5.0.0 INTRODUCTION

The researcher arrives at this stage of his work after rigorous exercise of analyzation of data and put insight to make objectives of the work more useful and significant for layman as well as the technical person associated with the work of teaching, learning, planning, administering, monitoring and coordinating at various levels.

The writing of research findings is commonly the concluding act of the research endeavour. Everything is combined together during the writing of the findings. It is subject of communicating what was done, what occurred and what the results mean in concise, understandable and logical manner. The final process of summarizing the findings, arriving at conclusions, making recommendations and formulating proper generalizations for population to which these are applicable, is an important component of any research.

It has a dissemination function because it is crucial to future practical applications of the study findings. It aids the future workers to understand the general purpose and the findings of the study. On the basis of analysis & interpretation of data discussed in the previous chapter, certain findings have been obtained and conclusion has been drawn. The findings are presented here in accordance with objectives of the study. Therefore the present chapter has been organized under the following headings –

5.1.0 Findings of the Study
5.2.0 Conclusion of the Study
5.3.0 Educational Implications of the Study
5.4.0 Suggestions for further Researches

5.1.0 FINDINGS OF THE STUDY

The findings are systematically arranged here in accordance with the objectives mentioned below-
5.1.1 Findings related to study the attitude towards using cyber resources of village students.

5.1.2 Findings related to study the level of consciousness of village students.

5.1.3 Findings related to study the social awareness of village students.

5.1.4 Findings related to study the effect of Hole in the Wall experiment of computer literacy program on attitude towards using cyber resources of village students.

5.1.5 Findings related to study the effect of Hole in the Wall experiment of computer literacy program on level of consciousness of village students.

5.1.6 Findings related to study the effect of Hole in the Wall experiment of computer literacy program on social awareness of village students.

5.1.1 FINDINGS RELATED TO STUDY THE ATTITUDE TOWARDS USING CYBER RESOURCES OF VILLAGE STUDENTS.

The researcher presented the above objective in the following manner.

5.1.1.1 Finding related to nature of data distribution of attitude of village students towards using cyber resources.

Table: 5.1Nature of data distribution of attitude of village students towards using cyber resources

<table>
<thead>
<tr>
<th>Variable</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-experiment</td>
<td>Positive (0.066)</td>
<td>Platy-kurtic (0.250)</td>
</tr>
<tr>
<td>Post-experiment</td>
<td>Negative (-0.849)</td>
<td>Lepto-kurtic (0.315)</td>
</tr>
</tbody>
</table>

From table (5.1) it is evident that the data distribution of attitude of students towards using cyber resources in pre-experiment condition is positively skewed and platy-kurtic which shows that the scores are massed at the higher end of the scale and are spread out more gradually towards the lower end. The calculated values of skewness and kurtosis are nearly
equal to standard value of normal probability curve. For post-experiment stage scores are negatively skewed and leptokurtic, which shows that the scores are massed near to mean value. The calculated value of skewness and kurtosis are nearly equal to standard value of normal probability curve.

5.1.1.2 Finding related to comparative analysis of attitude towards using cyber resources of village students at different levels.

Finding related to the above mentioned objective says that before hole in the wall program out of 100 students, 29% students were found having high attitude towards using cyber resources, rest 42% and 29% students were found having moderate and low attitude respectively. But after the hole in the wall program out of 100 village students, 35% students were found high attitude towards using cyber resources and in moderate and low attitude category 38% and 27% students were found respectively. So the finding of this object says that positive change is showing in attitude towards using cyber resources of village students due to the effectiveness of Hole in the wall experiment of computer literacy.

5.1.1.3 Finding related to comparative analysis of attitude towards using cyber resources of male and female village students.

In pre experimental phase the calculated mean values of attitude towards using cyber resources of male and female village students were found 19.74 and 20.44 respectively and the values of standard deviation were found 4.11 and 4.03. The calculated CR value between male and female village students’ attitude towards using cyber resources was found 0.859, which is insignificant at 0.05 level of significance. This shows that female students have high attitude towards using cyber resources in comparison to male students while this difference between both groups was not found statistically significant. In post-experiment phase the mean values of attitude towards using cyber resources of male and female village students were found 22.86 and 22.76 respectively and the values of standard deviation were found 4.03 and 4.42. The
calculated CR value between male and female village students’ attitude towards using cyber resources was found 0.118, which is insignificant at 0.05 level of significance.

