

## **Chapter 4**

### **DATA ANALYSIS**

#### **4.1 Over View**

Analysis and discussion are central steps in the research process. The goal of analysis is to summarize the collected data in such a way that they provide answers to the questions that triggered the research. The research has two major aspects. First there is the effort to establish continuity in social research through linking the result of one study with those of another. Secondly, discussion leads to the establishment of explanatory concepts.

This chapter is divided into three sections. The first section is overview. The second section deals with the analysis and discussion of the results of the investigation and statistical calculations used in the study. The third section briefly states the testing of hypothesis.

The analysis goes along with the hypothesis taken in this research. As reported in the preceding chapter this study is an attempt to know the role perception and role performance of secondary school pupils.

**4.2 Objective 1 :** To find out the role perception of secondary school pupils and classify them.

**Hypothesis :** There would be very good role perception of secondary school pupils.

### **Theoretical Norms for Mean Scores of Role Perception**

To identify the role perception of secondary school pupils, investigator used 5 point scale. The minimum score of the role perception of pupils is 59 and maximum is 295. The range is 236. It is divided into five categories - Most Important, More Important, Moderately Important, Less Important and Least Important. The range of scores is divided among these categories. Each group gets 47.2. The middle moderate important category is widened in its range from 47 to 49 to avoid the fraction and the remaining four groups on either side include forty seven scores each.

**4.1 Table Showing Key for Categorisation of Scores**

<b>S.No</b>	<b>Category</b>	<b>Score Range</b>
1	Least Important	59-105
2	Less Important	106-152
3	Moderate Important	153-201
4	More Important	202-248
5	Most Important	249-295

**4.2 Table showing the Mean, S.D., Skewness and Kurtosis of the Total Sample**

<b>Total</b>	<b>Mean</b>	<b>S.D.</b>	<b>Sk.</b>	<b>Ku.</b>	<b>1/5<sup>th</sup> Mean</b>
754	226.9	22.24	0.19	0.27	45.38

**Observations**

1. Secondary school pupils perceived their role as more important.
2. The sample is homogeneous in their perception as the obtained SD value is less than one fifth of the mean value.
3. Distribution of scores of the sample is said to be positively skewed as the concentration of scores is more towards high score end of the distribution.
4. The distribution of the sample is platy kurtic because the obtained kurtosis value is more than the normal value 0.263.

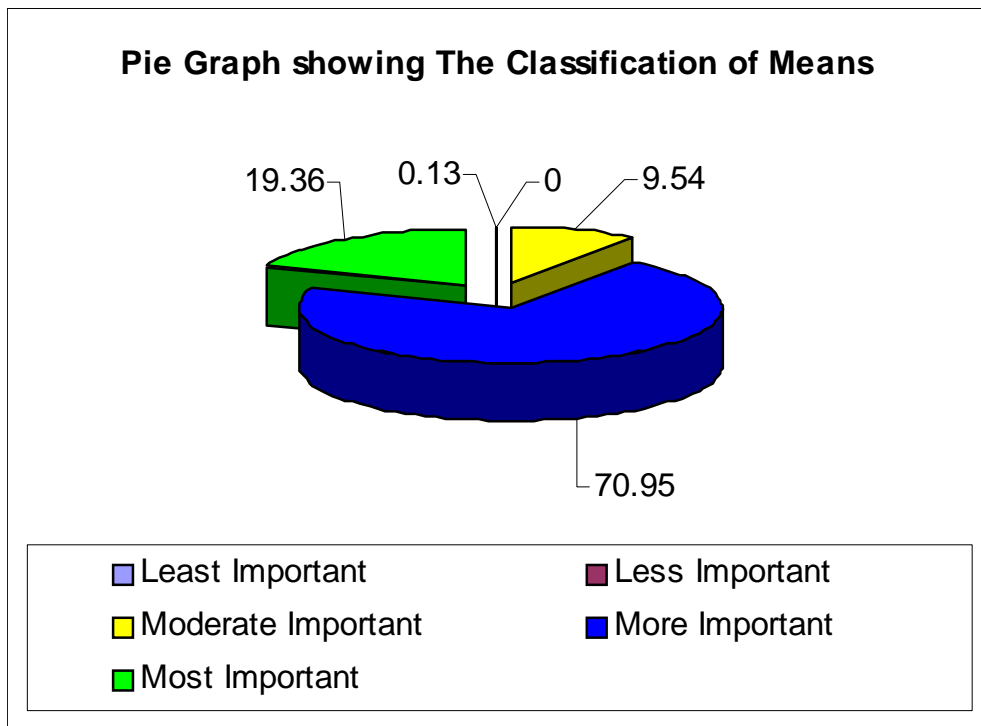
The obtained role perception scores of secondary school pupils are classified and frequencies and percentages are tabulated below :

**4.3 Table showing the Classification of Means**

<b>Category of Role Perception</b>	<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
Least Important	59 – 105	-	-
Less Important	106 – 152	1	0.13
Moderate Important	153 – 201	72	9.54
More Important	202 – 248	535	70.95
Most Important	249 – 295	146	19.36

### Observations

1. 70.95 % of the students have perceived their role more important.
2. 19.36% of the students perceived their role as the most important.
3. 72 students (9.54%) perceived their role moderately important.
4. Negligible percentage of students (0.13%) perceived their role as less important.
5. None has given least importance to their role.



**4.4 Table showing Item Means of Role Perception**

<b>Item</b>	<b>Mean</b>	<b>Item</b>	<b>Mean</b>	<b>Item</b>	<b>Mean</b>
1	3.85	21	4.17	41	3.81
2	3.71	22	3.21	42	3.62
3	3.3	23	2.91	43	3.69
4	3.48	24	4.19	44	3.99
5	2.57	25	3.91	45	4.18
6	3.97	26	4.4	46	4.4
7	4.11	27	4.01	47	4.63
8	4.13	28	4.22	48	4.00
9	3.92	29	4.24	49	4.02
10	4.34	30	3.15	50	4.05
11	3.73	31	4.2	51	4.11
12	3.4	32	3.94	52	3.39
13	3.68	33	4.2	53	4.32
14	3.81	34	3.89	54	3.96
15	3.71	35	2.32	55	3.82
16	3.74	36	4.66	56	3.42
17	3.86	37	4.39	57	4.29
18	4.07	38	4.64	58	4.22
19	3.81	39	4.44	59	4.08
20	3.17	40	3.46		

**4.5 Table Showing the Classification of Item Means of Role Perception**

<b>S.No</b>	<b>Mean Range</b>	<b>No. of Items</b>	<b>Category of Role Perception</b>
1	Above 4.5	3	Most Important
2	4.01 to 4.50	23	More Important
3	3.51 to 4	22	Moderate Important
4	3.01 to 3.5	8	Less Important
5	2.5 to 3	3	Least Important

**Discussion**

The sample of adolescents are found to perceive their role as the most important in the following aspects i.e., in respecting teachers, concentrating on lessons taught by the teacher and in going to the school regularly.

