CHAPTER-3

METHOD AND PROCEDURE

3.1. Introduction

This chapter includes the design of the study, sampling procedure, data collection and the statistical techniques used to analyse the data gathered for the study.

3.2. Design of the Study

The present study entitled “A Study of Social Security Training Programme as a Strategy for Social Security Development at Different Educational Levels of the People in Iran” is an evaluative research, which is partly *ex post facto* ‘Outcome Evaluation’ and partly ‘Impact-Effectiveness Model.’ Ex post facto research is systematic empirical inquiry which aims to reach conclusions after processing data. Ex post facto research is conducted without hypothesis and without pre-conditions - a research in which data are collected and then interpreted (Kerlinger, 1978). ‘Outcome Evaluations’ are studies intended to measure the effects of an agency’s existing projects or programmes on their direct participants, other designated groups or specific institutions (Williams, 1972).

Evaluative study tries to assess the capacity of a programme to bring about changes in those who are exposed to it (Fisher in Rossi and Williams, 1972). Further, the study is evaluative in its approach because it collects evidences systematically from a representative sample of the unit concerned, translates the evidence into quantitative terms and compares them with the criteria that were set and draws conclusions about the phenomenon under the study (Weiss, 1978).
On the other hand, in 'Impact Effectiveness Model', the effectiveness of the programme is measured mostly in terms of respondents' opinions. The respondents are those who are directly or indirectly involved in the programme (Houston Jr. in Rossi and Williams, 1972).

The nature of the present study is also of this kind as it involves some aspects of each of the above mentioned models. Hence, the design of the present study is a product of all the models combined.

The present study is essentially an exploratory-cum-descriptive as well as evaluative research. It is exploratory in the sense that no other study of such nature (regarding the evaluation of Social Security Training Programme (SSTP)) is found to have been done so far in Iran. It is descriptive in the sense that it attempts to describe the programme as it is being implemented. It is evaluative in the sense that an attempt has been made to measure the effects of the programme against the goals it set out to accomplish and to suggest measures to improve and modify the programme on the basis of the opinions and reactions of the respondents.

In order to assess the usefulness, relevance and adequacy of the course contents developed for preparing the trained staffs, the ex post facto design was adopted.

On this basis, the programme evaluation has been presented in figure 3.1.

Before conducting the study, the programme goals were analysed and specified. The impact defined in terms of constructs was dichotomized as the behaviours to be developed in (1) trainees and (2) insurants and employers through Social Security Training Programme (SSTP).
Figure 3.1

Programme Evaluation

Criteria of Evaluation

- Specification of programme goals into measurable objectives which commensurate with intended changes as constructs
- Intended changes in efficiency of staff
- Intended Behaviours of trainees

Process of Evaluation

- Comparison of results with that of criteria
- Comparison of opinions
- Intra group
- Inter group

Analysis of data

- Comparison of financial benefits at different educational Levels
- Judgement of the programme impact
- Improvement measures

Development and use of techniques and tools for study

Collection of opinions of benefactors and beneficiaries and the test scores
In accordance with the objectives of the study, the relevant tools (questionnaires and tests) were locally prepared for each responding group to collect relevant information.

All the groups of the subjects were dichotomized as benefactor group and beneficiary group. The benefactor group refers to that group of persons who make plans, formulate policies, arrange, organize and provide services and facilities in terms of finances, administration, training and assistance with the purpose of social security development. So, the persons taken in this group as benefactor are central authority and policy makers (CAP), instructors (INST) of the social security training centres (SSTC).

The beneficiary group refers to that group of persons who benefit from these services and facilities provided by the benefactor group. This group consists of the Trained Staff (TS), Under Training Staff (UT) and the insurants and the employers. The rationale for including TS and UT in beneficiary group is that they are also a part of social security population for whom the SSTP was established.

3.3. Population of the Study

The population of the study included all the members of the benefactor group as well as beneficiary group who were directly or indirectly involved in the SSTP.

The benefactor group consisted of Central Authorities and Policy-Makers (CAP) and Instructors (INST) of SSTC.

1. Central Authorities and Policy-Makers refer to High Council members, Board Directors, Managing Director and his Assistances and Advisors (policy-making body).
2. Instructors refer to all the principals and instructors of the Training Centres (SSTC).

