Chapter - III

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This chapter describes the problem, need for the study, objectives, hypotheses, variables studied, limitations, definition of certain terms and brief plan of the study.

1. STATEMENT OF THE PROBLEM

"A Study of certain aspects of Continuing Education Programme in Chittoor District (Andhra Pradesh) with special reference to Tribals".

2. NEED FOR THE STUDY

Education in every cultural setting is an instrument for survival, adaptation and change. Tribal society, which is segregated in social, economic and geographic entities, requires a lot of inputs among which education has a pivotal role to play. Adult education emphasises upon three main components namely, literacy, functionality and awareness. Literacy, which is supposed to be
a stepping stone for education, includes the three rudimentary skills of reading, writing and numeracy and is considered as a minimum need for every human being to have a better life in the society. Functional literacy implies self-reliance in literacy and numeracy; becoming aware of the causes for their deprivation and moving towards amelioration of their conditions through organisation and participation in the process of development, acquiring skills to improve the economic status and general well-being; imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms, etc. Functionality, more or less, is concerned with making the individual to function well individually, socially, culturally and economically.

Education enables the scheduled tribes, who happen to be backward, to acquire knowledge about the individual's environment, development avenues, and programmes being implemented for their well-being. Adult education in India does not end with providing literacy, functionality and awareness. It extends further leading to life long education and continuing education. The scope of adult education extends to all sections of the community and adult education is a pre-condition for accelerating the pace and magnitude of development especially among the scheduled tribes.

Recognising the need for the education of masses, India has implemented several literacy programmes especially after independence (Social Education Programme, 1949; Community Development Programme, 1951; Farmer’s Functional Literacy Programme, 1966-67; Non-formal Education Programmes, 1975; National Adult Education Programme, 1978; Point No. 16 of the New 20 Point Programme, 1982; Mass Programme for Functional
Literacy, 1986; National Literacy Mission, 1988) and Total Literacy Campaigns, 1989-90 onwards. The scheme of continuing education was introduced from 1995 onwards through the establishment of continuing education centres. The literacy rate of the country has increased from 16.67 in 1951 to 65.38 during 2001.

The success of adult education programme is generally measured in terms of the number of illiterate adults made literate during the programme period. An adult is generally considered as a literate if he is able to read, write and do simple calculations of day to day life. The level of achievement of literacy skills may be observed through performance which can be called as academic achievement, achievement or performance. Attainment in literacy skills refers to proficiency in 3 R's or reading, writing and numeracy skills. The total score obtained by the learner on all the three components of literacy can be stated as total achievement. How an individual has achieved proficiency in basic literacy skills depends upon how effectively he learns. Existing research studies in the field of adult education indicate that various individualistic and environmental factors operate and influence the learning behaviour of an individual which ultimately decide the level of achievement of literacy skills by an individual.

Some research studies indicate that women achieve better than men and certain other studies indicate that men are better than women. Yet there are studies which indicate that gender has no impact on the achievement. The studies on tribal learners are highly limited, if any, since the majority of the studies deal with the general population. On the whole, there is an urgent need
to explore the impact of gender on the achievement of tribal learners who have completed their literacy course through literacy campaigns.

With age comes growth and with growth an individual's fund of experience involving a wider variety of situations increases steadily. Experience helps an individual to modify his behaviour and method of dealing with situations so that he may become more efficient. Hence, age may have a bearing on the literacy attainment of tribals.

Tribals pursue different occupations such as agriculture, casual labour, shepherd, forest products collection, etc. Hence, occupation may influence one's literacy level. The level of income of tribals is often limited and variation in income levels may also have an impact on the achievement of literacy skills on the tribal learners. Marital status is yet another variable included in the researches to study its influence on the literacy performance of adult learners.

Motivation is a crucial factor in learning and several personal and environmental aspects motivate the learner and the role of motivation in learning cannot be underestimated. Internal and external motivation may stimulate the learner and may influence his learning attainment. Apart from that the attitude of learners towards adult education may play a significant role in determining their achievement. In operational terms, attitude refers to the details of what people think or feel on the ways in which they intend to act. It may generally be assumed that positive attitude of a learner towards adult education enhances his level of achievement.

The academic achievement of tribal learners may also be influenced by the environment surrounding him i.e., the physical facilities of the centres,
reading materials, instructional support extended by the prerak to improve and utilise the literacy skills and the various activities organised at the continuing education centre. One of the important inputs in adult education is the level of community support or people's participation. The learner requires the support of family members, government and non-government agencies for his personal accomplishment and social requirements which are likely to influence his participation in the centre as well as the literacy attainment. Therefore, it would be of interest to examine how these factors interact and provide an environment which may positively or negatively stimulate the tribal learners in achieving literacy skills. The problem of the investigation was to examine the influence of factors viz., gender, age, occupation, marital status, income, motivation, community support, attitude, physical facilities and materials, activities of prerak, problems of learners on achievement of adult learners. Thus, the main concentration of the study is on tribal neo-literates and information generated would be primary in nature. The study provides feedback information which could be utilised by the district administration and National Literacy Mission to design effective strategies in the successful implementation of the continuing education programme for the tribals.

3. OBJECTIVES OF THE STUDY

1. To study the socio-economic status of neo-literates.

2. To study the influence of personal and demographic factors (gender, age, occupation, marital status and income) on the achievement of adult learners,

3. To examine the influence of motivation on the achievement of adult learners,
4. To assess the influence of community support on the achievement of adult learners,

5. To estimate the impact of attitude on the achievement of adult learners,

6. To know the effect of physical facilities and materials on the achievement of adult learners,

7. To know the impact of the activities of preraks on the achievement of adult learners,

8. To know the influence of problems of adult learners on their achievement,

9. To understand the contribution of different independent variables to achievement of adult learners and

10. To suggest remedial measures.

4. HYPOTHESES

Based on the above objectives, the following hypotheses were formulated for testing.

