CONCLUSIONS AND SUGGESTIONS

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This chapter gives an overview of the objectives, hypothesis, suggestions for the study, tenability of the hypothesis formulated, educational implications of the study and suggestions for further research.

OBJECTIVES OF THE STUDY

The following are the major objectives of the study.

1. To identify the critical area in which adult learners are to be conscientised.

2. To develop appropriate conscientisation strategies using the following folk art forms:
   a) Ottanthullal
   b) Street drama
   c) Vilpattu
   d) Kathaprasangam
   e) Drama

3. To test the efficacy of the five conscientisation strategies used in the study, by measuring the attitude of the clientele groups towards defined social issues by comparing the mean attitude scores of the group before and after the conscientisation, using the test of significance.
HYPOTHESIS

Major Hypothesis

Folklore techniques have maximum efficacy in changing the attitude of adult learners towards crucial social issues selected for study viz.,

1. Uncontrolled population explosion
2. Spread of AIDS
3. Alcoholism
4. Practice of dowry
5. Social disharmony.

Sub-Hypothesis

The select conscientisation programmes will improve significantly the attitude of the adult learners towards each of the defined conscientisation areas.

CONCLUSIONS OF THE STUDY

This study was conducted by means of folklore techniques to test the efficacy of the five conscientisation strategies, by measuring the attitude towards defined social issues; and developing appropriate conscientisation strategies using appropriate folk art forms. The major conclusions based on the findings of the study are listed as follows:
Conclusion I

The educational experts gave 91.67% priority to the issues of the practice of dowry, 83.33% to uncontrolled population explosion and 75% to alcoholism.

The medical professionals insisted on 91.67% priority to the issue of spreads of AIDS, 83.33% to alcoholism and 75% to the impact of uncontrolled population explosion.

The politicians were for 83.33% priority to uncontrolled population and 75% to social disharmony.

The sociologists were for 91.67% priority to the issues like practice of dowry, uncontrolled population explosion and alcoholism.

Out of the social workers selected 91.67% viewed the need for priority to the issues of the spread of AIDS and practice of dowry, and 83.33% to alcoholism, social disharmony and crime.

The critical areas were identified by means of an interview schedule formulated with the purpose. Opinions were collected from the experts on various fields. The five social issues, valued above 80% as given below were selected for the study in the area of conscientisation.

1. Uncontrolled population explosion.
2. Spread of AIDS.
3. Alcoholism
4. Practice of Dowry
5. Social Disharmony.

Conclusion II

As from experience it is found that folk art forms can deliver messages relating to social issues well to the people and that they have immense popularity, the researcher found it worthwhile to utilise the following folk art forms for conscientisation strategy. It is a fact that folk art forms go beyond the barriers of caste, creed, time, place and sex, for communicating some ideas or messages. 90% of the experts consulted were in favour of the following strategies being formulated.

1. Uncontrolled population explosion - by Ottanthullal, a popular folk art form.
2. Spreads of AIDS - by street drama, a folk art form.
3. Alcoholism - by Vilpattu, a popular folk art form.
4. Practice of dowry - by Kathaprasangam, a popular folk art form.
5. Social disharmony - by stage drama, a popular art form.

Conclusion III

(i) The third and the last conclusion of the study is that one of the selected folk art forms Ottanthullal showed to be very significant in all the adult learners measured. It revealed that of all areas 'uncontrolled
population explosion" is a critical area of conscientisation of adult learners. The folk art form -Ottanthullal - has maximum influence on the attitudes of learners and help to conscientise the adult learners in the select areas of conscientisation. This conclusion is substantiated by the following findings.

In the case of adult learners (male and female) the test of significance of mean difference by pre-test and post-test scores in relation to Ottanthullal, registered a mean of 101.1 and SD of 32.49 in the pre-test and a mean of 92 with SD of 30.36 in the post-test. The ‘t’ value worked out to 7.88 which is significant beyond the 0.01 level.

The same test was applied separately on male and female adult learners.

In the case of male adult learners the test registered a mean 102.80 with SD of 32.16 in the pre-test and a mean of 93.37 with SD of 30.19 in the post-test. The ‘t’ value was 6.15 that is significant at 0.01 level.

In the case of female adult learners the mean was 99.60 with SD 32.82 in the pre-test and a mean of 90.38 with SD 30.56 in the post-test. The ‘t’ value was 5.15. This is significant at 0.01 level.

In the case of rural adult learners (male and female) the pre-test registered a mean of 109.30 with SD 35.58 and a mean of 96, SD 33.35 in the post-test. The ‘t’ value was 5.96. This is significant at 0.01 level.
The same test was applied separately on rural male and female adult learners.

