CHAPTER IV

DEVELOPMENT OF TOOLS
4.1 QUESTIONNAIRE

According to Good & Hatt (1952) "The word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself." Questionnaire is the most used data gathering device in which the data are obtained from the respondent in the written form.

The major advantages of the questionnaire is that, it permits wide coverage for a minimum expense both in terms of money and effort. It affords not only wider geographic coverage than any other techniques, but it also reaches persons who are difficult to contact. This greater coverage makes for greater validity in the results through promoting the selection of a larger and more representative sample (Mouly, 1964).

The questionnaire also permits more considered answers. It is more adequate in situations in which the respondent has to check his information. The use of the questionnaire is also indicated in situations in which group consultation would result in more valid information. The questionnaire allows greater uniformity in the manner in which the questions are posed, and thus ensures greater comparability in the answer.

Keeping in mind the feasibility of the questionnaire in terms of wide coverage for minimum expense and more accurate answers (Mouly, 1964), the investigator thought of developing three questionnaires for the
i) Preraks of Jana Shikshan Nilayam (JSN)

ii) District Adult Education officers (Mass Education officers)

iii) Director of Adult Education.

4.1.1 DEVELOPMENT OF THE QUESTIONNAIRES

According to Mouly (1964) "The first step in the construction of an adequate questionnaire is to attain a thorough grasp of the field and a clear understanding of the objectives of the study and the nature of the data needed."

The following steps were taken to get a deep insight into the field:

i) Unstructured Interviews with people in the field like learners of JSN, preraks, master trainers, Resource persons from District Institute of Education and training etc.

ii) Review of related Literature.

In the words of Carter V. Good (1966) "In questionnaire construction important decisions relate to motivation of the respondent, significance of questions, simplicity of responses, avoidance of unnecessary specifications or details, pertinence to the situation of the respondent, clarity of purpose and questions, phrasing of items to facilitate summarization of responses, and possible preceding of the questionnair in the interest of using tabulating machine cards for summerization."

The criteria for constructing a questionnaire includes nine items (Carter V. Good, 1966) as follows:
1. It must be short enough so as not to take too much time and so that the respondent will not reject it completely.

2. It must be of sufficient interest and have enough face appeal so that the respondent will be inclined to respond to it and to complete it.

3. The questionnaire should obtain some depth to the response in order to avoid superficial replies.

4. The ideal questionnaire must not be too suggestive or too unstimulating, particularly with references to choices.

5. The questionnaire should elect responses that are definite but not mechanically forced.

6. Questions must be asked in such a way that the responses will not be embarrassing to the individual.

7. Questions must be asked in such a manner as to allay suspicion on the part of the respondent concerning hidden purposes in the questionnaire.

8. The questionnaire must not be too narrow, restrictive, or limited in its scope or philosophy.

9. The responses of the questionnaire must be valid, and the entire body of data taken as a whole must answer the basic question for which the questionnaire was designed.

Before development of the questionnaire related literature on JSN were collected unstructured interviews were conducted with the learners, preraks, project officers, experts in measurement, Resource persons of D.I.E.T inorder to have a deep insight in to the field. Then the items which were to be taken in the questionnaire were determined keeping
in view the objectives of the study. Efforts were made that the objectives of the study may be achieved by specific questions, the answers to which could provide the necessary information for each of the objectives set for the study. The items were arranged in sequence to ensure accurate and easy response. The investigator gave considerable importance to language and structure. The contents of the questionnaire were developed in such a way so as to motivate the respondents to provide the required information sufficient care was taken for avoiding mis-interpreted terms, use of descriptive adverbs and adjectives, double negatives, inadequate alternatives, double, barreled questions, unwarranted assumptions, unsystematic quantification of responses, while framing each question in the questionnaire.
An attempt was made to keep the items in the questionnaires as short as possible by comprehensive and clear manner for eliciting all the essential information. Questions were presented in such an order that information from general to specific was sought. In order to obtain scientific and comparable data most of the questions were of closed type. However a few open type questions were also included for the purpose of getting the suggestions of the respondents on some issues.
VALIDATION OF THE QUESTIONNAIRES
According to Bajpai (1990) pilot studies and pretests are necessary measures for framing a good questionnaire. A pilot study is undertaken before a schedule or a
questionnaire is drafted, a pre-test is taken after it has been completed. Pilot study is the preliminary study of the universe in question to get an early idea about it. It may be undertaken without any hypothesis or with provisional hypothesis."

