CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0. INTRODUCTION

The next steps in the process of research after the collection of data are the organization, analysis and interpretation of data and formulation of conclusions and generalizations to get a meaningful picture out of the raw information collected. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to be derived from the data.

The present investigation aims at studying "the attitude of primary teachers towards Total Quality Management in relation to their attitude towards Educational Technology".

The purpose of this chapter is to present the analysis and interpretation of data obtained from 619 primary teachers from the study area. Analysis of data means to study the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

In order to make a survey of the relationship between Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores of primary teachers, a carefully designed Teachers' Attitude Towards Total Quality Management (TATTQM) and Teachers' Attitude Towards Educational Technology (TATET) tools were used and the data was collected from the respondents in the study area. The data is systematically classified and tabulated, scientifically analyzed, intelligently interpreted in this chapter.
The mean scores were utilized to find out the relationship between the attitudes towards Total Quality Management (TQM) and Educational Technology (ET) of primary teachers. The critical ratio was used to study the difference in the sub-samples of each variable. Accordingly, each hypothesis was rejected or accepted.

4.1. STATISTICAL TREATMENT OF THE DATA

The investigator had used the following statistical analysis of the data to arrive at meaningful conclusions.

4.1.1. DESCRIPTIVE ANALYSIS

Mean and Standard Deviation for the entire sample and its various sub-samples such as gender, age, religion, marital status, experience, general educational qualification, professional qualification, locale of the school, medium of instruction and type of management were calculated for (i) Total Quality Management attitude scores and (ii) Educational Technology attitude scores.

4.1.2. CORRELATION ANALYSIS

Pearson's product moment co-efficient of correlation was calculated to find out the nature of relationship between the attitude towards Total Quality Management (TQM) and Educational Technology (ET).

4.1.3. DIFFERENTIAL ANALYSIS

't' test had been used to find out the significance of the difference between the various pairs of sub samples in respect of (i) Total Quality Management (TQM), and (ii) Educational Technology (ET).

4.2. LEVEL OF SIGNIFICANCE

In the present study, the level of significance refers to 0.05 level and 0.01 level.
4.3. HYPOTHESES TESTING

4.3.1 CORRELATION ANALYSIS

HYPOTHESIS -1

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of Thanjavur District.

| TABLE -4.1 |

| Correlation between Total Quality Management and Educational Technology mean attitude scores among the primary teachers of Thanjavur District |

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary teachers</td>
<td>619</td>
<td>617</td>
<td>0.422</td>
<td>0.115</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.422 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of Thanjavur District is rejected.

INFERENC

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of Thanjavur District.
HYPOTHESIS - 2

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the male teachers of Thanjavur District.

TABLE - 4.2

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the male teachers

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value (0.01)</th>
<th>Table value (0.05)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers</td>
<td>138</td>
<td>136</td>
<td>0.357</td>
<td>0.256</td>
<td>0.196</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.357 is greater than the table value 0.256 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the male teachers of Thanjavur district is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the male teachers of Thanjavur District.
HYPOTHESIS - 3

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of Thanjavur District.

TABLE - 4.3

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the female teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female teachers</td>
<td>481</td>
<td>479</td>
<td>0.424</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.424 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the female teachers of Thanjavur District is rejected.

INFERANCE

It is interred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the female teachers of Thanjavur District.
HYPOTHESIS - 4

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers below 40 years of age of Thanjavur District.

TABLE - 4.4

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the primary teachers of below 40 years of age

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>516</td>
<td>514</td>
<td>0.408</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.408 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers below 40 years of age of Thanjavur is rejected.

INFERENCEN

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers below 40 years of age of Thanjavur District.
**HYPOTHESIS - 5**

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of 40 years and above 40 years of age of Thanjavur District.

**TABLE - 4.5**

**Correlation between the Total Quality Management and Educational Technology mean attitude scores among the primary teachers of 40 years and above 40 years of age**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value 0.01</th>
<th>Table value 0.05</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary teachers of 40 years and above 40 years of age</td>
<td>103</td>
<td>101</td>
<td>0.479</td>
<td>0.256</td>
<td>0.196</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**RESULT**

From the table it is found that the calculated 'r' value 0.479 is greater than the table value 0.256 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of 40 years and above 40 years of age of Thanjavur District is rejected.

**INFERENCE**

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of 40 years and above 40 years of age of Thanjavur District.
HYPOTHESIS - 6

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the Hindu teachers of Thanjavur District.

