

This chapter provides the details of methodology used for carrying out the present research work on the basis of what is stated in the earlier chapters in connection with the Problems of Students in Elementary Education. The investigator has worked out details for strengthening and deepening the research methodology for the present study.

According to **John. W.Best** (1963), research is considered to be the more formal, systematic, and intensive process of carrying on a scientific method of analysis. It is a more systematic activity directed toward discovery and the development of an organized body of knowledge.

After careful analysis of the problem for the present investigation and a detailed review of the related literature, the investigator found survey method suitable to carry out the present investigation.

3.1. Variables Considered for the Study:

Teachers are the sub groups of population in the sample. In that, ten independent variables are included namely 1. Sex, 2. Educational qualification, 3. Age, 4. Designation, 5. Experience, 6. Management, 7. Locality of the school 8. Medium of Instruction, 9. Subjects of teaching and 10. Level of teaching.

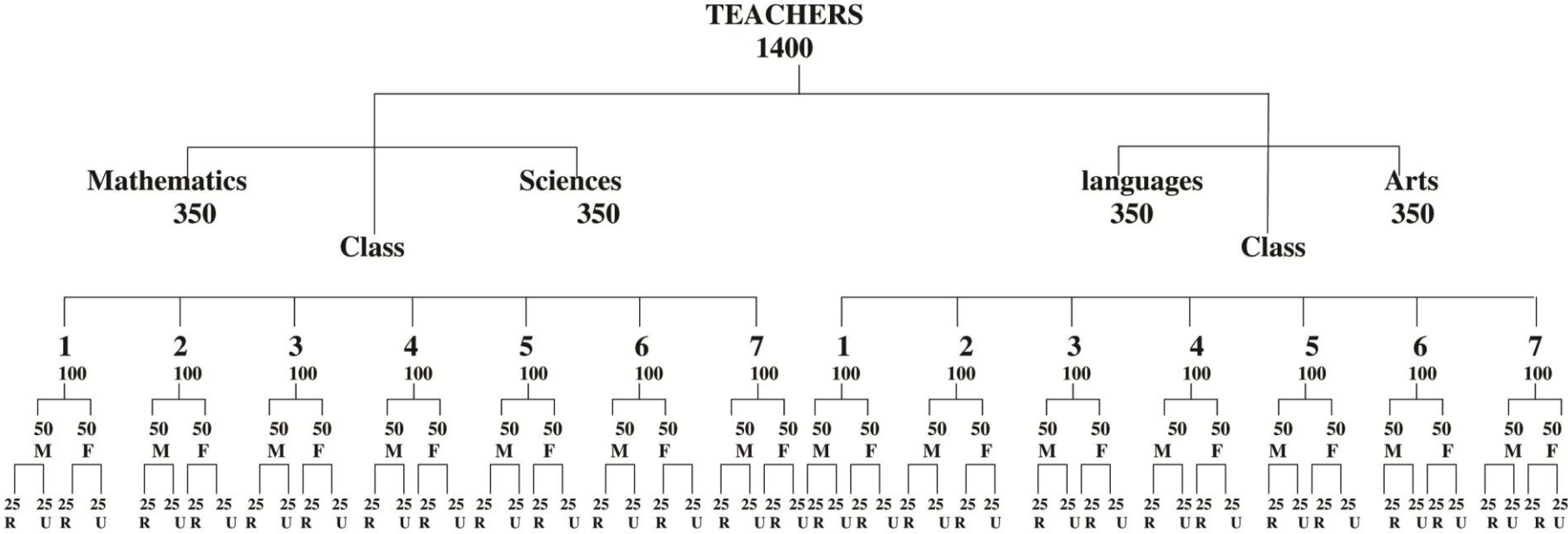
3.2. Sampling Procedure adopted for the Study

A sample can be constituted any number of persons, units or objects selected to represent the population according to a fixed rule or plan. In the present study, it is proposed essential to study various types of problems of students in Primary Education. In stratified random sampling, the population is first divided into more number of sub categories or strata. A simple random

sample of the desired number may be taken from each stratum, using the table of random numbers. This stratification tends to increase the precision of the analysis because of the homogeneous grouping. Sub grouping results in reducing the variance within each sub group while maximizing the variance between groups.

