CHAPTER - III

METHODOLOGY
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CHAPTER-III
METHODOLOGY

3.1. INTRODUCTION

This chapter deals with statement of the problem, need and importance of the study, operational definitions of key terms, objectives of the study, assumptions of the study, formulation of hypotheses, method of study, construction of tools, validity and reliability of the tool, the procedure adopted for collection of data, sample size of the study, the statistical techniques used and the delimitations of the study.

3.2. STATEMENT OF THE PROBLEM

On the one hand, the Government had made education compulsory atleast upto VIII standard. On the other hand, detention is a serious problem in schools. These two problems (encouraging primary education vs detention) are contradictory to each other. Hence there is an imperative need to analyse the reasons for the detention. Unless the reasons are identified, accountability cannot be fixed. Keeping these in mind, the investigator has chosen the following topic for his research.

“Repetition Among Upper Primary Students in Thiruvallur District”.

3.3. NEED FOR THE STUDY

Human resource is vital for the economic development of our country. The future demands in the employment market are to be met only from the supply of trained human resource. The employable human resource is created only in educational institutions. The primary and
upper primary classes are the starting points of retention and dropouts at this stage would lead to burden on the society. Among the other reasons for retention and dropout, there are also internal problems. For instance in the upper primary classes the students face psychological, physiological and identity problems. Unable to cope with the academic requirements, some students turn to be as repeaters. Detention at the upper primary level will lead to dropout and subsequently wastage. In a developing country like India wastage of human resource would be a big hurdle in progress. Further, the dropouts may become a burden to the society. Hence there is a necessity to analyse the reasons for repetition in a class and a suitable solution need to be arrived at in order to instill faith in the young generation. Realising the seriousness of the problem, the researcher has chosen repeaters for analysis.

3.4. OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of key terms are given below.

**Stagnation** – Stagnation refers to retaining the students in the same class. In other words a student who fails in a particular class remains in the same class till he gets through.

**Wastage** – Student(s) who dropout from the school stops his educational career and subsequently joins the labour force. Such students are termed as wastage.

**Repetition** - The term ‘repetition’ is used to refer the retention of the students in the same class for more than a year.

**Upper primary** - It refers to the students who have enrolled to study from standard VI to VIII.

**Students** - The children who enrolled to pursue their upper primary education in the middle schools on regular basis under formal education system.
**Headmasters** - The teacher administrator generally the senior most teacher who heads the Institution. He is appointed by the authorities as Headmasters. He is the key person who looks into the administration of the institution, financial management, supervision of academic matters in addition to teaching.

**Class Teacher** - A class teacher is a person who handles one or more subjects to the group of students studying in a class. In addition to teaching he makes the assessment of the students performance at various stages and submits the performance report to the authorities.

**Repeater Student** - A student who is detained in the same class for different reasons.

**Parents** - In this research work parents refer to father or mother or guardian of the repeaters.

**Infrastructure** - Infrastructure means the condition of the school building, availability of classrooms, blackboards, play ground, teaching kits, library facilities etc.

### 3.5. OBJECTIVES OF THE STUDY

This research has the following objectives.

i) To find out the views of the Headmasters of the Institutions of the upper primary schools with respect to:

   a) the infrastructure facilities
   
   b) school inspection
   
   c) specific care taken to improve the repeaters
d) the total number of students admitted and the repeaters of the previous academic year

e) the criteria and reasons for the detention of the students

f) steps taken to reduce the number of repeaters

g) suggestions to the students to get promoted to the higher class

ii) To find out details and views of teachers (from the class teachers) regarding

a) academic qualification, professional training

b) steps taken to improve the learning of repeaters

c) identification of the reasons for detention of students

d) the views on the preference of seating of repeaters in the classroom

e) the information given by the teachers about the students and teaching

iii) To find out the information from the repeaters of upper primary schools with respect to:

a) age, gender, class, language spoken at home

b) the reasons for being absent for more than one month

c) the problems faced in the class

d) availability of learning materials

e) homework and private tuition

f) participation in games and group activities

g) reasons for repetition
iv) To find out the information from the repeater’s parents with respect to:
   a) social category, number of family members
   b) occupation, qualification of the parents
   c) availability of text books, learning materials
   d) ambition about the education of their children
   e) time spent for activities other than education by the repeaters
   f) related details about repeaters
   g) modes of lighting facility, time spent by the repeaters to study
   h) pressure to study and to do home work
   i) about the repeaters’ understanding, household work, specific steps taken by the parents on repeaters’ studies
   j) views of the parents on the treatment of the repeaters in school
   k) discussion with teachers, about the teachers’ opinion and parents opinion on detention

3.6. ASSUMPTIONS OF THE STUDY

The researcher has the following assumptions with regard to the research problem.

i) There is association between repetition among upper primary students and the infrastructure in school.
ii) There is association between repetition among upper primary students and the socially disadvantaged community.

iii) There is association between repetition and gender.

iv) There is association between repetition and the class in which the students study.

v) There is association between the availability of learning materials and repetition.

vi) There is association between repetition and the educational background and occupation of the parents.

vii) There is association between repetition and lighting facilities available to the students at home.

viii) There is association between repetition and parents interest in students education.