TABLE - 4.6

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the Hindu teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu teachers</td>
<td>498</td>
<td>496</td>
<td>0.409</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.409 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the Hindu teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the Hindu teachers of Thanjavur District.
HYPOTHESIS - 7

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the Non-Hindu teachers of Thanjavur District.

TABLE - 4.7

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the Non-Hindu teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Hindu teachers</td>
<td>121</td>
<td>119</td>
<td>0.457</td>
<td>0.256</td>
<td>0.196</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.457 is greater than the table value 0.256 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the non-Hindu teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the non-Hindu teachers of Thanjavur District.
HYPOTHESIS - 8

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the married teachers of Thanjavur District.

TABLE - 4.8

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the married teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married teachers</td>
<td>524</td>
<td>522</td>
<td>0.430</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.430 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the married teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the married teachers of Thanjavur District.
**HYPOTHESIS - 9**

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the unmarried teachers of Thanjavur District.

**TABLE-4.9**

**Correlation between the Total Quality Management and Educational Technology mean attitude scores among the unmarried teachers**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value 0.01</th>
<th>Table value 0.05</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unmarried teachers</td>
<td>95</td>
<td>93</td>
<td>0.375</td>
<td>0.270</td>
<td>0.208</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**RESULT**

From the table, it is found that the calculated 'r' value 0.375 is greater than the table value 0.270 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the unmarried teachers of Thanjavur District is rejected.

**INFERENCER**

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the unmarried teachers of Thanjavur District.
**HYPOTHESIS -10**

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers below 20 years of experience of Thanjavur District.

**TABLE -4.10**

**Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers below 20 years of experience**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value (0.01)</th>
<th>Table value (0.05)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers below 20 years of experience</td>
<td>527</td>
<td>525</td>
<td>0.433</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

**RESULT**

From the table it is found that the calculated 'r' value 0.433 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers below 20 years of experience of Thanjavur District is rejected.

**INFERENCE**

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers below 20 years of experience of Thanjavur District.
HYPOTHESIS - 11

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with 20 years and more than 20 years of experience of Thanjavur District.

TABLE - 4.11

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers with 20 years and more than 20 years of experience

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with 20 years and more than 20 years of experience</td>
<td>92</td>
<td>90</td>
<td>0.344</td>
<td>0.256</td>
<td>0.196</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.344 is greater than the table value 0.256 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with 20 years and more than 20 years of experience of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with 20 years and more than 20 years of experience of Thanjavur District.
HYPOTHESIS -12

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers who are graduates of Thanjavur District.

TABLE - 4.12

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers who are graduates

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate teachers</td>
<td>291</td>
<td>289</td>
<td>0.366</td>
<td>0.182</td>
<td>0.139</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.366 is greater than the table value 0.182 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers who are graduates of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers who are graduates of Thanjavur District.
HYPOTHESIS -13

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers who are higher secondary graduates of Thanjavur District.

TABLE - 4.13

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers who are higher secondary graduates

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value at 0.01</th>
<th>Table value at 0.05</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher secondary graduate teachers</td>
<td>328</td>
<td>326</td>
<td>0.482</td>
<td>0.182</td>
<td>0.139</td>
<td>0.01</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.482 is greater than the table value 0.182 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers who are higher secondary graduates of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers who are higher secondary graduates of Thanjavur District.
HYPOTHESIS -14

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with Diploma in Education of Thanjavur District.

TABLE - 4.14

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers with Diploma in Education

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value 0.01</th>
<th>Table value 0.05</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with Diploma in Education</td>
<td>493</td>
<td>491</td>
<td>0.430</td>
<td>0.115</td>
<td>0.088</td>
<td>0.01</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.430 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with Diploma in Education of Thanjavur District is rejected.

INFEREN CE

It is inferred from the above findings that, there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with Diploma in Education of Thanjavur District.
HYPOTHESIS -15

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with Degree in Education of Thanjavur District.

TABLE - 4.15

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers with Degree in Education

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with Degree in</td>
<td>126</td>
<td>124</td>
<td>0.414</td>
<td>0.256</td>
<td>0.01</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td>0.196</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.414 is greater than the table value 0.256 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with Degree in Education of Thanjavur District is rejected.

INFERENCEx

It is inferred from the above findings that, there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers with Degree in Education of Thanjavur District.
HYPOTHESIS -16

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the rural teachers of Thanjavur District.

TABLE - 4.16

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the rural teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural teachers</td>
<td>423</td>
<td>421</td>
<td>0.430</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.430 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the rural teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the rural teachers of Thanjavur District.
HYPOTHESIS -17

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the urban teachers of Thanjavur District.