Hence no significant difference was found between male and female village students’ attitude towards using cyber resources. Therefore it can be said that both male and female village students have equal attitude towards using cyber resources at pre-experiment and post-experiment condition.

5.1.2 FINDINGS RELATED TO STUDY THE LEVEL OF CONSCIOUSNESS OF VILLAGE STUDENTS.

For discuss the finding of this objective the investigator presented this objective in the following manner.

5.1.2.1 Findings related to nature of data distribution of consciousness of village students.

Table: 5.1.2.1 Nature of data distribution of consciousness of village students

<table>
<thead>
<tr>
<th>Level of consciousness</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-experiment</td>
<td>Negative (-0.160)</td>
<td>Platy-kurtic (0.314)</td>
</tr>
<tr>
<td>Post-experiment</td>
<td>Positive (0.520)</td>
<td>Lepto-kurtic (0.316)</td>
</tr>
</tbody>
</table>

From table (5.1.2.1) it is evident that the data distribution of consciousness in pre-experiment condition is negatively skewed and platy-kurtic which shows that the scores are massed at the higher end of the scale and spread out more gradually towards the lower end. The calculated values of skewness and kurtosis are nearly equal to standard value of normal probability curve. For post-experiment stage scores are positive skewed and lepto-kurtic, which shows that the scores are massed near to mean value. The calculated value of skewness and kurtosis are nearly equal to standard value of normal probability curve.
5.1.2.2 Finding related to comparative analysis of consciousness of village students at different levels.

Before Hole in the wall experiment of computer literacy program out of 100 village students only 27% students were found having High consciousness and in Moderate and Low consciousness category, 45% and 28% students were found respectively. When it was seen after the Hole in the wall experiment of computer literacy program. It was found that out of 100 village students only 25% students were found in high consciousness and in moderate and low consciousness category 46% and 29% students were found respectively. Hence it can be said that there is not much improvement showing in post-experiment consciousness of village students.

5.1.2.3 Findings showing comparative analysis of consciousness of male and female village students.

In pre-experimental phase the calculated mean values of level of consciousness of male and female village students were found 28.82 and 30.40 respectively and the values of standard deviation were found 6.91 and 7.66. The calculated CR value between male and female village students’ level of consciousness was found 1.083, which is not significant at 0.05 level of significance. While in post-experimental phase the calculated mean values of level of consciousness of male and female village students were found 33.00 and 32.16 respectively and the values of standard deviation ware found 8.09 and 10.10. The calculated CR value between male and female village students’ level of consciousness was found 0.459, which is not significant at 0.05 level of significance.

Hence the result for this objective says that there is no significant difference exists in consciousness of male and female village students. In other words it can be said that both male and female village students have equal consciousness in both conditions.
5.1.3.0 FINDINGS RELATED TO STUDY THE SOCIAL AWARENESS OF VILLAGE STUDENTS.

To study the social awareness of the village students the researcher discussed the above objective in the following manner.

5.1.3.1 Finding related to nature of data distribution of social awareness of village students.

Table: 5.3.1 Nature of data distribution of social awareness.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-experiment</td>
<td>Positive (0.285)</td>
<td>Platy-kurtic (0.282)</td>
</tr>
<tr>
<td>Post-experiment</td>
<td>Negative (-0.326)</td>
<td>Platy-kurtic (0.275)</td>
</tr>
</tbody>
</table>

From table (5.3.1) it is evident that the data distribution of social awareness in pre-experiment stage is positively skewed and in post-experiment stage is negatively skewed. The kurtosis in pre-experiment and post-experiment stages are platy-kurtic in nature which shows that the scores are massed at the higher end of the scale and spread out more gradually towards the lower end. The calculated values of skewness and kurtosis are nearly equal to standard value of normal probability curve.

