CHAPTER TWO

EMERGENCE AND FORMULATION OF THE PROBLEM

Chapter Outline

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Research work is oriented towards the solution of a problem or to seek an answer to a question. The identification and analysing a research problem is the first and most crucial step of research process. A problem cannot be solved effectively unless a researcher possesses the intellect and insight to isolate and understand the specific factors giving rise to difficulty.

Researchers perceive that identification of a problem means to select a topic of a research or statement of the problem. It is wrong to think so. A topic or statements of the problem are not synonymous but they are inclusive. The problem concerns with the functioning of the broader area of field studied, whereas a topic or title or statement of the problem is the verbal statement of the problem. The topic is the definition of the problem which delimits or pin-points the task of the researcher.

Since identifying the exact nature and dimensions of a problem is of major importance in research work, it is very essential that an investigator should learn how to recognize and define a problem.

The criteria considered for the selection of the present research problem (as suggested by Good and Scates, 1954) are as follows:

1. Novelty and avoidance of unnecessary duplications.
2. Importance for the field represented and implementation.
3. Interest, intellectual curiosity, and drive.
4. Training and personal qualifications.
5. Availability of data and method.
6. Special equipment and working conditions.
7. Approachability of the sample.
8. Sponsorships and administrative cooperation.
9. Hazards, penalties and handicaps.
10. Cost and returns.
11. Time factor.

The present chapter will address the rationale of the study; statement of the problem; definition of the key terms; objectives of the study; hypothesis of the study, and delimitations and limitations of the study.

2.1 RATIONALE OF THE STUDY

In the emerging knowledge age, how well we live will depend on how well we learn (Suresh Singh & Birahari Singh, 2014). As Walter S. (2010) claims; our planet won’t survive, if it is not a learning planet, and sustainable development will be achieved by learning through life. The learning is a process of becoming aware of the frames of reference within which we think, feel, and act, becoming critical of its adequacy with conscious of where it comes, developing newer more adequate frames of reference which are more inclusive, and discriminating of experience and
finally acting out of this frame of reference (Laal, 2011). Lifelong learning is about acquiring skills that enable us to survive (continue to live or exist). This may sound a bit dramatic, but it is about learning to help us through our daily lives (Lewis-Fitzgerald, C., 2005).

The term ‘Lifelong Learning’ is now so widely used in educational circle that it has become something of a ‘cliché’ or slogan that is taken to mean whatever the user finds expedient (Kirby et al., 2010). Candy, Crebert & O’Leary (1994) and Knapper & Cropley (2000) argue that universities and colleges have traditionally seen their roles as imparting to students the accepted wisdom of the day in terms of knowledge and skills in different fields, whereas an even more important task is to equip students with the generic ability to guide their own learning through formal education. This is especially important in an era of unprecedented rapid and fundamental change, in which comparatively few students will ever directly use the disciplinary knowledge they acquire in the university.

The role and the importance of Lifelong Learning have increased in recent times due to several socio-economic factors. In a technology driven knowledge based competitive economy; the landscape of learning is fast changing. Equipping the labour force with relevant skills, considering the tremendous expansion of information and communication technology (ICT) and the rapid globalization, the work force needs to be keep on learning and updating their skills to be globally competitive and implies the need for creating a variety of learning and training opportunities.
Lifelong Learning has become necessary because our constantly changing world presents a continuous stream of problems which must be solved if our culture is to endure. According to Toynbee (1947), a civilization survives only so long as it makes adequate response to the challenges of its time. Societies need individuals “improving oneself” and having the skills of “lifelong learning” (Baptiste, 1999; Atkin, 2000; Bagnall, 2006). As the concept of Lifelong Learning grows, it seems destined to have a salutary effect on our total educational system.

