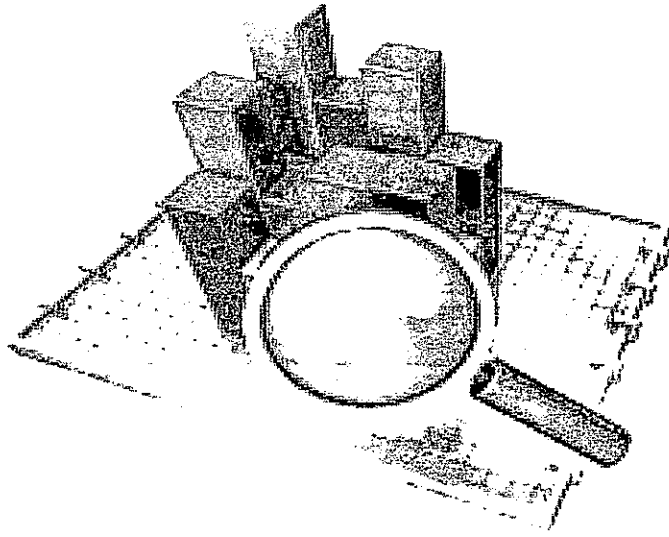


CHAPTER IV



DATA ANALYSIS AND INTERPRETATION

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ANALYSIS OF DATA AND INTERPRETATION

5.1 INTRODUCTION:

Raw data is worthless without analysis .However valid reliable and adequate the data may be it does not serve any worthwhile purpose unless it is carefully edited systematically classified and tabulated scientifically analyzed, systematic interpreted rationale concluded. Good research is characterized by what care has taken in the analysis and interpretation of data after careful and depth answer to the research question of decision making and information users.

Analysis of data means studying the tabulated material in order to determine inherent fact or factors in simple parts and putting the parts together in new arrangements for the purpose of interpretation. The process of interpretation is essentially one of the stating that result finding show what do you mean? What is their significance? What is answer to the original problem? This part is the heart of the research. It calls for a critical examination of the results of one's analysis in light of all the limitations of the data gathering .This chapter includes the data collected from Latur city. The data thus collected was subjected to appropriate statistical procedure to test the hypothesis 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 decisions regarding the rejection or non rejection of hypothesis are presented in this chapter.

Statistical techniques are used for organizing, analyzing interpreting numerical data. Statistics is a basic tool of measurement and evaluation,

when research has quantitative data. A statistical method goes to the fundamental purpose of description and analysis. By applying statistical we can analyze and interpret the data, can draw systematically arranged, and analyzed through appropriate scientific and statistical technique, the results obtained are Scientific and secret.

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 interpretations that make it possible for us to utilize collected data in various fields. According to the hypothesis of the study the data collected was analyzed on the basis of scores of different tasks conducted on the sample. The statistical methods serve the fundamental purpose of description and analysis, and their proper application involves answering the following question.

1. What facts need to be gathered to provide the information necessary to test the hypothesis?
2. How are these data to be gathered organized and analyzed?
3. What assumption underlie the statistical methodology to be employed?
4. What conclusions can be validly drawn from the analysis of the data?

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 collected data in various fields.

Since, the main objective of the study is to study the difference between study skills and English language acquisition of the student.

Quantitative analysis of the data was done by the researcher to derive meaningful conclusion, for this analytical statistics mean, standard deviation (SD) and t-test were used.

5.2 ANALYSIS OF HYPOTHESES:-

“Analysis is the ordering - the breaking down of data into constituent parts in order to obtain answer to research questions”.

F.N.Kerlinger (1964)

There are five hypotheses in the study. These entire hypotheses are tested and the results are interpreted as per the problem under investigation.

Hypothesis-1:

There is no significant difference between study skills and English language acquisition of 8th standard students.

TABLE 4.2.1
DIFFERENCE BETWEEN STUDY SKILLS AND ENGLISH
LANGUAGE ACQUISITION AMONG 8TH STD. STUDENTS.

