

**SOCIO, ECONOMIC AND EDUCATIONAL STUDY OF  
SLOW LEARNERS WITH REFERENCE TO  
SECONDARY SCHOOL EDUCATION IN  
SIVAGANGAI DISTRICT**

**Final Report of Major Research Project**

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# **SOCIO ECONOMIC AND EDUCATIONAL STUDY OF SLOW LEARNERS WITH REFERENCE TO SECONDARY SCHOOL EDUCATION IN SIVAGANGAI DISTRICT**

## **Abstract**

A Study on “Socio Economic and Educational study of Slow Learners with reference to Secondary School Education in Sivagangai District” was carried out during 2011-2013. The objectives of the study were to identify the prevalence of slow learners in schools, to know the influence of gender, ordinal position, type and size of the family, parent’s education, occupation and income of the family on the rate of learning among slow learners, to study the impact of various instructional methods developed in school education by Sarva Shiksha Abiyan of Tamil Nadu Government and to know the teacher’s opinion towards the different interventional strategies. The slow learners were identified from Government Tamil medium middle and high schools using academic achievement, teacher’s assessment, intelligent test and achievement test. The sample for the study comprised of 250 slow learners from 10 schools selected for the study. Correlation coefficient and t –test were used to analyse the data.

The results revealed that, the prevalence of slow learners was higher in Government middle schools studying in sixth standard. Gender, ordinal position, type and size of the family did not influence the rate of learning among slow learners. Whereas parent’s education, occupation and income of the family had positive and significant influence on the rate of learning among slow learners. Teaching using the different interventional strategies was found better than conventional method. The technological innovations used by language laboratory in teaching English were found to be the most effective interventional strategy. Teacher’s assessment revealed that all most all of them had very good opinion towards using the Language Laboratories. It is proved that this interventional strategy as the remedial method was more effective in enhancing the performance of sixth standard students in learning English.

# CHAPTER - I

# INTRODUCTION

## **CHAPTER I**

### **INTRODUCTION**

Education is the process of developing the capacities and potentialities of the individual, so as to prepare that individual to be successful in society. One of the major tasks of education is to help children to develop skills appropriate to the age. Education system as a whole is expected to prepare younger generation to adopt better in the dynamic society. It is a process to understand and fulfil the roles expected from them. The goal of education is to create an individual who is capable of doing new things with inquisitive mind. A good system of education should contribute to the physical, social, economic, emotional and intellectual development of the individual. All educational processes appearing in formal, and non-formal contexts aim at all round development of children. Hence Education plays a vital role to mould the personality of any individual.

In most of the schools oral explanation is the common method of teaching. But using visual aids like pictures, models, live examples and practical experience along with oral explanation help in developing interest, increase concentration and curiosity among children, which enable to grasp easily and quickly. Modification in instructional methods is a must to bridge the gap in access to quality of education and learning according to the needs of children. Introduction of novel methods in classrooms can not only break the monotony of lecture method but can also lead to interesting and participating learning process.

Impact of various methods of education on children varies with their overall environment in which they are brought up. Not all children can learn at the same speed. It is noticed that about 18-20 per cent of school going children are slow learners. It is a considerable figure, which cannot be ignored. If they are not safeguarded and their interest is not protected, then they may become unproductive citizens of the society (**Chintamanikar, 1992**). Education of slow learning children raises a typical issue where, majority of slow learners do not receive right

type of educational experiences. In order to design a suitable curriculum, following a dynamic method of teaching or learning to match with different goals and adapting them to the student's styles and characteristics are essential.

The term slow learner implies to those who are unable to cope with the work normally expected of their age group. Some children by nature have limited intellectual capacity and are termed as slow learners. Children cannot be called as slow learners by considering their intelligence quotient alone. They are capable of achieving academic success at a slower rate. They are normal like other children in many aspects. However, they differ from average students in the rate of learning. Children who perform inadequately in class tend to be labelled retarded, disturbed, backward, slow learner, under achievers and so on.

Slow learners are children with below average cognitive abilities who are not disabled, struggle to cope with the traditional academic demands of the regular class room. Their slower rate requires accommodation to ensure their success in school. They are limited in their capabilities, which impede their school progress and personal development. In the early school years, slow learners often face problems in reading, arithmetic and science learning. The things that are within easy reach of the majority of their peer-mates may be difficult for slow learners. They need external stimulation and encouragement to do simple type of work and also need special help in the form of special classes. They are capable of achieving a moderate degree of academic success through the additional time and help. If the needs of such children are not met, they experience failure and drop out permanently from school. The identification of slow learners is a difficult task as children show potentialities in one or the other areas but may be poor in school performance. If the child is poor in academic subjects like maths, science and other compulsory subjects, it matters a lot for parents as well as teachers. They worry and bother very much as children cannot escape studying these subjects till they pass their basic education (S.S.L.C) and moreover achievement in these academic subjects is considered as the yardstick for the higher education and career.

In case, slow learners are not identified at an early stage, the children themselves will have to face lot of problems. If the children are not up to the expectation, both parents and teachers think that children are not interested and not concentrating in studies or they are diverting their mind to other activities. Many times, teachers punish them, ridicule them and make unhealthy comparisons without realizing the consequences of humiliations experienced by students. As a result this hurts the children's ego, self-esteem and self-concept. This affects their emotional stability and school adjustment. It is already proved that various cognitive and non-cognitive factors influence learning. The overall rate, speed and ability of learning of children are directly related to their hereditary potentials and environmental factors. Family which lacks educational background adversely affect the rate of academic achievement of young children. Similarly, the school programme is also equally important. The factors like effective teaching and learning process, ideal teacher student ratio, interest, ability and resourcefulness of the teachers, concern about the individual child and facilities for specialized instructions influences the learning ability of the student.

### **1.1. Theories of learning**

There are number of theories of learning developed by many psychologists like Hull, Pavlov, Skinner, Gagne, Ausubel and Thorndike. But, theories that were developed during the twentieth century have the greatest and direct implications for classroom learning. Perhaps the most difficult problem of classroom organization is dealing with the fact that students come into class with different level of knowledge, skills, learning rate and motivation. This problem demands teachers to provide appropriate levels or methods of instruction. The appropriate method of instruction for a child will be influenced by the educator's, theoretical learning as well as by the child's specific deficits. Bruner (1965), opined that any concept can be taught to a child if appropriate instructional method and procedures are utilized.

### **1.1.1. Gagne's theory of learning**

This theory says that learning is something that takes place in the individual's brain, it cannot be observed directly. Learning is inferred from observable behaviour or from change in one's capacity to perform certain action. This inference is made by comparing the individual behaviour before and after learning. All learning depends upon certain conditions. There are internal and external conditions. External conditions are of primary importance in the learning situation. Learning in schools is greatly influenced by external conditions like teacher-pupil interaction and reinforcement. Learning in schools should be sequential and step by step process. Today every child is required to master the minimum levels of learning. Concept learning has a central position in school situations, particularly in the teaching of mathematics and science subjects.

Gagne's model calls for instruction to be varied according to the type of learning and individual student's performance required in the learning situation. Schools and teachers must be capable of implementing a design for instruction that considers the individual student rather than the classroom group as the basic unit of instruction.

### **1.1.2. Ausubel's learning theory**

Ausubel was a cognitive Psychologist. His theory of learning is known as the theory of meaningful learning. He distinguishes between two dimensions of the learning processes. One dimension of learning deals with the ways by which knowledge is made available to the learner. The second one deals with the ways by which learners incorporate new information into their existing cognitive structure. Ausubel's theory gives primary importance to meaningful reception learning. This implies that the teacher should guide children to relate the material presented in the text books, reference books or through classroom instruction to their existing knowledge, derive meaning from what they learn and this will enable them to remember the learned facts for long. His theory of meaningful learning also implies that curriculum

planners and teacher should take care to see that whatever is presented to the child is meaningful for him. Meaningful materials, models and pictures are learnt and remembered better than meaningless ones. While learning scientific concepts and propositions, children should be guided properly to understand the relationship involved among various concepts, between concepts and propositions. This will facilitate efficiency in learning and permanence of retention.

### **1.1.3. Piaget's cognitive theory**

Piaget believes that good pedagogy must present the child with situations. He himself can experiment, manipulate things, pose questions and seek his own answers, reconciling what he finds at one time with what he finds at another time and comparing his findings with those of another child. Piaget believes that the learning process as self-regulated transformation of old knowledge to new knowledge. Children should be given the time they need to explore, understand and remember. Cognitive theory stresses the variables that intervene between stimuli and the responses. This theory points out that two students are likely to respond quite differently to the same stimuli because of what they have already learnt, hope to achieve and feel are capable of achieving, because of differences which distinguish one person from another. Thus, learning is far more complex process than simply linking up connections between stimuli and responses. Learning is more of an individual matter involving perception, processing and assimilation of information, the development of insight and discovery of meaning. It prefers to view learning situation as one whole and complete phenomenon.

### **1.1.4. S - R Theories**

Stimulus Response theories emphasize the importance of association or connection between the stimulus and the response. These theories analyse learning situations, divide learning phenomena in to small element and investigate the simplest possible stimulus-response relationship in order to understand better and



more complex total phenomena of learning. These theories emphasize drill and practice in learning. It supports a systematic, carefully pre-planned, expository approach to teaching. Association theories have implications for a classroom that is largely teacher-centred. It agrees in principle that the function of a teacher is to help students learn and the role of the teacher as a classroom manager or director of the learning process. Here, the student's interests, needs, goals and problems are taken into account at individualizing the instructional programmes. Teacher decides which particular kinds of changes are to be brought about in his students, what they will learn, and kinds of responses they will eventually come to make. Then he proceeds to plan, organize and direct the work of the class in such a way that the desired responses will be made. Thus teachers should be flexible in selecting and adapting what they regard as the better features of each system. They must accept the better point, specific applications and implication of each theory for classroom learning rather than waste their time in applying all the conflicting views of all the theories.

#### **1.1.5. Learning theory by insight**

A group of psychologists, known as the Gestalt psychologists, did large number of experiments on how animals and human beings learn in the laboratory and outside. According to these psychologists, human beings learn not only by trial and error method, but also by reasoning and insight. Thus, they developed a new learning phenomenon, insightful learning. Insight learning involves higher cognitive abilities like reasoning, understanding and problem solving behaviour which human beings are capable of demonstrating. Insightful learning necessitates the condition that the various parts or elements of the problem must be clear to the learner so that he can understand the relationships involved among all parts of the problem. If some elements of the problem are missing, hidden or not clear to the learner then insight cannot take place. The learner's previous experience with similar problems greatly facilitates the occurrence of insight. Lack of previous experience makes insightful learning time taking which is characteristic of trial and error learning.

Learning becomes meaningful when the learning tasks are properly structured. The various elements of the task must be clear and open to inspection. The learner will be able to solve problems by insight, meaning full learning, learning by understanding and reasoning must be encouraged in the school. Rote learning or mechanical repetition of the task should not be encouraged. Since, insight depends upon the previous experience of the learner, the teacher must help learners recall what has been learned earlier and relate them to the new learning. Otherwise failure takes place in children.

There are some studies carried out on low achievers and under achieving children using special strategies for teaching various subjects like computer assisted instruction (Reddy and Ramar, 1996), video assisted instruction (Sundararaja Rao and Rajguru, 1995) and multimedia based modular approach (Ramar, 1994 and Reddy and Ramar, 1996). However, the simple, practical oriented and feasible strategies suitable particularly to Indian situation, like use of models and pictures related to the subject matter have not been popularized.

Education is the prime factor in bringing out the all-round growth in a country. Tamil Nadu performs well in providing Primary and Secondary School Education in both urban and rural areas. But statistics revealed that a huge number of dropouts are found in the school education system which is more significant. The children are forced to become dropouts due to various socio-economic factors. In addition to this the class room environment plays a vital role. Very often in schools children are not admitted according to their intellectual capacity or aptitude. Regardless of their learning abilities all children are put in the same class and common instruction is provided. Following such procedure of admission there exists number of slow learners in all schools. As observed by the investigator in most of the schools the learning environment is rarely designed for the below average children. The problem is that it is difficult to identify the slow learners in the beginning. Such slow learners are about 20 percent of the student population. This calls for early identification of their learning difficulties and proper instructional provisions for them. Both parents and teachers expect children to be

active, alert and achieve well in academic activities. If children are not up to the expectations, they think that children are not interested and not concentrating in studies, without realizing the actual capacities and abilities of slow learners. So, teacher, parents and guardians have to identify and accept children as slow learners for their own good otherwise these children as well as parents of these children would face serious problems and become dropouts.

Present day classrooms are well equipped with various support materials for teaching- learning process. Technological innovations are also having influence on classroom. English is taught as a second language in India, where the students face difficulties in learning at every level. Most English teachers teach English merely through the translation method. This makes them to understand the concept but not to learn English. Efforts are being made to use audio, video technology in school education under projects like Sarva Shiksha Abiyan. English is taught as a second language in India, where the students face difficulties in learning at every level. Most English teachers teach English merely through the translation method. This makes them to understand the concept but not to learn English. Efforts are being made to use audio, video technology in school education under projects like Sarva Shiksha Abiyan. It is in this context that Language Laboratories become very effective and useful. In this article the investigator has made an attempt to make the slow learners learn English effectively through language laboratory. The language laboratory could be meaningfully made use of the different components of language like vocabulary, pronunciation; stress, tone, intonation; punctuation and pause were given practice.

# **CHAPTER-II**

## **REVIEW OF LITERATURE**

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. CONCEPTS / MEANINGS OF SLOW LEARNER**

Slow learners are the students who find it difficult to keep pace with their classmates. Slow learners are not mentally retarded, they are capable of achieving academic success at a slower rate compared to normal children and enrolled in the normal / regular classroom only. These students are known to be slow to 'catch on' are called slow learners.

##### **2.1.1. Slow Learners**

According to **Savage and Hooney (1979)**, slow learners are designated as those people whose scores of IQ falls within range of 75-80. Their academic achievement linked to limited learning capacity. All the slow learners have only one common characteristic, which is less than average intellectual capacity, but in behaviour they could be better from others.

