

A Study of Factors Affecting ‘Posing Interpretative Questions to the Learners’

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Abstract

In the present study the teachers have planned their classroom proceedings in a framework that allows for strengths of informal environments to be used in formal classroom settings. The study focuses on preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of Teacher's Gender, Nature of School Management and School Type. In the study relevant graphs related to this focus have been drawn and interpreted. 'Statistical Descriptives' of the same have also been interpreted as part of the study. The study did not find any significant difference in pre-service teachers' response to "Posed Interpretative Questions to the Learners" in terms of Teacher's Gender, Nature of School Management and School Type. These factors have been located as research gaps in the study done by one of the researchers from this research team. The study contributes towards understanding the role of some factors in 'formal' science classrooms settings while trying out 'informal environments' in eighteen selected schools under guidance of one of the researchers from this team.

Key Words: Learning Strands, Science Classrooms, Pre-Service Teacher Education, Teacher's Gender, Nature of School Management, School Type, Planning in Science, Informal Learning Environments, Posing Interpretative Questions

Introduction:

Moving away from the traditional, formal type of teaching-learning environments, full of one-way communication, is not an easy proposition. It can only become a possibility by being open and flexible in our approach. This would need a different type of framework seeded in informal environments. Innovation in planning of units and lessons in science classrooms is the way forward. In the present study the teachers have planned their classroom proceedings in a framework that allows for strengths of informal environments to be used in formal classroom settings. This became a possibility by applying informal Learning Strands in Science Classrooms (Kumar, 2014n; Prabha, Jha, & Kumar, 2012; Prabha, Kumar, & Jha, 2013; Prabha & Kumar, 2014) formally with unit and lesson planning for teaching-learning science. In the process there had been attempts to

develop theoretical context of Alternative Frameworks (Kumar, 2011, 2012c, 2015, 2013k, 2013g, 2013h, 2013n, 2013a, 2013i, 2014m, 2014k) and to undertake Concept specific researches (Kumar, 2013b) on Alternative Framework in Science on Magnets (Kumar, 2014r), rain (Kumar, 2014q), soil (Kumar, 2014h), cells (Kumar, 2014u), Electric Current (Kumar, 2014c), light (Kumar, 2014v), blood (Kumar, 2014x), Food (Kumar, 2014e), Mirrors and Lenses (Kumar, 2014j), Universe (Kumar, 2014s), Plant Reproduction (Kumar, 2014p), Sources of Energy (Kumar, 2014b), Air (Kumar, 2014o), Force (Kumar, 2014i), Light (Kumar, 2014v) etc. This had been followed by further research on understanding Natural Dispositions of the engaged teachers in Classroom Context (Kumar, 2013a) and related Processes (Kumar, 2012b, 2012a, 2014d, 2014g, 2014l, 2014a, 2014f, 2014t, 2014n, 2015, 2013l, 2013e, 2013j, 2013d, 2013f, 2013m, 2013c, 2014w). During the above cited attempts there had been a research gap on the factors affecting Posed Interpretative Questions to the Learners. The current study is an attempt to fill that gap.

Research Methodology

Research Questions

The following questions are focused on the three identified factors viz. Teacher's Gender, Nature of School Management and School Type.

1. How do we graphically represent preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of the three identified factors?
2. How do we interpret 'statistical descriptives' related to preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of the three identified factors?
3. What are the differences (if any) in preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of the three identified factors?

Research Objectives

The study has focused on the following objectives:

1. To draw and interpret relevant graphs related to preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of the three identified factors.
2. To interpret the 'statistical descriptives' related to preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners in terms of the three identified factors
3. To locate the differences (if any) in preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of the three identified factors.

Methodology, sample and tools:**Methodology:**

Metacognitive efforts like reflecting on our own thinking and understanding can give a lot of insights into what we need to do improve the conditions prevailing at present. Reflecting on his own understanding in the area of science education and assessment of related literature, the researcher identified some ideas to be explored in the area of teaching and learning in science. These evolved into some questions that needed further probing. In order to probe these questions, the researcher developed a wide-ranging tool to explore various questions concerned with the teaching-learning processes in the science classrooms. This tool was used for understanding the science classrooms in terms of the identified factors using the sample described in the next section. IBM-SPSS was used for exploring the data thus collected.