TABLE- 4.17

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the urban teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban teachers</td>
<td>196</td>
<td>194</td>
<td>0.403</td>
<td>0.182</td>
<td>0.139</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.403 is greater than the table value 0.182 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the urban teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the urban teachers of Thanjavur District.
HYPOTHESIS -18

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of Tamil medium schools of Thanjavur District.

TABLE - 4.18

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers of Tamil medium schools

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value 0.01</th>
<th>Table value 0.05</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Tamil medium schools</td>
<td>595</td>
<td>593</td>
<td>0.420</td>
<td>0.115</td>
<td>0.088</td>
<td>0.01</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.420 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of Tamil medium schools of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of Tamil medium schools of Thanjavur District.
HYPOTHESIS -19

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of English medium schools of Thanjavur District.

TABLE - 4.19

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the teachers of English medium schools

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English medium schools</td>
<td>24</td>
<td>22</td>
<td>0.400</td>
<td>0.515</td>
<td>0.05</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.400 is less than the table value 0.404 at 0.05 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of English medium schools of Thanjavur District is accepted.

INFERENCE

It is inferred from the above findings that there is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the teachers of English medium schools of Thanjavur District.
HYPOTHESIS - 20

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the government school teachers of Thanjavur District.

TABLE - 4.20

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the government school teachers

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value (0.01)</th>
<th>Table value (0.05)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government school teachers</td>
<td>421</td>
<td>419</td>
<td>0.307</td>
<td>0.115</td>
<td>0.088</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.307 is greater than the table value 0.115 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the government school teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the government teachers of Thanjavur District.
HYPOTHESIS - 21

There is no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the aided school teachers of Thanjavur District.

TABLE - 4.21

Correlation between the Total Quality Management and Educational Technology mean attitude scores among the aided school teachers

<table>
<thead>
<tr>
<th>Sample</th>
<th>Sample size</th>
<th>df</th>
<th>Calculated 'r' value</th>
<th>Table value 0.01</th>
<th>Table value 0.05</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided school teachers</td>
<td>198</td>
<td>196</td>
<td>0.498</td>
<td>0.182</td>
<td>0.139</td>
<td>0.01</td>
</tr>
</tbody>
</table>

RESULT

From the table, it is found that the calculated 'r' value 0.498 is greater than the table value 0.182 at 0.01 level of significance. Hence the null hypothesis that there exists no significant relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the aided school teachers of Thanjavur District is rejected.

INFERENCE

It is inferred from the above findings that there is a significant positive relationship between the Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the aided school teachers of Thanjavur District.
4.3.2. DIFFERENTIAL STUDY

HYPOTHESIS -22

There is no significant difference between the male and female teachers in their mean attitude scores towards Total Quality Management (TQM).

**TABLE- 4.22**

Significance of Difference in the mean attitude scores towards TQM between male and female teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male teachers</td>
<td>138</td>
<td>617</td>
<td>70.19</td>
<td>10.73</td>
<td>3.94</td>
<td>1.96</td>
<td>2.58</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Female teachers</td>
<td>481</td>
<td></td>
<td>74.33</td>
<td>10.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESULT**

The above table indicates the calculated 't' value 3.94 is greater than the table value 2.58 at 0.01 level of significance. Hence the null hypothesis that there exists no significant difference the male and female teachers in their mean attitude scores towards Total Quality Management (TQM) is rejected. It implies that there is a significant difference between the male and female teachers in their mean attitude scores towards Total Quality Management (TQM).

**INFERENCE**

It is concluded that female teachers have more favorable attitude than male teachers towards Total Quality Management (TQM).

The mean attitude scores towards TQM between male and female teachers have been presented graphically in figure 4.1.
Figure - 4.1

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN MALE AND FEMALE TEACHERS

- Male teachers
- Female teachers

70.19
74.33

GENDER

M E A N
80
70
60
50
40
30
20
10
0

124
HYPOTHESIS - 23

There is no significant difference between the teachers below 40 years of age and 40 years and above 40 years of age in their mean attitude scores towards Total Quality Management (TQM).

### TABLE - 4.23

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Below 40 years of age</td>
<td>516</td>
<td>617</td>
<td>73.66</td>
<td>11.05</td>
<td>1.256</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td>Age</td>
<td>40 years and above 40 years of age</td>
<td>103</td>
<td></td>
<td>72.17</td>
<td>10.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESULT**

The above table indicates the calculated 't' value 1.256 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers below 40 years of age and 40 years and above 40 years of age in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the teachers below 40 years of age and 40 years and above 40 years of age in their mean attitude scores towards Total Quality Management (TQM).