**Jenson (1980)** states that students with 80 to 90 IQ are traditionally labelled "dull normal", generally slower to "catch on" to whatever is being taught if it involves symbolic, abstract or conceptual subject matter. **Chintamanikar (1992)** states that, "the only difference between a slow learner and the average child is their slower rate of learning".

According to **Singh (2004)**, slow learners are the students who find difficult to keep pace with their classmates. Slow learners are not mentally retarded, but are capable of achieving academic success at a slower rate compared to normal or regular class students only.

### **2.1.2. Low Achievers**

Low achiever is a student who secures 35 to 45 per cent of total marks consistently for three years in an annual examination (Shanmukappa, 1978). Panchalingappa (1994) described that; under achievers are those with a marked discrepancy between potential (as shown by ability tests) and performance (as shown by grades or achievement test) scores.

According to Reddy and Ramar (2003), low achievers are those whose ability is not quite so limited but nevertheless who have more difficulty in learning than average students. Absences from school, unfortunate personal circumstances or inadequate environmental conditions have often further limited their progress. Their attainment is not in tune with their capability but below the expected level of achievement.

## **2.2. FACTORS INFLUENCING ACADEMIC ACHIEVEMENT OF CHILDREN**

### **2.2.1. Gender**

Jones *et. al.*, (2000) carried out a study to examine student's attitudes and experiences related to science. A survey was designed of 437 of 6<sup>th</sup> grade students completed a survey designed to elicit perceptions of science, school science experiences, science topics of interest and students perceptions of science. The results showed that, more females than males reported that science was difficult to understand, whereas boys reported that science had destructive and suitable to boys.

Rathore (2000) conducted a study on "A study of scholastic achievement of children studying at primary level in environment studies with special reference to MLL and development of remedial teaching strategies" and revealed that, the performance of boys was better than girls studying at NFE centers and FPS schools. Performance of FPS was found to be better than those of NFE children in science because teacher-learning material could not be supplied to the NFE centers for the last three years. The sample consisted of 1000 children (500 FPS and 500 NFE centers)

drawn from Khandwa district covering both rural and urban area. Similarly, **Teresa and Michal (2000)** investigated the motivational differences of gender, science class type and ability level of 242 high school students. The results revealed that boys had higher scores than girls on perceived ability and stereotyped views of science.

**Mohapatre and Mishra (2000)** examined the effect of gender on science achievement with a special reference to primary and secondary school years. The sample consisted of 185 students of both boys and girls from D M School Bhubaneswar. A questionnaire was prepared that included simple concepts of science books of 5<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> standard. The results depicted that, the boys had steady achievement in science, whereas little effort in lower class towards the girls made them equalize with the boys in science achievement.

**Ghetiya (2000)** conducted a study on “Effectiveness of sex and method of teaching on academic achievement for science teaching”. The sample consisted of 88 boys and 113 girls of eighth standard drawn from Rajkot based Gujarati medium schools. Teaching methods namely programme learning and demonstration method considered as dependent variables and two levels of sex (boys and girls) as independent variables. Two-group test was applied for the analysis of data. The results revealed that there was no effect of sex on academic achievement, whereas the methods of teaching had effect on academic achievement.

Hence, from the above studies it can be concluded that boys scored better than the girls in achievement of science.

### **2.2.2. Birth order**

Birth order is another variable, which affects the academic achievement. The first- born child occupies a unique position in the family structure. For at least a year and probably more he / she is the only child and receive all the attention that would be normally distributed among the children in the family.

**Munroe and Munroe (1984)** conducted a study on “Birth order and intellectual performance in three East African societies”. The sample consisted of 147 secondary school girls in the Gursii, Kipsigis and Logoli tribal areas of East Africa. The results indicated that overall school grades and performance were negatively related to birth order in all the three societies.

**Miner, 1998** conducted a study to find out the relationship between birth order and academic achievement of the children. The results revealed that a higher level of academic achievement was found in first-born child and children of small families than later born child and children of large families.

The above studies showed that birth order is negatively related to academic achievement of children.

### **2.2.3. Family Size**

**Sunder Raj and Krishnan (1980)** carried out a study to determine the relationship between academic achievements and family size. The sample consisted of 300 pupils (149 boys and 151 girls) studying in 9<sup>th</sup> standard of secondary schools in Trivendrum city. The results revealed that the correlation between academic achievement and family size was negative and significantly related.

**Cherian (1990)** conducted a study on family size and academic achievement of children. The sample consisted of 369 boys and 652 girls in the age range of 13 to 17 years who represented total 7<sup>th</sup> standard population. The marks obtained by the pupils at the 7<sup>th</sup> standard external examination conducted by the Department of Education of the Government of Transkei were used to know their academic performance. The results showed a negative relationship between family size and their academic achievement.

Hence, from the above studies it can be concluded that there is negative relationship between family size and academic achievement of children.



## **2.3. INFLUENCE OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF CHILDREN**

The following studies reveal the combined effect of both education and occupation of the parents, in addition to the effect of income on academic achievement of children.

### **2.3.1 Education of Parents**

Educational status of parents is an important factor that influences their children's academic wellbeing at school. Of the various home conditions, parent's educational attainment is vital so far as the academic achievement of the children is concerned. The general indifference towards education of the uneducated parents often puts the child in a position of handicap for intellectual growth of development.

A study was conducted by **Krishnan (1977)** on non-intellectual factors and their influence on academic achievement. The sample consisted of 180 students studying in 4<sup>th</sup> to 7<sup>th</sup> classes in a central school at Tirupati in Andhra Pradesh. The sample was divided into three groups depending upon their parent's education as high, middle and low groups. The results showed that parent's educational status had significant and positive influence on the academic achievement of the children. In the same year **Saini (1977)** conducted a study on academic achievement as a function of economic status and educational standard of parents. The sample consisted of 196 students from four colleges of Chandigarh. The results revealed that the economic status as well as educational standard of parents had significant effect on the academic achievement of arts and science students at the college level.

**Thakur et al., (1982)** studied on "Impact of parent's literacy on academic achievement of primary school children". The sample consisted of 165 primary school children of rural area of an eastern district of U.P. The children were from grade I and grade V. The results revealed that parental literacy affected children's academic

achievement in the beginning (class I to III), whereas later academic achievement scores are affected by many other factors like teacher, peer group, study habits. Academic achievement was not affected by parental literacy at higher grade.

**Singhal (1983)** carried out a study to find out the relationship between parent's educational level and academic achievement of their children. The sample consisted of 276 primary school children from Delhi and Calcutta. The children were classified into three groups such as high, medium and low on the basis of parent's education. The educational status of both the parents were taken based on the completion of elementary school, high school and college education. The results revealed that, differences in educational background of parents contributed to difference in the performance of their children.

A study on effect of parental educational level on academic achievement of children was studied by **Sarma (1984)**. The sample consisted of 237 students of class 9<sup>th</sup> and the levels of educational attainment of both the parents were assessed. The results revealed that, parental educational level was positively correlated with the academic achievement of their sons and daughters.

**Bhatnagar and Sharma (1992)** carried out a research to investigate the relationship between education of parents and academic achievement of students in a semirural setting. A total of 185 students in a semirural setting in Rajasthan were selected. The results revealed that, the children whose parents attended school performed higher academic performance than the children whose parents did not attend the school. Similarly Poonam and **Balda (2001)** found that parental education is significantly related to the academic achievement of students. Higher the educational level of the parents, higher was the school achievement of children.

Hence, from the above studies it can be concluded that parent's educational level has a good effect on the academic achievement of children. Higher the educational level of the parents, higher was the scholastic achievement of children.

### **2.3.2. Parent's occupation**

Parent's occupation is another important variable, which determines the status of the family. Higher occupational level of the parents indicates better economic condition and this results in material support for the education of their children.

**George Will (1987)** supports the above findings. He studied on the effect of parental occupation on their children's academic achievement. The sample consisted of 500 parents in Port Hartcourt city. The results revealed that civil servants children performed better than children of business parents. But the poorest performance came from farmer's children.

**Gill and Sidhu (1988)** carried out a study on "intelligence and academic achievement of the children belonging to different socioeconomic groups in rural Punjab". The sample consisted of 80 students studying in 9<sup>th</sup> class. On the basis of information collected from the students the subjects were divided into three socio-economic groups i.e, service men, agriculturists and laborers. The total marks obtained in 8<sup>th</sup> standard, verbal intelligence scores and non-verbal intelligence scores were taken. The results showed that highest marks were obtained in the service group followed by agriculturists and then laborers. Verbal intelligence scores were highest in agriculturists followed by servicemen and labors class. Hence the results showed that occupation of parents influenced the school performance of children.

Similar findings were observed in the study of Cherian and Cherian (1995) on relationship between parental occupation and academic achievement of children from polygamous and monogamous families. Stratified sample consisted of 1021 urban and rural children of age between 13 and 17 years were taken for the study. Academic achievement was obtained by using grades in school exams. A statistically significant positive relationship was found between parental occupation and mental development of the children, which resulted in a high academic achievement.

**Budhev (1999)** conducted a study on “Academic achievement among children of working and non-working mother “. The study was designed to compare academic achievement among children of working and non-working mothers, studying in secondary schools of Saurashtra region. Sample included 307 boys and 343 girls of working mothers and same number of boys and girls of non-working mothers. Academic achievement score was collected from the annual work sheet of schools. Results revealed that academic achievement of the children of working mother is greater than the children of non-working mothers.

From the above studies it can be inferred that the higher occupational level of parents had a positive effect on school performance of their children.

### **2.3.3. Socio-Economic Status**

Children from different social, economic and educational classes in modern and urban societies function at different intellectual levels and in school despite providing similar classroom instruction and other educational facilities outside their homes. Psychologists declare that there is a positive correlation between socio-economic status, intelligence and academic achievement.

**Mathur and Hundal (1972)** studied school achievement and intelligence in relation to some socio-economic background factors. One hundred students studying in class IX of a higher secondary school in Amritsar were chosen as the sample for the study. The results revealed a positive correlation between academic achievement and family income.

Further, **Saini (1977)** carried out a study to examine the effects of economic status of parents on the academic achievement of their children. The sample for the study included 196 students from four colleges of Chandigarh. The economic status of the parents was assessed in terms of the aggregate income of both father and mother along with income from all other sources. The results revealed a positive correlation between academic achievement and economic status of parents.

Similarly, Sundar Raj and Krishan (1980) revealed that the correlation between academic achievement and socio-economic status was moderate, positive and significant. Study was conducted to examine the relation of academic achievement with socio-economic status. A sample of 300 pupils (149 boys and 151 girls) studying in standard IX of secondary school in Trivendrum city were included in this study. SES scale was assessed by using Nair scale (1970).

**Chauhan, 1982** carried out a study on academic motivation in relation to intelligence and socio-economic status. The sample consisted of 70 girls from 5<sup>th</sup> classes from a girl's primary school, Simla. SES scale developed by Pareek and Trivedi was administered. For measuring academic motivation, Keral academic motivation questionnaire was used. Intelligence was measured by Mehta's group test of mental ability. The results revealed that academic motivation was influenced by socio-economic status of the subjects. But it was found to be highly correlated with intelligence.

**Grewal (1985)** conducted a study on cognitive and socio-economic correlates of school achievement of children. The sample consisted of 550 students (355 boys and 200 girls) from 16 higher secondary schools of Bhopal studying in class X of age group 16 years. SES of parents was assessed by using Kuppaswamy's SES scale. The results indicated that SES level of students was one of the main sources of variation in the students school achievement.

**Jagannadhan (1986)** stated that socio-economic factors namely father's education, occupation and income had great impact on the academic achievement of children. The sample included 614 urban children studying in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> classes at Sri Venkateshwara University area. SES scale developed by **Srivastava (1978)** was adopted.

**Wangoo and Khan (1991)** carried out a comparative study of Government and Private school students to know their socio-economic status on academic

achievement. The sample of 180 female students from ten Government and ten Private schools within the age group of 10+ were selected from Srinagar Kapoor's SES scale (1988) was administered and the mean of two Annual examination results was considered as the criteria for the academic achievement. The results revealed that Government and Private school students differ significantly as their SES is concerned. Significant difference on academic achievement was found between students from Private and Government schools. The relationship between academic achievement and socio-economic status when computed on total sample was statistically significant.

However, **Chaudhari et. al., (1998)** found out a non-significant interaction between teaching strategies and socio-economic status. They carried out a study on factors affecting the teaching strategies and socio-economic status. The sample comprised of 162 learners of VI grade divided into two experimental and one control group. The experiment was carried out for the period of four months.

**Khan and Jernberu (2002)** carried out a study on " Influence of family socio economic status on educational and occupational aspirations of high and low achieving adolescents " and found that the impact of SES on education aspirations was minimal, its influence on occupational aspirations was larger. Achievement highly influenced educational aspiration, but its impact on occupational aspiration was significant.

**Saritadevi et. al., (2003)** compared the effects of family and school on the academic achievement of residential school children. The sample consisted of 120 children from Hyderabad city. An interview schedule was used to study the familial factors. The results indicated that girls were superior to boys. Family factors like socio-economic status and parental aspirations significantly contributed to academic achievement of the school children.

Many of the studies discussed have pointed out that better economic status of parents increased the academic achievement of children.

## **2.4. CLASS ROOM ENVIRONMENT**

In the school system, classroom is the most vital for the transactional business going on between school and society. The uniqueness of the classroom is due to the type of membership enjoyed by its members. The study of classroom environment is of great significance, as learning is the product of environment. As an agent of intellectual stimulation conducive classroom environment is an important factor in strengthening the child's level of education. Schooling has been widely recognized to have influence in one's cognitive development. Several studies indicated that, good classroom environment is essential for improving the learning potential of the students.

**Geetha et al., (2012)** found that the technological interventions in teaching learning and its impact at secondary school level is very effective. These technological innovations are classified and used as a software or hardware for teaching in education. If planned and used properly, these become most suitable to needs of our class rooms. Efforts are being made to use audio, video technology in school education under projects like Sarva Shiksha Abiyan.

## **2.5. INTERVENTION AND LEARNING**

Studies encompassed that early intervention through enrichment and stimulation fostered cognitive development and science learning of children. **Arnold et. al., (1994)** reported that intervention during early years showed significant improvement in measures of perceptual development. Long-term programmes had significant improvement in the development of children after intervention.

