CHAPTER-IV
DATA ANALYSIS AND INTERPRETATION

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4.1 Introduction

In the words of John W. Best (1977), "statistics is a body of mathematical techniques or processes for gathering organizing, analysing and interpreting numerical data. Since research yields such quantitative data, statistics is a basic tool of measurement, evaluation and research. The data are summarized and reduced to few meaningful statistics for example studied. Analysis of data requires a number of closely related operations such as establishment of categories the application of these categories through coding, tabulation and then drawing statistical inferences. The data are condensed into a few manageable groups and tables for further analysis.

This study aimed to investigate the attitude of B.Ed. student-teachers towards Digital Library. The focus of the study was on one B.Ed. college.

This chapter contains a detailed account of the collection of data from the research participants. It also serves to prepare the reader with regard to the form of grounding of the research and its stance by locating it within the quantitative research paradigm. In short, the chapter highlights the data that was collected and then analysed.

4.2 Data analysis and procedure

The data were collected from Regional Institute of Education (NCERT) Bhopal. Madhya Pradesh and then analysed. The sample size is 50 student-teachers only. According to the objective of the study the hypotheses was formulated. This chapter presents the data and their analysis with respect to the result of the study.

Keeping in view the objectives and variables of the study the data was analysed under following headings

4.3 Study Attitude of B.Ed. student-teachers towards digital library.

Table 4.1 Percentage of B.Ed. student-teachers towards Digital Library.

	Interpretation	Frequency	Percentage %
Student-teachers	Very High Attitude Towards Digital Library	16	32
	High Attitude Towards Digital Library	31	62
	Moderate Attitude Towards Digital Library	3	6
	Very Low Attitude Towards Digital Library	0	0
	Low Attitude Towards Digital Library	0	0

Figure 4.1 Percentage of Student-teachers Attitude towards Digital Library
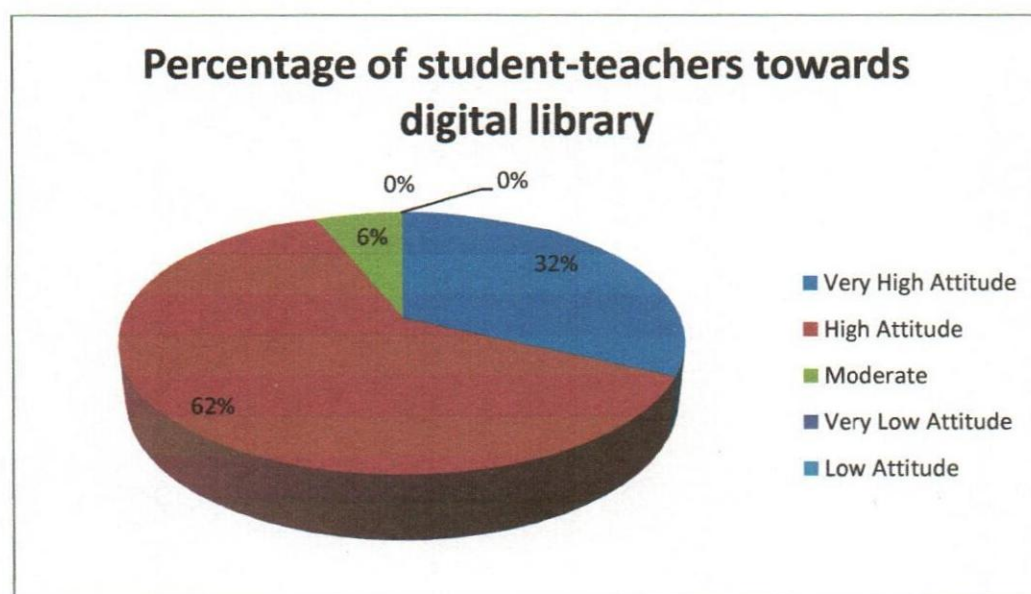
From the above table, it be concluded that, 94% student teacher showed the high attitude towards digital library and only 6% student teacher showed the moderate attitude towards digital library and lastly None of the student teacher showed low attitude towards digital library.

From the chart it can be concluded that there is a High Attitude of B.Ed. student-teachers towards digital library so hypothesis 1 is accepted.

