CHAPTER - IV

ANALYSIS & INTERPRETATION OF DATA

ANALYSIS & INTERPRETATION OF DATA

4.0 Introduction -

This chapter deals with analysis and interpretation of data. The data were collected with a view to identify the children having learning difficulty in English language. The data has been collected, tabulated and analysed.

4.1 Analysis and Interpretation of Data -

The data collected for this study have been analysed in two steps. First the identification of learning difficulties in English language. In second step, effect of pre-primary education and parents' education on achievement.

Table 4.1 Learning difficulty in various components

S.No.	Components	Mean %
1.	Semantics (Se)	62.50
2.	Syntax (Sy)	35.90
3.	Word formation (Wf)	41.15
4.	Sentence formation (Sf)	38.14
5.	Comprehension (C)	64.00
6.	Dictation (D)	59.00

Results -

Semantics : Semantics is the system of meaning in language. The mean percentage of learning difficulty in semantics is 62.50 which implies that the achievement percentage is 37.50. In present study semantics consist of two component i.e. synonyms and antonyms. It is found that the students have better understanding about opposite meaning than the same meaning. The students may know the Hindi translation of words but they were unable to write the word with similar meaning in English.

There can be many reason for poor achievement in synonyms. According to researcher the environment and mother tongue as Hindi is responsible for poor achievement. Students do not get the proper atmosphere where they can use new learned words.

Syntax : Syntax refers to the grammar system of language. Learning difficulty in syntax is 35.90, which is low among the other component of test paper. Students are enable to use right word in the sentences, whether they know the grammar or not but they have understanding about the arrangement of words in sentences as they read, learn and listen the sentences of same arrangement many times. The achievement level of students in syntax is highest among the other components of the tool.

Word Formation : Students are unable to recall the words and their spelling. Difficulty level in word formation is 41.15. Students know the correct spelling of words but they are unable to arrange the alphabets to form meaningful words when alphabets are provided in a jumbled manner.

Sentence Formation : Students have 38.14% learning difficulty in sentence formation. Students may have the ability to form a correct sentence in Hindi but they make lot of mistake while writing in English. Sentence formation for them is uneasy task. They are not

aware with the rules of sentence formation. Students can form simple sentence which they have learned in the past but unable to form the sentences with new thoughts and ideas.

Comprehension : Comprehension is the weakest component with learning difficulty of 64% which is main area in which students face maximum difficulty. This is the area which is poorly achieved by the students as they have to read and understand the paragraph themselves. They also have difficulty in taking decision whether this answer is right or not. As the vocabulary of students is poor so it hinder their understanding. It is seen that though the students knew everything but still due to lack of language they do not do well.

Dictation : Learning difficulty 59%. It is the second area which is very poorly achieved by the students. The students make lots of mistake while writing the spelling like :

(i)   Reversal of words (alphabets)

(ii)   Misspelling word entirely

(iii)   Writing the word spoken but with different meaning.

(iv)   Omitting the silent words :

        for Example – Writing "onest" in place of "Honest"

(v)   Writing 'C' in place of 'K'

        Writing 'e' in place of 'ee'

        writing 'e' in place of 'a'

        Writing 'li' in place of 'ly'

        Writing 'dnt' in place of 'dent'

Bar Graph 4.1

Component wise achievement of students in English language.

Components of English
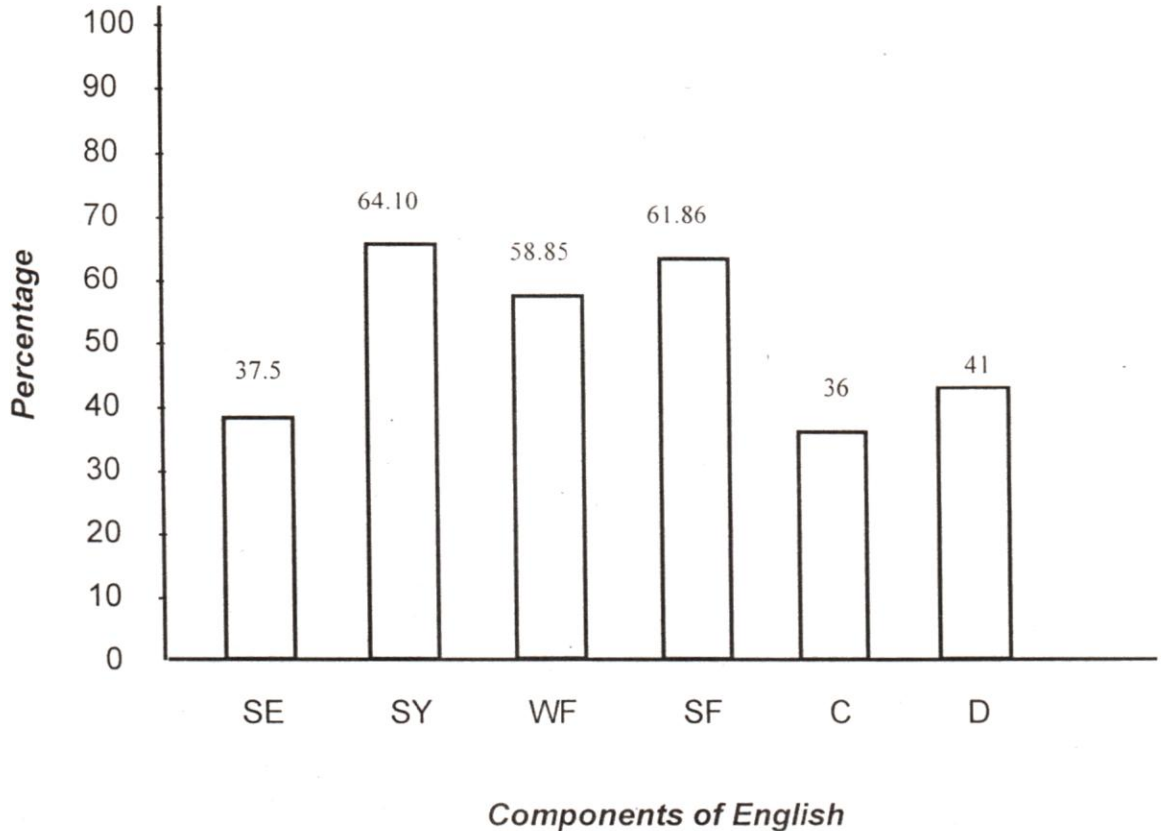
By the help of % mark in each components of language we can say that the least achievement is in comprehension followed by semantics.