Teachers are the right people to identify the problems of students in Elementary Education. East Godavari District is taken for the present study. All the teachers working at Primary level including School Assistants, Language Pandits, and Headmasters of Primary Schools constitute the population. From this population only 1400 teachers who are teaching at primary level were included in the present study. Thus proper care has been taken to incorporate all the categories of Elementary level teachers. The teachers were selected from two subject groups namely 1. Mathematics and Science, 2. Languages and Arts based on their qualifications. 100 teachers teaching each of the classes from 1st to 7th from Science subjects namely Mathematics and Sciences and similar sample from languages and Arts. Out of these 100 teachers, care was taken to include 50 males and 50 females. Thus the total sample of teachers includes 350 from Science, 350 from Mathematics, 350 from Languages and 350 from Arts. More over this also includes 700 male and 700 female teachers equally from rural and urban areas. Thus the sample of teachers is selected by following stratified random sampling procedure. The variable wise number of teachers included in the sample is shown in the form of table in the next page.

Sample



M = Male F = Female
R = Rural U = Urban

Table-30
Sample distribution of teachers

S.No.	Name of the variable	Category	Number	Total
1.	Sex	Male	700	1400
		Female	700	
2	Educational Qualification	Graduation	1000	1400
		Post Graduation	400	
3	Age	Below 30	300	1400
		30-45	850	
		Above 45	250	
4	Designation	SGT	850	1400
		School Asst.	450	
		Head Master	100	
5	Experience	Below 5 years	225	1400
		5-10 years	475	
		Above 10 years	700	
6	Management	Government	570	1400
		Local body	730	
		Private	100	
7	Medium of Instruction	Telugu	1160	1400
		English	240	
8	Locality of School	Urban	700	1400
		Rural	700	
9	Subject of Teaching	Arts	350	1400
		Language	350	
		Mathematics	350	
		Science	350	
10	Level of Teaching	Lower Primary	1400	1400
		Upper Primary	400	
	Total			1400

3.3. Research Tool

Research tools are of many kinds qualifying the required data. Each tool is particularly appropriate for certain sources of data, yielding information of the kind and in the form that would be most effectively used. Many of the tools of research have been designed to yield quantitative measures.

John W Best (1963), “Like the tools in the carpenter’s box each research tool is appropriate to a given situation to accomplish a particular purpose. Each data gathering device has both merits and hazards for limitations.”

For the present investigation, the researcher constructed problem inventory to collect information regarding the problems of students from teachers.

3.4. Construction of the Tool

Though many tools are available, the researcher developed and used inventory to collect data from different angles regarding the Problems of students in Elementary Education.

3.4.1. Inventory on Problems of students in Elementary Education

The preliminary form of the instrument meant for teachers broadly covers the major problem areas of primary education namely 1. School (21items) 2. Student (31 items) 3. Teacher (26 items) 4. parent (21 items) 5. Government Programmes (18 items) and 6. Administration (27 items). Thus the total number of items in the tool is 144 items. It is a five point scale with five alternatives. All the problems are given in the form of statements. In this tool six areas are included which are discussed here under.

1. School: As the school is an important miniature in the society. It is the promoter of character building in the student. School is taken as the first and the foremost aspect in the development of the tool. There are 21 statements related to school which include facilities like school building, drinking water, teaching faculty, teaching learning material, play ground, class room etc. are incorporated.

2. Student: The entire system of education focuses on students' comprehensive development. Keeping in view of the students, the government spends so much money for construction of buildings, recruitment of staff, providing teaching learning material, administrative aspects etc. Without student the education systems becomes meaningless. In this area the researcher included 31 items.

3. Teacher: As teacher plays the important role in school as the role - model to the student and plays a vital role in all educational activities. The area 'Teacher' has given second importance in the tool. If the teacher possesses love and affection towards the students, the fruitful result ought to come. If the teacher has freedom to teach the children without any administrative problems, the society may get good product from the school. In this area, there are 26 statements concerned to teaching methods, Teacher attitude towards child, profession, teacher transform and quality of teacher training programmes.

4. Parent: Parents are the first teachers of the child. Parental cooperation plays a vital role towards education. If parents feel responsibility towards the education of their children, the children will prosper in their education. But unfortunately there is no parental cooperation in the villages. So 'Parents' were taken as an area to study for the problems of students. In this area, 21 statements concerning related to parents were incorporated.

