CHAPTER VI

FINDINGS AND CONCLUSIONS
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<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
<td>Introduction</td>
</tr>
<tr>
<td>6.1</td>
<td>Informal Learning Strategy for Life-long Learning</td>
</tr>
<tr>
<td>6.2</td>
<td>Communication and Educational Strategies</td>
</tr>
<tr>
<td>6.3</td>
<td>Conceptual Framework</td>
</tr>
<tr>
<td>6.4</td>
<td>Objectives and Hypotheses</td>
</tr>
<tr>
<td>6.5</td>
<td>Variables</td>
</tr>
<tr>
<td>6.6.0</td>
<td>Method of Investigation</td>
</tr>
<tr>
<td>6.6.1</td>
<td>Identification of Study Area and Experimental Groups</td>
</tr>
<tr>
<td>6.6.2</td>
<td>Identification of Curricular Content and Informal Learning Strategy</td>
</tr>
<tr>
<td>6.6.3</td>
<td>Construction of Tools</td>
</tr>
<tr>
<td>6.6.4</td>
<td>Experimental Manipulation and Data Collection</td>
</tr>
<tr>
<td>6.6.5</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>6.7</td>
<td>Findings and Conclusions</td>
</tr>
<tr>
<td></td>
<td>Knowledge Dimension</td>
</tr>
<tr>
<td></td>
<td>Attitude Dimension</td>
</tr>
<tr>
<td></td>
<td>Skill Dimension</td>
</tr>
<tr>
<td>6.8</td>
<td>Summary and Conclusion</td>
</tr>
</tbody>
</table>
6.0 INTRODUCTION

Powerful social forces today demand that every society should have full opportunity to raise their full potentials and to cope with the emerging and ever increasing developments in all walks of life. The National as well as Community development programmes are related to the development of Human Resources for socio-economic development. The primary objective of the educational system, therefore is to attain a fuller realisation of this tremendous human potential. There is also a growing consciousness in the world that learning produces human resources and contributes to the process of development.

Twentieth century society needs literate and skilled workforce which can be achieved through continuous learning. Today, people in the world are learning everyday through some learning system or the other. But education has to be acquired mostly through formal institutions like schools, colleges, etc., that are not accessible to the lower strata of the society. Most of the people living in rural areas have no access to learning opportunities through these institutions, due to the socio-economic, geographical and cultural reasons. Nevertheless, the rural adults learn everyday through their experiences in life which form a kind of unorganised learning environment.

Adults do participate unintentionally in these learning activities such as advertisement shows, news items, popular meetings, market places, exhibition shows and mass media. Sometimes these unorganised learning activities do affect adult behaviour.
These learning activities are called "Incidental Learning" or "Informal Learning" (Illich, 1976). Informal learning is not a time bound learning activity but a life-long learning process.

6.1 INFORMAL LEARNING STRATEGY FOR LIFE-LONG LEARNING

Most of our rural adults, voluntarily or involuntarily and intentionally or unintentionally participate in the life-long learning activities, which are taking place informally in and around them. When the need arises, some adults intentionally participate in an organised learning activity to acquire certain behaviours and skills. Sometimes others participate passively in the informal learning activities without any intention. However, these informal learning processes provide an opportunity for life-long learning and do affect adult behaviour.

Life-long learning has become a necessary activity for the people world over, since they are interested in keeping themselves abreast of changes in their respective occupation and life (Hadeeb, 1979). Such a life-long learning process requires techniques and strategies for transmitting behaviours and skills, in addition to the face-to-face contact. In this connection, new communicational innovations play a vital role in widespread distribution of information. There are a few indigenous and innovative communicational approaches that lend support to greater involvement and participation of adults in the life-long learning process.

