CHAPTER - V

SUMMARY AND CONCLUSION
SUMMARY:

Adult education has existed in India in one form or the other since time immemorial. But as the system grew in size, its problems also increased both in number and size, and its relevance to the needs of the society became increasingly debatable. When India became independent the Indian Government realised that there were millions of people who were steeped in ignorance and poverty because they were illiterate, for ignorance is related to illiteracy and illiteracy breeds poverty. Mohanty (1979) pointed out that mass illiteracy and mass poverty were the two most important difficulties and both were positively correlated. Illiteracy is a hindrance to the progress of the nation, therefore, the Indian Government decided to eradicate this stigma because they realised that if tangible and immediate steps were not taken then soon these illiterate citizens would become a blot on the pride of the nation. This resulted in a series of plans and programmes in adult literacy. Simultaneous plans, efforts and schemes were formulated to tackle both adult education and formal education. It was aptly realized that no country can prosper unless it keeps pace with the latest technologies. The world of today is characterized by rapid, social, political and economic transformation caused by fast scientific and technical advancement. It is estimated that human knowledge is doubling every five years. Thus, if any country has to advance and succeed, it must have an inbuilt system of continuous
adaptation to the new ideas and new technologies resulting in new work patterns and new avenues and methodologies to increase production. But this is only possible if our society constitutes of persons who are equipped to comprehend, understand and sieve the latest knowledge in the field which is only possible by raising the level of literacy leading to raised level of education.

Advancement in knowledge, proficiency in skills and modification in terms of attitudes and values are the essential inputs for economic and social advancement. Infact a developing country on the threshold of independence needs a greater expertise and knowledge for greater productivity.

Inspite of best efforts errors kept coming in. Now after spending crores of rupees and experimenting with successive number of alternative programmes in adult education, the government has finally settled with the total literacy campaign (TLC) which has given hope that illiteracy can be overcome in a time bound manner with planned and coordinated efforts and with mobilisation of people belonging to all sections of the society.

Besides the changed socio-economic conditions of the society coupled with the newly acquired awareness of the adult illiterates about their lot, has affected their feelings, thoughts and way of
looking at things. They know that they are expected to make significant contribution as a responsible citizen, as a member of the society and the nation. They also know that they can achieve all this through adult education for it is only literacy that can help them to attain the optimum level of their potentialities which will enable them to cope with the rapid social transformation brought in by the breaking down of the old customs and ideas.

Eradication of illiteracy is no longer a utopian idea, rather it is possible, feasible and achievable, although in the war against illiteracy it is easy to loose and difficult to win. Most of the time, an adult joining an adult education programme must have a definite aim and goal in mind and it may not necessarily be in improving the level of his education. It may also at times be, to bring a qualitative improvement in the way of thinking or way of looking at things. The extent of persistence in the programme will be related to the level of conviction for achieving the goal. If there is no clarity in the mind of the adult, as to the goal, the level of persistence may be low. The learning outcomes depend upon the learning style adopted in the programme. Different learning styles will result in different learning outcomes.

For the removal of illiteracy and for the success of an adult education programme, it is very important to find out the goal orientation, persistence and learning styles of the adult learners as
these three variables have been found to be very significant variables in relation to the learning outcomes of the adult learners. The present study was undertaken with this objective in mind.

THE PRESENT STUDY:

The present study entitled "A Study Of Learning Outcomes Among Adult Learners In The Union Territory Of Chandigarh As Related To Goal Orientation, Persistence And Learning Styles" was chosen with a view to obtain information about the goals of the adult illiterate for joining the adult education class, their level of persisting education and the various learning styles they use to acquire literacy. Along with this, efforts have also been made to find out the effect of goal orientation, persistence and learning styles on the learning outcomes of the sampled adult learners.

This information will help in identifying goals for learning, factors of persistence and preferred learning styles of the adult learners which could then be incorporated while developing further programmes of adult education. Keeping the above aim in mind, the researcher reviewed the available literature and found that to the best of the researcher's knowledge, no research work related to the present study has been undertaken earlier by any Indian investigator.
The present study was formulated on the basis of 3 hypothesis as given below:-

**HYPOTHESIS:**

1. Focussed goal orientation will lead to improvement in learning.
2. Greater the persistence, greater will be the learning.
3. Different learning styles will result in differential learning outcomes.

**PROCEDURE:**

**Sampling Design:**

In the present investigation, in order to study the learning outcomes of the adult learners in relation to their goal orientation, persistence and learning styles, exploratory survey method was employed. The 200 learners were selected for study from the labour colonies, city sectors and the villages under the Union Territory of Chandigarh, through purposive and incidental sampling approach. The respondents belonged to 15 years and above age group and had nearly the same socio-economic background.

