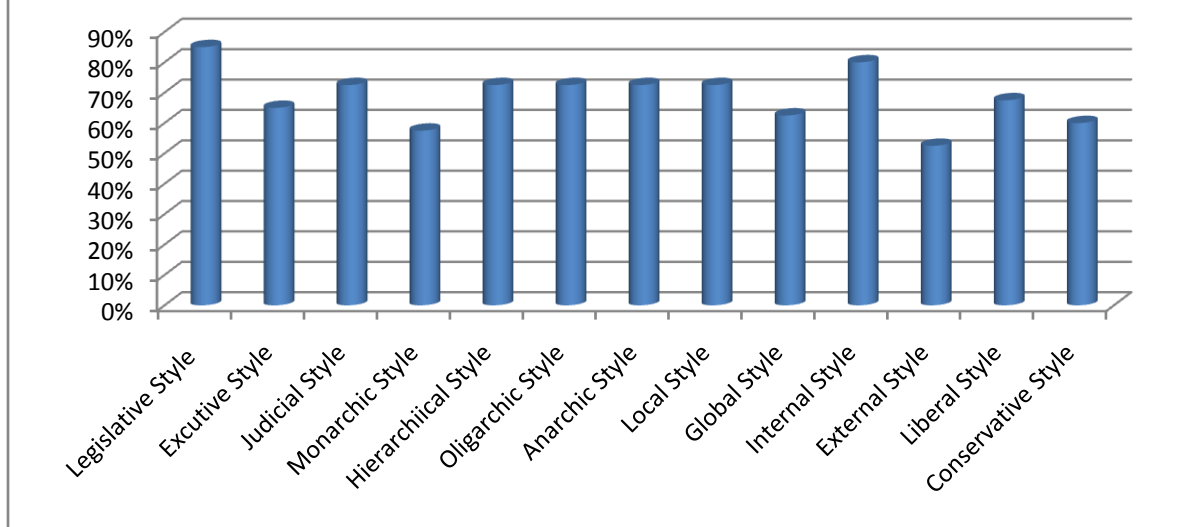
From table 4.5 and figure 4.5, it is revealed that most of the male teachers of secondary school preferred Legislative style (86.66%), Anarchic style (80%), Internal style (80%). While 76.66% male teachers follow the Oligarchic and Local style. 73.33% male teachers follow the Judicial, Hierarchical, Liberal style. In case of the Executive, Monarchic, Global, External, Conservative style; 66.66%, 60%, 63.33%, 56.66%, 60% respectively was preferred by male teacher's of secondary school.

Study of (male + female) teacher's thinking style.

Table 4.6: Exhibiting the Preferred thinking style of (male+female) secondary school teachers.

Sr. No.	Thinking Style	Whole Sample (N=40)
1	Legislative style	85%
2	Executive style	65%
3	Judicial style	72.5%
4	Monarchic style	57.5%
5	Hierarchical style	72.5%
6	Oligarchic style	72.5%
7	Anarchic style	72.5%
8	Local style	72.5%
9	Global style	62.5%
10	Internal style	80%
11	External style	52.5%
12	Liberal style	67.5%
13	Conservative style	60%

Figure 4.6 : Showing the preferred thinking style of secondary school teachers.



From the table 4.6 and figure 4.6, it is revealed that the most preferred thinking style was Legislative style (85%) of secondary school teachers. 80% of the secondary school teachers follow internal style. Whereas 72.5% of secondary school teacher follow the Judicial, Hierarchical, Oligarchic, Anarchic, Local style. In case of the Executive, Global, Liberal, Conservative, Monarchic, External style; 65%, 62.5%, 67.5%, 60%, 57.5%, 52.5% respectively was preferred by secondary school teachers.

From above tables and figures, It conclude that the secondary school teacher mostly preferred Legislative, Internal style and Judicial, Hierarchical , Oligarchic, Anarchic, Local style was moderate preferred. But in comparison to above style Monarchic, External, Conservative style were least preferred. Thus it show that the mostly secondary school teacher shows preference to work or tasks that required minimum change, they usually like to work in traditional way.

4.4: OBJECTIVE 3.

TO STUDY THE RELATIONSHIP OF TEACHER EFFECTIVENESS AND THINKING STYLE OF SECONDARY SCHOOL TEACHERS.

Relationship of thinking style and teacher effectiveness was calculated by Pearson correlation coefficients 'r' was calculated to find out the relationship between thinking style and teacher effectiveness of secondary school teachers.

Table 4.7: Exhibiting the relationship of teacher effectiveness and thinking style of secondary school teachers.

Thinking Style	r
Legislative style	0.612
Executive style	0.689
Judicial style	0.575
Monarchic style	0.492
Hierarchical style	0.356
Oligarchic style	0.496
Anarchic style	0.605
Local style	0.520
Global style	0.398
Internal style	0.323
External style	0.357
Liberal style	0.134
Conservative style	0.307

From the table 4.7, it revealed that there was positive relationship between the Legislative style ($r=0.612$), Executive style ($r=0.689$), Anarchic style ($r=0.605$) with teacher effectiveness of secondary school teachers while Judicial, Monarchic, Oligarchic, Local thinking style showed moderate positive correlation with teacher effectiveness. On the other hand, Hierarchical, Global, Internal, External, Liberal, Conservative thinking style has least positive correlation with teacher effectiveness of secondary school teachers.

So it concludes that the null hypothesis that is "there is no significant relationship between thinking style and teacher effectiveness of secondary school teachers" is rejected. It shows that thinking style is significantly related to teacher effectiveness of secondary school teachers.