CHAPTER VI
METHODOLOGY
CHAPTER IV

METHODOLOGY

This chapter, at the outset attempts to bring out some of the basic theoretical issues and concepts related to adult education in order to understand what it means. As may be seen the meaning of adult education often transcends the limited meaning attached to 'education'. Therefore here an attempt is made to explore and analyze the various approaches.

The United Nations has defined literacy as the ability of a person to read and write with understanding a short simple statement in his everyday life (UNESCO, 1968). An important aspect of literacy is the ability to read with "understanding". Therefore, a person who can only write his name or numbers or who can ritualistically read religious books like 'The Koran' or recite passages from religious books, which are actually memorised, is not considered literate.

The United Nations has recommended that information on literacy should be collected from only those who are either ten years of age or above, for the ability to read and write is not generally achieved until one has had some schooling or has had sometime to develop these skills.

4.1 Concepts

4.1.1. Functional literacy

UNESCO launched an experimental world Literacy programme in the mid-1960's and interpreted functional literacy as: "a person is literate when he has acquired the essential knowledge and skills which would enable him to
engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading and writing and arithmetic makes it possible for him to continue to use these skills towards his own and the development of the community’ (Devadas, 1976: 26).

Bhola (1969), a literacy expert, concludes that the new concept of functional literacy promises to solve the problem of learner’s motivations and at the same time relates literacy to the economic, social and political aspirations of developing nations.

The objective of the functional literacy programme is to mobilise, train and educate manpower in order to make it more productive and more useful to both individual and society. (Ibid).

The concept of functional literacy assumes that:

a) Literacy is not an end in itself, but has meaning only as a component of a larger scheme, composed of physical as well as educational inputs.

b) A programme of functional literacy has to help the farmer in his life and work individual behaviour and community action, and in understanding and using complex technologies.

c) Adults involved in improved farming practices would be interested in literacy if it comes to them as a part of knowledge necessary for their agricultural betterment and increased income, and functional literacy curriculum is a composite one including reading, writing, numeracy, socio-economic knowledge, agricultural know how and practical experience.
Functional literacy is, therefore, conceived in the context of social and economic priorities, planned and implemented as an integral part of a development programme (Govt. of India, 1974).

Venkataiah (1978 : 92) in his work on the impact of functional literacy programme on the participants in Andhra Pradesh has concluded “Hitherto literacy was the main objective of adult education in many developing countries including India. Now, a functional dimension is added to adult literacy programmes as a motivational device and also as a utilitarian component. In functional literacy, the stress is on the functionality of adult literacy in relation to the lives of the individuals and the needs of the society”.

According to Purkait (1993), “Functional literacy means the ability or that level of literacy which enables a person to function as a literate in his social and professional life. Literacy according to him means functional literacy. It also means the mastery over reading, writing and numeracy and on tools of learning and the ability to acquire knowledge and information independently. It also includes the ability to discharge multifarious civic duties and responsibilities in an efficient manner. It can only be achieved by completion of education up to class four and by following suitable follow-up measures.

One of the most recent definitions of functional literacy has been given by the National Literacy Mission (Govt. of India, NLM, 1994 : 5). Accordingly, the National Literacy Mission is mainly concerned about imparting functional literacy. Functional literacy implies:
1. Achieving Self-reliance in literacy and numeracy.

2. Becoming aware of the causes of one's deprivation and moving towards its amelioration through organization and through participation in the process of development.

3. Acquiring skills to improve one's economic status and general well being.

4. Imbibing the Values of National Integration, Observation of environment, Women's equality, observance of the small family norm, observance of maternal and child health services etc.

4.1.2. Meaning of Adult Education

It is universally accepted for purposes of functionality that any person over the age of 15 years is considered as an adult. Any education given to a person over the age of 15 years is accepted as adult education, with certain caveats. One of the reasons to keep age 15 as a cut off for distinguishing the adults from children is the universal desire to universalise eight years of elementary education, beginning with age 6. This is acknowledged both within the charter of UNESCO and the Human Rights. However, again for functional purposes in general, those above the age of 35 years are not treated as part of a target group of adults in Adult Education Programmes. This is especially true of programmes intended to step up the working efficiency of adults. It is assumed that 15-35 is the productive age group and it is the right time to develop a set of required skills and attitudes that contribute to higher efficiency.
and productivity in agriculture, industry, services or community participation,
(Seetharamu, 1994: 12-13).

The concept of "Adult Education" has undergone changes through the ages. The literary meaning of adult education implies educational facilities to the adults who could not undergo a regular course of formal education during school age.

There have been controversies in defining the concept of adult education. Shah (1981:2) remarks; "Adult education is difficult to describe and almost impossible to define because it is found in so many different forms under sponsorship of a wide variety of institutions and agencies".

The concept of adult education has undergone a series of metamorphosis during last decade. As such, it has been defined in different ways by different persons in different times. Some important western and eastern views have been discussed below:

Life is full of problems and one has to solve the problems of life to go ahead. To solve problems one requires a minimum education. Supporting this view Bryson (1936:18) says, "Adult education is all activities with an educational purpose carried on by the people in the ordinary business of life who use only a part of their time and energy to acquire intellectual equipment towards solving short term and long term problems". Education must not be limited only to information processing. It should develop attitude, understanding, skill etc., to enable an individual to solve his day to day problems.
Strengthening this idea, Bradford (1949:4) has stated, "Adult education is a voluntary, serious and frequently organized effort of adult individuals and groups to find through educational means, information, attitudes, understanding and skills helpful in diagnosing and solving their vocational, personal and civic problems."

The above idea has also been clearly indicated in statements in the Encyclopedia America (Vol. I, 1953:195). All the scholars are of the opinion that any kind of education, formal or informal, which develops the knowledge, skill, attitude, ability etc., of the adult and helps him to solve his problems, may be termed as adult education.

Encyclopedia America (Ibid:196) brings out the idea that adult education is a pervasive phenomenon that eludes a precise definition. In its broadest meaning it includes all experiences that help mature men and women to acquire new knowledge, understanding, skills, attitudes, interests or values. In this sense it encompasses practically all life experience individual or group that result in learning. It thus includes individuals reading books, listening to music, talking with people and even learning from experience. In a more technical sense the phrase is used to denote planned or organised activities carried on by grown ups for the purpose of self improvement. In this sense it encompasses organised classes, study groups, lecture series, planned reading programme, systematic discussion, conferences, institutes and the like.
The UNESCO (1972) book entitled "Learning to be" has shown the concept of education to be a broad one. Here education is defined as not confined to the four walls of the classroom, but as a continuous life-long process.