5.1.3.2 Finding related to comparative analysis of social awareness of village students at different levels.

In pre-experiment phase out of 100 village students only 36% students were found having High social awareness and 36% and 28% students were found having moderate and low social awareness respectively and in post-experiment phase only 35% students were found in high social awareness and in moderate and low social awareness category 38% and 27% students were found respectively. In the conclusion for this objective it can be said that positive
modification appears in post-experiment social awareness of village students of moderate category.

5.1.3.3 Finding related to comparative analysis of social awareness of male and female village students.

In this section at pre-experimental stage the calculated mean values of social awareness of male and female village students were found 15.40 and 17.12 respectively and related standard deviation were found 2.86 and 2.34 respectively. The calculated CR value between male and female village students’ social awareness was found 3.291, which is significant at 0.01 level of significance. Hence it can be said that in pre-experimental stage female village students were showing higher social awareness in comparison to male students and in post-experimental stage the calculated mean values of social awareness of male and female village students were found 20.64 and 20.60 respectively and related standard deviation were found 3.06 and 3.92 respectively. The calculated CR value was found 0.057, which is not significant at 0.05 level of significance.

In this way it can be concluded that there is no significant difference exists in social awareness between male and female village students. In other words we can say that both male and female students have equal social awareness. By inspection of mean of social awareness of male and female village students it is cleared that both groups are sowing positive improvement in their social awareness.

5.1.4.0 FINDINGS RELATED TO STUDY THE EFFECT OF HOLE IN THE WALL EXPERIMENT OF COMPUTER LITERACY PROGRAM ON ATTITUDE TOWARDS USING CYBER RESOURCES OF VILLAGE STUDENTS.

The findings related to the above objective are described under the following heads.
5.1.4.1 Finding related to Comparison between pre-experiment and post-experiment attitude towards using cyber resources of village students.

The mean values of attitude towards using cyber resources of village students of pre-experiment and post-experiment data were found 20.09 and 22.81 respectively. The calculated CR value between pre-experiment and post-experiment attitude towards using cyber resources of village students was found 4.65, which is significant at 0.01 level of significance.

It is cleared showing that after hole in the wall experiment of computer literacy, attitude towards using cyber resources of village students was increased significantly. In other words we can say that the experiment made a positive effect on attitude of village students. Hence the hypothesis there will be no significant effect of Hole in the wall experiment of computer literacy on attitude towards using cyber resources of village students is rejected at 0.01 level.

5.1.4.2 Finding related to Comparison between pre-experiment and post-experiment of attitude towards using cyber resources of male village students.

The mean values of attitude towards using cyber resources of male village students for pre-experiment and post-experiment scores were found 19.74 and 22.86 respectively. The calculated CR value between both groups was found 3.83, which is significant at 0.01 level of significance.

For the conclusion of this finding we can say that hole in the wall experiment made a positive effect on attitude towards using cyber resources of male village students therefore the hypothesis, There will be no significant effect of Hole in the wall experiment of computer literacy on attitude towards using cyber resources of male village students is rejected at 0.01 level.

5.1.4.3 Finding related to Comparison of pre-experiment and post-experiment attitude towards using cyber resources of female village students

For female students the mean values of attitude towards using cyber resources of pre-experiment and post-experiment data were found 20.44 and 22.76 respectively. The calculated CR value between both groups was found 2.74, which is significant at 0.01 level of significance.
On the basis of significance level it can be said that after hole in the wall experiment, attitude towards using cyber resources of female village students was increased significantly which shows the positive effect of hole in the wall experiment for female village students’ attitude. And the hypothesis, There will be no significant effect of Hole in the wall experiment of computer literacy on attitude towards using cyber resources of female village students is rejected at 0.01 level.

5.1.5.0 FINDINGS RELATED TO STUDY THE EFFECT OF HOLE IN THE WALL EXPERIMENT OF COMPUTER LITERACY PROGRAM ON LEVEL OF CONSCIOUSNESS OF VILLAGE STUDENTS.

The findings related to the above objective are described in the following manner

5.1.5.1 Finding related to Comparison between pre-experiment and post-experiment level of consciousness of village students.