Sample

Total 38 Pre-Service Science teachers participated from two B.Ed. colleges each from University of Delhi and GGSIP University, Delhi. This ensured participation of total 18 schools in which above Pre-Service teachers had their School Life Experience Program. These teachers had diverse graduation and post-graduation subjects. First College had 8 participants and second college had 30 participant Teachers. Feedback responses from 592 lessons delivered by these 30 pre-service science teachers were analyzed in this study. Out of total 38 Pre-Service teachers, code numbers 1.01 to code number 1.30 were given to 30 Pre-service teachers from First College of Education and 8 Pre-Service teachers from Second College of Education received code numbers 2.01 to code number 2.08. Clearly, the sample is not a random sample but a purposive one. Although no deliberate attempt was made for the sample to be homogeneous or representative, it got addressed in the process to some extent. This fact is visible in the different factors that had been described below. The science teachers belonged to different socio-economic backgrounds. The science learners belonged to different sorts of school settings. Therefore, we can say that different socio-economic backgrounds and diversity in teaching-learning settings has been represented largely in the sample.

The properties of different factors that had been studied in the sample are described below.

| Gender | | | | |
|---------------------|-------------|------------------|-------|---------|
| | | Value | Count | Percent |
| Standard Attributes | Label | Teacher's Gender | | |
| | Type | String | | |
| | Measurement | Nominal | | |
| Valid Values | 1 | Male | 7 | 23.3% |

| | | | | |
|--|---|--------|----|-------|
| | 2 | Female | 23 | 76.7% |
| | 3 | Others | 0 | 0.0% |

| Management | | | | |
|---------------------|-------------|-----------------------------|-------|---------|
| | | Value | Count | Percent |
| Standard Attributes | Label | Nature of School Management | | |
| | Type | String | | |
| | Measurement | Nominal | | |
| Valid Values | 1 | Government School | 5 | 16.7% |
| | 2 | Government Aided School | 3 | 10.0% |
| | 3 | Private School | 21 | 70.0% |
| | 4 | Kendriya Vidyalaya | 1 | 3.3% |

| School Type | | | | |
|---------------------|-------------|----------------------|-------|---------|
| | | Value | Count | Percent |
| Standard Attributes | Label | School Type | | |
| | Type | String | | |
| | Measurement | Nominal | | |
| Valid Values | 1 | 'Boys Only' School | 0 | 0.0% |
| | 2 | 'Girl's Only' School | 4 | 13.3% |

| | | | | |
|--|---|--------------|----|-------|
| | 3 | Co-Ed School | 26 | 86.7% |
|--|---|--------------|----|-------|

Tools for data collection

In the present study questionnaire prepared by the researcher was used along with observations and unstructured interviews to triangulate the data. The questionnaire was designed in the form of self-appraisal consisting of both open ended and close ended questions that can be analysed quantitatively and qualitatively both. The questionnaire design for the purpose was collected by school teachers. Field experts, and colleagues in the teacher education institutions validated the tool prepared. Some issues related to the vagueness of language formatting style etc. were resolved in the process. This increased the authenticity of the questionnaire.