In India in general and Manipur in particular cent percent emphasis is laid on academic pursuit at both school and higher education level. Extend of unemployment among the educated youth in Manipur may be said to be turning from bad to worse. About 25% of the total population is educated unemployed. Besides, there might be many hidden educated unemployed and under-employed who have not registered in the Employment Exchanges. Number of educated unemployed registered to the Employment Exchanges in the state during the period 2005-2014 is given in Table 2.1. The basic reasons for unemployment are: defective system of education like absence of linkage between education and productivity, failure of vocationalization, lack of job market and absence of man-power planning (Suresh Singh, 2013).
Table 2.1: Number of Educated Unemployed, Manipur: 2005-2014.

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<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Educated Unemployed</td>
<td>3,15,016</td>
<td>6,40,010</td>
<td>6,83,454</td>
<td>7,13,879</td>
<td>6,92,962</td>
<td>7,00,602</td>
</tr>
</tbody>
</table>

ii) http://manipur.nic.in/exchange/exc_statistics.html.  
iii) Office record of Directorate of Employment, Manipur.

On the other hand, literacy rate in Manipur has seen an upward trend. Manipur’s literacy rate according to Provisional Census Report, 2011 is 79.85%. The state’s literacy rate is higher than the national average of 74.04%, with the male literacy rate being 86.49% and female literacy rate being 73.17%. The status of literacy in Manipur before independence of India was extremely pitiable. Table 2.2 shows a clear evidence for it. Much improvement has been achieved after independence. Gradual development in literacy rate can be observed from the table below. During 1921-1931, literacy rate drop down a little, reason unknown to the author. The literacy rate of Manipur of 0.9% in 1901 was below the general literacy rate of India which was 5.35%. Up to 1951, Manipur could not overtake the general trend. Literacy rate of India was 16.67% while that of Manipur was 11.4% in 1951. From 1961 onwards till date, Manipur has been running better in terms of literacy rate from the general literacy rate of India.
Table 2.2: Literacy Rate of Manipur (1901-2011)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>1.9%</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>1911</td>
<td>4.0%</td>
<td>0.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>1921</td>
<td>7.7%</td>
<td>0.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>1931</td>
<td>6.4%</td>
<td>0.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>1941</td>
<td>9.8%</td>
<td>0.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>1951</td>
<td>20.8%</td>
<td>2.4%</td>
<td>11.4%</td>
</tr>
<tr>
<td>1961</td>
<td>45.1%</td>
<td>15.9%</td>
<td>30.4%</td>
</tr>
<tr>
<td>1971</td>
<td>46.0%</td>
<td>19.5%</td>
<td>32.9%</td>
</tr>
<tr>
<td>1981</td>
<td>53.3%</td>
<td>29.1%</td>
<td>41.4%</td>
</tr>
<tr>
<td>1991</td>
<td>71.6%</td>
<td>47.6%</td>
<td>59.9%</td>
</tr>
<tr>
<td>2001</td>
<td>80.3%</td>
<td>60.5%</td>
<td>70.5%</td>
</tr>
<tr>
<td>2011</td>
<td>86.49%</td>
<td>73.17%</td>
<td>79.85%</td>
</tr>
</tbody>
</table>

**Source:**
a) Economic Survey of Manipur 2005-06
b) Provisional Census Report 2011

The literacy rate of the state is found to be progressive. Manipur has nine (9) administrative districts- four (4) valley districts and five (5) hill districts. Table 2.3 shows the literacy rate of Manipur and its nine (9) districts according to 2001 and 2011 Census Reports. There has been an increase of about 10% in the literacy rate of the State in the last decade.
Table 2.3: Literacy Rate of Manipur- 2001 & 2011