5. Government Programmes: Government programmes play a vital role regarding education. If the Government provides the students with some more facilities, the students are more encouraged. Already the government introduced so many programmes for the better education of the students but all are in vain. If the Government concentrates some more on student education, it will get more fruitful results. As the Government has such kind of importance, The Government Programmes is taken as one of the areas in the tool. In this area, 18 statements concerned with programmes introduced by Government were incorporated.

6. Administration: Supervision is the most need of administration. If there is a proper supervision, the government gets good results. As the programmes adopted by the administration plays the important role in the development of education, it is taken as an area in the tool. In this area 27 statements concerned supervision and recruitment of teachers were incorporated.

Pilot Study for Teachers

To establish validity and reliability of the inventory meant for teachers regarding the problems of students in elementary education, pilot study on 370 teachers was conducted. Out of this, bottom 27 percent and top 27 percent inventories were separated on the basis of their total scores. The discrimination values were calculated for each item of the tool between these two groups and presented in the succeeding table.

Content validity and review by experts

In order to validate the items for their comprehension, structure, grammar and the clarity of the meaning, the inventory was presented to a panel of 15 experts consists of experienced primary school teachers. The

experts were requested to rate the items and suggest the modifications required if any. Their suggestions were incorporated and modified the items accordingly. Thus, the content validity and face validity of the inventory were established.

Reliability of the items

The data were arranged in descending order of their total scores of the inventory. Top 27 percent of the teachers were identified as the upper group and bottom 27 percent were identified as the lower group. For each of the items of the inventory, an independent t-test was calculated between these two groups. The items for which t-value was significant at 0.05 level only were considered to be discriminating between teachers from upper group and lower group. The following table shows the discriminative values of the items included in the inventory.

Thus the items are included from 6 areas and out of 144 items, a total of 130 items were retained, based on their discrimination values. The original form of the inventory was developed in Telugu since it may be easy for the primary teachers to understand the meaning of each item. Though it is developed in Telugu, the English version of the preliminary form is given below.

Table-31
PRELIMINARY FORM
“Problems of students in Elementary Education”

Item No.	Description of the item	Area	Discrimination value	Remarks
1	School is not in the vicinity of the students.	school	7.59	Retained
2	Inadequate teaching staff.	school	5.65	Retained
3	Un hygienic sanitation around the school.	school	4.37	Retained
4	Quality education is not being provided.	school	5.85	Retained
5	The surroundings of the schools are being subjected to sound pollution.	school	6.33	Retained
6	Lack of pucca building.	school	5.10	Retained
7	Congested class rooms.	school	5.48	Retained
8	Lack of drinking water facility.	school	6.44	Retained
9	Proper toilets for both boys and girls separately are not provided in schools.	school	4.63	Retained
10	There is no library facility in school.	school	5.73	Retained
11	Lack of spacious and attractive play ground.	school	3.30	Retained
12	Efficient teaching material / teaching learning material is not being used.	school	5.52	Retained
13	Working hours of the schools are not in accordance with or not suitable to the local surroundings.	school	5.66	Retained
14	The inhabitants of the school are not made participants in the scholastic programmes.	school	5.99	Retained
15	Government schools have more number of holidays.	school	3.95	Retained
16	Professional education is not introduced at the primary level.	school	6.36	Retained
17	The free books that are supplied to the students are not attractive.	school	6.08	Retained
18	The schools are being run according to the order of the Government without taking into consideration the local necessities.	school	5.31	Retained
19	Literacy programmes are not being conducted in the primary schools.	school	6.65	Retained
20	Schools are made centers of different social activities.	school	5.09	Retained
21	No proper coordination between parents and teachers for the improvement of the child.	school	6.87	Retained
22	Maladjustment of the student as joined in the school from mother's lap.	students	8.22	Retained
23	Many of the students are continuing as child labour.	students	8.26	Retained
24	Lack of play way method in teaching causes uninteresting in students.	students	5.82	Retained

