CHAPTER IV

METHODOLOGY

1. Hypotheses of the Study
2. Objectives
3. Method of Research
4. Data required
5. Tools and Techniques used
6. The Selection of Sample and Administration
7. Statistical Techniques
METHODOLOGY

This chapter describes the research design, the tools used and the process of data collection from the identified sample.

(1) Hypotheses

(i) The extent of wastage will be higher among Scheduled caste pupils than among other community pupils for total sample and sub-samples classified on the basis of sex and locale.

(ii) Scheduled Caste pupils will differ from other community pupils in the causes and correlates of wastage for total sample and sub-samples classified on the basis of sex and locale.

(iii) Relevant groups will differ in the causes cited for wastage.

(2) Objectives

To study the extent of wastage among (1) Scheduled Caste pupils and (2) other community pupils.

(2) To compare the extent of wastage among Scheduled Caste pupils and other community pupils.
(3) To identify causes and correlates of wastage among (1) Scheduled Caste Pupils and (2) other community pupils.

(4) To compare the causes and correlates of wastage of Scheduled Caste Pupils and other community pupils.

(5) To repeat objectives 1, 2, 3 and 4 for sub-samples classified on the basis of sex and locale.

(6) To draw up a programme for prevention of wastage based on suggestions from relevant groups.

(3) Method of Research

Descriptive survey and correlation methods have been adopted for the study.

Descriptive survey method involves (a) clearly defined problem and definite objectives (b) expert and imaginative planning (c) Collection of data from a large number of cases and from what exists (d) careful analysis and interpretation of data gathered and (e) logical and skilful reporting of the findings. It is the means through which opinions, attitudes, suggestions for improvement etc., can also be collected.

The correlational method, though less rigorous than the experimental, is highly useful in studying problems in education as it permits the studying of
behaviour in a far more realistic setting (Borg and Gall, 1983). As Barr et al. (1953) state, 'The correlational studies may also be descriptive type. Several authors include correlational method under descriptive research while still others group it under measures of relationship. In correlational studies, the investigator looks for a relationship between two variables which can be measured but which cannot be controlled. This method provides us with information concerning the degree of relationship between two variables being studied, though it cannot be used to determine cause and effect relationship.

(4) **Data Required**

The data required for the study are:

(1) Information regarding the details of enrolment, extent of dropout and stagnation.

(2) Details of factors investigated as causes and correlates of dropout and stagnation.

(3) Suggestions on measures to prevent dropout and stagnation.

(5) **Tools and Techniques Used**

The following are the tools and techniques employed for the present investigation.
(1) **Information Blank**: for information regarding enrolment, extent of dropout and stagnation of pupils from various schools under study.

(2) **Interview Schedules**: to collect data from dropouts, repeaters and parents of dropouts on the causes and correlates of wastage. Interview schedule on opinions (Regret Scale) to study the behaviour and experiences of dropouts was also prepared.

(3) **Questionnaire**: to collect data from teachers on the causes and correlates of wastage and suggestions for remedial measures.

**Information Blank**

The Information blank intends to collect information on the extent of dropout and stagnation at the primary stage. The Information blank enters data for boys, girls, and total pupils. The data include year, the number of students promoted from the previous class, new admission, number of repeaters in the particular class, number of transfer certificates issued to other schools, number of dropouts and number of failed students from the particular class. These data are collected from school records. School records are the best available source for collecting data regarding pupils under investigation. The carefully kept school records are indispensable for successful school work. They furnish data at
various periods and can be correctly estimated and compared. The records provide reliable statistics which may sometimes be of valuable assistance in educational reforms. The investigator herself handled the relevant records of concerned schools for collecting the details required (vide Appendices A & B). A brief description of the records used for the study is given below:

(i) **School Enrolment Register**: The enrolment or admission register is a record of all the pupils who were admitted to the school. According to departmental rules, an Admission Register has to be preserved permanently. It includes the serial number of the pupils on roll, the date of admission, the age and name of the pupil, the father's name, caste, occupation and address, the class to which the pupil is admitted and the date on which he leaves the school.