**INFERENCES**

It is concluded that the teachers below 40 years of age and 40 years and above 40 years of age have equal level of attitude towards Total Quality Management.

The mean attitude scores towards TQM between the teachers within 40 years of age and above 40 years of age have been presented graphically in figure 4.2.
Figure - 4.2

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN TEACHERS BELOW 40 YEARS OF AGE AND 40 YEARS AND ABOVE 40 YEARS OF AGE

Teachers below 40 years of age

Teachers of 40 years and above 40 years of age
HYPOTHESIS - 24

There is no significant difference between the Hindu and Non-Hindu teachers in their attitude scores towards Total Quality Management (TQM).

TABLE - 4.24

Significance of Difference in the mean attitude scores towards TQM between Hindu and non Hindu teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Hindu teachers</td>
<td>498</td>
<td>73.60</td>
<td>10.70</td>
<td></td>
<td>0.870</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Non-Hindu</td>
<td>121</td>
<td>617</td>
<td>72.63</td>
<td>12.27</td>
<td>0.870</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.870 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the Hindu and non-Hindu teachers of Thanjavur District in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the Hindu and non-Hindu teachers in their mean attitude scores towards Total Quality Management (TQM).

INFERENCEx

It is concluded that the teachers do not differ in their Total Quality Management attitude with respect to their religion.

The mean attitude scores TQM between Hindu and non Hindu teachers have been presented graphically in figure 4.3
Figure - 4.3

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN THE HINDU AND NON-HINDU TEACHERS

Hindu teachers

Non Hindu teachers

RELIGION

MEAN
HYPOTHESIS - 25

There is no significant difference between the married and unmarried teachers in their mean attitude scores towards Total Quality Management (TQM).

TABLE - 4.25

Significance of Difference in the mean attitude scores towards TQM between married and unmarried teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status</td>
<td>Married teachers</td>
<td>524</td>
<td>617</td>
<td>73.23</td>
<td>11.07</td>
<td>0.951</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Unmarried teachers</td>
<td>95</td>
<td>617</td>
<td>74.40</td>
<td>10.78</td>
<td>0.951</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.951 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the married and unmarried teachers in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the married and unmarried teachers in their mean attitude scores towards Total Quality Management (TQM).

INFEERENCE

It is concluded that the married and unmarried teachers have equal level of attitude towards Total Quality Management.

The mean attitude scores towards TQM between married and unmarried teachers have been presented graphically in figure 4.4.
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN MARRIED AND UNMARRIED TEACHERS

- Married teachers
- Unmarried teachers

Marital Status

73.23  74.4
HYPOTHESIS - 26

There is no significant difference between the below 20 years and 20 years and more than 20 years of experience in their mean attitude scores towards Total Quality Management (TQM).

TABLE - 4.26
Significance of Difference in the mean attitude scores towards TQM between the teachers below 20 years and 20 years and more than 20 years of experience

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching experience</td>
<td>Below 20 years</td>
<td>527</td>
<td>617</td>
<td>73.76</td>
<td>10.87</td>
<td>1.96</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>20 years and more than 20 years</td>
<td>92</td>
<td>617</td>
<td>71.38</td>
<td>11.71</td>
<td>1.918</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 1.918 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers below 20 years and 20 years and more than 20 years of experience in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the teachers below 20 years and 20 years and more than 20 years of experience in their mean attitude scores towards Total Quality Management (TQM).

INFERENC

It is concluded that the teachers do not differ in their attitude towards Total Quality Management with respect to their experience. The mean attitude scores towards TQM between the teachers below 20 years and 20 years and more than 20 years of experience have been presented graphically in figure 4.5.
FIGURE- 4.5

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN THE TEACHERS BELOW 20 YEARS AND 20 YEARS AND MORE THAN 20 YEARS OF EXPERIENCE.

Teachers below 20 years of experience

Teachers of 20 years and more than 20 years of experience
HYPOTHESIS - 27

There is no significant difference between the teachers who are graduates and
higher secondary graduates in their mean attitude scores towards Total Quality
Management (TQM).