The pre-test conducted for the rural male adult learners registered a mean of 118.51 with SD 36.55 and in the post-test a mean of 103.46, SD 35.63. The ‘t’ value was 4.20. This is significant at 0.01 level.

As regards to rural female adult learners it registered a mean of 103.21, SD 33.89 in the pre-test and a mean of 91.07, SD of 31.10 in the post-test, the ‘t’ value was 4.24. This is significant at 0.01 level.

The pre-test conducted for the semi-urban adult learners (male and female) registered a mean of 103.36, SD of 29.04 and in the post-test a mean of 95.22, SD of 28.73 and the ‘t’ value was 3.3. This is significant at 0.01 level.

The same test was applied separately on semi-urban male and female adult learners.

In the case of semi-urban male adult learners, the pre-test registered a mean of 98.09, SD of 22.89 and a mean of 90.22, SD of 26 in the post-test. The ‘t’ value was 3.30. This is significant at 0.01 level.

But the semi-urban female adult learners registered a mean of 108.18, SD of 33.78 in the pre-test and a mean of 99.80, SD of 30.52 in the post-test. The ‘t’ value was 2.56. This is significant at 0.05 level.
In the case of urban adult learners (male and female) the pre-test registered a mean of 89.79 with a SD of 30.01 and a mean of 83.77, SD of 27.26 in the post-test. The 't' value was 4. This is significant at 0.01 level.

The same test was applied separately on urban male and female adult learners.

In the case of urban male adult learners, it registered a mean 96.22, SD of 34.13 in the pre-test and a mean of 89.29, SD of 28.96 in the post-test. The 't' value was 3.24. This is significant at 0.01 level.

So far as the female adult learners are concerned, the pre-test registered a mean of 82.10 and SD of 22.24 and a mean of 77.17, SD of 25.02 in the post-test. The 't' value was 2.35. This is significant at 0.05 level.

(ii) In the identified second strategy "Spread of AIDS" presented in the form of 'street drama', all the categories showed a keen response towards the strategy and the folk art form, indicating that the selection is right. So the street drama has maximum influence in the attitudes of learners and help the adult learners in the select areas of conscientisation. This conclusion is established by the following findings.

The test of significance conducted in the adult learners (male and female), the pre-test and post-test scores in relation to street drama registered a mean of 87.83, SD of 26.95 in the pre-test and a mean of 79.60 and SD of
26.03 in the post-test. The ‘t’ value showed 7.96 which is significant beyond the 0.01 level.

The same test was applied separately on male and female adult learners.

In the case of male adult learners the pre-test registered a mean of 84.57, SD of 25.53 and a mean of 78.86, SD of 23.57 in the post-test. The ‘t’ value was 5.13. This is significant at 0.01 level.

In respect of female adult learners the mean was 90.85, the SD 27.94 in the pre-test and in the post-test the mean was 80.28 and the SD 28.17. The ‘t’ value was 6.27. This is significant at 0.01 level.

In the case of rural adult learners (male and female) it registered a mean of 85.96 and SD of 28.57 in the pre-test and a mean of 78.97 and SD of 24.65 in the post-test. The ‘t’ value was 4.86. This is significant at 0.01 level.

The same test was applied separately on rural male and female adult learners.

The pre-test for rural male adult learners registered a mean of 83.52 and SD of 27.77 and; a mean of 77.72 and SD of 26.72 in the post-test. The ‘t’ value showed 3.12. This is significant at 0.01 level.

As regard to the rural female adult learners, it registered a mean of 88.04 and SD of 29.33 in the pre-test and a mean of 80.04, SD of 22.94 in the post-test. The ‘t’ value was 3.73. This is significant at 0.01 level.
The pre-test held for the semi-urban adult learners (male and female) registered a mean of 84.59, SD of 27.80 and a mean of 78.78 and SD of 23.36 in the post-test. The ‘t’ value was 3.30. This is significant at 0.01 level.

The same test of significance was applied separately on semi-urban male and female adult learners.

The pre-test conducted for the semi-urban male adult learners registered a mean of 79.20, SD 24.51 and a mean of 73.86, SD of 21.54 in the post-test. The ‘t’ value was 2.45. This is significant at 0.01 level.

As regards the semi-urban female adult learners, the mean was 89.98, SD 30.02 in the pre-test and the mean of 83.70, SD of 24.27 in the post-test and the ‘t’ value was 2.26. This is significant at 0.05 level.

