

CHAPTER-VI

ANALYSIS AND INTERPRETATION OF DATA

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6.1 INTRODUCTION :

In the previous chapter, the researcher has given the research procedure followed by him.

In this chapter , the researcher has analyzed and interpreted the scores with the help of statistical measures like mean, standard deviation and coefficient of correlation.

6.2 ITEM ANALYSIS :

After preliminary try-out the item analysis was done. The upper-lower index (Discrimination Power) of each item was calculated applying the

formula. The upper-lower index of 100 items were as follows.

TABLE 10
UPPER –LOWER INDICES OF 100 STATEMENTS

A = Accepted R= Rejected		
Statement No.	Upper –Lower indices (Discriminative Power)	Remark
1.	0.00	R
2.	0.35	A
3.	0.35	A
4.	0.25	A
5.	0.20	A
6.	0.15	R
7.	0.45	A
8.	0.30	A
9.	0.05	R
10.	0.20	A
11.	0.15	R

Statement No.	Upper –Lower indices (Discriminative Power)	Remark
12.	0.35	A
13.	0.35	A
14.	0.50	A
15.	0.00	R
16.	0.25	A
17.	0.15	R
18.	0.35	A
19.	0.65	A
20.	0.45	A
21.	0.45	A
22.	0.05	R
23.	0.25	A
24.	0.05	R
25.	0.20	A
26.	0.35	A
27.	0.20	A
28.	0.10	R
29.	0.55	A
30.	0.45	A
31.	0.50	A
32.	0.45	A
33.	0.30	A
34.	0.30	A
35.	0.35	A
36.	0.15	R
37.	0.15	R
38.	0.60	A
39.	0.10	R
40.	0.30	A

Statement No	Upper –Lower indices (Discriminative Power)	Remark
41.	0.30	A
42.	0.35	A
43.	-0.10	R
44.	0.60	A
45.	0.30	A
46.	0.70	A
47.	0.15	R
48.	0.10	R
49.	0.45	A
50.	0.35	A
51.	0.10	R
52.	0.10	R
53.	0.35	A
54.	0.15	R
55.	0.35	A
56.	0.35	A
57.	0.45	A
58.	0.45	A
59.	0.50	A
60.	0.40	A
61.	0.35	A
62.	0.25	A
63.	0.05	R
64.	0.35	A
65.	0.25	A
66.	0.60	A
67.	0.45	A
68.	-0.05	R
69.	-0.15	R
70.	0.35	A

Statement No.	Upper –Lower indices (Discriminative Power)	Remark
71.	0.35	A
72.	0.15	R
73.	0.15	R
74.	0.45	A
75.	0.50	A
76.	0.15	R
77.	0.45	A
78.	0.40	A
79.	0.45	A
80.	0.30	A
81.	0.20	A
82.	0.20	A
83.	0.25	A
84.	0.45	A
85.	0.20	A
86.	0.10	R
87.	0.15	R
88.	0.15	R
89.	0.20	A
90.	0.25	A
91.	0.40	A
92.	0.50	A
93.	0.50	A
94.	0.10	R
95.	0.60	A
96.	0.40	A
97.	0.50	A
98.	0.00	R
99.	0.15	R
100.	0.30	A

6.3 ANALYSIS OF THE STATEMENTS FROM THE EVALUATION SCALE BY THE JUDGES:

Evaluation scale was given to the judges along with the list of items. (Appendix B). The researcher had received 15 evaluation scales from the judges. These scales were analyzed. The tentative information is given in the tabular form.