TABLE - 4.27
Significance of Difference in the mean attitude scores towards TQM
between the teachers who are graduates and higher secondary graduates

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General educational qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduates teachers</td>
<td>291</td>
<td>617</td>
<td>73.01</td>
<td>11.10</td>
<td>0.858</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Higher secondary graduate teachers</td>
<td>328</td>
<td>617</td>
<td>73.77</td>
<td>10.96</td>
<td>0.858</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.858 is less than the table
value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no
significant between the teachers who are graduates and higher secondary graduates in
their mean attitude scores towards Total Quality Management (TQM) is accepted. It
implies that there no significant difference between the teachers who are graduates
and higher secondary graduates in their mean attitude scores towards Total Quality
Management (TQM).

INFERENCEx

It is concluded that the teachers who are graduates and higher secondary
graduates have equal level of attitude towards Total Quality Management.

The mean attitude scores towards TQM between the graduates and higher
secondary graduate teachers have been presented graphically in figure 4.6.
FIGURE 4.6

Bar diagram showing the mean attitude scores towards TQM between the teachers who are graduates and higher secondary graduates.

Graduate teachers

Higher secondary graduate teachers
HYPOTHESIS - 28

There is no significant difference between the teachers with Diploma and Degree in Education in their mean attitude scores towards Total Quality Management (TQM).

TABLE - 4.28
Significance of Difference in the mean attitude scores towards TQM between the teachers with Diploma and Degree in Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Qualification</td>
<td>Diploma in Education</td>
<td>493</td>
<td>617</td>
<td>73.75</td>
<td>11.11</td>
<td>1.511</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Degree in Education</td>
<td>126</td>
<td>617</td>
<td>72.09</td>
<td>10.61</td>
<td>1.511</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 1.511 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers with Diploma and Degree in Teacher Education in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the teachers with Diploma and Degree in Teacher Education in their mean attitude scores towards Total Quality Management (TQM).

INFERENC

It is concluded that teachers with Diploma and Degree in Education have more or less equal level of attitude towards Total Quality Management.

The mean attitude scores towards TQM between the teachers with Diploma and Degree in Teacher Education have been presented graphically in figure 4.7.
FIGURE 4.7

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN THE TEACHERS WITH DIPLOMA AND DEGREE IN EDUCATION

Diagram showing the mean attitude scores towards TQM between teachers with diploma and degree in education. The bars indicate the following:

- Teachers with diploma in education: 73.75
- Teachers with degree in education: 72.09

The x-axis represents professional qualification, and the y-axis represents mean scores.
HYPOTHESIS - 29

There is no significant difference between the rural and urban teachers in their mean attitude scores towards Total Quality Management (TQM).

Table - 4.29

Significance of Difference in the mean attitude scores towards TQM
between the rural and urban teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locale</td>
<td>Rural</td>
<td>423</td>
<td>617</td>
<td>73.22</td>
<td>10.79</td>
<td>0.631</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>196</td>
<td>617</td>
<td>73.82</td>
<td>11.53</td>
<td>0.631</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.631 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the rural and urban teachers in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the rural and urban teachers in their mean attitude scores towards Total Quality Management (TQM).

INFERENCEn

It is concluded that the rural and urban teachers do not differ in their attitude towards Total Quality Management.

The mean attitude scores towards TQM between the rural and urban teachers have been presented graphically in figure 4.8.
FIGURE 4.8
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN THE RURAL AND URBAN TEACHERS

Rural teachers

Urban teachers

73.22
73.82

LOCALE
HYPOTHESIS - 30

There is no significant difference between the teachers of Tamil and English medium schools in their mean attitude scores towards Total Quality Management (TQM).

TABLE - 4.30
Significance of Difference in the mean TATTQM score between teachers of Tamil and English medium schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium of instruction</td>
<td>Tamil</td>
<td>595</td>
<td>617</td>
<td>73.57</td>
<td>10.97</td>
<td>1.833</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>24</td>
<td></td>
<td>69.37</td>
<td>11.83</td>
<td>1.833</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 1.833 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers of Tamil and English medium schools in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the teachers of Tamil and English medium schools in their mean attitude scores towards Total Quality Management (TQM).

INFERRENCE

It is concluded that the teachers both Tamil and English medium schools have more or less equal levels of attitude towards Total Quality Management.

The mean attitude scores towards TQM between the teachers of Tamil and English medium schools have been presented graphically in figure 4.9.
FIGURE 4.9
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN THE TEACHERS OF
TAMIL AND ENGLISH MEDIUM SCHOOLS
HYPOTHESIS - 31

There is no significant difference between the teachers of government and aided schools in their mean attitude scores towards Total Quality Management (TQM).

