

Chapter - IV

Analysis of Data and Interpretation

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ANALYSIS OF DATA AND INTERPRETATION

The data collected was subjected to appropriate statistical procedure to treat the hypotheses with which this study was initiated. The details of the statistical techniques employed for analysis of the data, results obtained through this analysis and the decision regarding the rejection or non rejection of the null hypothesis are presented in this chapter.

Statistical techniques are used for organizing, analysing and interpreting numerical data. Statistics is basic tool for measurement and evaluation, when research has quantifiable data. By statistics we can analyze, interpret the data and can draw conclusions. If the data is systematically arranged and analyzed through appropriate statistical technique, the results obtained are scientific and correct.

Interpretation of data refers to that important part of the investigation which is associated with the drawing of the inference from the collected facts after an analytical study. It is the interpretation that makes it possible for us to utilize data in various fields.

4.1.0 Statistical Procedure Employed

Mean and standard deviation were calculated for all the personality factors of dyslexic children and non dyslexic children. To compare the personality factors t-value was computed.

4.2.0 Analysis Of Hypotheses

H₀ 1- There will be no significant difference between dyslexic and non dyslexic children on personality factor A – Sizothymia (Reserved, Detached, Aloof) / Affectothymia (Warmhearted, Outgoing, Participating)

Table 4.1.1 Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor A

Types of Children	No .of students	Mean	S.D.	df	t- value	Significance
Dyslexic Children(at risk)	30	4.3	2.12	58	5.49	*Significant
Non Dyslexic Children	30	7.3	2.15			

*Significant at 0.01 level of significance

The table shows that computed value of t test is 5.49 and the table value of t test is 2.66 at 0.01 level. Thus the computed value of t test is greater than table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor A

The value of mean for dyslexic children is 4.3, which is less than the value of mean for non dyslexic children (A.M. =7.3). The low mean score for factor A indicates that the dyslexic children are reserved, detached, aloof, stiff and prone to sulk while high mean score for factor A indicates that non dyslexic children are warm hearted, out going, easy going and participating.

Table 4.1.2 : Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor A

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	26.6	3.3
Average score	70	53.3
High score	3.3	43.3

26.6 % of dyslexic children have low score in factor A where as only 3.3% of non dyslexic children are having low score in factor A. It indicates that dyslexic children are reserved and detached in nature.

The dyslexic children are enable to communicate properly due to which they hesitate to participate and are reserved in nature.

H₀ 2 - There will be no significant difference between dyslexic and non dyslexic children on personality factor B – Low Intelligence / High Intelligence

Table 4.2.1 : Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor B

Types of Children	No. of students	Mean	S.D.	df	t- value	Significance
Dyslexic Children(at risk)	30	6.1	1.97	58	1.79	* Not significant
Non Dyslexic Children	30	7.13	2.48			

* Not significant at 0.05 level of significance

The table shows that computed value of t test is 1.79 and the table value of t test is 2.00 at 0 .05 level. Thus the computed value of t test is less than table value, hence the null hypothesis is accepted. It indicates that there is no significant difference between dyslexic children and non dyslexic children on factor B. The dyslexic children and non dyslexic children do not differ with respect to intelligence.

Table 4.2.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor B

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	-	3.3
Average score	66.66	36.6
High score	33.3	60

The percentage of dyslexic children having low intelligence is nil where as 3.3% of non dyslexic children have low score in factor B. It indicates that dyslexic children have high general mental ability. The dyslexic children have above average intelligence.

H₀ 3 -There will be no significant difference between dyslexic and non dyslexic children on personality factor C – Emotional Instability / Higher Ego Strength

Table 4.3.1 :Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor C

Types of Children	No. of students	Mean	S.D.	df	t- value	Significance
Dyslexic Children(at risk)	30	4.6	2.44	58	4.81	*Significant
Non Dyslexic Children	30	7.4	2.06			

* Significant at 0.01 level of significance

The table shows that computed value of t test is 4.81 and the table value of t test is 2.66 at 0.01 level. Thus the computed value of t test is greater than table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor C .

