CHAPTER IV

ANALYSIS AND

INTERPRETATION OF DATA
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OF DATA

Analysis and interpretation of data are the creative aspect of research. The first is a matter of reorganising the material that is already available which depends upon the skill of the researcher and interpretation requires either statistical analysis or qualitative classifications. Analysis of data comes prior to interpretation. But the two operations are mixed up and hence cannot be regarded as two separate operations.\(^{64}\)

One of the aims of Science is to interpret a multiplicity of natural phenomena in terms of a few fundamentals principles. Statistics is one of the fundamental tools of scientific interpretation of a mass of 'effect' to group the cause.

Statistical data describe group behaviour or group characteristics abstracted from a number of individual observations which combined to make generalization possible. Research consists of systematic

observation and description or properties of objects or events for the purpose of discovering relationship between variables. The ultimate purpose is to develop generalization that may be used to explain phenomena and to predict future occurrence.

So, any undertaken research work may yield useful and reliable results and interpretation in a proper way by employing appropriate measures of statistics, because the use of statistics gives a sort of mark for acceptance of research evidence. The analysis of data, collected by employing suitable instruments was carried out with the help of applying necessary statistical formulae and on the basis of certain predetermined criteria the findings were meaningfully interpreted.

In the present chapter the various statistical techniques were applied for analysing the data collected from the students by administering the questionnaire, the obtained findings as well as their possible interpretation.
Analysis and interpretation of data were based on the objectives of the study. The following objectives of the present study formulated by the investigator are as follows:

I. The first objective was to find out the educational opportunities provided by Khasi parents towards boys and girls based on:

- The provision of time to study by the parents.

- The provision of text books to boys and girls by the parents.

- The provision of school uniforms by the parents.

- Sending boys and girls to a good and expensive school by the parents.

- Providing pocket money to boys and girls by the parents.

- Sending boys and girls to tuitions.

II. The second objective was to find out the perception of Khasi boys and girls on the parental attitudes towards them with regards to the following domains:
III. The third objective was to find out the difference between perception of Khasi boys and girls on their parental attitudes regarding their educational needs based on provision of educational opportunities by their parents.

4.1 ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE

The first objective was to find out the educational opportunities provided by Khasi parents towards boys and girls based on:

- The provision of time to study by the parents.
- The provision of text books to boys and girls by the parents.
- The provision of school uniforms by the parents.
- Sending boys and girls to a good and expensive school by the parents.

- Providing pocket money to boys and girls by the parents.

- Sending boys and girls to tuitions.

The analysis of this objective has been done by using descriptive statistics, viz.: Percentage and Graphical representation of the data.

4.1.1 The educational opportunities provided by Khasi parents towards boys and girls with regard to the provision of time for studying.

The Khasi boys and girls were asked regarding the educational opportunities provided by Khasi parents towards them with regard to the provision of time to study. The responses have been shown in table 4.1 and figure 4.1.
TABLE 4.1

Percentage of Khasi boys and girls on time for studying

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>77</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>88</td>
</tr>
</tbody>
</table>

Interpretation

The above table showed that 77 percent of Khasi boys agreed that their parents provided them with time for studying while 88 percent of Khasi girls agreed to it. This showed that the girls were given more time to study than the boys. It might be due to the fact that daughters when they grow up, they are the equal earning members of the family or more so the future of the Khasi family lies on the daughter so the parents preferred giving more time and educating daughters in the family.
4.1.2 The educational opportunities provided by Khasi parents towards boys and girls with regard to the provision of text books.

The Khasi boys and girls were asked regarding the educational opportunities provided by Khasi parents towards them with respect to the provision of text books. The responses have been shown in table 4.2 and figure 4.2.
TABLE 4.2

Percentage of Khasi boys and girls on provision of text books by their parents

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>97</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>98</td>
</tr>
</tbody>
</table>

Interpretation

Table 4.2 showed that 97 percent of boys stated that their parents provided text books while 98 percent of girls agreed to it. This indicated that the Khasi parents gave preference to the girls in providing school textbooks than to the boys. This also showed that it was not considered necessary to provide text books to the boys as they were needed more in various fields of errands by their parents than going to school.
4.1.3 The educational opportunities provided by Khasi parents towards boys and girls with regard to the provision of school uniforms