TABLE - 4.31

Significance of Difference in the mean attitude scores towards TQM between the teachers of government and aided schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of management</td>
<td>Government schools</td>
<td>421</td>
<td>617</td>
<td>73.09</td>
<td>11.13</td>
<td>1.053</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Aided schools</td>
<td>198</td>
<td></td>
<td>74.09</td>
<td>10.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 1.053 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers of government and aided schools in their mean attitude scores towards Total Quality Management (TQM) is accepted. It implies that there is no significant difference between the teachers of government and aided schools in their mean attitude scores towards Total Quality Management (TQM).

INFERENCE

It is concluded that the teachers of government and aided schools have equal level of attitude towards Total Quality Management.

The mean attitude scores towards TQM between the teachers of government and aided schools have been presented graphically in figure 4.10.
FIGURE 4.10
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS TQM BETWEEN THE GOVERNMENT AND AIDED SCHOOL TEACHERS

- Teachers of government schools
- Teachers of aided schools

TYPE OF MANAGEMENT

ATTITUDE SCORES

73.09
74.09
HYPOTHESIS - 32

There is no significant difference between the male and female teachers in their mean attitude scores towards Educational Technology (ET).

TABLE- 4.32

Significance of Difference in the mean attitude scores towards ET between male and female teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male teachers</td>
<td>138</td>
<td>617</td>
<td>57.87</td>
<td>6.72</td>
<td>3.086</td>
<td>1.96</td>
<td>2.58</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Female teachers</td>
<td>481</td>
<td>617</td>
<td>60.01</td>
<td>7.30</td>
<td>3.086</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 3.086 is greater than the table value 2.58 at 0.01 level of significance. Hence the null hypothesis that there exists no significant difference between the male and female teachers in their mean attitude scores towards Educational Technology (ET) is rejected. It implies that there is a significant difference between the male and female teachers in their mean attitude scores towards Educational Technology (ET).

INFERENCE

It is concluded that female teachers have more favourable attitude than male teachers towards Educational Technology (ET).

The mean attitude scores towards ET between male and female teachers have been presented graphically in figure 4.11.
FIGURE 4.11

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE MALE AND FEMALE TEACHERS
HYPOTHESIS - 33
There is no significant difference between the teachers below 40 years of age and 40 years and above 40 years of age in their mean attitude scores towards Educational Technology (ET).

TABLE - 4.33
Significance of Difference in the mean attitude scores towards ET between the teachers below 40 years of age and 40 years and above 40 years of age

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05</th>
<th>Table value at 0.01</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Below 40 years of age</td>
<td>516</td>
<td>617</td>
<td>59.72</td>
<td>7.10</td>
<td>1.476</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td>Age</td>
<td>40 years and above 40 years of age</td>
<td>103</td>
<td>617</td>
<td>58.57</td>
<td>7.77</td>
<td>1.476</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
</tbody>
</table>

RESULT
The above table indicates the calculated 't' value 1.476 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers below 40 years of age and 40 years and above 40 years of age in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the teachers below 40 years of age and 40 years and above 40 years of age in their mean attitude scores towards Educational Technology (ET).

INFERENCE
It is concluded that the teachers below 40 years of age and 40 years and above 40 years of age have equal level of attitude towards Educational Technology. The mean attitude scores towards ET between the teachers below 40 years of age and 40 years and above 40 years of age have been presented graphically in figure 4.12.
FIGURE 4.12
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE TEACHERS BELOW 40 YEARS OF AGE AND 40 YEARS AND ABOVE 40 YEARS OF AGE

- Teachers below 40 years of age
- Teachers of 40 years and above 40 years of age
HYPOTHESIS - 34

There is no significant difference between the Hindu and non-Hindu teachers in their mean attitude scores towards Educational Technology (ET).

TABLE -4.34

Significance of Difference in the mean attitude scores towards ET between the Hindu and non Hindu teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Hindu teachers</td>
<td>498</td>
<td>617</td>
<td>59.61</td>
<td>6.93</td>
<td>0.579</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Non-Hindu teachers</td>
<td>121</td>
<td>617</td>
<td>59.19</td>
<td>8.34</td>
<td>0.579</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.579 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the Hindu and non-Hindu teachers in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the Hindu and non-Hindu teachers in their mean attitude scores towards Educational Technology (ET).

INFERENCE

It is concluded that the teachers do not differ in their Educational Technology attitude with respect to their religion.