Item No.	Description of the item	Area	Discrimination value	Remarks
25	Student cannot easily mingle with friends.	students	7.39	Retained
26	Less importance is given to girls' education by parents.	students	5.57	Retained
27	No hostel facility for students .	students	1.93	Deleted
28	Students think of financial freedom.	students	8.14	Retained
29	Loss of one or both parents at the early age causes depression in the child.	students	4.48	Retained
30	Lack of ability in students to express their views.	students	4.97	Retained
31	Severe punishments by teachers create vexation in students towards education.	students	5.97	Retained
32	Teachers discuss politics during class hours.	students	1.28	Deleted
33	Strict discipline of the teacher causes negative attitude in students.	students	5.79	Retained
34	Assigning heavy home work causes a lot of strain in students.	students	7.73	Retained
35	Students are lagging behind as teachers read news paper without teaching.	students	1.27	Deleted
36	Students are not being provided with direct experience.	students	7.52	Retained
37	Students cannot adjust with the lecture method of teaching.	students	5.70	Retained
38	Chronic diseases in students can not cooperate with studies.	students	6.07	Retained
39	Lack of minimum facilities in schools causes uninteresting in students.	students	6.00	Retained
40	Working days in government schools are less when compared with private schools.	students	0.86	Deleted
41	Physically challenged students feel inferiority complex.	students	5.40	Retained
42	No provision in the time-table for games and sports.	students	6.21	Retained
43	The child loses freedom and feels the school a burden.	students	6.31	Retained
44	Non-availability of the school in the catchment area.	students	6.14	Retained
45	Students drop out because of the compulsion on wearing uniform.	students	1.82	Deleted
46	Hindrance to child's rights.	students	4.60	Retained
47	TV makes the students to be away from school.	students	4.83	Retained
48	Illiteracy of the family makes negligence in students.	students	4.876	Retained
49	Inactive peer group influences the active students.	students	3.58	Retained
50	Heredity plays a vital role regarding "D" grade students.	students	5.40	Retained

Item No.	Description of the item	Area	Discrimination value	Remarks
51	Students feel "Fear", "Tension" and "Stress" towards education.	students	4.61	Retained
52	Students could not attend to school as they have to look after the siblings.	students	1.71	Deleted
53	Teaching without identifying the individual differences among the students.	teachers	4.176	Retained
54	Teachers haven't got the liberty to improve special techniques to teach the educationally backward students.	teachers	4.590	Retained
55	Students are being subjected to pressures and mental disturbance by the teachers.	teachers	5.37	Retained
56	Educationally backward students are being neglected.	teachers	5.67	Retained
57	Teaching learning techniques used by the teacher in the class room are not suited to all the students alike.	teachers	7.75	Retained
58	Students are being taught by untrained Vidya volunteers.	teachers	5.78	Retained
59	The data of the 0-14 years age group children are not being collected every year properly.	teachers	6.37	Retained
60	Teaching is being hindered because teachers are made indulged in the assigned extra duties.	teachers	4.12	Retained
61	Child centered techniques of education is not being practiced.	teachers	4.95	Retained
62	Teachers are in a misconception that preparation of teaching learning material is a waste of time.	teachers	6.98	Retained
63	Belated distribution of progress cards to the parents.	teachers	6.98	Retained
64	The home work assigned is not being evaluated in time.	teachers	7.82	Retained
65	Teacher has no right at least to warn students.	teachers	1.25	Deleted
66	Teaching of the units is not in accordance with the year plan.	teachers	8.03	Retained
67	Teachers attend to the training classes very often.	teachers	5.20	Retained
68	Teachers are indulged in other programmes than teaching.	teachers	4.66	Retained
69	Low fall or faith of the parents because of the frequent transfers of the teachers.	teachers	4.70	Retained
70	Teachers are unable to stay in school all through the working hours.	teachers	3.63	Retained
71	Teachers are not attentive to the attendance of the students due to other activities.	teachers	5.32	Retained
72	Lack of devotion and dedication in teaching.	teachers	5.01	Retained