In respect of the urban adult learners (male and female), the pre-test registered a mean of 92.85, SD 23.82 and a mean of 81.01, SD of 29.76 in the post-test. The ‘t’ value was 5.72. This is significant at 0.01 level.

The same test was applied separately on urban male and female adult learners.

In the case of urban male adult learners, the pre-test registered a mean of 91.02, SD of 23.34 and mean of 85.02, SD of 21.40 in the post-test. The ‘t’ value was 3.45. This is significant at 0.01 level.
The pre-test in the case of urban female adult learners registered a mean of 94.55, SD of 24.35 and a mean of 77.30, SD of 35.61 in the post-test. The 't' value was 4.92. This is significant at 0.01 level.

(iii) Third strategy 'Alcoholism' presented in the form of 'Vilpattu' created a strong sense of positive activity in the minds of adult learners of all the tested groups in the select areas of conscientisation. This conclusion is substantiated by the following findings.

In the adult learners (male and female), the test of significance of mean difference by pre-test and post-test scores in relation to vilpattu registered a mean of 85.99 and SD of 21.14 in the pre-test and a mean of 80.15, SD of 22.83 in the post-test. The 't' value worked out to 7.75, which is significant beyond the 0.01 level.

The same test was applied separately on male and female adult learners.

As regards the male adult learners the pre-test registered a mean of 87.53 and SD of a mean of 22.08 and a mean of 81.68, SD of 22.95 in the post-test. The 't' value was 5.29. This is significant at 0.01 level.

Regarding the female adult learners, the mean was 84.35 and the SD 22.17 in the pre-test and a mean of 78.53 and SD of 22.56 in the post-test and that the 't' value was 5.72. This is significant at 0.01 level.
In the case of rural adult learners (male and female) registered a mean of 84.95, SD of 22.02 in the pre-test and a mean of 79.54 and SD of 25.55 in one post-test. The ‘t’ value was 4.21. This is significant at 0.01 level.

The same test was applied separately on rural male and female adult learners.

The test result registered a mean of 86.09 and SD of 22.27 in the pre-test and a mean of 81.67 and SD of 24.37 in the post test. The ‘t’ value was 2.77. This is significant at 0.01 level.

In the case of rural female adult learners it registered mean of 83.38 and SD of 21.86 in the pre-test, a mean of 77.02 and SD of 22.06 in the post-test. The ‘t’ value was 3.15. This is significant at 0.01 level.

But in the case of semi-urban adult-learners (male and female) the mean in the pre-test was 80.60 and SD 23.13 and a mean of 74.57, SD of 23.24 in the post-test. The ‘t’ value was 4.22. This is significant at 0.01 level.

The same type of test was applied separately on semi-urban male and female adult learners.

The result of the test on the semi-urban male adult learners registered a mean of 84.83 and SD of 24.01 in the pre-test and a mean of 77.75 and SD of 24.44 in the post-test. The ‘t’ value was 3. This is significant at 0.01 level.
The pre-test conducted on semi-urban female adult learners registered a mean of 76.20 and SD of 21.54 and a mean of 71.25, SD of 21.66 in the post-test. The ‘t’ value was 3.10, which is significant at 0.01 level.

The pre-test result in respect of the urban adult learners (male and female) registered a mean of 92.73, SD of 19.54 and a mean of 86.53 and SD of 20.31 in the post-test. The ‘t’ value was 5.09. This is significant at 0.01 level.

The same type of test was applied separately on urban male and female adult learners.

In the case of urban male adult learners, the mean in the pre-test registered 92.04 and SD 19.28. As regards in the post-test the mean was 85.84 and SD 19.04. The ‘t’ value was 3.54, which is significant at 0.01 level.

The urban female adult learners registered a mean of 93.41 and SD of 19.97 in the pre-test and a mean of 87.22 and SD of 21.68 in the post-test. The ‘t’ value was 3.62, which is significant at 0.01 level.

(iv) The fourth strategy ‘Practice of Dowry’ was presented in the form of ‘Kathaprasangam’. The rural male adult learners showed less interest in the subject. Their attitude towards the strategy was negative for the dowry system is not so prevalent in the rural areas of Malabar (Kerala state) All others enjoyed well and showed a positive response to the strategy as well as
the folk art form in the select area of conscientisation. The conclusion is substantiated by the following findings.

In the adult learners (male and female) test of significance of mean difference by pre-test and post-test scores in relation to Kathaprasangam registered a mean of 86.72 and SD of 27.98 in the pre-test and a mean of 79.50, SD of 26.17 in the post-test. The 't' value worked out to 6.14 which is significant beyond the 0.01 level.

