CHAPTER IV

ANALYSIS AND INTERPRETATION
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VI.1. Introduction

The study was undertaken to analyse the impact of Media on Teaching competency. The analysis was made with special reference to the achievement levels. Differential analysis was done for the classification variables Sex, student-teachers' discipline at college level and medium of instruction under which they studied at school level.

Apart from the classification variables, the Intelligence and the Attitude Towards Teaching were analysed so that the outcome of the research will answer the question, What type of student-teachers will benefit more from what type of techniques? This chapter gives in detail the statistical treatment of the data collected.

IV.2. Hypotheses tested

The statistical treatment was given to test the following hypotheses:

1. There is no significant difference between the teaching competency of the experimental group and the control group at the post-test level.
2. There is no significant difference between the mean scores of the reading ability of the experimental group and the control group at the post-test level.

3. There is no significant difference between the mean scores of the trainees' competency to test the pupils' comprehension of the experimental group and the control group at the post-test level.

4. There is no significant difference between the mean scores of the nature of the passage selected by the trainees of the experimental group and the control group at the post-test level.

5. There is no correlation between the teaching competency and the following variables of the experimental group at the post-test level.
   a) Attitude towards Teaching   b) Intelligence.

6. There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the following variables at the post-test level.
   a) Sex   b) Attitude towards Teaching   c) Intelligence
       d) Medium of instruction in school education (i.e. language)
       e) Major Discipline.
7. There is no interaction effect between the treatment and the following variables of the experimental group on their teaching competency.

   a) Sex   b) Attitude towards Teaching  c) Intelligence
   d) Medium of instruction in school education
   e) Major Discipline

IV.3. Statistical Techniques

The following statistical techniques were used in the analysis of the data to draw meaningful generalisations:

   i) 't' test to analyse the differential hypotheses.

   ii) 'F' test to find out the interaction effect of treatment and the select variables on teaching competency of the sample

   (iii) Correlation to find out the relationship between Attitude towards Teaching and Teaching Competency, and between Intelligence and Teaching Competency of the experimental group.
4.4. Analysis of the Entry Level Behaviour

In an experimental study, it is necessary to find out the entry level parameter of the groups under study so that if a significant difference is found, suitable modifications can be made in the design of the study and/or analysis of the data, depending on the outcome of the analysis of the entry level parameter. Hence, it was necessary to check whether the groups under study are/could be equated on the entry level parameters.

In the present study, the parameter used was the competency scores of the student teachers. The details of checking the equivalence of the groups on the entry level parameter is given below.
GRAPH 1 SHOWING THE PRE-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP

X axis : 1 cm = 5 units
Y axis : 1 cm = 2 units
### Table 3. t - test for mean scores of the Experimental Group and the Control Group in the pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>S.D</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>40</td>
<td>49.25</td>
<td>4.19</td>
<td>0.4</td>
</tr>
<tr>
<td>Control Group</td>
<td>40</td>
<td>49.63</td>
<td>4.39</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .05 level = 1.96

NS = Not Significant

The calculated t-value 0.4 is very much less than the critical value 1.96 corresponding to the .05 level of significance. This implies that the difference in the mean scores under consideration is not significant. Therefore, it is concluded that the Experimental Group and the Control Group do not differ significantly in teaching competency scores at pre-test level.

See following pages where capitals are not used—need to be consistent.
GRAPH 2 SHOWING THE POST-TEST SCORES OF EXPERIMENTAL GROUP AND CONTROL GROUP

X axis : 1 cm = 5 units
Y axis : 1 cm = 2 units

Expr. group
Control group
IV.6. Analysis of Post-test Scores:


Table 4  t-test for post-test scores of the Experimental Group and the Control Group

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>S.D</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>40</td>
<td>68.13</td>
<td>3.87</td>
<td>11.11**</td>
</tr>
<tr>
<td>Control Group</td>
<td>40</td>
<td>59.13</td>
<td>3.37</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .01 level = 2.58

** Significant at .01 level

The calculated t-value 11.11 is very much greater than the critical value 2.58 corresponding to the .01 level of significance. This implies that the difference in the mean scores under consideration is significant. Therefore it is concluded that the experimental group and the control group differ significantly in the post-test achievement.