Semantics : Mean achievement level of pupils in semantics is 37.5. This implies that the learning difficulty level is 62.50. This percentage marks shows that the students have difficulty in vocabulary.

Syntax : Mean achievement level is highest among the other components i.e. 64.10% students have understanding about the use of correct word in appropriate place but they have not achieved the mastery level of learnings.

Word Formation : Mean achievement level is 58.85 after he syntax and sentence formation. Result is not satisfactory, it is below the mastery level.

Sentence formation : Students are enable to form sentence but not in a correct manner. They make mistakes of spelling, punctuation. They frame those sentences which are common in their arrangement. They are unable to form sentences with new ideas. The mean achievement level in sentences formation is 61.86 after syntax.

Comprehension : Students face much problem in understanding the text. They can find answer from the passage but unable to understand it properly. Mean achievement is lowest with 36%.

Dictation : Mean achievement level is 41%. Students are unable to discriminate the correct phonics. For eg. they use 'e' in place of 'a' i.e. Remamber (wrong) in place of Remember (correct). They omit the silent word.

Table : 4.2. Coefficient of correlation between the following components :

	Semantics	Syntax	Word formation	sentence formation	comprehension
Syntax	-0.25				
Word formation	0.43	0.34			
Sentence formation	0.56	0.53	0.59		
Comprehension	0.52	0.34	0.37	0.42	
Dictation	0.69	0.43	0.45	0.55	0.51

Results -

Coefficient of correlation between the following is :

(1)   Semantics & Syntax = -0.25

(2)   Semantics & Word formation = 0.43

(3)   Semantics & sentence formation = 0.56

(4)   Semantics & comprehension = 0.52

(5)   Semantics & dictation = 0.69

(6)   Syntax & Word formation = 0.34

(7)   Syntax & sentence formation = 0.53

(8)   Syntax & comprehension = 0.34

(9)   Syntax & dictation = 0.43

(10)   Word formation & sentence formation = 0.59

(11)   Word formation & comprehension = 0.37

(12)   Word formation & dictation = 0.45

(13)   Sentence formation & comprehension = 0.42

(14)   Sentence formation & dictation = 0.55

(15)   Comprehension & dictation = 0.51

Table : 4.3 No. of students who were under following percentage (%) of marks

Components of language	Percentage				80% & above
	Below 33%	33% to 50%	50% to60%	60%to80%	
Semantics	27	17	10	11	0
Syntax	08	07	0	32	18
Word formation	21	0	08	14	22
Sentence formation	14	09	01	16	25
Comprehension	38	05	05	05	12
Dictation	21	19	10	10	05

Results -

Semantics : None of the students attend mastery level in semantics.

Syntax : only 18 students out of 65 students attend the mastery level in syntax.

Word formation : 22 students from the group of 65 students attend the mastery level in word formation.

Sentences formation : 25 students attend the mastery level which is highest among the other components.

Comprehension : out of 65 students, only 12 students achieve the mastery level.

Dictation : only 5 students attend mastery level in dictation. This is second area after semantics in which the least number of students attend the mastery level.