1. Gender does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

2. Age does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

3. Occupation does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

4. Marital status does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

5. Income does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

6. Motivation does not significantly influence the achievement of adult learners in literacy skills and total achievement.
7. Community support does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

8. Attitude does not significantly influence the achievement of tribal learners in literacy skills and total achievement.

9. Physical facilities and materials do not significantly influence the achievement of tribal learners in literacy skills and total achievement.

10. Activities of preraks do not significantly influence the achievement of tribal learners in literacy skills and total achievement.

11. Problems of adult learners do not significantly influence the achievement of tribal learners in literacy skills and total achievement.

12. No single variable or a set of variables included in the study do not significantly exert their contribution to reading achievement of tribal learners.

13. No single variable or a set of variables included in the study do not significantly exert their contribution to the writing achievement of tribal learners.

14. No single variable or a set of variables included in the study do not significantly exert their contribution to numeracy achievement of tribal learners.

15. No single variable or a set of variables included in the study do not significantly exert their contribution to the total achievement of tribal learners.

5. VARIABLES STUDIED

1. Dependent Variables

Achievement of adult learners (scheduled tribes) in literacy skills are: (1) Reading, (2) Writing, (3) Numeracy and (4) Total Achievement which is the total score on reading, writing and numeracy.
2. **Independent Variables**

   The independent variables included in the study are: (1) Gender (male, female); (2) Age (15-25 years, 25-35 years, 35 years and above); (3) Occupation (agriculture, casual workers, livestock rearing, shepherd, fishing and forest products collection); (4) Marital Status (married and unmarried); (5) Income (Below Rs. 500/- per month, Rs. 500-1000 per month, Rs. 1000 and above per month). The programme related variables are: (1) Motivation, (2) Community Support, (3) Attitude, (4) Physical facilities and materials, (5) Activities of preraks and (6) problems of learners in attending the centres.

6. **LIMITATIONS**

   1. The study is limited to Chittoor District.
   2. The study does not cover urban areas.
   3. The study does not include nodal preraks and assistant preraks.
   4. The study is limited to a few variables relating to adult learners – motivation, community support, attitude, physical facilities and materials, activities of preraks as perceived by the learners and problems of learners in attending the centres.

7. **BRIEF PLAN OF THE STUDY**

   For the purpose of testing the hypotheses, a sample of 280 tribal learners were required (the details of sampling are given in Chapter IV).

   Each adult learner chosen was administered (1) Achievement test for measuring the level of proficiency of the learner in reading, writing and numeracy skills, (2) Measure of motivation to know the score on motivation, (3) Measure of community support to obtain score indicating the level of support received by the learner from the community, (4) Measure of attitude to get
learner's rating indicating his level of positive attitude towards adult education, (5) Measure of physical facilities and materials to know the score of the learner on physical facilities and materials, (6) Measure of activities of preraks to get the support received from the prerak's activities by the learner, (7) Measure of problems of adult learners to know about the different problems faced in attending the centres. Details pertaining to the tests used and procedure of scoring are described in Chapter IV. The measures were administered to the learners in three sessions. In the first session, measures of achievement test, motivation and attitude were administered. During the second session, measures community support, physical facilities and materials were administered. In the third session, the remaining 2 measures, activities of preraks and problems of learners were administrated. In each session, an interval of 15-30 minutes was given between the administration of the tests. It took approximately two and half hours for the completion of all the tools by each learner. All the measures were administered to the learners individually by the investigator. 't' test, 'F' test, correlation and multiple regression (stepwise) were utilised while analysing the data.

8. DEFINITION OF CERTAIN TERMS

**Adult Learner**

In the context of the study adult learner is a person who has completed his/her literacy instruction in literacy skills as per the norms of National Literacy Mission. He is a neo-literate who has just completed his course in adult education and provided with a neo-literate certificate by the Zilla Saksharatha Samithi, Chittoor, which happens to be the agency for implementing adult and continuing education programmes.
Prerak: A motivator and an organiser of the activities of continuing education centre.

Monitor: A person who has been organising post-literacy centre after literacy campaign.

Functional Literacy: As specified in the National Literacy Mission document (1988) by Government of India, functional literacy implies achieving self-reliance in literacy and numeracy by learners, becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development, acquiring skills to improve the economic status and general well-being, imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms etc.

Equivalency Programme: These are one type of continuing education programmes which provide an opportunity to adults and out of school children who have acquired basic literacy skills or who have completed primary education and who are willing to continue their education beyond elementary literacy for acquisition of competencies equivalent to primary or secondary levels of formal education. Equivalency programmes are, therefore, designed as alternative education programmes equal to existing formal, general or vocational education.
**Income Generating Programme**

Income generating programmes are those vocational and technical education programmes which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities. There can be a variety of income generating programmes delivered in a wide variety of contexts taking into account the local needs and interests of learners.

**Quality of Life Improvement Programmes**

These are especially significant type of educational programmes designed to enhance the well being of citizens. These aim to equip learners and community with knowledge, skills, attitude and values to enable them to improve quality of life as individuals and members of the community.

**Individual Interest Promotion Programmes**

These continuing education programmes aim to provide opportunity to individuals to participate in and learn about their social, cultural, spiritual, health, physical and artistic interests. The focus of individual interest promotion programmes is on personal development by providing opportunities for promotion of specialized individual interests which may lead to improvement in the quality of human resources of the society.

The method adopted in the study in terms of construction of research tools, sample chosen, data collection, statistical techniques employed are presented in Chapter-IV.