The present sample has perceived their role as more important in the following aspects i.e., in doing work on time, in carrying independent thinking, in doing any work actively and pleasantly, in admitting errors, in helping family in domestic work, in being affectionate with siblings, in sharing many things with family members, in caring relatives, in accepting parental punishment of his/her misbehaviour, in caring requests of parents, in taking care of belongings, in obeying the rules and regulations of the school, in studying well all the six subjects, in feeling that they can be successful by doing hard work, in sharing joys and sorrows with friends, in co-operating

with classmates, in feeling happy with class groups, in doing one's duty, in helping the poor, in taking care of the environment and in feeling responsibility towards society. But they feel that education is a waste of time.

The secondary school pupils have perceived the following as of moderate importance i.e., taking nutritious diet, doing physical exercises for body fitness, planning of time, leading independent life, finding interest in change of action, noticing their limitations, recognising the causes and facts of various situations, and facing any type of social situation. They feel that they are to adjust any where, wish to be recognised on doing good work, and earn money after completing education, listen to others, spend some time with grand parents, discuss with elders about needed things, spend leisure time with some hobby, participate in games and co-curricular activities, visit tourist places, understand the reason behind the teachers scolding, aspire to do something in the future and feel that they are a part of the society.

The following aspects are perceived as less important in the present study. They have the necessity of having sufficient sleep that makes them active, decency in dressing, estimating ones abilities in the situations, expressing ones discomfort, visiting family friends along with family members for a change from routine, participating in group activities, relating with many members in the community, and participating in community activities.

Finally, the least important aspects that are perceived by the adolescent sample are following the current fashions, expressing anger the way one likes, and watching T.V. neglecting studies.

The secondary school pupils perceived some of the school aspects as the most important, many of the home and school aspects as more important and some of the personal and school aspects as moderately important.

**4.3 Objective 2 :** To find out the role performance of secondary school pupils and classify them.

**Hypothesis :** There would be very good role performance of Secondary school pupils.

### **Theoretical norms for the Mean Scores of Role performance of the Sample**

To identify the Role performance of secondary school pupils, investigator used 5-point scale. The minimum score of the Role performance of pupils is 59 and maximum is 295. The range is 236. It is divided into five categories - most extent, more extent, moderate extent, less extent, and least extent. The range of scores are divided among them. Each group gets 47.2. The moderate important category is widened in its range to 49, to avoid the fraction and the remaining four groups on either side include forty seven scores each.



**4.6 Table Showing Key for Categorisation of Scores**

<b>S.No</b>	<b>Category</b>	<b>Score Range</b>
1	Least Extent	59-105
2	Less Extent	106-152
3	Moderate Extent	153-201
4	More Extent	202-248
5	Most Extent	249-295

**4.7 Table showing the Mean, SD, Skewness and Kurtosis of the Total Sample**

<b>Total</b>	<b>Mean</b>	<b>S.D.</b>	<b>Sk.</b>	<b>Ku.</b>	<b>1/5<sup>th</sup> Mean</b>
754	223.97	23.75	-0.352	0.268	44.79

**Observations**

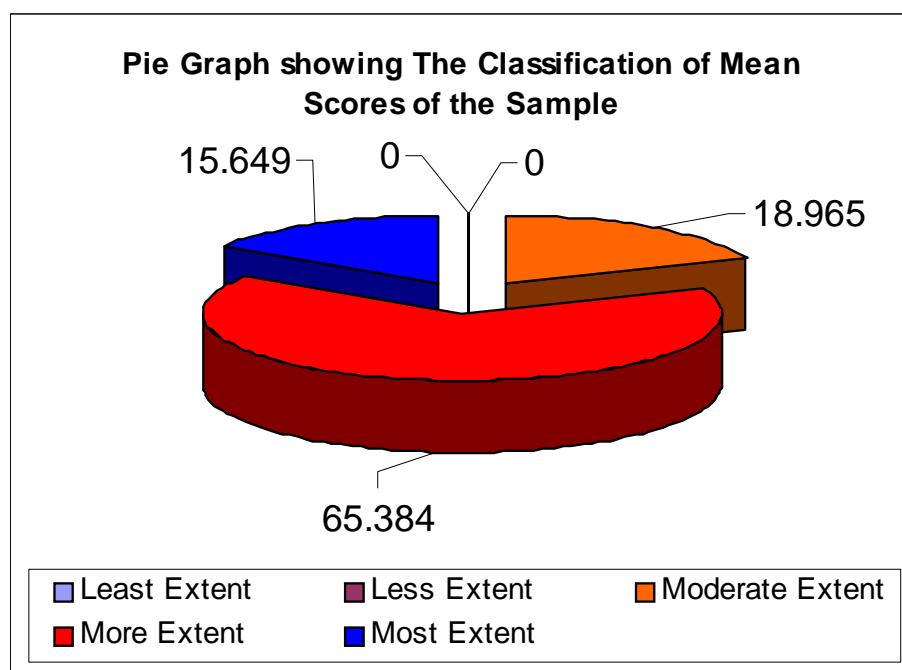
1. Secondary school pupils are found to be performing their role to the moderate extent.
2. The sample is homogeneous in its role performance as the obtained SD value is less than one fifth of the mean value.
3. Distribution of scores of the sample is said to be negatively skewed as the concentration of scores is more towards the high score end of the distribution.
4. The distribution of the sample is platy kurtic.

The obtained Role performance scores of secondary school pupils are classified and frequencies and percentages are tabulated.

#### 4.8 Table Showing Classification of Mean scores of the Sample

Category of Role Performance	Scale	Frequency	Percentage
Least Extent	59 – 105	-	-
Less Extent	106 – 152	-	-
Moderate Extent	153 – 201	143	18.965
More Extent	202 – 248	493	65.384
Most Extent	249 – 295	118	15.649

1. 65.384% of pupils responded that they perform their role to more extent.
2. 18.965% of the pupils said that they perform their roles to the moderate extent.
3. 15.649 % of the pupils responded that they perform their role to the most extent.
4. None of the pupils come under less and least extent of their performance.