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Churachandpur</td>
<td>70.60%</td>
<td>84.29%</td>
<td>77.70%</td>
<td>88.34%</td>
<td>63.10%</td>
<td>80.13%</td>
</tr>
<tr>
<td>Bishnupur</td>
<td>67.60%</td>
<td>76.35%</td>
<td>79.60%</td>
<td>85.52%</td>
<td>55.70%</td>
<td>67.29%</td>
</tr>
<tr>
<td>Thoubal</td>
<td>66.40%</td>
<td>76.66%</td>
<td>80.40%</td>
<td>85.90%</td>
<td>52.50%</td>
<td>67.57%</td>
</tr>
<tr>
<td>Imphal East</td>
<td>75.50%</td>
<td>82.81%</td>
<td>85.50%</td>
<td>89.86%</td>
<td>65.40%</td>
<td>75.92%</td>
</tr>
<tr>
<td>Imphal West</td>
<td>80.20%</td>
<td>86.70%</td>
<td>89.20%</td>
<td>92.93%</td>
<td>71.30%</td>
<td>80.71%</td>
</tr>
<tr>
<td>Ukhrul</td>
<td>73.10%</td>
<td>81.87%</td>
<td>80.10%</td>
<td>86.05%</td>
<td>65.40%</td>
<td>77.47%</td>
</tr>
<tr>
<td>Chandel</td>
<td>56.20%</td>
<td>70.85%</td>
<td>64.30%</td>
<td>77.93%</td>
<td>48.00%</td>
<td>63.26%</td>
</tr>
<tr>
<td>Senapati</td>
<td>59.80%</td>
<td>75.00%</td>
<td>67.90%</td>
<td>80.85%</td>
<td>51.20%</td>
<td>68.80%</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>59.30%</td>
<td>70.40%</td>
<td>68.70%</td>
<td>76.74%</td>
<td>49.00%</td>
<td>63.76%</td>
</tr>
<tr>
<td>MANIPUR</td>
<td>70.50%</td>
<td>79.85%</td>
<td>80.30%</td>
<td>86.49%</td>
<td>60.50%</td>
<td>73.17%</td>
</tr>
</tbody>
</table>

Source: a) Economic Survey of Manipur 2005-06  
          b) Statistical Abstract Manipur, 2008  
          c) Provisional Census Report 2011

Overview of the literacy rate and educated unemployed rate suggests that the linkage of present education and employability is almost absent. The scenario of the state is more or less similar in almost every developing state like Manipur and nation like India. And, as such, the need for the upgradation and acquisition of skills, knowledge and competence for ‘employability’ of the products of the formal educational system becomes imperative and as such lifelong learning comes into account.

With the beginning of the 11th Five Year Plan, the University Grants Commission (UGC) (2007) has accorded maximum priority to Lifelong Learning with a view to meeting the demands of emerging knowledge society and facilitates the process of developing a learning society. The
universities have a moral responsibility of taking up the task of updating the information that they had provided earlier.

Educational institutions must offer facilities that meet the needs of learners at various levels of competence throughout their lives. Individuals must acquire a new mindset; Learners are no longer passive receivers of knowledge, but need to be active researchers, constructors, and communicators of knowledge. Knowledge is no longer handed down from above. Learners must be able to use lifelong learning facilities to upgrade their knowledge, skills and competence in a discipline as required. They can also contribute to the facilities by sharing knowledge and supporting other learners.

The education that an individual receives at school or college is marginal in nature. It cannot meet the demands of the rapidly progressing society (Wolozyk, 1978). In a changing society, the functions of education are bound to follow suit, resulting in the continuous re-structuring and remodelling of the system. The modern methodologies adopted for teaching also make a learner develop the spirit of enquiry that promotes self-learning. The greater the capacity of self-learning in an individual, the more is the self-awareness of the limitations of the knowledge already acquired by an individual and consequently the need for lifelong learning.

In India, there are three policies on curriculum frameworks; viz., National Curriculum Framework for Schools (by NCERT); National
Curriculum Framework for Teacher Education (by NCTE) and ‘proposed’ National Curriculum Framework for Adult Education (by MHRD). All these endeavor are being taken towards the realization for ‘Education for All’ or in other words, towards creating a learning society.

Various educational programs are also being formulated and implemented for the universalization of education and eradication of illiteracy in India. The Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Saakshar Bharat Mission (SBM) are some recent ongoing policy programs of which mention may be made. Elementary Education, Secondary Education and Adult Education (along with other technical and specific educations) pave a way for creation of a learning society and thereby moulding the strong foundations of lifelong learning. Recently UGC has proposed the RUSA (Rashtriya Ucchatar Shiksha Abhiyan), and ‘Community College” for universalization of higher education.