**Pandey et. al., (2000)** found that the remedial teaching strategy was effective to teach the mastery level of learning among the children studying at the primary schools and NFE centers. Similarly **Mohanasundaram and Dharmasekar (2001)** conducted a study on effectiveness of remedial teaching in improving the

map ability of students in social sciences. Results revealed that remedial teaching strategy was found to be more effective to improve the map drawing ability of the students in social sciences than the conventional method.

**Philip and Marcia (2002)** developed science skills for under achieving students through curriculum-based assessment. Findings indicated positive intervention effects on achievement grades and measures of academic learning time. Students showed simple cognitive ecologies about science based on varied sources and experiences.

All the above studies proved that intervention through enrichment and stimulation are more effective in learning science than the conventional method of teaching.

**Amuthama (2004)** found that computer assisted vocabulary acquisition is more effective in the class room learning. She had used the entire data base using deduction and usage in her software. This makes the learner systematically through mental operations which make up the acquisition process.

**Deepika and Kalaiarasan (2008)** found that the role of language lab in learning English as a second language gives confidence in their life. The language lab is a technological break for imparting skills in English and offers an exclusive result oriented and efficient to enrich the English language learning.



# **CHAPTER III**

# **MATERIAL AND METHODS**

## **CHAPTER III**

### **MATERIAL AND METHODS**

The study on “Socio economic and educational study of slow learners with reference to secondary school education in Sivagangai district” was carried out during 2011-2013. The material and methods used to carry out the study are presented under the following subheadings:

- 3.1. Introduction
- 3.2 Research Design
- 3.3 Population for the study
- 3.4. Selection of the sample
- 3.5. Tools used for the data collection
- 3.6. Pilot Study
- 3.7. Classification and quantification of independent variables
- 3.8. Remedial method used for the study
- 3.9. Collection of data
- 3.10. Statistical analysis
- 3.11. Operational definitions
- 3.12. Objectives of the study
- 3.13. Hypotheses for the study

#### **3.1. INTRODUCTION**

The present Chapter III methodology deals with the research procedures and design followed in the present research study. As per the statement of Best and Khan (1995), the methodology of any investigation describes in detail the activities of research measuring tools to be used, individual participation in the research, sample and data analysis and different methods used in research studies. For realizing this investigator has discussed and presented this chapter under different headings such as: research methods adapted in the different phases of the investigation and statistical techniques used in the investigation.

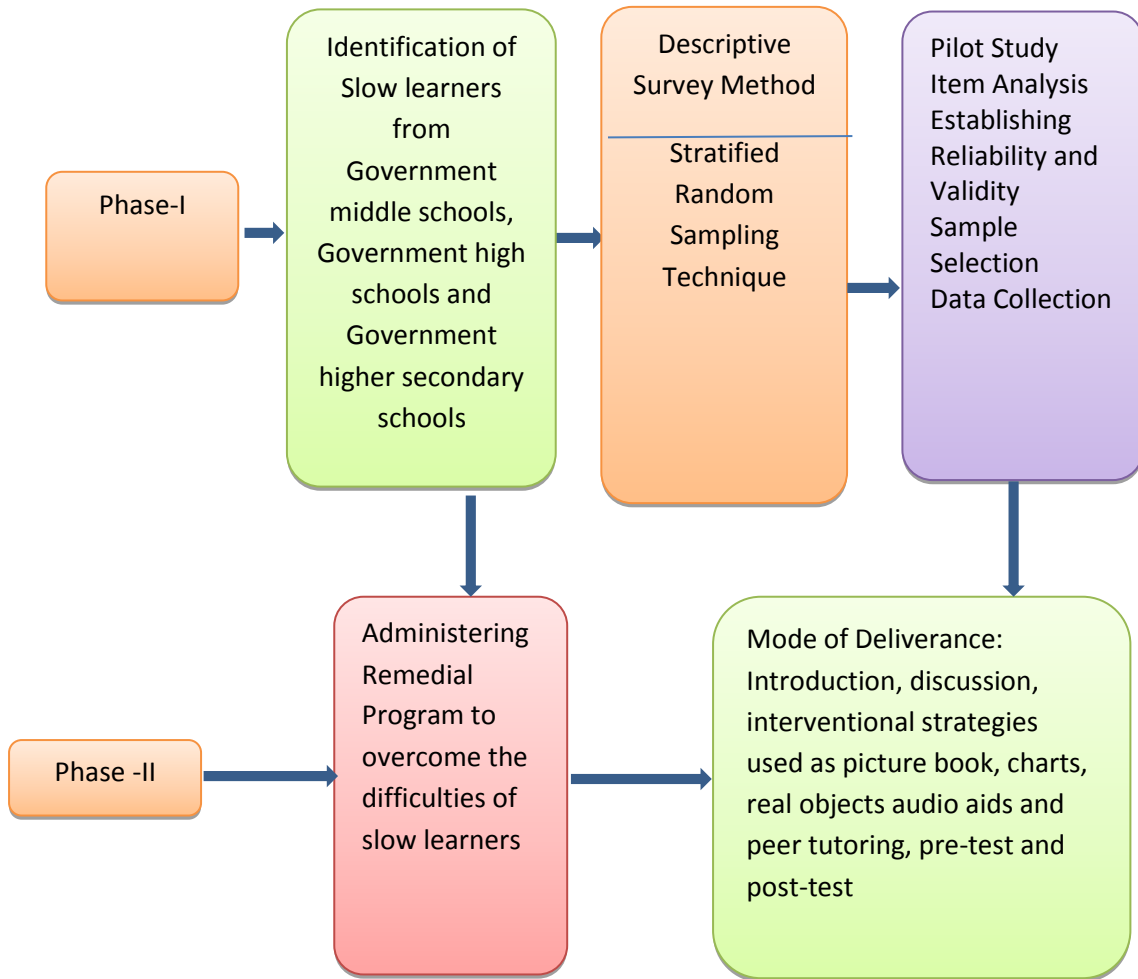
### **3.2. RESEARCH DESIGN**

Research methods adapting different phases of this present research study are discussed hereunder. The present research study has been carried out in two phases.

In phase-I, the student's level of achievement from Government middle schools, government high schools and government higher secondary schools has been assessed through descriptive survey method. The total sample for the present study consisted of 250 students of various villages from Sivagangai District by using stratified random sampling technique.

In phase-II, remedial program is experimented to the identified slow learners based on the assessment of the teachers. The experimental method is employed in this study. Among the various experimental designs, only the non-randomized pre-test post-test control group design is employed. For this study, the investigator has chosen 80 students studying VI standard in Panchayat union middle school in Puliadithambam and Government higher secondary school in Yeriyur. The students were divided into two groups of 40 students in each school, based on their academic performance. Puliadithambam group was called as the experimental and Yeriyur group was called as the control group. After composition of the experimental and the control group, a pre-test was conducted to both the groups. Then the remedial method was used for teaching the experimental group and the control group was exposed to the conventional method. The experimentation was adopted for one month. After the experimentation the post-test was adopted to both the groups.

## RESEARCH DESIGN



### **3.3. POPULATION FOR THE STUDY**

Population for the study comprised of sixth standard children studying in Government Tamil medium middle schools situated in Sivagangai District of Tamil Nadu state.

### **3.4. SELECTION OF THE SAMPLE**

A preliminary survey was carried out to collect information regarding the total number of Government middle, high and higher secondary schools prevailing in Sivagangai District. The list of schools was obtained from the office of the Chief Education Officer, Sivagangai. There were 53 middle schools, 47 high schools and 49 higher secondary schools in Sivagangai District.

#### **3.4.1. Sample for Prevalence Study**

To study the prevalence of low achievers it was decided to select Government middle, high and higher secondary schools situated in the rural area and very interfere from the headquarters. There were ten Government middle schools, seventeen high schools and five higher secondary schools were situated in the rural area at the time of survey. After getting the permission from head of the institutions, the list of students studying in VI, VII and VIII standards of these schools were obtained from the class teacher. The total strength of students studying in VI, VII and VIII standard in Government middle, high and higher secondary schools Tamil medium were 1508, 1454 and 1311 respectively during the year 2011. Low achievers from these schools were identified based on the teacher's assessment that students found to be dull and below average in extracurricular and academic performance those who scored below 40 per cent of total marks for the previous year in the final examination were selected. Further, slow learners from these schools were selected using the different screening methods.

The total strength of students studying in VI standard in the Government middle, high and higher secondary schools Tamil medium were 4273 during the year 2011. Out of which 1508 (35.3%) were from Government middle schools, 1454 (34.0%) from high schools and 1311 (30.7%) from higher secondary schools.

It was decided to take schools situated in rural area and very much interior from the headquarters of Sivagangai District. Further considering the timings of the school and strength of the student's, five Government middle schools, three Government high schools and two Government higher secondary schools were selected for the study. Then the head masters of the ten schools were approached to accord permission to carry out the research work. The details of the purpose and procedure of conducting the study was explained to convince the head masters.

Further, the lists of students studying in sixth standard in ten schools were obtained from the class teacher. In sixth standard there were 148 students in five Government middle schools, 152 students in two Government high schools and 167 students in three Government higher secondary schools. In order to have the homogeneity in the sample, they were matched for age, gender, intelligent quotient and mother tongue as Tamil. Further, slow learners were selected using the following four screening methods.

1. Academic achievement
2. Teacher's assessment
3. Intelligence test
4. Achievement test

### **1. Academic Achievement:**

In order to screen the slow learners the academic achievement of the students was considered. Those who scored above 40 percentages of total marks consistently for the previous two years in the final examination were deleted. Accordingly 33

students from government middle schools and 32 students from government high schools and 47 students from government higher secondary schools who scored above 40 percentages of total marks were deleted. Remaining 115 students from Government middle schools and 120 students from Government high schools and 120 students from Government higher secondary schools were considered for further screening test.

## **2. Teacher's Assessment:**

In this method all 355 students identified as slow learners were further assessed by the class teacher. The class teacher considered the children's performance in curricular, recreational interest and overall performance in the classroom and found to be dull and below average was recommended for further identification test. Teacher endorsed all 355 students as below average and no one was deleted after the teacher's assessment.

## **3. Intelligence Test:**

In order to delete the above average students irrespective of percentage of marks and teacher's assessment the intelligence test was conducted. The standard progressive matrices (SPM) developed by Raven (1988) was used to assess the level of intelligence. The Raven's progressive matrices consisted of 60 problems divided in to five sets (A, B, C, D and E) of 12 each (Appendix-IV). The total score provides an index of the intellectual capacity of each child. The maximum score that the student could obtain was 60 and minimum zero. The students who scored more than 25<sup>th</sup> percentile were deleted and those who scored below 25<sup>th</sup> percentile (14 to 18 scores) were categorized as slow learners. Here twenty two students from government middle schools and twenty two students from government high schools and twenty five students from government higher secondary schools who scored above 25<sup>th</sup> percentile were deleted from the study. Remaining 93 students from Government middle schools and 98 students from Government high schools and 95 students from Government higher secondary schools were considered for further screening test.

#### **4. Achievement Test:**

For further confirmation of slow learners, the achievement test in Science, Maths and English were developed by the investigator. The test covered the portion of VI standard science, maths and English syllabus already covered in the class. The test consisted of **40** simple problems of both objective and subjective type questions (Appendix-II). For each correct answer a score of one was given. So, the maximum score a student could secure was 40 and minimum being zero. Here thirteen students from Government middle schools and eleven students from Government high schools and twelve students from Government higher secondary schools who secured above 20 marks were deleted.

Totally 250 students were selected and among these 80 students from Government middle schools, 87 students from Government high schools and 83 students from Government higher secondary schools were selected finally and identified as slow learners were considered for the study.

#### **3.5. TOOLS USED FOR THE DATA COLLECTION**

The following tools were used for the data collection.

1. Standard Progressive Matrices (SPM) developed by Raven (1988).
2. Socio Economic Status inventory developed by Venkataramaiah (1983).
3. Self-structured Questionnaire: In order to collect the information keeping in view the objectives of the study, the following questionnaires were developed by the investigator as tools for data collection.

- a. Background information:** The required background information of the respondent was collected through self-structured questionnaire. The questionnaire included items to collect information like name, age, class, gender, ordinal position, caste, religion, family composition and per capita income of the family (Appendix-I).



**b. Questionnaire:** A questionnaire was developed to assess the knowledge of the students before and after intervention. The questions included the portion of science maths and English subject prescribed for the fifth standard. The questionnaire had both objective and subjective type questions (Appendix-II). The preliminary draft of the questionnaire was evaluated by the fifth standard teachers of all the ten schools. Based on their suggestions some ambiguous questions were deleted to avoid confusion and some were modified for clarity. Finally the questionnaire had 40 questions / items each carrying one mark. Thus a student could score maximum of 40 marks and minimum being zero.

**c. Questionnaire to collect opinion of teachers:** In order to collect the opinion of teachers towards the instructional strategies used for teaching a questionnaire was developed and was given to four subject experts. Based on their suggestions some of the statements were deleted and some were modified. Finally the questionnaire had ten statements, which were to be checked on a three-point scale. Each statement had three alternative responses namely 'good', 'satisfactory' and 'poor' with the numerical value '3', '2' and '1' respectively. Thus a maximum of 30 and minimum of 10 could be scored for each instructional method (Appendix-III)

### **3.6. PILOT STUDY**

After framing the complete questionnaire it was pre tested on 15 slow learners who were not included for the final data collection. The suggestions given by them were considered and slight modification in the questionnaire was made. The reliability was found to be 0.78.

### **3.7 CLASSIFICATION AND QUANTIFICATION OF INDEPENDENT VARIABLES**

- (a) Ordinal position: On the basis of the birth order of the children, they were grouped as first-born, middle born and last born.
- (b) Gender: According to the gender respondents were classified as boys and girls.

(c) Type of family: The respondent's families were categorized as nuclear and joint family. Nuclear family consisted of a single married couple living with their unmarried children. Joint family consisted of more than one married couple of either same generation or of two generations living together with or without their children.

(d) Size of the family: On the basis of the number of members residing in the family, the families were categorized as shown below.