The value of mean for dyslexic children is 4.6, which is less than the value of mean for non dyslexic children (A.M.= 7.4). The low mean score for factor C indicates that the dyslexic children are emotionally less stable, affected by feelings, easily get upset and changeable in attitudes. While high mean score for factor C indicates that non-dyslexic children are emotionally stable, mature and calm.

Table 4.3.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor C

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	26.6	-
Average score	60	46.6
High score	16.6	53.3

The percentage of dyslexic children having low score is 26.6 where as the percentage of non dyslexic children having low score in factor C is nil. It indicates that dyslexic children are emotionally unstable as compared to the non dyslexic children.

The dyslexic children tends to be easily annoyed by things and people. They are dissatisfied with their family and peer group. As they cannot perform according to their Parents and teachers ,they easily get discouraged.

H₀ 4 - There will be no significant difference between dyslexic and non dyslexic children on personality factor D – Phlegmatic Temperament (Undemonstrative, inactive) / Excitability (Impatient, Overactive, Excitable).

Table 4.4.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor D

Types of Children	No. of students	Mean	S.D.	df	t -value	Significance
Dyslexic Children (at risk)	30	5.3	2.31	58	4.8	*Significant
Non Dyslexic Children	30	2.6	2.06			

* Significant at 0.01 level of significance

The table shows that computed value of t test is 4.8 and the table value of t test is 2.66 at 0 .01 level. Thus the computed value of t test is greater than table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor D.

The value of mean for dyslexic children is 5.3, which is greater than the value of mean for non dyslexic children (A.M.=2.6). The high mean score for factor D indicates that the dyslexic children are impatient , over active, distractible and shows many nervous symptoms. While low mean score for factor D indicates that non dyslexic children are complacent , constant and not restless.

Table 4.4.2 : Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor D

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	10	43.3
Average score	63.3	53.3
High score	26.6	3.3

The percentage of dyslexic children having high score is 26.6 where as the percentage of non dyslexic children having high score in factor D is 3.3. It indicates that dyslexic children are overactive and impatient. They get distracted very easily as compared to the non dyslexic children.

As dyslexic children could not concentrate on their academic subjects, they tend to be inattentive and hyperactive in the class. They never sit at one place and disturb other classmates.

H₀ 5 -There will be no significant difference between dyslexic and non dyslexic children on personality factor E – Submissiveness / Dominance.

Table 4.5.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor E

Types of Children	No. of students	Mea n	S.D.	df	t-value	Significance
Dyslexic Children (at risk)	30	3.5	1.61	58	2.00	*Significant
Non Dyslexic Children	30	2.8	1.15			

* Significant at 0.05 level of significance

The table shows that computed value of t test is 2.00 and the table value of t test is 2.00 at 0.05 level. Thus the computed value of t test is equal to table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor E.

The value of mean for dyslexic children is 3.5, which is greater than the value of mean for non dyslexic children (A.M. =2.8). The high mean score for factor E indicates that the dyslexic children are dominant and aggressive in nature, While low mean score for factor E indicates that non dyslexic children are accommodating and mild.

Table 4.5.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor E

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	36.6	46.6
Average score	63.3	53.3
High score	-	-

The percentage of dyslexic children in low score is 36.6 and the percentage of non dyslexic children having low score in factor E is 46.6 It indicates that dyslexic children are dominant as compared to non dyslexic children.

The dominant nature of dyslexic children may lead them to delinquency. As they are not interested in studies ,they may get involved in anti social activities.

H₀ 6 -There will be no significant difference between dyslexic and non dyslexic children on personality factor F – Desurgency (Sober, Taciturn, Serious) / Surgency (Enthusiastic , Happy- go –lucky, Heedless).