The same type of test was applied separately on male and female adult learners.

As regards the male adult learners the test registered a mean 83.55 and SD 26.48 in the pre-test and in the post-test the mean was 78.56 with a SD of 23.32. The 't' value was 2.99. This is significant at 0.01 level.

In the case of female adult learners, it registered a mean of 89.80 with SD of 29.02 in the pre-test and a mean of 80.36 with SD of 28.57 in the post-test. The 't' value was 5.56, which is significant at 0.01 level.

The mean registered in the case of rural adult learners (male and female) was 82.89 with SD of 30.39 in the pre-test and a mean of 79.24 with SD of 24.49 in the post-test and the 't' value was 1.96. This is not significant at 0.01 level. Hence the impact of the practice of dowry is not treated as valid in this case.
The same test was applied separately on rural male and female adult learners.

The result of the test on rural male adult learner registered a mean of 78.80 with SD of 30.24 in the pre-test and a mean of 77.98 with SD of 26.60 in the post-test and thus the ‘t’ value was 0.28, which is not significant at 0.01 level.

As regards the rural female adult learners the result registered a mean of 86.37 with SD 30.36 in the pre-test and mean of 80.31 with SD of 22.73 ;in the post test, the ‘t’ value was 2.64, which is significant at 0.01 level.

In the case of semi-urban adult learners (male and female), the test registered a mean of 83.77 with SD of 28.27 in the pre-test and a mean of 78.74 with SD of 23.42 in the post-test. The ‘t’ value was 3.40, this is significant at 0.01 level.

The same test was applied separately on semi-urban male and female adult learners.

The test result of semi-urban male adult learners, registered a mean of 78.88 and SD 24.32 in the pre-test and a mean of 74.42 with SD 21.44 in the post-test and the ‘t’ value was 2.38. This is significant at 0.05 level.

In respect of semi-urban female adult learners it registered a mean of 88.66 with SD 31.21 in the pre-test and a mean of 83.06 with SD 24.71 in the post-test, the ‘t’ value was 2.43, which is significant at 0.05 level.
The test conducted in the case of urban adult learners (male and female) registered a mean of 93.51 with SD 23.90 in the pre-test and a mean of 80.53 with SD 30.32 in the post test. The ‘t’ value was 5.14, which is significant at 0.01 level.

The same test was applied separately on urban male and female adult learners.

The test registered a mean of 92.55 with SD of 22.59 in the pre-test and a mean of 83.53 with SD of 21.28 in the post-test. The ‘t’ value was 2.75, this is significant at 0.01 level.

As regards the urban female adult learners the test registered a mean of 94.36 with SD 25.19 in the pre-test and a mean of 77.87 with SD 36.53 in the post-test. The ‘t’ value was 4.41, which is significant at 0.01 level.

(v) The fifth area identified was a ‘Social Disharmony’ presented through folk art form ‘Drama’. Majority of the males in the rural areas were not influenced by the theme of drama presented, as in rural areas social harmony is tightly interwoven. In the urban areas a few of the participants both male and female registered a negative attitude in the select areas of conscientisation because they were interested in their own problems only. This conclusion is substantiated by the following findings.
In the adult learners (male and female), test of significance of mean difference by pre-test and post-test scores in relation to drama registered a mean of 90.69 with SD 22.94 in the pre-test and a mean of 83.75 with SD 24.85 in the post-test. The ‘t’ value worked out to 5.88 which is significant beyond the 0.01 level.

The same type of test was applied separately on male and female adult learners.

The test result of male adult learners registered a mean of 93.15 with SD 23.04 in the pre-test and a mean of 87.39 with SD of 25.06 in the post-test. The ‘t’ value was 3.72, which is significant at 0.01 level.

In the case of female adult learners the test registered a mean of 88.43 with SD of 22.69 in the pre-test and in the post test a mean of 80.40 with SD of 24.25. The ‘t’ value was 4.55, which is significant at 0.01 level.

In the case of rural adult learners, the test registered a mean of 94.80 with SD of 24.93 in the pre-test and a mean of 89.02 with SD 25.84 in the post test. The ‘t’ value was 3.01, which is significant at 0.01 level.

The same test was applied separately on rural male and female adult learners.

In the case of rural male adult learners, the mean registered 103.89 with SD 25.17 in the pre-test and a mean of 101.09 with SD 21.63 in the post-test.
The 't' value was only 1.09 which is not significant. Hence the influence is treated not valid in the above case.

But as regards to rural female adult learners, it registered a mean of 87.66 with SD of 22.29 in the pre-test and a mean of 79.54 with SD of 25.23 in the post-test, the 't' value was 2.94. This is significant at 0.01 level.