**4.9 Table showing Item Means of Secondary School Pupils Role**

**Performance**

<b>Item</b>	<b>Mean</b>	<b>Item</b>	<b>Mean</b>	<b>Item</b>	<b>Mean</b>
1	3.98	21	3.29	41	3.59
2	3.22	22	3.34	42	2.94
3	3.46	23	3.78	43	4.17
4	3.82	24	3.34	44	4.2
5	2.55	25	4.1	45	4.31
6	4.05	26	4.36	46	3.58
7	4.02	27	3.75	47	4.51
8	3.82	28	4.14	48	4.24
9	3.63	29	3.89	49	4.07
10	4.14	30	3.42	50	3.80
11	3.56	31	4.23	51	4.16
12	3.6	32	3.96	52	4.18
13	3.26	33	3.58	53	3.77
14	3.84	34	3.15	54	4.12
15	3.33	35	2.36	55	4.0
16	3.51	36	4.61	56	3.25
17	4.25	37	4.09	57	4
18	4.12	38	4.37	58	3.88
19	3.85	39	4.12	59	4.22
20	3.51	40	3.4		

**4.10 Table showing Classification of Item Means of Role Performance**

<b>S.No</b>	<b>Mean Range</b>	<b>No. of Items</b>	<b>Category of Role Perception</b>
1	Above 4.5	2	Most Extent
2	4.01 to 4.50	21	More Extent
3	3.51 to 4	22	Moderate Extent
4	3.01 to 3.5	11	Less Extent
5	Below 3	3	Least Extent

**Discussion**

The adolescent sample is found to be performing their role to the most extent in the following aspects i.e. in being regular to school and in giving respect to teachers.

The sample of the present study has found to be performing their role to more extent in the following aspects. They are prompt, punctual in their work, concentrate on work and work according to their ability, admit their weak points, do what their grand parents need, love their siblings, behave in the way parents like, perform according to parents wish, listen lessons carefully, achieve very well in all subjects, do home work regularly, want to continue studies and rectify their behaviour as per the teachers criticism, talk to friends with open heart, spend more time in school along with group, quarrel with neighbours, do hard work to fulfill their desires, and never miss to do the best to the society. But, they also go late to school and don't show interest in academic subjects to more extent.

The sample of adolescents of secondary schools has been performing to moderate extent in the following aspects. They care their diet to keep themselves fit, wear comfortable clothes, independent in thinking, lead their life by doing some work, involve in adventurous tasks, know their strong points, try to obtain all the facts before reaching a decision, and welcome a chance to live in other places; wish to be earning members, spare time to listen to the problems of those around them, balance themselves when get irritated, complain on their siblings, behave according to parental wish, discuss difficult things with elders, do not loose their belongings, give and take where necessary, extend their co-operation when ever asked for, and never loose an opportunity to do the best to the society.

But, they don't participate in games or co-curricular activities, are not industrious, can't be friendly with peer group, and they neglect their responsibilities to moderate extent.

The adolescent sample is performing to less extent in the following aspects i.e., in doing regular exercise and sufficient sleep, in keeping away the foods on doctors advise, remaining balanced in disturbances, visiting family friends, participating in group activities and in community celebrations. They feel bored at home, don't involve in the situations where they have limitations and can't handle the situation that embarrass them and do not help their parents at home to less extent.

They are following the fashions closely, losing time in watching T.V and in going to excursions only to the least extent.

The secondary school pupils perform very few of the school aspects to the most extent, many of the home and school aspects are performed to more extent and some personal and home aspects are performed to the moderate extent.

**4.4 Objective 3 :** To find out the association between role perception and Role performance of Secondary School Pupils.

**Hypothesis**

There would be no significant association between role perception and role performance of secondary school pupils.

**4.11 Table showing Distribution of Scores of  $\chi^2$  Values of Role Perceptions and Role Performance**

	Role Performance						Total
	Below 180	181-205	206-235	236-265	266-290		
Role perception	Below 180	3	2	-	-	-	5
	181-205	14	49	27	4	-	94
	206-230	5	67	167	43	-	282
	231-255	1	24	126	118	5	274
	256-280	-	3	14	59	23	99
		23	145	334	224	28	754

**4.12 Table showing the Relation between Role perception and Role Performance**

<b>Variable</b>	<b>Total</b>	<b>df</b>	<b>Chi</b>
Role perception	754	16	345.79
Role Performance			

*Significant at both levels at 0.05 level 26.296*

*Significant at both levels at 0.01 level 32.00*

**Observation**

The calculated Chi-Square value is greater than the tabulated Chi-square value at both levels 0.05 and 0.01

**Discussion**

The calculated Chi-square value is higher at both levels. From this it can be concluded that there is a highly significant relation between Role perception and Role performance of Secondary school pupils.

The sample of secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important performed their role to the more extent Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived it as less important performed to less extent and who perceived as least important performed to the least extent.

Now a days, pupils future expectations are high. They want to reach their goal. For this, everyone is functioning according to their valuable

perceptions. Then only they can reach their goals in their lives. If they perceive things as valuable then they are put into practice.

**4.5 Objective 4 :** To find out whether there is any association between role performance and academic performance.

**Hypothesis**

There would be no significant association between role performance and academic performance of secondary school pupils.

**4.13 Table showing Distribution of Scores of Role Performance and Academic Performance**

		<b>Role Performance</b>						
		<b>S.No</b>	<b>Below 175</b>	<b>176-205</b>	<b>206-235</b>	<b>236-260</b>	<b>261-290</b>	<b>Total</b>
<b>Academic Performance</b>	Below 35%		-	7	10	4	-	21
	35% to 54%		4	48	70	38	6	166
	55% to 74		4	53	134	70	12	273
	75% above		3	49	120	96	26	294
	Total		11	157	334	208	44	754



**4.14 Table showing the Relation between Role Performance and Academic Performance**

<b>Variable</b>	<b>Total</b>	<b>df</b>	<b>Chi</b>
Role Performance	754	12	26.803
Academic Performance	754		

*Significant at 0.5 level 21.026*

*Significant at 0.01 level 26.217*

**Observations**

The calculated Chi square value 26.803 is greater than the values 21.026 and 26.217 at 0.05 and 0.01 levels respectively. The association is significant at both levels.

**Discussion**

Secondary school pupils who performed their role to the most extent have got highest percentage of marks, who performed it to more extent secured high percentage of marks, who performed their role to moderate extent achieved average percentage of marks, who Performed to less extent have got less percentage of marks and the least performed pupils secured failed marks.

It can be concluded that there is a significant association between Role performance and academic performance of secondary school pupils.