The experimental group and the control group were given training through Video Assisted Training and the Conventional Method respectively. The above analysis and the higher mean score of the experimental group prove that this group has performed better than the control group. Hence it can emphatically be said that Media Assisted Training is superior to Conventional Method of Training in teaching competency, since these two groups are equal ability groups as indicated in the pre-test scores.
IV.6.b. Competency Scores in Reading Ability

The mean scores of the reading ability of the experimental group and the control group were compared at the post-test level.

Table 5. 't' test showing post-test scores of the experimental group and the control group in the reading ability

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>S.D</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>40</td>
<td>68.3</td>
<td>3.81</td>
<td>11.98 **</td>
</tr>
<tr>
<td>Control Group</td>
<td>40</td>
<td>58.7</td>
<td>3.41</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .01 level = 2.58,

** Significant at .01 level.

The calculated 't' value 11.98 is very much greater than the critical value 2.58 corresponding to the .01 level of significance. This implies that the difference in the mean scores under consideration is significant. Therefore, it is concluded that the experimental group and the control group differ significantly in the post-test achievement on teaching competency.

The above analysis and the higher mean score of the Experimental group prove that media has a positive impact on reading ability of student-teachers in teaching English prose for comprehension.
IV.6.c. Competency Scores in Testing the Pupils' Comprehension

The mean scores of the competency in testing pupils' comprehension of the experimental group and the control group were compared at the post-test level.

Table 6. 't' test showing the post-test scores of the experimental group and the control group in the competency in testing the pupils' comprehension.

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>S.D</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>40</td>
<td>69.13</td>
<td>3.37</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>40</td>
<td>58.03</td>
<td>3.87</td>
<td>16.12 **</td>
</tr>
</tbody>
</table>

Critical Value for .01 level = 2.58,

** Significant at .01 level.

The calculated 't' value 16.82 is very much greater than the critical value 2.58 corresponding to the .01 level of significance. This implies that the difference in the mean scores under consideration is significant. Therefore it is concluded that the experimental group and the control group differ significantly in the post-test achievement.

The above analysis and the higher mean score of the experimental group prove that the experimental group performed better than the other group. Hence, it can be emphatically concluded that Media Assisted Training is superior to Conventional Method of Training as far as the competency in testing the pupils' comprehension is concerned.
IV.6.d. Competency Scores in Selecting the Passage

The mean scores of the competency in selecting the passage of the experimental group and the control group were compared at the post test level.

Table 7. 't' test showing the competency scores in selecting the passage of the experimental group and the control group at the post-test level.

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>S.D</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>40</td>
<td>49.65</td>
<td>4.11</td>
<td>0.45 NS</td>
</tr>
<tr>
<td>Control Group</td>
<td>40</td>
<td>49.23</td>
<td>4.32</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .05 level = 1.96

NS = Not Significant

The calculated t-value 0.45 is very much less than the critical value 1.96 corresponding to the .05 level of significance. This implies that the difference in the mean scores under consideration is not significant. Therefore, it is concluded that the Experimental Group and the Control Group do not differ significantly in the competency in selecting passage at the post-test level.
Graph 3 showing the teaching competency at post-test level and attitude towards teaching of the experimental group.

- X axis: 1 cm = 5 units
- Y axis: 1 cm = 2 units

Legend:
- --- Tg. Competency
- ---- Attitude towards Tg.
IV.6.e.i. Correlation between the Teaching Competency and Attitude Towards Teaching.

The correlation between the teaching competency and Attitude towards Teaching of the trainees in the experimental group was calculated at the post-test level.

Table 8. showing the correlation between the Teaching Competency and the Attitude towards Teaching of the trainees in the Experimental Group at the Post-test Level

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Competency and Attitude toward Teaching</td>
<td>0.29</td>
<td>Low Positive</td>
</tr>
</tbody>
</table>

From the above analysis, it is found out that there is a low positive correlation between the teaching competency and attitude towards teaching of the trainees in the experimental group at post-test level.
GRAPH 4 SHOWING THE TEACHING COMPETENCY AT POST-TEST LEVEL AND INTELLIGENCE OF THE EXPERIMENTAL GROUP.
IV.6.e.ii. Correlation between the Teaching Competency and Intelligence.

The correlation between the teaching competency and intelligence of the trainees in the experimental group was calculated at the post-test level.

