4

ANALYSIS AND INTERPRETATION

CHAPTER - IV

INTRODUCTION

A prime responsibility of the educational researcher is that of being able to make eigher a probability or logical inference covering the tenability of his testable hypothesis. The acceptance or rejection of these hypothesis will ultimately determine what contribution the study makes to the scientific development of a particular area.

This is especially tried in the analysis for interpretation of the data.

In this chapter the data obtained will be analysed and each hypothesis will be tested statistically.

Analysis of Data

Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

Test of Hypothesis

To draw inference from the obtained data eight null hypothesis have been formulated.

The level of significance is fixed at 0.01 level to test the null hypothesis. Now each hypothesis will be tested statistically.

4.1 EFFECT OF GENDER ON ENGLISH VOCABULAR

Hypotheses 1. Gender has no significant effect on English Vocabulary

Table 4.1 Effect of Gender on English Vocabulary

Group	No. of Students	Mean	Standard Deviation	t Value
Male	71	24.67	14.9	3.41**
Female	79	30.65	17.49	

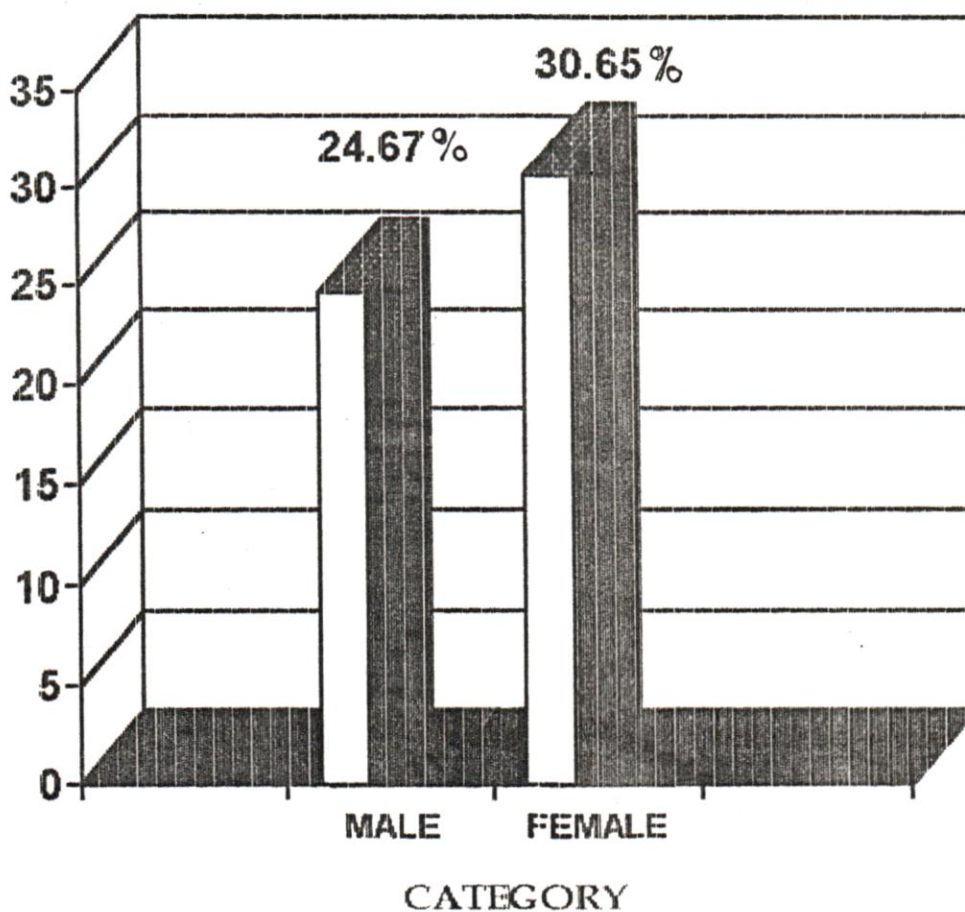$$N = 150; \quad **p < 0.1$$

The effect of gender is tested on the sample of 150 students in which 71 girls and 79 boys have been taken in the present study.

Table. 4.1 shows that there is significant difference between male and female students of class VIIth of the sample group on Englidh vocabulary.

It may be because of girls have more reading tendency then the boys. Girls spend more tiem in home compare to the boys. They have liking to watch television, reading novels, magzines etc. which helps them to enhance their knowledge and they came across to many new words. Therefore girls have better English vocabulary then boys.

So hypothesis is rejected.

EFFECT OF GENDER ON ENGLISH VOCABULARY

Bar chart showing percentages by category. MALE: 24.67%, FEMALE: 30.65%. Y-axis labeled 0 to 35 in increments of 5. X-axis labeled CATEGORY.

