

**CHAPTER-IV**  
**ANALYSIS AND**  
**INTERPRETATION OF DATA**

## CHAPTER-IV

# Analysis and Interpretation of Data

### 4.1 Introduction

The most important step in the total procedure of research is analysis and interpretation of the collected data. This helps to get a meaningful picture of the raw information collected. Analysis of data means studying and tabulating the existing complex factors into simpler parts and putting the parts together in new arrangements for the purposes of interpretation. This chapter deals with statistical analysis and the interpretation of the data. The systematic analysis of this data is hoped to provide valuable information about the attitude of Secondary School Teacher towards ICT.

### 4.2 Data Analysis

The data which was collected from 60 secondary school teachers of Nuapada District, Odisha using questionnaire. The attitude of all sampled participants are analysed using the statistical techniques. The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

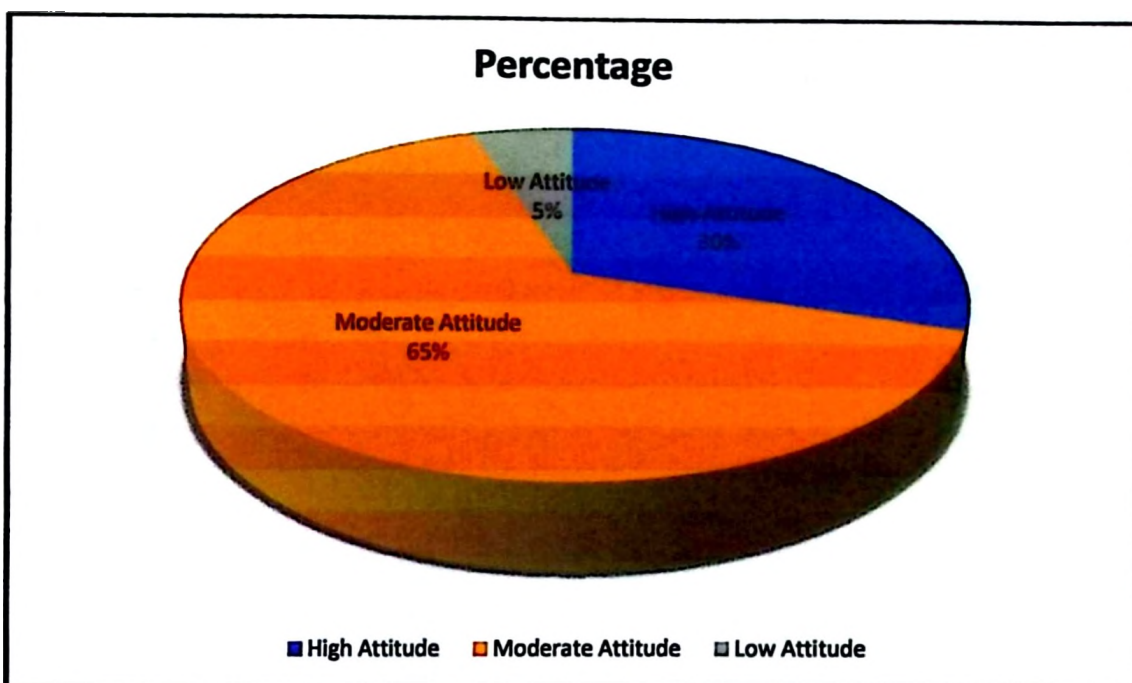
- Mean, Standard Deviation, to study the nature of distribution of scores.
- t- Value to investigate the significance of difference between various groups.

### 4.3 To study the attitude of secondary school teachers' towards ICT.

Table 4.1 Attitude of secondary school teacher towards ICT.

	Interpretations	No. of teachers	Percentage
Secondary School Teachers	High Attitude Towards ICT	18	30%
	Moderate Attitude Towards ICT	39	65%
	Low Attitude Towards ICT	3	5%

**Figure 4.1 Attitude of secondary school teacher towards ICT.**



As a result of administering attitude towards the ICT teaching scale on the sample of 60 secondary school teachers 30% teacher showed high attitude towards ICT while 65% teacher showed moderate attitude towards ICT and 5% teacher showed low attitude towards ICT. From the chart it can be concluded that there is a moderate Attitude of secondary school teachers towards ICT so hypothesis 1 is accepted.

#### **4.4 Study the attitude of male and female secondary school teachers towards ICT**

To Study the attitude of male and female secondary school teachers towards ICT mean and standard deviation was calculated and is shown in Table 4.2.