Analysis of Data

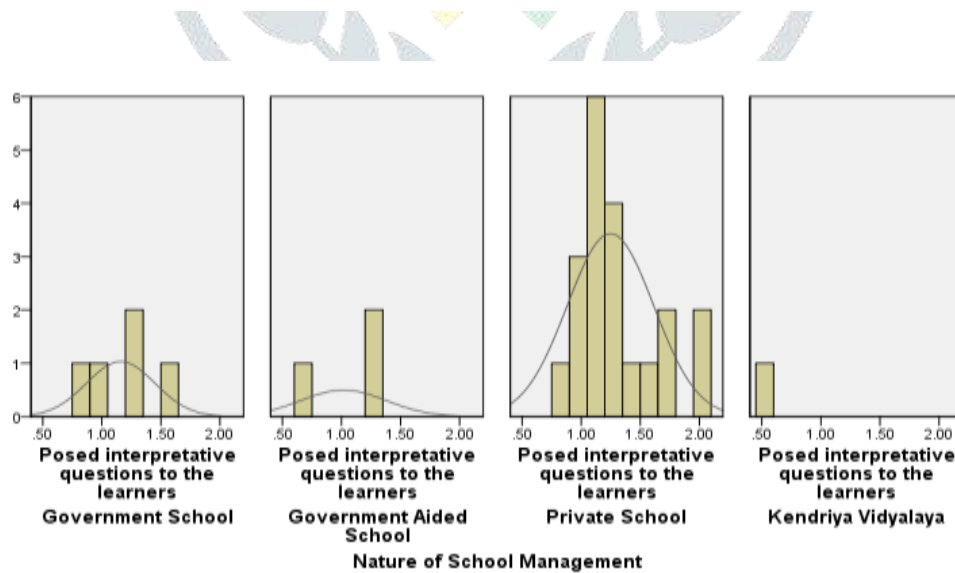
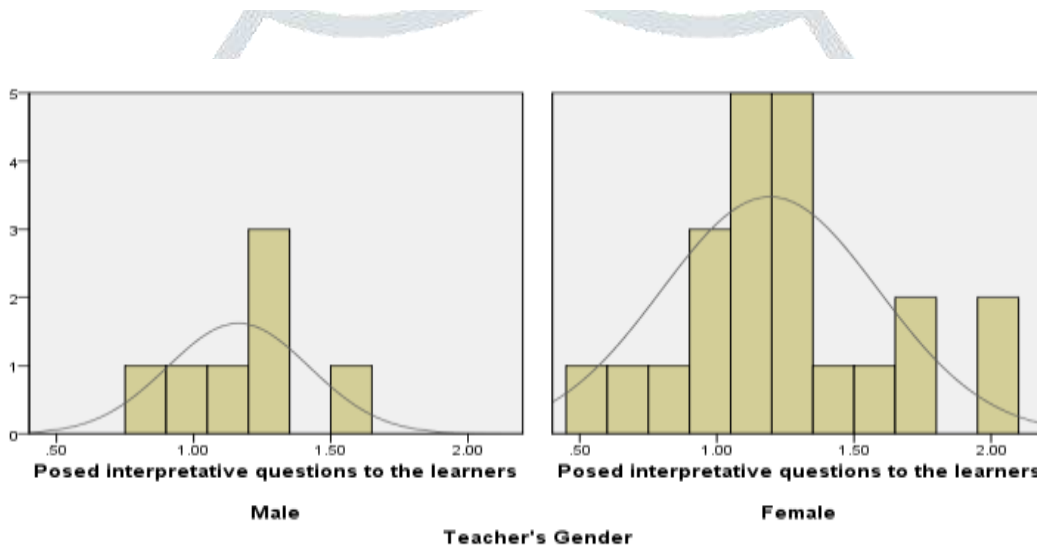
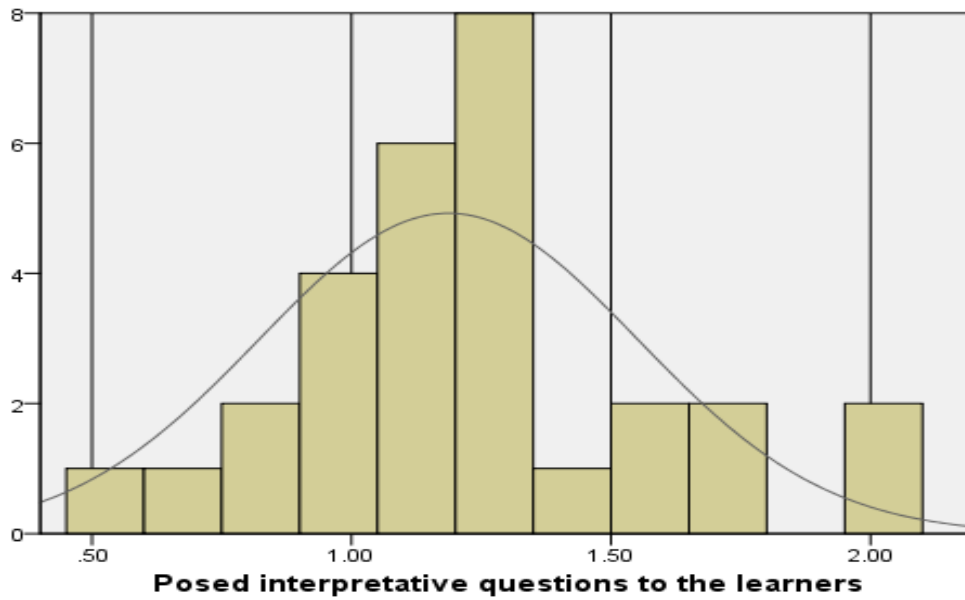
The schedule of self-assessment response, actually contained 26 items, and also had the choice of answering in terms of disagree, agree, and strongly agree. These three categories of choices are further given the marks of zero, one and two respectively in order to quantify them. These responses in the form of marks of zero, one and two were provided as the feedback to the science teachers from the analysis. Also, these responses were then collected on the Microsoft Excel sheet for the duration of overall school time interaction program of all the participating pre-service science teachers. Thus, the average score of one specific teacher was obtained. And the average scores of these 30 teachers were entered in separate Excel sheet for further analysis of their responses on the items in the questionnaire. Graphs and descriptives from this data are being given in “findings” part of the study that follows.