Table 4.6.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor F

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children (at risk)	30	3.16	1.66	58	6.24	*Significant
Non Dyslexic Children	30	6.00	1.87			

*Significant at 0.01 level of significance

The table shows that computed value of t test is 6.24 and the table value of t test is 2.66 at 0 .01 level. Thus the computed value of t test is greater than the table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor F.

The value of mean for dyslexic children is 3.16, which is less than the value of mean for non dyslexic children (A.M. =6.00). The low mean score for factor F indicates that the dyslexic children are silent , sober, serious and incommunicative , While high mean score for factor F indicates that non dyslexic children are enthusiastic ,happy –go-lucky, frank, expressive and talkative.

Table 4.6.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor F

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	43.3	6.6
Average score	53.3	66.6
High score	3.3	26.6

The percentage of dyslexic children in low score is 43.3 while the percentage of non dyslexic children having low score is 6.6 .It indicates that dyslexic children are unable to communicate properly, they are silent and serious as compared to the non dyslexic children .

The dyslexic children having language problem, feels handicap in establishing social relationships through communication. Dyslexic children find difficulty in expressing their views and ideas.

H₀ 7 - There will be no significant difference between dyslexic and non dyslexic children on personality factor G - Low Super Ego Strength / Super Ego Strength.



Table 4.7.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor G

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children (at risk)	30	6.43	2.42	58	1.83	* Not Significant
Non Dyslexic Children	30	7.56	2.36			

*Not significant at 0.05 level of significance

The table shows that computed value of t test is 1.83 and the table value of t test is 2.00 at 0 .05 level. Thus the computed value of t test is less than the table value, hence the null hypothesis is accepted. It indicates that there is no significant difference between dyslexic children and non dyslexic children on factor G.

Dyslexic children and non dyslexic children do not differ with respect to their superego strength.

Table 4.7.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor G

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	6.6	-
Average score	53.3	36.6
High score	40	63.3

The percentage of dyslexic children and non dyslexic children in high and average score is almost the same. It indicates that there is no difference between dyslexic and non dyslexic children on factor G .

H₀ 8 - There will be no significant difference between dyslexic and non dyslexic children on personality factor H - Threctia (Shy, Timid, Threat – Sensitive) / Parmia (Adventurous , Socially Bold).

Table 4.8.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor H

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children (at risk)	30	4.5	1.48	58	5.07	*Significant
Non Dyslexic Children	30	6.53	1.65			

*Significant at 0.01 level of significance

The table shows that computed value of t test is 5.07 and the table value of t test is 2.66 at 0.01 level. Thus the computed value of t test is greater than the table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor H

The value of mean for dyslexic children is 4.5, which is less than the value of mean for non dyslexic children (A.M.=6.53). The low mean score for factor H indicates that the dyslexic children are shy ,timid, withdrawn and threat sensitive , While high mean score for factor H indicates that non dyslexic children are adventurous,friendly,carefree and active.

Table 4.8.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor H

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	6.6	-
Average score	93.3	70
High score	-	30

6.6% of dyslexic children are shy, timid , while the percentage of non dyslexic children having low score is nil. The percentage of dyslexic children in high score is nil while 30% of non dyslexic children are adventurous, friendly and active. The dyslexic children are slow and impeded in expressing themselves. These children do not like personal contacts and avoid social gathering.

H₀ 9 -There will be no significant difference between dyslexic and non dyslexic children on personality factor I – Harria (Tough –minded , Rejects Illusions) / Premsia (Tender –minded, sensitive, Dependent, Overprotected)

Table 4.9.1 : Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor I

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children (at risk)	30	5.3	1.95	58	1.17	* Not Significant
Non Dyslexic Children	30	5.8	1.51			

*Not significant at 0.05 level of significance

The table shows that computed value of t test is 1.17 and the table value of t test is 2.00 at 0.05 level. Thus the computed value of t test is less than the table value, hence the null hypothesis is accepted. It indicates that there is no

significant difference between dyslexic children and non dyslexic children on factor I. Dyslexic children and non dyslexic children do not differ on personality factor I.