3.7. HYPOTHESES

1) There is significant association between the year of establishment and the number of repeaters.

2) There is significant association between the infrastructure facilities (school building, blackboards) of the school and the number of repeaters.

3) There is significant association between the number of teachers and the number of repeaters.

4) There is significant association between the boys and girls repeaters.
5) There is significant association between the repeaters and the class they are studying.

6) There is significant association between the availability of learning materials and the repeaters.

7) There is significant association between absenteeism (more than one month) and repetition.

8) There is significant association between the parents’ occupation and educational qualification and repetition.

9) There is significant association between time spent for academic work and the time spent for playing games.

10) There is significant association between the household work and academic work of the repeaters.

11) There is significant association between the steps taken by the parents and the repeater studies.

3.8. METHOD OF THE STUDY

Choosing a design for a study basically involves selecting the appropriate method to deal with the particular problem under investigation. The investigator used survey method which is descriptive and realistic in nature which will explain the reason for repetition by means of analysis and interpretation of data collected through the sources such as Headmasters, class teachers, repeater students, repeaters’ parents by way of random survey method.
3.9. VARIABLES

I) Main Variable

Views of the Headmasters about the reason for repetition.

Sub Variables

1. Year of establishment
2. Number of students
3. Number of teachers
4. Condition of school building
5. Number of blackboards
6. Other facilities in school
7. Frequent visit by the inspecting authority
8. Enrolment and the data relating to the repeaters
9. Criteria for detention
10. The main reasons for children repeating the same class.

II) Main Variable

Views of the class teachers about repetition.

Sub Variables

1. Gender and age of the teachers
2. Qualifications of the teachers
3. Opinion about home and child related causes.
4. School related or other factors responsible for high repetition.
5. Reason for the repetition.
III) Main Variable

Views from the repeater students.

Sub Variables

1. Gender and age of the repeater.
2. Absenteeism and reason for absenteeism.
3. Learning materials.
4. Home work.
5. Extra curricular activities.
6. Main reason for detention.

IV) Main Variable

Views of the repeaters’ parents

Sub variables

1. Occupation and educational qualification of the parents
2. Household work
3. Mode of lighting
4. Specific steps taken to help the child
5. About the repetition

3.10. CONSTRUCTION OF TOOL

The investigator has constructed suitable tool in the form of a questionnaire to find out the views of the Headmasters, Class teachers, Repeaters and the Repeaters Parents on the reasons for repetition.
For this investigation on “Repetition among Upper Primary students in Thiruvallur District” a research tool has been developed to collect all relevant details about the repeaters in upper primary level.

The tool has four sections.

1. School related questionnaire
2. Teachers related questionnaire
3. Students related questionnaire
4. Parents related questionnaire

The reasons for repetition were collected through the responses given in the questionnaire by the Headmasters, class teachers, repeaters, and repeater’s parents. This questionnaire contains 73 items under four broad categories. The items were to be responded with information blank, ‘Yes or No’ type and ‘choose the correct’ item as they represent the reasons for which the children were detained in the same class.

Following are the four broad categories of reasons for repetition.

1. School related reasons
2. Teachers related reasons
3. Students related reasons
4. Parents’ related reasons

Each Category Comprises specific group of reasons, that are included under each category in the questionnaire listed below.
i) School related

Basic Information about the school

1. Name of the school
2. Year of establishment
3. Classes taught from ___ to ___
4. Number of students enrolled in the school
   a) Number of sections
   b) Number of teachers
5. Condition of the school building
6. Number of classrooms
7. a) Number of sections
   b) Other facilities
      i) Play ground
      ii) Drinking water
      iii) Library books
      iv) Mathematics kit
      v) Science kit
      vi) Charts for teaching purposes.
8. a) Number of times the school was visited by the inspecting / supervisory staff
   b) Guidance provided by them (if any) to the head teacher or teachers on measures to be taken to reduce repetition rate.
9. Academic support provided to the school by
   i) DIET
   ii) BRC
   iii) CRC
10. Enrolment and Repeaters data

