

CHAPTER - II :REVIEW OF PREVIOUS STUDIESINTRODUCTION

Before undertaking the study of the problem proper, it has been thought to refer to the previous investigations on similar problems. Of course, there are several studies on the problem but only those studies which have been deemed to be very significant have been referred to here.

In the present chapter research studies with regards to this problem are reviewed. Programmes of non-formal education leading to life-long education are not the problem of this country alone. Problems of ^{il-}literacy, non-schoolers, rural youths and rural development, educated and uneducated, skilled and semi-skilled, old and young, privileged and under-privileged, uses of media, planning and organisation and others are the permanent educational problems of the several developed and developing countries all over the world. The solution of this wide-spread problem has affected the government, the educationists, administrators, social workers, teacher-educators and different communities of the several

countries, but very few attempts have been made in this area. Only a few research studies have been done on the area of non-formal education and life-long education.

(A) Foreign Studies

A. Attitudes towards Adult Education :

Gruetter, Sandre Jayne Basel (1977) designed a study to identify differences in the attitude among professors of adult education towards three adult age-groups, 18-35, 36-54 and 55 and over. Specifically, attitudes towards levels of effectiveness, independence and personal acceptability were measured.

Sample and Tool: The population, consisting of all members of the Commission of Professors of Adult Education, were asked to describe the three age-groups through responses to the Rosencranz-McNevin Agin Seman Differential of the 231 commission members. There were 150 usable responses.

Analysis of variance was used to determine if differences in attitude towards the referent age-groups existed. The same analysis was repeated to determine whether the respondents differed among themselves according to their own age-groups and/or number of years of experience in the field of adult education.

Findings : The findings indicated that professors of adult education do have significantly different attitudes towards the three referent age-groups. That is to say, the three referent age-groups are viewed as having significantly different behavioural characteristics. Age and years of experience of the respondents did not significantly affect their attitudes. Briefly, the respondents view the 18-35 referent age-group as the most effective of the three. The 55 and over age group was viewed as least effective. The referent age group 36-54 was viewed most independent. With the referent age-group 18-35 seen as least independent. The most personally acceptable referent age-group in the opinion of the respondents was that designated 36-54. The 55 and over referent group was viewed as least personally acceptable.

Oliver Wade Thomas (1977) attempted to study the descriptive characteristics and attitudes towards adult education of Arizona Secondary School Principals.

The purpose of the study was to determine the relationships among personal, educational and occupational characteristics and attitudes of high school principals toward adult education in Arizona.

Sample and tool: Of the 131 high school principals in the population, 85 returned to the four parts instrument

designed to measure personal, educational and occupational characteristics, and attitudes towards specific adult education practices, adult education as a practice, and adult education as a concept. Analysis of variance was used to compare the mean scores at the .05 level of significance.

Findings : (1) The principals agreed that adult education classes should be held in school facilities, district should formulate adult education programmes, civic organisations and non-profit organisations should be allowed to rent school facilities for adult education classes, community colleges should formulate adult education programmes, civic organisations and non-profit organisations should be allowed to rent school facilities for adult education classes, community colleges should finance and administer adult education programmes, the state should provide funding for adult education programmes, and vocational educational facilities should be used in the adult education programme.

(2) High school principals disagreed that private profiting organisations and persons should be allowed free use of school facilities for adult education classes, and adult education should be limited to basic education or credit courses from community colleges, colleges, or universities.

(3) Age, highest degree, undergraduate minor, present

educational goals, present status of enrollment in academic programmes, number of years in present position, annual salary, most recent position before being employed in present position, and student population ^{had} the significant effects on attitudes.

B. Adult Education

Bwatwa, Yosiah Dag Magembe (1975) at the Ball State University studied to evaluate the current programme of adult education for the reduction of illiteracy in Tanzania. The evaluated programme was based upon the review of adult education programmes designed to reduce illiteracy within Unesco, United States, Latin America and Africa. Additionally, opinions and perceptions of certain adult education personnel in Tanzania were solicited regarding the current adult education programme.