TABLE 11

ANALYSIS OF STATEMENTS FROM EVALUATION SCALE

Sr.No	Description	Percentage	
		Yes	No
1	Statements in the test related to concerned competency .	100	-
2	No. of statements in the test are enough .	73.33	26.66
3	Language of the statement is meaningful and clear .	86.67	13.33

Sr.No	Description	Percentage		
		Best	Better	Good
4	Construction of the statements is proper .	26.66	66.67	6.67
5	Validity of the test .	-	86.67	13.33
6	General view about the test (opinion)	-	86.67	13.33

Explanation :

- 1) According to 15 judges (100%) the statements in the test were related to the concerned competencies.
- 2) 11 judges (73.33%) said that the number of statements were sufficient .But remaining 4 judges (26.60%) said that the number of statements should be increased.
- 3) According to 13 judges (86.67%) the language of statements was meaningful. But remaining 2 judges (13.33%) suggested to improve the language.
- 4) One judge (6.67%) said that the construction of the statements was good. 10 judges (66.67) said that statements were better constructed and remaining 4 judges (26.66%) said that statements were the best constructed.
- 5) Out of 15 judges , 13 judges (86.67%) said that validity of the test was better and 2 judges (13.33%) said it was good.
- 6) About general view of the test , 13 judges (86.67%) said that test was better and remaining 2 judges (13.33%) said that it was good.

6.4 TESTING OF HYPOTHESIS:

The hypothesis stated by the researcher was tested by calculating coefficient of correlation. Out of 303 student teachers one who was

absent for terminal examination was deleted. Thus , total 302 student teachers were available for testing the hypothesis.

6.4.1 HYPOTHESIS 1

There is no significant relationship between emotional intelligence and academic achievement of student teachers.

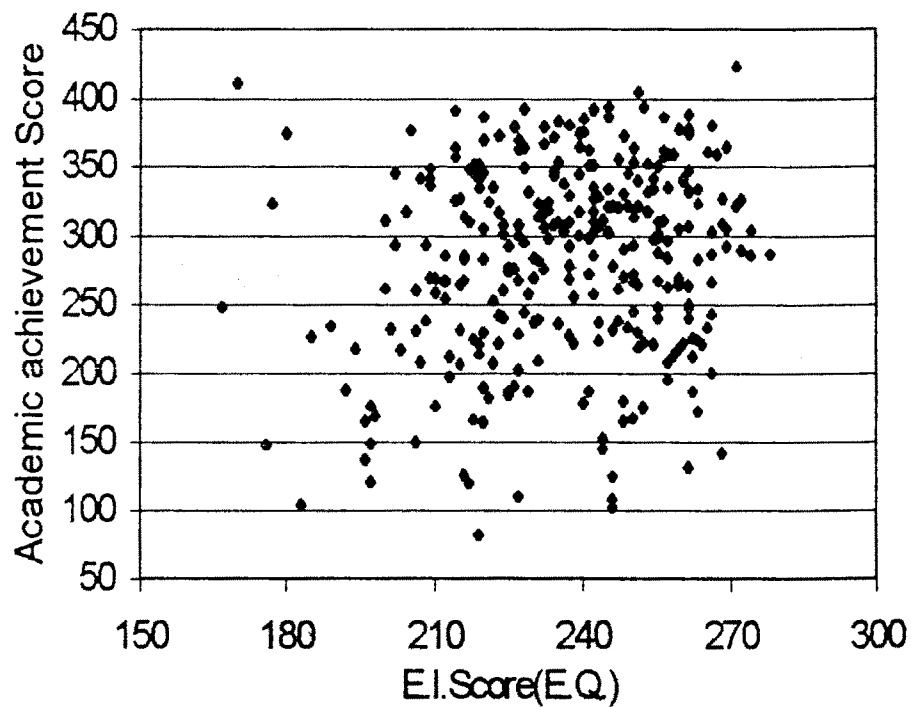


FIGURE III GRAPHICAL PRESENTATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SCORE AND ACADEMIC ACHIEVEMENT SCORE OF STUDENT TEACHERS.

Calculation :

The coefficient of correlation (r) between emotional intelligence and academic achievement is 0.18.

