CHAPTER 4

ANALYSIS, INTERPRETATION, AND RESULTS

4.1 INTRODUCTION

The most important factor in educational investigation is the analysis and interpretation of data. After analyzing the data the next step is to interpret them. Interpretation refers to the task of drawing inferences from the collected facts after an analytical study. In one sense, interpretation is concerned with relationships within the collected data's. Interpretation is the device through which the factors that seem to explain what has been observed by researcher in the course of the study can be better understood and it provides a theoretical conception which can serve as a guide for further research. Interpretation is essential for the simple reason that the usefulness and utility of research findings lie in proper interpretation.

In the present study, the data has been collected using adopted and added attitude scale. The data was classified, tabulated and analyzed. The analysis of the data was carried out with the help the necessary statistical tables and graphical representation.

The investigator in accordance with the objectives has analyzed the attitude of school teachers with different variables like male and female, and teaching experience. To facilitate an easy reading the objectives of the study are given below:

- To find out percentage of the attitude of school teachers towards technology in teaching-learning process during COVID-19 pandemic.
- To find out percentage of the attitude of school teachers towards change in teaching-learning process during COVID-19 pandemic.

4.2 ATTITUDES OF SCHOOL TEACHERS TOWARDS TECHNOLOGY IN TEACHING-LEARNIG PROCESS DURING COVID-19 PANDEMIC

In this section results are pertaining to attitude of teachers at Elementary, Secondary and Senior secondary taken together and presented. The data collected from 10 schools including Private, Government and Government-Aided schools teachers along an attitude scale with 15 items or statements are scored and their average score were calculated by dividing the total score by the number of statements. Based on average score obtained by the teachers, they were categorised as having positive attitude, moderate attitude and negative attitude as stated below:

- The teachers whose average score falls between 3.5 and 5 are categorised as having positive attitude towards technology in teaching-learning process during COVID-19 pandemic.

- The teachers whose average score falls between 2.5 and 3.4 are categorised as having moderate attitude towards technology in teaching-learning process during COVID-19 pandemic.

- The teachers whose average score falls between 1 and 2.4 are categorised as having negative attitude towards technology in teaching-learning process during COVID-19 pandemic.

Table 5: Attitude Scores of Male and Female Teachers towards Technology in Percentage

Sl.no.	Attitude	Male (9)	Female (13)	Total (22)
1	Positive	66.666	30.7692	45
2	Moderate	33.333	69.2308	55
3	Negative	0	0	0

From above table we can say that:

- More than half of the male teachers (66.66%) have positive attitude towards technology and female teachers one-third (30.76%) have positive attitude

20

towards technology in teaching-learning process. Also the percentage of both male and female taken together equivalent ($\neg$ 45%), who posses positive attitude towards technology in teaching learning process during COVID-19 pandemic.

- Nearly one-third male teachers (33.33%) have moderate attitude and more than half female teachers (69.23%) have moderate attitude towards technology in teaching-learning process during COVID-19 pandemic.

- As we can see no negative attitude posses by any of them towards technology.

4.3 ATTITUDES OF SCHOOL TEACHERS TOWARDS CHANGE IN TEACHING-LEARNING PROCESS DURING COVID-19 PANDEMIC

In this section results are pertaining to attitude of teachers at Elementary, Secondary and Senior secondary taken together and presented. The data collected from 10 schools including Private, Government and Government-Aided schools teachers along an attitude scale with 14 items or statements are scored and their average score were calculated by dividing the total score by the number of statements. Based on average score obtained by the teachers, they were categorised as having positive attitude, moderate attitude and negative attitude as stated below:

- The teachers whose average score falls between 2.4 and 3 are categorised as having positive attitude towards technology in teaching-learning process during COVID-19 pandemic.

- The teachers whose average score falls between 1.7 and 2.3 are categorised as having moderate attitude towards technology in teaching-learning process during COVID-19 pandemic.

- The teachers whose average score falls between 1 and 1.6are categorised as having negative attitude towards technology in teaching-learning process during COVID-19 pandemic.

Table 6: Attitude Scores of Male and Female Teachers towards Change in Percentage

SL.NO.	ATTITUDE	MALE (9)	FEMALE (13)	TOTAL (22)
1	POSITIVE	44	15	29.5
2	MODERATE	56	85	70.5
3	NEGATIVE	0	0	0

- Less than half of the male teachers (44%) have positive attitude towards change and below one-third female teachers (15%) have positive attitude towards change in teaching-learning process. Also the percentage of male and female taken together less than (30%), who posses positive attitude towards change in teaching learning process during COVID-19 pandemic.

- More than half male teachers (56%) have moderate attitude and more than half female teachers (85%) have moderate attitude towards technology in teaching-learning process during COVID-19 pandemic.

- As we can see no negative attitude posses by any of them towards technology.