Category	Members
Small	<4
Medium	5 to 7
Average	> 8

(e) Education of parents: Depending on the number of years of formal education received by the parents (both father and mother) they were categorized as below.

Category	Years of education
Very low	< 7
Low	8 to 10
Medium	11 to 15
High	< 16

(f) Occupation of parents: Classification of occupation of parents (both father and mother) was done on the basis of the method prescribed by Venkataramaiah (1983) scale as follows.

Category	Score
No occupation	0
Unskilled	1
Semiskilled	2
Skilled	3
Farming / Business	4
Professionals	5

g) Per capita income: Per capita income of the respondents was calculated dividing the total income with the total members of that family. Per capita income in the present study ranged between Rs. 550/- to 2050/- per month.

### **3.8. IMPACT OF INSTRUCTIONAL STRATEGIES USED AS REMEDIAL METHOD**

The Teacher's assessment showed that the students were very poor in learning English in the class room as well as in the home. This is due to the environmental condition of the students inside and outside of the class room. This also influences the educational status of their parents and economical condition of them. From the present study the investigator came to know that the English communicative skill development training to primary school teachers had been given for the first time in Tamil Nadu in collaboration with UNICEF and British Council to enable the primary school children to speak and write English with confidence. All teachers working in 37,500 primary schools were trained by the 900 master trainers in batches in two phases without any transition loss, during June 2009 to 2010.

After the training, the teachers availed themselves of their opportunity in promoting communicative skills among their children in the schools, which happened to promote

academic excellence. Hence the investigator wanted to find out the impact of this programme after one year. The students studied in V standard were promoted for VI standard in the next year and selected as sample for the present study.

Present day classrooms are well equipped with various support materials for teaching- learning process. Technological innovations are also having influence on classroom. This study focuses on the effectiveness of a remedial method in teaching English among slow learners. In the present study, the investigator had attempted to make use of Language Laboratory and found out the impact of middle school students.

The three interventional strategies namely picture book, charts and real objects were developed by the investigator by considering the English syllabus to be covered in the studies for the VI standard students.

#### **3.8.1. Picture Book:**

The lessons were illustrated with different pictures, photographs and designs in the picture book related to sixth Standard English syllabus. A number of vocabularies were included in the picture book. The pictures that were not clear and confusing to the students were replaced. Care was taken to give clarity to the pictures and designs.

#### **3.8.2. Charts:**

Charts were prepared using the enlarged pictures of the picture book already developed. A number of charts were prepared to explain the meaning of several vocabularies. In each chart related pictures were drawn separately for clarity. Charts had appropriate and large size pictures.

#### **3.8.3. Real Objects:**

To give proper knowledge of the subject matter some real objects were showed which were present in and around the class room.

#### **3.8.4. Audio Aids:**

In this type of interventional method the investigator used the audio tape through which the direct sound transmission gives step by step guidance from the teacher to the needs of each slow learner. The portion of VI standard syllabus was taught orally and repeatedly till the students understood the correct sounds of each word.

#### **3.8.5. Peer Tutoring:**

Another instructional method used was peer tutoring. The Students who received the instruction is called tutee and who taught the subject is tutor. The tutors who had teaching skill were selected by the teacher and they were asked to teach the other students. This method is peer dominated and textbook cantered teaching.

### **3.9. COLLECTION OF DATA**

Conventional method of teaching will not be effective in improving the learning of English, particularly the development of linguistic elements of the middle school students. Therefore there is a need to employ a new approach in teaching English through language laboratory. Hence the investigator has made use of the remedial package supplied by the Tamil Nadu Government through SSA at the middle school level. The experimental method is employed in this study. Among the various experimental designs, only the non-randomised pre-test post-test control group design is employed. For this study, the investigator has chosen 80 students studying VI standard. There were 43 students in Panchayat union middle school of Puliadithambam, and 45 students studying in Government higher secondary school of Yeriyur were selected for the study. The students who were present at the time of selection were divided into two groups of 40 students in each school, based on their academic performance. Puliadithambam group was called as the experimental and Yeriyur group was called as the control group. After composition of the experimental

and the control group, a pre-test was conducted to both the groups. Then the remedial method was used for teaching the experimental group and the control group was exposed to the conventional method. The experimentation was adopted for one month. After the experimentation the post-test was adopted to both the groups.

For the experimental group individual instruction method was used. In this method the course content was taught orally and repetition was made in teaching difficult portion as per the requirement of the individual child. Giving individual attention was the main goal of this method of teaching using picture book. In this method the investigator taught the course content for 50-60 minutes showing pictures in-between the oral explanation. Some of the information, which was beyond the student's comprehension, was picturised. Students handled the picture book and closely observed each picture related to the portion. Similarly the students were taught using charts. These charts were displayed on walls. Students could see and observe the charts during the class hours while explaining the portion. In the same way the students were taught the portion with the help of real objects. These objects were used to clarify the difficult concepts along with oral explanations.

Further, students of the experimental group were learnt through peer tutoring. In this method of teaching the role of the teacher was minimum. First the investigator taught the English portion orally to the group. Later two students who had aptitude and skill for teaching were selected. Student leaders were given a clear knowledge of the subject matter before teaching the other students. Some of the questions asked by the students were clarified by the student leader (peer tutor).

Control group students attended the regular class of the school and learnt through class teacher without using any picture book, charts and real objects adopted by the investigator. With a gap of one week after completing the intervention programme post-test was conducted for all the students of experimental and control groups with the help of questionnaire used for the pre-test. The post-test scores of the students ranged between 12 and 35. Further, teacher's opinion,

quality, usability and influence of different instructional strategies used for teaching English was assessed through a developed questionnaire. Teachers of the selected schools who reviewed the picture book, charts and real objects were approached and asked about usefulness of these instructional strategies in learning English.

Later the post-test were conducted to know the impact of different instructional strategies using the questionnaire.

### 3.10. STATISTICAL ANALYSIS

The data of the present study was analysed using the following statistical tests.

(a) Karl Pearson's product moment correlation coefficient analysis was used to measure the relationship between dependent and independent variables, using the formula

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where, r = Simple correlation coefficient

- x = Independent variable
- y = Dependent variable
- $\sum x$  = Sum of x values
- $\sum y$  = Sum of y values
- $\sum x^2$  = Sum of squares of x values
- $\sum y^2$  = Sum of squares of y values
- $\sum xy$  = Sum of xy
- n = Number of pairs of observations

To test the significance of correlation, 't' value was calculated using formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- (b) To know the difference between two groups experimental group and control group students 't' test was applied using the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S^2 \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$S^2 = \frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{(n_1 + n_2) - 2}$$

Where

$\bar{X}_1$  = mean of the first group

$\bar{X}_2$  = mean of the second group

$S_1^2$  = variance of the first group

$S_2^2$  = variance of the second group

$S^2$  = pooled variance

### 3.11 OPERATIONAL DEFINITIONS

Slow learner: Slow learner is a child whose intellectual and achievement scores lie below the average children (Soundaraja Rao and Rajaguru, 1995). In the present study slow learner are those who scored 40 or less percentage of total marks consistently for the previous two final examinations, fell below the 25<sup>th</sup> percentile in the intelligence test, scored less than 20 marks in achievement test and assessed by teachers as slow learner.

### 3.12. NEED FOR THE STUDY

Very often in schools children are not admitted according to their intellectual capacity or aptitude. Regardless of their learning abilities all children are put in the same class and common instruction is provided. Following such procedure of admission there exists number of slow learners in all schools. Conventional method of teaching will not be effective in improving the learning of English, particularly the development of linguistic



elements of the middle school students. Therefore there is a need to employ a new approach in teaching English through language laboratory. Hence the investigator has made use of the remedial package supplied by the Tamil Nadu Government through SSA at the middle school level.

### **3.13 OBJECTIVES OF THE STUDY**

1. To identify the prevalence of slow learners in schools.
2. To know the influence of gender, ordinal position, type and size of the family, parent's education, occupation and income of the family on the rate of learning among slow learners.
3. To study the impact of various instructional methods developed in school education by Sarva Shiksha Abiyan of Tamil Nadu Government.
4. To know the teacher's opinion towards the different interventional strategies.

### **3.14 HYPOTHESIS FOR THE STUDY**

The following hypotheses were framed keeping in view of the objectives of the study.

1. Independent variables (gender, type of family, ordinal position, size of the family, parent's education, parent's occupation and per capita income) would not significantly influence the rate of learning among slow learners.
2. There exists some significant difference between the control group and the experiment group in their post-test performance.
3. There exists some significant difference between the pre-test and post-test mean scores of the control group.
4. There exists some significant difference between the pre-test and post-test mean scores of the experiment group.
5. Teacher's opinion towards the usefulness of different instructional strategies would not significantly improve the rate of learning English.

### **3.15. LIMITATIONS OF THE STUDY**

The following are the limitations of the investigation:

1. The slow learners have been selected only from ten schools which were very interior from the Sivagangai District and located in the rural area.
2. The study was restricted to the VI standard only.
3. The samples were selected only from the Government schools.
4. Owing to the constraint of time, only few components were taken for the investigation from the tool developed by the Government of Tamil Nadu with SSA for the experimental study.
5. The experimental study was conducted only in one school where the language laboratory was regularly used.

# CHAPTER - IV

# RESULTS

## CHAPTER IV

### RESULTS

#### 4.1. IDENTIFICATION AND PREVALENCE OF SLOW LEARNERS

The data regarding identification and prevalence of slow learners according to the type of school, gender, standard wise distribution, background information, influence of gender and type of family, ordinal position, size of the family, parent's education and occupation and per capita income, remedial method adopted as interventional strategy were presented in table 4.1- 4.10 respectively.

Table 4.1. Distribution of slow learners according to type of school

Table 4.2. Gender wise distribution of slow learners

Table 4.3. Standard wise distribution of slow learners

Table 4.4. Background information of the respondents

Table 4.5. Influence of gender and type of family among slow learners

Table 4.6. Influence of ordinal position, size of the family, parent's education, occupation and per capita income among slow learners

Table 4.7. Distribution of slow learners based on the subjects

Table 4.8. Comparison of the post-test scores of the control group and the experimental group

Table 4.9. Comparison of the pre-test and the post-test mean scores of the control group

Table 4.10. Comparison of the pre-test and the post-test mean scores of the experimental group

Table 4.11. Teacher's opinion towards different interventional strategies

**Table 4.1 Distribution of slow learners according to type of school**

Type of school	Strength of students (N)		
	Normal	Slow learner	Total
Government middle school	976 (64.70)	532 (35.30)	1508 (100.00)
Government high school	960 (66.00)	494 (34.00)	1454 (100.00)
Government higher secondary school	908 (69.30)	403 (30.70)	1311 (100.00)

**N=4273**

Figures in the parenthesis indicate percentages, N - Number of students

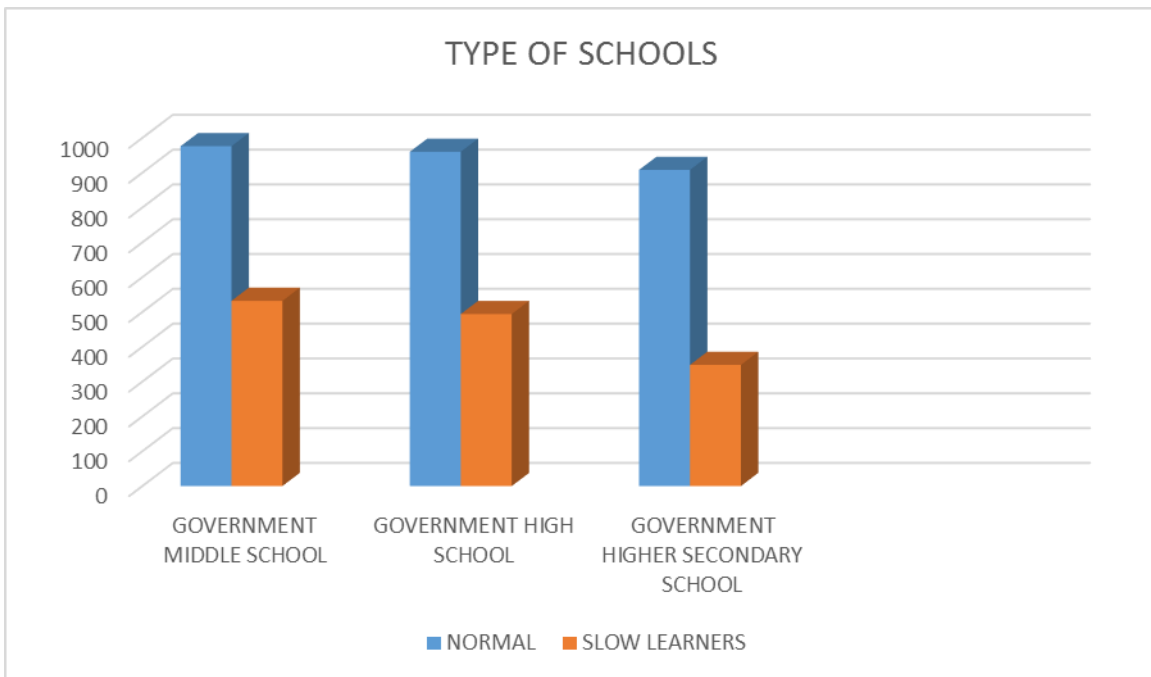


Fig. 1. Distribution of low achievers according to type of school

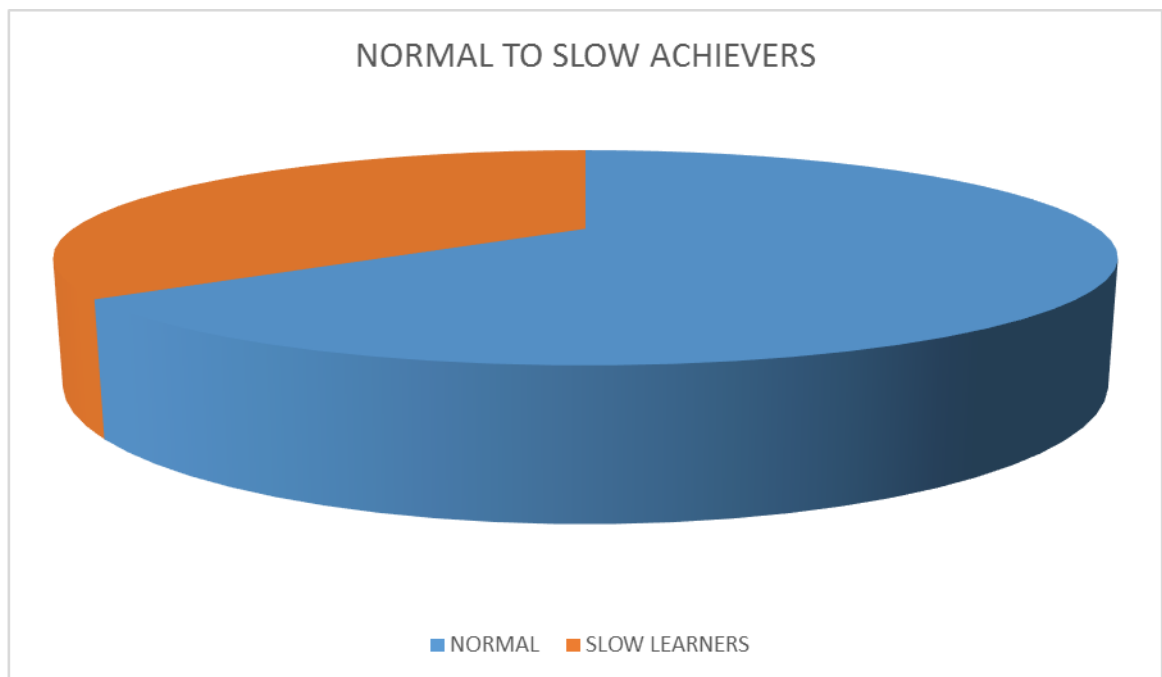


Fig. 2. Distribution of Normal to Slow Achievers

The table 4.1 (Fig.1) shows the distribution of slow learners according to the government middle schools, government high schools and government higher secondary schools. All the three types of schools, the percent of slow learners was higher in