Lowy (1955:22) has remarked that the concept of adult education is a continuous life-long process. It is a process which is not necessarily confined to the younger years of man's life or to any specific institution especially designed for learning. Learning begins as soon as the infant becomes aware of his environment and reacts towards it; it does not end until man loses consciousness forever.

A critical analysis of the above views and marks pointed that education which develops the knowledge, skill, interest, ability to work etc., of an adult and helps him to solve his vocational, personal, social and economical problems may be called as adult education.

In the Indian context (Patil, 1989) the term adult education is very ancient. In the age of Upanishads, adult education was in the form of stories and folk tales (JATAKA GALPA). But the meaning and function of Adult Education has appeared in different forms at different times. Also, it has been designated different names such as: night education, social education, farmer's functional literacy, adult education etc. Gandhiji has said "by education I mean, all-round drawing out of the best in child and man-body, mind and spirit". Here, by education he means that it is not only required for children but that it is also
required for adults for their all-round development. Before independence, adult education was equated with adult literacy (Learning of '3Rs', Reading, Writing and Arithmetic). This idea gained momentum in the year 1921 when some responsibilities of education were transferred to the partially elected Indian Government. When India declared Independence in 1947, only 16 per cent of the people were literate while 84 per cent were illiterate. In the year 1949, the concept of adult education was widened by designating it as social education.

The then Education Minister, Maulana Abul Kalam Azad clarified the meaning of social education in his inaugural address at the Seminar on Rural Adult Education organised by UNESCO (1976).

As Mathur (1976) observes: "By education we mean education for the complete man. It will give him literacy so that knowledge of the world may become accessible to him. It will teach him how to harmonize himself with his environment and make the best use of the physical conditions in which he subsists. It intended to teach him improved crafts and modes of production which help him achieve economic betterment. It also aims at teaching him the rudiments of hygiene both for the individual and the community so that our democratic life may be healthy and prosperous. The last but not the least, this education should give him training in citizenship so that he obtains some insight into the affairs of the world and can help his government to take decisions which will make for peace and progress".
Thus adult education does not mean only literacy. It also means people's awareness of their surroundings, problems, rights and duties etc. This has been made clear in the statement of the well known educationist Professor H.Kabir. Kabir (1976 :10) defines social education as "A course of study directed towards the production of consciousness of citizenship among the people and the promotion of social solidarity among them. It is not the content with the introduction of literacy among grown up illiterates but aims at the production of educated mind among the masses. As a natural corollary it seeks to inculcate in them a lively sense of rights and duties of citizenship both as individuals and members of the community".

A landmark in the development of the concepts of adult education in India came up in 1978, when the adult education was made a part of the Revised Minimum Needs Programme (1979). The Plan in this regard observed (Ibid : 411) "The programme will emphasize not merely the acquisition of literacy and numeracy but also functional development and social awareness. While literacy has special place of its own, the principal objective is to increase the awareness of the people about the social reality around them and to impart skills, so that they can organize themselves to solve the problems of their day to day life as well as to profit from the programmes of social and national development. The programme will, therefore, include besides literacy, an appropriate mix suited to the needs of the individual, of such themes as general education, citizenship, training, health education and family planning, upgrading
of vocational skills, appreciation of the use of appropriate technology, physical education and cultural activities*.

In view of their implication for the family and the society in general, and literacy and adult education among women in particular especially in rural areas, it was promoted through special efforts.

The concept of education has been changing as may be seen in the various Five Year Plans implemented by the Government of India. The changing concept may be to suit the changing conditions and based on the past experience in the previous plan period.

The Sixth Five Year Plan (Planning Commission : 1979) made clear the changing concept of adult education. It said "the NAEP is not meant for removing illiteracy alone, but also to impart functional education and create awareness among the learners about the social problems. It would, therefore, be desirable that such programmes as family planning, health and nutrition, child and mother care, importance of elementary education, cottage industries, etc., are built into this programme. Besides the programme should include knowledge about the various laws and facilities available to the weaker sections of society and they should be encouraged to organize themselves for securing the benefits of those laws and facilitates*.

Hence we see a change in the concept of adult education from literacy to functional literacy in creating awareness among the learners. Education not only aims at individual development but also tries to prepare individuals to work
for national development. Giri (1980:42), former President of India, observed that adult education should create an awakening in the masses and involve them in the fulfillment of the great national task that has been undertaken.

The Seventh Plan (Planning Commission, 1984) found that the existing educational system was too wide in its scope and content and was dysfunctional to the requirements of the country. Therefore some basic policy changes were suggested. The Plan observed in this context "An attempt will be made to cover all adult illiterates in the age group 15-35 years by 1990. However, this can be sustained only on the basis of a mass movement, involving many agencies including students and voluntary organizations. Developmental programmes, especially those affecting the rural and the urban poor will be required to include a component of adult education and literacy aimed at the needs of the beneficiaries of those development programmes. To promote motivation among adult learners appropriate and effective programmes of post literacy would be built up with adequate linkages to work and to further education".

The National Literacy Mission was launched in May 1988 to eliminate illiteracy positively by 1995. The National Literacy Mission (NLM) is a societal mission supported by a political will at all levels for the achievement of its goals. Its main objective is to impart functional literacy to 80 million illiterate persons in the 15-35 age group, 30 million by 1990 and additional 50 millions by 1995. The
Total Literacy Campaigns and the Post Literacy Campaigns are the two main components of the National Literacy Mission.

In the Seventh Five Year Plan (Planning Commission: 1987) with a view to eradicate illiteracy, the targets of the National Literacy Mission were reformulated and the strategies recast. While Rural functional Literacy Programmes (RFLP), the post-literacy programmes and the teaching learning process were modified, time bound approach through campaigns were evolved. Thus, the adult education saw a new turn to the TLC.