Table 9. showing the correlation between the Teaching Competency and the Intelligence of the trainees in the Experimental Group at the Post-test Level

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Competency and Intelligence</td>
<td>.6</td>
<td>High Positive</td>
</tr>
</tbody>
</table>

From the above analysis, it is found out that there is a high positive correlation between the teaching competency and intelligence of the trainees in the experimental group at post-test level. See comments re intelligence on p. 74 and p. 84.
GRAPH 5 SHOWING THE TEACHING COMPETENCY OF THE BOYS AND GIRLS IN THE EXPERIMENTAL GROUP AT POST-TEST LEVEL

X axis: 1 cm = 5 units
Y axis: 1 cm = 2 units
IV.6.f.i. Competency Scores in Teaching w.r.t. variable Sex.

Mean scores of the boys and the girls in the experimental group in the teaching competency were compared at the post-test level.

Table 10. 't' test showing the teaching competency of the experimental group with reference to the variable sex.

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>No</th>
<th>Mean</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>20</td>
<td>71.95</td>
<td>4.87 **</td>
</tr>
<tr>
<td>Boys</td>
<td>20</td>
<td>66.4</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .01 level = 2.71

** Significant at .01 level.

This is a two-tailed test, and 't' critical value for rejection of null hypothesis for \((20 + 20 - 2)\) or 38 df is 2.71 corresponding to the .01 level of significance. The calculated 't' value 4.87 is less than 2.71. This implies that the difference in the mean scores under consideration is significant. Therefore it is concluded that the boys and the girls differ significantly in the teaching competency.

The above analysis and the higher mean score of the girls prove that the girls performed better than the boys in the competency of teaching at post-test level. It is perhaps because of the academic involvement shown by the girls.
IV.6.f.ii. Competency Scores in Teaching w.r.t. variable Attitude Towards Teaching.

The mean score of the Experimental group in their attitude towards teaching is 49.38. The subjects in the Experimental group were divided into two groups viz., those who were getting above mean scores and those who were getting below mean scores. Mean scores of the teaching competency of both the groups were compared at the post-test level.

Table 11. 't' test showing the teaching competency of the experimental group with reference to the variable Attitude towards Teaching at post-test level.

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>No</th>
<th>Mean</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Mean</td>
<td>19</td>
<td>71.11</td>
<td>1.75 NS</td>
</tr>
<tr>
<td>Below Mean</td>
<td>21</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .05 level = 2.02, Not Significant

This is a two-tailed test, and 't' critical value for rejection of null hypothesis for $(19 + 21 - 2)$ or 38 df is 2.02 corresponding to the .05 level of significance. This implies that the difference in the mean scores under consideration is not significant. Therefore it is concluded that the trainees with above mean scores in Attitude Towards Teaching and those with below mean scores do not differ significantly in the teaching competency at the post-test level.
IV.6.f.iii. Competency Scores in Teaching w.r.t. variable Intelligence.

The mean score of the Intelligence of the Experimental group is 58.17. The subjects in the Experimental group were divided into two groups viz. those who were getting above mean scores and those who were getting below mean scores. Mean scores of the teaching competency of both the groups were compared at the post-test level.

Table 12. 't' test showing the teaching competency of the experimental group with reference to the variable Intelligence at post-test level.

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>No</th>
<th>Mean</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Mean</td>
<td>25</td>
<td>69.04</td>
<td></td>
</tr>
<tr>
<td>Below Mean</td>
<td>15</td>
<td>67.4</td>
<td>1.09 NS</td>
</tr>
</tbody>
</table>

Critical Value for .05 level = 2.02, Not Significant

This is a two-tailed test, and 't' critical value for rejection of null hypothesis for (25 + 15 - 2) or 38 df is 2.02 corresponding to the .05 level of significance. This implies that the difference in the mean scores under consideration is not significant. Therefore it is concluded that the trainees with above mean scores of intelligence and those with below mean scores do not differ significantly in the teaching competency at the post-test level.
Graph 6 Showing the teaching competency of the subjects at the post-test in the experimental group who studied in English medium and Tamil medium at school level.

X axis: 1 cm = 5 units
Y axis: 1 cm = 1 unit
IV.6.f.iv. Competency Scores in Teaching w.r.t. variable Medium of Instruction at School Education.