(for calculation see Appendix I)

Observation :

TABLE 12

VALUES RELATED TO THE STUDENT TEACHERS

Size of Sample (N)	Degree of freedom (N-2)	df Values at Level		Calculated r
		0.05	0.01	
302	300	0.113	0.148	0.18

(For df values see Appendix J)

Interpretation :

The value of ' r ' exceeds than these two values. So value of $r=0.18$ was significant at 0.05 and 0.01 level.

Finding :

It mean that the null hypothesis stated by the researcher was rejected. Rejection of null hypothesis indicates that there is positive

correlation between Emotional Intelligence and academic achievement of student teachers.

Remark :

There is very slight correlation between Emotional intelligence and academic achievement.

6.4.2 HYPOTHESIS 2

There is no significant relationship between emotional intelligence and academic achievement of male student teachers.

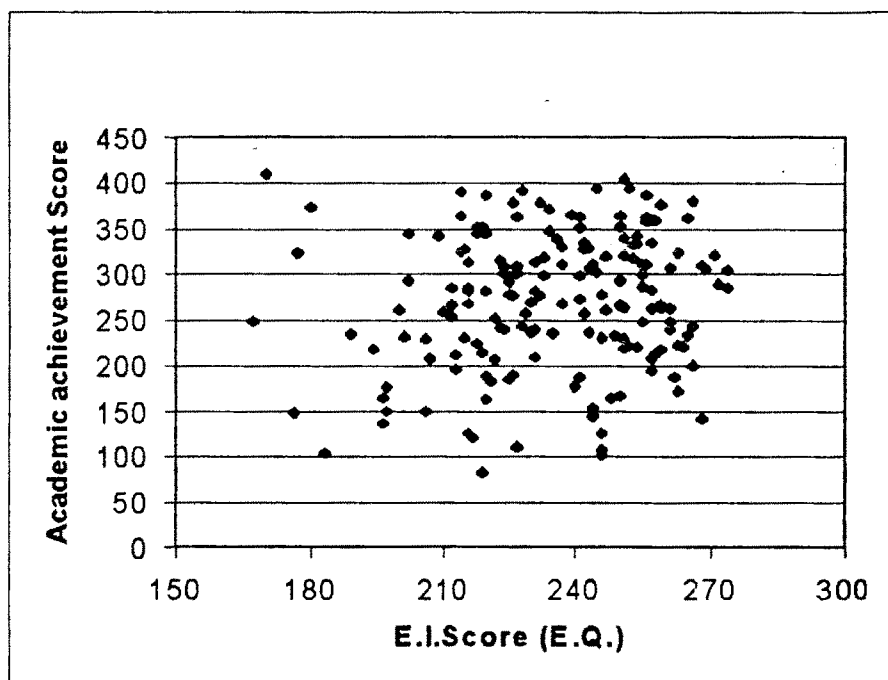


FIGURE IV GRAPHICAL PRESENTATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SCORE AND ACADEMIC ACHIEVEMENT SCORE OF MALE STUDENT TEACHERS

Calculation :

The coefficient of correlation (r) between emotional intelligence and academic achievement of male student teacher is 0.13
(for calculation see Appendix I)

Observation :

TABLE 13
VALUES RELATED TO THE MALE STUDENT TEACHERS

Size of Sample (N)	Degree of freedom (N-2)	Values at Level		Calculated r
		0.05	0.01	
173	171	0.150	0.197	0.13

(For df values see Appendix J)

Interpretation :

The value of ‘r’ less than these two values. So value of $r = 0.13$ was not significant at 0.05 and 0.01 level.

Finding :

It mean that the null hypothesis stated by the researcher was accepted . Acceptance of null hypothesis indicates that there is no correlation between Emotional Intelligence and academic achievement of male student teachers.

6.4.3 HYPOTHESIS 3

There is no significant relationship between emotional intelligence and academic achievement of female student teachers.