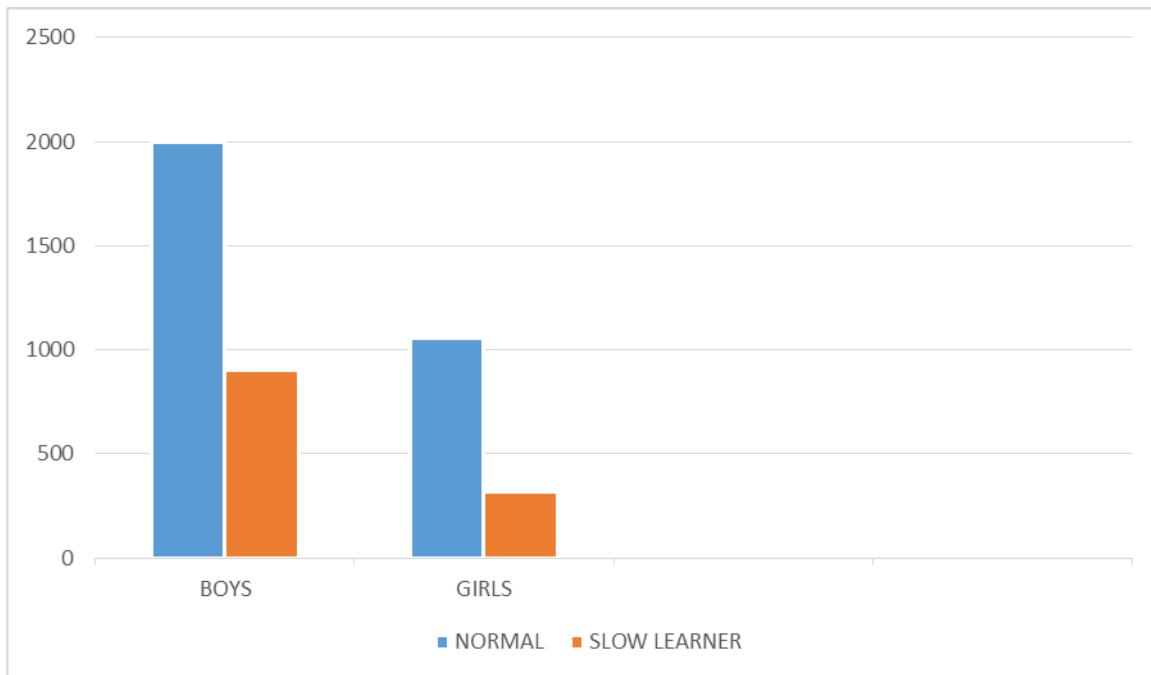
government middle schools (35.3%) than government high schools and government higher secondary schools (34.0%) , (30.7 %) respectively.

**Table 4.2. Gender wise distribution of slow learners**

Gender	Strength of students (N)		
	Normal	Slow learner	Total
Boys	1999 (68.80)	905 (31.20)	2904 (100.00)
Girls	1054 (77.00)	315 (23.00)	1369 (100.00)

**N=4273**

Figures in the parenthesis indicate percentages, N - Number of students



**Gender based distribution**

The table 4.2 (Fig.2) depicts the gender wise distribution of slow learners. More number of students were girls (77.00%) and (68.80%) per cent were boys. However the percentage of low achievers was more in boys (31.20) than girls (23.0).

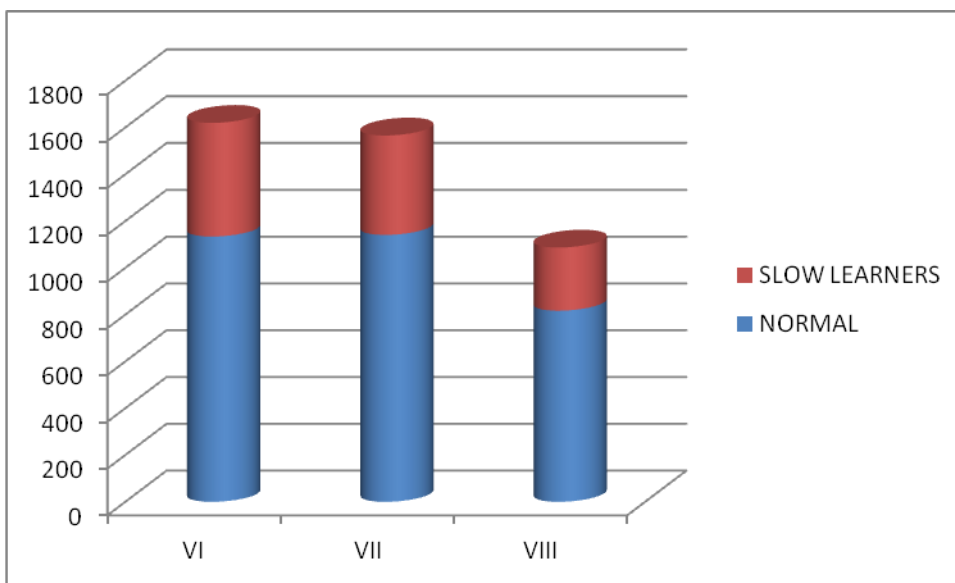
**TABLE 4.3 Standard wise distribution of slow learners**

Standard	Strength of students (N)		
	Normal	Slow learner	Total
VI	1134 (70.00)	486 (30.00)	1620 (100.00)
VII	1141 (72.70)	425 (27.30)	1566 (100.00)
VIII	817 (75.30)	270 (24.70)	1087 (100.00)

Figures in the parenthesis indicate percentages, N - Number of students

Distribution of slow learners studying in VI, VII and VIII standards is shown in table(Fig.3).

Fig.3. Standard wise distribution of low achievers



It is evident from the table that the percent of slow learners in all the classes was only one third (30%), whereas normal student's strength was ranged from 70-75 per cent. Among all the three standards the percent of slow learners was higher in VI standard (30%), followed by VII standard (27.30%) and VIII standard (24.70%) respectively.

## **4.2 BACKGROUND INFORMATION OF THE RESPONDENTS**

Information regarding the background characteristics of the respondents is presented in table-4.4. The sample of the study was government school students from VI standard co-educational government middle schools, government high schools and government higher secondary schools, with their age ranging between 11-13 years.



**Table 4.4 Background information of the respondents**

Particulars	Category	Frequency	Percentage
Gender	Boys	138	55.00
	Girls	112	45.00
Ordinal Position	First born	70	28.00
	Second born	115	46.00
	Third born	65	26.00
Type of family	Nuclear	162	65.00
	Joint	88	35.00
Size of the family	Small (1- 4 members)	82	33.00
	Medium (5-7 members)	150	60.00
	Large (8 and above)	18	07.00
Education of father	Illiterate	12	05.00
	Primary (1-4 years)	40	16.50
	Middle school (5-7 years)	75	30.00
	High school (8-10 years)	80	32.00
	College (PUC and <)	43	16.50
Education of mother	Illiterate	27	11.00
	Primary (1-4 years)	55	22.00
	Middle school (5-7 years)	80	32.00
	High school (8-10 years)	67	27.00
	College (PUC and <)	21	08.00
Occupation of father	No occupation	08	03.20
	Unskilled	77	31.00
	Semiskilled	50	20.40
	Skilled	37	15.00
	Farming / business	62	25.40
	Professionals	16	05.00
Occupation of mother	No occupation	157	64.00
	Unskilled	70	29.00
	Semiskilled	10	05.00
	Skilled	13	02.00
	Farming / business	-	-
	Professionals	-	-

It is seen from the table that, more number of respondents were of boys (55%) and 45 per cent were girls. When categorized according to the ordinal position 46.0 per cent were

second born, 28.0 per cent were first born and 26.0 per cent were last born. Majority of the children were from nuclear family (65%) and only 35 per cent of them were from joint family. With regard to the family size, more than half of the respondents had medium size family (60%), 33 per cent were from small family and least number of respondents were from large size family (7%).

With regard to the parent's education, about 32 per cent of fathers had high school level education (8-10 years), 15.5 per cent of them had primary education (1-4 years), 17.5 per cent had college level education (PUC and above) and only 0.5 per cent of them were illiterate. In case of mothers nearly 32 per cent of them completed middle school education (5-7 years), followed by high school education (27%), primary (22%) and college education (10%).

With regard to occupation relatively a larger proportion of father's (31%) were fell in the category of unskilled occupation followed by farmers / business (25.4%), semiskilled work (20.40%), skilled category (15%) and very few (5%) of them were professionals. In case of mothers' occupational position, majority (63%) of them were housewives, followed by unskilled (28%), semiskilled (4%) and skilled (3%). None of the mothers were in the category of business and professionals. In the present study majority of the students were from poor families. Housing and Urban Development Corporation (1994) demarcates that families with less than Rs 2,460/- per month belong to low-income group. Thus in the present study almost all of them belonged to low per capita income group and only ten percent of them were in the high income group of Rs 4000/-per month (Tables 4.2 – 4.8).

### 4.3 INFLUENCE OF GENDER AND TYPE OF FAMILY AMONG SLOW LEARNERS

**Table 4.5. Influence of gender and type of family among slow learners**

Variable	Category	Mean	S. D	't' value
Gender	Boys	23.18	4.58	1.28 NS
	Girls	21.62	6.98	
Type of family	Nuclear	22.60	5.90	0.45 NS
	Joint	21.80	5.59	

NS - Non significant

An appraisal of the Table-4.3 showed the influence of gender and type of family of slow learners. It is evident from the table that the mean score of boys (23.18) was more compared to the mean scores of girls (21.62). However the difference was found statistically not significant.

Further, results from the same table revealed that the mean score was higher in students belonging to nuclear family (22.60) than joint family (21.80). However, the difference between the mean scores of students belonging to nuclear and joint family was found statistically not significant.

Thus, the hypothesis stating that there would be no significant difference between gender and type of family of slow learners was accepted.

#### 4.4 INFLUENCE OF ORDINAL POSITION, SIZE OF THE FAMILY, PARENT'S EDUCATION, OCCUPATION AND PER CAPITA INCOME AMONG SLOW LEARNERS

**Table 4.6 Influence of ordinal position, size of the family, parent's education and occupation and per capita income among slow learners**

Independent Variables	'r' value
Ordinal Position	0.16 NS
Size of the family	0.09 NS
Parent's Education Father's education Mother's education	0.39* 0.30*
Parent's Occupation Father's occupation Mother's occupation	0.25* 0.22*
Per capita Income	0.24*

\* Significant at 0.05 per cent level, NS - Non-significant

The results presented in table-4.6 revealed the influence of ordinal position, size of the family, parent's education, parent's occupation and per capita income among slow learners.

The positive relationship was observed between father's education ( $r=0.39$ ), mother's education ( $r=0.30$ ), father's occupation ( $r=0.25$ ), mother's occupation ( $r=0.22$ ), per capita income ( $r=0.24$ ) of slow learners. The 'r' value was found significant at 5 per cent level probability.

Further, it was observed that a positive relationship between ordinal position, size of the family among slow learners. However, 'r' value was found non-significant.

So, the hypothesis stating that ordinal position, size of the family would not significantly influence the rate of learning among slow learners was accepted. Only with reference to parent's education, parent's occupation and per capita income rest of the hypothesis was rejected.

#### 4.5 REMEDIAL METHOD ADOPTED AS INTREVENTIONAL STRATEGY

It is essential for every child to acquire minimal level of learning of primary level science. Moreover, science is a compulsory subject in every system of education right from the primary level in India. So, slow learners are equipped with basic science knowledge in the beginning itself in order to enable them to cope up with the subject. Secondary education should help children to develop understanding of science key concepts at each level through appropriate experience. In the case of mathematics, in problem solving slow pupils disclose their greatest arithmetical weaknesses. One reason may lie in the fact that their inadequate imagination does not permit them to translate the conditions of a situation into a concrete and practical problem. In addition to this, it has been noticed that teachers of English face challenges in dealing with slow learners. In today's constructivist era, the learner is the core part of education. The teacher should use constructivist method of teaching English, where the construction of new understanding and readiness to learn plays an important role in fulfilling the objectives of teaching a language.