In this finding the mean values of consciousness of pre-experiment and post-experiment data were found 29.61 and 32.58 respectively and the calculated CR value between both groups was found 2.54, which is significant at 0.05 level of significance. In this way we see that after hole in the wall experiment of computer literacy made positive effect on consciousness. So the consciousness of village students is increased significantly. Therefore hypothesis, There will be no significant effect of Hole in the wall experiment of computer literacy on level of consciousness of village students is rejected at 0.05.

5.1.5.2 Finding related to Comparison between pre-experiment and post-experiment consciousness of village male village students.

For male students the mean values of consciousness of pre-experiment and post-experiment data were found 28.82 and 33.00 respectively. The calculated CR value between both groups was found 2.78, which is significant at 0.01 level of significance. Hence it can be said that after hole in the wall experiment consciousness of male village students towards using cyber resources
was increased significantly. In this way hypothesis there will be no significant effect of Hole in the wall experiment of computer literacy on level of consciousness of male village students is **rejected** at 0.01.

**5.1.5.3 Finding related to Comparison between pre-experiment and post-experiment consciousness of female village students.**

Finding related to consciousness of female village students show that the mean values of consciousness of pre-experiment and post-experiment data was found 30.40 and 32.16 respectively. The calculated CR value between both groups was found 0.98, which is not significant at 0.05 level of significance. Difference between pre-experiment and post-experiment mean values of village female students is showing the effect of hole in the wall experiment of computer literacy program on consciousness, but it is not found significant. In other words it can be said that the consciousness of female village students increased but it could not cross the standard value. Hence hypothesis there will be no significant effect of Hole in the wall experiment of computer literacy on level of consciousness of female village students is **accepted** at 0.05.

**5.1.6 FINDINGS RELATED TO STUDY THE EFFECT OF HOLE IN THE WALL EXPERIMENT OF COMPUTER LITERACY PROGRAM ON SOCIAL AWARENESS OF VILLAGE STUDENTS.**

**5.1.6.1 Finding related to Comparison between pre-experiment and post-experiment social awareness of village students.**

This finding says that the mean values of village students on social awareness for pre-experiment and post-experiment data were found 16.26 and 20.62 respectively. The calculated CR value between both groups was found 9.81, which is significant at 0.01 level of significance. On the basis of difference value between pre-experiment and post-experiment mean values of village students it can be concluded that after hole in the wall experiment the social awareness
of village students was increased. So hypothesis there will be no significant effect of Hole in the wall experiment of computer literacy on social awareness of village students is rejected at 0.01.

**5.1.6.2 Finding related to Comparison between pre-experiment and post-experiment social awareness of male village students.**

The mean values of social awareness of pre-experiment and post-experiment data of village students were found 15.40 and 20.64 respectively. The calculated CR value between both groups was found 8.86, which is significant at 0.01 level of significance. From the above analysis the researcher found that the social awareness of male village students was increased after Hole in the wall experiment. Therefore hypothesis, there will be no significant effect of Hole in the wall experiment of computer literacy on social awareness of village male students is rejected at 0.01 level.

**5.1.6.3 Finding related to Comparison between pre-experiment and post-experiment of social awareness of female village students.**

Finding related to the above objective says that the mean values of social awareness of female village students for pre-experiment and post-experiment data were found 17.12 and 20.60 respectively. And the calculated CR value between both groups was found 5.38, which is significant at 0.01 level of significance. The positive modification from pre-experiment to post-experiment is clearly showing the effect of hole in the wall experiment of computer literacy on social awareness. In this way it can be said that the female village students are more socially aware. In this way hypothesis there will be no significant effect of Hole in the wall experiment of computer literacy on social awareness of village female students is rejected at 0.01.