Perception is the true beginning of knowledge. Perception involves implicit comparison, assimilation and discrimination, association, recognition,

objectification and localisation and projection. These are the main objectives in academic programmes. The children when function according to their perceptions, then they will prove themselves in academics also. As there is a relation between Role perception and Role performance, there is a significant relationship between Role performance and academic performance.

**4.6 Objective 5 :** To find out whether there is any association between teacher's perception of pupils role performance and role performance of secondary school pupils.

**Hypothesis**

There would be no significant association between teacher's perception of pupil's role performance and role performance of secondary school pupils.

**4.15 Table showing Distribution of Scores of Teachers Perception of Pupils Role Performance and Pupils Role Performance**

	Role Performance						
Teachers Perception of Pupils Role Performance	S.No	Below 175	176-205	206-235	236-260	261-290	Total
	1	1	7	16	9	0	33
	2	-	29	42	25	4	100
	3	2	43	88	45	10	188
	4	6	47	98	55	6	212
	5	2	33	87	75	24	221
		11	159	331	209	44	754

**4.16 Table showing the Relation between Teacher's Perception of Pupil's Role Performance and Pupil's Role Performance**

<b>S.No</b>	<b>Variable</b>	<b>Total</b>	<b>df</b>	<b>Chi-Square</b>
1	Teacher's perception of Pupil's Role performance e	754	16	33.6738
2	Pupil's Role performance	754		

*Significant at 0.05 level 26.296*

*Significant at 0.01 level 32.000*

**Observation**

The calculated Chi-Square value is greater than the tabulated value at both the levels i.e. 33.6738 is greater than 26.296 at 0.05 level and 32 at 0.01 level.

**Discussion**

After entering the school, the teacher is a role model for pupils perception of their role. Whole learning occupies a very important place in the life of pupils. Pupils perform according to their perceptions. Teachers generally observe the children's performance, behaviour and guide them. Pupils performance is generally related to the teacher's perception of those pupils performance as pupils wish to fulfill teacher's expectations.

The pupils sample perceived by their teachers as the most performing pupils perform their roles to the most extent, perceived as more performing pupils performed their roles to more extent, perceived as moderately performing

pupils performed their role to the moderate extent, perceived as less performing pupils performed their role to less extent and perceived as the least performing pupils performed to the least extent.

Basin's (1974) study also found the same i.e. teachers with students of high school perception showed high perception of the their students behaviour and teachers with students of low school perception had low perception of their students behaviour.

**4.7 Objective 6** : To find out whether the role perception of secondary school pupils differs with respect to

- a) Gender
- b) Private or Government schools.
- c) Rural and Urban school pupils
- d) Economic status - Poor / Middle / Rich class pupils.
- e) Parental Education back ground  
below 5th / 5th to Inter / above Inter

**4.7.1 6a)** To find out whether the role perception of secondary school pupils differs with respect to boys and girls.

### **Hypothesis**

There would be no significant difference in the role perception of secondary school pupils with respect to Gender.

**4.17 Table showing the Difference in Role Perception of  
Boy and Girl Pupils**

S.No	Variable	Sample	Mean	SD	df	SED	t-value
1	Boys	395	227.57	21.14	752	1.53	3.126
2	Girls	359	232.353	21.1			

*Significant at both levels at 0.01 level 2.58*

*Significant at both levels at 0.05 level 1.96*

**Observation**

The calculated t-value 3.126 is greater than the tabulated 't' value at both levels i.e. 2.58 at 0.01 level and 1.96 at 0.05 level.

It can be concluded that there is a significant difference in role perception between boys and girls.

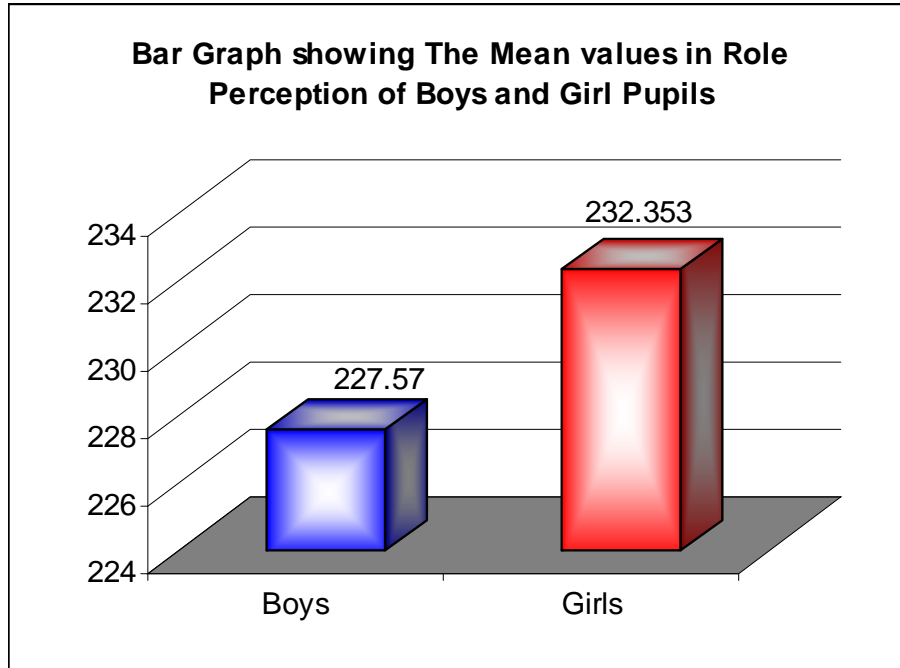
Girl's role perception is better than the role perception of boys.

**Discussion**

Chaturvedi, Sobha's (1996) study had found the same as that of the present study. Basin's (1974) study also had similar finding i.e. Girl's exhibited higher school perception compared to boys and Mr. R.P. Lele's (2001) study also had similar finding i.e. Girls were found to have significantly higher perception of academic climate than boys.

Ajitha Nayar's study (1996) of " Levels of goal perception" is contradictory to the present finding where boys have higher level of goal

perception than that of girls. It shows that there is gender difference in perception of their role or school or academic climate or their goal.



**4.7.2 6 b)** To find out whether the role perception of secondary

school pupils differ with respect to private and government school pupils.

S.No	Variable	Sample	Mean	SD	d
1	Private	354	221.6	21.778	75
2	Government	390	228.22	20.63	

**Hypothesis**

There would be no significant difference in the Role perception of secondary school pupils with respect to private and government school pupils.