6.2 COMMUNICATION AND EDUCATIONAL STRATEGIES

There are some communication strategies like Information-Communication-Education Approach, Social Marketing Approach,
Development Communication Approach, Development Support Communication Approach, Participatory Communication Approach and Media Forum, to transmit specific information for socio-economic development, which emphasize the target group participation, message, change agent, method and media usage. Some non-formal learning strategies, such as Adult Education Programmes, Extension Education Programmes, Continuing Education Programmes, etc., (i.e., face-to-face contact) in an organized learning environment are also employed to disseminate needed information for community development. Both the communication strategies and non-formal learning strategies focus on the community development and human resources development either directly or indirectly. Each strategy has its own advantages and disadvantages. In the present study, the investigator has considered some salient features or aspects from each of the existing strategies for establishing present Informal learning strategies/models for imparting the developmental messages. Chart No.2 will illustrate the formulation of new informal learning strategies from the existing communication and non-formal learning strategies.

6.3 CONCEPTUAL FRAMEWORK

A new paradigm is adduced by the present researcher, which induces grassroot level mobilization of masses as in the Information-Education-Communication (IEC) approach. It motivates the individuals to perceive and articulate their needs and problems, like the demanded individuals in the Social Marketing Approach. The need assessment through a grassroot dialogical forum in the communities help the researcher to frame the need-based messages.
Formulated need-based curricular content/developmental messages are disseminated with the aid of media, which resembles Media Forum. In the present study, video programme and video forum are used as Informal Learning Strategies for manipulating developmental messages. Since, video is used as a medium in the forum, video itself acts as a change agent which performs the same role in Development Support Communication Approach.

All the delivered messages highlight community development and human resources development, resembling the messages of Development Communication Approach. As in the Participatory Communication Approach, the needs have been identified by the actual beneficiaries, as a tool to increase their participation for learning. In the present approach, a small group learning activity with the above said salient features create an informal learning environment, where the learners participate either passively or actively in this life-long learning process. In the formulated informal learning strategies, the content/message/curricular approach will be based on the needs of the beneficiary community, identified with the help of participatory approach. The participatory approach facilitates active learning on the part of the beneficiaries. In this study, two informal learning strategies viz., video programme and video forum are employed to compare the effectiveness of strategies on learning. In one of the informal learning strategies i.e., in the video forum, the beneficiaries/participants are allowed to interact and discuss the video programmes viewed by them for strengthening their learning. Considering the above aspects, the present study has been undertaken to study the adult participation at different
phases of the formulation and in utilization of the informal
learning strategies and their effect on learning.

6.4 OBJECTIVES AND HYPOTHESES

The major objectives of the present study are:

- To find out the effectiveness of the informal learning
  strategies (Video Programme and Video Forum) on learning.

- To compare the learning outcomes (Knowledge, Attitude,
  and Skills) within and between the experimental groups
  and control group due to the manipulation of developmental
  messages through informal learning strategies.

- To see the effect of rate of participation at video
  programme sessions and interaction during forum discussion
  on the learning outcomes.

Considering the above objectives, twenty-one research
hypotheses (vide chapter No.4) are formulated to arrive at the
meaningful results and conclusions.

6.5 VARIABLES

From the thorough perusal of the objectives and hypotheses
of the present study, three major variables are considered viz.,
Independent variables (adult participation in informal learning
strategies and developmental messages) which are to be manipulated,
Intervening variables (village infrastructure facilities and the
socio-cultural-economic aspects of the participants/respondents)
which are to be controlled and dependent variables (learning
outcomes-Knowledge, Attitude and Skill) which are to be seen as
a change due to manipulation of Independent variables.

6.6 METHOD OF INVESTIGATION

Quasi-experimental research method is considered appropriate
for the present field study. Further, the major objective of the
study is to find out the effectiveness of informal learning strategies on learning. The researcher has undertaken following steps to investigate the present study.