The beneficiary group consists of staff - trained as well as under training - insurants and employers.

1. Trained Staff (TS) refers to all staff, who have received training in the SSTC.

2. Under-training (UT) refers to the staff who were receiving training during the time the investigator was collecting data for this study.

3. Insurants (Is) refer to those who have received or are likely to receive social security benefits and services.

4. Employers (Es) refer to those for whom the insurants are working.

5. Potential Trainees (PT) refer to those who have the basic qualifications at par with TS and UT but have not joined the SSTC for training. They can probably be selected for TS training. Hence, they are treated as potential trainees.

3.4 Sampling Technique

The technique of sampling was purposive, incidental coupled with multi-staged stratification. It was purposive in the sense that the specific subjects were picked by the investigator in accordance with the requirement of design and objective of this study. Specific subjects refer to all SSTP from policy-makers and decision-makers to executives and implementators, field workers to hardcore people for whom the programme was designed and developed. Therefore, the sample included High Council members and members of the target group.

The high degree of selectivity coupled with multi-staged stratification guarantees that all relevant strata would be represented in the research.
design (Black and Champion, 1976). The sample was stratified on the line of political divisions with respect to central offices, province general offices and local offices. There is a central office of the SSO in Tehran, provincial general offices and 364 local offices.

In the sample selection, this investigator exercised her judgement (hence, it is judgemental) to include those subjects who were presumed to be typical of the given population, related to the SSTP. The selection of local offices was based on the availability of the trained staff.

All the subjects who were included in the sample were selected incidentally. Incidental sampling here refers to that process of selecting subjects who were available during the time of data collection. While doing so, care was taken to keep the sample adequately representative in order to avoid bias, though the present study has its own limitations.

The subjects in the sample of beneficiary group were drawn from 4 local offices in Tehran which were, in turn, selected from 30 local offices in Tehran province. The geographical division of Iran consists of 26 general provinces. A chart of the sample stratification is given in figure 3.2.
Figure 3.2
Sample Stratification

High Council

Board of Directors

Managing Director

Assitants & Advisors of Managing Directors

Central Office of SSO

Provincial General Offices

Local Offices

4 Local Offices

Benefactor Groups

CAP = 12

INST = 27

Beneficiary Groups

PT = 36

TS = 44

UT = 88

Is = 171

Es = 21
3.5. Selection of Subjects

There were in all seven groups of subjects classified as discussed above. The selection of subjects for each group is discussed below:

A. Central Authorities and Policy-Makers (CAP)

There are 20 members in the policy-making body (High Council) and 15 (officials) authorities (Board of Directors, Advisors and Assistants of Managing Director) in social security. As all the members of policy making body were difficult to approach, only some of the members of the policy-making body and members of central authority were taken in the sample. Since, most of the members of the policy-making body are Ministers or Assistant Ministers, it was difficult to obtain data (opinions and reactions) from them. Thus, the investigator could obtain data only from 12 subjects in this group. Table 3.1 shows the position of the population.

Table 3.1
Population and Sample Selection from Central Authorities and Policy-Makers

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total number</th>
<th>Number taken for try out</th>
<th>Number taken for main study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Authorities</td>
<td>20</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Policy-Makers</td>
<td>15</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Total (CAP)</td>
<td>35</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>
B. Instructors (INST)

All the INST of SSTC’s of general provincial offices were taken if available in the centre during the time of data collection. In all, 27 out of a total of 52 instructors were taken.

Moreover, as more than 50% of the INST belonging to SSTC’s were covered, the sample was presumed to be representative of the population. Table 3.2 shows the status of the population and sample of the INST.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total number</th>
<th>Number taken for try out</th>
<th>Number taken for main study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td>52</td>
<td>6</td>
<td>27</td>
</tr>
</tbody>
</table>

C. Insurants (Is)

Local offices prepare and maintain files of insurants so that beneficiary protection can be extended to them as and when required. The total of insurants in the country at the time of investigation was 4,424,912 and the number of insurants in Tehran province was 1,139,510. (The source of information is technical department of Social Security Organization). To calculate the number of the sample normal distribution formula has been used.

\[
N = \frac{z^2 \chi^2}{D^2}
\]
By applying this formula, the result is 171. The sample of 171 was divided into three educational levels; elementary, secondary and higher taken from four local offices in Tehran.