**Research tools used:**

The study was conducted with the help of personal interviews,
observation of records, a written test and a self constructed questionnaire which included 42 questions on the three variables of goal orientation, persistence and learning styles. Part A of the questionnaire sought demographic information of the adult learners e.g. their name, age etc. Part B included items which could affect the goal orientation of the learners. Here both externally rewarding objectives such as increase in general awareness, economic benefits and internally rewarding objectives such as personal development were included. Part C of the questionnaire sought information about the level of persistence of the learners e.g. what were the difficulties they were facing in attending the classes, were they discouraged by someone from attending, how much was the period, time and duration of the class etc. In Part D, different learning styles were used to find out the most preferred style of an adult learner e.g. active versus passive, oral versus written and so on.

The written test was made by the Regional Resource Centre, Panjab University, Chandigarh. It helped to measure the learning ability of the adult learners in the three aspects of reading, writing and arithmetic skills.

Data Collection:

The data was collected by contacting the learners individually.
Summary and conclusion

They were first explained the intent of the study and then through interview the necessary information was gathered from them in the light of the information needed in the questionnaire. For the completion of the test, the respondents were given half an hour and the test was conducted in front of the researcher herself.

Data processing techniques:

The data has been analysed through two types of analysis viz. (1) frequencies and (2) percentages. The results deduced have been given in a tabular form. The three variables under study i.e. goal orientation, persistence and learning styles have been treated separately and also efforts have been made to find their effect on the learning outcomes of the adult learners.

CONCLUSIONS:

The major conclusions that have emerged as a result of present study have been presented in a summary fashion here. These conclusions have been given under the following 8 readings:

- Demographic information of the adult learners.

- Goal orientation of the adult learners.
Summary and conclusion

- Persistence of the adult learners.
- Learning styles used by adult learners.
- Learning outcome of the adult learners.
- Goal orientation as related to learning outcome.
- Persistence as related to learning outcome.
- Learning styles as related to learning outcome.

DEMOGRAPHIC INFORMATION OF THE ADULT LEARNERS:

Regarding the demographic information of the sampled adult learners the picture that emerges is that:

Out of the total of 200 adult learners selected for study, there were 100 (50%) males and 100 (50%) females.

These learners were selected from the labour colonies (92 i.e. 46%), villages (64 i.e. 32%) and the city sectors of Chandigarh (44 i.e. 22%).
Summary and Conclusion

Majority of the respondents i.e. 112 (56%) belonged to the 15 -
24 years age group, followed by 61 (30.5%) in 25 - 34 years age group
and there were 27 (13.5%) adult learners, who fell in the age group of
35 years and above.

Only 25 (12.5%) learners belonged to the general category. The
rest 175 (87.5%) learners were either Scheduled Caste or Backward Class.

Almost three fourth of the learners (145 i.e. 72.5%) were
married. Only a small portion of 55 learners (27.5%) were un-
marrried.

A large number of learners (109 i.e. 54.5%) were employed as
daily wagers, vegetable sellers, gardeners, lock makers, cooks,
domestic servants, rickshaw-pullers, sweepers, labourers, mechanics
and barbers. The rest 91 (45.5%) learners were un-employed.

Most of the respondents (69 i.e. 34.5%) out of those who were
employed had a monthly income between Rs.500 and Rs.999. 17 (8.5%)
learners were earning between Rs.1000 and Rs.1499, 15 (7.5%) adults
were earning above Rs.2000. Only 6 (3%) had their monthly income of
less than that of Rs. 499 and only 2 (1%) adults were earning between
Rs. 1500 and Rs.1999.
Summary and Conclusion

All the two hundred (100%) learners belonged to families where one or more members were employed and most of them - 135 i.e. 67.5 per cent had one or the other educated family member. Only 65 i.e. 32.5 per cent adults belonged to families which were totally illiterate.

Out of the 200 adult learners selected for study, only 6 adults had had some previous formal schooling, the rest 194 i.e. 97 per cent were illiterates. But, none of the adults was able to complete primary education.

Thus, the picture that emerges is that out of the 100 males (50%) and 100 (50%) females selected for study, majority of them were from the labour colonies (92 i.e. 46%), they were between the age group of (112 i.e. 56%) 15-24 years, they were Scheduled Caste/Backward Class (175 i.e. 87.5%), were married (145 i.e. 72.5%), employed (109 i.e. 54.5%) and were earning between Rs.500 and Rs. 999 (69 i.e. 34.5%). All of them (200 i.e. 100%) belonged to families which were employed and almost all of them (135 i.e. 67.5%) had an educated family member. Nearly, all the respondents (194 i.e. 97%) were illiterates, though, now they were willing to go in for adult education.
GOAL ORIENTATION OF THE ADULT LEARNERS:

An adult has to face several problems which are both personal and external in their day to day living. Yet in spite of these constraints when he decides to attain literacy it is because of some fixed goal. This goal makes him persist in scorching heat, chilly winds and heavy rains. In the present study an effort has been made to find the goals of the adult learners for joining an adult literacy class. The adults have been judged on 17 different issues which are mainly related to five goal areas of, reading and writing, child care and home management, economic, general awareness and personal development.