The same procedure was followed in framing the present questionnaires. After writing the items of all the three questionnaires meant for i) Preraks ii) District Adult Education officers and iii) Director of Adult Education, each questionnaire was got evaluated by three research scholars and one expert in measurement in the department of Education, H.P. University, SIMLA. and different experts in the field namely preraks, project officers, Resource person of D.I.E.T. for improvement, modification and criticism. In the light of the suggestions given by the Research Scholars and experts, the items were improved where necessary. Again each questionnaire was shown to two language experts and improvements were made on the basis of comments and suggestions given by them and the preliminary draft of all the three questionnaires were ready.

The preliminary draft of the questionnaire meant for Preraks was tried out empirically with a representative sample of 15 preraks in practical field situation. The subjects were asked to express themselves freely if they found any difficult word or an item which did not give them clear meaning. In the light of the responses given by the subjects, the items were further improved and the final draft of the
questionnaire for preraks was prepared.

The reliability of the questionnaire meant for the preraks was found out by applying the test retest method. Because according to Mouly (1964) "The test retest method is the feasible approach to working out the reliability of a questionnaire. Besides consistency of questionnaire responses, the accuracy of questionnaire responses through interview may also be taken note of while talking of the reliability of the questionnaire." The questionnaire meant for the Preraks of JSNs was administered to 15 preraks and after a gap of two weeks again the same questionnaire was administered on the same sample. The test retest reliability of the questionnaire came out to be .73 which was considered as sufficient for a group survey.

In case of District Adult Education officer and the Director of Adult Education, as there is one element of population impirical tryout was not carried out. Validity was ensured by the structure of questions, comprehensive coverage of field and evaluation by the experts in the field of measurement in the Department of Education, Resource persons of D.I.C.T. Research scholars and experts in the field. In this way the final draft of the questionnaires meant for District Adult Education officers and Director of Adult Education were prepared.

Basic to the validation of a questionnaire is asking the right questions, phrased in the least ambiguous way. To validate the questionnaires meant for Preraks, District Adult
Education officers and Director of Adult Education (SRC), questions related to the topics under investigation were kept in the questionnaires. The following steps were taken in validating the present questionnaires.

i) Taking Care in the Construction.

a) Comprehensive coverage of field by way of review of the related literature and unstructured interviews with the various people connected with the field.

b) Construction of questions-A questionnaire is valid if each question is valid that is, if each question is written taking care of the points already mentioned.

ii) Logical validity - It was ensured through evaluation by experts (Preraks, Research Scholars, Experts in measurement, Resource Persons of DIET).

iii) Content validity - It was ensured by comprehensive coverage of field.

4.1.2. STRUCTURE OF QUESTIONNAIRE FOR THE PRERAKS:

The brief description of the questionnaire meant for the preraks is given as under:

The questionnaire for Prerak has been devised to get details regarding the particulars of Preraks, in the JSN centre, content and methodology, Learning experiences, functioning of JSNs problems and suggestions for the improvement of the functioning of JSN centre.

The questionnaire was compiled under the following headings:

1. PARTICULARS OF THE PRERAK:

   It deals with the particulars of Prerak regarding name,
age, sex, caste, marital status, occupation, Educational qualification, residence, mode of appointment /selection, reasons for accepting the job and training etc.

PARTICULARS OF THE JSN CENTRE:

This part is meant for getting the information of JSN centre, Place where organised, Date of commencement, timings, enrollment, average attendance and physical equipment of the JSN centre.