Table 3.3
Population and Sample Selection from Insurants in Tehran

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total number</th>
<th>Number taken for try out</th>
<th>Number taken for main study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurants (Is)</td>
<td>1,139,510</td>
<td>6</td>
<td>171</td>
</tr>
<tr>
<td>1-Elementary Educated</td>
<td>57</td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>2-Secondary educated</td>
<td>57</td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>3-Higher Educated</td>
<td>57</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

D. Employers (Es)

Local offices prepare and maintain files and insurance contribution of employers so that certification of liquidation can be extended to them as and when required. The total number of employers in Iran at the time of investigation was 667,558 of which 153,636 were in Tehran province.
To calculate the number of the sample in this case, the normal distribution formula was used:

\[ N = \frac{z^2 \sigma^2}{D^2} \]

\[ Z = 1.96 \]
\[ D = 3 \]
\[ \sigma = 7 \]

\[ N = \frac{(1.96)^2 \times (7)^2}{3^2} = 21 \]

Thus, the number of employers selected was 21.

The 21 employers were divided in 3 categories: elementary, secondary and higher educational levels taken from four local offices in Tehran.

Table 3.4
Population and Sample Selection from Employers in Tehran

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total number</th>
<th>Number taken for try out</th>
<th>Number taken for main study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>153,636</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>1-Elementary Educated</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2-Secondary Educated</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3-Higher Educated</td>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
E. Trained Staff (TS)

There are two groups of staff that are employed in SSO; minimum qualifications for one group is 10+2 and other is graduation. The TS were drawn from 30 local offices in Tehran. Although there are 3470 trained staff all over the country, yet the total number of TS in Tehran is about 100. They are spread in many local offices. Thus, only 44 TS could be taken in the sample, 22 were from the group which had 10+2 minimum educational qualification and other 22 were graduates. In some offices, the TS were on leave at the time of field visits by the investigator. The number in the sample is 44 out of the 100 in Tehran.

Table 3.5

Population and Sample Selection from Trained Staff

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total number</th>
<th>Number taken for try out</th>
<th>Number taken for main study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>100</td>
<td>4</td>
<td>44</td>
</tr>
</tbody>
</table>

F. Under-Training Group (UT)

During the field visit for the data collection, the training programmes were being conducted in two of the SSTC with 88 trainees. So, all the trainees undergoing training at the time were taken for the sample. The age of the UT ranged from early twenties to early thirties. Out of 88 trainees, 44 were from the group which had 10+2 as minimum educational qualification and the other 44 were graduates.
Table 3.6
Population and Sample Selection from Staff under Training

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total number</th>
<th>Number taken for try out</th>
<th>Number taken for main study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under-Training Staff</td>
<td>88</td>
<td>-</td>
<td>88</td>
</tr>
</tbody>
</table>

G. Potential Trainees (PT)

Potential trainees are the staff who had qualifications and background as specified for the TS or UT but do not have to undergo training because they are working in Central Office. The process of picking PT was incidental. The number of PT taken for the sample was 36, out of these 18 were from the group that had 10+2 as minimum educational qualification and other 18 were graduate. Their age ranged from early twenties to early thirties in the two groups.

Need for Taking Potential Trainees

The sample of potential trainees was taken as a control group to assess the relevance and adequacy of the course contents by giving the same test to the three groups TS, UT and PT respectively.

Justification for Taking PT

1. The PT had the basic qualification background and range at par with those TS and UT, and had every probability and capacity of being selected as candidates for SSTP.
2. It was assumed that the PT did not have those specific skills or knowledge which the UT were being imparted and the TS had already obtained.

3. If any variable other than training component affected the achievement of the PT, the chances of affecting other groups, TS and UT were equally probable.

4. It was also assumed that prior to the training, the abilities and performance (achievement) levels of all the three groups were equal.

