CHAPTER IV

DESCRIPTIVE ANALYSIS OF DATA


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4.1 INTRODUCTION:

Data analysis means actually learn the content that is tabulated so as to find out and verify inbuilt information and theories. Fragmenting the gathered compounds into the simpler factors and again rearranging the factors together in a novel setup for interpreting the findings is done in analysis of data. There is a need for describing the data because it helps to view the gathered information with respect to tables that are significant.

To detect cautiously problem’s statement and previously done analysis and also to learn the real records of information. To sideline from the gathered information and to think about the study in the terms of a layman or to actually discuss that problem with others. To hit the gathered information using different statistical techniques.

According to Kerlinger, Analysis is the crux of research process. Analysis means categorizing, classifying and summarizing the data to get the answers to the questions of investigation. Classification also helps to reduce the vast data into intelligible and interpretable form. Combination of secondary information sources and primary information sources are found in most of the social science studies. The data collected needs to be classified and categorized and its nature is described.

According to John Best, descriptive statistical analysis is “Limits generalizations to the particular group. No conclusions are extended beyond this group and any similarity to these outside the group cannot be assumed.”

4.2 Procedure of Descriptive Analysis:

Information gathered from the field may have least importance to the researcher until it is arranged or classified in some systematic and logical way. The initial task is to organize and group the scores under subheads or classes.

Tables showing the mean, percent mean and standard deviation of each group for that variable are constructed. Bar graphs for comparison between male students and female students for sub variables have been drawn.
A detailed and meticulous description for calculating the measures of different values is
discussed further in this chapter. The researcher used data analysis tools available in simple
Microsoft office, Excel Home Version of Windows XP, to calculate the values.

Following statistics is used to describe the variables under study:

1. Mean.

2. Percent mean


MEASURES OF CENTRAL TENDENCY

Measures of central tendency measure describe a distribution in terms of the central value at
which the cases tend to cluster. The measure of central tendency calculated is the mean.

Mean:

Mean, often called the average is the ratio of the summation of all scores to the aggregate
sum of scores.

Mean helps in comparing different groups and for computing future statistics.

Percent mean:

Percent mean is calculated to bring all the means in the study at a uniform base of 100. When
the number of items in a tool under each sub variable are different, then it becomes difficult
to rate these sub variables on the basis of their mean scores. By calculating percent mean,
rating becomes possible. Percent means were calculated using the following formula.

\[
\%Mean = \frac{\text{Mean Score} - \text{Lowest possible Score}}{\text{Highest Possible Score} - \text{Lowest Possible Score}} \times 100
\]

MEASURE OF VARIABILITY:

Variability describes the way the classes are distributed and how they change in relation to a
variable.
Standard Deviation:

The technique employed in the present study is of standard deviation. It is designated by $\sigma$.

Graphical Representation

One of the most effective ways of presenting statistical data is through graphs. It helps in perceiving the relationship that exists between variables. Effective graphs can increase a reader’s comprehension of complex data sets. The bar diagrams of each sub variables showing the difference in the percent means of male and female B.Ed. trainee’s mental health and teacher behavior, social status and economic status are drawn.

DESCRIPTIVE ANALYSIS OF THE VARIABLES OF THE STUDY:

The variables studied in the present study along with its abbreviations are as follows:

1. Mental Health- MH
2. Teacher behavior- TB
3. Social Status- SS
4. Economic Status- ES (5:53)

4.3 DESCRIPTIVE ANALYSIS OF THE GENDER WISE SCORES OF EFFECT OF TEACHER BEHAVIOUR ON MENTAL HEALTH OF B.ED. TRAINEES:

The following table gives the descriptive statistics of effect of teacher behavior on mental health of B.Ed. trainee boys and girls.

<p>| TABLE 4.1 |
|-----------------|----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>MEAN</th>
<th>%MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.1 gives the mean, percent mean and standard deviation of boys and girls B.Ed. trainees. It can be seen that the mean scores of girls are higher than those of the boys and also the standard deviation of girls is higher than that of boys for the effect of teacher behavior on mental health of B.Ed. trainees.