(ii) **Wastage and Stagnation Register**: This register helps to trace out the dropped out and failed student. While the student is removed from the enrolment register, or is failed, it is entered in the wastage and stagnation register.

**Interview Schedules**

Semi-structured Interview Schedules for dropouts, parents and repeaters were prepared. Special care was
taken both in the preparation and its administration.

The following were the sources for the collection and selection of items for the Interview Schedule.

(1) Review of literature in the area

(2) Opinions of experienced teachers, headmasters, dropouts, parents and repeaters.

Among the books that were referred to, the following were used directly.

1. The Dropout - Causes and Cures (Cervantes, 1965)
2. The Dropouts (Lichter, et al., 1963)
3. Wastage in College Education (Kamat and Deshmukh, 1963)
4. Focus on Dropouts - (Watson, 1975)
5. Elements of Educational Research (Sukhia, Mehrotra and Mehrotra, 1982).
6. The Science of Educational Research (Mouly, 1964)
8. Early school Leaver - A Major Educational Problem (Dillon, 1949).
9. Preventing students from dropping out (Astin, 1976)
10. Wastage and Stagnation in Primary and Middle Schools in India (Sharma and Sapra, 1969).
11. Scheduled Castes and their Status in India (Alikhan, 1980).
13. Social Integration of Scheduled Castes (Malik, 1979)
15. Educational Wastage and Stagnation in India (Sapra, 1967).
The following periodicals were also carefully gone through for the collection of materials for Interview Schedule. (1) The Education Digest (2) Sociology of Education (3) Journal of Educational Psychology (4) Journal of Educational Research and Extension (5) The Progress of Education (6) Indian Educational Review (7) Education and Psychology Review (8) Quest in Education (9) The Education Digest (10) Indian Journal of Psychometry and Education.

INTERVIEW SCHEDULE FOR DROPOUTS

The intention through the Interview Schedule is to collect certain information regarding the causes and correlates of dropout at the primary stage from the dropouts selected for the study and to find out some remedial measures from the opinion of dropouts. The Interview Schedule is divided into four parts, Part A, Part B, Part C and Part D. The aspects included under Part A, Part B and Part C are: (1) General data; (2) Physical data and (3) Psychological data which covers details relating to person, family and school. Part D is mainly intended to draw up some measures that should prevent dropout from primary stage.

Part A: This section intends to study general data concerning the characteristics of dropouts. It refers to personal details (Qns. 1-3), School details (Qns. 4-5) and family
details including demographic variables (Qns.6-8). Questions 9-14 entirely cover general aspects like distance of home from school, mode of travel, work engaged, total monthly income and nature of work.

Part B: Data in this section deals with physical aspects with reference to the causes and correlates of dropout. They deal with personal details (Qns.15-16, 23-25, 27-30, 34-36 and 40-41) including period of study time, physical handicaps and mingling with other students, family details (Qns.17-22 and 42) covering physical facilities available, assistance in learning and involvement in domestic affairs during study time and school details (Qns.26, 31-33, 37-39 and 43) including failure and its causes.

Part C: This section deals with psychological aspects responsible for dropout. They consist of personal details (Qns.44-45, 47-50, 56-57 and 62-66) including interest in studies, performance in the examination, feeling of inferiority and concentration in studies, family details (Qns.51-55) including parental involvement, parental affection and care and co-operation of siblings and school details (Qns.46, 58-61) such as participation in extra curricular activities, effectiveness of teaching and remedial teaching.

Part D: The question (Qn.67) is intended to identify the dropout's opinion regarding remedial measures that should
be taken to avoid dropout from primary stage. The Interview Schedule is given in Appendix (C).

**INTERVIEW SCHEDULE FOR REPEATERS**

The intention through the Interview Schedule is to collect certain information regarding stagnation at the primary stage from the repeated students selected for the study. The Interview Schedule is divided into five parts - Part A, Part B, Part C, Part D and Part E. The aspects included are exactly the same as the Interview Schedule for dropouts.