2. FUNCTIONAL ASPECT OF JSN CENTRE:

This part is meant for getting information related to the functional aspects of JSN centre interms of the objectives framed by the National Literacy Mission (1988).

3. PROBLEMS

This part is related to collecting in formation regarding the various problems faced by the Prerak in running the JSN centre.

4. SUGGESTIONS:

The last part of the questionnaire invites the suggestions from the Prerak for improving the functioning of JSN's through open ended response.

(A final draft of the questionnaire is appended in Appendix-I)

4.1.3. STRUCTURE OF QUESTIONNAIRE FOR THE DISTRICT ADULT EDUCATION OFFICER:

The questionnaire for the District Adult Education officer sought in formation relating to the aspects stipulated as under:
4.1.4 STRUCTURE OF QUESTIONNAIRE FOR THE DIRECTOR OF ADULT EDUCATION:

The questionnaire for the Director of Adult Education, sought information relating to the aspects itemized as under:
- Bio Data of the Director of Adult Education.
- Functional aspect of JSN's in terms of the objectives framed by the National Literacy Mission (NLM) 1988.
- Teaching learning material supplied to Jana Shikshan Nilayams.
- Supervision Duties
- Training of supervisor, District Adult Education officers, and Preraks.
- Role in planning aspect of JSNs.

- Bio-Data of the District Adult Education officer.
- Method of Organising Jana Shikshan Nilayams in terms of selection of Preraks, Training of the Preraks, Linkages with the development departments, Teaching Learning material, and monitoring.
- Functional aspect of Jana Shikshan Nilayams according to the objectives framed by the National Literacy mission (1988).
- Method of supervising Jana Shikshan Nilayams
- Problems regarding the functioning of Jana Shikshan Nilayams.
- Suggestions for facilitating and smooth functioning of Jana Shikshan Nilayams in the tribal areas of Orissa.

(A final draft of the questionnaire is appended in Appendix-II.)
- Monitoring and evaluation of JSNs.
- Problems that stand on the way of implementing JSN programme in the tribal areas of Orissa.
- Suggestions for improvement of JSN programme in tribal areas of Orissa.

(A final draft of the questionnaire is appended in appendix-III).

4.2. INTERVIEW SCHEDULES

As a research technique the interview is a conversation carried out with the definite purpose of obtaining certain information by means of the spoken word. It has the same purpose and if it is to yield dependable generalizations, must subscribe to the same criteria as other scientific techniques. It is designed to gather valid and reliable information through the responses of the interviewees to a planned sequence of questions (Mouly, 1964).

In the view of J.W. Best, 1963. "The interview is, in a sense, an oral type of questionnaire. In stead of writing the response, the subject or interview gives the needed information verbally in a face-to face relationship." With a skillful interviewer, the interview is often superior to other data gathering devices. One reason is that people are usually more willing to talk than to write. After the interviewer gains rapport, or establishes a friendly, secure relationship with the subject, certain types of confidential information may be obtained that an individual might be reluctant to put in writing. The interviewer can explain the
purpose of his investigation, and can explain more clearly just what information he wants. If the subject misinterprets the question, the interviewer may follow it with a clarifying question. At the same time, he may evaluate the sincerity and insight of the interviewee. It is also possible to seek the same information, in several ways, at various stages of interview, thus providing a check of truthfulness of responses.

Through the interview technique the researcher may stimulate the subject to greater insight into his own experiences, and thereby explore significant areas not anticipated in the original plan of investigation.

As a data gathering technique, the interview has unique advantages. In areas where human motivation as revealed in reasons for actions, feeling and attitude, the interview can be most effective.

Keeping in mind the feasibility of interview in terms of gathering valid and reliable information (Mouly, 1964), the investigator thought of developing two interview schedules for the persons mentioned below:
1. Interview schedule for the learners.
2. Interview schedule for the members of village Education committee.