The beginning of the Eighth Five Year Plan (Planning Commission: 1992-1997) saw the emergence of post-literacy campaigns. Post-literacy is viewed as continuing education of children who complete primary education and of adult who complete literacy courses (UNESCO, 1987). In the Indian context, the post literacy campaign is an extension of the Total literacy campaign, a programme for neo-literates. This includes imparting education on special issues from literacy to functional literacy. Hence such campaigns have been termed as 'special campaigns', for example, some of the special issues are small family norm, maternal and child health, health and hygiene. Hence, a programme involving these particular issues is termed as, "A special campaign on small family norm, maternal and child health and health and hygiene". The main intention of the special campaigns is to make the adult learner better developed citizens (Khullar, 1996).
Thus, we see that the concept of adult education has changed historically. It started from social education and is today in the form of total literacy and post literacy campaigns, imparting functional literacy for overall development of the adult learner.

4.1.3 Awareness

Linked to education is the concept of awareness. A sound basic education is supposed to give an individual social awareness and a critical mind. This link has been brought about by various scholars.

The term awareness has been variously defined. As defined by English and English dictionary (1958: 2) awareness means being conscious of something, the act of "taking account of an object or state of affairs", or "a parallel activity or process, not directly inspectable and known only by inference, that nevertheless influences a persons' behaviour as if were a conscious process".

Good (1959) defines awareness to mean "the state of being aware, consciousness of a situation or object, without direct attention to it or definite knowledge of its nature".

According to the Oxford English Dictionary (1961) awareness means, "the quality or state of being aware".

According to Rao (1978:45) "Awareness has got various dimensions like psychological awareness, economic awareness, political awareness and above all physical awareness of surroundings of our ecological nature".
Rao (1979 :1-9) refers to awareness as 'conscientization' and has defined 'conscientization' as a process of awakening and it refers to learning to perceive socio-economic and political contradictions and to take action against oppressive elements. It promotes in learners a sense of self assertion and self confidence, and is created by posing problems that are actually faced by the people.

Awareness has certain related meanings Social awareness means knowledge and understanding of social rituals, importance of social gatherings, social customs and desirable and undesirable aspects of these customs. Economic awareness means knowledge and understanding about better ways of living, readiness to take to new ways of production and cultivation or a commercial or economic view of one's activity.

According to the report of the Review committee on NAEP (Ministry of Education and culture, Government of India, 1980), an important aspect of awareness is that the poor should become conscious. They can shape their own future through learning and reflection of concrete action. It should also mean an understanding of laws and a realization that unless they take an organized action, they may continue to be deprived of the benefits in the policies and programmes of the Government.

Reddy (1973 : 3-6) in a study on farmer's awareness found that literate farmers were more aware about modern agricultural practices than illiterate farmers.
According to Singh (1977: 25-35) farmers who had participated in farmer’s training programmes and farm Broadcasting Programmes were superior in terms of awareness, knowledge and adoption of improved agricultural practices than those not exposed to these conditions.

Venkataiah (1978) observes that participation in Adult Education Programme had changed the attitude of the participants towards modern agricultural practices.

Prakash (1978) concludes that the functional literacy component of farmer’s training and functional literacy has a positive impact on knowledge, attitude and adoption behaviour towards high yielding varieties, and that in general, functional literacy programme had brought about a positive and significant overall change in the knowledge of status, attitude level and adoption behaviour with respect to high yielding varieties.

Khajuria and Rahi (1985) have emphasized that social awareness can be created among adults by making them conscious about social, economic, moral or religious values through education.

In India, the importance of imparting awareness among the masses was fully realized by the adult education planners in 1978. While formulating the National Adult Education Programmes (Ministry of Education and Social Welfare, Government of India, 1978) social awareness was included as one of the three components. The NAEP visualized that where literacy was not enough, in addition, functional upgradation of adults as well as raising the level of
awareness among the poor and the illiterate regarding these predicament was also important. The NAEP visualized that awareness about individual and social problems and development oriented scheme is necessary in order to bring the masses into the centre of developmental activity rather than keeping them at its fringe as passive spectators. Later, the U.G.C. (1982) in their guidelines on Adult and Continuing Education stressed the need of developing awareness generating and general interest programmes with a view to:

(1) Help people become increasingly aware of the social problems in the contemporary world and

(2) Promote social, economic, cultural and intellectual enrichment of the community.

Over population in the developing countries is to a large extent due to lack of social awareness. The masses are ignorant of the fact that economic resources cannot cope with the increasing number of people.

Apart from social and economic awareness, political awareness, legal awareness, health and hygiene awareness including awareness about various diseases and nutrition are also important components of a developmental strategy.

Studies Related to Awareness

In her research on rural women and development participation, Renuka Devi (1985) has made an attempt to study the awareness of women's rights, role and responsibilities among rural women. She finds that the lack of
awareness of their rights, role and responsibilities makes rural women ignorant. The rural women are too busy either working at home or in the farm and find no time to think about improving their status.

Ramachandran and Jude (1985) who have adopted Paulo Freire's theory of Education for Liberation and conscientization in their study, reveal that a higher level of consciousness exists among the Adult Learners as compared to that of the non-learners. They have identified four dimensions for the empirical measurement of consciousness such as social awareness, social functioning, analytical skills and awakening consciousness.

Frank Youngman (1986) has made a wide ranging analysis of Marxist politics, philosophy, social theory and psychology. He has used the Freirean theoretical perspective for developing a socialist approach.

Mehta (1988) has very cogently stressed that sustainable development requires awareness on the part of the participants about realities regarding their problems and also the potentialities for solving their problems. For social development it is important that there is an awareness of social obligations and an awareness of one's contribution to the development of the community.

Sujatha (1993) has observed that socio-economic development depends not only on plans, programmes and resources but also on the positive response and full participation of people, which in turn depends on their awareness, attitudes, aspiration and perception towards the development programmes.
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Sujatha (1993) has observed that socio-economic development depends not only on plans, programmes and resources but also on the positive response and full participation of people, which in turn depends on their awareness, attitudes, aspiration and perception towards the development programmes.
Singh (1993) has reported that participation in Adult Education Programme increases economic and political awareness among rural male adults facilitating participation in the political process more among males than among females.

Shirur (1994) has pointed out that to awaken the consciousness among people for working towards social development, it is essential to raise the educational level of the people.