**Part A:** Like the dropout's schedule, this section is also intended to study the general data concerning the characteristics of repeaters. Qns. 1-3, 5 and 7-11 are exactly the same as the Interview Schedule for dropouts (Part A). Qns. 4 and 6 are entirely intended to study the personal aspects of the repeated student.

**Part B:** This section (Qns. 12-18) deals with the general data of parents of the repeated students concerning their characteristics. It covers data regarding educational status, occupational status and family details. Qns. 12-18 are exactly the same as the Interview Schedule for parents of the dropouts (Part A).

**Part C:** Data in this section deals with physical aspects with reference to the causes and correlates of stagnation.
They deal with personal details, family details and school details. Qns. 19-44 are exactly the same as the Interview Schedule for dropouts (Part B).

**Part D:** This section is mainly intended to study the psychological aspects including personal, family and school details responsible for stagnation. Qns. 45-62 and 64 are exactly the same as the Interview Schedule for dropouts (Part C). Question 63 covers personal aspect of the repeated student i.e., the person who has taken the decision to continue the study.

**Part E:** The last part (Part E, Qn.65) is included to identify repeaters opinion regarding remedial measures that should be taken to avoid stagnation from primary stage. The Interview Schedule is given in Appendix (D).

**INTERVIEW SCHEDULE FOR PARENTS**

The Interview Schedule is mainly intended to acquire information regarding causes and correlates of dropout from parents of the dropouts selected for the study and to identify some remedial measures from the opinion of parents. The interview schedule is divided into three parts, Part A, Part B and Part C.

**Part A:** is mainly intended to study the general data concerning the characteristics of parents. It covers data
(Qns.1-7) regarding educational status, occupational status and family details.

Part B: (Qns.8-20) is mainly intended to study the parental role in creating dropout problem. It includes details such as participation in school activities, teaching standard of the school, the use and adequacy of the stipend amount and their opinions regarding causes and correlates of the dropout problem.

Part C: (Qn.21) is intended to identify the parent's opinion regarding the remedial measures that should be taken to prevent dropout from primary schools. The Interview Schedule is given in Appendix E.

INTERVIEW SCHEDULE ON OPINIONS FOR DROPOUTS: REGRET SCALE

Interview Schedule on opinions for dropouts which is conducted for the present study aims at collecting some information about the nature of their regrets. It consists of 17 items in the form of simple questions and statements. The interviewer has to mark whether the respondent possess the characteristic to a more or less degree in relation to other people. If the interviewer think the respondent possess the characteristic more than the average individual put a '+' mark in the cell against that question or statement. Similarly, if the interviewer think, the respondent possess that characteristic
at least a little less than the average, put '-' sign. If the respondent do not understand the question or if the interviewer is unable to decide whether the respondent has the characteristic to a larger or smaller degree, the interviewer is expected to put '?'. A score of 'one' is given for each '+' responses, 'zero' score for the '-ive' responses and '½' score is given to '?' responses. Omitted items are to be treated as '?'. However, if there are more than three unanswered items, in any one interview schedule, it is recommended that the test is not scored. No time limit is imposed on the conduct of interview. Examples of the item are given below:

(1) Do you feel regret when others go to school?

(2) Inability to behave with others properly make regret of you.

The Interview Schedule is given in Appendix C.

Questionnaire for teachers

'The term questionnaire generally refers to a systematic compilation of questions that are submitted to a sampling of population from which information is desired' (Barr et al., 1953, p.65). 'It is used in gathering objective quantitative data as well as in securing the development of information of a qualitative nature'. (Young, 1956, p.176). It allows uniformity in the approach to the problem in the manner of administration and
collecting of responses and thereby ensures comparability of responses. It is one of the most frequently used tools in educational research. The questionnaire requires careful preparation and effective administration to fulfil its purpose.

To conduct an indepth study of the problem, the investigator prepared a questionnaire for the teachers including the heads of various schools. Special care was taken both in the preparation of the questionnaire and its administration.

The following were the sources for the collection and selection of items for the questionnaire.

