Chapter 4

Data Analysis and Findings

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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 through the questionnaire, such as sum, mean and t-test followed by using SPSS statistical software and the results obtained thereby have been interpreted.

4.2 ICT awareness on the basis of school:

This section focuses on the analysing and interpreting of gathered data for investigating the awareness of upper primary students on the use of ICT tools and their usefulness. Moreover, the existence of any relationship between and amongst their awareness based on their schools i.e., state government, central government and private schools were also examined.

Figure 4.1: Difference in mean score of central gov't, private and state gov't schools on the basis of ICT awareness

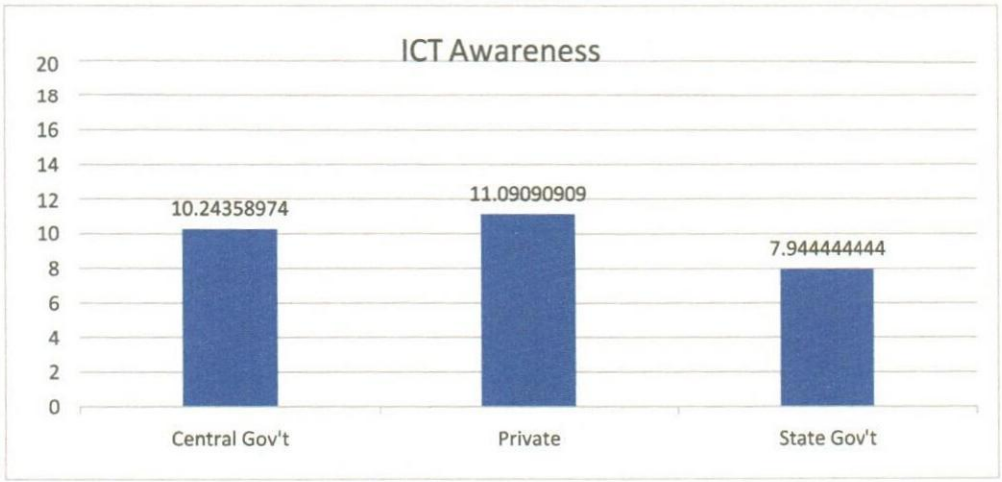
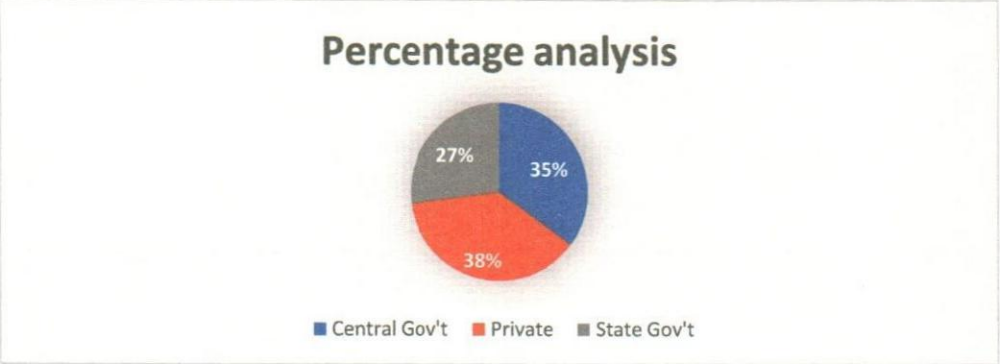


Figure 4.2: Percentage analysis of ICT awareness among different types schools



To analyse the students' level of awareness of the ICT tools, questionnaire of 20 questions were used. The obtained results shows that 38% students of private schools are "very aware", 35% central government school students are "aware" and 27% of state government school students are "little aware" about the use of ICT tools.

4.3 Difference between government and central government school:

Hypothesis-1

There is no significant difference between government and central government school student related to the awareness towards ICT among 8th class students in science subject.

To accomplish the above null hypothesis, the independent t-test was applied and the results are presented in the following table-

Type of Schools	N	Mean	SD	t- value
State government	18	7.94	1.662	2.721
Central government	78	10.24	3.483	

Table 4.1: Showing mean, standard deviation and t-value of state government and central government schools

As the calculated value of 't' i.e. 2.72 is greater than table value at 0.05 level of significance for degree of freedom 94 i.e. 1.99, therefore, 't' value is significant at level 0.05 level of significance and null hypothesis is rejected. Thus, it can be stated that there is a significant difference between government and central government

school student related to the awareness towards ICT among 8th class students in science subject.

The table indicates that the 't' critical value is significant at 0.05 level with the degree of freedom 94. It indicates that the mean scores of students of different schools will differ in terms of the use of ICT tools in science learning. There is a statistical significant difference between state government and central government in ICT awareness related to science learning. The mean score of state government school is 7.94, which is lower than the central government school having mean score 10.24. Therefore, it can be concluded that ICT awareness in central government schools is more than the state government school. The central government schools have more facilities of ICT in related to science learning.

4.4 Difference between government and private school:

Hypothesis-2

There is no significant difference between government and private school student related to the awareness towards ICT among 8th class students in science subject.

To accomplish the above null hypothesis, the t-test was applied and the results are presented in the following table-

Type of Schools	N	Mean	SD	t- value
State government	18	7.94	1.662	2.818
Private	11	11.09	4.277	

Table 4.2: Showing mean, standard deviation and t-value of state government and private schools

As the calculated value of 't' i.e. 2.81 is greater than table value at 0.05 level of significance for degree of freedom 27 i.e. 2.05, therefore, 't' value is significant at level 0.05 level of significance and null hypothesis is rejected. Thus, it can be stated that there is a significant difference between government and private school student related to the awareness towards ICT among 8th class students in science subject.

The table indicates that the 't' critical value is significant at 0.05 level with the degree of freedom 27. It indicates that the mean scores of students of different schools will differ in terms of the use of ICT tools in science learning. There is a statistical significant difference between state government and private in ICT awareness related to science learning. The mean score of state government school is 7.94, which is lower

than the private school having mean score 11.09. Further, the mean score of private school is more than government school. It may, therefore, be said that private schools have more awareness towards ICT in science. The private schools are more developed in terms of technological tools availability for science learning.

4.5 Difference between central government and private school:

Hypothesis-3

There is no significant difference between central government and private school student related to the awareness towards ICT among 8th class students in science subject.

To accomplish the above null hypothesis, the independent t-test was applied and the results are presented in the following table-

Type of Schools	N	Mean	SD	t- value
Central government	78	11.09	3.483	0.734
Private	11	10.24	4.277	

Table 4.3: Showing mean, standard deviation and t-value of central government and private schools

As the calculated value of 't' i.e. 0.73 is lower than table value at 0.05 level of significance for degree of freedom 87 i.e. 1.99, therefore, 't' value is not significant at level 0.05 level of significance and null hypothesis is accepted. Thus, it can be stated that there is an insignificant difference between government and central government school student related to the awareness towards ICT among 8th class students in science subject.

The table indicates that the 't' critical value is significant at 0.05 level with the degree of freedom 87. It indicates that the mean scores of students of different schools will not differ in terms of the use of ICT tools in science learning. The mean score of central government school is 11.09, which is similar to the central government school having mean score 10.24. Therefore, it can be concluded that private and central government both having ICT awareness in science learning