4.4 Study the attitude of Male and Female student-teachers towards digital library.

To Study the attitude of B.Ed. Male and Female student-teachers towards digital library mean and standard deviation was calculated and is shown in Table 4.2.

Table 4.2 Mean and standard deviation of attitude of B.Ed. male and female student-teachers towards digital library

Gender	N	Mean	SD
Male	23	80.82	6.95
Female	27	80.74	7.90
Total	50	80.77	7.40

Table 4.2 reveals that the mean score of attitude of B.Ed. male and female student-teachers towards digital library is 80.82 and 80.74 respectively. While the mean and standard deviation of attitude of overall B.Ed. student-teachers towards digital library is 80.77 and 7.40 respectively.

So, it reflects that attitude of both male and female student-teachers of B.Ed. and attitude of overall group towards digital library is positive. It also reflects that the attitude of male student-teachers towards digital library is found to be positive and higher than that of female-student-teachers as shown in the following diagram 4.2

Figure 4.2 Attitude of male and female student-teachers towards digital library.
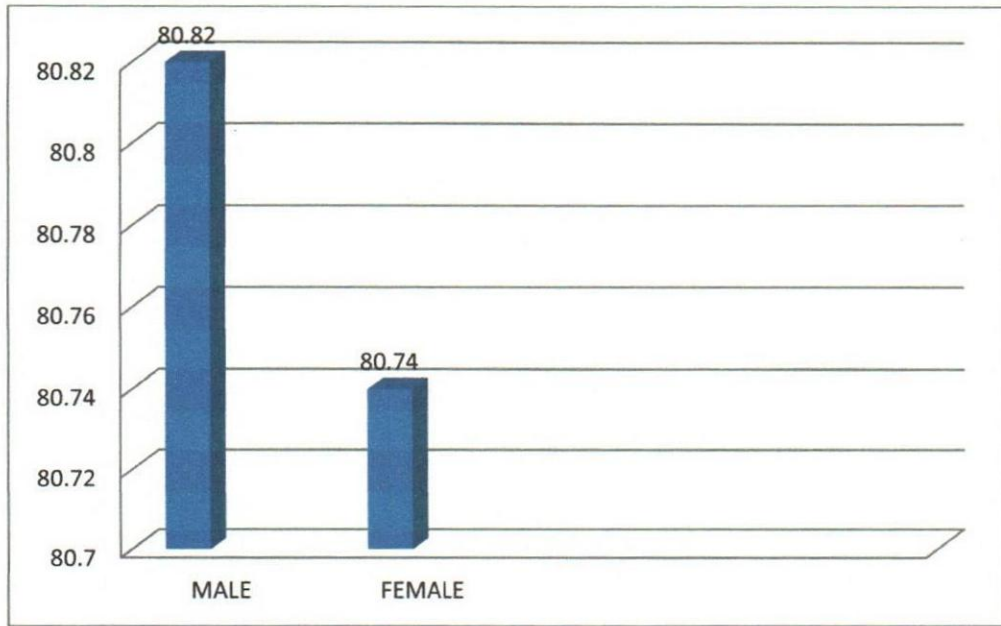
To test the null hypotheses "There is no significant difference between the attitudes of Male and Female student-teachers towards digital library". In the present study researcher is done the analysis of hypothesis by using T-test results are shown in the table 4.3

Table 4.3 t-value of male and female student-teachers attitude towards digital library.

Gender	N	Mean	SD	df	t-value	Significance level
Male	23	80.82	6.95	48	0.04	Not
Female	27	80.74	7.90			significant

The t-value between the mean score of the attitude of male and female students is found to be 0.04. The degree of freedom is 48 at 0.05 levels of the table value 1.677 is greater than the calculated value 0.04. Therefore it is not significant at this level. From the above result it is clear that the obtained t-value is insignificant at 0.05 levels.

Therefore hypothesis no.2 ''There is no significance difference between attitude of Male and Female student-teachers towards digital library'' is accepted.

Hence both male and female student-teachers of B.Ed. have same positive attitude towards digital library.

4.5 Study the attitude of Science and Social Science student-teachers towards digital library.

To Study the attitude of B.Ed. Science and Social Science student-teachers towards digital library mean and standard deviation was calculated and is shown in Table 4.4.