The conclusions that can be drawn out on the basis of the responses to the self constructed questionnaire used in the present study is that the adult learners in the present sample had come to the literacy class with a fixed goal in their mind.

Nearly all (198 i.e. 98%) the adults perceived that by studying in the literacy class they would be able to learn to read and write. 145 i.e. 72.5 percent of them thought that the advantage they would get by becoming literate is that "they would be able to look after the education of their children". 20 percent i.e. 40 learners hoped to be gainfully employed after becoming literate. 19 i.e. 9.5 percent learners wished that they would be able to learn how to keep accounts.
20 i.e. 10 per cent learners hoped that after attaining literacy they would become more useful and better citizens of the society. 7.5 per cent i.e. 15 learners under study thought that after becoming educated they would be able to utilize their free time in a better way. 22 (11%) learners expressed that they would be able to buy goods for home without being scared that they would be cheated. 10 learners (5%) also thought that by being literate they would be able to raise their standards of living.

When the learners were asked as to what maximum benefit they would get by becoming literate, again they mentioned the same reasons of learning to read and write (196 i.e. 98%), looking after children's education (145 i.e. 72.5%), to gain employment (40 i.e. 20%), to keep accounts (19 i.e. 9.5%), to become a better citizens(20 i.e. 10%), to be able to use their free time profitably (15 i.e. 7.5%), help in buying ration etc. (22 i.e. 11%) and to raise their standards of living (10 i.e. 5%).

Thus, it seems that the respondents were absolutely clear of their goals for studying in the adult education class.

The learners in the present study also knew the areas where their education would prove useful. All the 200 (100%) learners were
convinced that this education would help them to acquire social, cultural and health information, make them understand the consequences of smoking and drinking, help them in child care and home management, they will be able to read religious books and newspapers and understand that untouchability is a curse on humanity.

Seventy per cent (140) of the learners suggested that earlier they never knew the value of their vote and used to cast it without giving it much thought. But, after being literate they would be able to cast their vote properly.

Fifty eight per cent (116) adults said that they would be able to make the right use of their money.

On the other hand, there were several adults who felt that although certain important issues were discussed by the instructor in the class, yet, the information was not sufficient. For example, 146 (73%) adults felt that education received in the class would not be useful in farming. 166 (83%) adults considered that the information received in the class about landownership was insufficient. 45 per cent (90) respondents failed to see any help of it in getting loans from cooperative societies and banks. 184 i.e. 92 per cent sampled adult learners were not sure of the exact minimum wage rates. Only
125 (62.5%) learners were sure that the practice of dowry system was illegal. Similarly, only a small number of 20 (40%) persons knew the right minimum age for marriage for boys and girls.

Thus, it seems that after attending the adult education classes the adult learners felt that their education had proved useful in the areas of reading and writing, child care and home management, economic, general awareness and personal development, as proved above (in the order of preference). It seems, therefore, that the learners knew the exact areas where their education would help them.

They were also sure that the persons who had received education prior to them had also been benefitted by it. 140 (70%) respondents felt that the maximum utility had occurred in the areas of reading and writing. 22 (11%) adults mentioned keeping accounts. The other areas pointed out by them included help in child care and home management (86, 43%), proper use of money (69, 34.5%), getting employment (10, 5%), being able to buy ration etc. (30, 15%) and have acquired knowledge about health and hygiene (2, 1%).

Thus, to conclude, it can be said that it seems that the adult illiterates had come to adult education class with the aim of fulfilling not one but several goals. But their goal orientation was focussed and it was this which made them persist in their task.
Summary and Conclusion

Persistence of the Adult Learners:

The extent to which an adult continues participating in an adult education programme is termed persistence, which may be variable and there may be variety of reasons for the same.

In the present study, the response trends of the sampled adult learners to the questions related to persistence in the questionnaire indicate that the persuasion among the learners to attain literacy was extremely high. All the 200 (100%) learners in the sample had joined the literacy class from the day it had started and had attended all the classes from day one.

Majority of these learners had been informed about the starting of the adult education centre by the teacher of the centre (74, 37%). 40 (20%) learners said that their neighbour had informed them. 35 (17.5%) adults mentioned social education worker as the source of information. 33 (16.5%) adults said that their family members had told them about it. While only 18 (9%) respondents reported that the sarpanch had informed them.