Sample and Tool: A questionnaire was designed and mailed to all seventeen Regional Educational officers in Tanzania involved in administration of adult education. Libraries in the United States and Annual Reports from Tanzania were reviewed. Methods, promotion, curriculum, administration, funding, procedures and results of education programmes for reducing illiteracy by Unesco, United States, Latin America and Africa were reviewed.

Findings were : (1) Unesco has expended about 34 million dollars to support the functional literacy programme in Algeria, Ecuador, Guinea, Iran, Mali and Tanzania. (2) Unesco's assistance has helped in promoting primary schooling and adult literacy classes which have reduced the world literacy rate. (3) United States have been using three literacy programmes : Adult Basic Education. The economic opportunity Act of 1964, and the Right to Read programmes which include the Adult Literacy Programme; which have helped to reduce the rate of illiteracy to one twentieth of that which prevailed one hundred years ago. (4) Efforts in Latin America in reducing illiteracy have been inspired by Friere's psychological programme. (5) Students in Honduras performed higher skill tests, showed more positive change in life, and participated in community programmes more often than did students in other programmes. (6) The current structure of adult education programme in Tanzania has been functional. However, an improved organisational structure could be developed (7) Volunteer teacher system should be improved in terms of transportation, pay, and teaching materials. (8) National policy of eliminating illiteracy in Tanzania has evolved various institutions. (9) Primers, newspapers, radio programmes and films were effective in reducing illiteracy in Tanzania (10) Reading writing and arithmetic programme was effective in improving

the social economic conditions (11) Four to six weeks seemed to be sufficient training time for teachers for adult classes in Tanzania (12) Special adult education Seminars for teachers were unanimously selected by all Tanzanians. Regional Educational Officers are the best means of improving teaching arrangements now used. (13) Methods of teaching, reading and writing was the most important content item included in training teachers for adult classes in Tanzania. (14) Business and industry participated in the literacy programmes by persuading their membership to enroll in adult literacy classes. (15) A total of 16,800 literacy classes were established; 30 classes in 1968 increased to 11,500.

Marcus, Edward Everett (1976) directed his doctoral research at the University of Chicago to determine the effects of age, sex and socio-economic status on adult education participants' perception of the utility of their participation.

The proportion of older people in the population has grown dramatically in the last few decades. The problems that old people encounter in modern society are grave and difficult to resolve. Few of them turn to education for additional knowledge and skills that might help them to cope better with the circumstances which they face.

Sample and Tool: To acquire information regarding how

age affects perception of the utility of perception in educational activities for adults, a specially developed questionnaire was administered to 400 participants between the ages of 18 and 84 in sixty one classes in the Chicago metropolitan area. The independent variables were factors assumed to influence the perception of utility-needs, goals, time orientation, enjoyment, socio-economic status, sex and age.

Findings: Through multiple regression analysis of the data from their responses, it was found that (1) practical needs, practical goals and time orientation were partial determinants of perceived instrumental utility; (2) age was more than the other variables, affected perceived expressive utility; (3) status and "femaleness" related more to perceived expressive than to perceived instrumental utility; and (4) age was the main discriminant between the two forms of perceived utility.

The study supplied evidence that the effect of age on adult education participants' perception of the utility of their participation is to tend to shift it from the instrumental aspect to the expressive aspect.

The major finding was that the number of "areas of life interest" appear to decline with age, suggesting that older participants may focus their interests in life more effectively.

C. Attitudes towards Adult Learning :

Bartz, Karen Winch (1975) studied at the University of Wyoming to compare educational interest, attitudes towards adult learning and family life, and involvement in selected aspects of child rearing of both mothers and fathers in families at two stages of the family-life cycle. The concepts of development tasks for children, with subsequent parental involvement in achieving the tasks, and the family life cycle provided the conceptual framework for the study.