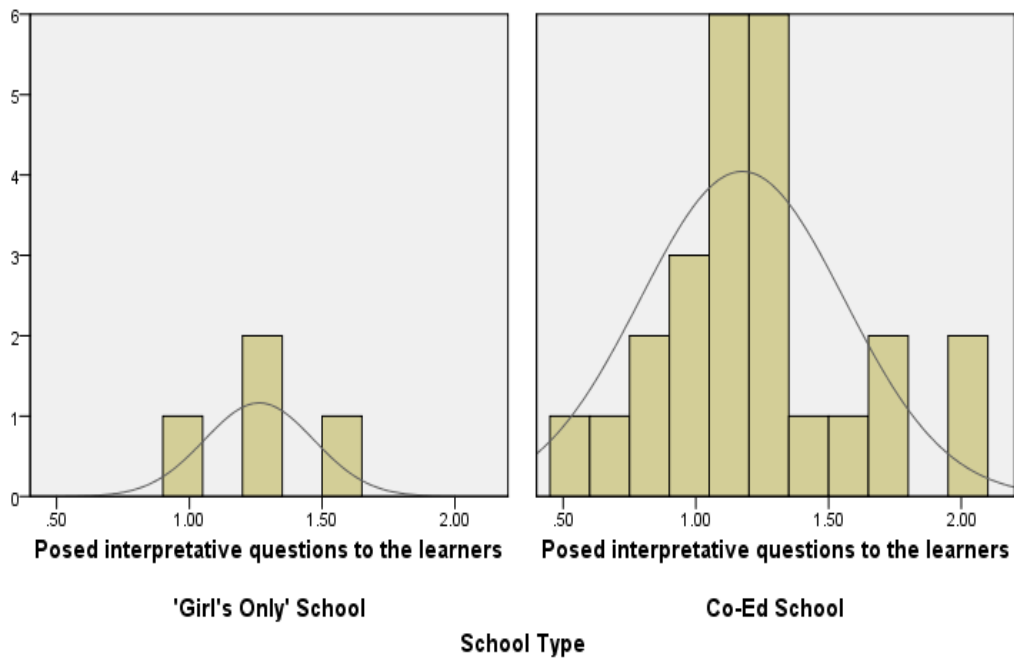
Findings

Table 1 shows the average scores of several teachers on the feedback schedule related to the Component “Posed Interpretative Questions to the Learners” of the teaching-learning environment in damage of Teachers' Self-Assessment. The evaluation, interpretation and appropriate graphical descriptions had been used in the following discussions using the information from the Table 1.