Different adults were motivated from different sources for studying in the literacy class. Encouragement plays a vital role because the learners perform better when properly encouraged.
56 (28%) learners remarked that the teacher of the literacy class had played a prominent role in encouraging them to attain literacy. Sources mentioned by the other learners included: family member (43, 21.5%) and friend (39, 19.5%). Surprisingly a good number of learners (62, 31%) said that they had not been motivated by the teacher or the family member or friend. Rather, they had been encouraged by the social education worker (21 i.e. 10.5%), or sarpanch (7 i.e. 3.5%) or that they had joined of their "own" free will (34 i.e. 17%).

All the 200 (100%) respondents in the present sample remarked that the adult education centre was near their place of residence and, therefore, it was very convenient for them to attend it. All the sampled adult learners (200 i.e. 100%) replied in the affirmative when they said that the classes were held regularly for six days in a week. Approximately 70 per cent (139 i.e. 69.5%) had classes for 2 hours daily, and 30.5 per cent (61) learners had class of one hour per day. But, one thing was common that all the 200 learners (100%) had attended all the classes from the beginning regularly.

Only 34 (17%) learners reported some difficulties in attending the literacy class. 22 (11%) mentioned domestic duties as the cause of the problem, while 12 (6%) mentioned fear of failure. Yet, these adults were soon able to get over their problems. This further shows
that the adults were extremely eager to attain literacy. Although the above mentioned factors are all extrenious factors of persistence, none the less they are very important ones. This is because since adult education is voluntary and if these factors are not favourable then the adult learners would drop out of the programme and hence, it will effect their level of persistence.

Another encouraging fact was that cent per cent (200) of the learners under study reported that they had never been dissuaded by any one from attending the literacy class. This further shows that they had full support of their friends and relatives and, therefore, it was easier for them to persist in their task.

Seventy eight per cent i.e. 156 learners remarked that fan and lighting system should be improved and that there should be a timely availability of learning aids like text - books, note books, pencils, rubbers and slates. 35 (17.5%) learners expressed their dissatisfaction regarding the timing of the class. They wished that the class should be held after 2 p.m. i.e. in the afternoon. Whereas 11 (5.5%) suggested that their class should be in the morning. Besides 15 (7.5%) adults also suggested that the duration of the class should be of two hours instead of one hour daily. Other suggestions given by the learners included improvement in accommodation (7 i.e. 3.5%), providing sports facilities and the installation of a radio/T.V..
Summary and Conclusion

the improvement of the adult education programme, these suggestions should be taken care of.

Another encouraging factor of this study was that inspite of a few dissatisfactions expressed by the learners, all of them (200 i.e. 100%) were sure that they would definitely encourage their illiterate relatives and friends to avail similar training.

Therefore, in the end, it can be said that cent per cent (200) of the learners under study were found to be high in their persistence level, for all of them (200 i.e. 100%) had joined the literacy classes from the day they started and had attended all the classes without fail. It was easier for all the 200 (100%) learners to persist in their study firstly because their place of study was near their place of residence and secondly because no one had ever discouraged them from attending the classes. Hence, they could attend all the six classes held every week. They were motivated and informed about adult education classes through various sources. An encouraging factor was that a good number (34 i.e. 17%) of the respondents were self motivated. Majority of the learners, 139 i.e. 69.5 per cent respondents had classes for two hours per day. Out of the total sample of 200 learners, only 34 (17%) learners had some initial difficulties in attending the class, but, they were soon able to overcome them. Quite a large number, 78 per cent (156) wished to have
improvements in fans, lighting and learning aids. All the 200 learners (100%) said that they would encourage other people to attain similar training.

Thus, it can be concluded that all the learners who had ventured to attain literacy were high in their persistence level.

Learning Style used by Adult Learners:

The adults may respond differently to the styles adopted for learning. Despite good motivation, different learning styles may result in different learning outcomes.

The picture that emerges on the basis of the responses to the questions related to learning style in the questionnaire indicate that hundred per cent (200) adults under study gave preference for teacher oriented study. 193 (96.5%) said that the teacher helped them in explaining things and 7 (3.5%) learners said that the teacher helped them by motivating them to study. Thus, the teacher for them was a friend, guide and philosopher to whom they could look up to for all their problems.

All the 200 (100%) learners wished to study together with other students in the class. Thus, out of learning in class and independent study, class learning was preferred.
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Although cent per cent (200) respondents gave preference for class room study, but if self-directed learning had to be there and if given a choice then out of 200 (100%) learners, 2 (1%) learners wished to get information through radio. 4 (2%) gave preference for television, 2 (1%) for written correspondence, 4 (2%) learners stressed the importance of field trips/study tour and again 4 adults considered that the best method of self directed learning is through seeing film shows. The total number of self-directed learners comes to 14. Yet, majority of the learners (184, 92%) gave preference for contact programme. Thus, cent per cent (200) learners gave preference to group study over self study.