Table 4.9.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor I

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	3.3	-
Average score	93.3	86.6
High score	3.3	13.3

The percentage of dyslexic children and non dyslexic children in high and average score is almost the same. It indicates that there is no difference between dyslexic and non dyslexic children on factor I.

H₀ 10 - There will be no significant difference between dyslexic and non dyslexic children on personality factor J – Zeppia (Zestful , Liking Group Action) / Coasthenia (Circumspect Individualism , Reflective, Internally Restrained).

Table 4.10.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor J

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children(at risk)	30	4.3	1.64	58	2.37	*Significant
Non Dyslexic Children	30	3.23	2.1			

* Significant at 0.05 level of significance

The table shows that computed value of t test is 2.37 and the table value of t test is 2.00 at 0 .05 level. Thus the computed value of t test is greater than the table value; hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor J.

The value of mean for dyslexic children is 4.3, which is greater than the value of mean for non dyslexic children (A.M.=3.23). The high mean score for factor J indicates that the dyslexic children acts individualistically. They are wrapped up in self and evaluates coldly , While low mean score for factor J indicates that non dyslexic children likes to go with the group, sinks personality into group enterprise.

Table 4.10.2 : Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor J

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	13.3	53.3
Average score	80.3	46.6
High score	6.6	-

The percentage of dyslexic children in high score is 6.6 while the percentage of non dyslexic children having high score is nil .It indicates that dyslexic children are unable to mingle with the group as compared to non dyslexic children. Dyslexic children prefer to be within themselves and hence they have few friends.

H_{o11} -There will be no significant difference between dyslexic and non dyslexic children on personality factor N - Naivete (Forthright , Unpretentious) / Shrewdness (Astute, Artful).

Table 4.11.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor N

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children(at risk)	30	4.13	1.87	58	1.40	* Not Significant
Non Dyslexic Children	30	4.8	1.8			

* Not significant at 0.05 level of significance

The table shows that computed value of t test is 1.40 and the table value of t test is 2.00 at 0.05 level. Thus the computed value of t test is less than the table value; hence the null hypothesis is accepted. It indicates that there is no significant difference between dyslexic children and non dyslexic children on factor N. Dyslexic children and non dyslexic children do not differ on personality factor N.

Table 4.11.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor N

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	6.6	3.3
Average score	93.3	93.3
High score	-	3.3

The percentage of dyslexic children and non dyslexic children in low and average score is almost equal. It indicates that dyslexic children and non dyslexic children do not differ on factor N.

H_{o12} -There will be no significant difference between dyslexic and non dyslexic children on personality factor O – Untroubled Adequacy (Self assured , Placid, secure, Serene) / Guilt Proneness (Apprehensive , Insecure , Worrying, troubled).

Table 4.12.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor O.

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children(at risk)	30	5.53	1.6	58	5.31	*Significant
Non Dyslexic Children	30	2.83	2.2			

* Significant at 0.01 level of significance

The table shows that computed value of t test is 5.31 and the table value of t test is 2.66 at 0 .01 level. Thus the computed value of t test is greater than the table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor O.

The value of mean for dyslexic children is 5.53, which is greater than the value of mean for non dyslexic children (A.M.=2.83). The high mean score for factor O indicates that the dyslexic children are depressed ,apprehensive ,worrying and anxious. They feel lonely and show phobic symptoms , While low mean score for factor O indicates that non dyslexic children are cheerful , self-confident and has no fear.

Table 4.12.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor O

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	6.6	53.3
Average score	83.3	43.3
High score	10	3.3

The percentage of dyslexic children in high score is 10 and percentage of non dyslexic children is 3.3 in high score .It indicates that dyslexic children are depressed and apprehensive as compared to non dyslexic children.