Figure 4.1 gives the bar graph of mean scores of B.Ed. trainee boys and girls for the effect of teacher behavior on mental health.
From the bar graph it can be seen that girls have higher mean score on effect of teacher behavior on mental health than that of B.Ed. trainee boys.

4.4 DESCRIPTIVE ANALYSIS OF THE GENDER WISE SCORES OF EFFECT OF SOCIAL STATUS ON MENTAL HEALTH OF B.ED. TRAINEES:
The following table gives the descriptive statistics of effect of social status on mental health of B.Ed. trainee boys and girls.

**TABLE 4.2**

**DESCRIPTIVE ANALYSIS OF THE SCORES OF EFFECT OF SOCIAL STATUS ON MENTAL HEALTH OF B.ED. TRAINEE BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>MEAN</th>
<th>%MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRLS</td>
<td>448</td>
<td>95.77</td>
<td>49.82</td>
<td>8.98</td>
</tr>
<tr>
<td>BOYS</td>
<td>142</td>
<td>96.81</td>
<td>50.63</td>
<td>3.57</td>
</tr>
</tbody>
</table>

Table 4.2 gives the mean, percent mean and standard deviation of boys and girls B.Ed. trainees. It can be seen that the mean scores of boys are higher than those of the girls and the standard deviation of girls is higher than that of boys for the effect of social status on mental health of B.Ed. trainees.

Figure 4.2 gives the bar graph of mean scores of B.Ed. trainee boys and girls for the effect of social status on mental health.
From the bar graph it can be seen that boys have higher mean score on effect of social status on mental health than that of B.Ed. trainee girls.

4.5 DESCRIPTIVE ANALYSIS OF THE GENDER WISE SCORES OF EFFECT OF ECONOMIC STATUS ON MENTAL HEALTH OF B.ED. TRAINEES:
The following table gives the descriptive statistics of effect of Economic status on mental health of B.Ed. trainee boys and girls.

**TABLE 4.3**

DESCRIPTIVE ANALYSIS OF THE SCORES OF EFFECT OF ECONOMIC STATUS ON MENTAL HEALTH OF B.ED. TRAINEE BOYS AND GIRLS

<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>MEAN</th>
<th>%MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRLS</td>
<td>448</td>
<td>80.53</td>
<td>49.56</td>
<td>8.98</td>
</tr>
<tr>
<td>BOYS</td>
<td>142</td>
<td>80.98</td>
<td>49.98</td>
<td>5.57</td>
</tr>
</tbody>
</table>

Table 4.3 gives the mean, percent mean and standard deviation of boys and girls B.Ed. trainees. It can be seen that the mean scores of boys are slightly higher than those of the girls and the standard deviation of girls is higher than that of boys for the effect of economic status on mental health of B.Ed. trainees.

Figure 4.3 gives the bar graph of mean scores of B.Ed. trainee boys and girls for the effect of economic status on mental health.

**FIGURE 4.3**
From the bar graph it can be seen that boys have higher mean score on effect of economic status on mental health than that of B.Ed. trainee girls but the effect is negligible.

4.6 DESCRIPTIVE ANALYSIS OF MEDIUMWISE SCORES OF EFFECT OF TEACHER BEHAVIOR ON MENTAL HEALTH OF B.ED. TRAINEES:
The following table gives the descriptive statistics of medium wise effect of teacher behavior on mental health of B.Ed. trainees.

**TABLE 4.4**

DESCRIPTIVE ANALYSIS OF MEDIUM WISE SCORES OF EFFECT OF TEACHER BEHAVIOR ON MENTAL HEALTH OF B.ED. TRAINEES

<table>
<thead>
<tr>
<th>Medium</th>
<th>N</th>
<th>Mean</th>
<th>% Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>186</td>
<td>104.86</td>
<td>49.90</td>
<td>1.52</td>
</tr>
<tr>
<td>Hindi</td>
<td>190</td>
<td>105.12</td>
<td>50.08</td>
<td>1.80</td>
</tr>
<tr>
<td>Marathi</td>
<td>214</td>
<td>105.15</td>
<td>50.10</td>
<td>1.78</td>
</tr>
</tbody>
</table>

Table 4.4 gives the mean, percent and standard deviation of English, Hindi and Marathi medium B.Ed. Trainees. It can be seen that the mean scores of Marathi medium students are higher than that of Hindi and English medium students and standard deviation of Hindi medium students are higher than English and Marathi medium students for the effect of teacher behavior on mental health of B.Ed. trainees.