Majority of the respondents (186 i.e. 93%) considered "informal" as the best method of cultural transmission. 9 (4.5%) gave preference for "non formal" and 5 (2.5%) learners thought that culture is transmitted best through "formal" means.

An overwhelming majority i.e. 94 per cent (188) adult learners opined that loud reading was more important than silent reading. But 12 (6%) learners gave preference for silent reading over loud reading.

Forty eight (24%) learners were of the opinion that written was the best method of learning a material. On the other hand, 30 (15%) gave preference for oral style. But most of the learners said that both oral and written style of learning should be used. Thus,
combined oral and written style was considered as the most preferred.

Cent per cent (200) of the adults under study stressed the importance of learning by doing. All the respondents (200 i.e. 100%) also said that they willingly sought any kind of information, for according to them (200, 100%) only a self directed learner could succeed in life. Thus, it points out that the learners were very keen to attain literacy.

Majority of the sampled adult learners (198 i.e. 99%) stressed the effect of past experience on new learning. Although 2 (1%) learners thought that past experience had zero effect.

While commenting on part and whole method of study, 176 (88%) respondents were of the opinion that both part and whole method of learning should be used. Only a small number (24, 12%) of respondents felt that only part method was useful.

All the learners (200, 100%) remarked that when they have to solve a problem they reflect upon it, try to think of its solution, divide the problem in parts and solve each part separately.

Thus, in the end it can be said that learners use different learning styles to attain literacy.
Summary and Conclusion

Learning Outcome of the Adult Learners:

The conclusions that can be drawn out on the basis of the responses to the written test conducted in the present study is that majority of the respondents (185 i.e. 92.5%) fluently read all the four sentences given in the test. Only a small number (15 i.e. 7.5%) were unable to read even a single sentence. Therefore, majority of them were found to be excellent in their reading ability.

One hundred and eighty two i.e. 91 per cent learners correctly recognised and wrote the names of all the four pictures given to them in the question. 18 i.e. 9 per cent mis-spelt them.

A large number of sampled adult learners (155, 77.5%) successfully matched the list of words given to them. But the rest 45 (22.5%) adults either wrongly matched or left the question unanswered.

It was encouraging to see that a large number of learners (180 i.e. 90%) were able to make words with all the 3 alphabets given to them. But 12 (6%) learners could only make one word. 6 (3%) adults made two words. However, there were 2 (1%) learners who were unable to make even one word. Thus, it shows that most of the respondents were good in their writing ability.
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All most cent per cent (198 i.e. 99%) respondents were found to be excellent in their arithmetic skills for they rightly counted the number of objects given in the question. Only 2 (1%) could not do so.

Again an overwhelming majority of 198 (99%) adults correctly completed the number chain and only a small number (2 i.e. 1%) did not answer the question. Therefore, it seems that all the learners were perfect in their arithmetic skills.

In essence, it can be said that although all most all the learners could read, recognise, write, match, make words, count and complete the number chain yet they were found to be best in their arithmetic skills, followed by their ability to read and then to write. This shows that all the learners had attained literacy and were found to be good in their learning outcome. 183 (91.5%) respondents were excellent in their literacy level for they scored between 41-50. Only 1 (0.5%) respondent's literacy level was very good i.e. between 34-40. 13 (6.5%) were good for they scored between 26-33. There were 2 (1%) adults who were found to be average in their learning outcome for their scores were between 18-25. There was only 1 (0.5%) adult whose score was between 0-17 and thus was found to be below average.
Summary and Conclusion

Goal Orientation as related to Learning Outcome:

When an adult is motivated to learn then nothing can deter him from attaining literacy i.e. to say that focused goal orientation has a direct effect upon an adult learner’s learning outcome.

The learners in the present sample had joined the literacy class for fulfilling not one but various goals and these goals included learning to read and write (196 i.e. 98%), child care and home management (189 i.e. 93%), economic (50 i.e. 25%), general awareness (20 i.e. 10%) and for personal development (15 i.e. 7.5%), (in the order of preference).

More than 90 per cent of the learners in each goal area were found to be excellent or good in their learning outcomes.

Out of the 196 (98%) adult learners under study who had joined the Adult Education class with the aim of learning to read and write, there were 179 (91.3%) respondents who were found to be excellent in their learning outcome for their score was between 41-50. One (0.5%) learner fell in the category of very good having scored between 34-40 & 3(6.6%) were good (26-33). 2 (1%) respondents were average (18-25) and 1 (0.5%) was below average as he scored less than 17.
Thus, it can be safely concluded that the goal of reading and writing had a positive effect on the learning outcomes of the learners.

The second goal in the order of preference was child care and home management. Out of the 186 (93%) adults who mentioned this goal, 170 (91%) were found to be excellent (41-50) in their learning outcome, one (0.5%) to be very good (34-40), 12 (6.4%) as good (26-33). There were only 2 (1%) learners who fell in the average category and only one (0.5%) was below average as this respondent scored less than 17.