Sample and tool: Thirty-two families in the school-age stage (oldest child in the first or second grade) and 32 families in the teen-age stage (oldest child in the seventh or eight grade) were interviewed. Families to be contacted were selected randomly from the school Census but participation in the study was voluntary. Mothers and fathers were interviewed simultaneously by different interviews.

All data were analysed by chi-square techniques to determine difference between fathers and mothers, and between parents of school-age and teen-age families, statistical difference was established at the .05 level of confidence. Results from the study support the following major conclusions:

(1) Attitudes towards adult-learning and family living were similar for mothers and fathers and for school age and

teen-age parents. There was a strong belief in the equality of the parental roles and the importance of both parents learning about bringing up children. Problems with child rearing were viewed by 55 per cent of the parents as something which could be solved by time. The largest proportion of parents (62 per cent) felt that it was more difficult for an adult to learn than for a child.

(2) More women than men were interested in learning about topics related to family living but willingness to consider parent education was similar. Learning interest in family relations was less than interest in job-related learning, personal development, and hobby craft and recreational activities.

(3) The developmental tasks for children of particular ages were predictors of different areas of involvement and perception of problems for the mothers and fathers of those children. Regardless of family life stage, more fathers than mothers were involved in or perceived problems with their child in the areas of discipline, developing values, responsibility for money and sexual development.

(4) Stage of the family life cycle was also a predictor of particular areas of involvement and problems for parents. More school age parents were involved more specifically in

developing further educational or occupational plans and drug/alcohol education. A child's social relation with friends, teachers, and adults was problematic for parents at both family stages.

"Extension officer as an adult educator in IAAP District of Rajasthan".

Ricker, Charles Thorne (1977) did a doctoral study at the Kansas State University in 1977 on 'The Agricultural Extension Officer as an adult Educator in IAAP Districts of Rajasthan, India. This study carefully examines the role of the AEOs in Rajasthan as *an* adult educators with the vital and difficult mission to accelerate the state's agricultural development.

Sample and Tool : In each of the ten intensive agricultural area Districts of Rajasthan, the AEO who was posted in each of the 20 Panchayat Samities was requested to fill out a questionnaire designed to elicit information regarding his background, duties, teaching methods and attitudes. Similar questionnaires designed to shed light on the AEO's activities were filled out by 4 randomly selected village level workers (VLW-multipurpose extension workers) under the supervision of the AEO and by 15 old and experienced farmers who resided in the AEO's Panchayat Samiti. The questionnaires were pre-tested 3 times on 6 different AEOs, 12 different VLWs and 15 different farmers)

Conclusions: (1) Ninety-five per cent of the AEOs appear to be properly educated for their jobs as far as agricultural technology is concerned (2) The AEOs educational background in education training is insufficient. In-service training for the AEOs was neglected. (3) The AEOs performance does not appear to be evaluated in accordance with their duties stated by the Directorate of Agriculture (4) The Information flow from the Agricultural specialists to the farmers needs to be made more efficient (5) The AEOs' relied too heavily on the demonstration as a means of teaching the farmers new methods and techniques. (6) The AEOs received the information they were to pass on to the farmers too late for developing effective training programmes (7) The AEOs do not appear to enjoy their work (8) There is a communication gap between the AEOs and the farmers.

D. Life-Long Learning :

Bary, Meril (1976) conducted the study on "Facilitators for life long learning.

Problem : The complexity of life, both in its working and non-working aspects, has led to an increased interest in an educational system that is responsive to human and career needs throughout the lifespan of Americans. Such a re-direction of education will require a renewal of teaching skills for those

professionals serving students at the post-secondary level, The study analyses this problem.

Procedure : In conducting the study, recent literature was surveyed to establish the basis for the re-direction of adult education in the country, and those teaching practices with promise of meeting the wide variety of needs of students over the age of eighteen and also those federal laws were considered through which lifelong learning concepts will be funded and implemented.

