Ok, let’s dive into another sub-question to get the answer to our main question. We've observed some fascinating patterns of how study hours correlate with preparation for class and performance.

Let's start with a contradiction we've noticed in our study. Although some students did not perform well in the course, they had high levels of preparation. For example, please look at the bubble points which are shown by black arrows. Their preparation for class is not below 3, but they still get poor performance levels.

However, we also found out another interesting thing. The points shown by pink arrows show that if there is a high preparation level (for example, 5), the performance level does not fall below 3.

One might assume that study hours directly correlate with preparation. However, our findings challenge this assumption. High-performing students often have study hour bubbles comparable to or even smaller than those of low or moderately-performing students. Preparation seems to be influenced by factors other than study hours alone.

Moving on to an essential aspect of our study: the perception of teachers' effectiveness among students. Are the students viewing their teachers positively? Our data reflects a correlation between instructor’s effectiveness and student interest. Surprisingly, even students with the least interest rated their instructors highly, a majority choosing a 4 out of 5 in rating the teacher's effectiveness.

Moreover, our analysis indicates a positive correlation between instructor effectiveness and increased interest of the students. It seems that as teachers' effectiveness increases, so does the students' level of interest in the course.

Now, let’s move onto the students’ confidence level and Increased Interest. A significant majority, 63.64% of the students, selected confidence levels 4 and 5. And, 81.81% chose interest levels 4 and 5. This indicates a high level of gained confidence and interest among the majority of the students.

Our next focus delves into the students' satisfaction levels and their likelihood to recommend it to others regardless of performance level. The data indicate a high level of satisfaction among students. 63.6% strongly agree, with an additional 27.3% Agree in their desire to recommend the course to their peers. Both low and high-performance level students never chose disagree and strongly disagree options in the recommendation column. Even if they are performing badly in the course, they still recommend the course to their friends.

Now, let's explore the impact of the course on students' interest levels, by examining their initial reason for joining the course. In fig 1, Among the students who joined the course with the initial reason ‘interest’, a significant majority—5 out of 6—selected "Strongly Agree (5)" and "Agree (4)" when asked if the course increased their interest.

In fig2, Of those who didn't join initially due to interest in the course, 4 out of 5 students selected 4 and 5 agree levels.

In total, out of 11 students surveyed, 9 students— 81.82%—reported that the course positively impacted their interest levels, regardless of their initial reasons for joining.

Conclusion

Thank you for your attention. This is the end of our presentation.