

CHAPTER-5

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

The present chapter is devoted to the analysis and interpretation of the collected data to achieve objectives and to test the hypothesis presented in the previous chapter. The analysis of the data has been presented in tabular form as under-

Table No .5.1 Significance of difference between Post Test scores of Experimental Group and Control Group.

Group	n	Mean	S.D.	df	t
Experimental Group	30	45	1.10	58.00	5.36**
Control Group	30	38.66	6.38		

Significant at **0.01 level

From table no 5.1 it can be observed that the mean of the scores of experimental group is 45 whereas the mean of the scores of the control group is 38.66. The t-value 5.36 obtained for post test scores of experimental group and control group is significant at 0.01 level of significance with df 58. This implies that the difference in the level of achievement of Experimental Group and Control Group is significant.

In the light of this, the null hypothesis no 1.1 that there will be no significant difference in the post test scores of experimental group and control group is rejected.

Table No.5.2 Significance of difference between Delayed Post Test scores of Experimental Group and Control Group.

Group	n	Mean	S.D.	df	t
Experimental Group	30	41.63	3.39	58	8.13**
Control Group	30	28.03	8.50		

Significant at **0.01 level

From table no 5.2 it is seen that the mean of the delayed post test scores of the experimental group is 41.63 and that for control group is 28.03. The t-value obtained 8.13 for delayed post test scores of experimental group and control group is significant at 0.01 level of significance with df 58. This implies that the difference in the level of achievement on Delayed Post Test scores of Experimental Group and Control Group is significant.

In the light of this, the null hypothesis no 1.2 that there will be no significant difference in the Delayed post test scores of experimental group and Control Group is rejected.

Table No.5.3 Significance of difference between Post Test scores and Delayed Post Test scores of the Experimental Group

Experimental Group	N	Mean	S.D.	df	t
Post Test	30	45	1.01	58	5.20**
Delayed Post Test	30	41.63	3.39		

Significant at **0.01 level

From table no 5.3 it can be observed that the mean of the post test scores and delayed post test scores of the experimental group are 45 and 41.63 respectively. The t-value obtained is significant at 0.01 level of significance with df 58. This implies that the difference in the level of achievement of Post Test scores and Delayed Post Test scores of Experimental Group is significant.

In the light of this, the null hypothesis no 1.3 that there will be no significant difference in the post test and delayed post test scores of experimental group is rejected.

Table No.5.4 Significance of difference between Post Test scores and Delayed Post Test Scores of the Control Group

Control Group	n	Mean	S.D.	df	t
Post Test	30	38.66	6.38	58	5.48**
Delayed Post Test	30	28.03	8.50		

Significant at **0.01 level

As is seen from table no 5.4 the mean of the post test and delayed post test scores of the control group is 38.66 and 28.03 respectively. The t-value obtained is significant at 0.01 level of significance with df 58. This implies that the difference in the level of achievement on Post Test and Delayed Post Test of the Control Group is significant.

In the light of this, the null hypothesis no 1.4 that there will be no significant difference in the Post test scores and Delayed Post Test scores of the Control Group is rejected.

As is evident from the above tables, the difference between the post test scores of the experimental group and control group is significant. This implies that the students belonging to the experimental group have performed better than the students of the control group. Also the difference between the delayed post test scores of the experimental group and control group is significant. This finding also suggests that the students of the experimental group were able to perform better than the students of the control group even after fifteen days.