3.6. Procedure of Data Collection

All the groups of respondents were administered questionnaires designed separately for each, except TS and PT. TS and PT were given tests based on their course content. UT was given a test as well as a questionnaire. An informal interview was conducted with the INST. Before distributing the test and/or the questionnaire to the respondents, the purpose, the nature, and the techniques of filling up the questionnaire, and answering the questions to the test were explained verbally to them. Moreover, the instructions as to how to respond, were also given in the questionnaires.

The interview was conducted in an informal way. The purpose of the interview was not revealed to the interviewees. This was done to eliminate any possible bias regarding the facts of the SSTP. The responses were recorded by the investigator after the interview.

1. Collection of Data from CAP and INST

Questionnaires were distributed to CAP and INST at their respective offices and the responded questionnaires were collected personally by the
investigator. The investigator had to approach some of the respondents repeatedly to get the questionnaires filled up.

2. Data Collection from Insurants and Employers

The investigator personally distributed the questionnaires among the Is and Es, and requested them to fill up the questionnaires on-the-spot in all places except some local offices in the south of Tehran. For that purpose an expert from the local office assisted the investigator in administering and collecting the questionnaire. The expert was briefed about the purpose, nature and the techniques of administering the questionnaires by the investigator. While the expert was collecting data in the south of Tehran, the investigator was able to administer the questionnaires in other local offices. The responded questionnaires from the south of Tehran were sent to the investigator by post.

The reasons for seeking help and assistance from the expert were:

(1) there was a constraint regarding time.

(2) the number of employers (Es) and insurants (Is) was very large.

(3) it was not possible for the investigator either to stay long at one place or go from one office to another again and again. It was because the Is and Es were not always available in local offices simultaneously.

3. Data Collection from TS, UT and PT

Two tests, one at the higher secondary educational level and another at higher educational level based on course contents designed for preparing trained staff were constructed separately and administered to TS, UT, and PT to assess the relevance and appropriateness of the contents in the context of the objectives of the SSTP. The assumption
behind tests was that the PT would have but little knowledge and skills which TS had already learnt and the UT were learning when the test was being administered to them in the SSTC. If the achievements of the TS and UT were found to be significantly better than those of PT, it was to be accepted that the courses intended for preparing trained staff were adequate and relevant to the programme objectives.

4. Interview

An informal interview with five INST was also conducted. The purpose was to supplement the data obtained through the questionnaires. The rationale was to ensure the veracity of facts. In formal interview, it was doubtful that the INST would give facts about the SSTP. But in an informal discussion, they express freely, because they have a cover of anonymity. They were not told that they were being interviewed and their views recorded. The interview proved fruitful because the interviewees expressed what they did not mention in the questionnaire.

3.7. The Need to Construct the Questionnaires and the Tests

The present study involved the evaluation of the Social Security Training Programme as a strategy for Social Security development at different educational levels. The main purpose was to study the impact of the programme in relation to its usefulness and the effectiveness in the development of Social Security.

In an evaluation research, the attempt is made to find out what the designers and sponsors of the programme and those who implement it think of it. On the other hand, how does the target group benefits from the programme, and what impact does the programme have on their working? In order to study this, the choice and use of tools has to be systematic, and
in accordance with the nature of the problem, design and purpose of the study, types of information needed and the types of respondents.

Since the present study involved evaluation of the impact of the programme, it required the opinions, reactions and suggestions of the respondents which could be obtained only with the help of questionnaires and interview schedule.

Since there were no ready-made tests or questionnaires available which could serve the purpose of the present study, the tests and questionnaires had to be locally constructed to obtain the needed data. An interview schedule was also developed. But the interview was not conducted with all the respondents. It was used with only five respondents of the INST under informal situation. The purpose of the interview was two-folds: (a) to supplement the information, and (b) to cross check the data obtained through the questionnaires. Therefore five questionnaires were constructed as follows:

I. Questionnaire for Central Authorities and Policy-Makers
II. Questionnaire for Instructors
III. Questionnaire for Instructors
IV. Questionnaire for Employers
V. Questionnaire for Under Training.

3.7.1. Procedure Adopted for Constructing the Questionnaires

Constructing questionnaires took place in three stages: consultation stage, judgement stage and try-out stage.