6.6.1 Identification of Study area and Experimental Groups

The investigator has identified Uthamapalayam Taluk of Madurai District (South India) as a study area to undertake the present investigation. Eight backward villages from the Uthamapalayam Taluk are identified with the help of village information schedule. Out of the eight backward villages, the researcher of the present study has selected three villages based on community and kinship system. The selected villages for the purpose of experimentation are as follows:

1. T. Pudukottai village (Experimental group-I: video programme group) Chinnappattipuram panchayat of Uthamapalayam Taluk.

2. Chinnappattipuram village (Experimental group-II: video forum group) Chinnappattipuram panchayat of Uthamapalayam Taluk.


Sixty respondents from each village are selected for the experimental study and the individual information of respondents are collected with the help of pretested Individual Information schedule.

6.6.2 Identification of curricular content and Informal learning Strategy

Basic fact finding study through grassroot dialogical forum is conducted to enumerate their learning needs and amenities for community and individual development. Considering the villages
and individual informations as well as their learning needs and amenities, curricular contents are designed in consultation with opinion leaders, village headman and field level functionaries of those communities. Considering the novelty effect, audio-visual culture and timely usage, video cassette tape recorder has been used for conveying developmental messages/contents to the rural illiterate participants. Later, the investigator collected and taped the video programmes on developmental aspects related to identified contents from Media Research Agencies, Government Department and Telecast programmes of Madras Doordharshan. The investigator has matched the collected pre-taped video programme with the identified contents. Out of hundred and ten video programmes, twenty-five tailored and pre-taped video programmes on developmental aspects to be manipulated in the experimental groups are considered. Video programmes thus identified with different formats are presented in Table No.1.

6.6.3 Construction of Tools

Considering the objectives, operational definitions, variables and video contents of the study, three tools were constructed and pretested before final data collection, they are as follows:

- Learning assessment schedule to assess the knowledge gain attitudinal change and the attainment of skill by the learners due to manipulation of developmental messages through informal learning strategies.
- Video programme monitoring schedule has been constructed to know the learners attendance pattern, understanding level and their views about the manipulated programmes.
- Participation/Interaction analysis schedule is developed based on the Bales interaction analysis model to assess the interaction behaviour of the participants in the post-video session of the video forum group.

6.6.4 Experimental Manipulation and Data Collection

Pre-study has been undertaken to assess entry behaviour, before the experimental treatment with the help of pre-tested learning assessment schedule from 180 respondents/participants of the three groups. Thirteen pre-taped video programmes on developmental aspects are manipulated as a first phase of the experimental treatment for thirteen continuous days in both the experimental groups. The video programme monitoring schedule is administered everyday after video programme to the respondents of the experimental group-I. Interaction/discussion is initiated everyday by researcher in the experimental group-II after video session. During the forum discussion, four observers are asked to enumerate the nature and pattern of interaction with help of the interaction/participation analysis schedule. Video programme monitoring schedule is also administered everyday after the video forum discussion. No treatment has been given to the control group for the thirteen days. However, the participants of the control group are asked to assemble everyday and discuss the problems related to their family life. After the thirteenth day of the experimental manipulation, a mid-study is carried out with the
help of learning assessment schedule to know the mid learning behaviour of the three groups. As a second phase of experimental treatment, remaining twelve programmes are shown to the respondents of two experimental groups for 12 continuous days. Same procedure as mentioned in the first phase, is adopted in the Experimental group-I, Experimental group-II and Control group. After the twenty fifth programme, a post study is undertaken to measure the terminal behaviour of the three groups. The same learning assessment schedule is administered in the three phases of the study to the 180 respondents of the three groups.

6.6.5 Data Analysis

Thus the data collected from three phases of the study are grouped and subjected to statistical analysis to arrive at meaningful results and conclusions. Test of significance is employed to find out the difference between the learning outcomes among, between and within groups and Pearson's Product Moment Correlation is employed to find out the relationship between the learning outcome and participation/interaction behaviour of the learners.