Mean scores of the teaching competency of the trainees who studied in English medium at school level and those who studied in Tamil medium in the experimental group were compared at the post-test level.

Table 13. 't' test showing the teaching competency of the experimental group with reference to the variable 'Medium of Instruction in School Education' at post-test level.

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>No</th>
<th>Mean</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Medium</td>
<td>19</td>
<td>67.47</td>
<td>0.9 NS</td>
</tr>
<tr>
<td>English Medium</td>
<td>21</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .05 level = 2.02,

NS = Not Significant

This is a two-tailed test, and 't' critical value for rejection of null hypothesis for \((19 + 21 - 2)\) or 38 df is 2.02 corresponding to the .05 level of significance. This implies that the difference in the mean scores under consideration is not significant. Therefore it is concluded that the trainees who studied in Tamil Medium in School education and who studied in English medium do not differ significantly in the teaching competency at the post-test level.
GRAPH 7 SHOWING THE TEACHING COMPETENCY OF THE EXPERIMENTAL GROUP AT THE POST-TEST LEVEL WITH REFERENCE TO THE VARIABLE MAJOR DISCIPLINE

Y axis: 1 cm = 10 units

- Mathematics
- English Literature
- Social Science
- Science
IV.6.f.v. Competency Scores in Teaching w.r.t. variable Major Discipline

Mean scores of the teaching competency of the trainees in the Experimental Group whose Major Disciplines were English literature, Science, Mathematics and Social Science were compared at the post-test level.

Table 14 'F' test showing the teaching competency of the experimental group with reference to the variable ‘Major Discipline’ at the post-test level.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>Mean Square</th>
<th>F value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Variables</td>
<td>3</td>
<td>491.8</td>
<td>163.93</td>
<td>7.14 **</td>
</tr>
<tr>
<td>Within Variables</td>
<td>36</td>
<td>826.4</td>
<td>22.96</td>
<td></td>
</tr>
</tbody>
</table>

Critical Value for .01 level = 4.40

** Significant at .01 level

To test this hypothesis, ‘between means’ variance was divided by the ‘within treatment’ and the resulting variance ratio was compared, called F, within the F values in the Table. The ‘F’ in our problem is 7.14 and df are 3 for the numerator and 36 for the denominator. Entering table, it is
read from Column 3 and Row 36 (Interpolate between rows 35 and 40) than an F of 2.87 is significant at .05 level and F of 4.40 is significant at the .01 level.

The obtained 'F' value 7.14 is more than the table value, it is found that there is a significant difference between the mean scores of teaching competency of the trainees in the experimental group with reference to the variable their major discipline corresponding to the .01 level of significance at the post-test level.

The above analysis and the highest mean scores of the students of English literature in the teaching competency proved that these students perform better than the students of other disciplines at the post-test level. The science graduates (except Mathematics) perform better than the graduates of Social Science and Mathematics. The graduates of Social Science perform better than the mathematics graduates.

This may probably be due to the better exposure given to the English literature students in English and inclusion of 'English Language Teaching' as one of the major papers at undergraduate level in many of the universities.
GRAPH 8 SHOWING THE INTERACTION LINES OF TREATMENT AND SEX ON TEACHING COMPETENCY

Y axis: 1 cm = 5 units

ENTRY LEVEL

TERMINAL LEVEL

TEACHING COMPETENCY 75
IV.6.g. Interaction Effect of the Treatment

Interaction effect of Sex, Attitude Towards Teaching, Intelligence, Medium of Instruction at School level and Major Discipline & Treatment on the Teaching competency scores were analysed. The interaction studies along with the graphical representation are reported here.