Formal education is basically an institution activity which is uniform, subject-oriented, hierarchically structured leading to certificate. It is also chronologically graded system, running from a primary school to the university. In short, it is oriented towards the needs of those who can afford full sequential education rather than of those who are deprived.

The Government of India has been running a programme of Non-Formal Education (NFE) for children 6-14 years who remained outside the
formal system due to various reasons. Sarva Shiksha Abhiyan (SSA) also evolved to pursue the Universalization of Elementary Education (UEE) in a mission mode. The Secondary Education serves as a bridge between the elementary and higher education to prepare young persons of the age group 14-18 years for entry into higher education. Tangible process has been made during the last decade in school enrolment but the situation is far from satisfactory. For adults, various Adult Education Programmes have also been implemented, the target age group being 15-35 years which has been proposed to extent up to 50 years by the National Curriculum Framework for Adult Education. Most of these programmes aimed at eradication of illiteracy.

All the efforts of educational policies are in the age-group 6-35 years or say up to 50 years. But, learning starts prior to birth and last until last breath of an individual. There need a paradigm shift from education to learning or rather say lifelong learning. Social return should exceed individual return if a society has to make an impressive onward march towards sustainable development. The only solution is lifelong learning.

The concept of lifelong learning has mostly been used as “lifelong education”, “advanced education”, “continuous education”, “adult education”, “liberal education”, “constant vocational education” and “vocational education” (Aspin & Chapman, 2000; Beycioglu & Konan, 2008; Kogan, 2000; Rausch, 2003; Titmus, 1999; Wain, 1989). During the lifetime of an individual, there is a need for something beyond literacy and
obligatory documents of schooling. The importance of lifelong learning is reflected by the explosion of information. The challenge for lifelong learning is to fundamentally rethink learning, teaching, and education for the information age in an attempt to change mind-sets. Lifelong learning involves and engages learners of all ages in acquiring and applying knowledge and skills in the context of authentic, self-directed problems.

In India, the concept of lifelong learning is taken synonymous with Adult Education in general and Continuing Education in particular which are imparted mostly in non-formal pattern. This limits the scope of lifelong learning whereas, on the other hand, it broadens the scope of adult education. Adult Education in India has been mainly confined in imparting basic 3R’s (i.e. reading, writing and numeracy) with the aim of liquidating illiteracy. Literacy Campaign and Operation Restoration (LCOR) of the National Literacy Mission (NLM), which combines Total Literacy Campaign (TLC) and Post Literacy Programmes (PLP) with Continuing Education (CE), addresses the need for neo-literates to further enhance their knowledge and skills and help them from relapsing into illiteracy again. Adult education in India mainly focuses on adult illiterate population in the age group 15-35 years (or 15-50 years as proposed in the draft policy of the National Curriculum Framework for Adult Education, 2010), while the lifelong learning encompasses formal, informal and non-formal learning activity from birth to death.
Learning is an active, goal-oriented, cumulative, and constructive activity, in which prior knowledge plays an important role in hindering or facilitating further learning. Lifelong learning is attitudinal- that one can and should be open to new ideas, decisions, skills, or behaviours. Skills for lifelong learning relate to the need to acquire, process, and transfer knowledge. Lifelong learners need to be able to determine what they need to learn and how to make and carry out a learning plan. They need to know how to locate appropriate information, evaluate its quality, organise it, and use it effectively. They need to be critical thinkers, problem solvers, and decision makers, and they need to practice regular self-reflection. Owing to the selective approach and terminal character of the higher education system, it becomes imperative for the post-graduate students to be a lifelong learner.

