CHAPTER VII

SUMMARY, FINDINGS, RECOMMENDATIONS & SUGGESTIONS

7.1 SUMMARY

The present investigation "A Study of the Impact of Adult Education Programme on the Participants in Mysore District" was conducted in terms of the following objectives:

1. To develop (i) the literacy tests (reading, writing and arithmetic), (ii) awareness, functionality and attitude scales for the learners of the Adult Education Programme,

2. To ascertain and compare the level of achievement in literacy, awareness and functionality and the attitudinal change towards Adult Education of the experimental group (participants of Adult Education Programme) and control group (non-participants of Adult Education Programme),

3. To compare the learners of Adult Education Programme of two different organizations in respect of their achievement in literacy, awareness, functionality and attitudinal change towards Adult Education,

4. To find out whether any association exists between the participants' attainment of literacy skills (reading,
writing and arithmetic), awareness, functionality and attitudinal change towards Adult Education and their sex, age, caste, socio-economic status, primary occupation, family size, exposure to radio, television and movies, and

5. To find out the extent of the impact of the Adult Education Programme in respect of literacy skills, awareness, functionality and attitudinal change towards Adult Education on the participants of (a) male and female sexes (b) different age groups (c) different caste groups (d) different socio-economic status groups (e) different primary occupations (f) different family sizes (g) varied exposure to radio (h) varied exposure to television (i) varied exposure to movies.

The following research tools were developed in the vernacular namely Kannada by the investigator for the purpose of this study following the standard procedures of test construction and scale construction as no such tools were in existence:

1. Reading Test
2. Writing Test
3. Arithmetic Test
4. Awareness Scale
5. Functionality Scale
6. Attitude scale on Adult Education
A representative sample of adult participants was selected randomly from the Adult Education Programme of all the organizations in Mysore District for the pilot study. The reliability and validity of each test and scale were established.

Variables pertaining to the academic achievement of the participants of Adult Education Programme were considered dependent variables. They were:

1. Performance in Reading
2. Performance in Writing
3. Performance in Arithmetic
4. Achievement in Awareness
5. Achievement in Functionality
6. Attitudinal change towards Adult Education

The independent variables included in the study were:

1. Socio-economic variables
   (i) Caste  (ii) Occupation
   (iii) Socio-economic status

2. Demographic variables
   (i) Age  (ii) Sex  (iii) family size

3. Mass-media exposure variables
   (i) Radio  (ii) Television  (iii) Movies
The population consisted of all participants of Adult Education Programme conducted by the two organizations viz., State Department of Adult Education and Adult Education Council in Mysore District in the year 1989-90. For the final study a sample of 400 Adult participants was randomly drawn from the two organizations for the experimental group. The control group consisted of 100 non-participant Adults. The two groups viz., experimental and control were matched on similar characteristics to the maximum possible extent.

A pre-test post-test experimental group control group design was used for the study. Data on the tests and scales were collected from both the experimental group and the control group before the commencement of the programme and after the completion of the programme. The programme was of one year duration. Hence there was a gap of one year between the pre-testing and post-testing of the respondents. The same set of tools were used in the pre-tests and in the final-tests so that the results of the two tests were comparable.

The study had some limitations. They were: (1) It was restricted to selected centres of some taluks in Mysore District (2) It was limited to the participants of the Adult Education Programme of 1989-90 year batch in Mysore District. It did not include the participants of previous batches or succeeding batches of the Adult Education
Programme in Mysore District. (3) The study was confined to assessment of achievement in literacy skills viz., reading, writing and arithmetic; level of awareness and functionality and attitudinal change of the participants towards Adult Education. Other aspects like problems related to physical facilities, drop-out rates, etc., were not included in the study.