Kaur (1995) in her study entitled “The impact of Adult Education Programmes on the social and economic awareness of adults” has opined that the basic objective of adult education is to promote competence among adult learners so as to enable them to participate effectively in the new social order. She also adds that the main task of Adult Education Programme is to make all adults conscious of their role, rights and responsibilities in the contemporary society. She finally concludes that in India, the role of adult education in promoting awareness has been fully realized.

The above mentioned studies show that participation in the Adult Education Programme not only enhances the social and economic awareness of adults but also enhances their status.

In the present study, for the sake of convenience the researcher has referred to the Adult Education Programme as AEP.
4.1.4 An Adult rural female literate

An Adult rural female literate refers to the rural female in the age group 15-35 years, who has attended both the TLC and the special health campaign (which is the PLC). Hence the Adult rural female literate is a beneficiary of the Adult Education Programme (As explained earlier, in this study the AEP includes both TLC and PLC).

4.1.5 A Non-Learner

A non-learner refers to the rural female in the age group 15-35 years, who has never attended any Adult Education Programme.

4.1.6 Small Family Norm

Small Family Norm is a norm in relation to the family size. According to sociologists, it implies a pattern which sets limits for any community’s fertility behaviour (Simon, et al, 1990). For the sake of convenience the researcher refers to the Small Family Norm as SFN throughout this study.

4.1.7 Maternal and Child Health

Maternal and child health are a package of health services for mothers and children. They have been developed to meet the needs of pregnant women during pregnancy, after childbirth and also of infants from birth to five years of age.
4.1.8. Type of Dwelling

In rural India, there are three types of dwelling units (houses). They are:

i) Kutcha houses: Are built only of Mud-wall and having a thatched roof.

ii) Semi-Concrete houses: Are built of stones or bricks and have mud plastering and tiled roofs.

iii) Pakka houses: Are built of stones, bricks, mortar and cement. They have a concrete roof.

4.1.9. Family Type

There are two types of family.

i) Joint Family: Includes the respondent, her husband, her parents-in-law, children, uncles, aunts, nephews, nieces, and grandchildren.

ii) Nuclear Family: Includes the respondent, her husband and her children.

4.1.10 Caste

Caste is a powerful social force which influences the attitude and social life of an individual in India. In this study, the castes are classified into the following three groups.

i) Upper Caste Hindus: They include the Brahmins and the Lingayats.

ii) Middle Caste Hindus: Include backward classes such as Kshatriyas, Marathas and the business class of Vysyas.

iii) Low Caste Hindus: Include scheduled castes (SC) and Scheduled tribes (ST).

For the sake of convenience, in the study, the three caste Categories are referred to as UCH, MCH and LCH, respectively.
4.1.11. Educational Status

In this study, the level of education is categorised into 7 classes. They are:

i) Illiterates: This category refers to those who have not attended any type of formal or non-formal education.

ii) Primary (Class 1-4): This category refers to those who have completed primary education and have been school drop-outs.

iii) Secondary (Class 5-7): This refers to those who have completed the Secondary School education and have been drop-outs.

iv) High School (Class 8-10): This refers to those who have completed the Secondary School leaving certificate examination.

v) P.U.C: This refers to those who have completed the intermediate courses, more commonly known as the 2 year Pre-University Course.

vi) Other Courses. This refers to those who have completed Diploma, Job-Oriented courses and special Vocational Training.

vii) Graduate: This refers to those who have completed graduation.

4.1.12. Economic Status

The economic status of an individual generally determines one's socio-economic status. In an agrarian society, as in rural India, the main occupation of the people is agriculture. In this study, the respondents are classified into the following economic status, based on the land holdings.

i) Large Farmers: Are the peasants who have landholdings of more than four hectares.

ii) Medium Farmers: Are the peasants who have landholdings between two to four hectares.
iii) Small Farmers: Are the peasants who have landholdings less than two hectares.

iv) Landless labourers: Are the class of people who have no landholdings and work in the farms of the rich and medium farmers.

4.2 Statement of Problem

The changing trend in the adult education programme from the 'programme' approach of the 1970s to the present 'campaign' approach is widely seen after the introduction of the National Literacy Mission in 1988. The Total Literacy Campaigns (TLC) and the Post Literacy Campaigns (PLC) are the two important components of the National Literacy Mission. Special campaigns dealing exclusively with specified topics are the highlights of the literacy campaigns. The following special campaigns were held in the calendar year 1995 in Dharwad district of Karnataka State in India. They are

1. Hygiene awareness campaign.
2. AIDS awareness campaign.
4. Special campaign entitled "plan for sending your daughters to school".
5. Special campaign on health and hygiene; cleanliness and environment; small family norm and maternal and child health. The special campaign was held in 43 villages of Dharwad district covering 12 villages in Dharwad taluk, for a period of about ten days. The campaign covered the following areas.
1. Small family norm-advantage of using family planning and spacing techniques.

2. Maternal and child health-covering pre-natal care, care during pregnancy and post-natal care. It also highlighted the importance of regular checkups in a health centre by pregnant and lactating mothers.

   Child health covered importance of immunisation, vaccination and teaching awareness about related health diseases, importance of colostrum feeding and other aspects of nutrition.

3. Health and Hygiene-covered basic issues pertaining to alcohol prohibition, hazards of alcoholism, tobacco chewing and smoking. The people were also taught lessons on various aspects of personal hygiene.

4. Cleanliness and environment-cleanliness of home and surroundings, proper preservation of drinking water and food, use of home made chullahs in place of charcoal as cooking fuel and concept of growing more trees were some of the highlights of the special campaign.

   This special campaign was a part of the post-literacy campaign and a follow-up of the Total Literacy Campaign. During the Total Literacy Campaigns, the learners were also taught functional literacy apart from basic literacy which involved the 3R's i.e., reading, writing and numeracy.
In the light of the above discussion regarding the genesis and development of Adult Education Programme, the researcher has developed the main framework keeping in mind the impact of the adult education on rural women, especially with regard towards health and hygiene, small family norm, and maternal and child health. The researcher has also tried to assess the impact of the programme on decision making, social awareness, political awareness and knowledge with regard to rural upliftment schemes. This further throws light on the status of women and whether the Adult Education Programme apart from creating awareness in the rural women has been responsible for her allround development.