The need to be efficient in child care and home management served as enough motivation to the learners for attaining literacy, hence, their good performance and excellent learning outcome. Surprisingly, there were only 50 (25%) adults who hoped to achieve economic benefits by becoming literate. Out of these 50, 35 (70%) scored between 41-50, i.e. excellent, 12 (24%) between 26-33 i.e. good, 2 (4%) between 18-25 i.e. average and 1 (2%) got less than 17 scores i.e. below average. No one scored between 34-40 i.e. very good.
The goal of general awareness also had a positive effect on the learning outcomes, for out of the 20 (10%) learners who mentioned this goal, 50 per cent i.e. 10 learners scored between 41-50 and thus were found to be excellent in their learning outcome. 8 (40%) were good i.e. 26-33 and 2 as average i.e. 18-25. No one with this goal was found to be very good or below average as no one scored between 34-40 and below 17.

Thus, economic and general awareness goals too seem to have acted as strong motivating forces for the learners to become literate, hence, their good performance, although it is slightly inferior than in case of the first two goals.

Fifteen (7.5%) adults hoped to gain personally by becoming literate. Out of these 15 adults, results showed that, 8 (53.3%) fell in the category of excellent, for their score was between 41-50, 4 (26.6%) were good as their score was between 26-33, 2 (13.3%) as average i.e. scores between 18-25 and 1 (6.6%) whose score was less than 17. No one had scores between 34-40 i.e. very good.

Thus, it can be said that the above goal helped the adult illiterates to attain literacy, but learning outcome was not as good as in the case of earlier goals.
In conclusion, it can be said that the learners in the present sample were variously motivated. Thus, the first hypothesis stating that focussed goal orientation leads to improvement in learning has been accepted on the basis of the above evidence.

Persistence as related to learning outcome:

For the success of an adult education programme it is essential that an individual should not only be internally and externally motivated but he must also willingly persist. It is the level of persistence which has a direct effect on the learning outcomes.

In the present study all the two hundred (100%) adult learners had attended all the classes regularly. Therefore, they were not only well motivated but their persistence level was also extremely high. This definitely affected their learning outcomes for out of the 108 (54%) respondents who had attended the literacy classes for 3-4 months, 101 (93.5%) had an excellent score of 41-50. Six (5.5%) learners were found to be good as they scored between 26-33. Only 1 (0.9 i.e. app. 1%) adult was found to be below average in his learning outcome as his score was less than 17. No one was "very good" or "average" in their learning outcomes as nobody scored between 34-40 and 18-25.
Summary and Conclusion

Ninety two (46%) learners had attended the literacy classes for 5-6 months. Out of them, an overwhelming number of respondents (82 i.e. 89.1%) scored between 41-50 i.e. they were found to be excellent in their learning outcomes. One (1.0%) adult learner's performance was found to be very good as he scored between 34-40, seven (7.6%) had scores between 26-33 i.e. good. Only 2 (2.1%) learners fell in the category of "average" i.e. scores between 18-25. No learner was found to be below average as no one had score below 17.

Thus, it can be said that irrespective of the period of attendance, majority of learners were found to be either excellent or good in their learning outcomes. These findings prove the second hypothesis that high level of persistence results in high level of learning outcomes or that persistence improves learning.

Learning Styles as related to learning outcomes:

An adult decides to attain literacy not only for further accumulation of knowledge but also to bring a qualitative transformation in the structures of thought and modes of thinking. Therefore, before joining he is clear of his goal, is willing to persist and uses different learning styles to become literate. It is believed that different learning styles result in differential learning outcomes.
Summary and Conclusion

In the present investigation all the two hundred (100%) sampled adult learners gave preference for teacher oriented study. They wished that the teacher should teach all the students together in a classroom. Out of these 200 learners, majority of them (183 i.e. 91.5%) scored between 41-50 i.e. excellent. 1 (0.5%) was found to be very good in his learning outcome as his score was between 34-40. 13 (6.5%) respondents' score was very good i.e. between 26-33. Two (1%) obtained scores between 18-25 and thus, were considered to be average. Only one (0.5%) learner was below average in his learning outcome as he could not score more than 17.

It can be said that the learners who preferred teacher oriented i.e. class teaching were found to be good in their learning outcome and, therefore, this is an important learning style.

All the 200 (100%) respondents stressed the importance of group study over independent study. Majority of these adults (183 i.e. 91.5%) were judged excellent in their learning (41-50 scores). 1 (0.5%) as very good (34-40), 13 (6.5%) as good as their score was between 26-33. Only 2 (1%) were judged as average (18-25) and 1 (0.5%) was below average.