11. Enrolment and repeaters (SC students)

12. Enrolment and repeaters (ST students)

13. Enrolment and repeaters (MBC students)

14. Enrolment and repeaters (BC students)

15. a) Number of late entries after September 30th

b) Out of the late entrants, number of repeaters

16. Direct admission in classes VII and VIII till August 16th

17. How many are repeaters again in the same class

18. What are the criteria for detaining students in the same class

19. a) Is grade repetition a serious problem

b) What are the main reasons for children repeating the same class

20. Has the school done anything to reduce detention of children in the same class

21. Please suggest two major interventions that are needed to improve the rate of promotion from one class to the next.

ii) Teachers related

1. Name of the school

2. Name of the teacher

3. Sex: Male / Female

4. Age

5. Qualification

   a) Academic

   b) Teacher training
6. a) Distance at which he/she lives from school  
   b) Approximate time taken to reach school from home  
7. a) Class which he/she teaching  
   b) Number of students in the class  
   c) Number of repeaters in the class  
8. So far as the weak students or repeaters in the class are concerned, which of the proactive measure adopted for their improvement in learning  
9. What are the significant home and child related causes for students being detained in the same class  
10. Some school related or other factors responsible for high repetition rate  
11. Where does the child sit normally  
12. Have anything specifically done to bring the child at par with other children  
13. The reasons for repetition  

iii) Students related  
1. Name of the school  
2. a) Name of the student  
   b) Age in completed years  
   c) Sex  
3. Father’s name  
4. Language or dialect spoken at home  
5. Absence from school for more than a month last school year  
6. While the teacher is teaching in the class
a) Is the language spoken by the teacher understandable by the students
b) Can you see properly what is written on the blackboard
c) Can you understand what is taught by the teacher

7. Do you have the prescribed text-books
8. Do you have prescribed note-books and pen, pencils etc
9. Does the teacher give homework
10. Do you have sufficient time to do homework given by the teacher
11. Do you get any private tuition at home or in a group
12. a) Do you take part in games or group activities along with others
   b) If yes, which activity.
13. Class or classes in which the students were detained
14. What was the main reason for detention

iv) Parents related

1. Name of the child
   Son / daughter of
2. Gender
3. Age
4. Social group
5. Number of members in the household
6. Father’s occupation
7. a) Father’s education
    b) Mother’s education
8. Does the child live with the family
9. Does the child have the basic learning materials
10. At least up to what class would you like to educate the child
11. In which activity does the child spend most of his time?
12. Does the child like to go to school?
13. Does the child take some food before going to school?
14. Does the child have space to study at home?
15. Does the child find time to study at home?
   If ‘Yes’ how many hours per-day.
16. Does the child study at night?
17. What is the mode of lighting in your house at night?
18. Does any body at home pressurise the child to study/do home work?
19. Does the child understand the language of the teacher fully in the class
20. Does the child do any household work at home?
21. a) Have you taken any specific steps to help your child in his/her studies?
   b) If yes, what steps
22. Do you feel that your child is treated well in the school?
   a) by the teachers
   b) by the peer group
23. Do you discuss your child’s progress or performance in studies with the teachers of the school?
24. What does the teacher think about your child’s ability to learn?
25. Whom did the child blame for his / her failure?
3.11. VALIDATION OF THE TOOL

The developed research tool for the repetition among upper primary students in Thiruvallur District is constructed with the consultation of field experts, educationalist and other authorities of education department. Hence it is assumed that the tool has content validity. It is important that research device should be reliable. A tool is reliable to the extent that it measures consistently. It measures the stability and trustworthiness of the tool. But the above said characteristics depend upon the degree to which the same score is the index of the reality and consequently to the extent that it is free from errors. The researcher himself has personally gone to each and every category of people (Headmasters, Teachers, Repeater students, Repeaters’ parents) and obtained realistic data and cross-validated the data on headmaster, teacher, students, and parent’s point of view.