To better understand lifelong learning, it is essential to be able to measure its characteristics. It is extremely difficult to measure something that is broad. However, attempts have been made to measure lifelong learning or its related constructs (e.g., Deakin Crick et al., 2004; Kirby et al., 2010; Meerah et al., 2011). A major obstacle in the development, or perhaps more appropriately described as the re-development; of lifelong learning is “attitude” (Rice & Steckley, 1997). Success depends on the participation and commitment than on the internal, didactical quality of the program itself. Positive and favourable attitude is essential for creation of a learning society. And as such, the present study is felt significant. XI Plan
Guidelines on Lifelong Learning and Extension (UGC, 2007, p.3) states that ‘Since the knowledge base of Lifelong Learning in India continues to be weak, systematic efforts should be made to generate new knowledge through rigorous researches and scholarly publications’. The Cape Town Statement (2001) also regarded lifelong learning as “an important and legitimate research area”. It may also be noted that post-graduation stage has a ‘terminal character’: either the students join the world of work or pursue higher research activities. In both the cases, lifelong learning has its significance. Further, studies on attitude towards Lifelong Learning have not been conducted locally or nationally. The present study attempts to fill up the lacuna in this area of research. The findings of the present study will be of great significance for the educators in particular and policy-makers in general.

### 2.2 STATEMENT OF THE PROBLEM

The title of the problem is stated as “Attitudes of postgraduate students in Manipur towards Lifelong Learning”. The present study will measure postgraduate student’s disposition to engage in Lifelong Learning. Further, differences in attitude towards lifelong learning and its dimensions among the variables: sex, subject of study, school of study and locale (area of residence) will also be explored.
2.3 DEFINITION OF KEY TERMS

In order to make the meanings of the different terms used in the title, working definitions are given in this section.

**ATTITUDE** - Attitudes are complex of positive or negative feelings, desires, fears, convictions, prejudices, or often tendencies that have given a set of readiness to act to a person because of varied experiences that an individual holds about objects, persons, or ideas.

Morgan *et al.* (1993, 2011) defines attitudes as ‘… a summary of the evaluations made of different aspects of attitude object’. Allport (1935) referred to attitude as “the most distinctive and indispensable concept in … social psychology” and identified three ‘essential features’ of attitude:

(a) Preparation or readiness for favourable or unfavourable responses,

(b) Which is organised through experience, and

(c) Which is activated in the presence of all objects and situations with which the attitude is related.

Thus, attitude is a summary of evaluations made of different aspects towards attitude objects which are inferred from the actual behavior.

Thurstone (1928) boldly asserted that “attitudes can be measured”. Fishbein & Ajzen (1975) also identified three essential features of attitude:
“attitude is learned… it predisposes action, and such actions are consistently favourable or unfavourable towards the object”.

To understand attitude in relationship to other elements of the affective domain, Anderson (1981) identified five affective characteristics in general to understand attitude in relationship to other elements in affective domain: (i) emotion, (ii) consistency, (iii) target, (iv) direction, and (v) intensity.

(i) Emotion: Affective characteristics involve primarily the emotions and feelings of persons. Affective characteristics typically are contrasted with cognitive characteristics (which primarily involve knowing and thinking) and psychomotor characteristics (which primarily involve acting and behaving). Since an attitude is an affective characteristic it also involves a person’s feelings and emotions. Then the preparedness or readiness mentioned by Allport (1935) is emotional (in contrast with intellectual or behavioural preparedness or readiness).

In fact, Thurstone & Chave (1929) has defined attitude as a complex of feelings, desires, fears, convictions, prejudices, or often tendencies that have given a set of readiness to act to a person because of varied experiences. In Chave’s definition feelings are directly mentioned; desires, fears, convictions, and prejudices are quiet clearly emotions.

(ii) Consistency: Consistency differentiates affective characteristics from affective reactions induced by particular situations or settings. A reasonable degree of consistency of responses is necessary
before it can be inferred that a person possesses a particular affective characteristics. If the response of inconsistencies is noted greatly, it may be suggested that a person does not acquire the particular affective characteristics being sought. Rather the responses are determined more by factors external to the person than factors internal to the person.

Both Allport and Fishbein & Ajzen cited consistency as essential features of attitudes. While Fishbein & Ajzen (1975) explicitly mentioned consistency (“… such actions are consistently favourable or unfavourable…”), Allport (1935) implies consistency in his third essential features. If preparedness or readiness is activated in the presence of all related objects and situations, consistency of activation is clearly implied.