**Table 4.7 Distribution of slow learners based on the subjects**

subject	Slow learners	percentage
Science	53	21%
Mathematics	62	25%
English	135	54%

**N=250**

It is found from the above table that maximum percentage of slow learners face difficulties in learning English in the class room as well as in their home. Conventional method of teaching will not be effective in improving the learning of English, particularly the development of linguistic elements of the middle school students. Therefore there is a need to employ a new approach in teaching English through language laboratory. Hence the investigator has made use of the remedial package supplied by the Tamil Nadu Government through SSA at the middle school level. The experimental method is employed in this study. Among the various experimental designs, only the non-randomised pre-test post-test control group design is

employed. For this study, the investigator has chosen 80 students studying VI standard in Panchayat union middle school in Puliadithambam and Government higher secondary school in Yeriur. The students were divided into two groups of 40 students in each school, based on their academic performance. Puliadithambam group was called as the experimental and Yeriur group was called as the control group. After composition of the experimental and the control group, a per-test was conducted to both the groups. Then the remedial method was used for teaching the experimental group and the control group was exposed to the conventional method. The experimentation was adopted for one month. After the experimentation the post-test was adopted to both the groups.

**Table 4.8 Comparison of the post-test scores of the control group and the experimental group**

Group	N	M	SD	t
Control	40	23.20	3.08	22.25
Experimental	40	39.63	3.57	

Significant at 0.01 level.

Both the groups differ in their post-test performance as revealed by the 't' value computed. It indicates a true difference between the groups and observed that the experimental group excels the control group in its performance. The better performance of the experimental group in its post-test reveals the superiority of the remedial method in learning English through language laboratory at the middle school level.

**Table 4.9 Comparison of the pre-test and the post-test mean scores of the control group**

Test	N	M	SD	t
Pre-test	40	19.33	2.5	6.28
Post-test	40	23.25	3.05	

Significant at 0.01 level.

There exists significance difference between the pre-test and the post-test mean scores of the control group as evidenced by the computation of 't' = 6.28, is significant at 0.01 level. When compared with the pre-test mean score, the control group performed better in its post-test.

**Table 4.10 Comparison of the pre-test and the post-test mean scores of the experimental group**

Test	N	M	SD	t
Pre-test	40	19.15	2.3	30.5
Post-test	40	39.56	3.45	

Significant at 0.01 level.

1. There exists significance difference between the pre-test and the post-test mean scores of the experimental group as revealed by the 't' value (30.5) which is Significant at 0.01 level.

2. The better performance of the experimental group in the post-test is observed when compared with its pre-test performance. This explains the effectiveness of the remedial method in teaching English through language laboratory at the middle school level.

#### 4.6 TEACHER'S OPINION TOWARDS DIFFERENT INTERVENTIONAL STRATEGIES

**Table 4.11 Teachers opinion towards different interventional strategies**

Interventional Strategies	Teacher's opinion			Total score	Ranking	$\chi^2$
	Poor	Satisfactory	Good			
Individual Instruction	8 (50.00)	5 (31.25)	3 (18.75)	327	IV	13.48**
Picture Book	1 (6.25)	5 (31.25)	10 (62.50)	424	I	
Chart	3 (18.75)	7 (43.75)	6 (37.50)	345	III	
Real objects	1 (6.25)	8 (50.00)	7 (43.75)	355	II	
Peer Tutoring	9 (56.25)	5 (31.25)	2 (12.50)	303	V	

Figures in the parenthesis indicate percentages

**N=16**

Table 4.11 revealed the opinion of teachers towards usefulness of different interventional strategies. It is clear from the table that almost all teachers favoured using different interventional strategies in teaching english to the students viz picture book with a total score of 424 followed by real objects (355), charts (345), individual instruction (327) and peer tutoring (303). Among these methods picture book was found to be the most effective instruction as compared to charts and real objects and peer tutoring was least effective method of instruction.

Further, from the same table it is observed that majority of the teachers opined picture book stands first in ranking as a good instructional strategy followed by real objects (II), charts (III), individual instruction (IV) and peer tutoring (V) respectively. Thus, the hypothesis set for the study that teacher's opinion towards the usefulness of different instructional strategies would not significantly improve the rate of learning English was rejected.



# CHAPTER - V

# DISCUSSION

## **CHAPTER 5**

### **DISCUSSION**

It is a well-known fact that all students in a class do not learn at the same pace. Some children learn in a fast manner and complete their academic tasks easily; on the other hand children who have limited intellectual endowment by nature are termed as slow learners. The slow learning child is not considered mentally retarded because he/she is capable of achieving a moderate degree of academic success at a slower rate than the average child.

The students showing poor performance should be identified and necessary remedial measures have to be taken for improvement in their performance. Moreover, science is a compulsory subject in every system of education right from the primary level in India. So, slow learners are equipped with basic science knowledge in the beginning itself in order to enable them to cope up with the subject. Secondary education should help children to develop understanding of science key concepts at each level through appropriate experience. It is essential for every child to acquire minimal level of learning of primary level science.

In the case of mathematics, in problem solving slow pupils disclose their greatest arithmetical weaknesses. One reason may lie in the fact that their inadequate imagination does not permit them to translate the conditions of a situation into a concrete and practical problem. A further reason may lie in their limited powers of analysis. They add together all the numbers in a problem without reference to the terms that are involved. The use of special devices, short cuts, etc, is of doubtful value in teaching slow pupils, since these very devices themselves may not be understood. As a result, the slow learners need some special teaching methods to overcome their problem.

In addition to this, it has been noticed that teachers of English face challenges in dealing with slow learners. In today's constructivist era, the learner is the core part of education. The teacher should use constructivist method of teaching English, where the construction of new understanding and readiness to learn plays an important role in fulfilling the objectives of teaching a language.

From the present study the investigator came to know that the English communicative skill development training to primary school teachers had been given for the first time in Tamil Nadu

in collaboration with UNICEF and British Council to enable the primary school children to speak and write English with confidence. All teachers working in 37,500 primary schools were trained by the 900 master trainers in batches in two phases without any transition loss, during June 2009 to 2010.

Present day classrooms are well equipped with various support materials for teaching-learning process. Technological innovations are also having influence on classroom. This study focuses on the effectiveness of a remedial method in teaching English among slow learners. In the present study, the investigator had attempted to make use of Language Laboratory and found out the impact of middle school students.

Hence, an alternative strategy for improving English learning among slow learners seems to be most appropriate and the present study confirmed its effectiveness in improving the rate of learning English among slow learners. The salient results of the study are discussed under the following headings:

### **5.1. PREVALENCE OF LOW ACHIEVERS**

Over the years many different terms have been used to describe children with slow learners such as backward, disturbed, under achievers, low achievers and so on. Bharati Devi (1982) states that, low achievers are those students who scored on an average less than 40 per cent marks consecutives over two years in their previous examinations. They are limited in their capabilities, which impede their school progress. In the present study the percentage of low achievers was higher in Government middle schools followed by Government high schools and Government higher secondary schools (Table 4.1). This may be because children from lower socio economic status attend Government middle schools and home environment of these children was also not congenial for their scholastic achievement. Similarly, Sangawan and Rana (2000) found that prevalence rate of low achievers was 28.85 per cent from Government school and 25 per cent from private schools in the age range of 8 to 12 years children.

In all three types of schools higher percent of low achievers were from the sixth standard compared to seventh and eighth standards. However, the difference in the percentage of low achievers between the classes is not sharp. Similar results were obtained by Bharghava *et. al.*, (1998) which revealed that, the overall prevalence of low achievers

among urban children was 36 percent from 30 schools. Further, Reddy and Ramar (2003) observed that in rural children of age group 5 to 8 years were slow to catch up in their academic achievement. They also revealed that the prevalence of low achievers was 30 - 35 percent based on teacher's reports and 27.2 percent based on parent's reports.

## **5.2. INFLUENCE OF FAMILIAL FACTORS AMONG SLOW LEARNERS**

The results of the present study (Table-4.6) showed that, education of parents (father and mother) was positively and significantly related with the achievement of slow learners. This may be due to educated parents always encouraging the child's achievement, educational experiences and tuition facilities, which support and guide in the education of their children. Studies carried out by various scholars (Singhal, 1983; Sarma, 1984; Bhatnagar and Sharma, 1992; Poonam and Balda, 2001) to know the effect of education of parents on the academic achievement of children revealed that, achievement of children is directly related with the educational level of parents. Similarly, Samanth and Pandey (2001) proved that students of highly educated parents had high achievement motivation towards their children and provided conducive home environment than those students whose parents were less educated.

Similarly, parent's occupation was positively and significantly related to learning among slow learners. This may be because higher occupation level of the parents provided better economic condition, which resulted in material support and other facilities for the intellectual development of their children. **Gill and Sidhu (1988), Cherian and Cherian (1995), Budhev (1999)** revealed that occupation and cognitive development of the children are interrelated. Similarly, **Wango and Khan (1991)** observed the influence of parental involvement and socio economic status on academic achievement of children and found that, parent's occupational status was positively related to the academic achievement of children. Further, as the income of the family increased the performance of slow learners also increased. This may be because parents are able to afford better educational materials, books and other facilities, which support the education of children. Thus, children's mind is slowly conditioned and trained to increase their learning rate over the periods. Supporting to this

result, many of the studies (**Chadha et. al, 1988; Khan and Jernberu, 2002; Saritadevi 2003**) revealed a positive relationship between academic achievement and per-capita income of parents.

The results of the Table-4.3 showed that rate of learning were slightly higher in boys than that of the girls. The difference in performance between two genders could be due to the difference in treatment by the parents. Particularly in Indian situation that too in rural background parents have low aspirations for girls education compared to boys. However, this difference was not significant. This may be because of disproportionate sample size of boys (55%) as compared to girls (45%). Several studies (**Thomas and Marrison 1999; Jones et. al., 2000; Rathore, 2000**) revealed that boys performed better than girls in learning ability.

**Ghetiya (2000)** conducted a study on “effectiveness of sex and method of teaching on academic achievement of children”. The results revealed that sex does not have any effect on academic achievement of children. **Nair (2001)** reported that female and male students perceived similar classroom environment. However, **Telli et. al., (2002)** found that, there was a significant difference in the perception of biology learning environment among the gender.

Further, the results of the same table revealed that, mean score of learning among slow learners of nuclear family was higher than that of joint family. However, the difference was not statistically significant. This may be because of disproportionate sample size. In the present study it was found that majority of the students were from nuclear family (79%) and only 21 percent belonged to joint family. As the size of the family was small, parents give more attention to their children to perform better in academic achievement. Shanmukappa

(1978) in his study on influence of type of family and socio economic status on academic achievement of children found that, there was no significant relation between type of family and academic achievement of children.

The findings of the present study (Table-4.6) revealed that ordinal position and size of the family has no significant influence on the rate of learning among slow learners. Generally first born received more attention and care than the later born, as parents can devote more time and involve better in the overall development of first child. However, later born many times receive help and guidance from their elder siblings. Moreover, in the present study though there was no much variation in the ordinal position of children, majority of the children were first and second born (74.5%). Similar inferences were drawn from the studies carried out by **Narayani 1993**) and Miner (1998), who revealed that child's ordinal position had positive influence on academic achievement of children.

Further, the results also revealed that size of the family had no significant influence on the rate of learning among slow learners. May be because of the reason that majority of the children were belonged to medium size (60%) and small size family (33%). **Sundar Raj and Krishnan (1980) and Cherian (1990)** conducted a study to determine the relationship between academic achievement and family size, and found a positive but non-significant relationship between family size and academic achievement of children.

### **5.3. INTERVENTIONAL STRATEGIES IN LEARNING ENGLISH**

Instruction is a process and series of events that leads to some learning outcome. An interventional strategy tells a teacher what materials to use, what learning activities students should be engaged in and what sequence these activities should take place. Instructional strategies determine the approach that a teacher may take to achieve learning objectives. Instructional methods used by teachers create learning environment and specify the nature of the activity in which the teacher and learner will be involved during the lesson.

The effect of different instructional strategies used in teaching English for slow learners revealed that all the instructional strategies used were found effective in teaching English for slow learners in the classroom (Table-4.7, 4.8 & 4.9 ). As expected instructional strategies have provided opportunities for effective learning and the use of picture book, real objects and charts make students alert, active and increase interest to learn, which in turn improves the speed of learning. Several previous studies (**Rawat, 1977; Sindelar, 1991; Reddy and Ramar, 1995; Pandey et. al., 2000 ; Mohan Sundaram and Dharmasekhar 2001; Philip and Marcia, 2002**) have also revealed that intervention

through different stimulating and enriching instructional methods were more effective in learning English than traditional method of teaching middle school children.

The instruction through real objects as audio aids was found to be an excellent strategy compared to other ones, may be because that using aids along with verbal instruction help children to make all the sensory organs involved and enhances the power of understanding the concepts and ability for self activity as almost all the sensory organs are involved in the learning process. Similarly **Mehra et. al., 2002 and Ponnusamy and Natarajan 2002** came out with the findings that teaching through models was more effective in learning science than traditional method of teaching. They also found that low intelligence students benefited more than the high intelligence students.

Montessori, Maslow and many other educationists mentioned that children could perceive things better through handling models and objects. The attention can be directed methodically in to an activity through various sensory stimuli, as children have very strong desire to touch everything that they see. **Laura (2002)** conducted a study on usefulness of teaching methods and academic achievement of children in English and revealed that audio aids and language laboratory were as effective, which helped in the proper use of sensory organs.

According to teacher's teaching through models and charts ranked II and III (Table-4.10) respectively. Teachers expressed that through language lab different concepts like vocabulary, pronunciation, stress and other components of speech are clearly understood. Most people in the field of education conceive of language laboratories as means for the development of spoken skill of language only. Very few realize that they could be as much useful for the development of written skills also and more in particular the reading skills. Further, the general belief is that the language laboratories consist of only tape recorders, CD players, Computers etc, and at the most, a monitoring mechanism for the facilitator which is connected to the individual learner equipment.

A chart is a pictorial way of representing relationship between several ideas / things. The main purpose of showing a chart is to show the concept in a concise and attractive form, so that it has a visual impact and helps in retaining it in memory. Further, using charts while

learning was also found an effective strategy to improve the rate of learning. The repeated observation of the informative pictures from charts helped in imprinting the subject matter for a long time in the student's mind. **Arnold et. al., (1994)** found that picturisation of the subject matter provided an excellent content for learning. He further mentioned that chart clarifies the meaning of the spoken words as these activities involved more than one senses.