4.2 EFFECT OF PRIVATE AND GOVERNMENT SCHOOLS ON ENGLISH VOCABULARY

Hypothesis 2. There is no significant difference of English vocabulary between government school students and private school students.

Table. 4.2 Effect of Gender on English Vocabulary

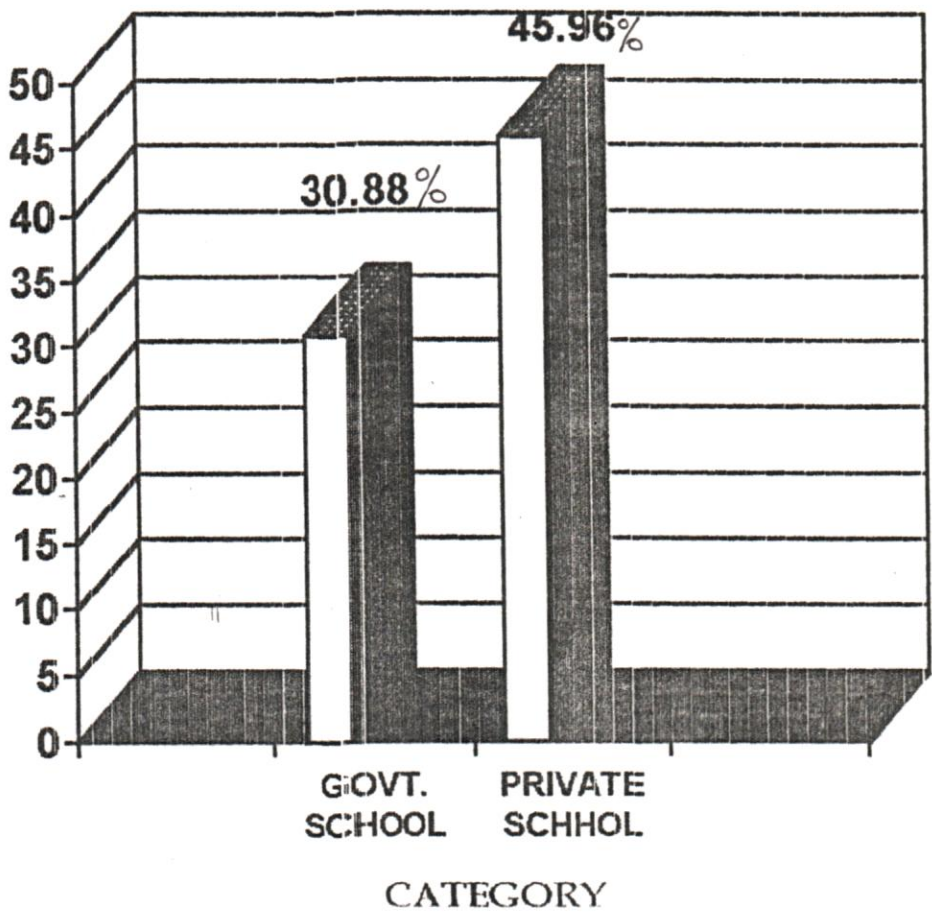| Group	No. of Students	Mean	Standard Deviation	t Value
Govt. School	125	30.88	16.67	8.74 **
Private School	25	45.96	17.44	

$N = 150$; **$p < 0.1$

The obtained value of 't' is 8.74 which is significant at 0.01 level. It means that private school students have better vocabulary then the students of government school.

This finding may be because of private schools have better facilities and they provide various supplementary reading materials, work books etc. which helps their students to increase their word power where as in government school students have English Reader book only they don't have other reading materials. One of the reason is that most of the student of private schools belong to higher socio-economic status which increase school achievement.

Therefore above Hypothesis is rejected.

EFFECT OF SCHOOL ON ENGLISH VOCABULARY

Bar chart showing English vocabulary percentages by category. GOVT. SCHOOL: 30.88%, PRIVATE SCHHOL: 45.96%. Y-axis ranges from 0 to 50. X-axis labeled CATEGORY.