Table 1 - Individual average score of different respondents on the item: Posed Interpretative Questions to the Learners

| Tch. Cd. | Av. Score |
|----------|-----------|
| 1.03 | 1.1 |
| 1.09 | 1.2 |
| 1.14 | 1 |
| 1.22 | 1.59 |
| 1.27 | 1.25 |
| 1.28 | 1.25 |
| 2.01 | 0.75 |
| 1.01 | 0.95 |
| 1.02 | 1 |
| 1.04 | 1.4 |
| 1.05 | 0.8 |
| 1.06 | 1.95 |
| 1.07 | 1.1 |
| 1.08 | 1.25 |
| 1.1 | 1.25 |
| 1.11 | 1.15 |
| 1.12 | 1.65 |
| 1.13 | 1.5 |
| 1.17 | 1 |
| 1.18 | 2 |
| 1.19 | 1.1 |
| 1.2 | 1.1 |
| 1.21 | 1.3 |
| 1.23 | 1.65 |
| 1.24 | 1.15 |
| 1.25 | 1.3 |
| 1.26 | 1.25 |
| 1.3 | 0.6 |
| 2.02 | 0.55 |
| 2.03 | 0.45 |





Case Processing Summary

| | Cases | | | | | |
|--|----------|---------|----------|---------|-------|---------|
| | Included | | Excluded | | Total | |
| | N | Percent | N | Percent | N | Percent |
| Posed interpretative questions to the learners * Teacher's Gender | 30 | 100.0% | 0 | 0.0% | 30 | 100.0% |
| Posed interpretative questions to the learners * Nature of School Management | 30 | 100.0% | 0 | 0.0% | 30 | 100.0% |
| Posed interpretative questions to the learners * School Type | 30 | 100.0% | 0 | 0.0% | 30 | 100.0% |

Posed interpretative questions to the learners * Teacher's Gender

| Report | | | | | | | | |
|--|--------|--------|---------|---------|-------|----------------|----------|----------|
| Posed interpretative questions to the learners | | | | | | | | |
| Teacher's Gender | Mean | Median | Minimum | Maximum | Range | Std. Deviation | Skewness | Kurtosis |
| Male | 1.1630 | 1.2000 | .75 | 1.59 | .84 | .25843 | .064 | 1.239 |
| Female | 1.1935 | 1.1500 | .45 | 2.00 | 1.55 | .39580 | .168 | .146 |
| Total | 1.1864 | 1.1750 | .45 | 2.00 | 1.55 | .36447 | .198 | .392 |

| ANOVA Table | | | | | | | |
|---|----------------|------------|----------------|----|-------------|------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Posed interpretative questions to the learners * Teacher's Gender | Between Groups | (Combined) | .005 | 1 | .005 | .036 | .850 |
| | Within Groups | | 3.847 | 28 | .137 | | |
| | Total | | 3.852 | 29 | | | |

| Measures of Association | | |
|---|------|-------------|
| | Eta | Eta Squared |
| Posed interpretative questions to the learners * Teacher's Gender | .036 | .001 |

Posed interpretative questions to the learners * Nature of School Management

| Report | | | | | | | | |
|--|--------|--------|---------|---------|-------|----------------|----------|----------|
| Posed interpretative questions to the learners | | | | | | | | |
| Nature of School Management | Mean | Median | Minimum | Maximum | Range | Std. Deviation | Skewness | Kurtosis |
| Government School | 1.1600 | 1.2500 | .75 | 1.50 | .75 | .29026 | -.515 | -.476 |
| Government Aided School | 1.0167 | 1.2000 | .60 | 1.25 | .65 | .36171 | -1.695 | . |
| Private School | 1.2472 | 1.1500 | .45 | 2.00 | 1.55 | .36613 | .317 | .601 |
| Kendriya Vidyalaya | .5500 | .5500 | .55 | .55 | .00 | . | . | . |
| Total | 1.1864 | 1.1750 | .45 | 2.00 | 1.55 | .36447 | .198 | .392 |

| ANOVA Table | | | | | | | |
|--|----------------|------------|----------------|----|-------------|-------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Posed interpretative questions to the learners * Nature of School Management | Between Groups | (Combined) | .573 | 3 | .191 | 1.513 | .235 |
| | Within Groups | | 3.280 | 26 | .126 | | |
| | Total | | 3.852 | 29 | | | |

| Measures of Association | | |
|--|------|-------------|
| | Eta | Eta Squared |
| Posed interpretative questions to the learners * Nature of School Management | .386 | .149 |