Thus, it can be concluded that an overwhelming majority of the learners who gave preference for group study were found to be excellent in their learning.
Summary and Conclusion

Since no one suggested independent study, therefore, it can be concluded that independent study is not a preferred learning style in case of the adult learners.

A good number of adults (188 i.e. 94%) gave preference for loud reading over silent reading. Out of the loud readers 173 (92.%) were excellent in their learning outcomes as they had scores between 41-50, 12 (6.3%) scored between 26-33 and thus were considered to be good. Two (1%) had scores between 18-25 i.e. average and only one (0.5%) adult's score was between 0-17 i.e. below average.

Out of the 12 (6%) silent readers, 10(83.3%) were considered to be excellent (41-50) in their learning, 1 (8.3%) to be very good and 1 (8.3%) was good (26-33).

Hence, it can be concluded that since both the types of learners scored very well, therefore, learning style does not seem to have made any difference in the learning outcomes of the adult learners.

Thirty (15%) learners in the present study wished to learn a material orally, 48 (24%) said that written style should be preferred, whereas 122 (61%) respondents remarked that both oral and written style of learning should be used. Out of the 30 (15%) respondents who
gave preference for oral style, 28 (93.3%) of them obtained scores between 41-50 i.e. excellent, one (3.3%) between 34-40 i.e. very good and one (3.3%) between 0-17 i.e. below average. Thus, an overwhelming majority of them were found to be very high in their level of learning outcome.

Again out of the 48 (24%) adults who gave preference for written style, a good number (45 i.e. 93.7%) of them were found to be excellent in their learning outcomes as their scores was between 41-50, 3 (6.2%) respondents were good (26-33). It can be said that since all the 48 learners were either grouped under the category of excellent or good, therefore, the learning outcomes of all of them was extremely high.

Out of the 122 (61%) learners who suggested that both oral and written styles of learning should be used, a large number (110 i.e. 90.1%) of them had scores between 41-50 (excellent), 10 (8.1%) had scores between 26 - 33 (good) and only 2 (1.6%) learners were found to be average in their learning. Thus, 98.2 per cent (90.1% excellent + 8.1% good) respondents had high level of learning outcomes.

This once again proves that differences in the preference for learning styles did not make any appreciable effect on the learning outcomes of the adult learners.
Summary and Conclusion

In the present study, it was very encouraging to see that cent per cent (200) sampled adult learners considered themselves to be active i.e. self-directed learners. No one felt that they were passive in their approach to learning. Out of these 200 learners, 183 (91.5%) turned out to be excellent in their learning outcomes as they had scores between 41-50, 1 (0.5%) was very good with scores between 34-40. 13 (6.5%) scored between 26-33 (good). Only 2 (1%) were found average (18-25) and 1 (0.5%) was below average (0-17). Thus, it can be said that since only a small number of 1.5 per cent adults were average or below average in their learning outcomes, therefore, it can be concluded that being active or self directed leads to improvement in learning.

Twenty four (12%) adults under investigation preferred the "part method" of learning a material i.e. they divided the material in parts and learnt each part separately. But depending upon the nature of difficulty 88 per cent (176) of the learners either used "part or whole method". Surprisingly, no respondent preferred to use only "whole method" of study.

Majority of the learners (21 i.e. 87.5%) who preferred part method of study, scored between 41-50 i.e. excellent, 1 (4.1%) adult had very good score of 34-40, two (8.3%) were good with scores between 26-33. No respondent scored below 33. Therefore, it can be said that
Summary and Conclusion

since all the 24 (12%) adults were good, very good or excellent in their learning outcomes, hence, "part method" of study helped the adults in attaining literacy.

Out of the 176 (88%) respondents who used both part and whole method of study, a large number of 162 i.e. 92 per cent had scores between 41-50 i.e. excellent, and 11 (6.2%) adults fell in the category of good (26-33). Only 2 (1.1%) respondents were average in their learning outcomes (18-25) and 1 (0.5%) was below average as he scored less than 17. It can be concluded that most of the learners were excellent in their learning outcomes.

As no adult opted for the whole method of learning, hence, this style was found to be the least preferred for attaining literacy.

It emerges that both part and part and whole together was the preferred learning styles.

In the present study only 14 (7%) adults preferred to acquire knowledge and information through media or educational tours and the remaining 186 (93%) through written correspondence or contact programmes. The learning outcomes indicate that out of 14 adults, 13 (92.8%) had an excellent score between 41-50 and only 1 (7.1%) adult was found to be average in his learning outcome as his score was between 18-25. Similarly, out of 186 respondents who gave preference
for contact programmes or written style of learning, a large number of 170 (91.3%) respondents obtained scores between 41-50 i.e. excellent, 1 (0.5%) between 34-40 i.e. very good and 13 (6.9%) were adjudged good (26-33). There was only 1 (0.5%) learner who fell in the average (18-25) and 1 (0.5%) in the below average (0-17) categories.