4.3 EFFECT OF CASTE ON ENGLISH VOCABULARY

Hypothesis 3. Caste has no significant difference on English Vocabulary
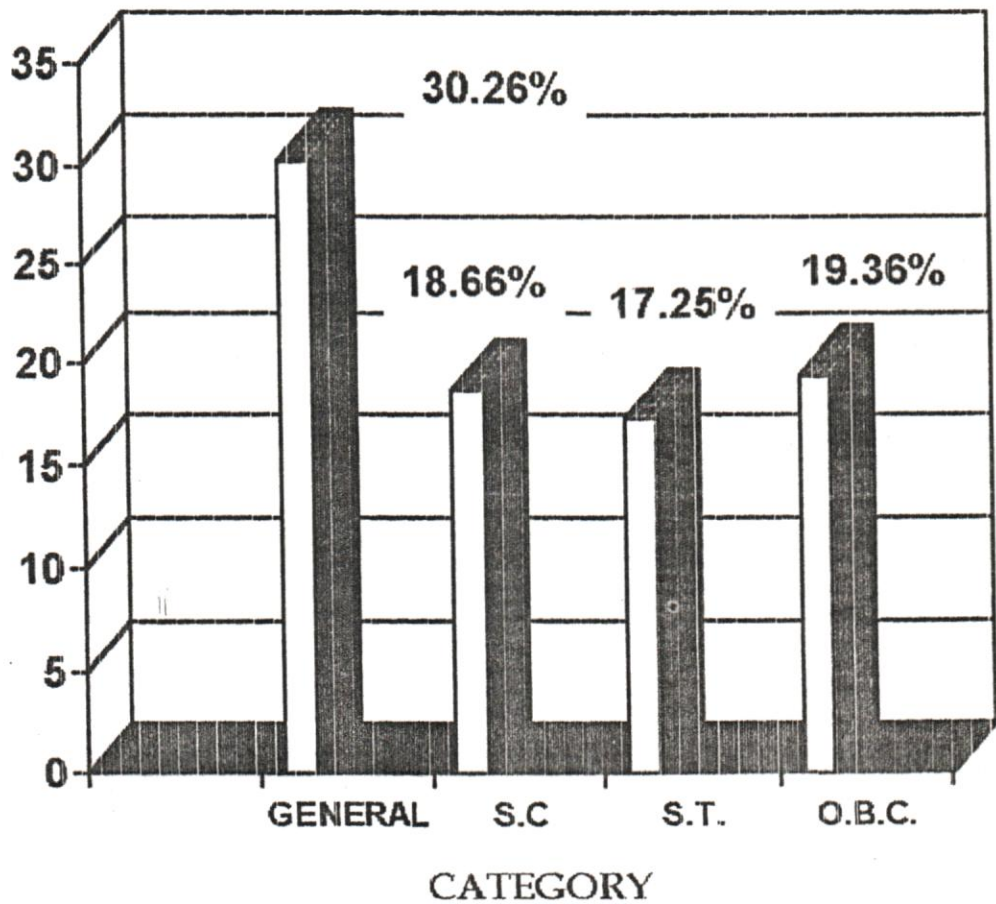
Table. 4.3 Effect of Caste on English Vocabulary

S.No.	Group	No. of Students	Mean	F Value
1.	General	38	30.26	
2.	Schedule Caste	36	18.6	3.82**
3.	Schedule Tribe	16	17.25	
4.	O.B.C.	60	19.36	

N - 150; ** $p < 0.01$

F value calculated 3.82 which is significant at 0.01 level.

Table 4.3 reveals that students belong to general category have better English vocabulary then those who belonged to schedule caste, schedule tribe and other backward classes. Because most of the students of General category also from higher socio-economic status that is why they have good exposure to English around them. Their parents are also educated to motivate them and to create suitable environment for learning these factors are responsible of their better performance. Therefore hypothesis has been rejected.

FFECT OF CASTE ON ENGLISH VOCABULAR

EFFECT OF CASTE ON ENGLISH VOCABULARY bar chart showing percentages by category: GENERAL 30.26%, S.C 18.66%, S.T. 17.25%, O.B.C. 19.36%. Y-axis labeled 0 to 35, X-axis labeled CATEGORY.