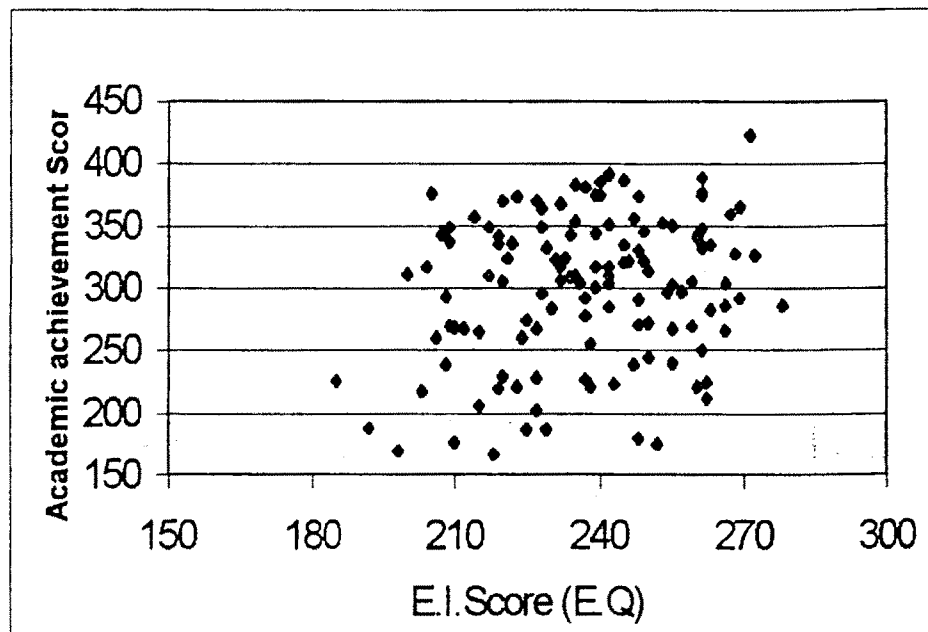


FIGURE V GRAPHICAL PRESENTATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SCORE AND ACADEMIC ACHIEVEMENT SCORE OF FEMALE STUDENT TEACHERS

Calculation :

The coefficient correlation (r) between emotional intelligence and academic achievement of male student teacher is 0.23 (for calculation see Appendix I)

Observation :

TABLE 14
VALUES RELATED TO FEMALE STUDENT TEACHERS

Size of Sample (N)	Degree of freedom (N-2)	Values at Level		Calculated r
		0.05	0.01	
129	127	0.173	0.226	0.23

(For df values see Appendix J)

Interpretation :

The value of 'r' exceeds than these two values. So value of $r = 0.23$ was not significant at 0.05 and 0.01 level.

Finding :

It mean that the null hypothesis stated by the researcher was rejected. Rejection of null hypothesis indicates that there is positive correlation between Emotional Intelligence and academic achievement of female student teachers.

Remark :

There is slight correlation between Emotional intelligence and academic achievement of female student teachers.

6.4.4 HYPOTHESIS 4

There is no significant relationship between emotional intelligence and academic achievement among student teachers of Arts science and commerce faculties.