6.7 FINDINGS AND CONCLUSIONS

The following findings and conclusions are arrived from the results of the present study, which are grouped into three dimensions of learning outcomes such as knowledge, attitude and skill related to developmental aspects, learnt from manipulated developmental messages through video programme and video forum.


Knowledge Dimension

The findings and summary of the knowledge dimension of learning outcomes are presented and summarised as follows:-

6.7.01 There is no significant difference in knowledge mean scores on developmental messages between the three phases (pre, mid and post study) of the control group. The mean scores of the respondents are more or less equivalent in the three phases of the control group.

6.7.02 There is a significant difference in knowledge mean scores on developmental messages between the three phases of the experimental groups (video programme group and video forum group). The mid and post study phases difference in mean scores are more than the pre study phase of the experimental groups. This is due to manipulation of the developmental messages through informal learning strategies in the experimental groups.

6.7.03 There is a significant relationship between the rate of participation and knowledge gain on developmental messages among the participants of experimental group-I and experimental group-II. Moreover, the relationship is positive. So it is concluded that when the rate of participation (physical presence) increases the knowledge of the respondents also increases accordingly.

6.7.04 There is a significant positive relationship between the rate of interaction during the forum discussion and knowledge gain on developmental messages among the participants of experimental group-II. The above finding clearly indicates that

157
when the rate of interaction increases, gain in knowledge on developmental messages also increases. Hence, it can be arrived that the rate of interaction on viewed programmes has direct positive influence on the growth of knowledge on developmental messages among the participants of the experimental group-II (video forum group).

6.7.05 There is a significant difference in knowledge mean gain scores on developmental messages between the experimental group-I and control group at the three stages of the study (viz mid-pre, post-mid and post-pre study stages). The knowledge mean gain scores are higher in the experimental group-I than the control group due to experimental treatment of pre-taped video programme/strategy.

6.7.06 There is a significant differences in knowledge mean gain scores on developmental messages between the experimental group-II and control group at three stages of the study. The manipulation of pre-taped video programme followed by a discussion in the experimental group-II(video forum group)produces higher mean gain scores than the control group. Hence, it can be concluded that informal learning strategy i.e., video forum is an effective approach for inculcating knowledge among the participants.

6.7.07 There is a significant difference in knowledge mean gain scores on developmental messages between the experimental group-I and experimental group-II at the three stages of the study. The knowledge mean gain scores are higher in experimental group-II than the experimental group-I. Such higher mean gain scores among
participants of the experimental group-II (video forum group) is due to discussion/interaction session after the video programme on delivered content.

The above findings related to knowledge dimension of learning outcomes clearly reveal that the developmental messages manipulated through the video programme and video forum has definitely inculcated knowledge on developmental aspects among the participants of experimental groups. And also the participation, i.e., passive physical presence in the video programme and active interaction among participants and forum leader in the forum discussion definitely influence knowledge gain on developmental aspects among the learners of experimental groups. Further, it reveals that out of the two informal learning strategies for inculcating knowledge on developmental aspects, the video forum strategy is the most effective strategy for inculcating more knowledge than the video programme strategy.

**Attitude Dimension**

The findings and summary of attitude dimension of learning outcomes are presented and discussed here.

6.7.08 There is no significant difference in attitude mean scores on developmental messages between the three phases (pre, mid and post study) of the control group. The attitude mean scores of the respondents in the control group are similar at the three phases. This may be due to non-manipulation of experimental variables in the control group.
6.7.09 There is a significant difference in attitude mean scores on developmental messages between the three phases of the experimental groups. The difference in mean scores of the mid and post study phases are more than the pre study phase. This is due to manipulation of developmental messages through informal learning strategies between the phases of the study in the experimental groups (video programme group and video forum group).

6.7.10 There is a significant relationship between the rate of participation and attitude change towards developmental messages among the participants of the experimental group-I (video programme group) and experimental group-II (Video forum group). Moreover, this relationship is positive. Hence, it can be concluded that when the participation i.e., physical presence during the programme increases, the attitude change also takes place. There is a clear evidence from the finding that the exposure of developmental messages through media definitely influence the attitudinal dimensions.