4.4 EFFECT OF PARENT'S OCCUPATION ON ENGLISH VOCABULARY

Hypothesis 4. Parents Occupation has no Significant Effect on English Vocabulary

Table 4.4 Effect of Parent's Occupation on English Vocabulary

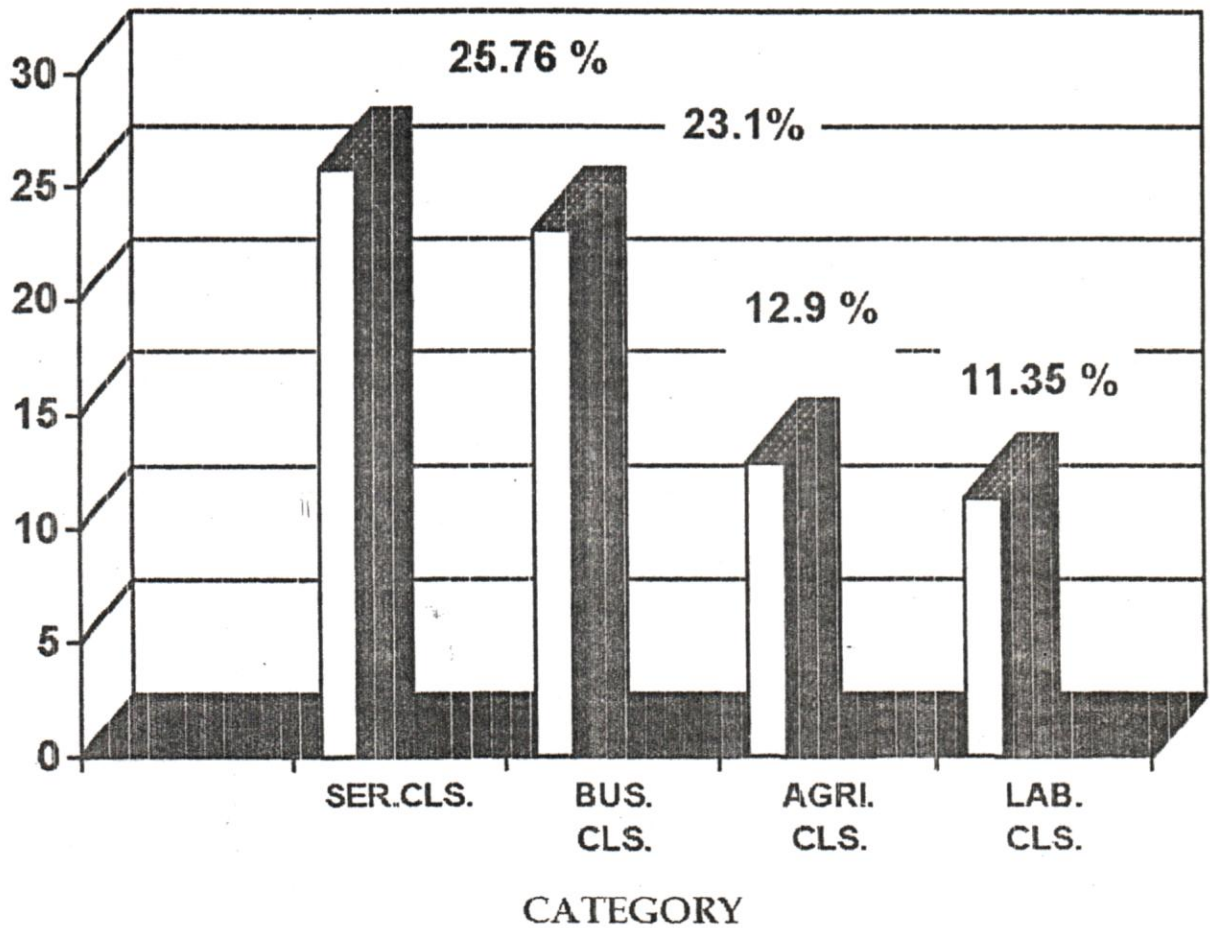| Group	No. of Students	Mean	F Value
Service class	75	25.76	
Business class	37	23.10	7.38**
Agriculture class	21	12.9	
Labour class	17	11.35	

N = 150;   **$p < 0.01$

The value is calculated 7.38 which is signicifant at 0.01 level.

Table 4.4 shows that students whose parents belong to service class (mean 25.76) have better English vocabulary then those belong to Business (mean 23.10), Agricultur (mean 12.9) and Labour class (mean 11.35)

It is mainly because of agriculture and labour class students belong to low socio-economic status. They don't have proper facility, environment and motivatic to study most of them are also first generation learns all this may be factors of the poor performance.

Therefore this Hypothesis has also been rejected.

EFFECT OF PARENTS OCCUPATION ON ENGLISH VOCABULARY

A bar chart titled "EFFECT OF PARENTS OCCUPATION ON ENGLISH VOCABULARY" with the vertical axis ranging from 0 to 30 and horizontal axis labeled CATEGORY.