4.3 Research Design

The design adopted in this study is 'The True experimental design' and in particular 'one-control group design.'

Here the non-learners form the control group and the adult learners form the experimental group. The control group comprising the non-learners had no exposure to the literacy campaigns whereas the experimental group comprising the adult learners were exposed to the Adult Education Programmes by means of attending the special literacy campaigns.
Flow Chart of Research Design

Research Design

Main Objective

Data Collection

Primary Source: tools used
1) Participant Observation
2) Standardized interview schedule

Secondary Source: tools used
1) Government reports
2) Non-governmental sources.

Selection area

Three villages of Narendra, Mugad and Kotur in Dharwad taluk of Dharwad district in Karnataka State in India.

Scoring

Likert-type Scale, Five Point; Four Point Scale.

Statistical Analysis

Chi-square, T-test, Z-test, F-test, ANOVA.

Fig 4.1
4.3.1 Objectives

Keeping in mind the theoretical orientation adopted for this study and the framework outlined by the researcher, the following are the aims and objectives of this research work:

1. To study the impact of the Adult Education Programme on the acceptance of small family norm (the Adult Education Programme has created awareness regarding the advantages of small family norm.)

2. To assess the impact of Adult Education Programme on issues relating to maternal and child health. (The Adult Education Programme has created consciousness among the rural women with regard to pre-natal, and post-natal care, child care and immunisation).

3. To understand the impact of Adult Education Programme on the health and hygiene practices of the rural women (The Adult Education Programme has created awareness regarding better health and hygiene practices).

4. To know the impact of Adult Education Programmes on the status of the rural women. (The Adult Education Programme has facilitated decision making, social awareness, political awareness and awareness regarding rural development schemes. It has made the rural women independent. It has increased her status and thereby has resulted in her overall development and empowerment).
Keeping in mind the theoretical orientation and the survey of literature, the researcher has formulated the following hypotheses.

4.3.2 Hypothesis

1. Adult rural female literates are more likely to accept small family norm than the non-learners.

2. Adult rural female literates are likely to have better maternal and child health awareness and habits than the non-learners.

3. Adult rural female literates are likely to have better hygiene practices and health awareness than the non-learners.

4. Adult rural female literates are likely to have a higher overall status compared to the non-learners.

4.3.3 Variables-Independent and Dependent

The core of the thesis has four chapters which are based on empirical investigation. Each chapter has a separate set of independent and dependent variables.

Chapter six

A. Aspects and dependent variables

i) Knowledge of family planning (FP) measures

ii) Adoption of family planning methods.

iii) Method of family planning adopted.

iv) Period of acceptance of FP
Flow Chart of Variables.

Fig 4.2
v) Source of information about the family planning techniques.

vi) Reasons for never using FP

vii) Knowledge of benefits of the Small Family Norm (SFN).

The variable knowledge of the benefits of Small Family Norm, namely:

VSFN is computed as follows:

\[ V_{SFN} = V_{20} + V_{21} + V_{22} + \ldots + V_{33} \]

where

- \( V_{20} \) = In a Small Family there is greater care of each child.
- \( V_{21} \) = Children are given complete/sufficient food:
- \( V_{22} \) = Therefore, in a Small Family health of the child and self improves.
- \( V_{23} \) = In turn, educational status of the child improves.
- \( V_{24} \) = With education, health of the family improves.
- \( V_{25} \) = In a Small Family, household expenditure reduces.
- \( V_{26} \) = Hence, a family can spend more in building up assets.
- \( V_{27} \) = In a Small Family, less time is given for household chores.
- \( V_{28} \) = Therefore more time is available for income generating schemes.
- \( V_{29} \) = In a Small Family, there is less burden on loans.
- \( V_{30} \) = More time is available for participating in social functions.
- \( V_{31} \) = In a Small Family, there is better nutritional status for the family.
- \( V_{32} \) = Hence less expenditure on medicines.
- \( V_{33} \) = In a Small Family, there is better harmony.

A Five-Point Likert Scale has been used to assess the level of knowledge of the benefits of SFN and the Scoring (for each check-list/variable) is as follows:
Strongly Disagree = 1
Disagree = 2
Undecided = 3
Agree = 4
Strongly Agree = 5

Therefore the maximum scoring for one check list is 5 and the minimum scoring for one check list is 1. Since the Variable VSFN is computed by 14 variables (from the check-lists), the maximum score of VSFN = 14 \times 5 = 70 and the minimum score of VSFN = 14 \times 1 = 14.

B. Independent Variables

i) Learners
ii) Non Learners
iii) Village
iv) Age
v) Religion
vi) Caste
vii) Marital Status
viii) Birthorder
ix) Type of Family
x) Family Size
xi) Occupation
xii) Annual income
xiii) Type of dwelling and
xiv) Educational status
Chapter Seven
A. Aspects and dependent Variables

i) Knowledge and practice of immunisation

ii) Knowledge of benefits of immunisation and breastfeeding

iii) Practice of immunisation and breast-feeding

iv) Visit to clinic for pre-natal and post-natal check-up

v) Preference and place of delivery

vi) Delivery attended by specific persons and

vii) Knowledge of importance and benefits of maternal care.

The variable knowledge of benefits of maternal care namely, VMCH is computed as follows

\[ VMCH = V_{46} + V_{47} + V_{48} + V_{49} \]

Where \( V_{46} \) = Pregnant women must necessarily visit hospital or a Health clinic during pregnancy, at child-birth and for post-natal check up, she must maintain a health check-up card.

\( V_{47} \) = During pregnancy, the women must get vaccinated with 3 doses of tetanus toxide injections (which prevents sepsis) and must take iron and folic acid tablets daily orally (which prevents haemorrhage).

\( V_{48} \) = The delivery should be attended by a doctor or a trained Dai, preferably in a hospital.
V49 = Breast feeding is very important both for the mother and child. For mother it helps as a natural contraceptive and for the child it acts as a self immune system.

As in the previous chapter, a Five-Point Likert Scale is used to assess the level of knowledge of the benefits of maternal and child health.

