

CHAPTER 4
DATA ANALYSIS,
INTERPRETATION AND
STATEMENT OF RESULT

Chapter 4:

Data Analysis, Interpretation and Statement of Result

4.1: Introduction

The present chapter reports the analysis and interpretation of the collected data. Analysis of the data means to study the organised material in order to discover the inherent facts in the research work. The analysis and interpretation of the collected data for a particular study is more important in order to draw the conclusion. The data as such has no meaning unless it is analyzed and interpreted by suitable methods. Analysis of data means study the tabulated material in order to determine the inherent facts or meaning. It involves breaking up of the complex facts into simpler part and putting them into new arrangements for the purpose of interpretation. The analysis and interpretation of data collected is a process that would make a research study significant and of great value to be mentioned. The findings of the study help for deciding and implementing the further course of action. Data interpretation is the application of statistical procedure to analyze specific observed or assumed fact from particular study. For the data interpretation it is crucial to understand the measurement of scale and decide which statistical approach is required to be followed by the researcher based on the research objective set.

The present study entitled, “Attitude of Secondary School Teachers Towards E-Learning” is based upon descriptive method. The major aim of the study is to assess attitude of secondary school teachers towards E-learning. The relevant statistical techniques like mean, standard deviation, t-test were worked out for the testing of hypothesis pertaining to all the objectives. The hypothesis were testing at significant level 0.05

4.2: Objective wise analysis and interpretation of the data

In this study, the researcher has three objectives and to achieve these objectives two hypotheses were formed and are analyzed with the data collected in the field.

Objective-

To study the attitude of secondary school teachers towards E-learning.

Research question for objective (i)

What is the attitude of the secondary school teachers towards E-learning?

Analysis and Interpretation

As result administrating attitude towards E-learning on the sample of 60 secondary school teachers in which 33.3% teachers showed high attitude towards E-learning while 66.6% secondary school teachers showed moderate attitude towards E-learning. From the analysis it can be conducted that there is a moderate attitude of secondary school teachers towards E-learning.

Table No. 4.1 shows percentage of the attitude of secondary school teachers towards E-learning

Secondary School Teachers	Interpretation	Number of Teachers	Percentage
	High Attitude Towards E-learning	20	33.3%
	Moderate attitude towards E-learning	40	66.6%
	Low Attitude Towards E-learning	-	-

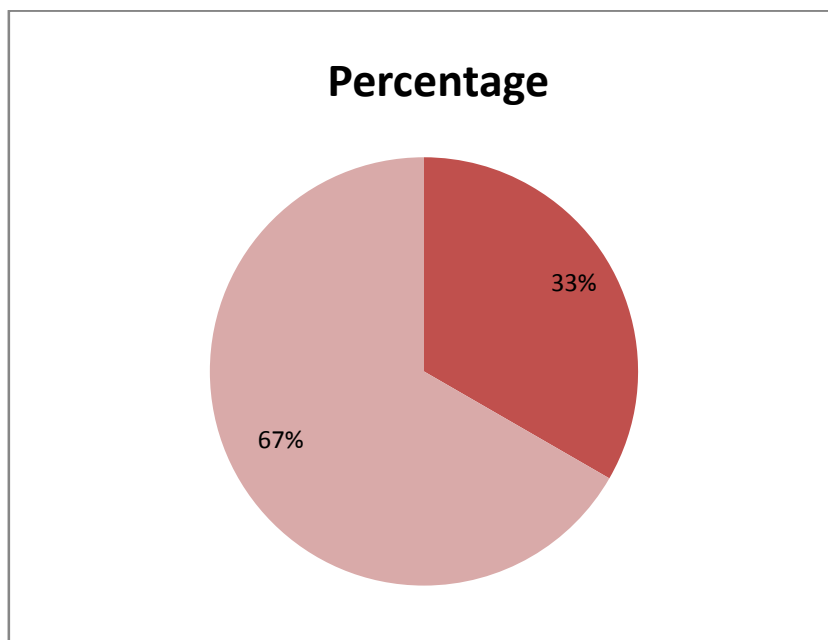


Figure 4.1 shows percentage of the attitude of secondary school teachers towards E-learning.