- SER.CLS. — 25.76 %
- BUS. CLS. — 23.1%
- AGRI. CLS. — 12.9 %
- LAB. CLS. — 11.35 %

4.5 EFFECT OF PARENT'S INCOME ON ENGLISH VOCABULARY

Hypothesis 5. Parent's income has no significant effect on English vocabulary

Table 4.5   Effect of Parent's Income on English Vocabulary

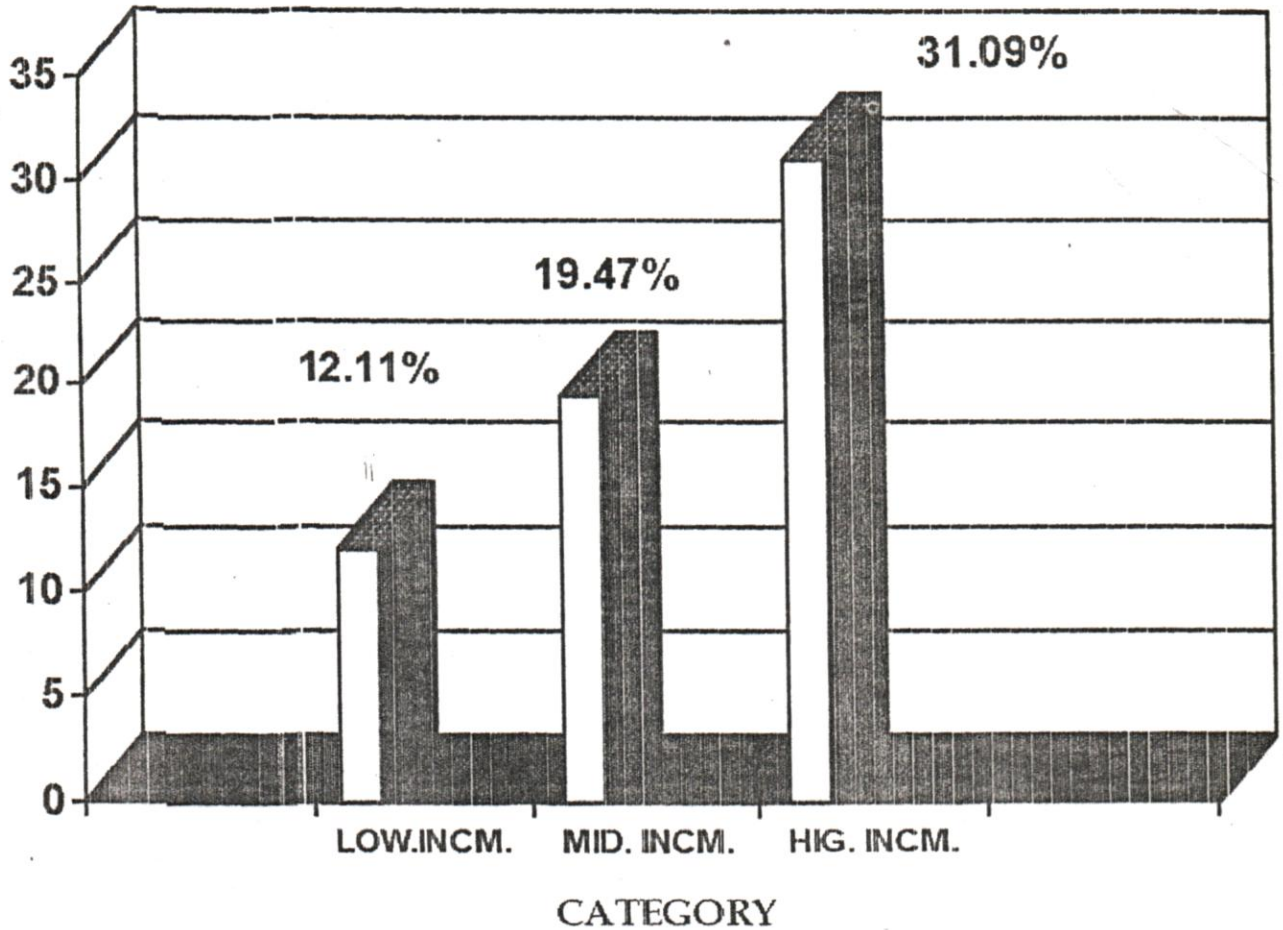| Group	No. of Students	Mean	F Value
Lower Income	41	12.11	
Middle Income	55	19.47	16.33**
Higher Income	54	31.09	

N=150   **p < 0.01

The value of calculated F is 16.33 which is significant at 0.01 level.

Table 4.5 indicates that students belong to higher socio-economic status have better English vocabulary then those who belong to low socio-economic status.

It may be because fo financially sound peoples have good facilities in their home they have television, news paper and various magzines also through which child learns many things and many new words, that is why the students whose parents income is high are found better then those who belong to lower socio-economic status.

Therefore above hypothesis is rejected.