(iii) Target: As is indicated in Allport’s third essential feature, affective characteristics are related to particular objects, situations, ideas, and experiences. These objects, situations, ideas, and experiences can be subsumed under the general label “target”. All feelings and emotions including attitude, are directed towards (or away from) some target. While Allport identifies these targets as objects and situations, Morgan et al. and Fishbein & Ajzen limit the targets to objects.

(iv) Direction: Given a target, affective characteristics prepare people to approach or avoid it. Hence direction (or in Allport’s term ‘directedness’) is an essential feature of affective characteristics. Direction is concerned with the positive or negative orientation of the emotions or feelings towards
the target. Differences in orientation are typically expressed in terms of bipolar adjectives which indicate the opposite directions.

Both Allport and Fishbein & Ajzen suggest the appropriate bipolar adjectives for attitude as favourable or unfavourable.

(v) Intensity: Intensity refers to the degree or strength of emotions or feelings. Intensity is an essential feature of affective characteristics; some people experience more intense emotions than other people. “Hate” for example, is a more intense than “Dislike”. Intensity per se is not addressed to in the definitions of Allport (1935), or Fishbein & Ajzen (1975). It seems likely, however, that intensity is related to the level of preparedness (Allport) and the extent to which attitude predisposes action (Fishbein & Ajzen).

As has been mentioned, Anderson (1981) identified five essential features so that attitude could be differentiated from other affective characteristics. Interestingly enough, the first two features (emotions and consistency) do not permit such differentiation. Rather, all affective characteristics possess these two features. Likewise, that attitude is learned (Fishbein & Ajzen, 1975) or organised through experience (Allport, 1935) does not allow the differentiation of attitude from other affective characteristics.

The differentiation of attitude from other affective characteristics is possible only if the last three essential characteristics identified by Anderson (1981) are considered: target, direction and intensity. Anderson
was able to differentiate some of the more common affective characteristics discussed in the field of education from attitude on the basis of these three essential features.

As mentioned above, the most common target of attitude is an object; frequently a social object. In contrast, the most common target of interest is an activity. That is, people develop interest in doing things.

As can be noticed, the attitude differs from other affective characteristics in terms of target. While target of other related affective characteristics includes activities, abstractions, and self-concept, the target of attitude are most likely fairly concrete social objects.

Attitudes also can be differentiated from other affective characteristics in terms of direction. As has been noted, the directional indicators of attitude are favourable or unfavourable, agree or disagree. Other affective characteristics are associated with other directional indicators: interested or disinterested; desirable or undesirable; important or unimportant; and acceptable or unacceptable; etc. the directional indicators for preference are in fact the targets themselves. That is, the directions indicated by preferences are towards one target and by definition, away from another target.

Finally, attitudes can be differentiated from other affective characteristics in terms of intensity. From the definition of attitude it can be inferred that attitude is an emotion of moderate intensity. An attitude is more or less a reactive emotion. That is, when an object is encountered by
an individual, attitude is activated. Several affective characteristics are more intense than attitude.

Interest is a more intense emotion. In contrast with attitude, interest is a proactive emotion. Interest impels a person to action; either covert action (attention) or overt action (acquisition). Similarly, value is a more intense emotion than attitude. Each of the definitions referred to earlier includes words and phrases that indicate quite clearly the high intensity nature of value. Preference tends to be a fairly low intensity emotion. A preference demands a choice between or away targets. Since the choice is ‘forced’ on the individual, a great deal of interest or value, the intensity level may rise greatly. This increase in intensity, however, is associated more with interest and value than with preference *per se*.

Considering the five essential features of affective characteristics identified by Anderson (1981), the attitude can be considered as “a moderately intense emotion that prepares or disposes an individual to respond consistently through a summary of evaluations made of different aspects in a favourable or unfavourable manner when confronted with a particular object and/or situation”.