(1) Review of Related Literature in the area: Books, Journals and other related studies.
(2) Opinion of Headmasters and teachers
(3) The Investigator's experience as a Field Officer in the Project: 'Universalisation of Primary Education - an indepth study of the Policy', conducted by Administrative Staff College of India, Hyderabad.

Review of Literature

In order to collect exact information about various causes of dropout and stagnation, the investigator first made a careful examination of literature dealing with dropout and stagnation. Special care was taken to gather such items that would cover the area under study. Among
the books that were referred to the following were used directly.

(1) Scheduled Castes and their Status in India (Alikhan, 1980)

(2) Wastage in College Education (Kamat and Deshmukh, 1963)

(3) Focus on Dropouts (Watson, 1975)

(4) The Dropouts (Lichter et al., 1963)

(5) A Study of the Impact of the ungraded school system on Reducing School Dropout and Stagnation in Primary Schools (Gupta, 1974).

(6) Wastage and Stagnation in primary and middle schools in India (Sharma and Sapra, 1969).

(7) Preventing student dropouts (Greene, 1966).

(8) Preventing students from dropping out (Austin, 1976)

(9) The Dropout - Causes and Cures (Cervantes, 1965)

(10) Wastage and Stagnation in primary education amongst the Tribals of Gujarat (Masvi, 1971)

(11) The Science of Educational Research (Mouly, 1964)

(12) Educational Research and Appraisal (Barr, et al., 1953)

(13) Research in Education (Best and Khan, 1986)

(14) A Survey of Research in Education (Buch (ed.), 1974)

(15) Second Survey of Research in Education (Buch (ed.), 1979)

In addition to these books, the following periodicals were also carefully gone through for the collection of data for the questionnaire. (1) The Education Digest (2) The Journal of Educational Research (3) The Journal of Educational Research and Extension (4) NIE Journal (5) Sociology of Education (6) Journal of Educational Psychology (7) Quest in Education (8) Education and Psychology Review (9) Indian Journal of Psychometry and Education and (10) Quest in Education.

**QUESTIONNAIRE FOR TEACHERS**

The intention through the questionnaire is to collect certain information regarding the causes and correlates of wastage at the primary stage from primary school teachers. The questionnaire consists of four parts, Part A, Part B, Part C and Part D.

**Part A:** This part (Qns.1-6) intends to study the general data concerning the characteristics of teachers. It covers both personal aspects and school details.

**Part B:** The first section (Qn.7) intends to elicit the opinion of teachers with regard to extent of wastage problem. The second section (Qn. 8) intends to find out the causes and correlates of wastage at the primary stage. The aspects included are: (1) Personal factors (2) Family factors (3) School factors and (4) Society related factors. Teachers are expected to rank the possible causes given
in the order of importance in respective columns provided. Qn. 9 is intended to identify the causes and correlates of wastage particular to Scheduled Caste pupils. 

Part C: This section (Qns.10-14) deals with the attitude of teachers with regard to the problem of wastage.

Part D: This section (Qns.15-18) is intended to identify teachers opinion regarding measures that have to be taken to eradicate the problem from the primary stage. The questionnaire is given in Appendix (E).

Technique: Interview

The interview as a research method in Survey research is unique in that it involves the collection of data through direct verbal interaction between individuals. This direct interaction is the source of both the main advantages and disadvantages of the interview as a research technique. Perhaps, its principal advantage is its adaptability. The interview permits the research worker to follow-up leads and thus obtain more data and greater clarity. The interview situation usually permits much greater depth than the other methods of collecting research data. 'The skilled interviewer, through the careful motivation of the subject and maintenance of rapport, can obtain information that the subject would probably not reveal under any other circumstances'. (Borg and Gall, 1983, p.436). The advantages of the interview over the mailed
questionnaire in certain situations were shown in the studies conducted by Jackson and Rothney (1961) and Walsh (1968).

An interview can be thought of as being highly structured, semi-structured, or unstructured. Certain types of information, such as the limited specific factors or opinions collected in public opinion polls, call for a highly structured interview situation. The main advantage of the interview is that the interviewer is likely to get responses from more of the persons in the sample selected and will get fewer 'don't know' and unusable responses than would occur on a questionnaire. The semi-structured interview, has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondents' opinions and the reasons behind them than would be possible using mailed questionnaire. The semi-structured interview is generally most appropriate for interview studies in education. It provides a desirable combination of objectivity and depth and often permits gathering valuable data that could not be successfully obtained by any other approach. Preparatory to holding the interviews, semi-structured interview schedules were developed.

(6) The Selection of Sample and Administration

The sample has been restricted to schools which have
classes from 1-7 (for assuring a ten-year period without any break). The investigator found that such schools are not large in number. The schools of such category were identified from four revenue districts out of the fourteen in the State.

In the selection of schools due representation was given to the factor locale (urban/rural). Besides this, the strength of Scheduled Caste pupils was also taken into consideration.

Enrolment data: Data was collected from 15 schools on the basis of random sample. List of schools taken for the study was given in Table 5.
TABLE 5 DETAILS OF SCHOOLS SELECTED FOR THE ADMINISTRATION OF INFORMATION BLANK

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Schools</th>
<th>Locale</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thampanoor U.P.S.</td>
<td>Urban</td>
<td>Trivandrum</td>
</tr>
<tr>
<td>2.</td>
<td>Chalai U.P.S.</td>
<td>Urban</td>
<td>Trivandrum</td>
</tr>
<tr>
<td>3.</td>
<td>Quilon B.T.S.</td>
<td>Urban</td>
<td>Quilon</td>
</tr>
<tr>
<td>5.</td>
<td>Ponnara Sreedhar Memorial U.P.S.</td>
<td>Urban</td>
<td>Trivandrum</td>
</tr>
<tr>
<td>6.</td>
<td>Malayalisabha NSS U.P.S.</td>
<td>Urban</td>
<td>Quilon</td>
</tr>
<tr>
<td>7.</td>
<td>Kandiyoor U.P.S.</td>
<td>Urban</td>
<td>Alleppey</td>
</tr>
<tr>
<td>8.</td>
<td>Vettipuram SNSVM U.P.S.</td>
<td>Urban</td>
<td>Pathanamthitt</td>
</tr>
<tr>
<td>9.</td>
<td>Karunagappally U.P.G.S.</td>
<td>Rural</td>
<td>Quilon</td>
</tr>
<tr>
<td>10.</td>
<td>Adinadu U.P.S.</td>
<td>Rural</td>
<td>Quilon</td>
</tr>
<tr>
<td>11.</td>
<td>Pandalam U.P.S.</td>
<td>Rural</td>
<td>Pathanamthitt</td>
</tr>
<tr>
<td>12.</td>
<td>Panniyali U.P.S.</td>
<td>Rural</td>
<td>Pathanamthitt</td>
</tr>
<tr>
<td>13.</td>
<td>Santhivila U.P.S.</td>
<td>Rural</td>
<td>Trivandrum</td>
</tr>
<tr>
<td>15.</td>
<td>Nellanikunnu CMS UPS</td>
<td>Rural</td>
<td>Pathanamthitt</td>
</tr>
</tbody>
</table>

Administration of the Information Blank

The investigator personally visited the schools and collected the necessary data with the consent and co-operation of headmasters and office staff. In order to obtain the necessary details, prior consent was sought from each school. The information blank was duly filled by carefully checking the necessary records and registers. The enrolment data was taken from 15 schools for a 10 year period from 1975-76 to 1984-85, for Standards I - VII. The initial
sample of the study to determine enrolment and extent of wastage was 125,986 primary school pupils. The investigator spent 2 days in each school and all schools were covered by 30 days. Careful inspection and tedious effort was necessitated in finding the exact information regarding promoted students from the previous class, new admission, repeaters, T.C. to other schools, dropouts and failed ones. Grand total in each year was calculated by adding promoted students from the previous class, new admission and repeaters and deducting it from TC to other schools, dropouts and failed ones in that particular year. To be more specific, Grand Total = promoted from the previous class + new admission + repeaters - T.C. to other schools - dropouts - failure.