Consultation Stage: before drawing up the questions for the questionnaires, the nature of data was identified. The investigator obtained the prospectus of the SSTP and other related literature such as
journals, articles, books, seminar papers etc. The investigator also obtained the opinions of some of the officials of the SSO, INST of SSTC and the Managing Director of Social Security Research Institute through an informal discussion. The literature was reviewed, and the policies and the objectives were also studied.

After a series of discussions with the supervisor on the policies, objectives and the prospectus of the courses of the SSTP, the purpose and nature of the questions were determined. The investigator then drafted a large number of questions focusing on the purpose of the study covering all the important aspects of the SSTP. While compiling the questions for the questionnaires, the roles and levels of the respondents were also considered.

After constructing the questions these were categorised into different components on the basis of the purpose and nature of the different aspects of the SSTP. Some of the components of the questionnaires were further classified into sub-categories dealing with specific aspects of broad areas or component parts of the SSTP.

The main purpose of the categorisation and sub-categorisation of the questionnaires was to obtain classified and specific information which would help in analyzing the impact of the SSTP in a meaningful manner. The questions vary from point scale to checklist type and supply type questions. The variation in the format of the questions was because of the varied nature, purpose and intensity of the expected responses.

Judgement Stage: In order to establish the content validity all the questionnaires were given to three teacher educators of the Education Department of Allameh Tablabe University. They were to judge the questions in the questionnaires in terms of relevance to the objectives of
the SSTP and the courses designed for preparing the Trained Staff. The questions in the questionnaires were modified in accordance with the opinion of the judges.

**Try-Out Stage:** After the necessary modifications, the questionnaires were tried out among the three members of the CAP, four members of the INST, four members of the TS, six members of the Is and four members of Es to see if there were any ambiguities in the questionnaires.

After the try-out, all the questionnaires were given the final shape to be used for the major study. (All the questionnaires are given in the appendices at the end of the main text).

### 3.7.2. Questionnaires

#### A. Questionnaires for the Central Authorities and Policy-Makers (CAP)

**Purpose**

The purpose of this questionnaire was to collect the opinions, and comments of CAP (in their personal as well as official capacity) regarding the policies and objectives of the SSTP, their future plans, capability of the INST, efficiency of the TS; and the impact of the programme as a strategy for social security development.

**Description of the Questionnaire**

The original draft of the questionnaire consisted of seven categories with a total of 52 questions. These questions were scrutinized with the help of the judges. Twenty questions were discarded for either being repetitive or obscure.

The final form of the questionnaire consisted of seven categories, and thirty-two questions in all which is described in table 3.7.
Table 3.7  
Description of the Questionnaire for CAP

<table>
<thead>
<tr>
<th>No. Category/Area</th>
<th>No. of Question</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policies regarding the SSTP</td>
<td>6</td>
<td>3-point scale (Yes/Partly agree/No)</td>
</tr>
<tr>
<td>2. Programme objectives of the SSTP</td>
<td>6</td>
<td>3-point scale (Yes/Not quite sure/No)</td>
</tr>
<tr>
<td>3. Significance and function of the SSTP</td>
<td>3</td>
<td>3-point scale (Yes/Not quite sure/No)</td>
</tr>
<tr>
<td>4. Opinions about INST</td>
<td>5</td>
<td>5-point scale (from all of them to none of them)</td>
</tr>
<tr>
<td>5. General Opinions about training programme</td>
<td>6</td>
<td>5-point scale (from fully to not at all)</td>
</tr>
<tr>
<td>6. Importance of SSTP in social security development</td>
<td>5</td>
<td>5-point scale (from fully to not at all)</td>
</tr>
<tr>
<td>7. General impact of the SSTP on social security development</td>
<td>1</td>
<td>5-point scale (from below 10% to above 75%)</td>
</tr>
</tbody>
</table>

Total 32

The questionnaire is reported vide appendix A.
B. Questionnaire for Instructors (INST)

Purpose

The main purpose of this questionnaire was to assess the usefulness and effectiveness of the SSTP on the basis of the opinions of the INST in relation to programme objectives, course contents for preparing the trained staff, problems related to training programme, and the job satisfaction of the INST. The other objective was to learn about the attitudes of the CAP towards SSTP as perceived by the INST.