Item No.	Description of the item	Area	Discrimination value	Remarks
73	Teacher is not student – friendly.	teachers	7.57	Retained
74	Multiclass teaching causes injustice to the students.	teachers	6.73	Retained
75	Teacher is not successful in bringing home the parents to the need of education in present society.	teachers	6.01	Retained
76	The succumbed to teaching profession as a last resort.	teachers	4.98	Retained
77	Lack of proper training to the student teacher level.	teachers	5.45	Retained
78	Trained B.Eds are posted as primary school teachers.	teachers	6.31	Retained
79	Illiterate parents do not aware of the need and necessity of education.	parents	4.70	Retained
80	Parents feel that the education does not give their wards a job.	parents	5.44	Retained
81	Parents feel that their children earn their livelihood even without education.	parents	5.52	Retained
82	Girls are given pressure to support in their household activities.	parents	4.70	Retained
83	Literate parents show unwillingness to join their children in government schools as it is not qualitative.	parents	1.61	Deleted
84	Parents inhabited in the socially backward areas do not know the necessity of education.	parents	4.06	Retained
85	The nestling of the parents hurdles the educational development of the children.	parents	4.53	Retained
86	The poor parents of the village employ their children in the agriculture and farming.	parents	5.27	Retained
87	Parents in the urban areas send their children to the work shops etc for earning.	parents	5.25	Retained
88	Superstitions of the parents stand in the way of the education of girls.	parents	6.57	Retained
89	Parents bore with the concept “what for the education of a girl is”.	parents	1.17	Deleted
90	Children who have no live parents do not know what a school is.	parents	8.61	Retained
91	The misconception of the parents that the expenditure on education is a waste.	parents	6.06	Retained
92	Parents have a kind of indifference or passiveness towards school.	parents	7.12	Retained
93	Parents think that education is the matter concerned only with the wealthy people.	parents	7.38	Retained
94	Parents could not offer to educate their children.	parents	4.26	Retained

Item No.	Description of the item	Area	Discrimination value	Remarks
95	The parents, who could not make their both ends meet, pay inattention to the education of their children.	parents	9.01	Retained
96	Parents keep their elderly children as the caretakers of the younger ones.	parents	6.88	Retained
97	Early marriages, even at the age when they had to start their education career yet.	parents	6.16	Retained
98	Parents with more number of children keep them away from schooling.	parents	6.18	Retained
99	Parents quarrel with each other and could not pay attention to educate their children.	parents	7.11	Retained
100	The 'BADIBATA' programme, intended for unenrolled students is not properly implemented.	Government programmes	6.86	Retained
101	Social awareness programmes on literacy are mere rituals.	Government programmes	5.87	Retained
102	The 'BRIDGE COURSE' intended to join the child labour in schools is kept dormant.	Government programmes	7.80	Retained
103	'CLAPS' to make learning in primary schools could not turn up fruitful.	Government programmes	7.81	Retained
104	The 'BACK TO SCHOOL' programme aimed at the retention of students could not be successful.	Government programmes	4.18	Retained
105	The 'KASTURIBA SCHOOLS' aiming at promotion of quality Education to girl students could not influence the girls.	Government programmes	4.498	Retained
106	The 'MIDDAY MEAL' programme aimed mainly at the retention, in its implementation, had proved to be a waste of teaching hours for teachers.	Government programmes	3.281	Retained
107	'AKSHAR BHARATHI' intended to achieve total literacy, has failed in its actual run.	Government programmes	5.118	Retained
108	The enrolment in school less habitations, in 'alternative schools' is very low.	Government programmes	5.66	Retained
109	The lessons prescribed in the curriculum by the Government are not attractive to the students	Government programmes	4.78	Retained
110	Rajiv Vidya Machine trainings are of no use.	Government programmes	1.63	Deleted
111	The 'CHADUVULA PANDUGA' programme intended to increase literacy and enrolment has been semi successful.	Government programmes	4.758	Retained
112	The main outcome of S.S.A. programmes, the teacher student ratio 1:40, has been useful only to some extent in the retention.	Government programmes	5.662	Retained
113	The 'JANASALA' programme intended to improve enrolment through cooperation of people could prove partially.	Government programmes	2.808	Retained