**5.2.0 CONCLUSION AND DISCUSSION OF THE RESULTS**

Before the hole in the wall experiment of computer literacy only 29% students were showing high attitude towards using cyber resources and after implementation of hole in the wall experiment 35% students were showing high attitude towards using cyber resources. After
comparison of pre-experiment and post-experiment data related to attitude towards using cyber resources it was found that significant difference exists between pre-experiment and post experiment data at 0.01 level of significance. Hence we can say that the hole in the wall experiment of computer literacy made significant and positive effect on attitude towards using cyber resources. *Brenda H. Loyd, et al (2014)* found significant effect on the computer attitudes of the students. And *Judy A. Abbott et.al (2014)* also conducted a study on the Elementary Education Students’ Attitudes toward Computers and found that it increases positive attitude toward computers. *Naser Jamil Al-Zaidyeen (2008)* studied the teachers’ attitude towards using ICT in classroom and found positive attitude towards using ICT, and a significant positive correlation was found between teachers’ level of ICT use and attitudes towards ICT.

Before hole in the wall experiment of computer literacy program only 27% students were found having High consciousness and in Moderate category, 45% students were found. After this experiment 25% students were found in high consciousness and in moderate consciousness 46% were found. For village students the calculated CR value between pre-experiment and post-experiment consciousness was found 2.54, which is significant at 0.05 level of significance. *Shukla, Vineeta (2009)* also found in her study that the students were highly conscious about internet use and innovative technology in their study and life.

In the same way CR value between pre and post experiment of social awareness was found significant. *Lindsay h Shaw m. Gant (2004)* also reported that internet use decrease loneliness and depression. It is concluded from the above findings that no significance difference was found between attitude towards using cyber resources, consciousness and social awareness of male and female village students in pre-experiment and post-experiment conditions. It means gender is not a significant factor to effect the attitude, consciousness and social awareness of village male and female students.

Hence Hole in the well experiment of computer literacy positively influences the attitude of village students towards using cyber resources. Both male and female students also showing the
positive influence in attitude towards using cyber resources after the hole in the wall experiment. Consciousness and social awareness of village students also positively influences.

5.3.0 EDUCATIONAL IMPLICATIONS

Educational implications are a most essential part of every research work. Some educational implications have been derived from the findings of the present research, which are presented below-

5.3.1 Benefits for Educationists and Curriculum Planners.

Findings of this study show that the whole in the wall experiment was positively influence the attitude of village students towards cyber resources. The educational planners can use the result in support to find the strength and weakness of educational system because Present time is a computer aided time so it may a good experiment to the students’ point of view. The consciousness and social awareness also increased after experiment and in this study no gender effect is showing it means hole in the wall experiment have equal opportunities to male and female students to active learning and behavior modification. Therefore educationists’ and curriculum planners should have provision for computer aided programs in education for new generation.

5.3.2 Benefits for Researchers

The present study focused to identify the effect of hole in the wall experiment of computer literacy on village students so this study gives a direction to study Further with those variables which are related to computer knowledge, cyber awareness and mobile / computer use. The results of this study will be useful for further researchers.

5.3.3 Benefits for Students.

The results of the study show significant relation between hole in the wall experiment and attitude towards using cyber resources, consciousness and social awareness. So it is useful for students to learn one and more skill at the same time .As we know that this is known as
technological age and students have to perform many role at the same time to success so he can improve his more skill at the same time

5.3.4. Benefits for teachers

This study indicated the significant and positive influence of hole in the wall experiment on attitude, consciousness and social awareness. The results of this study shows that innovative technology makes amore effect on the teaching learning process So teacher can teach the class by giving directions from cyber resource through smart phone, laptop, computer etc. If the teachers use such type of technology in his teaching, he may be a facilitator and students will try to learn themselves.

5.4.0 SUGGESTIONS FOR FURTHER RESEARCHES

No one study is final in any area of research. It is an on-going process every time. Thus, the researchers does not claim that these findings as final. Research work also needs further researches to cross-validate the findings of the study. From the curiosity of investigator some suggestions for further researches are stated below-

1. The researcher can study on big sample size.

2. A study of Hole in the wall experiment can be done on different levels of education.

3. A comparative study of Hole in the wall experiment on rural and urban students can be done.

4. The study of Hole in the wall experiment can also be studied in relation to school learning, culture and academic achievement of the students.

5. The study of Hole in the wall experiment can be done on other variables related to teachers and students.
The above suggestions are very few many more researches can be done in the field of education. Researches which have been done can be conducted further for cross-validation and theory construction in this field.