3.12. DELIMITATION

1. The present study is limited only to one district namely Thiruvallur District in Tamilnadu, South India
2. This study is limited only to the Tamil medium students
3. Data has been collected only from Panchayat union middle schools
4. The present study is limited only to the students of upper primary level
5. For the present study only the views of Headmasters of middle schools, Repeaters’ class teachers, Repeaters and Repeaters’ parents were collected
6. Data collection is limited only to repeaters who were available at the time of data collection in each school
3.13. POPULATION AND SAMPLE FOR THE STUDY

In Tamil Nadu there are 30 Revenue districts out of which the investigator selected Thiruvallur District because it is an educationally backward district and it include Urban, Semi Urban and Rural areas. In this district there are 14 blocks namely, Ellapuram, Gummidipoondi, Kadambathur, Minjur, Poonamallee, Puzhal, Pallipet, Poondi, R.K. Pet, Sholavaram, Thiruvallur, Tiruthani, Thiruvalangadu and Villivakkam.

In these blocks different types of schools i.e., Panchayat Union middle schools (149), municipal middle schools (12), municipal higher secondary schools (15), welfare schools (15), Government high schools (91), Government higher secondary schools (51), Aided schools (50), Matriculation schools (146) totaling 529 schools are there. Among these Panchayat Union middle schools are more in number. So the investigator selected Panchayat Union middle schools.

The investigator used the random selection method as sampling technique to administer the questionnaire. The investigator randomly selected 60 Panchayat Union Middle Schools in Thiruvallur District and all the repeaters of the said schools, class teachers concerned and parents of the repeaters constitute the sample of the study.
Table : 3.1. Particulars of Schools in Thiruvallur District

<table>
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<tr>
<th>Name of the Block</th>
<th>Panchayat Middle Schools</th>
<th>Municipal Middle Schools</th>
<th>Municipal High Schools</th>
<th>Welfare Schools</th>
<th>Government High Schools</th>
<th>Government Higher Secondary Schools</th>
<th>Aided Schools</th>
<th>Matriculation Schools</th>
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<td><strong>91</strong></td>
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3.14. ADMINISTRATION OF THE TOOL

After selecting the sample randomly, the investigator had distributed the questionnaire to the Headmasters, class teachers, repeaters and repeaters’ parents.

The investigator, at first got permission to collect the information from the school from the authorities i.e., DEEO (District Elementary Education Officer) at Thiruvallur. The investigator personally met the authorities and made a written request and got permission with some difficulties. Then the investigator got the permission from the AEEO’s (Assistant Elementary Education Officer) of all the six blocks. Generally all the AEEO’s except one (Villivakkam) had encouraged the investigator for this investigation and also gave the permission after getting written request. The Villivakkam AEEO after some willful delay, finally gave permission.

Inspite of many difficulties such as transport, health etc. The investigator personally went to all the panchayat union middle schools to collect data.

The investigator went to all the panchayat union middle schools which were randomly selected by the investigator. At the time of collecting data some Headmasters were on leave or on other duties. At the time of visits, some of Headmaster who were In-charges gave particulars and some others especially women teachers were indifferent. However the investigator administered the questionnaire and collected data with lot of difficulties.
3.15. DATA COLLECTION

The investigator personally met the panchayat union middle school Headmasters or those in-charge and gave the questionnaire prepared by the investigator to collect the information about the school. If there were repeaters in that school the investigator met the repeaters and the repeaters’ parents personally and orally asked the information and recorded them in the questionnaire prepared by the investigator.

If there is any repeater in the school, the investigator met the class teacher concerned and got the information about themselves and their views on repetition in the prescribed questionnaire. While writing the responses some of the class teachers discussed among themselves and wrote their response.

Though the investigator had gone to 60 schools, but he could got responses only from the head masters of 55 schools. The investigator had collected responses from 47 teachers working in these schools (class teachers of the repeaters), responses from 88 repeaters and 83 repeaters’ parents. In the schools taken for investigation in some of the schools there was no repeater. However, the investigator had got the response for the questionnaire from the headmasters though there is no repeater in the school.

3.16. STATISTICAL TECHNIQUES USED

The investigator adopted the following statistical techniques in the present study.
1. Descriptive analysis (Percentage)

2. Relational analysis (Chi-square)

**Chi-square**: The Chi-square test represents a useful method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis. To compute the Chi-square value the following formula is adopted.

\[ \chi^2 = \sum \left( \frac{(f_o - f_e)^2}{f_e} \right) \]

- \( f_o \) = frequency of occurrence of observed or experimentally determined facts
- \( f_e \) = expected frequency of occurrence on some hypothesis.

Yate’s correction were applied at the appropriate place in cells while calculating Chi-square value.

**3.17. CONCLUSION**

After collecting the data in the supplied questionnaire, the investigator proceed to analyse the outcome of the experiment. The statistical outcome needs clear interpretation so as to explain the findings. Hence the investigator attempts a detailed data analysis and interpretation in the following chapter.