The data were analysed employing appropriate statistical techniques. The significance of the difference between the means of the experimental and control groups for each of the tests and scales was tested by employing 't' test. Comparison of the attainment of literacy skills, awareness, functionality and the attitudinal change towards Adult Education between the participants of two organizations viz., Department of Adult Education and Adult Education Council was made by employing 't' test. The relationship between the independent and dependent variables was examined by employing chi-square test. The extent of the impact of the programme on different categories of independent variables was studied by employing 't' test.
7.2 MAJOR FINDINGS

The following are the major findings that emerged from the study:

The general findings of the study indicate that the Rural Functional Literacy Programme has been efficacious in the four major areas:

1. (a) Developing literacy skills - reading, writing and arithmetic in varying degrees in the participants,
(b) Creating awareness in the participants,
(c) Providing opportunities for functionality to the participants and
(d) Bringing about favourable attitudinal change towards Adult Education in the participants.

2. There is significant difference in the attainment of literacy skills - reading, writing and arithmetic between the participants of the experimental group and the non-participants in the control group. The mean scores of the initial and final tests indicate that literacy skills of the participants improved significantly whereas they remained almost static in the case of non-participants in the control group.

3. The experimental group had a significantly higher awareness than that of control group. That is to say, the programme has helped in creating necessary awareness
in the participants. The experimental group had a significantly higher functionality than that of control group. The Rural Functional Literacy Programme could provide opportunity for functionality to the participants.

4. The attitude of the experimental group is significantly more favourable towards Adult Education than their counterparts in the control group. The profound implication of the favourable attitude towards Adult Education would be the creation of a congenial atmosphere for making the Adult Education Programme successful. The realization of the importance of Adult Education and a favourable attitude towards it among the participants may lead them to send their children to schools and encourage their Adult kith and kin to enroll in the Adult Education centres. These changes equip them for a smooth process of modernization and breakdown resistances to the processes of change.

5. There was no significant difference in the achievement of reading and writing skills, awareness and attitudinal change towards Adult Education between the Adult participants of Rural Functional Literacy Programmes conducted by Adult Education Council and Department of Adult Education. Both the adult participants of RFLP conducted by both the organization seemed to have
attained more or less the same level of achievement in reading and writing skills, awareness and attitudinal change towards adult education.

6. As regards achievement in arithmetic skills and functionality significant difference was observed between the adult participants of RFLP conducted by Adult Education Council and Department of Adult Education. The achievement of participants of RFLP conducted by Adult Education Council was slightly higher than those of Department of Adult Education.

7. There is no significant relationship between the sex of the participants and their achievement in (1) literacy, (2) awareness, (3) functionality and (4) attitudinal change. But a significant impact of the programme in respect of literacy, awareness, functionality and attitudinal change is observed on both the sex groups.

8. Age of the participants and their achievement in literacy skills, awareness, functionality and attitudinal change are not related to each other. The impact of the programme in respect of literacy skills, awareness, functionality and attitudinal change towards adult education is found on both the age groups namely young and middle age groups of the participants.
9. There is a positive association between the caste of the participants and their achievement in awareness and attitudinal change towards adult education. Prestige and dominant group acquires better achievement in awareness than the lower and backward and scheduled caste and scheduled tribe groups. Higher the caste group more is the acquisition of attitudinal change. The effect of the programme in respect of literacy skills, awareness functionality and attitudinal change towards adult education is found among all the three caste groups viz., prestige and dominant lower and backward and scheduled caste and scheduled tribe.

10. The literacy skills and attitudinal change towards adult education of the participants are significantly related to their socio-economic status. No significant relationship is observed between participants' achievement in awareness, functionality and their socio-economic status. The impact of the programme in respect of literacy skills, awareness, functionality and attitudinal change towards adult education is found on all the socio-economic status groups viz., lower class, lower middle class and middle class. The tendency is that higher the socio-economic status, the more is the impact of the programme.
11. There is no relationship between the primary occupation of the participants and their achievement in literacy skills, awareness, functionality and attitudinal change towards adult education. A significant impact of the programme in respect of literacy skills, awareness, functionality and attitudinal change towards adult education is observed on all the three primary occupation groups viz., cultivators, agricultural labourers and others.

12. Family size of the participants is not significantly related to their achievement in literacy skills, awareness, functionality and attitudinal change towards adult education. The effect of the programme in respect of literacy skills, awareness, functionality and attitudinal change towards adult education is found on all the participants of different family sizes viz., low, middle and high.