EFFECT OF PARENT'S INCOME ON ENGLIS VOCABULARY

4.6 EFFECT OF FAMILY SIZE ON ENGLISH VOCABULARY

Hypothesis 6. Family size has no significant effect on English vocabulary

Table 4.6 Effect of family size on English vocabulary

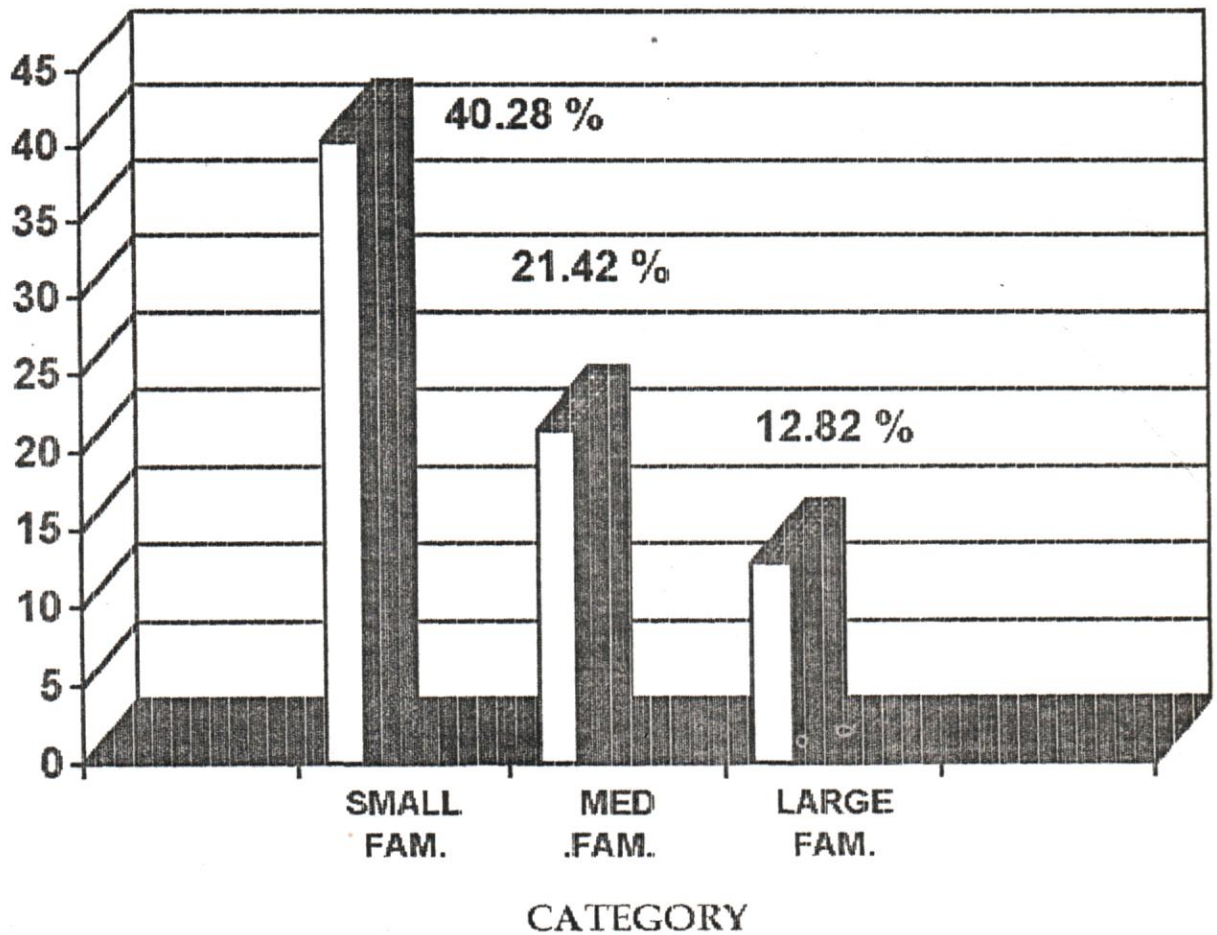| Group	No. of Students	Mean	F Value
Small family	21	40.28	
Medium family	87	21.42	15.96**
Large family	42	12.82	

N=150   **$p < 0.01$

F value is calculated which is 15.96 and significant at 0.01 level.

Table 4.6 reveals that family size has significant effect on English vocabulary. It is quite obvious that if family size is large then though there may be good facilities that will be divided student with large family size do not get recognition and proper love affection and motivation which develops frustration in them and it affects there achievements also that is why it is found that students with small family size (mean 40.28) has better English vocabulary then those who belong to large family size (mean = 12.82)

Therefore Hypothesis is rejected.

EFFECT OF FAMILY SIZE ON ENGLISH VOCABULARY

Bar chart showing vocabulary percentages by family size category:
- SMALL FAM.: 40.28 %
- MED .FAM.: 21.42 %
- LARGE FAM.: 12.82 %

Vertical axis marked from 0 to 45 in increments of 5.