Auliffe and Dembo (1994) also observed that the charts created interest among children and increased concentration and curiosity, which enabled them to grasp the subject matter and provided the feedback. Similar observations are made by Deloache and **Demendoza (1987)** and **Small et. al., (1993)**, who proved the importance of charts in the teaching learning situation. In the present study (Table-4.10) teachers also expressed that charts which contain a series of ideas with enlarged pictures should create interest and curiosity among children to grasp the subject matter. Some teachers felt that though it is easy to prepare and display, students interest remain for a short period which create monotony as children would like to see new things.

Similarly, pictures having different colours helped to imprint the subject matter in the mind of the students. Usually children enjoy pictures and moreover visual aids are better than verbal explanation. Teaching by using picture book was found an effective method. The lessons were illustrated with different pictures, photographs and designs in the picture book helped the slow learners to become alert and provided excellent source of information in learning. Of the five senses eye is the most efficient avenue of learning. Though in most of the cases good learning would be impossible without words but they alone are not enough for quick grasping. Thus the present finding support the axiom "one picture worth a thousand words" and "seeing is believing". Similar finding were found by Chintamanikar (1992) and Alam and Rath (1998), that the picturization of the subject matter developed interest among the children and enabled them to grasp the subject matter easily and helped to take active role in learning process.

Further, many other studies (**Cornell et. al., 1992; Arnold et. al., 1994 and Epstein, 1994**) reported that using pictures while teaching facilitated children's recall of information and helped to extend the understanding of concepts clearly.



As teachers expressed that, picture book was the best method of instruction in teaching as compared to other methods. The attractive colours in the pictures sustain the interest of students. Assignments given in the picture book helped students to revise what has been already learnt in that particular chapter. Some teachers suggested that textbook related to the prescribed syllabus should be fully picturized with attractive colours for better understanding. The diagrammatic representation gives a clear idea, which can be easily comprehended by the children.

Individualized instruction was another important strategy found to be effective in improving learning process. The method of teaching followed was according to the needs of the individual learner. In individualized instruction one can draw and sustain their attention relatively little longer time and promote concentration as the teacher concentrates on the individual. In individualized instruction different ways and modes of instructions (materials, games, puzzles and audio visual aids) can be used for the development of difficult concepts and the teacher keep pace with the speed of learning of the individual child. Some children learn quickly and easily, but for those whom it is difficult, no timetable should be set. Children should always be given the time they need to explore to understand and remember. Such positive findings were also observed by **Lidho and Khan (1990)** found that individual counselling helped underachievers to improve their scholastic achievement.

The results are in conformity with the findings of **Slavin et. al (1984), Rajan (1996) and Lokanadha et. al. (1997)**, who revealed that individualization deals with individuality and all the students were supposed to learn the same content in the same sequence presented in the same way but at their own speed of learning. Further, teacher's expressed that the individual instruction though is a good strategy cannot be easily practiced, as this requires 1:1 proportion to provide personal attention and guidance according to the needs of the child. As suggested by the teacher's, if the ratio of teachers to student's ratio is 1:20 to 1:30 maximum somehow the individual attention can be given. The intake of students in each school should be less or there should be provision for more number of divisions in each class.

Further, the findings also revealed that peer-tutoring method in teaching was found to be a good method. In peer tutoring, the tutor briefed by explaining what the learner should learn and provided the necessary information and the learner is generally learnt in a relaxed condition. Thus, the relaxed and stress free atmosphere helped slow learners to concentrate in learning. Several studies (**Dale, 1979 and Dill et. al, 2000**) supported this fact that, peer tutoring or cross age tutoring is effective environment for learning. Similar findings were found by **Fantuzzo et. al., (1995) and Maheady et. al., (1998)** reported that peer tutoring was an effective method of learning. Peer group of their own age has powerful influence and that stimulated children to learn many things from them.

Further, a higher percentage of teachers said that it is difficult to select the peers who have good teaching and leadership capacity and moreover the peer tutoring is not possible when children are young. They also expressed that peer tutor needs maturity of mind and knowledge. Here, the teacher's supervision plays an important role, because teacher cannot completely rely on peer tutor. Sometime wrong concepts may be passed by the peer tutor.

According to Gerber and Kauffman (1981) peer tutoring instruction is directed at providing remedial and compensatory education to low income and minority students. Recently it is proposed as a means of providing time and cost efficient individualized instruction for slow learning children. Investigation of class wide peer tutoring programme has demonstrated that the principles of effective instruction are critical variables in student's achievement (**Delquadri et. al., 1986**). This result is also supported by Larsen and Ehly (1980), **Peterson and Janicki (1999)**, reported that in peer tutoring repetition of the skill within each task, attainment of task mastery before proceeding to the next task, error correction procedures, positive reinforcement and feedback are easily possible. It helped children of similar age who had certain common experience, interests and way of understanding.

#### **5.4 RETENTION CAPACITY OF SLOW LEARNERS WITH TIME GAP**

The ability to recall is a great asset in learning although remembering cannot be equated with learning. The knowledge gained just after the exposure to the new method is no doubt important, but what is more important is the amount of knowledge retained with lapse

of time after the exposure. The retention can be attributed to the variation in the number of senses being stimulated by the use of audio aids in learning English. This must have enhanced retention power, which may be attributed to the quality of stimulation boosted by the effective use of instructional strategies. The personal experience and practical knowledge received while learning might have helped to retain the subject for a longer period.

The above discussion amply makes it clear that language laboratories are supplementary tools to language education that could positively contribute to effective development of language learning. Good integration of audio tapes, CD's with the printed version of the learning material has to be made sure of, together need to be considered as part and parcel of language laboratories. The directions of the facilitators should be precise, specific and periodic in-service training should be given to improve the performance of the slow learners.

# CHAPTER- VI

## SUMMARY AND CONCLUSION

## CHAPTER 6

### SUMMARY AND CONCLUSION

A Study on “socio economic and educational study of slow learners with reference to secondary school education in Sivagangai district” was carried out during 2011-2013 with the following objectives.

The objectives of the study were to identify the prevalence of slow learners in schools, to know the influence of gender, ordinal position, type and size of the family, parent’s education, occupation and income of the family on the rate of learning among slow learners, to study the impact of various instructional methods developed in school education by **Sarva Shiksha Abiyan** of Tamil Nadu Government and to know the teacher’s opinion towards the different interventional strategies.

The identification and the prevalence study for slow learners was carried out for students studying in VI, VII and VIII standards selected from five from Government middle schools, two from Government high schools and three from Government higher secondary schools of Tamil medium. They were situated in the rural area and interior from the Sivagangai District. The slow learners from these schools were identified based on teacher’s assessment and academic achievement who scored below 40 per cent marks in the previous year examination. Further, slow learners from these schools were identified by screening methods.

The population for the study comprised of sixth standard children studying in co- educational Tamil medium middle, high and higher secondary schools situated in Sivagangai District of Tamil Nadu State. A preliminary survey was carried out to collect information regarding the total number of schools in Sivagangai District. The survey revealed that there were 53 middle schools, 47 high schools and 49 higher secondary schools in Sivagangai District. The total population of sixth standard students studying in all the government schools from both Tamil and English medium were 4273 during the academic year 2011-12. It was decided to take schools situated in the rural area and interior from the Sivagangai District. There were five Government middle schools, two high schools and three higher secondary schools within that region.

However, the headmasters of ten schools gave permission to carry out the research work after getting the permission from the Chief Education Officer. Further, 148 students from government middle schools, 152 students from high schools and 167 students from higher secondary schools were selected for the study. Among these students slow learners were identified by using the following four screening methods.

1. Academic achievement
2. Teacher's assessment
3. Intelligence test
4. Achievement test

Finally 250 students who fulfilled all the criteria's of slow learners were selected for the study. The research was carried out in two phases. In phase-I, the student's level of achievement from government middle schools, government high schools and government higher secondary schools has been assessed through descriptive survey method. The total sample for the present study consisted of 250 students of various villages from Sivagangai District by using stratified random sampling technique.

After the assessment, the teachers' record showed that the slow learners were more in English when compared with their performance in other subjects like science and mathematics. English is taught as a second language in India where the teachers as well as learners face difficulties in learning at all levels. Since the researcher selected the schools in the rural area and very much interior from the Sivagangai District, most of the English teachers teach English through translational method and also it resembles a mono act. During the regular visit the researcher found that out of the ten schools selected for the study, two schools were provided all the necessary language laboratory materials with the help of the Tamil Nadu Government. With the help of the teachers who work in that schools make the students to train in the better way. The researcher had some interaction with those teachers and found out that English is the language that can uplift everyone not only within our own country but also the world

and English language could make everyone universal learners. Hence this made the researcher to take up the second phase of the research study as the remedial programme for the slow learners.

In phase-II, remedial program is experimented to the identified slow learners based on the assessment of the teachers. The experimental method is employed in this study. Among the various experimental designs, only the non-randomized pre-test post-test control group design is employed. For this study, the investigator has chosen Panchayat union middle school in Puliadithambam and Government higher secondary school in Yeriyur. 43 students were studying VI standard in Panchayat union middle school in Puliadithambam and 42 were in Government higher secondary school in Yeriyur. The students who were present at the time of the research work were 80. Hence they were divided into two groups of 40 students in each school, based on their academic performance. Puliadithambam group was called as the experimental and Yeriyur group was called as the control group. After composition of the experimental and the control group, a pre-test was conducted to both the groups. Then the remedial method was used for teaching the experimental group and the control group was exposed to the conventional method. The experimentation was adopted for one month. After the experimentation the post-test was adopted to both the groups.

Further, a developed questionnaire was used as a tool to assess the teacher's opinion towards usefulness of different instructional methods. The scores secured by these groups in the different tests formed the vital data for the analysis. The statistical analyses applied to analyze the data were "t" test, correlation coefficient and chi-square tests.

Major findings of the study are followed:

1. The slow learners were higher in government middle schools compared to government high schools and government higher secondary schools.
2. The slow learners were higher was higher in VI standard compared to VII and VIII standard students.
3. The slow learners of boys were more compared to slow learners of girls.

4. There was no significant difference between the control and experimental groups in science learning before the intervention programme.
5. Boys performed better than girls in science. However, the difference was statistically non-significant.
6. Ordinal position and size of the family had positive relation but did not influence the rate of learning among slow learners.
7. Parent's educational and occupational levels positively and significantly influenced the rate of learning science among slow learners.
8. Per capita income of the family had positive and significant influence on the rate of learning science among slow learners.
9. Statistically significant difference was observed between the students in English learning taught through individualized instruction and real objects, individualized instruction and chart, picture book and peer tutoring.
10. Majority of the teachers had favourable opinion about using different instructional strategies as interventional method in remedial teaching. According to teacher's opinion, picture book was first best method followed by models, charts, individual instruction and peer tutoring.

## **6.1. EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS**

This study will be aimed to provide curriculum modification based on research with slow learners that individualised educational courses, conducting frequent assessments and making parent involvement a strong part of the system. Hence, there is a strong likelihood which makes the slow learners to perform academic excellence in the long run. Very often in schools children are not admitted according to their intellectual capacity or aptitude. Regardless of their learning abilities all children are put in the same class and common instruction is provided. Following such procedure of admission there exists number of slow learners in all schools. As observed by the



investigator in most of the schools the learning environment is rarely designed for the below average children. The problem is that it is difficult to identify the slow learners in the beginning. Such slow learners are about 20 percent of the student population. This calls for early identification of their learning difficulties and proper instructional provisions for them. Both parents and teachers expect children to be active, alert and achieve well in academic activities. If children are not up to the expectations, they think that children are not interested and not concentrating in studies, without realizing the actual capacities and abilities of slow learners. So, teacher, parents and guardians have to identify and accept children as slow learners for their own good otherwise these children as well as parents of these children would face serious problems and become dropouts.

It is a well-known fact that all students in a class do not learn at the same rate of speed. But, each child is unique in its abilities, interests and potentialities, which demands individualized attention and instruction to come up to their maximum level. The development of brain and nervous system is relatively high during early years of life; the knowledge children gain during early formative period lays the foundation for the lifelong learning. During early years the instructional strategies used must encourage brain storming, listening, gathering information, observing, experimenting, thinking, analyzing, interacting, manipulating, understanding, modifying and adapting. Moreover, right from the beginning when formal education starts much emphasis has to be given for difficult subjects like mathematics and science. Even the students who are good at other subjects have to compulsorily study the English subject irrespective of their interest or talent till Tenth standard. So, they are to be equipped with sufficient basic English knowledge in the beginning itself in order to enable them to cope with the subject. Hence, innovative teaching methods are needed to maximize and promote interest in language learning. The language teaching should be supplemented with audiovisual aids along with oral instructions to make the subject easy to the students. This sort of enriched programme provides variety and enhances interest to sustain student's attention.

Research results proved that all the instructional strategies used were considerably effective in improving the learning among slow learners. So, it is necessary to make use of available audiovisual aids like real objects, picture books and charts in classrooms. Educational department in the state government should make efforts to provide the essential teaching aids / kits for each class or school. Somehow the teachers should create rich learning environment and encourage slow learners active participation in the process of teaching learning programme. Appointing effective and well-trained teachers is one of the most important duties of the concerned. Teacher's interest, ability of teaching and area of specialization should be considered while selecting teachers. No doubt a skilful teacher with right aptitude for teaching can contribute more in the field of education. Added to it the teacher should know the developmental characteristics and individual differences of children. Also, training colleges should organize in service programmes for teachers interested in understanding remedial work in both middle and secondary schools.

## **6.2. CONCLUSION**

In the words of the Kothari Education commission Report (1996) quoted that the destiny of our nation is shaped within the four walls of the class room. Developing country like India mostly depends on the younger generation for entering into the developed country. Therefore the younger generation should be free from mental, physical, psychological and sociological barriers. They are in need for good health, better education, proper guidance and personal attention.