Description of the Questionnaire

The original draft of the questionnaire consisted of 13 categories with 78 questions. These questions were scrutinized with the help of the judges. Twenty-eight questions were discarded, for either being repetitive or obscure.

The final form of the questionnaire consisted of 13 categories with forty-nine questions which are presented in Table 3.8

Table 3.8

<table>
<thead>
<tr>
<th>No.</th>
<th>Category/Area</th>
<th>No. of Questions</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Objectives of the SSTP</td>
<td>5</td>
<td>3 - point scale (Yes/Not quite sure/No)</td>
</tr>
<tr>
<td>2.</td>
<td>Course design</td>
<td>3</td>
<td>3 - point scale (Yes/can't say/disagree)</td>
</tr>
<tr>
<td>3.</td>
<td>Utility of training programme</td>
<td>3</td>
<td>3 - point scale (True/Partly true/False)</td>
</tr>
<tr>
<td>No.</td>
<td>Question</td>
<td>Type</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teaching method</td>
<td>Check list - type</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Techniques of evaluation</td>
<td>Check list - type</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Cause of failure</td>
<td>Essay - type</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Programme organization</td>
<td>3 - point scale (yes/Can't Say/No)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Opinions about trainees</td>
<td>5 - point scale (from all of them to none of them)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Assessment of the trainees’ achievements</td>
<td>Check list - type</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>General opinions about outcome of training programme</td>
<td>5 - point scale (From completely to not at all) and check list - type</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Opinions about CAP</td>
<td>3 - point scale (Mostly/Some time/Not at all)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Faculty Development</td>
<td>3 - point scale (Yes/Can not say/No)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Job satisfaction</td>
<td>3 - point scale (Yes/No opinion/No) and essay - type</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td></td>
</tr>
</tbody>
</table>

The questionnaire is reported vide Appendix B.
C. Questionnaire for the Insurants (Is) and Employers (Es)

Purpose

The main purpose of this questionnaire was to evaluate the impact of the SSTP as a strategy for social security development on the basis of the usefulness and effectiveness of the training programme. The usefulness and effectiveness of the training programme was to be evaluated on the basis of the knowledge obtained by the Is and Es from TS and their impression of the efficiency of the TS. The other purpose of this questionnaire was to compare the financial implications of the social security development among elementary, secondary and higher educational levels of the Is.

Description of the Questionnaire

The original draft of the questionnaire consisted of twenty-eight questions under seven categories dealing with the awareness level of the insurance process, sources of information and opinions about TS and opinions about the impact of SSTP.

The questionnaire was assessed and tried out for its validity and usability. These questions were scrutinized with the help of the judges. Seventeen questions were discarded for either being repetitive or obscure.

The final form of the questionnaire consisted of eleven questions under seven categories which are presented in Table 3.9.
Table 3.9
Description of the Questionnaire for Is and Es

<table>
<thead>
<tr>
<th>No.</th>
<th>Category/Area</th>
<th>No. of Questions</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Awareness of insurance process</td>
<td>2</td>
<td>5-point scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(From completely to not at all)</td>
</tr>
<tr>
<td>2.</td>
<td>Sources of information</td>
<td>1</td>
<td>Essay - type</td>
</tr>
<tr>
<td>3.</td>
<td>Opinions about TS</td>
<td>3</td>
<td>3-point scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Always/Sometimes/Never)</td>
</tr>
<tr>
<td>4.</td>
<td>Opinions about efficiency of staff</td>
<td>1</td>
<td>3-point scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Yes/Can't say/No)</td>
</tr>
<tr>
<td>5.</td>
<td>Opinions about different units</td>
<td>1</td>
<td>Check list - type</td>
</tr>
<tr>
<td>6.</td>
<td>Opinions about impact of SSTP on</td>
<td>2</td>
<td>3-point scale</td>
</tr>
<tr>
<td></td>
<td>social security development</td>
<td></td>
<td>(Yes/Not quite sure/No)</td>
</tr>
<tr>
<td>7.</td>
<td>Suggestions about course</td>
<td>1</td>
<td>Check list - type</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

The questionnaire is reported vide Appendix C.
D. Questionnaire for those Under-Training (UT)

Purpose

The main purpose of this questionnaire was to evaluate the SSTP on the basis of the opinions, reactions and comments of the UT with regard to course content, instruction, duration and their experiences at social security training centres.