CATEGORY

4.7 EFFECT OF PARENTAL EDUCATION ON ENGLISH VOCABULARY

Hypothesis 7. Parents education has no significant effect on English vocabulary
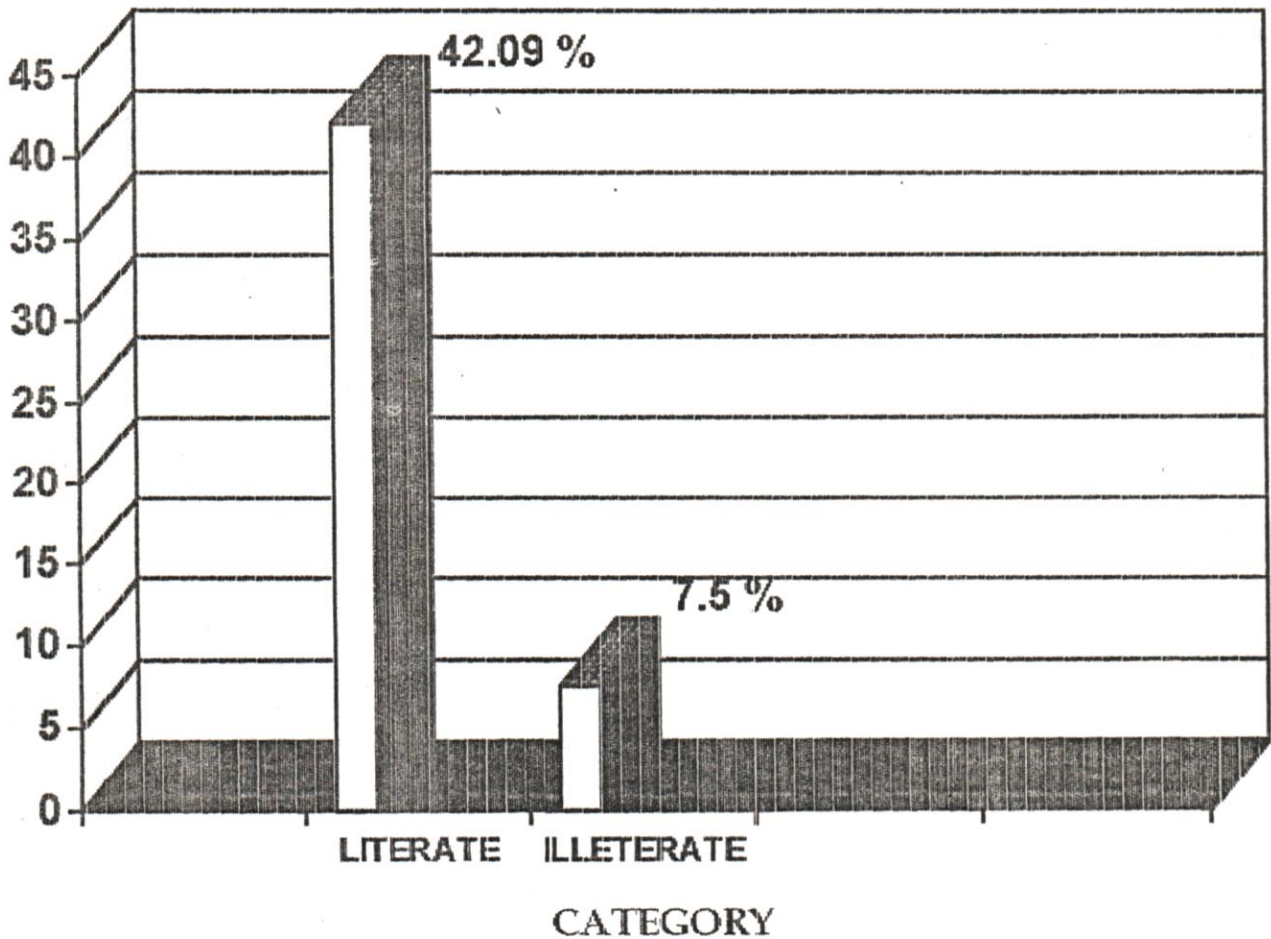
Table 4.7 Effect of Parental Education on English Vocabulary

Group	No. of Students	Mean.	S.D.	't' Value
Literate	140	42.09	17.21	6.28**
Illiterate	10	7.5	3.2	

N=150   **$p < 0.01$

Table 4.7 shows that students whose parents are literate have better vocabulary then those whose parents are illiteratre 't' value is 6.28 which is significant at $p < 0.01$ level. Educated parents know the value of education. They also want there child to be educated so they provide suitable environment to them and also encourage their children to study. They also help their children in their study where as illiterate parent do not have proper attitude towards education. That is why students whose parents are literate are found better (mean 42.09).

Therefore Hypothesis has been rejected.

FFECT OF PARENTAL EDUCATION ON ENGLI
VOCABULARY

Bar chart showing values: LITERATE 42.09 %, ILLETERATE 7.5 %. Y-axis from 0 to 45, X-axis labeled CATEGORY.