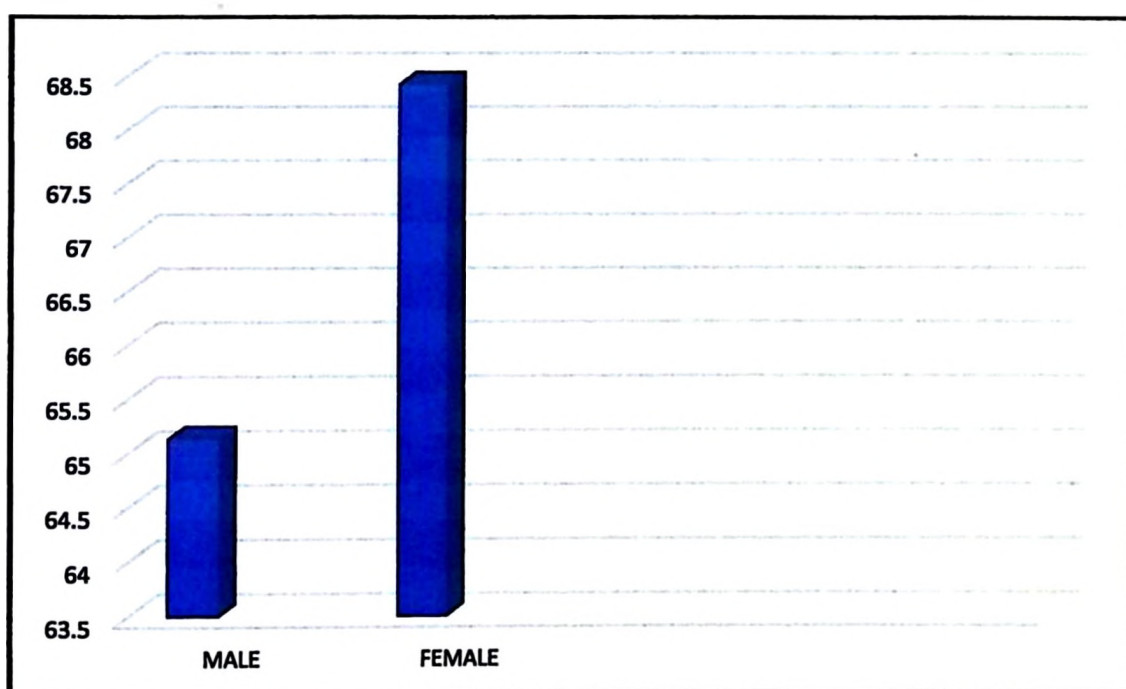
**Table 4.2 Mean and standard deviation of attitude of male and female secondary school teachers towards ICT**

Gender	N	Mean	SD
Male	34	65.14	14.01
Female	26	68.42	15.25
Total	60	66.55	14.58

Table 4.2 reveals that the mean score of attitude of male and female secondary school teachers towards ICT is 65.14 and 68.42 respectively. While the mean and standard deviation of attitude of overall secondary school teachers towards ICT is 66.78 and 14.63 respectively.

So, it reflects that attitude of both male and female secondary school teachers and attitude of overall group towards ICT is positive. It also reflects that the attitude of female secondary school teachers towards ICT is found to be positive and higher than that of male student teachers as shown in the following figure 4.2

**Figure 4.2 Attitude of male and female secondary school teachers towards ICT**



To test the null hypotheses " There is no significant difference in the attitude of male and female secondary school teachers towards ICT ". In the present study researcher is done the work of analysis of hypothesis by using T-test through SPSS software and results are shown in the table 4.3

**Table 4.3 t- value of male and female secondary school teachers' attitude towards ICT.**

Gender	N	Mean	SD	df	t-value	Significance Level
Male	34	65.14	14.01	58	0.86	Not significant
Female	26	68.42	15.25			

The t-value between the mean score of the attitude of male and female students is found to be 0.86. The degree of freedom is 58 at 0.05 levels of the table value 1.672 is greater than the calculated value 0.86. 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 significant difference in the attitude of male and female secondary school teachers towards ICT” is accepted.

#### **4.5 Study the attitude of secondary school teacher of various age group towards ICT**

To Study the attitude of secondary school teacher of various age group towards ICT mean and standard deviation was calculated and is shown in Table 4.3.