Objective-

To study the attitude of male and female Secondary School Teacher towards E-learning.

Hypothesis- 1

There is no significant difference in attitude between male and female secondary school teachers towards e-learning.

Groups	N	Mean	SD	df	t-value	Remark
Male	25	43.2	7.28	58	0.02181	Not
Female	35	47.4	5.91			Significant

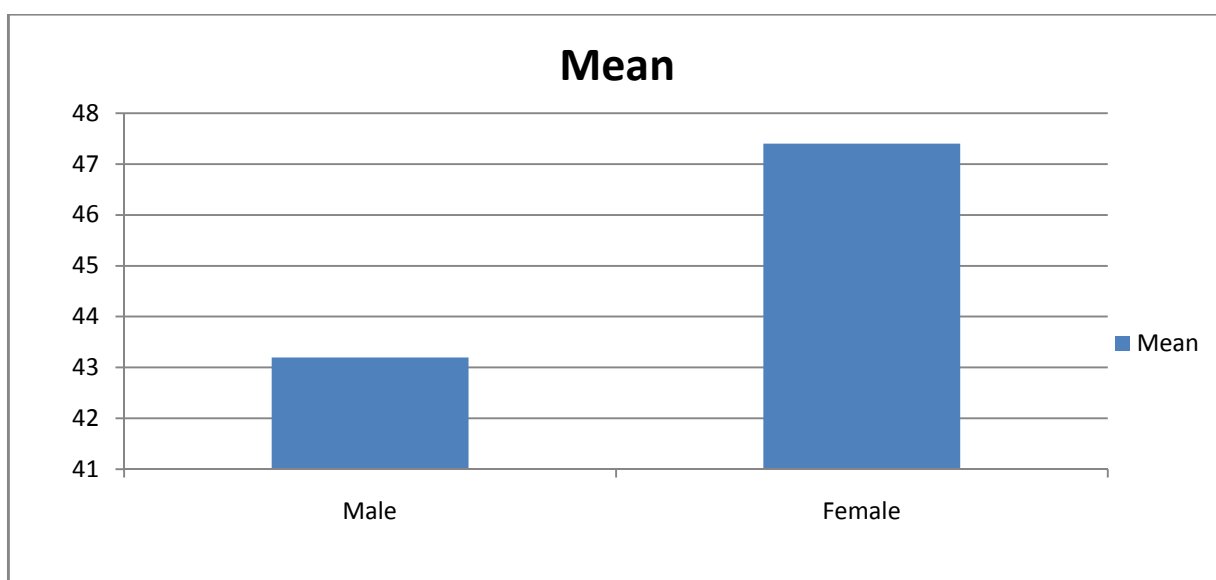
Table 4.2: Mean, SD and t-value of Male and female teachers of secondary school with reference to E-learning attitude.

Here, N = Number of sample, SD = Standard Deviation, df = Degree of Freedom

Analysis and Interpretation

From table 4.1 the mean score of male is 43.2 and female group is 47.4 and the standard deviation of male and female group is 7.28 and 5.91 respectively. It is evident that calculated t-value for the degree of freedom 58 is found to be 0.02181. The tabulated t-value at 0.05 level and infinity degree of freedom is 1.960. As calculated t-value is less the table value, so it is not significant at 0.05 level of significance. Therefore, we have to accept the null hypothesis. This shows that there is no significant difference in attitude between male and female secondary school teachers towards E-learning.

Figure 4.2 shows graphical representation of Mean of male and female secondary school teachers towards E-learning



Result

There is no significant difference in attitude between male and female secondary school teachers towards E-learning.

Therefore hypothesis number 1 “There is no significant difference in attitude between male and female secondary school teachers towards e-learning” is accepted.