Results: Areas of emerging practices and competencies for facilitating the learning process for adults are identified; along with the methods of delivering such services with a community. These skills and practices involve staff development programmes for teachers already employed by post-secondary institutions.

To accomplish this within a teacher education programme that is responsive to the individual requirements of both teachers and their employers. A number of such programmes at various universities, as well as those offered by professional associations, are surveyed. On this basis, a proposal is developed for staff renewal using performance contracts between staff, employing post-secondary schools, and universities or schools of education. A model is then developed for staff and

institutional renewal based on community school concepts to meet the demands of lifelong education programmes.

E. Non-formal Education Programme

Braun, Juan Ricardo (1975) did a doctoral study at the Michigan State University. It was a study of five Columbian rural communities. The focus was on participants and non-participants in the radio schools conducted by Accion Cultural Popular (ACPO) a private Columbian agency funded to help raise the educational and skill level of that country's rural population.

Sample and Tool : This research was carried on five rural Columbian Communities. La Aguada, Morros, Centro Alto, Sanjose, and Holguin. A total of 220 interviews were completed - 180 structured interviews and 40 open-ended interviews. The results are presented in the form of descriptive analysis, Pearson Product Moment Correlation, and an analysis of interpersonal communication networks.

Findings : Nearly 20 per cent of the radio school participants were enrolled in the basic course, and some of them in the advanced course the fewest enrolled in the contemporary course. About ten per cent of these enrolled in the book course completed it. Drop-outs seem to be a major problem for ACPO. Most of the compesinos know the ten innovations they were asked

about, nearly half of them have adopted the innovations, and one-third report using the innovations at the time of the interview.

Isolates, peripherals, dyads and free modes were found in the agricultural and family planning networks. Groups were found only in the agriculture. Liasons and bridges could be found in any of the ten interpersonal networks studied.

Of the seven hypotheses tested, one was supported, two were partially supported, two could not be directly tested and two were not supported.

The hypotheses predicting interpersonal linkage between participants and non-participants in the radio school is supported.

The hypotheses predicting (1) that the auxiliary of the radio school will tend to have more contactees in the network than the radio school participant, and (2) that the radio school participation will tend to vary with adoption of innovations, are partially supported.

Hypotheses predicting relations (1) between radio school participation and 24 independent variables and (2) adoption of innovations and 23 independent variables, were not supported for the same variables across all five communities.

However, in the analysis of individual communities, adoption and radio school participation were found to be significantly associated with several independent demographic, economic, communication and modernization variables.

This study shows the utility of conducting research at the community level, interviewing all heads of family, instead of undertaking costly samples at the regional and national levels.

It also shows that radio schools are a good medium to help the poor campesinos to improve their livelihood if adequately used. They are a "process" which implies many elements have to be considered at several levels if they are to function efficiently.

Vanpelt, Jerry Lee (1975) did a doctoral study at Michigan State University on the non-formal miscellaneous schools of Japan.

Currently, there has been a growing interest in educational modes outside of the regular or formal education, which usually exists outside of the formal school system and is more concerned with specific purpose and trainings than the formal schools have been.

There exists in Japan, a group of schools called the miscellaneous schools which fit this non-formal category.

During the summer of 1974, a descriptive, analytical, and evaluative study was undertaken on these schools in Japan.

Sample&Tool : Interviews were conducted with miscellaneous school owners as well as officials of the National Association of Miscellaneous schools. Written material both in English and Japanese was collected, examined and included in the study.

The miscellaneous schools as non-formal modes, have been important educational institutions in the total realm of Japanese education.