Description of the Questionnaire

The original draft of the questionnaire consisted of seven categories with forty-six questions in all. These questions were scrutinized with the help of the judges. Seventeen questions were discarded for either being repetitive or obscure.

The final form of the questionnaire consisted of seven categories with thirty-one questions in all which are described in Table 3.10:

Table 3.10
Description of a Questionnaire for UT

<table>
<thead>
<tr>
<th>No.</th>
<th>Category/Area</th>
<th>No. of Questions</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course content</td>
<td>5</td>
<td>Open - ended</td>
</tr>
<tr>
<td>2.</td>
<td>Opinions about INST</td>
<td>6</td>
<td>5 - point scale (From all of them to none of them)</td>
</tr>
<tr>
<td>3.</td>
<td>Opinions about effectiveness and usefulness of SSTP</td>
<td>4</td>
<td>5 - point scale (From completely to not at all)</td>
</tr>
</tbody>
</table>
4. Importance of SSTP and reason for joining training programme

5. Opinions about training centres and their experience
   8 5 - point scale (From completely to not at all)

6. Suggestions about SSTP
   2 Open - ended

7. Facilities provided by SSTP
   3 3 - point scale (Yes/To some extent/No)

Total 31

The questionnaire is reported vide Appendix D.

3.7.3 Tests for TS, UT and PT

In order to judge the effectiveness, relevance and appropriateness of the courses designed for preparing staff trained in the necessary skills who are to become efficient in their work at the completion of the training at SSTC, two tests were constructed; one at higher secondary level and the other at the higher educational level.

The test at secondary educational level consisted of twelve questions to be studied in the SSTC. The areas covered are: administration, organization, history of social security organisation, social security law, income affair and registration.

The test at higher educational level consisted of fourteen questions
to be studied in the SSTC. The areas covered are: public dealing, history of social security, registration, technical insurance, pension, financial affairs and income affairs.

The format of the tests was based on the nature of the tests the INST usually administers in the SSTC to assess the achievement levels of the trainees. The investigator tried to make the tests as objective as possible.

Since some of the questions in the tests were adopted from the pool of questions with the SSTC and others were developed on the same pattern and level by investigator, the tests were assumed to be appropriate.

As there was no training being conducted in the SSTC during the test construction period, the tests could not be tried out. However, the tests were given to an INST to assess validity. Some of the questions were modified on his suggestions. The tests are reported vide Appendix E.

3.8. Statistical Techniques Employed

In order to analyze the data and interpret the results in a meaningful way, the statistical techniques need to be employed. According to the nature of the data, each question had to be analyzed and discussed separately. Advanced level statistical techniques were not needed in accordance with the objectives of the study. Thus, the statistical techniques involved mainly the use of frequency percentages, and the mean of percentages (M%) for the analysis of the questionnaires. The test results were analyzed with the help of mean, SD and t-ratios.
3.9. Comparison of Responses between the Groups and within the Group

The effectiveness, usefulness and appropriateness of the courses designed for preparing the trained staff were judged on the basis of the analysis of the data obtained through questionnaires, tests and interview conducted with all the respondents of the benefactor as well as the beneficiary groups.

The main purpose of the comparison of results between and within the groups was to see how the different groups of respondents perceived the impact and effectiveness of the SSTP, and whether there was any concordance of opinions between the benefactor and the beneficiary groups.

Comparison was done between-the-groups to see how the views, perception, comments and suggestions of the benefactor group (CAP, INST) differed with that of the beneficiary group (UT, Is and Es) regarding the SSTP.

This comparison provided information about the attitudes of the givers (benefactors) to the recipients (beneficiaries) regarding total perspective, implementation problems, and the impact of the SSTC upon insurance services.

The within-group comparison was done with a view to comparing the attitudes of the CAP, INST, towards each other in relation to the SSTP. The same type of comparison was done within the beneficiary group (UT, Is and Es). Also comparison of financial implications of SSO was done at three different levels of education of insurants.

These comparisons helped in knowing the perspectives of the working of the SSTP and its total impact upon the social security development.