Dyslexic children achieve low though they have above average intellectual capacity. This makes them feel inferior and guilty. Dyslexic children find themselves inadequate in meeting strict academic standards. They get worried and depressed. This results in reduced level of self confidence.

H_{o13} -There will be no significant difference between dyslexic and non dyslexic children on personality factor Q₃ – Low self –sentiment Integration.(Uncontrolled , Lax , Follows Own Urges) / High Strength Of Self sentiment (controlled , Exacting will power, Socially precise)

Table 4.13.1: Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor Q₃

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children(at risk)	30	5.9	2.09	58	3.2	*Significant
Non Dyslexic Children	30	7.6	2.07			

* Significant at 0.01 level of significance

The table shows that computed value of t test is 3.2 and the table value of t test is 2.66 at 0 .01 level. Thus the computed value of t test is greater than the table value; hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor Q₃.

The value of mean for dyslexic children is 5.9, which is less than the value of mean for non dyslexic children (A.M.=7.6). The low mean score for factor Q₃ indicates that the dyslexic children are uncontrolled and follows own urges, While high mean score for factor Q₃ indicates that non dyslexic children are controlled, socially precise and follows self image.

Table 4.13.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor Q₃

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	10	3.3
Average score	73.3	40
High score	16.6	56.6

The percentage of dyslexic children in low score is 10 while the percentage of non dyslexic children having low score is 3.3 .It indicates that dyslexic children are not controlled and socially precise. They do not follow self image as compared to the non dyslexic children. Dyslexic children have low self

concept. A dyslexic child is enable to direct his behaviour by reference to the concept of himself. Dyslexic children are enable of representing their real potential.

H₀14-There will be no significant difference between dyslexic and non dyslexic children on personality factor Q₄ – Low Ergic Tension (Relaxed , Tranquil, Unfrustated) / High Ergic Tension (tense, Frustrated, Driven)

Table 4.14.1 Significance of the Difference between Mean Scores of Dyslexic Children and Non Dyslexic Children on Personality Factor Q₄

Types of Children	No. of students	Mean	S.D.	df	t-value	Significance
Dyslexic Children(at risk)	30	5.1	1.92	58	6.22	*Significant
Non Dyslexic Children	30	2.3	1.58			

* Significant at 0.01 level of significance

The table shows that computed value of t test is 6.22 and the table value of t test is 2.66 at 0 .01 level. Thus the computed value of t test is greater than the table value, hence the null hypothesis is rejected. It indicates that there is significant difference between dyslexic children and non dyslexic children on factor Q₄.

The value of mean for dyslexic children is 5.1, which is greater than the value of mean for non dyslexic children (A.M. =2.3). The high mean score for factor Q₄ indicates that the dyslexic children are tense, frustrated ,driven and fretful. , While low mean score for factor Q₄ indicates that non dyslexic children are relaxed, tranquil and unfrustated.

Table 4.14.2: Percentage of Dyslexic Children and Non Dyslexic Children in Low , Average and High Score of Factor Q₄

Score	Percentage of dyslexic children	Percentage of non dyslexic children
Low score	13.3	56.6
Average score	76.6	43.3
High score	10	-

The percentage of dyslexic children in high score is 10 while the percentage of non dyslexic children having high score is nil .It indicates that dyslexic children are tensed and frustrated as compared to the non dyslexic children. The discrepancy between ability and achievement makes them feel frustrated.

4.3.0 Case Studies

For qualitative and intensive study, five cases of dyslexic children were taken for detailed study.

Case 1 –On observing the child during the reading attainment test ,the child was found to be a slow reader. He read the passage word by word. The child omitted few words and had poor pronunciation. On observing the child in general, the child was found reserved in nature .He kept himself aloof. He did not mingle with the other children. The child was annoyed by the crowd of children around him. The child was unable to concentrate while giving the test .He was distracted by small things .The child was not happy with himself. The child felt lonely. The teacher reported that the child did not participate in any activity and hardly express himself in the class. The child was good in art and drawing .The child was close to his mother and did not interact much with his brother and sister at home. The child did not play with his friends.