Table 4.4 Mean and standard deviation of attitude of B.Ed. science and social science student-teachers towards digital library

Stream	N	Mean	SD
Science	32	80.06	7.38
Social Science	18	82.05	7.48
Total	50	80.77	7.40

Table 4.3 reveals that the mean score of attitude of B.Ed. science and social science student-teachers towards digital library is 80.06 and 82.05 respectively. While the mean and standard deviation of attitude of overall B.Ed. student-teachers towards digital library is 80.77 and 7.40 respectively.

So, it reflects that attitude of both science and social science student-teachers of B.Ed. and attitude of overall group towards digital library is positive. It also reflects that the attitude of social science student-teachers towards digital library is found to be positive and higher than that of science student-teachers as shown in the following diagram 4.3

Figure 4.3 Attitude of science and social science student-teachers towards digital library.
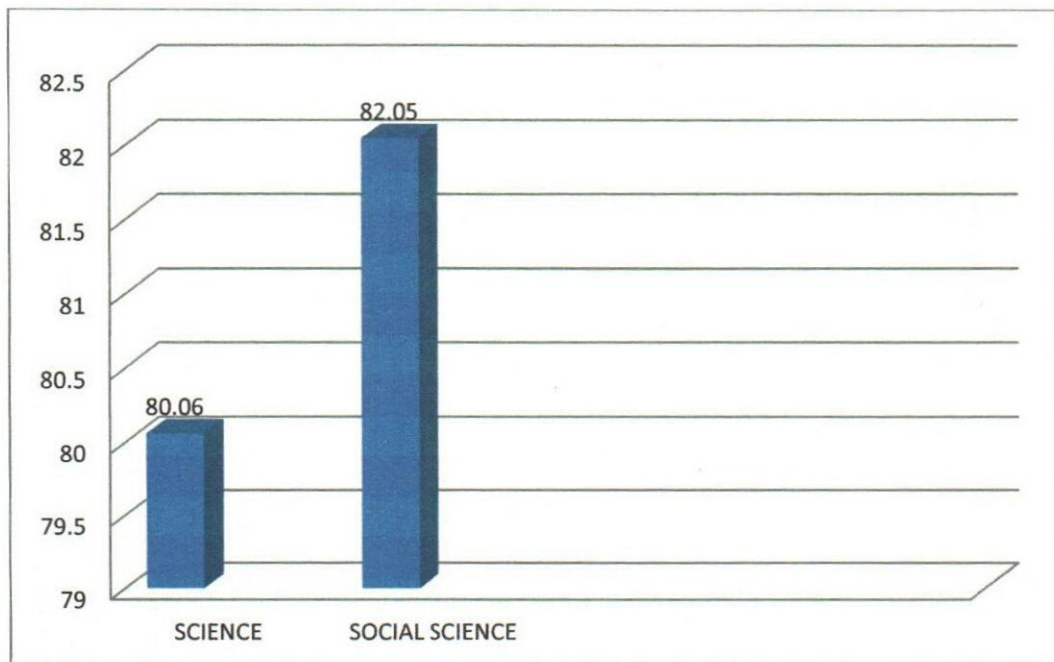
To test the null hypothesis "There is no significant difference between the attitudes of Science and Social Science student-teachers towards digital library". In the present study researcher is done the analysis of hypothesis by using T-test and results are shown in the table 4.5

Table 4.5 t-value of science and social science students towards attitude Digital Library.

Stream	N	Mean	SD	df	t-value	Significance level
Science	32	80.06	7.38	48	0.91	Not
Social Science	18	82.05	7.48			Significant

The t-value between the mean score of the attitude of science and arts students is found to be 0.91. The degree of freedom is 48 at 0.05 levels of the table value 1.677 is greater than the calculated value 0.91. Therefore it is not significant at this level.

From the above result it is clear that the obtained t-value is insignificant at 0.05 levels.

Therefore hypothesis no.3 ''There is no significance difference between attitude of Science and Social Science student-teachers towards digital library'' is accepted.

Hence both science and social science student-teachers of B.Ed. have same positive attitude towards digital library.

4.6 Conclusion

The examination of the attitude of B.Ed. student-teachers towards digital library is shows in this chapter. The process of inferential analysis is done by using appropriate formula and detail interpretation presented in this chapter. The conclusion and findings would be discussed in the next chapter.