

CHAPTER – IV

ANALYSIS AND INTERPRETATION

OF DATA

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CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA-

INTRODUCTION

The data collected from the test may have little meaning to the investigator until they have been arranged or classified in some systematic way. Statistics is a body of mathematical technique or process for gathering, organizing, analyzing and interpreting numerical data.

The research worker who uses statistics is concerned with more than the manipulation of data. The statistical method serves the fundamental purpose of description and analysis and its proper application involves answering the following questions.

1. Most facts need to gather to provide the information necessary to answer the question or to test the hypothesis?
2. How are these data to be selected, gathered, organized and analyzed?
3. What assumptions underlie the statistical methodology to be employed?
4. What conclusions can be validly drawn from the analysis of the data?

4.1 INTERPRETATION

After collecting and analyzing the data the researcher has no accomplish the task of drawing inferences followed by report writing. This has to be done very carefully, otherwise misleading conclusions may be drawn and the whole purpose of doing research may get validated. It is only through interpretation that the researcher can expose relations and processes that underlie his findings.

Interpretation refers to the task of drawing inferences from the collected facts after on analytical study. In fact, it is a search for broader meaning of research findings. The task of interpretation has two major aspects.

- 1) The effort to establish continuity in research through linking the results of a given study with those of another.
- 2) The establishment of some explanatory concepts.

“In one sense interpretation is concerned with relationships within the collected data partially overlapping analysis. Interpretation also extends beyond the data of the Study to include the results of other research, theory and hypothesis”. Thus interpretation is the device through which the factor that seem to explain what has been observed by researcher in the course of study can be better understood and it also provide a theoretical conception which can serve as guide for further researches.

Table No. 7

Score of Administrative Behaviour of Junior College Principals

Total Principals	Always good Above 80%	Frequently good Above 60%	Sometimes good	Rarely good	Never good
18	12 (66.6%)	06 (33.3)	00	00	00

Observation and Interpretation -

It is observed from Table No. 7 that out of 18 principals of Junior Colleges of Walwa Taluka 12 (66.6%) principals show always good Administrative Behaviour while 6 (33.3%) principals show frequently good Administrative Behaviour. None of the principals show Rarely and Never good Administrative Behaviour.

It is interpreted from Table No. 7 that majority of the principals of Junior colleges Show always good Administrative Behaviour.

Table No. 8**Administrative Behaviour of Junior College Principals Score in 4 Areas.**

Total No. 18	Planning Maximum Score 84	Organization Maximum Score 104	Communication Maximum Score 112	Decision making Maximum Score 60	Total Out of 360	Average 100%
1	60	75	76	49	260	72.22
2	72	78	99	57	306	85
3	72	78	99	58	307	85.27
4	72	78	99	57	306	85
5	63	71	86	49	269	74.72
6	64	72	94	58	288	80
7	65	84	87	45	281	78.05
8	78	94	96	51	319	88.61
9	74	93	101	60	328	91.11
10	74	93	101	60	328	91.11
11	72	72	93	39	276	76.66
12	72	80	100	57	309	85.83
13	72	93	100	39	304	84.44
14	66	84	94	53	297	82.5
15	72	77	98	57	304	84.44
16	72	80	99	58	309	85.83
17	71	71	92	38	272	75.55
18	74	93	98	39	304	84.44
Average	70.27%	81.44%	95.11%	51.33%	-	-

Observation and Interpretation -

It is observed from the Table No. 8 that Average of communication area of Administrative Behaviour of principals is 95.11%, of organization area is 81.44%, of planning area is 70.27% and of decision making is 51.33%.

It is interpreted that Principals of Junior Colleges Scored maximum score in communication area and scored minimum score in decision making area.

Table No. 9
Administrative Behaviour Score of Principals according to areas

Areas	Above 80 Always good	60-80 Frequently good	40-60 Sometimes good	20-40 Rarely good	Below 20 Never good
Planning	00	17	01	00	00
Organisation	07	11	00	00	00
Communication	17	01	00	00	00
Decision Making	00	00	14	04	00

Observation and Interpretation

It is observed from table No. 9 that 17 - Principals of Junior Colleges in Walwa Taluka shows frequently good Administrative Behaviour and sometimes good, administrative Behaviour in the area of planning.

About 17 Principals administrative behaviour in communication area is always good. Principal administrative behaviour in Decision-making is sometimes good.

It is interpreted from the Table No. 9 that majority of principals show always good Administrative Behaviour Communication area and at least in organisation area. Majority of principals show frequently good administrative behaviour in planning area and organization area while majority of principals show sometimes good administrative behaviour in decision-making area.

Table No. 10

Job Satisfaction of Junior College Teachers

Total Nos. of Junior College Teachers	(Above the score- 239) High Job Satisfaction	(210 – 238) Average Job Satisfaction	(Below - 210) Low Job Satisfaction
164	(149) 90.85%	(15) 9.1%	Nil

Observation and Interpretation

It is observed from table No. 10 that out of 164 teachers in Junior college in Walwa Taluka 149 (90.85%) had high Job Satisfaction. 15 (9.1%) teachers in Junior colleges of Walwa Taluka showed average job satisfaction. None's Job satisfaction was low.

It is interpreted from table No. 10 that majority of the Junior College teachers in Walwa Taluka Showed high good job satisfaction and very less have average job satisfaction.

Table No. 11

**Correlation co-efficient of administrative behaviour of principals
of Junior college with Job Satisfaction of teachers in
Junior College**

Variables	Correlation Co-efficient
ABS JS	0.44

Observation and Interpretation

It is observed from table No. 11 that the co-relation co-efficient between the variables administrative behaviour of Principals and the Job Satisfaction of Junior College teachers is 0.44.

It is interpreted from table No. 11 that there is moderately positive co-relation between Administrative behaviour of Principals and Job Satisfaction of Junior College Teachers.

4.2 RESULTS OF STUDY

1. Out of 18 Principals of Junior College in Walwa Taluka 12 principals have were always good in administrative behaviour and 6 have frequently good administrative behaviour. (Table No. 9)
2. 17 Principals administrative behaviour were always good in communication area and 1 Principals were frequently good administrative behaviour in planning area. (Table No. 9)
3. Out of 164, 160 Junior College teachers from Walwa Taluka were high and 4 were average good Job Satisfaction. (Table No. 10)
4. There is moderately positive correlation between administrative behaviour of Principals in Junior Colleges and Job Satisfaction of Junior College Teachers in Walwa Taluka. (Table No. 11)