The scoring is as follows:

Strongly Disagree = 1
Disagree = 2
Undecided = 3
Agree = 4
Strongly Agree = 5

Therefore, the maximum scoring for one check list is 5 and the minimum scoring for one check list is 1. Since the variable VMCH is computed by four variables (from the check lists), the maximum score of VMCH=4X5=20 and the minimum score = 4X1=4

B. Independent variables

I) Learners

ii) Non-Learners

iii) Village

iv) Age

v) Religion

vi) Caste

vii) Marital status
viii) Birth order
ix) Type of family
x) Family size
xi) Occupation
xii) Annual income
xiii) Type of dwelling and
xiv) Educational status

Chapter Eight

A. Aspects and dependent variables.

I) Practice of cleaning House and kitchen

ii) Preservation of food

iii) Preparation of balanced food

iv) Practice of keeping drinking water covered

v) Practice of using 3 pot-water filter

vi) Practice of sanitation

vii) General awareness-knowledge of better health and hygiene practice.

The Variable Health Hygiene (VHH) is knowledge of benefits of better health and hygiene awareness is computed as follows:

\[ \text{VHH} = V59 + V60 + V61 + \text{V62} + \ldots + V71 \]

Where 

- V59 = Alcohol (addiction) is bad for health
- V60 = Smoking, tobacco and pan chewing are bad for Health
- V61 = Practice of personal hygiene (one must bathe daily, wear clean clothes, comb hair, wash hands with soap after defecation)
- V62 = Knowledge about first aid (wounds, cuts, burns, snake-bite, fits, heart attack etc.) is essential. It can save many lives.
V63 = Janata Sheetak preserves food, vegetables and fruits and prevents it from spoilage.

V64 = Everyone needs a complete food and balanced diet. (Food should consist of cereals, pulses and vegetables).

V65 = Drinking water must always be kept in clean and covered containers and with ladles with a long hand to take out water without disturbing its purif.

V66 = It is always better to use a three pot water filter to purify the drinking water at homes.

V67 = The Bathrooms, toilet and drainages must be disinfected at regular interval of times. (To keep the home and surroundings free from flies and mosquitoes).

V68 = To preserve the environment and ecological balance, it is necessary to stop/check the felling of trees and it is equally important to grow more trees. (Since trees are the main source of oxygen).

V69 = It is better to use biogas (from the natural manure of cattle) as cooking fuel as against wood or charcoal. (This reduces pollution and is also better for health).

V70 = Solar energy must be tapped for lighting the house and for cooking since it is a natural source of energy and is economical too. (This helps in the conservation of energy).

V71 = Separate space must be provided for cattle and livestock in the house. (Preferably, they must be kept in separate sheds at a distance from the house).

As in the previous chapter, even here a Five-point likert scale is used to assess the level of knowledge of the benefits of better health and hygiene practice.

The Scoring is as follows:

Strongly Disagree = 1
Disagree = 2
Undecided = 3
Agree = 4
Strongly Agree = 5

Therefore, the maximum scoring for one checklist is 5 and the minimum scoring for one checklist is 1. Since the variable VHH is computed by 13 variables (from the check lists), the maximum score of VHH = 13X5=65 and the minimum score of VHH = 13X1 = 13

B. independent Variables

i) Learners
ii) Non-Learners
iii) Village
iv) Age
v) Religion
vi) Caste
vii) Type of family
viii) Occupation and
ix) Annual income

Chapter Nine

A. Aspects and dependent variables.

i) Participation in social groups
ii) Participation in social functions
iii) social awareness (about social evils and laws binding it)
iv) Knowledge of rural development schemes
v) Political awareness
vi) Health and Hygiene awareness

vii) Decision making.

viii) Status Improvement

Similar to the other chapters, the variable decision making is computed to study the extent of decision making (by the adult rural female literate after attending the Adult Education Programme and comparing it with the non-learner)

\[ V_{DEC\ MAKE} = V_{79} = V_{80} + V_{81} + \ldots + V_{84} \]

Where

- \( V_{79} = \text{Decision making with regard to the preservation of food} \)
- \( V_{80} = \text{Decision making with regard to buying and selling vegetables} \)
- \( V_{81} = \text{Decision making with respect to expenditure on clothes} \)
- \( V_{82} = \text{Decision making with respect to the education of children} \)
- \( V_{83} = \text{Decision making with regard to the usage of family planning techniques} \)
- \( V_{84} = \text{Decision making with regard to immunising and vaccinating children} \)

A four-point scale has been used to assess the extent of decision making.

The scoring is as follows:

- Only self = 4
- Self and others = 3
- Husband = 2
- Elders = 1
Hence, the maximum score for one checklist is 4 and the minimum score for one checklist is 1. Since the VDEC MAKE is computed by 6 variables (from the checklists), The maximum score of VDEC MAKE = 6X4=24 and the minimum score of VDEC MAKE = 6X1=6

The complete overall status improvement of the learners is measured using three important parameters. They are:

1. Social Awareness: This is measured by the following dimensions.
   i) Participation in the Adult Education Programme.
   ii) Participation in social groups.
   iii) Participation in social functions.
   iv) Knowledge about social evils.
   v) Decision making.

2. Economic and Political Awareness: This is measured by the following dimensions.
   i) Knowledge about Minimum Wages Act.
   ii) Knowledge about rural development schemes.
   iii) Knowledge about laws of the land.
   iv) Awareness about civics and politics.
   v) Awareness about reservation for women.
3. Health Awareness: This is measured by the following dimensions.

i) Awareness of SFN.

ii) Practice of SFN.

iii) Awareness of MCH.

iv) Practice of MCH.

v) Hygiene awareness.

Hence a variable V STATUS IMPROVEMENT has been computed as follows:

\[ V_{\text{STAT. IMP.}} = V_{113} + V_{114} + V_{115} \]

Where \( V_{113} \) corresponds to social awareness

\( V_{114} \) Corresponds to economic and political awareness

\( V_{115} \) Corresponds to health awareness

Scoring: Each parameter in each dimension has been given a score of 1 for affirmative answer (Yes) and a score of 0 for Negative answer (No)

Thus the maximum scoring for \( V_{113} \) is 5 i.e., \((1+1+1+1+1)\) (Since there are 5 dimensions in social awareness) and minimum scoring for \( V_{113} \) is 0. Similarly, the maximum scoring for \( V_{114} \) is 5 and minimum scoring for \( V_{114} \) is 0. The same scoring is followed for \( V_{115} \) Therefore, \( V_{\text{STAT. IMP.}} \) is \( V_{113}+V_{114}+V_{115} \). The maximum score of \( V_{\text{STAT. IMP.}} \) is \( 5+5+5 = 15 \) and the minimum score of \( V_{\text{STAT. IMP.}} \) is \( 0+0+0 = 0 \).
B. independent Variables

i) Learners

ii) Non-Learners

iii) Village

iv) Age

v) Religion

vi) Caste

vii) Marital status

viii) Birthorder

ix) Type of family

x) Family size

xi) Type of dwelling

xii) Occupation

xiii) Annual income and

xiv) Educational status.

