



Chapter - IV

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ANALYSIS AND INTERPRETATION OF DATA

4.0 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 needs to gather to provide the information necessary to answer the question or to test the hypothesis.
2. How the data to be selected, gathered, organized and analysed
3. What conclusions can be validly drawn from the analysis of the data?

4.1 Interpretation

After collecting and analyzing the data, the researcher has to 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 disturbed it is only through interpretation that the researcher can expose relations and processes that underline his findings.

Interpretation refers to the task of drawing inferences from the collected facts after an 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. It 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 better understood and it also provide a theoretical conception which can serve as guide for future researches.

Table 8
Job Satisfaction of B. Ed. College Teacher Educators

Total No. of B. Ed. College Teacher Educators	High Job Satisfaction	Average Job Satisfaction	Low Job Satisfaction
212	55 (25.93%)	125 (58.96%)	32 (15.1%)

Observation and Interpretation

It is observed from Table No. 8 that out of 212 teacher educators in B. Ed. colleges, 55 (25.93%) had high job satisfaction, 125 (58.96%) had average job satisfaction and 32 (15.1%) had low job satisfaction.

It is interrelated from the Table No. 5 that most of B. Ed. college teacher educators have average job satisfaction.

Table No. 9
Multiple Correlation (through ANOVA) for Job Satisfaction Levels and Area for Teaching Aptitude

Variables	ANOVA
Job Satisfaction and Mental Ability	0.672
Job Satisfaction and Attitude towards Children	0.291
Job Satisfaction and Adaptability	0.883
Job Satisfaction and Professional Information	0.679
Job Satisfaction and Interest in Profession	0.679

Observation and Interpretation

It is observed from Table No. 9 that multiple correlation (ANOVA) between –

- i) Job Satisfaction and Mental Ability is 0.672.

- ii) Job Satisfaction and Attitude towards Children is 0.291.
- iii) Job Satisfaction and Adaptability is 0.883.
- iv) Job Satisfaction and Professional Information is 0.679.
- v) Job Satisfaction and Interest in Profession is 0.679.

It is interpreted from Table No. 9 that there is –

- i) moderate positive correlation between job satisfaction and mental ability of teacher educators of B. Ed. colleges.
- ii) Substantial positive correlation between job satisfaction and attitude towards children of B. Ed. college teacher educators.
- iii) High positive correlation between job satisfaction and adaptability of B. Ed. college teacher educators.
- iv) Moderate positive correlation between job satisfaction and professional information of B. Ed. college teacher educators.
- v) Moderate positive correlation between job satisfaction and interest in profession of B. Ed. college teacher educators.

4.2 Results of the Study

1. Out of 212 B. Ed. college teacher educators most (125) B. Ed. college teacher educators have average job satisfaction. (Table No. 8)
2. There is moderate positive correlation between job satisfaction and mental ability of B. Ed. college teacher educators. (Table No. 9)
3. There is substantial positive correlation between job satisfaction and attitude towards children of B. Ed. college teacher educators. (Table No. 9)
4. There is high positive correlation between job satisfaction and adaptability of B. Ed. college teacher educators. (Table No. 9)
5. There is moderate positive correlation between job satisfaction and professional information of B. Ed. college teacher educators. (Table No. 9)
6. There is moderate positive correlation between job satisfaction and interest in profession of B. Ed. college teacher educators. (Table No. 9)

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary sources, as well as the specific techniques employed for data processing and statistical analysis.

The third section provides a detailed overview of the results obtained from the study. It includes a series of tables and graphs that illustrate the trends and patterns observed in the data. The author also discusses the implications of these findings and how they relate to the overall objectives of the research.

Finally, the document concludes with a summary of the key findings and a list of recommendations for future research. The author suggests that further studies should be conducted to explore the underlying causes of the observed trends and to develop more effective strategies for addressing the issues identified.