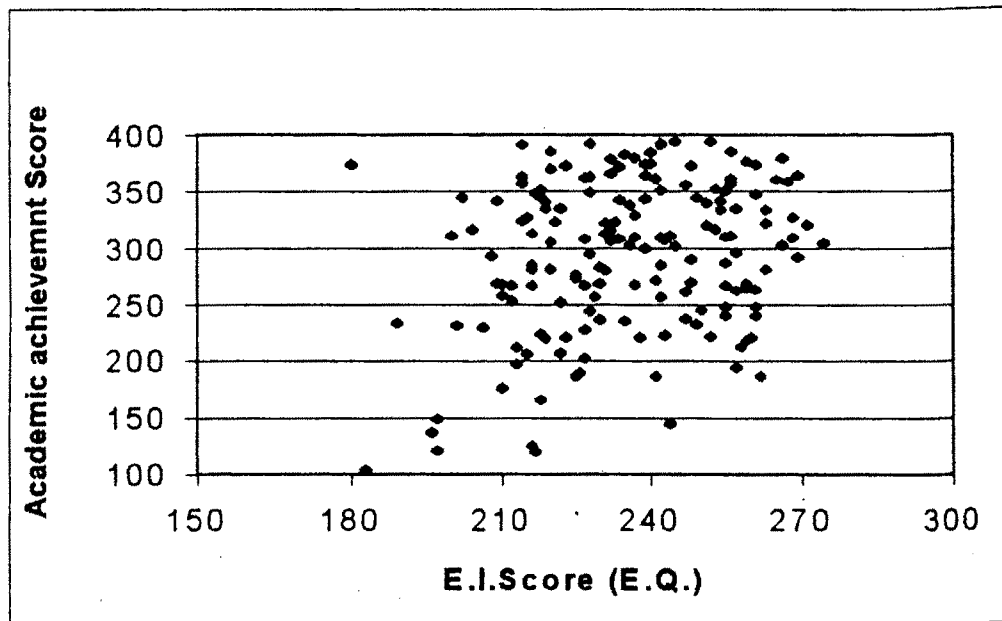


FIGURE VI GRAPHICAL PRESENTATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SCORE AND ACADEMIC ACHIEVEMENT SCORE OF STUDENT TEACHERS OF ARTS FACULTY .

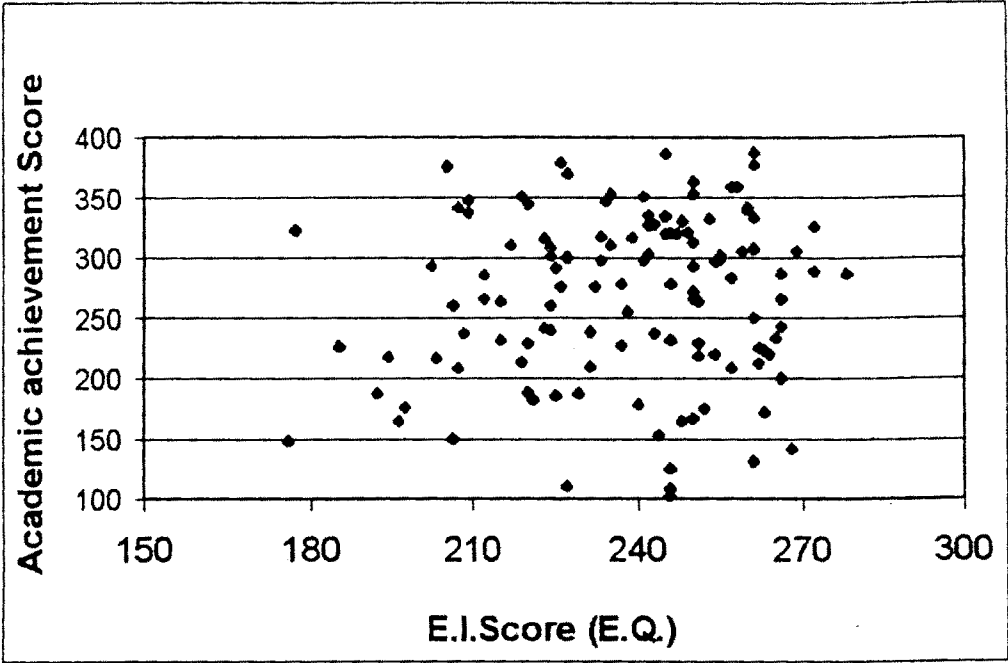


FIGURE VII GRAPHICAL PRESENTATION OF RELATIONSHIP
BETWEEN EMOTIONAL INTELLIGENCE SCORE AND
ACADEMIC ACHIEVEMENT SCORE OF STUDENT TEACHERS
OF SCIENCE FACULTY