4.3.4 Source of Data Collection

The main sources of the data used in the present research are

i) Primary source

ii) Secondary source

1. Collection of Primary data

Tools Used

The important tools used in the collection of primary data are:

a. Participant observation;

b. The standardized interview schedule.
a. Participant Observation

A special campaign on small family, literacy, environment, age at marriage, maternal and child health, health and hygiene was held in Dharwad taluk for ten days to generate awareness regarding issues related to the topics and literacy in particular.

The researcher was a complete participant. Here, the role of observer was wholly concealed, the scientific intents were not made known. Hence, the researcher became a full fledged member of the group under investigation. In order to establish rapport the researcher felt a strong need to participate in activities with the subjects. In some settings, the researcher came very close with almost all the participants in the campaign, shared with them highly personal matters and also a meal. The researcher went indepth into the lives of the adult learners. This enabled to study the likes and dislikes and the attitudes of the adult learner towards the literacy programmes. The learners developed a high sense of confidence in the researcher so as to discuss even minute aspects regarding matters concerning health, hygiene, child care, immunisation, family planning techniques, pre-natal and post-natal care. Issues regarding social evils such as dowry, bride burning and social abuses, for example sexual harassment of women, were discussed very freely without any apprehension.
The participant observation also enabled the researcher to maximize the discovery, verify the theoretical propositions and to revise and test emergent hypothesis.

b. The Standardized Interview Schedule

Here, two types of interview schedules were used in the study. One was constructed for the adult rural female learner and the other for the adult rural female non-learner. The wording and order of all questions were exactly same for every respondent. The questions were comparable so as to know the variations between the two groups and the actual differences. The main purpose of using the standardized interview schedules was to identify the social and economic backgrounds of the respondents. It also enabled to assess the amount of knowledge, attitude and practice obtained by the rural women as a result of participation in the literacy campaign. This helped in proceeding for the quantitative analysis of the research work.

The interview schedule is divided into five parts.

Part-I Socio-economic background of the respondent: This consists of the following variables to be studied. They are Village, age, religion, caste, marital status, birth order, type of family, family size, type of dwelling, occupation, annual income and education status.


Part-V Status Improvement: i). Decision making ii). Social awareness which includes participation in social groups, social functions and knowledge about social evils, law and order, sexual atrocities against women and rules governing it. iii). Economic awareness which includes knowledge with regard to rural services and development schemes. iv). Political awareness v). Health status improvement vi). Improvement in terms of socio-economic conditions.
The interview schedule for learners also included the following:


Sources of Secondary Data

The secondary data has been collected from Census reports, summary reports of the Five Year Plans, draft VIII Five Year Plan, District Census Handbook, publications of the Directorate of Adult Education, Reports of the Total Literacy Campaigns, Reports of Post-Literacy Campaigns, certain periodicals such as employment news, newspapers, journals and books. In addition to all these published sources, the researcher also visited the offices of certain voluntary agencies, non-governmental organisations, the family planning association of India in Dharwad and Adult education office to refer and collect some unpublished, up-to-date information.

4.3.5 Selection of the Area

The sample study area chosen by the researcher is Dharwad Taluk. Since this study corresponds to the impact of the special campaign, only those villages in which this campaign was undertaken were selected.
4.3.6 Sampling Procedure

The universe of the study constitutes the female villagers in Dharwad Taluk. The unit of the present study is adult rural female learner and adult rural female non-learner.

This is a comparative study assessing the impact of the Adult Education Programme. Hence, 150 respondents belonging to the beneficiaries of the programme and 150 non-beneficiaries of the programme have been chosen. A list of villages where the special campaign was conducted was prepared. Three villages were chosen by random sampling and care was taken that these villages are at a distance of 8 to 16 km from Dharwad city. The village corresponding to the one nearest to Dharwad city was Narendra. The village farthest from the city was Kotur and village Mugad was the village neither too far nor near. All the three villages are well connected to the city by means of proper transport and communication network. However, village Mugad falls in the hilly region which is characterised by good rainfall, vegetation and climate. The village Narendra being very near, there is a positive impact of urbanisation. Its proximity to the Agricultural University has made the village a beneficiary of many of the rural development schemes.
4.3.7 Pilot Test

The framed Interview schedule was first pre-tested on thirty respondents, drawing twenty learners and twenty non-learners from nearby villages in the same area where the study was conducted. The interview schedule was modified and standardised on the basis of results obtained from this pilot study. The pilot study was conducted in three different villages of the taluk, where the special campaign was conducted and care was taken to see that these three villages were also at a distance of 9 km to about 16 km from the city. The villages selected were such as not to disturb the actual sample study area.

4.3.8 Limitation of the Study

Considering the time frame and the constraints that come in the way of research due to certain local conditions, the researcher has tried to set the following guidelines for the scope of research.

This study is confined to certain villages in Dharwad taluk which were beneficiaries of both the Total Literacy Campaign and the Post Literacy Campaign in the manner of special campaign. Hence, care has been taken in selection of respondents belonging to the Learners category who have attended both the TLC and the PLC. This has been done to enable the researcher to assess the impact of the Adult Education Programme with respect to both basic literacy (covered in TLC) and functional literacy (covered in PLC) during special campaigns.
Although the campaign included education on "Maternal and child health", issues pertaining to maternal mortality i.e., whether the Adult Literacy Programme had any impact on the maternal mortality rate could not be assessed since this again needs some time lag between the time of the AEP conducted and evaluation of the programme. Only if the time lag is at least five years, can the maternal mortality rate and the trends before, and after the commencement of the programme be studied. Hence, this study is limited only to the knowledge, attitude, and practice of Maternal and Child Health. It is not possible to calculate and study the trends in the Maternal Mortality rates (MMRs).