4.8 INTEGRATED ANALYSIS OF NOUN, VERB, ADJECTIVE

Table 4.8 Integrated Analysis of Noun

S.No. Effect of Ind. Variable	No. of Students N	Mean	Standard Deviation S.D.	Significant Value
1. Gender				
	Boys 71	9.87	5.8	't' = 2.75**
	Girls 79	13.87	10.85	
2. School				
	Govt. 125	14.51	6.35	't' = 0.22
	Private 25	22.61	12.26	Not significant
3. Caste				
	G = 38	15.21		
	S.C. = 36	9.75		F = 2.75*
	S.T. = 16	9.06		
	O.B.C. = 60	9.65		
4. Parent' s Occupation				
	S = 75	14.12		
	A = 21	7.65		F = 6.40**
	B = 37	12.85		
	L = 17	6.35		
5. Parent's Income				
	L = 41	7.49		
	M = 55	10.14		F = 5.78**
	H = 54	15.61		
6. Family Size				
	S = 21	19.93		
	M = 87	11.07		F = 6.16**
	L = 42	7.03		
7. Parent's Education				
	L = 140	18.40	1.61	
	I = 10	4.53	1.57	't' = 2.29*

*p < 0.05;   **p < 0.01

To make an integrated analysis of Noun, Verb and Adjective 47 nouns have been chosen from the test and statistically analysed the effect of various independent variables. It is found that all variables have significant effect on noun except type of school.

In all variables occupation, income, family size and gender have significance level at 0,-1 level while caste and parental education has significant at 0.05 level.

Integrated Analysis of Noun, Verb and Adjective

VERBS

Table 4.9 Integrated Analysis of Verb

S.No. Effect of Ind. Variable	No. of Students N	Mean	Standard Deviation S.D.	Significant Value
1. Gender				
	Boys 71	7.6	4.2	't' = 1.20
	Girls 79	8.75	6.95	Not signiticant
2. School	Govt. 125	8.41	5.12	't' = 0.15
	Private 25	12.32	6.25	Not significant
3. Caste				
	G = 38	9.24		
	S.C. = 36	5.44		F = 2.11
	S.T. = 16	5.15		Not Significant
	O.B.C. = 60	5.75		
4. Parent's Occupation				
	S = 75	8.27		
	A = 21	6.54		F = 4.82**
	B = 37	4.25		
	L = 17	4.24		
5. Parent's Income				
	L = 41	3.93		
	M = 55	5.67		F = 2.03
	H = 54	7.46		Not Significant
6. Family Size				
	S = 21	10.67		
	M = 87	5.15		F = 8.47**
	L = 42	4.08		
7. Parent's Education				
	L = 140	12.30	1.08	
	I = 10	2.80	1.03	't'= 2.31*

$**p < 0.01; \quad *p < 0.05$

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To study the effect of various independent variables on verb, 24 verbs have been chosen from the test and again statistically analysed the effect of various independent variable.

It is found that gender, school, caste and income does not have significant effect on verb while occupation and family size has significant effect on verb. Their signifancce is at 0.01 level and parental education has significance at 0.05 level.

ADJECTIVES

Table 4.10 Integrated Analysis of Adjective

S.No. Effect of Ind. Variable	No. of Students N	Mean	Standard Deviation S.D.	Significant Value
1. Gender				
	Boys 71	6.62	3.84	't' = 4.76**
	Girls 79	7.25	3.69	
2. School				
	Govt. 125	6.89	4.42	't' = 0.21
	Private 25	11.52	5.31	Not significant
3. Caste				
	G = 38	7.75		
	S.C. = 36	5.11		F = 1.94
	S.T. = 16	4.25		Not Significant
	O.B.C. = 60	4.63		
4. Parent's Occupation				
	S = 75	6.67		
	A = 21	4.86		F = 2.04
	B = 37	3.35		Not Significant
	L = 17	2.53		
5. Parent's Income				
	L = 41	2.93		
	M = 55	4.28		F = 3.74**
	H = 54	6.84		
6. Family Size				
	S = 21	9.36		
	M = 87	4.71		F = 2.40
	L = 42	2.82		Not Significant
7. Parent's Education				
	L = 140	9.45	0.83	
	I = 10	2.10	0.80	't' = 2.31*

**p < 0.01; *p < 0.05

To study the effect of various independent variable on Adjective, 22 Adjective have been chosen from the text and statistically analysed the effect of various independent variable on Adjective.

It is found that school, caste, occupation, income and family size, does not have significant effect on Adjective while gender, income and parental education have significant effect on Adjective their significance is at 0.01 level.