The mean attitude scores towards ET between the Hindu and non Hindu teachers have been presented graphically in figure 4.13.
FIGURE 4.13
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE HINDU AND NON HINDU TEACHERS
HYPOTHESIS - 35

There is no significant difference between the married and unmarried teachers in their mean attitude scores towards Educational Technology (ET).

TABLE - 4.35

Significance of Difference in the mean attitude scores towards ET between married and unmarried teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status</td>
<td>Married teachers</td>
<td>524</td>
<td>617</td>
<td>59.49</td>
<td>7.22</td>
<td>0.332</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Unmarried teachers</td>
<td>95</td>
<td>617</td>
<td>59.76</td>
<td>7.27</td>
<td>0.332</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.322 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the married and unmarried teachers in their attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the married and unmarried teachers in their mean attitude scores towards Educational Technology (ET).

INFERENC

It is concluded that the married and unmarried teachers have equal level of attitude towards Educational Technology.

The mean attitude scores towards ET between the married and unmarried teachers have been presented graphically in figure 4.14.
FIGURE 4.14

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE MARRIED AND UNMARRIED TEACHERS

Marital Status

59.49 59.76

Married teachers

Unmarried teachers
**HYPOTHESIS - 36**

There is no significant difference between the below 20 years and 20 years and more than 20 years of experience in their mean attitude scores towards Educational Technology (ET).

**TABLE - 4.36**

Significance of Difference in the mean attitude scores towards ET between the teachers below 20 years and 20 years and more than 20 years of experience

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching experience</td>
<td>Below 20 years</td>
<td>527</td>
<td>617</td>
<td>59.75</td>
<td>7.13</td>
<td>1.80</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>20 years and more than 20 years</td>
<td>92</td>
<td>617</td>
<td>58.28</td>
<td>7.66</td>
<td>1.80</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

**RESULT**

The above table indicates the calculated 't' value 1.80 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers below 20 years and 20 years and more than 20 years of experience in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the teachers below 20 years and 20 years and more than 20 years of experience in their mean attitude scores towards Educational Technology (ET).

**INFERENCE**

It is concluded that the teachers do not differ in their attitude towards Educational Technology with respect to their experience. The mean attitude scores towards ET between the teachers below 20 years and 20 years and more than 20 years of experience have been presented graphically in figure 4.15.
FIGURE 4.15
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE TEACHERS BELOW 20 YEARS AND 20 YEARS AND MORE THAN 20 YEARS OF EXPERIENCE

Teachers below 20 years of experience

Teachers of 20 years and more than 20 years of experience
**HYPOTHESIS - 37**

There is no significant difference between the teachers who are graduates and higher secondary graduates in their mean attitude scores towards Educational Technology (ET).

**TABLE - 4.37**

Significance of Difference in the mean attitude scores towards ET

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>Graduate</td>
<td>291</td>
<td>617</td>
<td>59.51</td>
<td>7.23</td>
<td>0.123</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td>educational qualification</td>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher</td>
<td>328</td>
<td>617</td>
<td>59.61</td>
<td>7.23</td>
<td>0.123</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESULT**

The above table indicates the calculated 't' value 0.123 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers who are graduates and higher secondary graduates towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the teachers who are graduates and higher secondary graduates in their mean attitude scores towards Educational Technology (ET).

**INFERENCE**

It is concluded that the teachers who are graduates and higher secondary graduates have equal level of attitude towards Educational Technology.

The mean attitude scores towards ET between the teachers who are graduates and higher secondary graduates have been presented graphically in figure 4.16.
FIGURE 4.16
BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE TEACHERS WHO ARE GRADUATES AND HIGHER SECONDARY GRADUATES

- Graduate Teachers
- Higher Secondary graduate Teachers

GENERAL EDUCATIONAL QUALIFICATION
HYPOTHESIS - 38

There is no significant difference between the teachers with Diploma and Degree in Education in their mean attitude scores towards Educational Technology (ET).

TABLE - 4.38

Significance of Difference in the mean attitude scores towards ET between the teachers with Diploma and Degree in Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Qualification</td>
<td>Diploma in Education</td>
<td>493</td>
<td>617</td>
<td>59.36</td>
<td>7.09</td>
<td>1.203</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Degree in Education</td>
<td>126</td>
<td></td>
<td>60.22</td>
<td>7.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 1.203 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers with Diploma and Degree in Education in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the teachers with Diploma and Degree in Education in their mean attitude scores towards Educational Technology (ET).

INFERENCES

It is concluded that the teachers with Diploma and Degree in Education have more or less equal level of attitude towards Educational Technology.