In this competitive world where higher achievement in education are expected, it has been found that the slow learners are unable to take advantage of the opportunities that come in their way of life. If nothing is done at school by the teachers, they will remain as they are. So, it is the moral and social responsibility of every teacher to develop suitable materials and also spend some more time with them by giving personal attention and concentrating for their educational improvement, surely these children will compete with normal children. The present study has investigated the impact of language laboratory on slow learners with reference to

English at middle school level. It was found that language laboratory has enhanced the level of learning among slow learners and hence more research study in this area to be undertaken to improve the learning of slow learners at various level in English.

In Indian situation, the strength of students in each section is very high. The education department should think in this line and should increase the number of teachers in the schools. Though computers play a big role not only in learning but education as such. Information Technology is changing day by day and now E-learning is the name given to computer enhanced learning. For every individual, e-learning solutions are there to help them out with improved efficiency and result oriented tasks in particular environment. Hence the Government should recommend the combination of two learning as Blended learning for the betterment of any individual.

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**APPENDIX - I**  
**GENERAL INFORMATION**

Name of the school:

Name of the respondent:

Gender:

M / F Age :

Class:

Ordinal position:

Type of family: Nuclear / Joint

**Family composition:**

SI. No.	Name of the family members	Relation with the respondent	Age	Gender	Education	Occupation	Income (Rs)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Any other source of income other than salary. If yes, Income per month Rs. -----

## Appendix-II

Name of the student:

School Name:

I. Complete the following sentences using meaningful compliments:  
( tired ,asleep, dim, critical, a sportsman)

1. In the evening the light became-----.
2. After a long walk we grew -----.
3. My elder brother is -----.
4. The condition of the patient is -----.
5. All the passengers in the berths were -----.

II. Fill in the blanks with adjuncts:

(beautifully, fluently, sweetly, hurriedly, slowly)

1. He eats -----.
2. Gokul speaks English -----.
3. Peacocks dance -----.
4. Suresh opened the door -----.
5. Priya sings -----.

III. Match the following:

- |                            |   |               |
|----------------------------|---|---------------|
| 1. What a wonderful idea!  | - | Imperative    |
| 2. Do you know the answer? | - | Assertive     |
| 3. The players came home   | - | Exclamatory   |
| 4. Bring me your notebook  | - | Interrogative |

IV. Choose the correct Synonyms:

1. I can perform the poikkal kuthirai dance.  
a. Do b. confirm c. conform
2. She lost her ability to hear and see.  
a. Laziness b. action c. skill
3. The rivers quench our thirst.  
a. Trench b. control c. satisfy
4. She and her friends chatted and played all the way back.  
a. Spoke b. laughed c. cried



5. The pale moon would fade away.
  - a. Appear b. disappear c. seen
6. The day she arrived, Helen's life began to change.
  - a. Departed b. reached c. came

### APPENDIX III

Schedule to collect opinion of teachers towards the usefulness of different instructional strategies

Teacher's opinion	Usefulness of instructional strategies															
	Individual Instruction			Package			Chart			Model			Peer Tutorin			Total
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Motivated students interest and																
Helped to become alert																
Stimulated curiosity and																
Increased speed of learning																
Facilitated interest in learning																
Encouraged greater																
Enabled to grasp quickly																
Enrich the teaching learning																
Improved attendance in school work and																
Use fullness of different instructional																
<b>Total</b>																

**APPENDIX III**

<b>S.No</b>	<b>School Name with Village Name</b>	<b>School Management Category</b>	<b>School type B/G/C.</b>	<b>Location U/R</b>	
1	PUMS BHARATHI VELANGULAM	Panchayat	Co-ed	Rural	
2	PUMS KALLANGUDI	Panchayat	Co-ed	Rural	
3	PUMS MUPPAIYUR	Panchayat	Co-ed	Rural	
4	PUMS. PIDARANENTHAL	Panchayat	Co-ed	Rural	
5	PUMS KAIKUDI	Panchayat	Co-ed	Rural	
6	PUMS, ANTHAKUDI	Panchayat	Co-ed	Rural	
7	PUMS, KAVATHUKUDI	Panchayat	Co-ed	Rural	
8	PUMS, URUVATTI	Panchayat	Co-ed	Rural	
9	PUMS, SIRUVANALLUR	Panchayat	Co-ed	Rural	
10	PUMS,MANGALAM	Panchayat	Co-ed	Rural	
11	PUMS,DEVANDADAVU	Panchayat	Co-ed	Rural	
12	P.U.M.SCHOOL,KALATHUR	Panchayat	Co-ed	Rural	
13	PUMS,KODIKULAM	Panchayat	Co-ed	Rural	
14	P.U.M.S, SADAYAMANGALAM	Panchayat	Co-ed	Rural	
15	PUMS,THIRUPPAKOTTAI	Panchayat	Co-ed	Rural	
16	PUMS,SITHANUR	Panchayat	Co-ed	Rural	
17	PUMS,T.SIRUVANUR	Panchayat	Co-ed	Rural	
18	P.U.M.SCHOOL, THIRUVELANGUDI	Panchayat	Co-ed	Rural	
19	P.U.MID.SCHOOL,JEYANKONDAN	Panchayat	Co-ed	Rural	
20	P.U.MID.SCHOOL,N.PALAIUR	Panchayat	Co-ed	Rural	
21	P.U.MID.SCHOOL,AIYINIPATTI	Panchayat	Co-ed	Rural	
22	P.U.MID.SCHOOL,SEVVOOR	Panchayat	Co-ed	Rural	
23	P.U.M.SCHOOL,MITHILAI PATTI	Panchayat	Co-ed	Rural	
24	P.U.MID.SCHOOL,KANAKKANPATTI	Panchayat	Co-ed	Rural	
25	P.U.MID.SCHOOL,V.MALAMPATTI	Panchayat	Co-ed	Rural	
26	P.U.MID.SCHOOL,KONNATHANPATTI	Panchayat	Co-ed	Rural	
27	P.U.MID.SCHOOL,THUVAR	Panchayat	Co-ed	Rural	
28	P.U.M.SCHOOL,CHEVINIPATTI	Panchayat	Co-ed	Rural	
29	P.U.M.SCHOOL,MARKKANDEYANPAT	Panchayat	Co-ed	Rural	
30	P.U.MID.SCHOOL, N.VADUGAPATTY	Panchayat	Co-ed	Urban	
31	P.U.MID.SCHOOL,PALAVANGUDI	Panchayat	Co-ed	Rural	
32	P.U.M.SCHOOL,KALLIPATTU	Panchayat	Co-ed	Rural	
33	P.U.MID.SCHOOL,KALIPULI	Panchayat	Co-ed	Rural	
34	PUMS.KURUNTHAMPATTU	Panchayat	Co-ed	Rural	
35	P.U.MID.SCHOOL PADATHANPATTY	Panchayat	Co-ed	Rural	
36	P.U.MID.SCHOOL,N.VAIRAVANPATTI	Panchayat	Co-ed	Rural	
37	P.U.MID.SCHOOL,SEVARAKOTTAI	Panchayat	Co-ed	Rural	

38	P.U.MID.SCHOOL,S.R.PATTINAM	Panchayat	Co-ed	Rural		
39	P.U.MID.SCHOOL,K.VALAIYAPATTI	Panchayat	Co-ed	Rural		
40	PUMS, VENGAIPATTI	Panchayat	Co-ed	Rural		
41	P.U.MID.SCHOOL ANIAMPATTI	Panchayat	Co-ed	Rural		
42	P.U.M.SCHOOL, KAPPARAPATTI	Panchayat	Co-ed	Rural		
43	P.U.M.SCHOOL, VETTAIAMPATTI	Panchayat	Co-ed	Urban		
44	P.U.MID.SCHOOL, SIRUMARUDUR	Panchayat	Co-ed	Rural		
45	P.U.MID.SCHOOL, MARUDIPATTI	Panchayat	Co-ed	Rural		
46	P.U.MID.SCHOOL, S.MAMPATTI	Panchayat	Co-ed	Rural		
47	P.U.MID.SCHOOL, PULIYADITHAMBAM	Panchayat	Co-ed	Rural		
48	P.U.MID.SCHOOL, MELAPATTI	Panchayat	Co-ed	Rural		
49	P.U.MID.SCHOOL, S.KOVILPATTI	Panchayat	Co-ed	Rural		
50	P.U.MID.SCHOOL, VADAVANPATTI	Panchayat	Co-ed	Rural		
51	P.U.M.SCHOOL, ERUMAIPATTI	Panchayat	Co-ed	Rural		
52	P.U.MID.SCHOOL, JEYANKONDANELA	Panchayat	Co-ed	Rural		
53	P.U.M.SCHOOL, KALLAMPATTI	Panchayat	Co-ed	Rural		

<b>S.No</b>	<b>School Name with Village Name</b>	<b>School Management Category</b>	<b>School type B/G/C.</b>	<b>Location U/R</b>		
1	GOVT.HIGH.SCHOOL,PERIYAKARAI	HIGH(6-10)	Co-ed	Rural		
2	GOVT.HIGH.SCHOOL,PULIYAL	HIGH(6-10)	Co-ed	Rural		
3	PSS.HIGH.SCHOOL,SANMUGANATHAPURAM	HIGH(6-10)	Co-ed	Rural		
4	MUNICIPLE HIGH SCHOOL,DEVAKKOTTAI	HIGH(6-10)	Co-ed	Rural		
5	Z.STREET HIGH SCHOOL,DEVAKKOTTAI	HIGH(6-10)	Co-ed	Rural		
6	ST.PAULS HIGH SCHOOL,SARUGANI	HIGH(6-10)	Co-ed	Rural		
7	RC HIGH SCHOOL,KILAUCHANI	HIGH(6-10)	Co-ed	Rural		
8	ADW.GOV'T HIGH SCHOOL,UNJANAI	HIGH(6-10)	Co-ed	Rural		
9	GHS,SIRUVACHI	HIGH(6-10)	Co-ed	Rural		
10	S.V. HIGH SCHOOL,KOTHAMANGALAM	HIGH(6-10)	Co-ed	Rural		
11	RMM GIRLS HIGH SCHOOL,PALLATHUR	HIGH(6-10)	Co-ed	Rural		
12	LFRC HIGH SCHOOL,KARAIKUDI	HIGH(6-10)	Co-ed	Rural		

13	SCGR.HIGH SCHOOL,A.PUTHUR	HIGH(6-10)	Co-ed	Rural	
14	GOVT.HIGH.SCHOOL,ILLUPPAKUDI	HIGH(6-10)	Co-ed	Rural	
15	CAM HIGH SCHOOL,KANDANUR	HIGH(6-10)	Co-ed	Rural	
16	GOVT.HIGH.SCHOOL,SAKKOTTAI	HIGH(6-10)	Co-ed	Rural	
17	GOVT.HIGH.SCHOOL,PERIYAKOTTAI	HIGH(6-10)	Co-ed	Rural	
18	GOVT.HIGH.SCHOOL,MITHRAVAYAL	HIGH(6-10)	Co-ed	Rural	
19	GOVT.HIGH.SCHOOL,SHENBAGAMPETA	HIGH(6-10)	Co-ed	Rural	
20	SVT.HIGH.SCHOOL,A.THEEKUR	HIGH(6-10)	Co-ed	Rural	
21	GOVT.HIGH.SCHOOL,THIRUKALAPET	HIGH(6-10)	Co-ed	Rural	
22	GOVT.HIGH.SCHOOL,PUTHUPATTY	HIGH(6-10)	Co-ed	Rural	
23	GOVT.HIGH.SCHOOL,THENMAPATTU	HIGH(6-10)	Co-ed	Rural	
24	GOVT.HIGH.SCHOOL,A.KALAPPUR	HIGH(6-10)	BOYS	Rural	
25	GOVT.HIGH.SCHOOL,A.KALAPPUR	HIGH(6-10)	GIRLS	Rural	
26	GOVT.HIGH.SCHOOL,CHELLIAMPATTY	HIGH(6-10)	Co-ed	Rural	
27	GOVT.HIGH.SCHOOL,MALLAKOTTAI	HIGH(6-10)	Co-ed	Rural	
28	GOVT.HIGH.SCHOOL,M.SORAKUDI	HIGH(6-10)	Co-ed	Rural	
29	GOVT.HIGH.SCHOOL,ARALIKOTTAI	HIGH(6-10)	Co-ed	Rural	
30	GOVT.HIGH.SCHOOL,MUSUNDAPATTY	HIGH(6-10)	Co-ed	Urban	
31	GOVT.HIGH.SCHOOL,KARISALPATTY	HIGH(6-10)	Co-ed	Rural	
32	GOVT.HIGH.SCHOOL,PULITHAMPATTY	HIGH(6-10)	Co-ed	Rural	
33	GOVT.HIGH.SCHOOL,ULAGAMPATTY	HIGH(6-10)	Co-ed	Rural	
34	GOVT.HIGH.SCHOOL,VALASAIPATTY	HIGH(6-10)	Co-ed	Rural	
35	GOVT.HIGH.SCHOOL,KALLAL	GIRLS(6-10)	Co-ed	Rural	
36	GOVT.HIGH.SCHOOL,ALANGUDI	HIGH(6-10)	Co-ed	Rural	
37	RAV.HIGH.SCHOOL,PATTAMANGALAM	HIGH(6-10)	Co-ed	Rural	
38	SS.HIGH.SCHOOL,KUTHALUR	HIGH(6-10)	Co-ed	Rural	
39	GOVT.HIGH.SCHOOL,KOVILUR	HIGH(6-10)	Co-ed	Rural	
40	RCM.HIGH.SCHOOL,NATARAJAPURAM	HIGH(6-10)	Co-ed	Rural	
41	JV.HIGH.SCHOOL,NACHIYAPURAM	HIGH(6-10)	Co-ed	Rural	
42	ADW.GOV.T.HIGH.SCHOOL,ADHIKARAM	HIGH(6-10)	Co-ed	Rural	
43	GOVT.HIGH.SCHOOL,VISALAYANKOTAI	HIGH(6-10)	Co-ed	Urban	

44	SD.HIGH.SCHOOL,KANDRAMANIKAM	BOYS(6-10)	Co-ed	Rural		
45	MAP.HIGH.SCHOOL,KANDRAMANIKAM	GIRLS(6-10)	Co-ed	Rural		