So it can be concluded that the male secondary school teachers and female secondary school teachers have similar attitude towards E-learning.

Objective-

To study the attitude of government and private secondary school teacher towards E-learning.

Hypothesis- 2:

There is no significant difference in attitude between Government and private secondary school teachers towards E-learning.

Groups	N	Mean	SD	df	t-value	Remark
Government	30	44.46	7.055	58	0.1794	Not
Private	30	46.83	6.417			Significant

Table 4.3 : Mean, SD and t-value of Government and Private secondary school teachers with reference to E-learning attitude.

Here, N = Number of sample, SD = Standard Deviation, df = Degree of Freedom

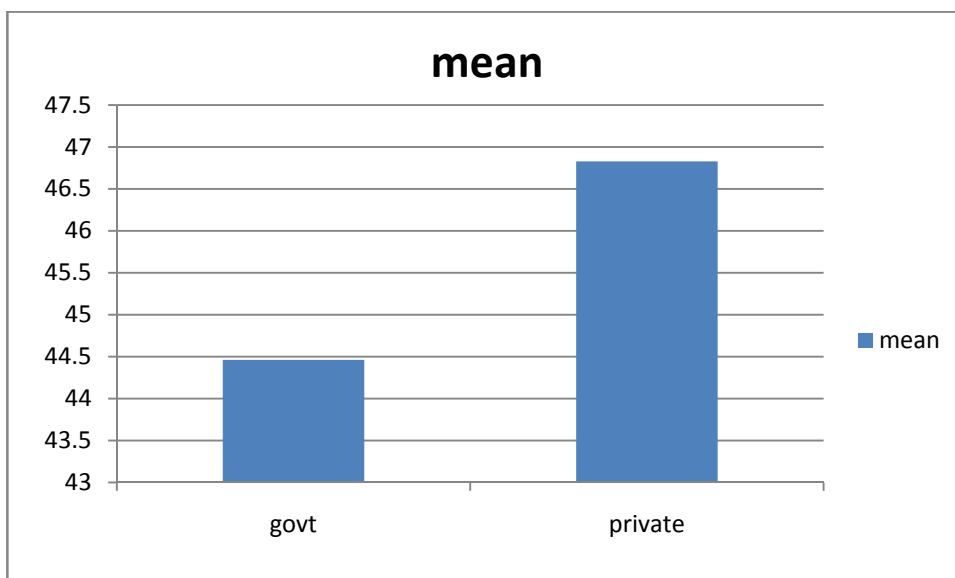
Analysis and Interpretation

From table 4.2 the mean score of Government school teacher is 44.46 and Private school teacher is 46.83 and the standard deviation of Government and Private secondary school teachers is 7.055 and 6.417 respectively. It is evident that calculated t-value for the degree of freedom 58 is found to be 0.1794.

The tabulated t-value at 0.05 level and infinity degree of freedom is 1.960. As calculated t-value is less than the table value, so it is not significant at 0.05 level of significance.

Therefore, we have to accept the null hypothesis. This shows that there is no significant difference in attitude between Government and private secondary school teachers towards E-learning.

Figure 4.3 shows graphical representation of Mean of Government and Private secondary school teachers towards E-learning



Result

There is a moderate attitude of secondary school teachers towards E-learning.

There is no significant difference in attitude between Government and private secondary school teachers towards E-learning.

Therefore hypothesis number 2 “There is no significant difference in attitude between Government and private secondary school teachers towards E-learning” is accepted.

So it can be concluded that the Government secondary school teachers and Private secondary school teachers have almost similar attitude towards E-learning.

4.3: Conclusion

Conclusion Were as under:

-) There is a moderate attitude of secondary school teachers towards E-learning.

-) The male secondary school teachers and female secondary school teachers have similar attitude towards E-learning.

-) The government secondary school teachers and private secondary school teachers have similar attitude towards E-learning.