Regarding semi-urban adult learners (male and female) the test registered a mean of 90.39 with SD of 18.83 in the pre-test and a mean of 81.18 with SD of 23.64 in the post-test, the 't' value was 4.58. This is significant at 0.01 level.

The same type of test was applied separately on semi-urban male and female adult learners.

In the test conducted for semi-urban male adult learners, it registered a mean of 85.12 with SD 12.80 in the pre-test and a mean of 75.88 with SD 20.85 in the post test. The 't' value was 3.30. This is significant at 0.01 level.

The test held for semi-urban female adult learners, it registered a mean of 95.66 with SD of 22.67 in the pre-test and a mean of 86.48 with SD 25.25 in the post-test the 't' value was 3.15, which is significant at 0.01 level.

In the pre-test held for urban adult learners (male and female), it registered a mean of 86.89 with SD 24.12 and in the post test a mean of 81.06 and SD 24.31. The 't' value was 2.66. This is significant at 0.01 level.
The same test was applied separately on urban male and female adult learners.

It showed a mean of 91.72 with SD of 25.66, in the case of urban male adult learners in the pre-test and a mean of 86.84 with SD 26.15 in the post-test, the ‘t’ value was 1.87, which is not significant. Hence folk art form ‘drama’ showed no influence in the urban adult learners on the question of social disharmony.

On the urban female adult learners, it registered a mean of 82.06 with SD of 21.66 in the pre-test and a mean of 75.28 with SD 21.03 in the post test and the ‘t’ value was 1.91 which is not significant at 0.01 level. Hence the influence was found not valid in the above case.

But in general on the basis of the study and analysis, it is clearly proved that the folk art forms and the themes can create an awareness and conscientisation of the adult learners.

TENABILITY OF HYPOTHESES FORMULATED

The results of the analysis of the study, the conclusions and findings support that the hypothesis is true and is therefore to be accepted.

The results of the analysis shows that efficacy in changing the attitude of the adult learners in total towards the social issues is considerable. The conclusion I, II and III (i to v) and the related findings of the study reveals that the hypothesis is true.
To substantiate the hypothesis separate analysis were done on rural, semi-urban and urban, male and female adult learners. The result of the analysis denotes that the efficacy in changing the attitude of the adult learners towards the social issues as per vide conclusion I (iv) and in the case of rural male and urban male and females adult learners as per conclusion III(v) and the related findings, that the hypothesis cannot be tentatively accepted.

The study shows that the select conscientisation programmes will improve significantly the attitude of the adult learners towards each of the defined conscientisation areas. The findings and analysis support the hypothesis. So it is accepted.

EDUCATIONAL IMPLICATION OF THE STUDY

Most of the findings of the study have direct or indirect implication in the adult education system, for its improvement, especially in the field of conscientisation. Many adult learners believe that their ignorance is due to the disparities in socio-economic conditions. Through the folk art forms, the adult learners would certainly be able to achieve practical knowledge on the various social issues, more easily and interestingly. This types of approach may lead to create necessary awareness in the adult learners. Since a long time there has not been any attempt in solving in the social issues creating awareness through folk art forms. The present study throws light upon the
need and usefulness of such researches in solving many of the social issues of present day life. The result of the study shows that the folk art forms are the simplified ways to communicate effectively of problems to the adult learners. With the help of various types of folk art programmes, the adult learners can achieve best results in any matter of social importance. In case the adult education (centres) adopt folklore techniques in their curriculum, the difficulty of the participants in learning can be reduced very much and the teaching can be made easier. From the study, it is made clear that the government and the other promotional agencies can do a lot in the field of adult or continuing education adopting selected folk art forms. This would, no doubt, can attract more learners and thereby conscientising them in the best and effective manner.

SUGGESTIONS FOR FURTHER RESEARCH

This study is dealt with in making use of a few folk art forms to conscientise the adult learners. We are rich in folk art forms. Hence there is ample opportunities for further research. Some of such areas related to the present study are given below:

1. Similar models can be conducted to conscientise other social issues.

2. Experiments can be done in the same strategies using other folk art forms and the efficacy can be tested.
3. Study can be done on various social issues using a single folk art form.

4. The present study was done on the neo-literate in some parts of Kerala, it can be done in other sections of peoples as well.

5. Studies with the folklore arts can be done with special reference to the tribal as well as in the backward areas of the society.

6. The present study is in relation to the folk art forms, it will be useful to study the theme in relation to the classical art forms to find out the efficacy.