

Chapter 4
Data Analysis and Interpretation

CHAPTER – 4

ANALYSIS AND INTERPRETATION

4.1. Introduction

The previous chapters in the study dealt with the conceptual and theoretical aspects of the study, detailed review of literature, and methodology in the following chapter. After that the objectives and hypothesis of the research are collected, followed by scoring and tabulation of the data, the analysis and finally the interpretation is done. The present study focuses mainly on the analysis and interpretation of the data that were collected for the study.

4.2. Analysis of the Data

The result was interpreted through the following tables.

Table 4.1.

Paired Sample Statistics

		Mean	N	Standard Deviation	Standard Error Mean
Pair 1	Pre—Test Score	159.83	80	1.941	0.217
	Post—Test Score	170.34	80	1.090	0.122

According to Table 4.1. the mean pre—intervention score on a sample of 80 students was 159.83 with a standard deviation of 1.941 and 0.217 was the Standard mean error. The mean post—intervention score was 170.34 with a standard deviation of 1.090 and a Standard Error Mean was 0.122.

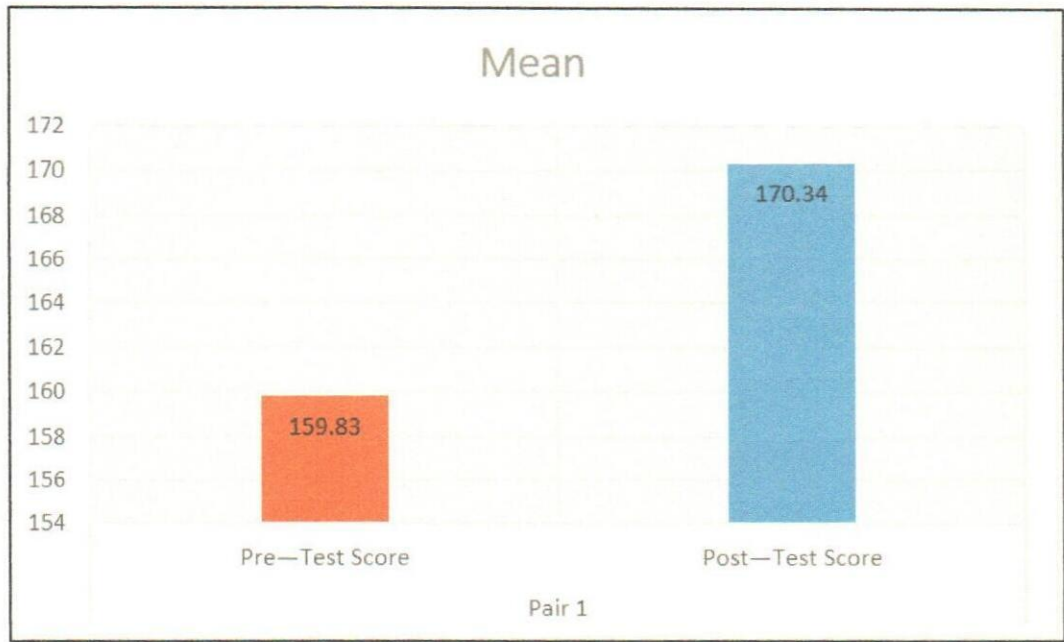


Figure 4.1: Histogram Plot of mean scores on the TEAS before and after applying the environmental awareness program.

Figure 4.1 graphically presents the fact that interventions have brought a positive change in senior secondary school students towards environment

Table 4.2.

Paired Samples Correlations

		N	Correlation	Significance
Pair 2	Pre—Test Score	80	0.280	0.012
	Post—Test Score	80		

In Table 4.2. above the correlation value is 0.280 and the its significance is 0.012.

Table 4.3.

Paired Samples Test

Pair 1	Paired Differences				t	Difference	Significance (2-tailed)
	Mean	Standard Deviation	Standard Error Mean	95% Confidence			
				Lower			
Pre-Test Score	-10.513	1.942	0.217	-10.945	-10.080		
Post-Test Score	-10.513	1.942	0.217	-10.945	-10.080	79	0.000

In Table 4.3, t value stands at -48.413 while the difference is 79. Upon looking at Significance it was found to be 0.000. Plausible reason for this could be the interventions. The result shows that learners took the environmental awareness programs wholeheartedly and which increased their overall awareness.

4.3. Interpretation of the Data

Impact of Environmental Awareness Programs on Attitude on Total Sample of Senior Secondary School Students

When the effect of environmental awareness programs on environmental attitude of the students was analyzed, it was found that on the total sample, these programs have positive impact. The participation of the learners towards various works of the environment had created an overall positive impact. They were found to be more concerned and knew about conservation in a better way.

When the scores of pre—test of the total samples was compared with the scores of post—test of total sample on environmental attitude, the obtained t—value ($t = -48.413$) was found significant at level (0.05 level, 0.01 level) of confidence. The t-value assured the effect of environmental awareness programs on the students of secondary school. The in—depth investigation revealed that there was a significant difference in the mean-values of before test and after test which was administered on the total samples.

Where the mean value of post—test (170.34) was higher than mean value of pre—test (159.83). Hence, the hypothesis stands rejected.

Presented results are corroborated by the findings of Rajpoot, Saxena and Jadhon (1980) who concluded that environmental approach does increase the environmental awareness and attitude towards environment. The results presented in Table 3 have also been supported by various studies Hasan (1984) who studied the development of attitude of students towards environment issues and problems. Srchai (1988) who observed that in general, students have positive attitude towards environment issues.