6.7.11 There is a significant positive relationship between the rate of interaction during the forum discussion and attitude change towards developmental messages among the participants of experimental group-II. The above finding clearly indicates that when the rate of interaction on the viewed programmes increases, the change in attitude towards developmental messages also increases. Hence, it is concluded that the rate of interaction on viewed programmes has direct positive influence on the attitude change towards developmental messages among the participants of the experimental group-II (video forum group).
6.11.12 There is a significant difference in attitude mean gain scores on developmental messages between the experimental group-I and control group at the three stages (viz., mid-pre, post-mid and post-pre study stages) of the study. The treatment of experimental variables in the experimental group-I has produced a change in attitude towards developmental aspects among the participants of video programme group.

6.7.13 There is a significant difference in attitude mean gain scores on developmental messages between the experimental group-II and control group at the three stages of the study. The mean gain scores in the experimental group-II are higher, when compared to the control group. This higher mean gain scores are definitely due to the manipulation of informal learning strategy i.e., video forum in the experimental group-II.

6.7.14 There is a significant difference in attitude mean gain scores on developmental messages between the experimental group-II and experimental group-I at the three stages of the study. The mean gain scores are higher in experimental group-II (video forum group) than the experimental group-I (video programme group). The manipulation of pre-taped video programme followed by discussion among the respondents of experimental group-II produced higher mean gain scores than the experimental group-I. The higher mean gain scores in the video forum group is definitely due to the discussion and interaction among the participant. Hence, it can be concluded that the informal learning strategy with forum discussion are the most effective approach, because of the
interaction/discussion among the participants, provides an opportunity to clarify their doubts regarding the attitudinal dimension presented in video programme.

From the findings of the attitudinal dimension of learning outcomes, it is revealed that the developmental messages manipulated through two informal learning strategies (video forum and video programme) has definitely changed the attitude towards developmental aspects in the experimental groups. The passive physical participation in the video programme and active participation/interaction between the participants, and also with the forum leader during forum discussion, certainly influences their attitudes towards developmental aspects. Moreover, the findings reveals that the developmental messages disseminated through video forum strategy is comparatively more effective in changing attitude towards developmental aspects than the video programme strategy. This may be due to the interaction during the forum discussion, which helps the participants to clarify their conflicting values and attitude towards some of the developmental aspects such as superstitious beliefs on health practices, small savings, Dowry practices and value of education etc..

Skill Dimension

The findings and summary for the skill dimension are presented and summarised as follows:--

6.7.15 There is no significant difference in skill mean scores on developmental aspects between the three phase of the control group. The mean scores of the respondents in the control group
do not have much or significant change in the attainment of skill between the three phases, due to non-manipulation of the experimental variables.

6.7.16 There is a significant difference in skill mean scores on developmental aspects between the phases of the experimental groups. The increasing number of video programmes and forum discussion in each phases produced higher mean scores among the respondents in both the experimental groups at the mid and post study phases.

6.7.17 There is a significant relationship between the rate of participation and the attainment of skill on developmental aspect among the experimental group-II. Further, this existing relationship is positive. Hence, it can be concluded that the participation and the attainment of skill are directly related to one another.

6.7.18 There is a significant positive relationship between the rate of interaction during forum discussion and the attainment of skill on developmental aspects among the participants of Experimental group-II. The above finding indicates that when the rate of interaction increases the attainment of skill among the respondents also increases. Hence, it is concluded that the rate of interaction on viewed programmes has direct positive influence on the attainment of skill on developmental aspects among the participants of the experimental group-II (video forum group).

6.7.19 There is a significant difference in skill mean gain scores on developmental aspects between the experimental group-I
and control group at the three stages of the study. The mean gain scores are higher in experimental group-I than the control group, due to the exposure of the pre-taped video programmes.