Interview schedules were prepared for the learners and members of village Education committee, because they are in capable of filling up the questioner in a right manner due to their lack of reading and writing ability.
4.2.1. DEVELOPMENT OF THE INTERVIEW SCHEDULES:

Before the development of the interview schedules related literature on Jana Shikshan Nilayam (JSN) were studied and experts in the field of Education were consulted. Firstly items which were to be taken in the schedules were determined keeping in view the objectives of the study. The items were arranged in a sequence to ensure accurate and easy response. The language of the items were simple and unambiguous. The content of the Schedule were developed in such a way as to motivate the respondents to provide the required information. Double negatives, annoying and embarrassing questions were avoided. The items which have no agreed upon meaning were also avoided. Questions were presented in such an order that information from general to specific nature was sought. Items were prepared in such a way that they could elicit the necessary information from the respondents by providing opportunity for a free discussion. Each schedule contained items of open as well as close type.

After writing the items they were shown to Research scholars and experts in the field of education for improvement, modification and criticism. Their views were considered and necessary modifications were made on the basis of comments and suggestions given by them. Again each schedule was shown to the language experts and improvement in language was made on the basis of comments and suggestions given by them and the preliminary drafts of the interview schedules were ready.
VALIDATION OF THE INTERVIEW SCHEDULES:

After preliminary draft of the interview schedule were prepared, the schedules meant for the learners and members of village Education committee were tried out on a sample of 34 learners of Jana Shikshan Nilayam and 7 members of village Education committee. Their reactions were noted and necessary modifications, improvement additions, and deletions were made in the interview schedules wherever it was thought necessary, and final draft of the interview schedules were prepared.

Reliability of the interview schedules used in the present study meant for the learners of Jana Shikshan Nilayam and the members of village Education committee, were found out by the test retest method. The interview schedules meant for learners and members of village Education committee were tried out on a samples of 34 learners and 7 members of village Education committee respectively. After a gap of two weeks the respective schedules were again administered on the same sample. The test retest reliability of the interview schedule made for the learners came out to be .78 and the test retest reliability of the interview schedule made for the members of village Education committee came out to be .75 which were considered as sufficient for a group survey.

To validate the interview schedules used for the present study, items related to the problem under study were kept in the interview schedules. Items were framed in unambiguous terms. Content validity of the interview
schedules were established by giving the schedules to experts in the field of education inorder to check comprehensive coverage of the field.

4.2.2 STRUCTURE OF INTERVIEW SCHEDULE FOR LEARNERS:

The interview schedule for the learners of Jana Shikshan Nilayams sought information relating to the aspects as given under:

- Bio Data of the learners which includes: Name of the Jana Shikshan Nilayam, Name of the learner, Age, sex, Occupation, Caste, Marital status, Annual family Income, Family size, Number of Literate persons in the family.

- Previous schooling of the learner

- Academic standard of the learner.

- Reasons for joining the Jana Shikshan Nilayam.

- Suggestions given by the learners for the improvement of Jana Shikshan Nilayams.

(A final draft of the interview schedule is attached in Appendix-IV).

4.2.3. STRUCTURE OF THE INTERVIEW SCHEDULE FOR THE MEMBER OF VILLAGE EDUCATION COMMITTEE (VEC)

The interview schedule for the members of village Education committee sought information relating to the aspects as itemized under:

- Bio-Data of the members of village Education committee which includes, Name of the village, Name of the VEC member, Occupation, Caste, Educational level, Land holding.

- Attitude towards the functioning of Jana Shikshan Nilayam
Functional aspects of JSN in terms of the objective framed by the National Literacy Mission (NLM) 1988.

- Help and assistance provided to the JSN by the members of village Education committee.

- Opinion towards content and methodology of teaching at Jana Shikshan Nilayam.

- Participation of the members of village Education committee in the activities of Jana Shikshan Nilayam.

- Smooth running of Jana Shikshan Nilayam.

- Teaching learning material provided to Jana Shikshan Nilayam.

- Participation in village charcha Mandal.

- Point of discussion in the charcha Mandal.

- Suggestions for improving the effectiveness of Jana Shikshan Nilayam programme.

(A final draft of the interview schedule is appended in Appendix-V).