The Khasi boys and girls were asked about the educational opportunities provided by Khasi parents towards them with regard to the provision of school uniforms. The responses have been shown in table 4.3 and figure 4.3.
TABLE 4.3

Percentage of Khasi boys and girls on provision of school uniforms by their parents

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>63</td>
</tr>
</tbody>
</table>

Interpretation

Table 4.3 indicated that 41 percent of Khasi boys stated that uniforms were provided by their parents as compared to 63 percent of girls. This showed that the Khasi parents provided the girls with proper uniforms than to the boys. This indicated that the Khasi parents made sure that the girls were provided with full uniform so that they could be serious with going to schools and the boys on the other hand were not given attention by their parents in this area indicating that the parents were not serious about their schooling.
4.1.4 The educational opportunities provided by Khasi parents towards boys and girls with regard to sending them to good and expensive schools

The Khasi boys and girls were asked to specify the educational opportunities provided by Khasi parents towards them with regard to sending them to good and expensive schools. The responses have been shown in table 4.4 and figure 4.4.
TABLE 4.4

Percentage of Khasi boys and girls on sending them to good and expensive schools

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>72</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>72</td>
</tr>
</tbody>
</table>

Interpretation

From table 4.4, it was seen that 72 percent of Khasi boys and girls agreed that their parents sent them to good and expensive schools. This showed that the Khasi parents would like to provide good education to both the boy and the girl in the family. This could be due to changing social ideology and the change could be due to education and wide exposure through various media.
4.1.5 The educational opportunities provided by Khasi parents towards boys and girls with regard to providing them with pocket money

The Khasi boys and girls were asked regarding the educational opportunities provided by Khasi parents towards them with respect to providing them with pocket money. The responses have been shown in table 4.5 and figure 4.5.
TABLE 4.5

Percentage of Khasi boys and girls on provision of pocket money by their parents

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>57</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>57</td>
</tr>
</tbody>
</table>

**Interpretation**

With regard to the provision of pocket money, table 4.5 clearly indicated that the parents of the Khasi family gave enough pocket money to both the boys and girls as stated by 57 percent of boys and girls. This revealed that the Khasi parents do not show distinction between boys and girls in terms of providing them with pocket money.
4.1.6 The educational opportunities provided by Khasi parents towards boys and girls with regard to sending them to tuitions

The Khasi boys and girls were asked to specify regarding the educational opportunities provided by Khasi parents towards them with regard to sending them to tuitions. The responses have been shown in table 4.6 and figure 4.6.
TABLE 4.6

Percentage of Khasi boys and girls on sending them to tuitions

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>74</td>
</tr>
</tbody>
</table>

Interpretation

Table 4.6 showed that 70 percent of the boys as compared to that of 74 percent of the girls specified that they were sent for tuitions. This indicated that the girls perceived that they were given little higher opportunity to take tuitions than the boys. The parents were being perceived that they gave a little more attention to the girls’ education than to the boys’.
Figure 4.6: Percentage of Khasi boys and girls on sending them to tuitions

4.2 ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective was to find out the perception of Khasi boys and girls on the parental attitudes towards them with regards to the following domains:
- Attachment
- Sense of belongingness
- Aggression
- Status

The analysis of this objective has been done by using descriptive statistics, viz.: Mean (M), Standard Deviation (SD) and Graphical representation of the data.

4.2.1 Perceived parental attachment by Khasi boys and girls.

The Khasi boys and girls were asked to state their perceptions of parental attitudes towards them with regard to attachment. The responses have been shown in table 4.7 and figure 4.7.
TABLE 4.7

The Number (N), Mean (M) and Standard Deviation (SD) of the means of scores of Khasi boys and girls on parental attachment

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Mean (M)</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>17.16</td>
<td>4.391</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>17.8</td>
<td>3.130</td>
</tr>
</tbody>
</table>

Interpretation

Table 4.7 showed that the means of scores of boys was 17.16 on attachment as compared to 17.8 of girls. This indicated that the girls perceived that they were little more attached to their parents as compared to the boys. This showed that the girls felt more close to their parents than the boys. The reason could be that the girls were more homely and spent more time with their parents.
4.2.2 The perception of Khasi boys and girls on the sense of belongingness

The Khasi boys and girls were asked to specify what they perceived regarding the parental attitudes towards them with regard to sense of belongingness. The responses have been shown in table 4.8 and figure 4.8.
TABLE 4.8