The mean attitude scores towards ET between the teachers with Diploma and Degree in Education have been presented graphically in figure 4.17.
FIGURE 4.17

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE TEACHERS WITH DIPLOMA AND DEGREE IN EDUCATION

- Teachers with diploma in education
- Teachers with degree in education

Professional Qualification

59.36
50.22
HYPOTHESIS - 39

There is no significant difference between the rural and urban teachers in their mean attitude scores towards Educational Technology (ET).

TABLE - 4.39

Significance of Difference in the mean attitude scores towards ET between the rural and urban teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locale</td>
<td>Rural teachers</td>
<td>423</td>
<td>617</td>
<td>59.35</td>
<td>7.14</td>
<td>0.931</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Urban teachers</td>
<td>196</td>
<td>617</td>
<td>59.93</td>
<td>7.40</td>
<td>0.931</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.931 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the rural and urban teachers in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the rural and urban teachers in their mean attitude scores towards Educational Technology (ET).

INFERENCES

It is concluded that the teachers do not differ in their attitude towards Educational Technology.

The mean attitude scores towards ET between the rural and urban teachers have been presented graphically in figure 4.18.
FIGURE 4.18

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE RURAL AND URBAN TEACHERS

LOCATE

Rural teachers

Urban teachers
HYPOTHESIS - 40

There is no significant difference between the teachers of Tamil and English medium schools in their mean attitude scores towards Educational Technology (ET).

TABLE - 4.40

Significance of Difference in the mean attitude scores towards ET between the teachers of Tamil and English medium schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium of instruction</td>
<td>Tamil</td>
<td>595</td>
<td></td>
<td>59.62</td>
<td>7.27</td>
<td>1.522</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>24</td>
<td>617</td>
<td>57.33</td>
<td>5.57</td>
<td>1.522</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 1.522 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers of Tamil and English medium schools in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the teachers of Tamil and English medium schools in their mean attitude scores towards Educational Technology (ET).

INFERENCE

It is concluded that the teachers both Tamil and English medium schools have more or less equal levels of attitude towards Educational Technology.

The mean attitude scores towards ET between the teachers of Tamil and English medium schools have been presented graphically in figure 4.19.
FIGURE 4.19

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE TEACHERS OF TAMIL AND ENGLISH MEDIUM SCHOOLS

Teachers of Tamil medium schools

Teachers of English medium schools

MEDIUM OF INSTRUCTION

50 62

57 33
HYPOTHESIS - 41

There is no significant difference between the teachers of government and aided schools in their mean attitude scores towards Educational Technology (ET).

TABLE - 4.41

Significance of Difference in the mean attitude scores towards ET
between the government and aided school teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>C.R. value</th>
<th>Table value at 0.05 level</th>
<th>Table value at 0.01 level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of management</td>
<td>Government</td>
<td>421</td>
<td>617</td>
<td>59.43</td>
<td>7.29</td>
<td>0.510</td>
<td>1.96</td>
<td>2.58</td>
<td>Not Significant at 0.05</td>
</tr>
<tr>
<td></td>
<td>Aided</td>
<td>198</td>
<td>617</td>
<td>59.75</td>
<td>7.10</td>
<td>0.510</td>
<td>1.96</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

The above table indicates the calculated 't' value 0.510 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis that there exists no significant difference between the teachers of government and aided schools in their mean attitude scores towards Educational Technology (ET) is accepted. It implies that there is no significant difference between the teachers of government and aided schools in their mean attitude scores towards Educational Technology (ET).

INFEREN CE

It is concluded that the teachers of government and aided schools have equal level of attitude towards Educational Technology.

The mean attitude scores towards ET between the teachers of government and aided schools have been presented graphically in figure 4.20.
FIGURE 4.20

BAR DIAGRAM SHOWING THE MEAN ATTITUDE SCORES TOWARDS ET BETWEEN THE GOVERNMENT AND AIDED SCHOOL TEACHERS

- Teachers of government schools
- Teachers of aided schools
4.4. CONCLUSION

In this chapter the data collected from the primary teachers of Thanjavur district of Tamilnadu are analysed and interpreted. Thus, on the analysis of the data gathered from the sample through the Teachers' Attitude Towards Total Quality Management (TATTQM) and Teachers' Attitude Towards Educational Technology (TATET) the overall trend indicates that there is a significant relationship between Total Quality Management (TQM) and Educational Technology (ET) mean attitude scores among the primary teachers of Thanjavur District. The next chapter deals with the summary of the findings and conclusions.