Similarly this study is limited to the study of child care and immunisation. It only gives us an idea about the knowledge, attitude and practice of the adult learners and non-learners with this particular issue. It has not been possible to calculate the infant mortality rate (IMR) and the child mortality rate or study their trends. So, such studies need to be conducted later.

However, this study has tried to assess the knowledge, attitude and practice of the adult learners and non-learners with respect to issues concerning health and hygiene. Knowledge of prohibition of alcohol, hazards of tobacco chewing, knowledge and practice of cleanliness, in the manner of preservation of food, water, pollution control and environment are dealt with in this work.
This study has also enabled the researcher to evaluate the enhancement of status of the adult rural female learner in terms of socio-economic, political and health status. This has been done by assessing the learner by the following four dimensions viz., her decision-making, social awareness, political awareness, use of rural Development schemes, use of family planning health services and health awareness.

4.3.9 Scoring

To ascertain the impact of the AEP on the adult rural female learner with regard to the four dimensions of health awareness, social awareness, economic awareness and political awareness, different techniques of scoring have been developed.

The scale used is Likert-type scale

The Likert-type scale

A five-point scale has been used. This is a summated scale consisting of a series of items to which the subject responds. The respondent indicates agreement or disagreement with each item on intensity scale.

(a) for the 5 point scale:

1 refers to strongly disagree

2 refers to disagree

3 refers to undecided
4 refers to agree and
5 refers to strongly agree

The likert technique produces an ordinal scale that generally requires non-parametric statistics.

(b) For the four-point scale (in Decision making)

4 refers to self alone
3 refers to self and others
2 refers to husband, and
1 refers to elders

4.3.10 Statistical Analysis

This is an impact study. Hence, tests of significance like the chi-square, T-test, Z-test,

F -test and ANOVA have been used to analyse the various aspects of the problem used in the study. While the T-test is limited to the comparison of two groups at a time, the ‘analysis of variance’ (ANOVA) examines the means of subgroups in the sample and analyzes the variances as well. Hence ANOVA is a technique that resolves the shortcoming of the T-test.
Chi-square ($\chi^2$) test:

In a 2x2 table where the cell frequencies and marginal totals are as below

<table>
<thead>
<tr>
<th></th>
<th>b</th>
<th>(a+b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>(a+b)</td>
</tr>
<tr>
<td>c</td>
<td>d</td>
<td>(c+d)</td>
</tr>
<tr>
<td>a+c</td>
<td>b+d</td>
<td>N</td>
</tr>
</tbody>
</table>

where N is the total frequency and a, d the larger cross-product, the value of $\chi^2$ can be obtained as follows:

$$\chi^2 = \frac{(ad - bc)^2 \times N}{(a + c)(b + d)(a + b)(c + d)}$$

Significance of $\chi^2$:

If calculated $\chi^2 > \text{table} \chi^2$

i) by 5% level, the positive hypothesis holds good and is significant at 5% level.

ii) by 1% level, the positive hypothesis is accepted and is significant at 1% level.

However,

If calculated $\chi^2 < \text{table} \chi^2$, then the hypothesis is rejected.

T-test for testing the difference between means of two samples.

(Independent Samples)
Given 2 independent random samples of Learners and Non-learners, with means $\bar{x}_1$ and $\bar{x}_2$ and Standard deviations $S_1$ and $S_2$ the t test is carried to test the hypothesis between the two samples of Learners and Non-learners.

The value of $t$ is calculated by:

$$ t = \frac{\bar{x}_1 - \bar{x}_2}{s} \times \sqrt{\frac{n_1 n_2}{n_1 + n_2}} $$

When the number of observations and standard deviations of the two samples are given, the pooled estimate of standard deviation is obtained by:

$$ s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} $$

In the above equations,

$n_1$ = Size of first sample (150)

$n_2$ = Size of the second sample (150)

$\bar{x}_1$ = Mean of the first sample (Learners - L)

$\bar{x}_2$ = Mean of the second sample (Non-learners - NL)

$S_1$ = Standard deviation of the first sample (Learners L)

$S_2$ = Standard deviation of the second sample (Non-learners NL)
If the calculated value of $t > \text{table } t'$, the difference between the sample means is said to be significant at 5% or 1% level of significance, and the hypothesis is accepted.

However, if calculated $t < \text{table } t'$, then the difference between the sample means is Non-Significant and hence the hypothesis is rejected.

Z - test: Test for difference of proportion.

If two samples are drawn from different populations, the Z - test is used to find out whether the difference between the proportion of successes in significant or not.

If $p_1$ and $p_2$ are the proportions having an attribute in the two samples of sizes $n_1$ and $n_2$ respectively then $p$, its proportion having the same attribute in the populations is estimated by taking the weighted average of $p_1$ and $p_2$.

$$p = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$$

$$q = 1 - p$$

$$z = \frac{|p_1 - p_2|}{\sqrt{pq \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$
If \( Z \) (calculated) > \( Z \) (tabulated) at chosen level of significance (1.96 at 5% level of significance), then the hypothesis is accepted at 5%. Otherwise, the hypothesis is rejected.

F - test. The Variance Ratio test

The object of the F-test is to discover whether the two independent estimates of population variance differ significantly or not. For carrying out the test of significance, we calculate the ratio \( F \).

\[
F = \frac{S_1^2}{S_2^2} = \frac{\text{Variance between Samples}}{\text{Variance within Samples}}
\]

Where:

\[
S_1^2 = \frac{\sum (X - \bar{X})^2}{n_1 - 1}
\]

\[
S_2^2 = \frac{\sum (X - \bar{X})^2}{n_2 - 1}
\]

where \( n_1 \) and \( n_2 \) refer to the number of observations in sample I and sample II, respectively.

If the calculated value of \( F \) exceeds \( F_{0.05} \) for \((n_1-1), (n_2-1) \) d.f, we say that the ratio is significant at 5% level. Hence the null hypothesis is rejected and the alternate hypothesis is accepted. Hence, we conclude that the
difference in the variances of the two samples is significant. (This is used in ANOVA)

**Data Analysis**: The structured standardized interview schedules were coded according to the SPSS + package. The entire data has been analysed by computer with the use of SPSS/PC+ package.