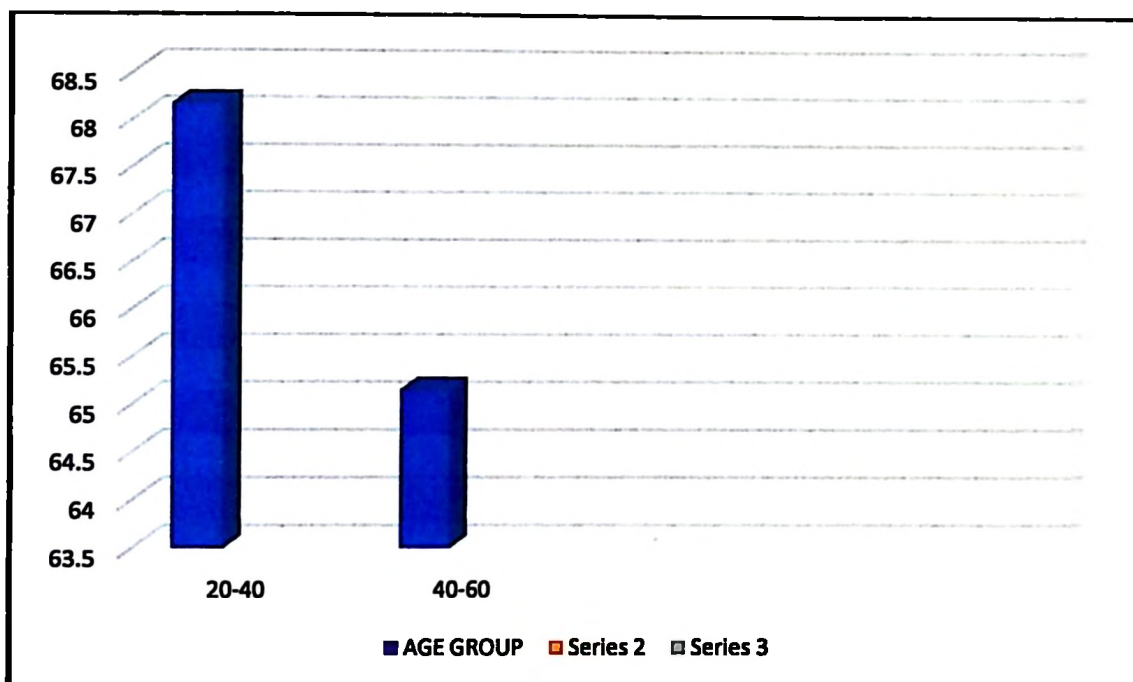
**Table 4.4 Mean and standard deviation of attitude of secondary school teacher of various age group towards ICT**

Age	N	Mean	SD
20-40	28	68.17	14.58
40-60	32	65.15	14.56
Total	60	66.55	14.58

Table 4.3 reveals that the mean score of attitude of secondary school teacher of age group 20-40 and 40-60 towards ICT is 68.17 and 65.15 respectively. While the mean and standard deviation of attitude of overall is 66.55 and 14.57 respectively.

So, it reflects that attitude of both secondary school teacher of age group 20-40 and 40-60 towards ICT and attitude of overall group towards ICT is positive. It also reflects that the attitude of secondary school teachers with age 20-40 towards ICT is found to be positive and higher than that of 40-60 age group as shown in the following figure 4.3

**Figure 4.3 Attitude of secondary school teacher of various age group towards ICT**



To test the null hypothesis “There is no significance difference between attitude of secondary school teacher of various age group towards ICT.” In the present study researcher is done the work of analysis of hypothesis by using t-test through SPSS software and results are shown in the table 4.5

**Table 4.5 t-value of the attitude of secondary school teacher of various age group towards ICT.**

Age	N	Mean	SD	df	t-value	Significance level
20-40	28	68.17	14.58	58	0.80	Not significant at 0.05 level
40-60	32	65.15	14.56			

The t-value between the mean score of the attitude of secondary school teacher of age group 20-40 and 40-60 towards ICT found to be 0.80. The degree of freedom is 58 at 0.05 levels of the table value 1.672 is greater than the calculated value 0.80. 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 secondary school teacher of various age group towards ICT.” is accepted.

#### **4.6 Conclusion**

This chapter focused on the presentation and interpretation of the data which was collected from secondary school teachers of Nuapada District, Odisha. The data was collected using questionnaire. The attitude of all sampled participants are clear about ICT. These response of sampled participants manifest in findings that are fundamentally explanations of their attitude. In sum, this chapter points to emerged findings of the study. The findings are presented in the next chapter.