13. There is significant relationship between participants' exposure to radio and their achievement in literacy skills. No relationship is observed between participants' exposure to radio and their achievement in awareness, functionality and attitudinal change towards adult education. The impact of the programme is found on all the participants with varied exposure to radio.
14. There is a positive association between the participants' exposure to television and their achievement in literacy skills and awareness. No such relationship is found between the participants' exposure to television and their achievement in functionality and attitudinal change towards adult education. The impact of the programme in respect of literacy skills, awareness and attitudinal change towards adult education is found on all the participants with varied exposure to television. It may be observed that the impact of the programme in respect of functionality is not found on the participants with more exposure to television.

15. There is significant association between the participants' exposure to movies and their attitudinal change towards adult education. No such relationship is observed between participants' exposure to movies and their achievement in literacy skills, awareness and functionality. The effect of the programme is found on all the participants with varied exposure to movies in respect of literacy skills, awareness, functionality and attitudinal change towards adult education.
7.3 RECOMMENDATIONS

The Adult Education Programme has vast potential in bringing about a change in the life style of the people of rural areas and weaker sections of our society. The problem of motivating the learners, selecting the qualified and experienced instructors, mobilizing sufficient resources, securing the support of community members and creating a favourable environment for the programme at all levels i.e., government and non-government level are some of the problems which need to be given proper attention.

The following are some of the recommendations made on the basis of the findings of the study and observations made during the study which may contribute to some change in the field of adult education programme:

1. The study revealed that the three independent variables viz., sex, age and primary occupation of the participants of adult education programme are not related to their achievement in literacy skills, awareness, functionality and attitudinal change. Hence, while enrolling the illiterate participants in adult education centres, participants of both sexes, any participant from the 15-35 age group and any participant of any primary occupation might be preferred.
2. Family size of the participants was not found to be significantly related either to their performance in literacy skills or to their levels of awareness and functionality. Hence, while enrolling the illiterate participants in adult education centres, any participant with any family size might be preferred.

3. Males as compared to females, participants belonging to scheduled castes and tribes as compared to participants from lower and backward castes and participants other than cultivators and agricultural labourers have shown better performance in literacy skills. On this basis males, participants belonging to scheduled castes and tribes and participants other than cultivators and agricultural labourers alone cannot be given priority while enrolling for adult education centres. Females, participants from lower and backward castes and cultivators and agricultural labourers are to be better motivated to acquire literacy skills better.

4. Males as compared to females and participants with other occupations as compared to cultivators and agricultural labourers were found to have more awareness. Hence, while teaching awareness components in adult education centres, the instructors must give proper attention to females, cultivators and agricultural labourers so that
they achieve the level of awareness at par with the other categories of participants.

5. Females as compared to males, participants from dominant and prestige castes as compared to participants belonging to scheduled castes and tribes and participants from middle class as compared to those from lower middle class and lower class are found to possess more favourable attitude towards adult education. To ensure the success of adult education programme, it is necessary, therefore, to develop positive attitude towards adult education among male illiterate participants, participants from scheduled castes and tribes and also those from lower middle class and lower class.

6. The study has revealed that there was a significant relationship between participants' exposure to radio and their achievement in literacy skills. There was a positive association between the participants' exposure to television and their achievement in literacy skills and awareness. There was significant association between the participants' exposure to movies and their attitudinal change towards adult education. Hence, if the performance of the participants is to be improved, they should be exposed to various mass media like radio, television and films regularly. Each centre may be
provided with a transistor and a cluster of adult education centres can be provided with a television so that the participants by listening to radio and viewing different programmes on television acquire more awareness and functionality. Arrangements should also be made to screen films on various topics of interest in the adult education centres regularly.

7. The differences between the mean scores of the initial and final tests of the experimental group indicate that the performance of the learners is satisfactory in the case of reading, writing and arithmetic tests while in the areas of awareness and functionality it was moderate. The performance of learners in both functionality and awareness areas is far from expectations.