**4.18 Table showing the difference in Role Perception of Private and Government School Pupils**

Significant at 0.05 level 1.96  
 Not Significant at 0.01 level 2.58

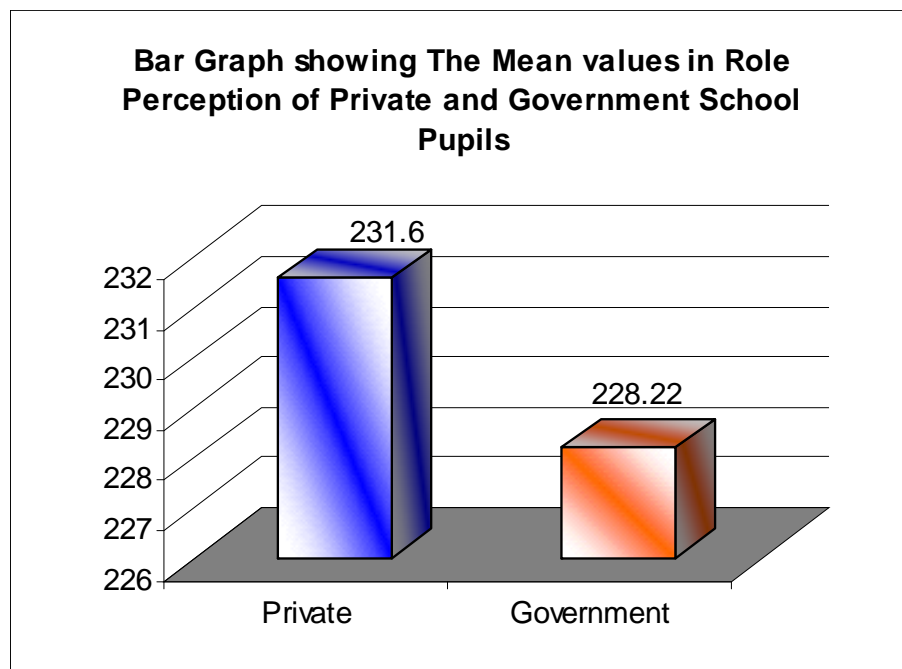
### Observation

The calculated t-value 2.186 is greater than the 1.96 at 0.05 level but less than the 2.58 at 0.01 level. It is significant only at 0.05 and not significant at 0.01 level.

### Discussion

It can be stated that there is a significant difference in the role perception between Private and Government school pupils. Private school pupils are found to be better in their role perception than the pupils of government schools.

The pupils belonging to private schools have more opportunities and better school and home environment compared to Government schools in their home, school and social conditions. Hence may be such a difference.



**4.7.3 6 c)** To find out whether the role perception of secondary school pupils differs with respect to Urban - Rural school pupils.

### **Hypothesis**

There would be no significant difference in the Role perception of secondary school pupils with respect to Urban and Rural school pupils.

**4.19 Table showing the t-value of Role Perception of Urban - Rural School Pupils**

<b>S.No</b>	<b>Variable</b>	<b>Sample</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>SED</b>	<b>t-value</b>
1	Urban	377	222.901	21.87	752	1.593	5.02
2	Rural	377	230.9	21.88			

*Significant at both levels*

### **Observation**

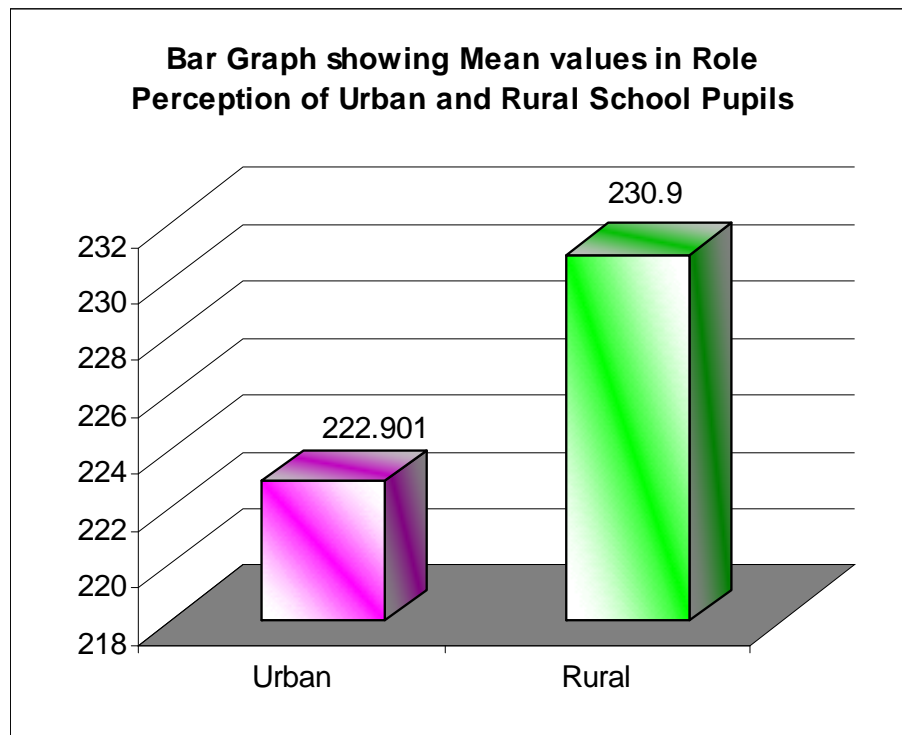
It can be stated that the calculated t-value 5.02 is greater than the tabulated values at both levels. From this, it is evident that there is a significant difference between Urban and Rural school pupils.

### **Discussion**

The mode of life of pupils belonging to rural is quite different from Urban pupils. Hence may be difference in Role perception of rural pupils from Urban pupils.

Role perception of Rural school pupils is better than that of Urban school pupils.





**4.7.4 6 d)** To find out whether the role perception of secondary school pupils differs with respect to their economic back ground.

### **Hypothesis**

There would be no significant difference in the Role perception of secondary school pupils with respect to Economic Background.