Graph No. 4.2 : Pie Diagram for Distribution of no. of students in various categories of achievement

- Below 33 % (18)
- 33 % to 50% (8)
- 50% to 60% (12)
- 60 % of 80 % (23)
- 80 % & above (4)
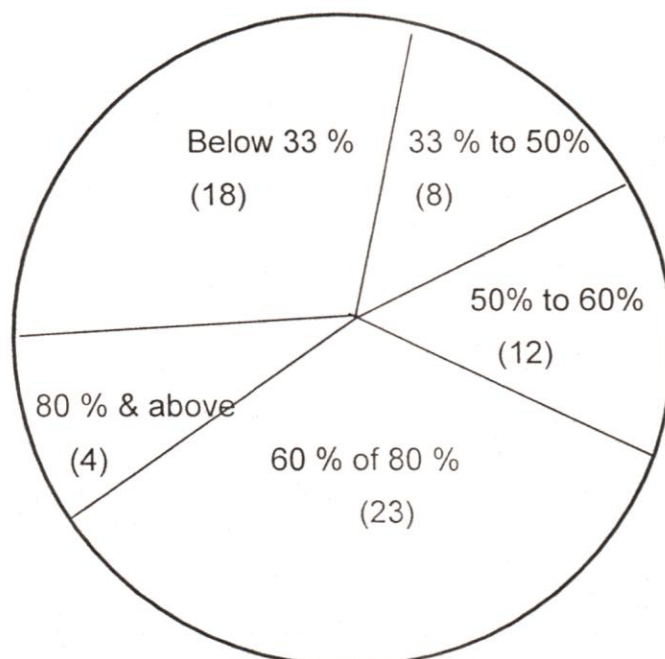
Table No. 4.4 No. of students under various achievement level.

	Percentage				80% and above
	below 33%	33% to 50%	50% to 60%	60% to 80%	
No. of students	18	08	12	23	04

Results –

Only 4 students out of 65 students achieved the mastery level of learning.

Hypothesis – 1

There is no significant difference between the achievement of two group (section A and Section B)

Table No. 4.5 Achievement level of section A and section B.

Category	N	Mean	S.D.	calculated t-value	Table Value
Section A	32	21.66	12.27	3.13	2.00 at 0.05 level
Section B	33	30.85	11.41	df=63	

Results -

Since table value 2.00 is less than the calculated value 3.13 hence null hypothesis is rejected and therefore there is a significant difference between the achievement of section A and section B. The mean achievement level of section B is higher than section A

Hypothesis – 2

There is no significant difference between the achievement of boys and girls.

Table No. 4.6   Achievement level of boys and girls.

Sex	N	Mean	S.D.	Calculated t - Value	Table Value
Boy	43	25.98	12.97	0.05	2.00 at 0.05 level
Girl	22	26.16	13.26	df=63	

Result :

The table value 2.00 is more than the calculated value 0.05 hence null hypothesis is accepted and no significant difference is found but there is difference in the mean of boys and girls. Achievement level of girls is higher than the boys. Performance of girls is better than that of boys. This result is similar to following two results.

Shah, J.H. (1979) found that there were no significant difference existed in reading comprehension between boys and girls.

Shivapuri, V. (1982) also found that there was no difference in comprehension scores for the two sexes.

Hypothesis – 3

There is no significant difference between the achievement of students with high education of father and low education of father.

<u>Table No. 4.7</u>   **Achievement of students belongs to two group**

(i.e. high education of father and low education of father)

Category	N	Mean	S.D.	Calculated t-value	Table value
Higher Secondary or above	36	29.94	11.10	2.11	2.02 at 0.05 level
Below Higher Secondary Education	07	19.14	12.58	df=41	

Result -

The table value 2.02 is less than the calculated value 2.11. Hence null hypothesis is rejected and thus there is significant difference between the achievement of students with high education of father and low education of father. It was found that none of the father of students were illiterate. The mean achievement of students with high education of father is higher than the students with low education of father.

Hypothesis – 4

There is no significant difference between the achievement of students with high education of mother and low education/ illiteracy of mother.

<u>Table No. 4.8</u> **Achievement of students belongs to two groups**

(i.e. High education of mother and low education of mother).

Category	N	Mean	S.D.	Calculated t-value	Table value
Higher Secondary or above	30	29.78	12.42	1.62	2.02 at 0.05 level
Below Higher Secondary Education	13	22.42	14.17	df=41	

Result :

Calculated t-value 1.62 is less then the table value 2.02. Hence null hypothesis is accepted and therefore we can say that there is no significant difference between the achievement of students with high education of mother and low education of mother but there is difference in the mean of two groups. Mean achievement level of students with higher education of mother is higher than the students with low education of mother.

Hypothesis – 5

Students who got pre-primary (Nursery) education may achieve higher than the students who did not get pre-primary education.

Table No. 4.9   Achievement level of two groups

(i.e. with pre-primary education and without pre-primary education)

Category	N	Mean	S.D.	Calculated t-value	Table value
Students with Pre-primary education	40	28.21	11.51	0.036	1.68 at 0.05 level
Students without Pre-primary education.	03	27.83	17.57	df=41	

Result :

Since the table value 2.02 is more than the calculated t-value 0.036 hence the directional hypothesis is rejected. But the mean achievement level of students who got pre-primary education is higher than the students who did not get pre-primary education.