Variables	No. of students	Mean	Standard Deviation	t-test	df	Remark
Study Skills	100	211.66	18.32	5.30	198	Sig.
English language acquisition	100	28.77	7.34			

Significant difference at 0.01 level of significance.

Table 4.2.1 shows that, for the 198 degree of freedom, computed value of ‘t’ is 5.30 and the table value of ‘t’ is 2.60 at 0.01 level of significance. The computed value of ‘t’ is greater than the table value of ‘t’ and hence, the null hypothesis Ho 1, i.e. “ There is no significance

difference between study skills and English language acquisition of students” is rejected. This indicates that there is a significant difference in study skills and English language acquisition of students.

Hypothesis-2:

There is no significant difference between Study skills and English language acquisition among Boys.

TABLE 4.2.2
DIFFERENCE BETWEEN STUDY SKILLS AND ENGLISH
LANGUAGE ACQUISITION AMONG BOYS.

Variables	No. of students	Mean	Standard Deviation	t-test	df	Remark
Study skills	50	209.8	18.98	1.45	98	No sig.
English language acquisition	50	26	6.01			

No significant difference at 0.05 level of significance.

Table 4.2.2 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of ‘t’ is 1.45 and the table value of ‘t’ is 1.98. The computed value of ‘t’ is less than the table value of ‘t’ and hence, the null hypothesis Ho2 “There is no significant difference between Study skills and English language acquisition among Boys is accepted. This indicated that there is no significant difference between Study skills and English language acquisition among Boys.

Hypothesis-3:

There is no significant difference between Study skills and English language acquisition among Girls.

TABLE 4.2.3
DIFFERENCE BETWEEN STUDY SKILLS AND ENGLISH
LANGUAGE ACQUISITION AMONG GIRLS.

Variables	No. of students	Mean	Standard Deviation	t-test	df	Remark
Study skills	50	213.5	17.63	1.07	98	No sig.
English language acquisition	50	31.54	7.56			

No significant difference at 0.05 level of significance.

Table 4.2.3 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 1.07 and the table value of 't' is 1.98. The computed value of 't' is less than the table value of 't' and hence, the null hypothesis Ho3 "There is on significant difference between Study skills and English language acquisition among girls is accepted. This indicated that there is no significant difference between Study skills and English language acquisition among Girls.

Hypothesis-4:

There is no significant difference between Boys and Girls of 8th std. students in Study Skills.

TABLE 4.2.4
DIFFERENCE BETWEEN BOYS AND GIRLS OF 8TH STD.
STUDENTS IN STUDY SKILLS.

Variables	No. of students	Mean	Standard Deviation	t-test	df	Remark
Boys	50	209.82	18.98	0.317	98	No sig.
Girls	50	213.5	17.63			

No significant difference at 0.05 level of significance.

Table 4.2.4 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 0.317 and the table value of 't' is 1.98. The computed value of 't' is less than the table value of 't' and hence, the null hypothesis Ho4 "There is no significant difference between Boys and Girls student in study skills is accepted. This indicated that there is no significant difference between Boys and Girls student in study skills.

Hypothesis-5:

There is no significant difference between Boys and Girls of 8th std. students in English Language Acquisition.

TABLE 4.2.5
DIFFERENCE BETWEEN BOYS AND GIRLS OF 8TH STD.
STUDENTS IN ENGLISH LANGUAGE ACQUISITION.

Variables	No. of students	Mean	Standard Deviation	t-test	df	Remark
Boys	50	26	6.01	0.00010	98	No sign
Girls	50	31.54	7.56			

No significant difference at 0.05 level of significance.

Table 4.2.5 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 0.00010 and the table value of 't' is 1.98. The computed value of 't' is less than the table value of 't' and hence, the null hypothesis Ho5 "There is no significant difference between Boys and Girls students in English Language Acquisition is accepted. This indicated that there is no significant difference between Boys and Girls student in English Language Acquisition.