The Number (N), Mean (M) and Standard Deviation (SD) of the means of scores of Khasi boys and girls on sense of belongingness

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Mean (M)</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>16.88</td>
<td>3.198</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>17.62</td>
<td>2.863</td>
</tr>
</tbody>
</table>

Interpretation

Table 4.8 showed that the means of scores of Khasi boys was 16.88 on sense of belongingness and the means of scores of Khasi girls was 17.62. This revealed that the Khasi girls have higher sense of belongingness than the boys in the family. This could be due to the cultural set up in the Khasi society as the girls, especially the youngest daughter, have to stay in the parent’s house with her husband after marriage while the boys on the other hand have to leave their parent’s place to stay with their wives.
4.2.3 The perception of Khasi boys and girls on parental aggression

The Khasi boys and girls were asked to state what they perceived regarding parental aggression towards them. The responses have been shown in table 4.9 and figure 4.9.
TABLE 4.9

The Number (N), Mean (M) and Standard Deviation (SD) of means of scores of Khasi boys and girls on parental aggression

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Mean (M)</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>14.06</td>
<td>3.119</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>14.68</td>
<td>2.839</td>
</tr>
</tbody>
</table>

Interpretation

The table 4.9 indicated that the means of scores for boys was 14.06 on parental aggression and that of the girls was 14.68. This showed that the Khasi girls perceived their parents to be a little more aggressive to them as compared to the boys because the girl bears the name of the family in the Khasi society and that the girls have to take care of the parents.
Figure 4.9: The means of scores of Khasi boys and girls on parental aggression

4.2.4 The perception of Khasi boys and girls on their status

The Khasi boys and girls were asked to specify what they perceived regarding the parental attitudes towards them with regard to status. The responses have been shown in table 4.10 and figure 4.10.
TABLE 4.10

The Number (N), Mean (M) and Standard Deviation (SD) of means of scores of Khasi boys and girls on their status in the family

<table>
<thead>
<tr>
<th>Children</th>
<th>Number (N)</th>
<th>Mean (M)</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>17.96</td>
<td>3.642</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>18.52</td>
<td>3.170</td>
</tr>
</tbody>
</table>

Interpretation

Table 4.10 showed that the means of scores of boys was 17.96 on their status in the family as compared to means of scores of girls which was 18.52. This indicated that the girls perceived that they were provided better status in the family as compared to the boys. This could be due to the belief in the Khasi society that the girls have more responsibilities than the boys in the family.
The analysis of this objective has been done by using descriptive statistics, viz.: Mean (M), Standard Deviation (SD) and inferential statistics namely t-test. A null hypothesis was formulated for this objective.

4.3.1 Hypothesis

In order to find out the significant difference between the perception of Khasi boys and girls on their parental attitudes regarding their educational needs, a null hypothesis was formulated as follows:

**H1:** There is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs.

In order to find out significant difference, the data has been analyzed and interpreted using inferential statistics namely ‘t’ test. The value of ‘t’ was set to 1.96 for the level of significance at 0.05 level with df = 48 and at 2.58 for level of significance at 0.01 with df = 48

The analysis and interpretation of the data related to this hypothesis was done with the help of t-test, Mean and Standard Deviation and is presented in table 4.11 and figure 4.11.
The Number (N), Mean (M), Standard Deviation (SD) and t-value of means of scores of Khasi boys and girls on their perceptions towards parental attitude regarding the educational needs

<table>
<thead>
<tr>
<th>Children</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>15.54</td>
<td>2.682</td>
<td>-2.58</td>
<td>Not significant at .05 level</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>16.84</td>
<td>2.333</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.11 and graph 4.11, it was observed that the 't' value is not significant at 0.05 level with df = 48. In the light of this result it could be interpreted that there is no significant difference between the means of scores of the Khasi boys and girls on their perceptions towards parental attitude regarding their educational needs. This shows that even in matrilineal society of Khasi, the boys and girls are given equal treatment. The old tradition of favouring only the daughters seems to be diminishing in the Khasi family.
Therefore the null hypothesis titled, “There is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs” is retained.

Figure 4.11: The means of scores of Khasi boys and girls on their perceptions towards parental attitude regarding the educational needs

The findings, suggestions and educational implications have been presented in the next chapter- Chapter five.