IV.6.g.i. Interaction Analysis of the variable Sex

Table 15. Two-way ANOVA for the Interaction of Treatment and Sex on the Teaching Competency

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>Mean Square</th>
<th>F value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>50.07</td>
<td>1</td>
<td>50.07</td>
<td>0.39 NS</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>9675.2</td>
<td>76</td>
<td>127.3</td>
<td></td>
</tr>
</tbody>
</table>

5 % F - Limit for F (1,76) = 3.96
1 % F - Limit for F (1,76) = 6.96
NS - Not Significant

The F-ratio for the interaction is 0.39 which is less than the F limit at 5 % level of significance. Hence it is concluded that there is not any significant difference due to the interaction of Treatment & Sex on the achievement scores even at 5 % level of confidence.
IV.6.g.ii. Interaction Analysis of the variable Attitude Towards Teaching

Table 16. Two-way ANOVA for the Interaction of Treatment and Attitude Towards Teaching on the Teaching Competency

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>Mean Square</th>
<th>F value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>41</td>
<td>1</td>
<td>41</td>
<td>1.77 NS</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>1762.32</td>
<td>76</td>
<td>23.19</td>
<td></td>
</tr>
</tbody>
</table>

5 % F - Limit for F (1,76) = 3.96
1 % F - Limit for F (1,76) = 6.96
NS - Not Significant

The F-ratio for the interaction is 1.77 which is less than the F limit at 5 % level of significance. Hence it is concluded that there is not any significant difference due to the interaction of Treatment & Attitude Towards Teaching on the teaching competency scores at 5 % level of confidence.
IV.6.g.iii. Interaction Analysis of the variable Intelligence

Table 17. Two-way ANOVA for the Interaction of Treatment and Intelligence

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>Mean Square</th>
<th>F value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>7.67</td>
<td>1</td>
<td>7.61</td>
<td>0.40</td>
<td>NS</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>1444.4</td>
<td>76</td>
<td>19.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 % F-Limit for F (1,76) = 3.96
1 % F-Limit for F (1,76) = 6.96
NS - Not Significant

The F-ratio for the interaction is 0.40 which is less than the F limit at 5% level of significance. Hence it is concluded that there is not any significant difference due to the interaction of Treatment & Intelligence on the teaching competency scores at 5% level of confidence.
GRAPH SHOWING THE INTERACTION LINES OF TREATMENT AND MEDIUM OF INSTRUCTION AT SCHOOL LEVEL ON TEACHING COMPETENCY

Y axis: 1 cm = 5 units

TEACHING COMPETENCY

ENTRY LEVEL

TERMINAL LEVEL
IV.6.g.iv. Interaction Analysis of the Variable Medium of Instruction.

Table 18. Two-way ANOVA for the Interaction of Treatment and Medium of Instruction under which the trainees studied at School on the Teaching Competency

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>Mean Square</th>
<th>F value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>9.8</td>
<td>1</td>
<td>9.8</td>
<td>0.07 NS</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>9971</td>
<td>76</td>
<td>131.2</td>
<td></td>
</tr>
</tbody>
</table>

5 % F – Limit for F (1,76) = 3.96
1 % F – Limit for F (1,76) = 6.96
NS – Not Significant

The F-ratio for the interaction is 0.07 which is less than the F limit at 5 % level of significance. Hence it is concluded that there is not any significant difference due to the interaction of Treatment & Medium of Instruction under which the trainees studied at school on the teaching competency scores at 5 % level of confidence.
GRAPH 10 SHOWING INTERACTION LINES OF TREATMENT AND MAJOR DISCIPLINES ON TEACHING COMPETENCY

Y axis: 1 cm = 5 units
IV.6.g.v. Interaction Analysis of the variable Major Discipline

Table 19. Two-way ANOVA for the Interaction of Treatment and Major Discipline on the Teaching Competency

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>Mean Square</th>
<th>F value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>35.83</td>
<td>1</td>
<td>35.83</td>
<td>3.16 NS</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>840.1</td>
<td>74</td>
<td>11.35</td>
<td></td>
</tr>
</tbody>
</table>

5 % F - Limit for $F(1,74) = 3.90$
1 % F - Limit for $F(1,74) = 7.01$
NS Non Significant

The F-ratio for the interaction is 3.16, which is less than the F limit at 5 % level of significance. Hence it is concluded that there is not any significant difference due to the interaction of Treatment & Major Disciplines of the Trainees on the teaching competency scores at 5 % level of confidence.
IV.7. Conclusion

Thus the descriptive and differential studies were done on the data collected to find out the impact of media on teaching competency of student-teachers.

The analysis revealed that Media as a training strategy is a better method of training compared to conventional method. The findings are discussed in the following chapter.

Your study did not deal with all media.

A better way of stating this might be as follows:

The analysis revealed that it appears possible to improve learning outcome in teacher trainees when video is added to the training strategies used.