Some remedial measures should be taken to improve the reading rate of the child. The child should be made to read the passage orally three –four times and keep track of the time required for each repeated reading.

Case 2 – On observing the child during the reading attainment test , the child repeated many words and added new words on his own . The child was not able to recognize basic words and found difficulty in pronouncing them properly. The child was enable to give answer to the questions asked by the researcher. On observing the child in general , it was found that the child was not willing to talk to the investigator .He was disturbed as he was made to give the tests. He was impatient and restless. The child was hesitating to share his things with others He was sensitive and easily touched. The teacher reported that the child was hyperactive in the class. He did not pay attention in the class when teacher gives instruction and never completes his assignment. The parents reported that the child did not achieve in the exams as expected by them . Though the child seems to be bright , he cannot score well in the exams as his comprehension level is low .

To improve the sight word recognition, the child should be encouraged to make the word family and to produce his own reading practice sheets .To improve the comprehension , the materials with lower reading level in content area should be provided and some questions should be asked to know his understanding level.

Case 3 – On observing the child while reading attainment test , the child was not able to pronounce long words. He substituted the word with another word and read very slowly. On observing the child in general, it was found that the child was frustrated as he feels that he is capable of scoring good marks in the exams but he could not achieve it as he is unable to read the questions. The child was worried about his performance in the final exams. He avoids the company of his classmates as he feels that he is not a good achiever .The teacher reported that the child remains silent in the class and never participate in any group activities.He did not like to mingle with his peer group . The parents reported that the child hardly talks to them and avoid playing with his friends .The child gets tensed very easily in difficult situation.

The child should read the passage orally for three-four times to improve the reading rate .The long words can be divided into small parts .The child should develop his own word family .The child should read the passage and then write the main points of the passage so that he can have better understanding of the content.

Case 4 – On observing the child during the reading attainment test ,the child read very slowly .He was reading word by word and omitted many words. He read few words by reversing them and found difficulty in pronouncing the words . The child was found to be nervous as he was called for the reading test .He felt anxious and cried when asked about him. On observing the child in general,the child was reserved and kept himself aloof. The child did not mingle with peer group as he felt that he is not good at studies. He feels frustrated when he achieve less marks in his exams.The teacher reported that the child is very shy and timid .He does not play with his friends and is sensitive. The parents reported that the child did not socialize even with his brother and sister. The child feels lonely as he has no friends .The child is attached to his mother and does not like the company of anyone else.

The child should read the passage orally for three-four times to improve the reading rate .To increase the comprehension level, minitest should be given after each paragraph of the passage.The child should develop his own word family .The child should practice regularly and keep adding new words in the family.

Case 5 – On observing the child during the reading attainment test, the child read word by word and paused at several times. She substituted the words with new words and reversed the words while reading them. The child could not give answers to the questions asked by the researcher. On observing the child in general, the child was very talkative . The child was attention seeker and active in nature. Though the child was not happy with her performance in the exams but she was not frustrated. She was worried about her achievement in final exams. The child was little aggressive in nature. But likes to participate in every group activity. The teacher reported that the child did not take interest in studies. She reads very slowly .The child talks with everyone but is stubborn and does not

follow the rules. The parents reported that the child is active and take interest in other activities but she is not interested in studies as she performs very poorly in the exams. The child is not able to read properly which makes her feel bad. Though the child has ability but her achievement is low .This makes the child least interested in studies. The child was good in sports and she finds no difficulty in socializing with her peer group.

The reading activities such as vocabulary study, spelling ,comprehension activities can be incorporated into a thematic unit to generate interest in studies and to increase comprehension of the content. The child should read the passage regularly to improve the reading rate.