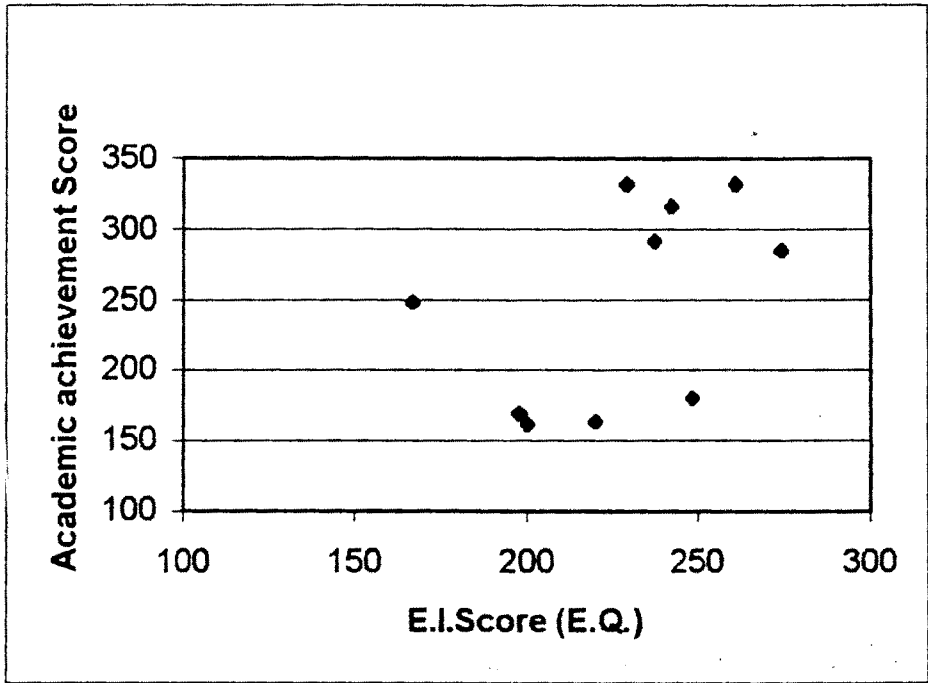


FIGURE VIII GRAPHICAL PRESENTATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SCORE AND ACADEMIC ACHIEVEMENT SCORE OF STUDENT TEACHERS OF COMMERCE FACULTY

Calculation :

The coefficient correlation (r) between emotional intelligence and academic achievement among student teachers of Arts, Science and Commerce are as given below.

TABLE 15

FACULTY WISE COEFFICIENT OF CORRELATION

Sr. No.	Faculty	Coefficient of Correlation (r)
1	Arts	0.26
2	Science	0.076
3	Commerce	0.38

(for calculation see Appendix I)

Observation :

TABLE 16

**VALUES RELATED TO THE STUDENT TEACHERS OF ARTS
,SCIENCE AND COMMERCE FACULTIES**

Sr. No.	Faculty	Size of Sample	Degree of freedom (N-2)	df Values at Level		Calculated r	Interpretation
				0.05	0.01		
1	Arts	169	167	0.152	0.199	0.26	Significant
2	Science	123	121	0.177	0.232	0.076	Not significant at 0.05 & 0.01 level
3	Commerce	10	8	0.632	0.765	0.38	Not significant at 0.05 & 0.01 level

Findings :

- 1) For the Arts faculty ,the null hypothesis stated by the researcher was rejected. Rejection of null hypothesis indicates that there is positive correlation between Emotional Intelligence and academic achievement of student teachers of Arts faculty.
- 2) For the Science faculty ,the null hypothesis stated by the researcher was accepted . Acceptance of null hypothesis indicates that there is no correlation between Emotional Intelligence and academic achievement of student teachers of Science faculty .
- 3) For the Commerce faculty, the null hypothesis stated by the researcher was accepted . Acceptance of null hypothesis indicates that there is no correlation between Emotional Intelligence and academic achievement of student teachers of Commerce faculty.

6.5 CONCLUDING REMARKS :

In this chapter the researcher has analyzed and interpreted the scores with the help of statistical measures.

In the next chapter researcher has drawn the conclusion.