In addition, this definition is consistent with the composite definitions offered by Allport (1935), Fishbein & Ajzen (1975) and Morgan *et al.* (1993, 2011). Furthermore, this definition permits the differentiation of attitude from other related affective characteristics such as interest, value, preference, and self-esteem. Such a differentiation is based primarily
on: (a) the nature of targets towards which the emotion is directed, (b) the
directionality of the emotion, and (c) the intensity of the emotion.

According to Fisher (1977), the concept of attitude has had more
definitions than any other concept in social psychology. In an effort to
simplify the construct of attitude to one that could be studied, the pioneers
in attitude measurement tended to define the term “attitude” narrowly
(Lemon, 1973), in terms of intensity of affect for or against a psychology
object (Thurstone, 1928).

Attitudes cannot be observed but must always be inferred from overt
behaviour, both verbal and non-verbal (Anastasi, 1982). The process of
measuring attitudes therefore can be conceptualised as consisting of three
stages: (i) identification of the types of behaviour samples that are
acceptable as a basis for making inference, (ii) collection of samples of
behaviour, and (iii) treatment of the behaviour samples so as to convert
findings about them into a quantitative variables (Summers, 1970).

Cook & Selltiz (1964) recognised the affective, cognitive, and
behavioural intention aspects of attitude; they considered the affective
component of attitude to be its central concept. They defined attitude as an
underlying disposition that enters, along with many other influences, into
the determination of a variety of behaviours towards the attitude object, or
class or objects, including statements of beliefs and feelings about the
attitude object and approach-avoidance actions with respect to it. When
behaviours or behavioural intentions are included in the definition of
“attitude”, they are of the type from which one can infer favourable or unfavourable feelings or inclinations or dispositions.

Attitudes are positive or negative feelings that an individual holds about objects, persons, or ideas. They are regarded as enduring though, modifiable by experience and/or persuasion, and as learned rather than innate. Attitudes are also observed as predispositions to action. Actual behaviour, however, is influence by many things, attitude being only one of these factors. Hence, it is important, as Fishbein & Ajzen (1975) have noted, to separate the concept of attitudes from behavioural intentions and actual behaviours, both of which are open to a variety of sources of influences.

LIFELONG LEARNING – Lifelong learning is a self-directed, voluntary, poly-factorial process of learning irrespective of the modes of information which an individual undergoes throughout one’s life (life-long, life-wide and life-deep), either for personal or professional viability.

POSTGRADUATE STUDENTS – Postgraduate students are persons formally engaged in learning after their graduation in a University. In India, 10+2+3 system of education is generally practised and postgraduate students are those who after completion of 10+2+3 undergo higher education in a college or university.

SCHOOL OF STUDY – Under Manipur University, various subjects offering undergraduate and postgraduate degree courses are
grouped into five different schools viz., School of Human and Behavioural Sciences, School of Humanities, School of Life Sciences, School of Physical and Mathematical Sciences and School of Social Sciences.

UNIVERSITY - A University (Latin: Universitas, a whole) is an institution of higher education and research in a variety of subjects and provide both undergraduate and postgraduate education. The word ‘university’ is derived from the Latin “universitas magistrorum et scholarium” which roughly means “community of teachers and scholars” (Source: Wikipedia). For the present study, university shall be referred the institutions of higher learning and specifically to Manipur University (India) which was established on 05th June 1980.

LOCALE – Place or Area of residence of the students was considered as the locale. For the present study, students were categorised into urban and rural only.

2.4 OBJECTIVES OF THE STUDY

The objectives of the present study are to test the following hypotheses:

Hypothesis 1: The global attitude of postgraduate students of Manipur towards Lifelong Learning is favourable.

Hypothesis 2: The global attitude of postgraduate students towards Goal Setting is favourable.
Hypothesis 3: The global attitude of postgraduate students towards Application of Knowledge and Skills is favourable.

Hypothesis 4: The global attitude of postgraduate students towards Self-direction and Evaluation is favourable.

Hypothesis 5: The global attitude of postgraduate students towards Locating Information is favourable.

Hypothesis 6: The global attitude of postgraduate students towards Adaptable Learning Strategies is favourable.