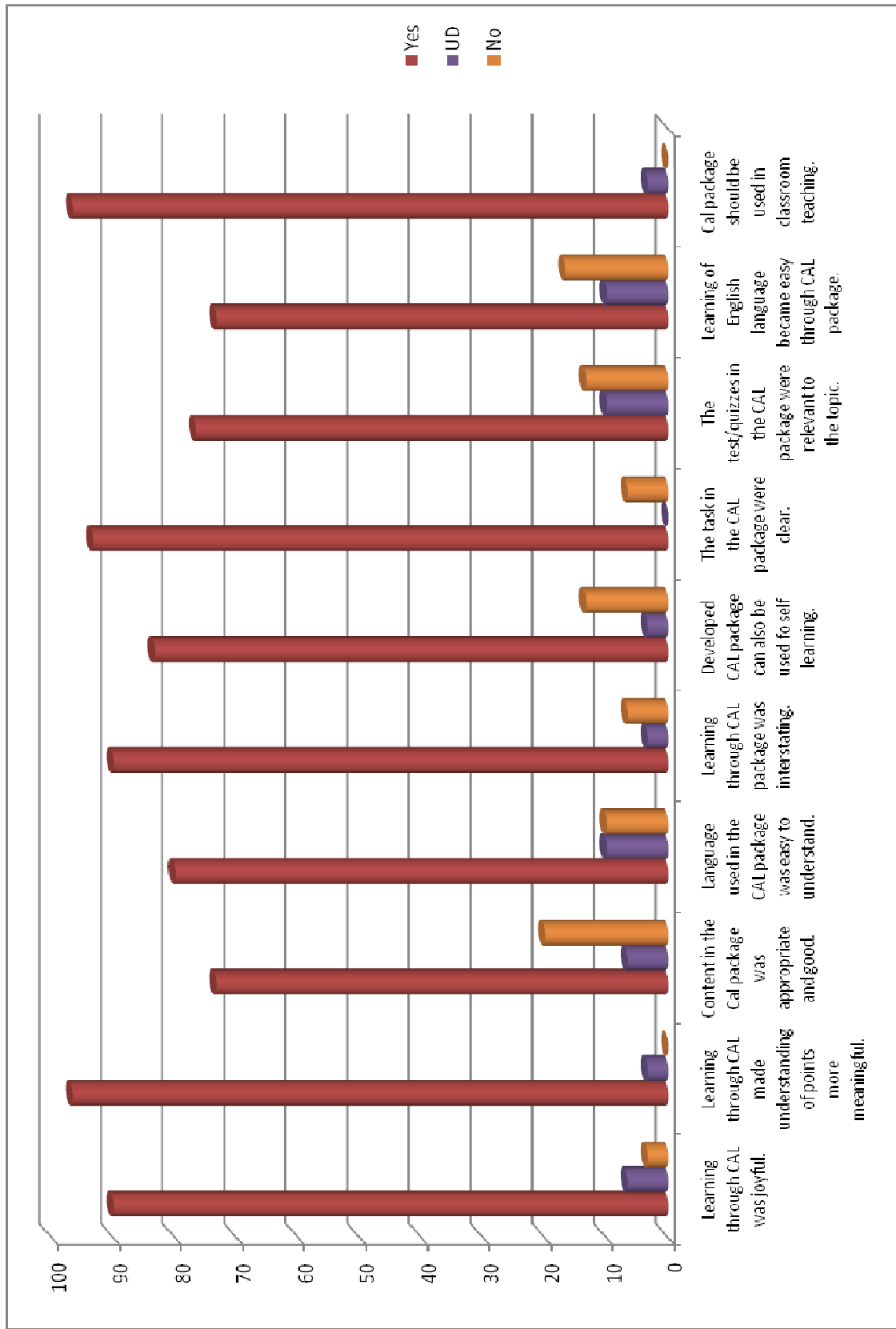
From these results we can infer that the CAL package prepared for teaching English at standard VIII was effective as the performance of the students improved.

When the significance of difference between post test scores and delayed post test scores of the experimental group as well as the control group was tested it was found to be significant. But on comparing the mean values of the experimental group and control group it was found that the mean of the post test scores and delayed post test scores of the control group is 38.66 and 28.03 respectively. In contrast to this, the mean of post test and delayed post test scores of the experimental group is 45 and 41.63 respectively. The difference between mean values of the post test and delayed post test of the control group is much more than the difference between mean values of the post test and delayed post test of the experimental group. This shows that the students of the experimental group were able to retain and recall more than the control group students even after fifteen days. This again points out towards the effectiveness of the prepared CAL package.

Table No.5.5 Analysis of Students Feedback Form

Sr. No.	Statement	Yes (%)	Undecided (%)	No (%)
1	Learning through CAL was joyful.	90	6.67	3.33
2	Learning through CAL made understanding of points more meaningful.	96.67	3.33	0.00
3	Content in the Cal package was appropriate and good.	73.33	6.67	20.00
4	Language used in the CAL package was easy to understand.	80.00	10.00	10.00
5	Learning through CAL package was interesting.	90.00	3.33	6.67
6	Developed CAL package can also be used for self learning.	83.33	3.33	13.33
7	The tasks in the CAL package were clear.	93.33	0.00	6.67
8	The test/quizzes in the CAL package were relevant to the topic.	76.67	10.00	13.33
9	Learning of English language became easy through CAL package.	73.33	10.00	16.67
10	Cal package should be used in classroom teaching.	96.67	3.33	0.00

Figure 5.1 Graphical Representation of Students Response on Feedback Form



For the first statement 90 Percent students have said that they enjoyed learning through CAL whereas 6.67 Percent students were undecided and 3.30 Percent have said that Learning through CAL was not joyful. A large majority of the students 96.67 Percent have said that the learning through CAL made understanding of points more meaningful whereas 3.33 Percent students were undecided about it. About third statement 73.33 Percent students have given their positive response whereas 6.67 Percent students were undecided and 20 Percent students have given negative response. In another statement 80 Percent students have said that Language used in the CAL package was easy to understand where as 10 Percent students were undecided and 10 Percent students have said that the language used in the CAL package was not easy to understand. A large majority of the students 90 Percent have said that the learning through CAL package was interesting whereas 3.33 Percent students were undecided about it and 6.67 Percent students have given their negative reaction about it. When researcher asked that is it useful for self learning, 83.33 Percent students have given their positive response whereas 3.33 Percent students were undecided and 13.33 Percent students have given negative response. 93.33 Percent students have said that the tasks in the CAL package were clear where as 6.67 Percent students have given their negative response. The content test was relevant or not- for this statement the answer of 76.67 Percent students was positive whereas 10 Percent students were undecided and 13.33 Percent students have given negative response. 73.33 Percent students have said that learning of English language became easy through CAL package whereas 10 Percent students were undecided and 16.67 Percent have said that it was not easy through CAL package. A large majority of the students 96.67 Percent have said that such kind of package should be used in classroom teaching whereas 3.33 Percent students were undecided about it.

A large number of students were found to have positive reactions towards the developed CAL package. Also the statistical analysis of the data points towards the positive outcome of the developed CAL package. Hence, from the above discussion we can conclude that the developed CAL package was effective and it is helpful for students learning.