



# CHAPTER - VI

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#### 6.01 INTRODUCTION

The purpose of this study was to test the assumption that the dialect of tribal children might interfere with their reading attainments (reading accuracy and reading comprehension) of standard Hindi text which are at variance with their mother language. To test the hypothesis teacher made test was used. The results obtained will now be interpreted and will be discussed in the context of related research in this field.

#### 6.02 ANALYSIS AND INTERPRETATION

In table no. 6 the value of  $t$  obtained for reading accuracy, between tribal and non tribal children is 45, The table value of  $t$  for 15 df at 5% level of significance is 2.131 which is more than the calculated value. This shows that the value of  $t$  obtained is non significant. Hence  $H_0(1)$  is accepted and  $H_1(1)$  is rejected, which means that there is no real difference between the mean scores of tribal and non-tribal children on dependent variable reading accuracy. Thus, the new hypothesis is accepted.

In table no. 7, the expected value of  $t$  for 15df at .05 level of significance is 2.131 which is more than the obtained value of  $t$  i.e. .05. The less value of  $t$  shows that the result is nonsignificant hence  $H_0(2)$  is accepted and  $H_1(2)$  is rejected; which means that there is no real difference between the mean scores of tribal and non tribal children on the DV reading comprehension. Thus, the null hypothesis is accepted.

Table no.8 depicts that there is no significant difference between the mean scores of tribal boys and girls on the DV - reading accuracy, as the value of  $t$  obtained is .08 which is less than the expected value of  $t=2.365$  for 7df at .05 probability. Hence  $H_0(3)$  is accepted and  $H_1(3)$  is not accepted.

In table no. 9, the value of  $t$  obtained for reading comprehension between tribal boys and girls is 1.35 which is less than the table value of  $t = 2.365$ . Thus the value of  $t$  is nonsignificant, this result leads to the acceptance of null hypothesis  $H_0(4)$  and rejection of alternate hypothesis  $H_1(4)$ . Hence by the above result, We can say, that there is no real difference between the mean scores of tribal boy and girls on DV reading comprehension.

The value of  $t$  in table no. 10 is 1.00 which is less than the table value of  $t=2.365$  the result indicates that the obtained value of  $t$  is nonsignificant.



HO(5) is accepted and HI(5) is rejected which means that the new hypothesis is accepted. Thus, we can say that there is no real difference between the mean scores of tribal boys and non tribal boys on reading accuracy.

Table No. 11 depicts that the value of  $t$  is non significant because the expected value of  $t = 2.365$  which is more than than the obtained value of  $t=0.48$  at .05 probability. Once again HO (6) is accepted and HI(6) is rejected which means that there is no real difference between the mean scores of tribal boys and non tribal boys on reading comprehension. Thus, the null hypothesis is accepted.

Table No. 12 shows the results between tribal and non tribal girls on reading accuracy. The obtained value of  $t$  for this DV is 0.03 which is less than the expected value of  $t=2.365$ . The result is depicts that the value of  $t$  is nonsignificant. HO (7) is accepted and HI(7) is rejected which means that there is no real difference between the mean scores of tribal girls and non tribal girls on reading accuracy. Thus the null hypothesis is accepted.

For 7df, the expected value of  $t$  at 5% level of significance is 2.365 Table No. 13 shows that the obtained value  $t$  is 0.21 which is less than the expected value. HO (8) is accepted and HI(8) is rejected. The means that there is no real difference



between the mean scores of tribal and girls and non tribal girls on DV reading comprehension. Thus, the null hypothesis is accepted.

### 6.03 DISCUSSION

In the present study no significant difference was noted between the cultural groups on their reading attainment scores i.e. reading accuracy and reading comprehension.) In the same way no significant gender difference has been noted of reading attainment scores (reading accuracy and reading comprehension). This finding is consistent with Reed and Pumfrey's (1988) and Pumfrey and Lee's (1988) findings. In most of the previous studies the influence of gender difference in reading has been equivocal. American studies have found girls to be better than boys (Downing et.al.) whereas in other countries either boys have been found to be better or no difference have been detected at all (ibid). In the present day world when there is availability of equal opportunities for both boys and girls it is very difficult to reach a conclusion in favour of either gender. Even there is any difference, that may be attributed to cultural or attitudinal because. Some studies have also found that there are the schools which over identify boys in having specific learning difficulties (Cline and Eason).

Rejection of the alternative hypothesis

in the present study may be because of the following contributing factors.

1. The extent to which tribal pupils acculturate to the majority language environment appears to be important for the course of their reading development in the second language. The tribal pupils reading attainment in Hindi might have been highly affected by their acculturization into Hindi culture. Thus, acculturation of tribal pupils can be seen as an important contributor to their second language (Hindi) reading success.

2. The fact that almost all children who were in the schools were exposed to the standard dialect (Hindi) for the last 2-3 years. The increase length of stay of tribal children could have affected the performance in Hindi.

3. The sophisticated research design to test the DI hypothesis controlled for many variables that are often neglected. Thus, the relative performance of tribal pupils in various aspect of reading attainment would have been clearly quantified.

4. The programme of government to expand the network of television to the remote areas has brought a large number of people belonging to different sections of the society with different dialects under the

on reading accuracy and reading comprehension there is still a need to take into account the important issue concerning second language use. Pupils who learn a second language after school admission acquire a good level of BICS (Basic Interpersonal communicative skills) within a period of a 2 years, but it takes let. 5 to 7 years to be on a par with monobilingual pupils on measure of CALP (Cognitive/Academic language Proficiency). Therefore at the time of classroom teaching, planning activities for whole class and assessment of bilinguals cognitively demanding and cognitively undemanding tasks should be taken into consideration by class teachers for bilingual pupils.

During the teaching learning process, teachers of beginners should only be concerned with those errors that can adversely effect the comprehension of bilingual children, not with every type of errors. When reading skills are being developed to insist on a different speech pattern and to produce a lot of language interference, by way of correcting, may lead to a detrimental effects on pupils reading attainment. Results of present study show better performance of comprehension and reading accuracy of the tribal children. Therefore, the practice of teachers reading to the class and that of asking the child to read aloud should be encouraged by the class teachers in order to make reading interesting and effective for such pupils.

The main reason is that this practice enables the teacher to maintain the pupils standards and progress to ensure that pupils is working with materials at a suitable difficulty level.