**4.20 Table showing t-value of Role Perception of Pupils with respect to Economic Background**

S. No	Variable	Sample	Mean	SD	df	SEd	t-value	
1	Poor	231	229.48	21.027	741	1.67	7.045	at 0.05 1.96
2	Middle	512	240.9	21.382				at 0.01 2.58
1	Middle	512	240.9	21.382	521	7.19	2.135	at 0.05 1.96
2	Rich	11	225.54	23.65				at 0.1 2.59
1	Poor	231	229.48	21.027	240	7.26	0.542 <sup>NS</sup>	at 0.05 1.97
2	Rich	11	225.54	23.65				at 0.01 2.59

### Observations

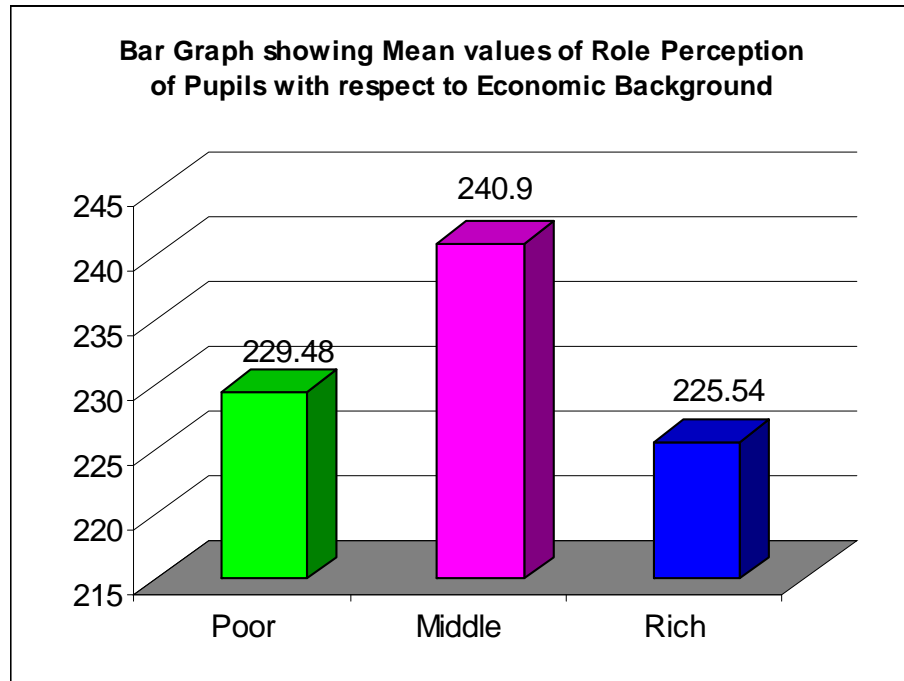
1. Role perception of poor and middle class school pupils have significant difference.
2. Role perception of middle and Rich class pupils also differs significantly.
3. But Role perception of Poor and Rich class pupils does not differ significantly.

### Discussion

By considering the t-values it can be concluded that the role perception of middle class pupils is better than the rich and poor pupils.

Pupils from rich classes might not have grown up with feeling of responsibility. They may be exposed to environment without restriction. But

the poor, especially middle class pupils have closed environment due to restrictions imposed by home and society. Hence may be the better Role perception of the middle class pupils than the rich and poor pupils.



**4.7.5 6 e)** To find out whether the role perception of Secondary school pupils differs with respect to their Parental Education back ground.

**Hypothesis**

There would be no significant difference in the Role perception of secondary school pupils with respect to parental education background.

**4.21 Table showing the F-value of Parental Education Back ground**

**Observation**

According to F-value it can be concluded that, there is no significant difference in Role perception with respect to Parental Education back ground i.e., Below 5<sup>th</sup>, 5<sup>th</sup> to Inter and above Intermediate education.

**Discussion**

Role perception of secondary school pupils did not differ significantly with respect to their parental education back ground. Parents whether educated or uneducated in our culture are alike in looking after their children. So pupils might not have differed significantly in their role perception with respect to parental education back ground.

S.No	Variable	Sample	df	F- va
1	Below 5 <sup>th</sup>	304	751	2.07
2	5 <sup>th</sup> to Inter	321		
3	Above Inter	129		

**4.8 Objective 7 :** To find out whether the Role performance of

secondary school pupils differs with respect to

- a) Gender
- b) Private - Government schools
- c) Rural - Urban schools
- d) Economic status
- e) Parental Education Back ground.

**4.8.1 7 a)** To find out whether the Role performance of secondary school pupils differs with respect to boys and girls

### **Hypothesis**

There would be no significant difference in the Role performance between girls and boys.

### **4.22 Table showing the t- value of Role Performance with respect to Gender (Boys and Girls)**

<b>S.No</b>	<b>Variable</b>	<b>Sample</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>SED</b>	<b>t-value</b>
1	Boys	395	223.1709	23.344	752	1.73	0.97 <sup>NS</sup>
2	Girls	359	224.8594	24.171			

*Not significant at 0.01 level 2.58*

*Not significant at 0.05 level 1.96*

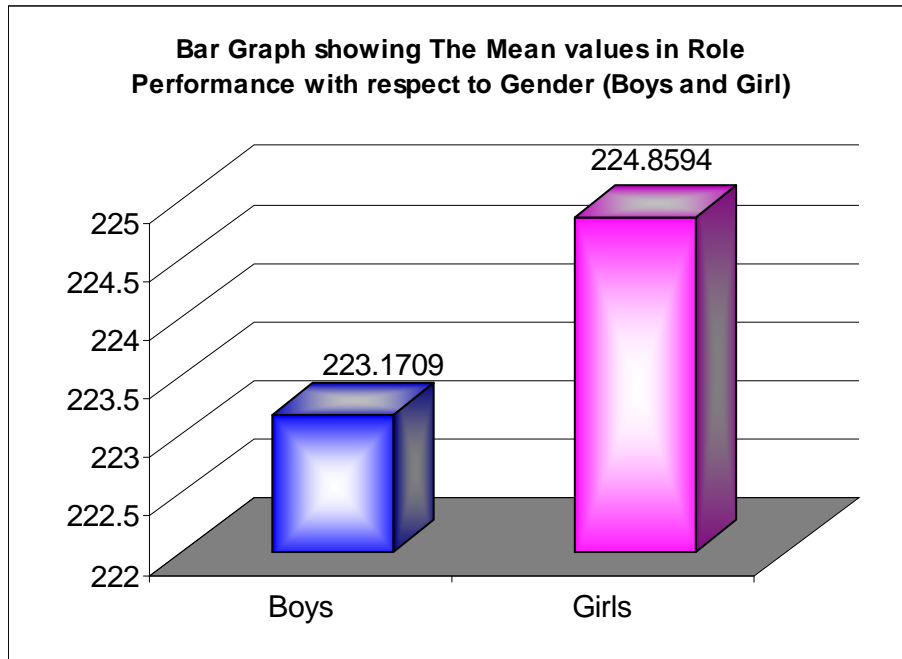
### **Observation**

The calculated t-value 0.97 is less than the tabulated values at both levels. It can be concluded that there is no significant difference in Role performance between boys and girls.