There is a need to make an extra effort in the areas of awareness and functionality. Some of the reasons for poor performance of the participants in these areas may be due to (1) lack of experience among the instructors in the areas of awareness and functionality (2) lack of teaching and learning materials in these areas and (3) absence of a suitable curriculum involving different awareness and functionality aspects.
To improve the performance of the participants in the areas of awareness and functionality (1) it is essential to train the instructors in these areas (2) a suitable curriculum is to be evolved in consultation with field experts (3) suitable pamphlets, posters, booklets etc., giving information to the participants are to be produced (4) it is essential to have a set of audio-visual aids, equipments and a mobile van for each project for popularizing the components of awareness and functionality among the participants.

8. The socio-economic background of the participants of Rural Functional Literacy Programme shows that majority of the participants belong to the male sex, younger age groups, lower caste, lower occupations and lower class. It is essential to create a public opinion in favour of adult education programme among all the illiterate adults irrespective of their demographic, social and economic background. Mass-media like films, radio and television must be utilized to maximum extent to create a favourable atmosphere for the success of adult education programme. It is also essential to link up the adult education programme with other developmental programmes.

9. The present methods of teaching in the adult education centres are unsuitable as the programme of adult
education is more flexible in nature. Hence, methods like dialogue, group discussions, field visits, demonstrations and the use of audio-visual aids in the literacy centres might be given due importance.

10. The achievement of literacy skills by the participants will have no significance unless the programme is followed by a systematic and well planned follow-up programme. The participants after completing the one year functional literacy course, must be provided with 'easy to read and comprehend' materials of their interest. Since many neo-literates cannot purchase books, mobile libraries, village libraries and reading rooms should be established and an effective circulation of books be ensured. There should also be a constant flow of brochures, booklets, hand-outs, circulars, leaflets, posters and other materials printed in a style appropriate for neo-literates. This follow up measure not only helps the neo-literates to retain what they have acquired, but also to improve their literacy skills and also their level of awareness and functionality.

11. Motivating illiterate adults to avail adult education programme is a major problem. Participants should be provided with attractive incentives to stick up to the programme. The incentives could be the award of certificates for successful participants and prizes for
outstanding participants. Such incentives will also help to reduce the rate of drop-outs.

12. Adult Education functionaries working under RFLP at the Taluk and District levels especially supervisors and officers need to concentrate on the supervision of adult education centers and to provide necessary guidance to the instructors for the smooth functioning of the centres.

7.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study is an evaluation of the immediate impact of Rural Functional Literacy Programme on the participants in terms of the attainment of literacy skills, awareness, functionality and attitudinal change towards adult education. There is an urgent need for research in the area of adult education to provide valid and reliable answers to questions regarding the concept and objectives of Adult Education Programme, the instructional programme, the training programme and the instructional material relevant to Adult Education Programme in the country. Further studies may be conducted on the topics given below in the area of adult education.

1. Similar study may be conducted with a larger sample and with more variables at the state level.
2. Survey of reasons as given by the participants of Adult Education Programme for attending Adult Education Centres may be undertaken.

3. A impact study of the R.F.L.P. on the social mobility of the participants with reference to the standard of living may be undertaken.

4. A study to investigate the reasons for drop-outs and the rate of drop-outs in different stages of Adult Education Programme may be conducted.

5. The relationship between physical facilities and the academic performance of the participants of Adult Education Programme may be studied.

6. Various factors affecting retention of literacy skills in different categories of participants may be studied.

7. Effect of different material incentives on the academic performance of the participants of Adult Education Programme can be studied.

8. Case studies of Adult Education Centres may be undertaken to identify the specific factors contributing to/hindering the effective implementation of Adult Education Programme.
9. Tests to assess the level of achievement of participants of Adult Education Programme and scales to assess their level of awareness and functionality might be developed and standardized on a large sample which may serve the needs of researchers.

10. Effect of the use of various mass-media in Adult Education Programmes on the academic performance of the participants may be studied.

11. Cost effectiveness studies about the design, implementation and target population may be carried out.

12. Teachers' personality and effectiveness as related to participants' attendance and academic performance can be studied.

13. Studies pertaining to further educational needs of the participants of Adult Education Programme can be made.

14. Studies can be undertaken to assess the reading needs and interests of neo-literates.

15. Impact of Adult Education Programme on the universalization of elementary education may be studied.