Item No.	Description of the item	Area	Discrimination value	Remarks
114	'The Education Guarantee scheme' through S.S.A. has also been partially successful..	Government programmes	5.80	Retained
115	The 'AKSHARA SANKRANTI' scheme to encourage students and activate public has been pertained to office files only.	Government programmes	5.04	Retained
116	Any literacy programme that aimed at the students attractive towards schools has not actually knocked at the doors of public or students.	Government programmes	4.97	Retained
117	'The Home Based Education for Disabled' has also been not fruitful.	Government programmes	7.02	Retained
118	The facility of toilets has been provided only to some schools through S.S.A...	administration	5.903	Retained
119	Even after the appointment of lady teachers through the sanction of S.S.A., The enrolment has not been achieved in expected targets.	administration	4.67	Retained
120	The teaching learning material supplied through S.S.A. is not useful for teaching.	administration	5.97	Retained
121	The presence of corruptive supervisory officers even at the primary school level.	administration	8.803	Retained
122	Lack of proper understanding in the primary education to the B.Ed assistants.	administration	4.93	Retained
123	M.E.O fails in the supervision of all schools under the jurisdiction.	administration	5.01	Retained
124	Teachers are entrusted with many other extra, irrelevant activities other than teaching.	administration	7.57	Retained
125	Teacher posts are not being filled in time.	administration	6.73	Retained
126	Enrolment demands the primary schools to provide funds from the local bodies.	administration	6.10	Retained
127	Proper care is not being taken by the Head master regarding students' discipline.	administration	1.54	Deleted
128	H.Ms of the primary schools could not give proper importance for the supervision.	administration	4.98	Retained
129	Absence of finding out the realities in the attendance statistics in the district level by the D.E.O.	administration	5.446	Retained
130	D.E.Os are pertaining to the office even on the days allocated for inspection and supervision.	administration	6.305	Retained
131	D.E.Os improve more upon raising the percentage of passes than upon imparting quality education.	administration	4.659	Retained

Item No.	Description of the item	Area	Discrimination value	Remarks
132	The parent teacher Association is not being given its due importance.	administration	5.931	Retained
133	Enrolment in elementary schools is less because there is no English medium from first standard onwards.	administration	1.72	Deleted
134	The scholastic activities are hampered due to over indulgence.	administration	6.358	Retained
135	The Academic calendar prescribed by the Government does not suit to the condition of the local schools.	administration	5.443	Retained
136	The Co-curricular activities are not being conducted properly .	administration	5.203	Retained
137	Training classes for teachers are not being conducted during working days of the school.	administration	7.407	Retained
138	The midday meal progarmme that is intended to attract and retain the students has failed in its objective and also defective.	administration	3.629	Retained
139	The lessons do not promote the all-round development of the child.	administration	1.43	Deleted
140	The authorities do not take proper action on the teachers who second to their duties at the far and corner places.	administration	6.979	Retained
141	More teachers are sent out on deputation.	administration	8.03	Retained
142	The different programmes undertaken by the Government, in improving literacy among the people, are not directly taken to the hearts of the people.	administration	6.21	Retained
143	No action is taken by the authorities on the staff who do not reside in the local area.	administration	4.61	Retained
144	In charge M.E.O.s could not do justice to the two responsibilities-as the high school Head master and in charge M.E.O.	administration	1.01	Deleted

Copies of both English and Telugu versions of the inventory on Problems of Students in Elementary Education (Preliminary and final form) are given in Appendix.

Selection of Items

The selection of the items was based on the results of item analysis, which provides an index of item discrimination. Since the discrimination of each item was to be determined, the sample was classified into High group and Low group.

First, the total scripts (370) were arranged in an ascending order on the basis of the total score. The Upper 27 per cent of the papers were placed in the high group and the lower 27 per cent of the papers were placed in the low group. The rest were excluded for the analysis. These two groups provide criterion groups from which to evaluate the individual item. Calculation of t-value for all the items was carried out by using SPSS package.

During the analysis of the items, out of 144 items, in “Inventory on Problems of Students in Elementary Education for Teachers”, 14 were deleted from the preliminary form and retained 130 items for the final form of the tool. Thus, the tool was standardized before administering to the respecting group of subject.

Only the item with the mean difference of 0.35 and above and t-value is significant were considered. In this investigation, 14 items were deleted and 130 items were retained for the final study. Among the 130 items, 1-20 are school, 21-45 are students, 46-70 are teachers, 71-90 are parents, 91-110 comes under government programmes and finally 111-130 are under administration. Thus, all the 130 items were arranged and classified in 6 appropriate categories.

Taking the data from the sample, analysis was carried out to draw findings and conclusions. As such, the tool has empirical validity keeping in view the standardization process, the researcher established reliability, validity, using t-test, chi square –test.

3.5. Scoring Procedure

The Tool on “Problems of students identified by teachers on Elementary Education”. The instrument broadly covers the major areas of primary education namely 1. School, (20 items). 2. Student, (25 items) 3. Teacher, (25 items) 4. Parent, (20 items) 5. Government Programmes (20 items) and 6. Administration (20 items). Thus the total number of items in the tool is 130 items. It is a five point scale with five alternatives. All the problems are given in the form of statements. So scoring is given in the following order i.e. 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, and 1. Strongly Disagree.