Figure 4.4 gives the bar graph of medium wise mean scores of B.Ed. trainees for the effect of teacher behavior on mental health.
From the bar graph it can be seen that Marathi medium B.Ed. trainees have higher mean score than Hindi and English medium students on effect of teacher behavior on mental health of B.Ed. trainees but more or less similar.

4.7. DESCRIPTIVE ANALYSIS OF MEDIUM WISE SCORES OF EFFECT OF SOCIAL STATUS ON MENTAL HEALTH OF B.ED. TRAINEES:
The following table gives the descriptive statistics of medium wise effect of social status on mental health of B.Ed. trainees.

**TABLE 4.5**

DESCRIPTIVE ANALYSIS OF MEDIUM WISE SCORES OF EFFECT OF SOCIAL STATUS ON MENTAL HEALTH OF B.ED. TRAINEES

<table>
<thead>
<tr>
<th>Medium</th>
<th>N</th>
<th>Mean</th>
<th>% Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>186</td>
<td>91.61</td>
<td>46.57</td>
<td>20.14</td>
</tr>
<tr>
<td>Hindi</td>
<td>190</td>
<td>97.32</td>
<td>51.03</td>
<td>23.67</td>
</tr>
<tr>
<td>Marathi</td>
<td>214</td>
<td>96.80</td>
<td>50.62</td>
<td>25.92</td>
</tr>
</tbody>
</table>

Table 4.5 gives the mean, percent and standard deviation of English, Hindi and Marathi medium B.Ed. Trainees. It can be seen that the mean scores of Hindi medium students are higher than that of Marathi and English medium students and standard deviation of Marathi medium students are higher than English and Hindi medium students for the effect of social status on mental health of B.Ed. trainees.

Figure 4.5 gives the bar graph of medium wise mean scores of B.Ed. trainees for the effect of social status on mental health.
From the bar graph it can be seen that Hindi medium B.Ed. trainees have higher mean score than Marathi and English medium students on effect of social status on mental health of B.Ed. trainees.

4.8 DESCRIPTIVE ANALYSIS OF MEDIUM WISE SCORES OF EFFECT OF ECONOMIC STATUS ON MENTAL HEALTH of B.Ed. TRAINEES:
The following table gives the descriptive statistics of medium wise effect of economic status on mental health of B.Ed. trainees.

**TABLE 4.6**

DESCRIPTIVE ANALYSIS OF MEDIUM WISE SCORES OF EFFECT OF ECONOMIC STATUS ON MENTAL HEALTH OF B.ED. TRAINEES

<table>
<thead>
<tr>
<th>Medium</th>
<th>N</th>
<th>Mean</th>
<th>% Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>186</td>
<td>80.87</td>
<td>49.87</td>
<td>8.59</td>
</tr>
<tr>
<td>Hindi</td>
<td>190</td>
<td>82.93</td>
<td>51.78</td>
<td>10.52</td>
</tr>
<tr>
<td>Marathi</td>
<td>214</td>
<td>83.05</td>
<td>51.89</td>
<td>8.74</td>
</tr>
</tbody>
</table>

Table 4.6 gives the mean, percent and standard deviation of English, Hindi and Marathi medium B.Ed. Trainees. It can be seen that the mean scores of Marathi medium students are higher than that of Hindi and English medium students and standard deviation of Hindi medium students are greater than English and Marathi medium students for the effect of economic status on mental health of B.Ed. trainees.

Figure 4.6 gives the bar graph of medium wise mean scores of B.Ed. trainees for the effect of economic status on mental health.
From the bar graph it can be seen that Marathi medium B.Ed. trainees have higher mean score than Hindi and English medium students on effect of economic status on mental health of B.Ed. trainees.
CONCLUSION:

Descriptive analysis of the effect of teacher behavior, social status and economic status on the mental health of B.Ed. trainees gender wise and medium wise have been dealt with the help of graph and the tables based on measures of central tendency and measures of variability in this chapter.

4.9 Bibliography and References:


Unpublished Dissertations: