CHAPTER – III

PLAN AND PROCEDURE

III.1. Introduction

Research is an organized and systematic way of finding answers to questions. Research is organized because there is a structure or method in going about doing research. It is a planned procedure and not a spontaneous one. It is focused and limited to a specific scope. It is systematic because there is a definite set of procedures and steps to follow. There are certain things in the research process which are always done in order to get the most accurate results. Finding is the end of all research whether it is the answer to a hypothesis or even a simple question. Research is successful when the answers are found. Questions are central to research. If there is no question, then answer is of no use. Research is focused on relevant, useful and important questions. Without a question, research has no focus drive or purpose (http://linguistics.byu.edu/faculty, 21/09/10). These questions are answered through various methodology.

Methodology of investigation is of vital importance in any research work. Research is an endeavor to discover and develop knowledge. The success of any research depends largely on the suitability of the method and the tools and techniques adopted. Methodology lays out the way that formal research is to be carried out and outlines the detailed description of the research variables and procedures.

III.2. Rationale for the Study

The children of fisherfolk in coastal areas of Thoothukudi District hardly continue their education. Many of them discontinue their primary education and became child labours along with parents in fishing and selling processes. The socio-economic burden of the family badly affects the children’s emotional intelligence. The fishermen
basically lead a hard life and, they battle everyday against nature. Since they lead a strenuous life, they take to the habits of drinking alcohol and smoking.

It directly affects the income of the family leading to severe poverty. The investigator learns that there is a lot of catholic educational institutions along the Thoothukudi District coast to provide education to them. But unfortunately the male students do not continue their education. On the contrary, a good number of female students continue their education now – a – days.

Comparatively more number of Christian fishermen students continue their education than the Muslims and the Hindu fishermen. There are three predominant castes involved in fishing. They are backward, most backward and scheduled caste. Out of which, the scheduled caste fishermen students are less in attending the school.

Some of the fishermen employ traditional way of fishing and others use mechanized vessels in fishing. Between these two, the category of fishermen who use country boats, and traditional way of fishing are economically poor and their conditions pathetic.

The rural fishermen do suffer a lot. They live in poorly thatched roofed houses. They have no road accessibility and transport facilities to go inland whereas the urban fishermen are educated and the economical status is also relatively better. But the children of rural fishermen do suffer a lot and do not continue their education even upto primary level.

The number of children in a fishermen family is also a factor for this state of affair. If the female child is the eldest girl, after puberty, she is compelled to discontinue her education. If a female child is the last child (say the seventh child) in the family, due to low income, she is also unable to continue her education.
It is, therefore, felt by the investigator that a detailed study on the problems faced by fisher folk children in continuing their education is the need of the hour. Besides, to the best of the investigator’s knowledge, very few studies have been undertaken in this field.

Hence, the investigator endeavours to study the reasons for discontinuing educations faced by fishermen children in different angles such as gender, marital status, educational qualification, parents’ qualification, number of children in the family, socio-economic status, parental occupation, religion and castes.

III.3. Statement of the Problem

The problem of study is stated as “A Study into the Problems Faced by Students of Fisherfolk in Continuing Education.”

III.3.a. Operational Definition of Key Terms

III.3.a i) Problems

‘Questions’ or ‘unsolved difficulties’ proposed for solution is normally known as the ‘problems’. The term ‘problems’, in this study, refers to ‘the measurable obstacles faced by the children of fisherfolk in continuing education’.

III.3.a ii) Fisherfolk

In this study the term ‘fisherfolk’ refers to the people who are having fishing as their occupation and residing in the coastal area, irrespective of their caste, community and religion.

III.3.a iii) Continuing Education

‘Continuing education’ refers to the ‘act of keeping on going to school for study’.
III.4. Objectives

1. To find out the problems faced by the children of fisherfolk in continuing education.

2. a. To find out the difference, if any, in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘gender’.
   
   b. To find out the difference, if any, in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Marital Status’.
   
   c. To find out the association, if any, between the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Family Income’.
   
   d. To find out the association, if any, among the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Qualification’.
   
   e. To find out the association, if any, among the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Mother’s Qualification’.
   
   f. To find out the association, if any, among the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Father’s Qualification’.
   
   g. To find out the difference, if any, in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Religion’.
To find out the association, if any, between the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘No. of Siblings’.

To find out the attitude of the children of fisherfolk towards education.

To find out the difference, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘gender’.

To find out the difference, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘Marital Status’.

To find out the association, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘Family Income’.

To find out the association, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘Qualification’.

To find out the association, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘Mother’s Qualification’.

To find out the association, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘Father’s Qualification’.

To find out the difference, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘Religion’.

To find out the association, if any, in the attitude of the children of fisherfolk towards education with reference to the variable ‘No. of Siblings’.

To find out the Socio Economic Status of the children of fisherfolk.

To find out the difference, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘gender’.
b. To find out the difference, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Marital Status’.

c. To find out the association, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Family Income’.

d. To find out the association, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Qualification’.

e. To find out the association, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Mother’s Qualification’.

f. To find out the association, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Father’s Qualification’.

g. To find out the difference, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Religion’.

h. To find out the association, if any, in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘No. of Siblings’.

7. To find out the correlation between the problems faced by the children of fisherfolk in continuing education and attitude of them towards education.

8. To find out the correlation between the problems faced by the children of fisherfolk in continuing education and their socio economic status.

9. To find out the correlation between the attitude of the children of fisherfolk towards education and their socio – economic status.

III.5. Hypotheses

1. The problems faced by the children of fisherfolk in continuing education are moderate.
2. a. There is significant difference in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘gender’.

b. There is significant difference in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Marital Status’.

c. There is significant association in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Family Income’.

d. There is significant association in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Qualification’.

e. There is significant association in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Mother’s Qualification’.

f. There is significant association in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Father’s Qualification’.

g. There is significant difference in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Religion’.

h. There is significant association in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘No. of Siblings’.
3. The attitude of the children of fisherfolk towards education is moderate.

4. a. There is significant difference in the attitude of the children of fisherfolk towards education with reference to the variable ‘gender’.

b. There is significant difference in the attitude of the children of fisherfolk towards education with reference to the variable ‘Marital Status’.

c. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘Family Income’.

d. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘Qualification’.

e. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘Mother’s Qualification’.

f. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘Father’s Qualification’.

g. There is significant difference in the attitude of the children of fisherfolk towards education with reference to the variable ‘Religion’.

h. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘No. of Siblings’.

5. The Socio Economic Status of the children of fisherfolk is moderate.

6. a. There is significant difference in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘gender’.

b. There is significant difference in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Marital Status’.

c. There is significant association in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Family Income’.
d. There is significant association in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Qualification’.

e. There is significant association in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Mother’s Qualification’.

f. There is significant association in the Socio Economic Status of the children of fisherfolk with reference to the variable ‘Father’s Qualification’.

7. There is significant positive correlation between the problems faced by the children of fisherfolk in continuing education and attitude of them towards education.

8. There is significant positive correlation between the problems faced by the children of fisherfolk in continuing education and their socio economic status.

9. There is significant positive correlation between the attitude of the children of fisherfolk towards education and their socio – economic status.

III. 6. Methodology

The investigator, in this study, adopts the descriptive method and survey technique of research. After the selection of the topic and the development of the tools,
the data were collected from 500 fisherfolk children in Thoothukudi district. The data, thus collected, were statistically analysed and interpreted.

III.6.a.i.Method adopted for the present study

The method adopted by researcher for the present study is the descriptive method and survey technique. The word ‘survey’ refers to gathering of data from relatively a large number of cases at a time. It is not concerned with the generalized statistics and the results when data are abstracted from a number of individual cases. It is concerned with condition of relationship that exists, practices that prevalent, beliefs, points of view or attitude or processes that are going on, etc.

Survey is concerned with generalities and not with the individual case. It is hence termed as homothetic technique. School surveys, public opinion surveys and community surveys are a few illustrations of this technique. This technique is useful for developmental studies where the current problems are described at present.

III.6.a.ii.Characteristics of survey

1. It gathers data from a relatively large number of cases.
2. It is essentially cross sectional of what exists.
3. It is concerned with generalized statistics of the whole population or of the sample.
4. It involves clearly defined problems and definite objectives.
5. Description may be either verbal or expressed in mathematical symbols.

III.6.a.iii.Significance of survey

1. It determines the present trends and solves current practical problems.
2. It secures historical perspective through series of conditions at different times.
3. It suggests the courses of future development.
4. It helps to fashion many of the tools without which one cannot do research.

5. It contributes the advancement of knowledge.

6. It provides background for future studies.

III.6.a.iv. Types of survey

1. Social survey.

2. Public opinion survey.

3. Educational survey.

III.6.a.v. Stages involved in execution of survey

1. Selection of the problem.

2. Identifying and defining the problem.

3. Preparing the design.
   a. Framing objectives
   b. Formulating hypotheses
   c. Tools
   d. Methods
   e. Population and sample

4. Execution of data collection

5. Analysis

6. Conclusion

III.6.a.vi. Rationale for Adopting Survey Technique:

Since the present study aims at what exists at this time, the survey technique has been adopted.
III.6.b. Research Design

Research design can be defined as a process of creating an empirical test to support or refute a knowledge claim. Quantitative researchers attempt to design a study so that it will yield the strongest possible support or refute a knowledge claim.

The model of research design developed by David Krathwohl, provides the sequence of steps or links that form a claim of reasons. The model consists of nine steps.

1. Conclusion from previous studies
2. Explanations, rationale, theory or point of view
3. Questions, hypotheses, prediction models
4. Design of the study
5. Gathering data
6. Analysis of data
7. Summarization
8. Conclusions
9. Reporting of study

III.6.b.i. Design of the present study

The investigator in her present study adopts the survey technique of research. Considering the stages involved in survey and the steps suggested by David Krothwell, the design for the present study has been finalized. After confirming the title, the tools were selected and developed. The data were collected from a sample of 500 fisherfolk children. The collected data were statistically analyzed and conclusions were drawn. The research has been carried out in four phases as follows.
III.1. Flow Chart of Research Design

Phase – I

Selection of the title

Review of Related Literature

Framing of objectives

Phase – II

Finalizing sample, tools, variables and statistical techniques

Development of tools

Standardization of tools

Phase – III

Data Collection

Data analysis and interpretation of results

Preparation of Thesis

Phase – IV

Typing

Proof correction

Submission

Editing
III.7. Population and Sample

The fisherfolk children in coastal areas form the population for this study. From among them, 500 fisherfolk children were selected as the sample for this study. They were within the age of 25 and completed upto 9th standard. Double stage random sampling technique was adopted for the selection of the sample. Thoothukudi district was selected at the first stage and 500 sample were selected from this district in the second stage.

Table III.2 Distribution of sample

<table>
<thead>
<tr>
<th>S.No</th>
<th>Variable</th>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>130</td>
<td>26.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>370</td>
<td>74.0</td>
</tr>
<tr>
<td>2</td>
<td>Marital Status</td>
<td>Married</td>
<td>120</td>
<td>24.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unmarried</td>
<td>380</td>
<td>76.0</td>
</tr>
<tr>
<td>3</td>
<td>Family Income</td>
<td>Upto 20,000 p.a.</td>
<td>241</td>
<td>48.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20000-50000 p.a.</td>
<td>259</td>
<td>51.8</td>
</tr>
<tr>
<td>4</td>
<td>Qualification</td>
<td>Primary</td>
<td>64</td>
<td>12.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper primary</td>
<td>208</td>
<td>41.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IX Std and above</td>
<td>228</td>
<td>45.6</td>
</tr>
<tr>
<td>5</td>
<td>Mother’s Qualification</td>
<td>Illiterate</td>
<td>195</td>
<td>39.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary</td>
<td>239</td>
<td>47.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper primary</td>
<td>66</td>
<td>13.2</td>
</tr>
<tr>
<td>6</td>
<td>Father’s qualification</td>
<td>Illiterate</td>
<td>185</td>
<td>37.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary</td>
<td>186</td>
<td>37.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper primary</td>
<td>129</td>
<td>25.8</td>
</tr>
<tr>
<td>7</td>
<td>Religion</td>
<td>Hindu</td>
<td>163</td>
<td>32.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christian</td>
<td>262</td>
<td>52.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muslim</td>
<td>75</td>
<td>15.0</td>
</tr>
<tr>
<td>8</td>
<td>No of Siblings</td>
<td>Upto 3</td>
<td>144</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-6</td>
<td>208</td>
<td>41.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 6</td>
<td>148</td>
<td>29.6</td>
</tr>
</tbody>
</table>
Figure. III.2. Distribution of sample
III.8. Tool

The data collection process can relatively be depending on the type of data collection tools required and used during the research. Collection of relevant data is one of the most important steps in any research, especially in the field of education. For this, an appropriate instrument or tool is very essential. In certain researches, ready – made tools are used by the investigators to carry out the study. But in certain cases such tools may not be suitable with the variables selected for the study. In such cases, the investigator has to prepare suitable tools which will work adequately with the subjects selected for the study.

Tools for the present study

In the present study, the investigator used four tools which are constructed and validated by herself. The tools for the present study were as follows.

a. Dropout Problem Inventory developed by the investigator and Rasul Mohaideen

b. ‘Adopted Attitude Scale towards Education’ developed by the investigator and Rasul Mohaideen

c. ‘Socio – Economic Status Scale’ developed by the investigator and Rasul Mohaideen

d. Personal blank

III.8.a. Dropout Problem inventory

‘Dropout problem inventory’ prepared by the investigator and Rasul Mohaideen, was used to measure the problems faced by the fisherfolk children in continuing education. The inventory consists of 41 items. The tool was developed following the steps described below.
i. **Selection of Content**

Being the Teacher educator for the past 10 years, the investigator happened to go through the statistics regarding the dropouts in Thoothukudi district. It was found that the dropouts were mostly among fisherfolk. She met with the children of fisherfolk who were discontinuing education. So many reasons were told by them. The investigator also had gone through a few related tools.

Then the draft Dropout problem Inventory with 50 problems related to family, school, environment, infrastructure, money, occupation, peer group, interest about studies, children’s inter personal relationships, language problem and interested in seashore activities, etc. had been prepared. The informal discussion with the people of fisherfolk and the teachers from fisherfolk area schools were held and their ideas and opinions were also incorporated.

ii. **Development of the Items**

After studying the related literature and other tools, the investigator started preparing the items. Before such preparation, proper guidance of experts and teachers from fisherfolk area schools were taken into consideration. After completing the above procedure, the investigator finalized the dropout problem inventory items in consultation with the experts. This test items consisted of statements related to 50 problems faced by the children of fisherfolk.

iii. **Standardization of the Tool**

After the development of the Dropout problem Inventory, the validity and the reliability of the inventory were established by item analysis and test – retest method respectively.
iii. 1. Validity

In order to find the goodness of each item in the Dropout problem Inventory, item analysis was done by the investigator. The responses of each test item were scored simply as ‘1’ for Yes and ‘0’ for No responses. The Inventory was administered on a small group of 50 children. The investigator was with the children at the time of administering the Inventory. The doubts raised by the children were clarified and the items concerned were noted down. The items found ambiguous were also corrected. From the responses, the total numbers of ‘Right statement’ total number of ‘Wrong statement’ were calculated.

The questions were also shown to experts and teachers from fisherfolk area schools. All the suggestions and corrections proposed by the experts were incorporated and the tool is thus found to be valid.

**Item Validity**

The pilot study was conducted to establish the item validity of the research tool. The tool was administered with fifty fisherfolk children randomly selected. The investigator tried to refine the tool by finding out the most suitable items to be included in the final tool. The item analysis was carried out to find out the item difficulty index and item discriminating power of each item. The scores were arranged in the descending order. The upper 27 percent of the scores and lower 27 percent of the scores were selected.

**Item Difficulty Level**

The item difficulty of an item is the percentage of students who answer the items correctly in a tool. It is calculated using the formula.

\[
\text{Difficulty Index} = \frac{R \times 100}{T}
\]
R – The number of respondents who got the item correctly.

T - The total number of respondents who tried the item.

**Item Discriminating Power**

The discriminating power of a test item is a measure of an item’s ability to discriminate between those who scored high on the total test and those who scored low. It is calculated using the formula.

\[
\text{Discriminating Power} = \frac{R_U - R_L}{\frac{1}{2} T}
\]

- \(R_U\) - The number of respondents in the Upper group who got the item right.
- \(R_L\) - The number of respondents in the Lower group who got the item right.
- \(\frac{1}{2} T\) - One half of the total number of examiners included in the item analysis.

**Selection Criteria**

According to Prue Anderson (2008, p.79), the items are selected using the criteria. In difficulty level, the items with 40% to 80% of right one words were selected and in the discrimination index, the items with the discrimination index 0.3 and more were selected for the final tool.
Table III.3 Difficulty level and Discriminating Power of items in Drop out Inventory

<table>
<thead>
<tr>
<th>Item.No</th>
<th>Difficulty Level</th>
<th>Discriminating Power</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>79.57</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td>75.00</td>
<td>0.50</td>
<td>S</td>
</tr>
<tr>
<td>3</td>
<td>57.14</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>4</td>
<td>78.57</td>
<td>0.43</td>
<td>S</td>
</tr>
<tr>
<td>5</td>
<td>64.29</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>6</td>
<td>67.85</td>
<td>0.64</td>
<td>S</td>
</tr>
<tr>
<td>7</td>
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<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>8</td>
<td>75.00</td>
<td>0.64</td>
<td>S</td>
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<td>0.43</td>
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<td>S</td>
</tr>
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<td>78.6</td>
<td>0.43</td>
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<td>0.57</td>
<td>S</td>
</tr>
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<td>78.57</td>
<td>0.43</td>
<td>S</td>
</tr>
<tr>
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<td>0.57</td>
<td>S</td>
</tr>
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<td>0.43</td>
<td>S</td>
</tr>
<tr>
<td>21</td>
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<td>0.64</td>
<td>S</td>
</tr>
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<td>0.64</td>
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<td>S</td>
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<td>S</td>
</tr>
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<td>34</td>
<td>78.57</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>35</td>
<td>85.71</td>
<td>0.86</td>
<td>N.S</td>
</tr>
<tr>
<td>36</td>
<td>53.57</td>
<td>0.64</td>
<td>S</td>
</tr>
<tr>
<td>37</td>
<td>71.43</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>38</td>
<td>71.43</td>
<td>0.43</td>
<td>S</td>
</tr>
<tr>
<td>39</td>
<td>67.86</td>
<td>0.50</td>
<td>S</td>
</tr>
<tr>
<td>40</td>
<td>28.6</td>
<td>0.29</td>
<td>N.S</td>
</tr>
<tr>
<td>41</td>
<td>64.29</td>
<td>0.43</td>
<td>S</td>
</tr>
<tr>
<td>42</td>
<td>53.57</td>
<td>0.36</td>
<td>S</td>
</tr>
<tr>
<td>43</td>
<td>60.71</td>
<td>0.64</td>
<td>S</td>
</tr>
<tr>
<td>44</td>
<td>60.71</td>
<td>0.50</td>
<td>S</td>
</tr>
<tr>
<td>45</td>
<td>85.71</td>
<td>0.86</td>
<td>N.S</td>
</tr>
<tr>
<td>46</td>
<td>78.57</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>47</td>
<td>75.00</td>
<td>0.64</td>
<td>S</td>
</tr>
<tr>
<td>48</td>
<td>50.00</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>49</td>
<td>71.43</td>
<td>0.57</td>
<td>S</td>
</tr>
<tr>
<td>50</td>
<td>85.71</td>
<td>0.86</td>
<td>N.S</td>
</tr>
</tbody>
</table>

N.S – Not Selected, S – Selected
iii. 2. Reliability

Before arriving at a final form of the Dropout Problem Inventory, it was administrated with 50 fisherfolk children. The investigator had administered the tool of 50 fisherfolk children and the responses were collected. After a period of 15 days interval, the same inventory was administered with the same children. Again the responses were noted down. The correlation coefficient between these two responses was found as 0.72. Thus the reliability of the tool was established by test–re test method.

vi. Administration of the Test

After careful planning the tool was administered personally by the investigator on the fisherfolk children in their respective places. The instructions were carefully read out and explained to the children of fisherfolk. The children of fisherfolk were instructed to respond by marking a tick (✓) mark in the appropriate boxes for 41 statements.

v. Quantification of the Test

This tool is used to find the problems faced by the children of fisherfolk in continuing education. This tool consists of 41 statements. The children were asked to mark their agreement or disagreement with the decision on two point scale (Yes/No).

The Dropout Problem Inventory so prepared after getting the responses from the children of fisherfolk is quantified as follows.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Responses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

The maximum marks in this inventory is 41 and minimum ‘0’
III.8.b. Adopted Attitude Scale

The tool was developed by Gopal Rao and re-validated and adopted by the investigator.

i. Description of the Tool

The tool consists of 37 statements of which 32 statements are positive and 5 statements are negative. The statements number 21, 24, 25, 36 and 37 are negative and the rest are positive. The investigator used five point scale with the options strongly agree, agree, undecided, disagree, strongly disagree.

ii. Standardization

After the development of the attitude scale, the validity of the scale and the reliability of the scale were established by experts’ opinion and a test re – test method respectively.

Validity

In order to find the goodness of each item in the attitude scale, experts’ opinion was sought. The tool was used to find out the attitude towards education. The attitude scale was administered with a group of 50 fisherfolk children. The investigator was with the children at the time of administering the scale. The doubts raised by the children were clarified and the items concerned were noted down, the items which are found ambiguous were also noted. From the responses, the total number of responses strongly agree, total number of agree, total number of undecided, total number of disagree and total number of strongly disagree of each item was calculated. After careful analysis 37 items were selected. The questionnaire was shown to educated people of fisherfolk and experts in education. All the suggestions and corrections proposed by the experts were incorporated and the tool was thus found to be valid by experts opinion.
Reliability

Before arriving at a final form of the questionnaire, a pilot study was conducted on a set of 50 fisherfolk children. The investigator had administered the tool with 50 fisherfolk children and the responses were collected. After a period of 15 days interval, the same questionnaire was administered with the same children. Again the responses were noted down. The correlation coefficient between these two responses was found as 0.81. Thus, the reliability of the tool was established by test re – test method.

iii. Administration of the Tool

After careful planning, the tool was administered personally by the investigator on the fisherfolk children in their respective places. The standard instructions for recording the responses were carefully read out and explained to the children. Fisherfolk children were instructed to respond by marking a tick (✓) mark in the appropriate boxes for 37 items.

iv. Quantification of the Attitude Scale

The adopted attitude scale designed by the investigator is likert type containing five responses (five point scale) namely “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree”. This scale was used to find out the attitude towards education. This tool consists of 37 statements.

The attitude scale so prepared after getting the responses from the children of fisherfolk was quantified as follows.
Table : III.5 Scoring procedure of the Adopted Attitude Scale

<table>
<thead>
<tr>
<th>S.No</th>
<th>Responses</th>
<th>Score for Positive Statement</th>
<th>Score for Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Strongly agree</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Agree</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Undecided</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Disagree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Strongly disagree</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

There is maximum of 185 marks in this scale and the minimum is 37

III.8.c. Socio – Economic Status Scale

i) Description of the tool

The tool was developed and standardized by the investigator. There are 7 multiple choice statement in this scale. The items in this scale are related to caste/class, parents, occupation, housing materials, fishing materials, family status, family education, family income and livestock possessions. The sum of the ratings against all the 7 items constitutes the score on Socio – Economic Status of the children being observed. The maximum score is 44 and the minimum score is 7.

1. Caste
2. Parents occupation
3. House hold materials
4. Fishing materials
5. Family status at society
6. Education , (parents and siblings)
7. Family income
ii. Revalidation

validity

The tool was a standardized one. The researcher got the approval from the team of experts in evaluation for the validity of the tool once again. The content validity of the tool was thus, established by the experts’ opinion.

Reliability

Reliability of the tool was established by test retest method. The tool had been given and data were collected from the sample at first. After a gap of 15 days the data were collected from the same students by using the same tool. The correlation coefficient was found as 0.82.

III. 8. d. Personal Blank

Details regarding the Name, Age, Gender, Religion, Marital Status, Family Income, Individual Qualification and No. of Siblings were included in this section.

III.9. Variables

The following background variables are selected for the present study:

a) Gender (‘male’ and ‘female’)

b) Marital Status (‘married’ and ‘unmarried’)

c) Family Income (‘up to 20,000’ and ‘20,000 to 50,000’)

d) Qualification (‘primary’, ‘upper primary’ and ‘above std.9’)

e) Mother’s qualification (‘Illiterate’, ‘primary’ and ‘upper primary’)

f) Father’s qualification (‘Illiterate’, ‘primary’ and ‘upper primary’)

g) Religion (‘Hindu’, ‘Christian’ and ‘Muslim’)

h) No. of siblings (‘up to 3’, ‘3 to 6’ and ‘above 6’)

III.10. Statistical Technique Applied

1. Percentage Analysis to find out the problems faced by the fisherfolk children in continuing education.
2. ‘t’ test to find out the difference between two variables.
3. ‘F’ test to find out the difference among more than two variables.
4. $\chi^2$ test to find out the association between the variables.
5. Pearson’s product movement co-efficient of correlation to find out the relationship between the variables.

III.11. Delimitations of the Study

➢ Only a few variables are selected for the present study.
➢ All the problems are not included in the tool.

III.12. Conclusion

In this chapter, the investigator discussed the need for the study, objectives, hypotheses, sample, tools and statistical techniques used. The next chapter deals with analyses of data.