Posed interpretative questions to the learners * School Type

| Report | | | | | | | | |
|--|--------|--------|---------|---------|-------|----------------|----------|----------|
| Posed interpretative questions to the learners | | | | | | | | |
| School Type | Mean | Median | Minimum | Maximum | Range | Std. Deviation | Skewness | Kurtosis |
| 'Girl's Only' School | 1.2625 | 1.2750 | 1.00 | 1.50 | .50 | .20565 | -.356 | 1.282 |
| Co-Ed School | 1.1747 | 1.1500 | .45 | 2.00 | 1.55 | .38464 | .277 | .216 |
| Total | 1.1864 | 1.1750 | .45 | 2.00 | 1.55 | .36447 | .198 | .392 |

| ANOVA Table | | | | | | | |
|--|----------------|------------|----------------|----|-------------|------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Posed interpretative questions to the learners * School Type | Between Groups | (Combined) | .027 | 1 | .027 | .196 | .662 |
| | Within Groups | | 3.825 | 28 | .137 | | |
| | Total | | 3.852 | 29 | | | |

| Measures of Association | | |
|---|------|-------------|
| | Eta | Eta Squared |
| Posed interpretative questions to the learners * School Type | .083 | .007 |

Analysis and Interpretation:

1) The Mean is 1.1864 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.175 which means fifty percent of the cases lie above and below it. The Range for Total teachers taken together is 1.55 for which minimum value is 0.45 and maximum value is 2. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.36447. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.82 and 1.55. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is 0.198. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is 0.392 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

2(a) The Mean is 1.163 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.2 which means fifty percent of the cases lie above and below it. The Range for Male teachers taken together is 0.84 for which minimum value is 0.75 and maximum value is 1.59. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.25843. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.90 and 1.42. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is 0.064. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is 1.239 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well.

2(b) The Mean is 1.1935 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.15 which means fifty percent of the cases lie above and below it. The Range for Female teachers taken together is 1.55 for which minimum value is 0.45 and maximum value is 2. This shows

high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.3958. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.79 and 1.58. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is 0.168. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is 0.146 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

2(c) We test the null-hypothesis for the relation Posed Interpretative Questions to the Learners * Teacher's Gender the value of the F-ratio comes out to be 0.036 and the p-value comes out to be 0.85 through ANOVA. The interpretation of the p-value reveals that it is more than the alpha level i.e., 0.05 which means that we retain the null hypothesis. The interpretation of the F-ratio reveals that it is less than the critical value 4.196 which means that we retain the null hypothesis. On the basis of this interpretation, we retain the null hypothesis for the relation Posed Interpretative Questions to the Learners * Teacher's Gender as a conclusion of this interpretation. The value of eta-squared is 0.001 as shown in the table. As we retain the null- hypothesis the strength of association between Posed Interpretative Questions to the Learners * Teacher's Gender is considered insignificant.