Grand total of students in the particular class in the particular year will be the promoters in the next class in the next year. For example, if 100 is the grand total of students in Standard I during 1975-76, this 100 will be the promoted students in Standard II during 1976-77. Separate estimation of enrolment was done for Scheduled Caste pupils and other community pupils to make the comparison easy. Failure is not seen in Standard I due to the effect of wholesale promotion policy introduced by the Government of Kerala during 1971-72.
Dropouts Sample: Dropouts were identified from the 15 schools from which enrolment data was taken. A sample of 260 dropouts below the age of 20 and who had not completed the primary level of education was selected. Of the 260 dropouts, 130 belong to Scheduled Castes and 130 belong to other communities. Details of dropouts taken for the study are given in Table 6.

TABLE 6 TOTAL SAMPLE OF DROPOUTS CLASSIFIED ON THE BASIS OF SEX AND LOCALE

<table>
<thead>
<tr>
<th></th>
<th>Boys N &amp; %</th>
<th>Girls N &amp; %</th>
<th>Total N &amp; %</th>
<th>Urban N &amp; %</th>
<th>Rural N &amp; %</th>
<th>Total N &amp; %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>130 (50)</td>
<td>130 (50)</td>
<td>260 (100)</td>
<td>120 (46.15)</td>
<td>140 (53.85)</td>
<td>160 (100)</td>
</tr>
<tr>
<td>OC</td>
<td>65 (50)</td>
<td>65 (50)</td>
<td>130 (100)</td>
<td>60 (46.15)</td>
<td>70 (53.85)</td>
<td>130 (100)</td>
</tr>
<tr>
<td>SC</td>
<td>65 (50)</td>
<td>65 (50)</td>
<td>130 (100)</td>
<td>60 (46.15)</td>
<td>70 (53.85)</td>
<td>130 (100)</td>
</tr>
</tbody>
</table>

OC = Other Community Pupils  
SC = Scheduled Caste Pupils

Administration of the Interview Schedule to Dropouts

The investigator identified the dropouts from the school records and chose the nearby areas of the selected schools for meeting the dropouts. The investigator had to meet the 260 dropouts personally. In meeting the dropouts, much difficulty was faced by the investigator because most of the dropouts are engaged in daily wage earning or other
part-time employment in far away places. They are not available in day time. Besides this, majority of the children are not aware of how to respond. The investigator had spent much time than expected.

Repeater's Sample: Repeaters were also identified from the 15 schools from which enrolment data was taken. Of the 200 repeaters 100 belong to Scheduled Castes and 100 belong to Other communities. Details of repeaters selected for the study are given in Table 7.

**TABLE 7** TOTAL SAMPLE OF REPEATERS CLASSIFIED ON THE BASIS OF SEX AND LOCALE

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N &amp; %</td>
<td>N &amp; %</td>
<td>N &amp; %</td>
<td>N &amp; %</td>
<td>N &amp; %</td>
<td>N &amp; %</td>
</tr>
<tr>
<td><strong>Total Sample</strong></td>
<td>100</td>
<td>100</td>
<td>200</td>
<td>100</td>
<td>100</td>
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<td>(50)</td>
<td>(50)</td>
<td>(100)</td>
<td>(50)</td>
<td>(50)</td>
<td>(100)</td>
<td></td>
</tr>
<tr>
<td><strong>OC</strong></td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>50</td>
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<td>(100)</td>
<td>(50)</td>
<td>(50)</td>
<td>(100)</td>
<td></td>
</tr>
<tr>
<td><strong>SC</strong></td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>50</td>
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<td>100</td>
</tr>
<tr>
<td>(50)</td>
<td>(50)</td>
<td>(100)</td>
<td>(50)</td>
<td>(50)</td>
<td>(100)</td>
<td></td>
</tr>
</tbody>
</table>

**Administration of Interview Schedule to Repeaters**

The investigator personally contacted the repeaters from the selected schools. Necessary data was collected through the administration of the interview schedule.
Parents Sample: A sample of 260 parents of the selected dropouts was taken to investigate their reactions toward the problem under study. Details of parents selected for the study are given in Table 8.

