CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

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4.1 Introduction

In the previous chapter, the researcher defined the appropriate methodology and sample of the study. The researcher prepared the appropriate tool for data collection and determined the scoring criteria for the tool.

In this chapter, the appropriate statistical tools have been used to analyse the data collected from the student teachers through the Attitude towards ICT scale (ATIS), such as percentage, mean, mode and mann- wheitney U test followed by using SPSS statistical software and the results obtained thereby have been interpreted.

It is also the intention of the researcher to find out whether differences exist between the stream (arts and science) and gender (male and female) of the student teacher with respect to the attitude towards ICT.

4.2 Objective wise analysis and interpretation

These are three objectives formulated for the present study. The objective wise analysis is as follows

Objective 1:

To study the attitude of student teachers towards ICT.

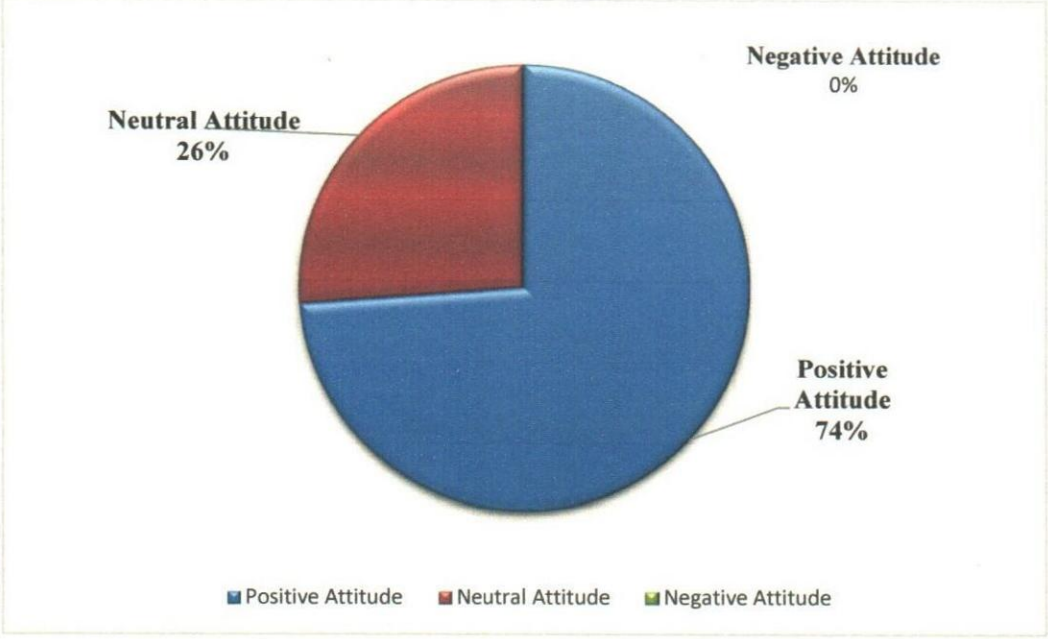
Table 4.1: Attitude of Student teachers towards ICT

Category	Frequency	Percentage
Positive Attitude	62	73.80%
Neutral Attitude	22	26.20%
Negative Attitude	0	0%

From the above table 4.1, it was found that most of the student teachers (73.80%) have positive attitude towards ICT while a significant number of student teachers (26.20%) have a neutral attitude towards ICT and none of the student have negative attitude towards ICT.

The possible reasons for the research outcome can be the early exposure of the student teachers in ICT in their Bachelors and Master degree courses which created in them a positive attitude towards the ICT tools. Also, the various awareness programmes organized by the government in different academic institutions across India can be another possible reason for the positive outlook of student teachers towards ICT.

Figure 4.1: Attitude of Student teachers towards ICT



Objective 2:

To compare the attitudes of male and female student teachers towards ICT.

Hypothesis-1

There is no significant difference between male and female student teachers with respect to their attitude towards ICT.

To accomplish the above null hypothesis, the Mann wheitney U test was applied and the results are presented in the following table.

Table 4.2: Ranks with Respect to Gender

	GENDER	N	Mean Rank	Sum of Ranks
ATTITUDE_SCORE	MALE	28	39.84	1115.50
	FEMALE	56	43.83	2454.50
	Total	84		

Table 4.3: Test Statistics 1

	ATTITUDE_SCORE
Mann-Whitney U	709.500
Wilcoxon W	1115.500
Z	-.708
Asymp. Sig. (2-tailed)	.479

Grouping Variable: GENDER

From the table 4.3, it was found that the obtained Z value is .708, which is less than 1.96 at 0.05 level of significance. Hence, the null hypothesis "There is no significant difference between male and female student teachers with respect to their attitude towards ICT." is not rejected.

Objective 3:

To compare the attitudes of science and social science streams' student teachers towards ICT.

Hypothesis – 2

There is no significant difference between science and social science streams' student teachers with respect to their attitude towards ICT.

To accomplish the above null hypothesis, the Mann wheitney U test was applied and the results are presented in the following table.

Table 4.4: Ranks with Respect to Stream

	STREAM	N	Mean Rank	Sum of Ranks
ATTITUDE_SCORE	ARTS	26	38.71	1006.50
	SCIENCES	58	44.20	2563.50
	Total	84		

Table 4.5: Test Statistics 2

	ATTITUDE_SCORE
Mann-Whitney U	655.500
Wilcoxon W	1006.500
Z	-.954
Asymp. Sig. (2-tailed)	.340

Grouping Variable: STREAM

From the table 4.5. it was found that the obtained Z value is .954. which is less than 1.96 at 0.05 level of significance. Hence. the null hypothesis "There is no significant difference between science and social science streams' student teachers with respect to their attitude towards ICT." is not rejected.