3(a) The Mean is 1.16 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.25 which means fifty percent of the cases lie above and below it. The Range for Government School teachers taken together is 0.75 for which minimum value is 0.75 and maximum value is 1.5. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.29026. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.86 and 1.45. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is -0.515. which means that the data is moderately negatively skewed. i.e., the number of low scorers is greater than the high scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is -0.476 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

3(b) The Mean is 1.0167 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.2 which means fifty percent of the cases lie above and below it. The Range for Government Aided School teachers taken together is 0.65 for which minimum value is 0.6 and maximum value is 1.25. This shows low difference between minimum and maximum values. This difference can be interpreted as low divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.36171. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.65 and 1.37. This means, on an average most of the teachers agree on Posed

Interpretative Questions to the Learners and some strongly agree with it. Skewness is -1.695. which means that the data is highly negatively skewed. i.e., the number of low scorers is greater than the high scorers on the question of Posed Interpretative Questions to the Learners. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(c) The Mean is 1.2472 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.15 which means fifty percent of the cases lie above and below it. The Range for Private School teachers taken together is 1.55 for which minimum value is 0.45 and maximum value is 2. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.36613. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.88 and 1.61. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is 0.317. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is 0.601 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

3(d) The Mean is 0.55 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 0.55 which means fifty percent of the cases lie above and below it. The Range for Kendriya Vidyalaya teachers taken together is 0 for which minimum value is 0.55 and maximum value is 0.55. This shows no difference between minimum and maximum values. This difference can be interpreted as no divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is incalculable. Skewness is incalculable. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(e) We test the null-hypothesis for the relation Posed Interpretative Questions to the Learners * Nature of School Management the value of the F-ratio comes out to be 1.513 and the p-value comes out to be 0.235 through ANOVA. The interpretation of the p-value reveals that it is more than the alpha level i.e., 0.05 which means that we retain the null hypothesis. The interpretation of the F-ratio reveals that it is less than the critical value 2.975 which means that we retain the null hypothesis. On the basis of this interpretation, we retain the null hypothesis for the relation Posed Interpretative Questions to the Learners * Nature of School Management as a conclusion of this interpretation. The value of eta-squared is 0.149 as shown in the table. As we retain the null- hypothesis the strength of association between Posed Interpretative Questions to the Learners * Nature of School Management is considered insignificant.

4(a) The Mean is 1.2625 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.275 which means fifty percent of the cases lie above and below it. The Range for 'Girl's Only' School teachers taken together is 0.5 for which minimum value is 1 and maximum value is 1.5. This shows low difference between minimum and maximum values. This difference can be interpreted as low

divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.20565. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.76 and 1.76. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is -0.356. which means that the data is slightly negatively skewed. i.e., the number of low scorers is greater than the high scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is 1.282 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well.

4(b) The Mean is 1.1747 which means on an average most teachers agree on Posed Interpretative Questions to the Learners. The Median is 1.15 which means fifty percent of the cases lie above and below it. The Range for Co-Ed School teachers taken together is 1.55 for which minimum value is 0.45 and maximum value is 2. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Posed Interpretative Questions to the Learners. Standard deviation is 0.38464. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.79 and 1.55. This means, on an average most of the teachers agree on Posed Interpretative Questions to the Learners and some strongly agree with it. Skewness is 0.277. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Posed Interpretative Questions to the Learners. This is evident in the graphical representation of the data as well. Kurtosis is 0.216 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

4(c) We test the null-hypothesis for the relation Posed Interpretative Questions to the Learners * School Type the value of the F-ratio comes out to be 0.196 and the p-value comes out to be 0.662 through ANOVA. The interpretation of the p-value reveals that it is more than the alpha level i.e., 0.05 which means that we retain the null hypothesis. The interpretation of the F-ratio reveals that it is less than the critical value 4.196 which means that we retain the null hypothesis. On the basis of this interpretation, we retain the null hypothesis for the relation Posed Interpretative Questions to the Learners * School Type as a conclusion of this interpretation. The value of eta-squared is 0.007 as shown in the table. As we retain the null- hypothesis the strength of association between Posed Interpretative Questions to the Learners * School Type is considered insignificant.

Conclusion:

The study focuses on preservice teacher's natural dispositions towards "Posed Interpretative Questions to the Learners" in terms of Teacher's Gender, Nature of School Management and School Type. In the study relevant graphs related to this focus have been drawn and interpreted. 'Statistical Descriptives' of the same have also been interpreted as part of the study. The study did not find any significant difference in pre-service teachers' response to "Posed Interpretative Questions to the Learners" in terms of Teacher's Gender, Nature of School Management and School Type.

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