**TABLE 8 TOTAL SAMPLE OF PARENTS CLASSIFIED ON THE BASIS OF THE SEX AND LOCALE OF THE SELECTED DROPOUTS**

<table>
<thead>
<tr>
<th></th>
<th>Total Sample</th>
<th>OC Parents</th>
<th>SC Parents</th>
<th>Total Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys' Parents</td>
<td>130 (50)</td>
<td>65 (50)</td>
<td>65 (50)</td>
<td>130 (50)</td>
</tr>
<tr>
<td>Girls' Parents</td>
<td>130 (50)</td>
<td>65 (50)</td>
<td>65 (50)</td>
<td>130 (50)</td>
</tr>
<tr>
<td>Total</td>
<td>260 (100)</td>
<td>130 (100)</td>
<td>130 (100)</td>
<td>260 (100)</td>
</tr>
<tr>
<td>Urban Area</td>
<td></td>
<td>60 (46.15)</td>
<td>70 (53.85)</td>
<td>130 (100)</td>
</tr>
<tr>
<td>Rural Area</td>
<td></td>
<td>30 (46.15)</td>
<td>40 (53.85)</td>
<td>70 (100)</td>
</tr>
<tr>
<td>Total Parents</td>
<td></td>
<td></td>
<td></td>
<td>130 (100)</td>
</tr>
</tbody>
</table>

OC = Other Community Parents  
SC = Scheduled Caste Parents

Administration of Interview Schedule to Parents

The investigator personally met the parents of the selected dropouts. Necessary data was collected through the administration of interview schedule.

Administration of Interview Schedule on Opinions: Regret Scale

The investigator administered the Interview Schedule on opinions (Regret Scale) to the selected dropouts and correct responses were elicited.
Teachers Sample: 400 teachers, of whom 250 belonged to the schools from which the sample have been selected, formed the sample. Details of teachers taken for the study are given in Table 9.

TABLE 9 TOTAL SAMPLE OF TEACHERS CLASSIFIED ON THE BASIS OF SEX AND LOCALE

<table>
<thead>
<tr>
<th></th>
<th>Urban N &amp; %</th>
<th>Rural N &amp; %</th>
<th>Total N &amp; %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>200 (50)</td>
<td>200 (50)</td>
<td>400 (100)</td>
</tr>
<tr>
<td>Male</td>
<td>100 (50)</td>
<td>100 (50)</td>
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<tr>
<td>Female</td>
<td>100 (50)</td>
<td>100 (50)</td>
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</tr>
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</table>

Administration of Questionnaire for Teachers

The investigator personally visited 25 schools according to a definite plan for the administration and collection of the questionnaire. Copies of the questionnaire were given to the teachers on the first day of the visit, explained to them how it should be responded to and appealed to them to return the filled up questionnaire in the next day itself. On the stipulated day, the investigator met the teachers and collected the questionnaires duly filled.
(7) **Statistical Techniques:** The data were statistically treated by calculation of percentages, arithmetic means, standard deviations, critical ratios, chi-square values, Rank Order coefficients of correlation and ANOVA. The following formulae were used to compute the various statistical values.

1. **Arithmetic Mean** \( \bar{X} = A + \frac{\sum fd'}{N} \times C \)  
   (Gupta, 1976, p.78)

2. **Standard Deviation** \( \sigma = \sqrt{\frac{\sum (x^2)}{N}} - C^2 \)  
   (Garrett, 1961, p.52)

3. **Critical Ratio** (C.R.) \( \frac{P_1 - P_2}{\sigma^{P_1} - P_2} \)  
   (Garrett, 1961, p.215)

4. **Chi-square** \( \chi^2 = \frac{\sum (fo - fe)^2}{fe} \)  
   (Blalock, 1972, p.276)

5. **Rank Correlation** \( \rho = 1 - \frac{6 \sum D^2}{N (N^2 - 1)} \)  
   (Garrett, 1961, p.373)