6.7.20 There is a significant difference in skill mean gain scores on developmental aspects between the experimental group-II and control group at the three stages of the study. The manipulation of pre-taped video programme followed by a discussion in the experimental group-II has produced the higher mean gain scores than the control group.

6.7.21 There is a significant difference in skill mean gain scores on developmental aspects between the experimental group-I and experimental group-II at the three stages of the study. The manipulation of pre-taped video programme followed by discussion among the participants of experimental group-II, has facilitated to attain higher mean gain scores than the experimental group-I. Hence, it can be concluded that the informal learning strategy with forum discussion are the most effective approach for lifelong learning.

The above findings, related to the skill dimension clearly indicate that developmental messages manipulated through the video programme and video forum has definitely provided an opportunity to attain/upgrade skill on developmental aspects among the participants of experimental groups. Further, the passive physical presence in the video programme session and active participation/interaction) among the participants and with the forum leader during the forum discussion session definitely
helped the experimental group participants to attain and upgrade the skill on developmental aspects. In addition, the finding reveal that out of two informal learning strategies, the video forum strategy is the most effective strategy for attaining more skill than the video programme strategy, due to the participants interaction and discussion, which helps to concertise some of the abstract skill shown through video programmes.

6.8 SUMMARY AND CONCLUSION

Findings of the present study indicate that the employed informal learning strategies (video forum and video programme) definitely provide an opportunity for adult participant to gain the knowledge, change the attitude and to attain the skill on developmental aspects. Moreover, the findings reveal that the participants' physical presence during the video session and interaction/discussion in the video forum certainly improve their learning outcomes in the two groups. Among the two strategies, the video forum strategy is the most effective informal learning strategy. Further, the active involvement of participants in the interaction session and exchange of information during forum discussion facilitates more knowledge gain, attitudinal change and attainment of skill than the passive viewing in the video programme session. From the above conclusions, it can be inferred that both the informal learning strategies are suitable approach for disseminating need-oriented developmental messages among the illiterate participants. On the whole, it is concluded that the formulated and tested two informal strategies are the suitable approach for life-long learning especially for rural adults.
Finally, the employed two informal learning strategies are identical with the media supported education (educational Technology) for educating all kinds of rural weaker section people, outside formal/organised school system. Further, these two informal learning strategies (video programme and video forum) could be used profitably and effectively as an educational technology material and methods for non-formal sectors.

6.9 LIMITATIONS OF THE STUDY

6.9.1 The researcher was not able to produce the specific video programmes based on the curricular content, due to lack of time, production facilities and finance.

6.9.2 The viewing and participatory behaviour of the participants of the present study is only a simulated condition and not voluntary one.

6.9.3 The investigator does not have control over the other sources of information, which would have influenced the results and findings of the present study.

6.9.4 The utilization of informal learning strategies for disseminating developmental messages are restricted to only twenty-five continuous days due to time, money and logistics.

6.9.5 The researcher has employed locally trained observers for observing the interaction. This would have caused a bias in the study, over which the investigator has no control.
6.10 SPECIFIC RECOMMENDATIONS.

In all media presentation, including production planning of software materials, the adult educators' role is most vital, prime and crucial.

Careful and continuous planning including audience research becomes an immediacy before delivering the developmental messages. If the audience participate in the planning, it is all the more preferred scenario. This has further implication to micro-level planning. The receiving system must have a say in terms of what they need (latent or real).

The organisation, Government or non-Governmental have to bestow all care and guidance for properly structuring the messages, selecting the articulation or integration mechanisms, training the functionaries and to assure uninterrupted flow of developmental messages. Public media especially Television have to structure their programmes to suit the timings and needs of the learners. Local panchayats must be equipped with a video tape recorder for the transmitting the recent developmental informations. At the community level, more organisation is needed to ensure that the Television sets though installed function properly, with assured power supply and mediated by trained persons who can initiate the interaction among the beneficiaries.