It can, therefore, be inferred that whether the learners used media/educational tours for acquiring knowledge or written correspondence/contact programmes, the learning outcomes of more than 90 per cent of the respondents was found to be excellent. This indicates that all the above four mentioned learning styles were very useful for acquiring knowledge but varying styles of learning did not affect the performance of the learners.

Five (2.5%) learners considered formal method as the most suitable method of cultural transformation. 186 (93%) felt that informal was the best method. But 9 (4.5%) suggested non formal style as the most appropriate style. The learning outcomes indicate that 3 (60%) "formal" learners obtained scores between 41-50 i.e. excellent and 2 (40%) were good (26-33). Since all these 5 learners were either good or excellent in their learning, therefore, it can be said that "formal" is an important method of cultural transformation.
Out of the 186 "informal" learners, 171 (91.9%) scored between 41-50 i.e. excellent, 1 (0.5%) was very good with scores between 34-40, 11 (5.9%) were good (26-33), 2 (1%) were average (18-25) and 1 (0.5%) was below average. Since 98.3 per cent of the learners scored very well, therefore, it can be concluded that informal method was very good for transmitting culture.

All the 9 (100%) respondents who gave preference for non-formal style were judged excellent in their learning outcomes as they had scores between 41-50. Hence, this was also an important style of cultural transmission.

In essence, it can be said that informal was the most preferred style of cultural transmission.

Cent per cent (200) learners under study gave importance to learning by doing. Out of these 200 (100%) learners, 183 (91.5%) fell in the category of 41-50 i.e. they were excellent in their learning outcomes. one (0.5%) was very good i.e. between 34-40, 13 (6.5%) were considered good (26-33), 2 (1%) as average (18-25) and only 1 (0.5%) was below average with scores less than 17.

Since 99 per cent respondents were found to be either good or
very good or excellent in their learning outcomes, therefore, it can be concluded that learning by doing was considered to be a very important style of learning.

Out of the total of 200 learners, 198 (99%) stressed the importance of past experience on new learning. The learning outcomes of these adults indicate that majority of them (181, 91.4%) were found to be excellent as they had scores between 41-50, 1 (0.5%) scored between 34-40 i.e. very good, 13 (6.5%) were good (26-33), 2 (1%) were average (18-25) and only 1 (0.5%) learner was found to be below average in his learning outcome. Since almost all the learners fell in the categories of excellent, very good and good, so it can be safely concluded that past experience has an effect on new learning.

The adult learners used different kinds of learning styles. The most preferred styles were: teacher oriented i.e. class teaching, group study, active i.e. self directed and learning by doing. The other styles in the order of preference were: learning through past experience, loud reading, written correspondence/contact programmes, informal learning, part and whole method, oral and written method.

The difference in the learning styles used did not make any significant difference in the learning outcomes of the adult learners. Therefore, the 3rd hypothesis that different learning styles will result in differential learning outcomes stands rejected.
Educational Implications:

The purpose of any educational study or research is served only when it is found useful in causing improvements into an existing system or in designing new ones. The present study was undertaken with this intent in view. It has been observed that all the three parameters of an adult education programme viz. goal orientation, persistence and learning styles are variables which have a specific effect on the learning outcomes of the adult learners and hence on the success of any adult education programme. It is hoped that the inferences drawn out of the present study will be useful in designing future strategies and causing improvements in the existing ones.

Apparently, it is believed that the basic aim of an adult learner was to achieve proficiency in reading and writing. Although it is still one of the major goals but the following other goals find an equally important place in the minds of a learner. The other goals are: child care and home management, general awareness, economic and personal development. While designing new programmes and strategies, this fact should be kept in view, so as to increase enrolment and persistence of the adult learners, thereby making the programmes successful. Greater attention, therefore, needs to be given to the functionality and awareness aspects of the adult education programme.
Summary and Conclusion

It has been observed that specific learning environment and physical facilities help a great deal in achieving good results in an adult education programme. The suggestions given by the adult learners for an efficacious adult education programme, exposed that majority of them wanted that the arrangements for fans, lighting and learning aids, should be improved.

The provision of the above facilities although do not cause any significant increase in the amount, spent on adult education programmes, but are the major impediments in achieving optimal results.

Suggestions for Future Research:

1. Since the present study was limited to the City of Chandigarh which is a relatively new City and has, therefore, a peculiar character of population, the researcher thinks that a similar type of study may be made for an old city and in other States too.

2. There may be different learning outcomes in the case of male and female learners or in the case of rural and urban learners. A comparative study may be made of the same.
3. Learning outcomes may be related to certain psychological variables like self concept, certain personality traits, attitudes etc. A study may be made for the same.