Role performance of Boys and Girls does not differ significantly

### **Discussion**

Now a days girls very enthusiastically enter in all walks of life. Some times girls are performing better compared to boys. The present day academic results and their percentage is supporting the equality of their role performance.



**4.8.2 7 b)** To find out whether the Role performance of secondary school pupils differs with respect to Private and Government school pupils.

**Hypothesis**

There would be no significant difference in the Role performance between private and government school pupils.

**4.23 Table showing the t-value of Role Performance with respect to Private - Government Schools**

S.No	Variable	Sample	Mean	SD	df	SED	t-value
1	Government	390	225.17	23.218	752	1.73	1.42 <sup>NS</sup>
2	Private	364	222.69	24.254			

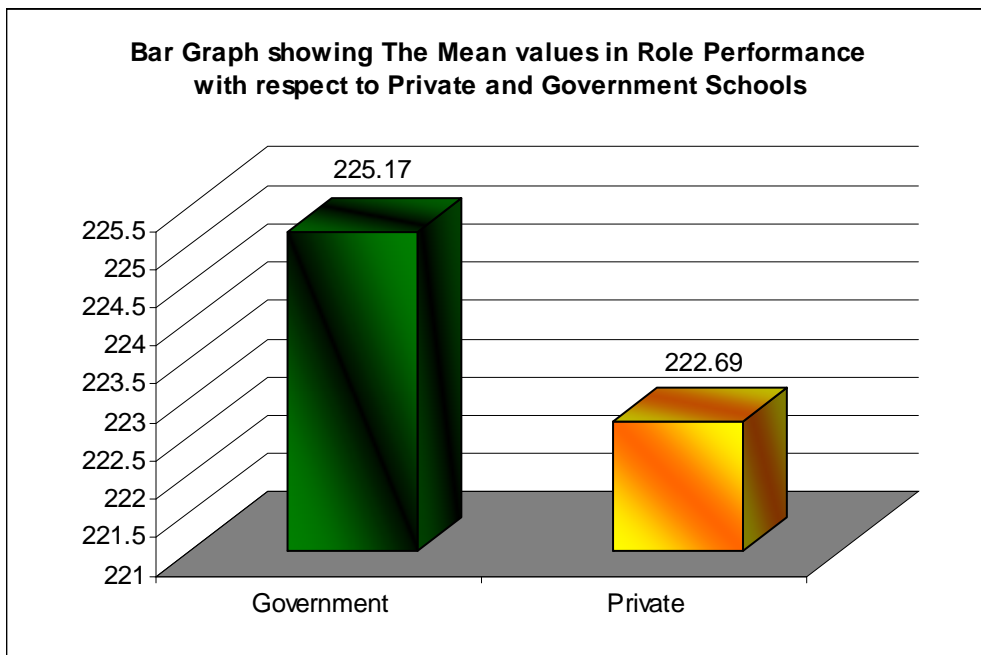
**Observation**

The calculated t-value is less than the tabulated t-value at both levels. It can be stated that the Role performance of Government and Private school pupils did not differ significantly.

Role performance of Private and Government Secondary school pupils did not differ significantly.

### Discussion

The private school pupils receive more academic help than that of the pupils in the Government schools. But pupils from Government schools have broader scope to put in practice what all they have perceived. Hence there may not be any difference in their role performance.



**4.8.3 7 c)** To find out whether the role performance of secondary school pupils differs with respect to Rural and Urban schools.

### Hypothesis

There would be no significant difference in the Role performance between Rural and Urban school pupils.

#### 4.24 Table showing the t-value of Role Performance with respect to Rural and Urban Schools

#### Observation

The calculated t-value 1.24 is less than the tabulated values at both levels.

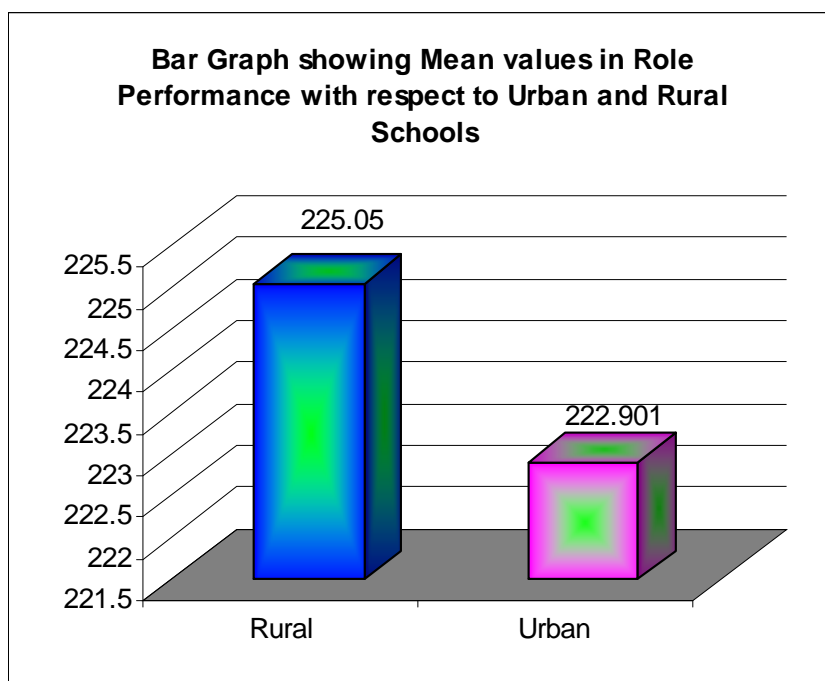
Role performance of Rural and Urban Secondary school Pupils did not differ significantly.

#### Discussion

Role performance of Rural and Urban pupils may be equal because what they have perceived may be put into practice with out any area difference.

S.No	Variable	Sample	Mean	SD	d
1	Rural	377	225.05	25.452	75
2	Urban	377	222.901	21.878	

Adolescents have such a nature of enacting what they feel and find.





**4.8.4 7 d)** To find out whether the Role performance of secondary school pupils differs with respect to Economic status.

### Hypothesis

There would be no significant difference in the Role performance between poor, middle and rich class pupils.