Hypothesis 7: There is no significant difference in attitude towards lifelong learning according to the sex of the students.

Hypothesis 8: There is no significant difference in attitude towards Goal Setting according to the sex of the students.

Hypothesis 9: There is no significant difference in attitude towards Application of Knowledge and Skills according to the sex of the students.

Hypothesis 10: There is no significant difference in attitude towards Self-direction and Evaluation according to the sex of the students.

Hypothesis 11: There is no significant difference in attitude towards Locating Information according to the sex of the students.
Hypothesis 12: There is no significant difference in attitude towards Adaptable Learning Strategies according to the sex of the students.

Hypothesis 13: There is no significant difference in attitude towards lifelong learning according to the subject of study.

Hypothesis 14: There is no significant difference in attitude towards lifelong learning according to the School of Study.

Hypothesis 15: There is no significant difference in attitude towards Goal Setting according to the subject of study.

Hypothesis 16: There is no significant difference in attitude towards Application of Knowledge and Skills according to the subject of study.

Hypothesis 17: There is no significant difference in attitude towards Self-direction and Evaluation according to the subject of study.

Hypothesis 18: There is no significant difference in attitude towards Locating Information according to the subject of study.

Hypothesis 19: There is no significant difference in attitude towards Adaptable Learning Strategies according to the subject of study.

Hypothesis 20: There is no significant difference in attitude towards Goal Setting according to the School of Study.
Hypothesis 21: There is no significant difference in attitude towards Application of Knowledge and Skills according to the School of Study.

Hypothesis 22: There is no significant difference in attitude towards Self-direction and Evaluation according to the School of Study.

Hypothesis 23: There is no significant difference in attitude towards Locating Information according to the School of Study.

Hypothesis 24: There is no significant difference in attitude towards Adaptable Learning Strategies according to the School of Study.

Hypothesis 25: There is no significant difference in attitude towards lifelong learning according to the area of residence.

Hypothesis 26: There is no significant difference in attitude towards Goal Setting according to the area of residence.

Hypothesis 27: There is no significant difference in attitude towards Application of Knowledge and Skills according to the area of residence.

Hypothesis 28: There is no significant difference in attitude towards Self-direction and Evaluation according to the area of residence.
Hypothesis 29: There is no significant difference in attitude towards Locating Information according to the area of residence.

Hypothesis 30: There is no significant difference in attitude towards Adaptable Learning Strategies according to the area of residence.

2.5 DELIMITATIONS AND LIMITATIONS OF THE STUDY

The present research on the attitudes of postgraduate students in Manipur can be described as a qualitative study bound by time and place. The present study has been delimited with respect to the sample, the tool of the study and the theoretical assumptions behind the tool:

- The study confined only to postgraduate students of Manipur University enrolled for various postgraduate programmes during academic session 2012-13. Undergraduate and doctoral students have been excluded.

- The study has been delimited with respect to sample. All the postgraduate students could not be collected for the study.

- Students enrolled in various affiliated colleges and constituent college were also excluded from the present study.

- Only Manipur University was taken up for the present study. Central Agricultural University (CAU), Iroishemba, Imphal and Indira Gandhi
National Tribal University (IGNTU), Manipur Study Centre was not included.

- The present study has also been limited to the testing of the hypothesis according to variables such as Sex, Subject of Study, School of Study and Area of Residence of the postgraduate students as mentioned in the section 2.4: Objectives of the study.

- Lifelong Learning Questionnaire (Kirby et al., 2010) was used for the present study and hence the interpretation of the results has been governed by the theoretical considerations underlying the test. Dimensions for measures of lifelong learning have also been delimited to:

1. Goal setting;
2. Application of knowledge and skills;
3. Self-direction and self-evaluation;
4. Information location; and
5. Learning strategy adaptation.

To sum up, in the present chapter we have gone through rationale of the study, statement of the problem, definitions of key terms, objectives of the study as well as delimitations and limitations of the study. In the next chapter, review of previous empirical studies is presented.
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