### 4.25 Table showing the t-value of Secondary School Pupils

#### Economic Status (Poor - Middle - Rich)

S.No	Variable	Sample	Mean	SD	df	SED	t-value
1	Poor	231	226.6	23.92	741	1.885	1.72 <sup>NS</sup>
2	Middle	512	223.35	23.52			
1	Middle	512	223.35	23.52	521	6.836	0.197 <sup>NS</sup>
2	Rich	11	222	22.41			
1	Poor	231	226.6	23.92	240	6.93	0.66 <sup>NS</sup>
2	Rich	11	222	22.41			

### Observations

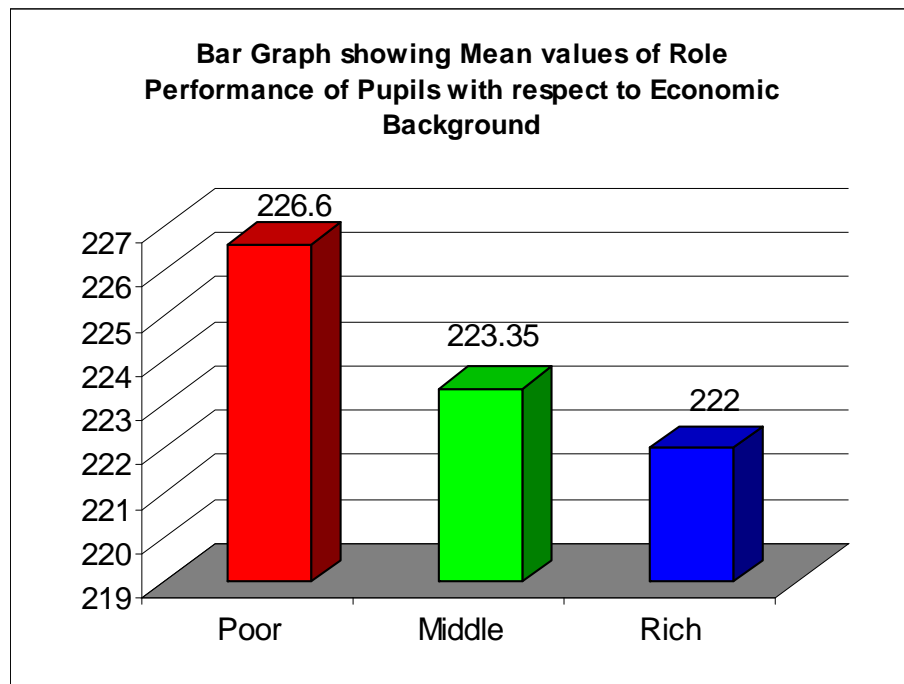
The calculated t-values are less than the tabulated values at both the levels.

So it can be concluded that there is no significant difference in role performance among pupils with respect to their economic status i.e. poor, middle and rich.

Role performance of poor, middle class and rich pupils does not differ significantly

### **Discussion**

Now a days, pupils are aspiring to achieve their goals. Their expectations also are very high. Economic status is not an obstacle to their achievement. They are functioning according to their perception irrespective of their economic status.



**4.8.5 7 e)** To find out whether the Role performance of Secondary school pupils differs with respect to parental education background.

### **Hypothesis**

There would be no significant difference in the Role performance with respect parental education background.

#### 4.26 Table showing the F-value of Secondary school Pupils with respect to Parental Education Background

##### Observation

The calculated t-value is less than the tabulated value. It can be stated that Role performance of pupils did not differ significantly with respect to parental Education background.

##### Discussion

Parental Education back ground does not influence their pupils in performing their perceived roles.

S.No	Variable	Sample	df
1	Below 5 <sup>th</sup>	304	751
2	5 <sup>th</sup> to Inter	321	
3	Above Inter	129	

Role performance of secondary school pupils did not differ significantly with respect to their Parental Education back ground.

#### 4.9 Hypotheses Testing

Generally Hypothesis is formulated according to the type of research. Investigator used both research hypotheses and null Hypotheses for the present study.

## Research Hypothesis

Null hypothesis will talk about the non-occurrence or absence or no relation between variables or no difference between groups.

The hypothesis is tested by making use of a predefined decision, rule, which as applied to the sample data which guides the experimental evidence in deciding whether to accept or reject the hypothesis on the basis of the outcomes. In this study seven hypotheses are formed.

Testing hypothesis consists of checking the logical character of the reasoning by which the consequences of hypothesis are deduced for verification.

**Table 4.27 showing the Testing of Hypothesis**

S. No	Hypothesis	Value	Result	Status of Hypothesis
1	There would be very good role perception of secondary school pupils.	226.9	Role perception is more important	R
2	There would be very good role performance of secondary school pupils.	223.97	Moderate extent	R
3	There would be no significant association between role perception and role performance of secondary school pupils.	Chi Square value $\chi^2 = 345.79$	Significant at both levels 0.05 or 0.01	R
4	There would be no significant association between role performance and academic performance of secondary school pupils.	Chi Square $\chi^2 = 26.803$	Significant at both levels 0.05 or 0.01	R
5	There would be no significant association between teacher's perception of pupil's role performance and role performance of secondary school pupils	$\chi^2 = 33.6738$	Significant at 0.05 and 0.01 levels	R
6	There would be no significant difference in the Role perception of secondary school pupils with respect to a) Gender boys / girls	t-value = 3.126	Significant at 0.05 and 0.01 levels	R

	b) Private – Government school pupils	t=2.186	Significant at 0.05 Ns at 0.01	R
	c) Rural and Urban school pupils	t=5.02	Significant at both levels	R
	d) Economic status Poor and Middle	t=7.04	Significant at both levels	R
	Middle and Rich	t=2.13	Significant at both levels	R
	Rich and Poor	0.542	Not significant at both levels	A
	e) Parental Education back ground below 5 <sup>th</sup> , 5 <sup>th</sup> to Inter, above Inter.	F=2.07	Significant at both levels	A
7	There would be no significant difference in the role performance between a) Gender – boys / girls	t=0.97	Not significant at both levels	A
	b) Private and Government school pupils	t=1.42	NS	A
	c) Rural and Urban school pupils	t=1.24	NS	A
	d) Economic status Poor and Middle, Middle and Rich, Rich and Poor	t=1.72 t=0.197 t=0.66	NS NS NS	A A A
	e) Parental Education background below 5 <sup>th</sup> , 5 <sup>th</sup> to Inter , above Inter	F = 1.784	NS	A
	A- accepted R- rejected			

#### 4.10 Conclusion

In this chapter the investigator has analyzed the data statistically, interpreted the data and tested the hypotheses. In order to draw conclusions and generalizations it is advisable to summarize the findings of the study and compare the hypotheses formulated. Therefore in the forth coming chapter the researcher is going to present the findings, conclusions, educational implications and suggestions.