Findings : The miscellaneous schools have several points in their favour. They (1) offer programmes of educational training not available elsewhere, (2) help to carry out cultural heritage (3) are flexible to meet changing needs, (4) offer further education and training to those who are not capable of university training, (5) offer training which can be taken at any period during one's life (6) offer practical and directly usable skills, and (7) offer domestic arts and enrichment education to women for self-improvement. The miscellaneous schools have several disadvantages: they (1) contribute to discrimination, against women, (2) contribute to the examination hell" of the university examination system, (3) have possibly lessened reform of the formal education system, (4) have lacked trained teachers, (5) have not established

uniform curriculum standards, (6) have finances which are uncertain, and (7) have few controls over the schools which cause lack of direction and duplication of services.

Henry Chasterfield (1977) in his doctoral study at the Florida State University on "The Sacred Harp Singers was to gather data which would be useful to educational researches in the building of principles and theories of non-formal education.

Sample and Tool: Fifteen informants were selected and field interviews were conducted to secure demographic, leadership and educational design information. Amital Etzionis concepts regarding leadership and Cyril O. Houle's concepts of educational design were used as framework for gathering data.

Findings : The demographic data revealed that the Sacred Harp singers are from the Southern part of the United States, are life-long devotees to the voluntary avocational activity, and come from a wide range of educational and vocational backgrounds. They are organised informally and their leaders carry out the expressive activities in a normative manner. Their singing school confirms to Houle's educational design and to the definition of non-formal education. The two week summer singing school has considerable agreement by the

informants about its goals and methods. Some agreed to how these are accomplished, and little agreement on why they are done as they are. Transcriptions of three interviews are included.

Hsieh, An-Tien (1977) designed a study at Harvard University to determine the learning needs of rural youth in Taiwan and to identify those factors associated with those learning needs. The programmes of non-formal education in Taiwan do not meet rural youth needs.

The objectives of the study were : (1) to determine the learning needs of rural youth as expressed by them (2) to determine the factors associated with and capable of predicting those needs (3) to suggest how these findings might be used to design and to develop non-formal education programmes appropriate to the varying needs of different groups of rural youth in Taiwan.

Sample and Tool : Expressed learning needs, collected by use of questionnaire, are the dependent variables. Youths' characteristics are the independent variables. These include youth's age, family size, sex, educational attainment, migration intention, job experience, social participation, economic status and rural urbanization.

Findings : The findings were : The rural youth of Taiwan expressed the strongest learning need in family improvement education. Next in the hierarchy were general education, agricultural education, industrial education and service education.

The significant factors associated with rural youth's expressed learning needs were: youth's educational attainment, migration intention and age in general education needs, youth's sex, migration intention, and age in family improvement education needs; youth's educational attainment, sex, and age in community improvement education; youth's sex, age, and rural/urban status in agricultural education; Youth's sex, migration intention, and educational attainment in industrial education; and youth's sex in service education.

A non-formal education programme for rural youth in Taiwan should be developed based on factors which significantly associate with learning needs. Different groups of rural youth should be exposed to different curricula developed mainly on the significant factors associated with the learning needs expressed.

Moletsane, Ramoshebi Ishmael Maboe (1977) studied to identify, in the country of Lesotho, three areas of education that have a strong bearing on the lives of the people. They are formal, non-formal and indigenous education. An attempt

has been made to find out how these three areas relate to each other in terms of their structure, content and contribution to national goals of that country as specified in National Plans.

The study is based on library research, interaction with top government officials such as the Prime-Minister of Lesotho as well as other non-governmental people interested in or directly involved in the affairs of the educational system of Lesotho. Government reports and personal experience played a major role during data collection. The study is divided into five sections. Chapters I and II outline the problem, the approach to study and the Geohistorical setting of the country Chapter III focuses on the two National Development Plans. The First (1969/70 - 1974/75) and in second (1974/75-1979/80). Here an analysis is made of how far the education provided in Lesotho. Since independence assists in the achievement of the set national goals. Chapter IV describes and analyses education in Lesotho, and the three areas of education mentioned earlier, formal, non-formal and indigenous, are scrutinized. Chapter V, describes several exemplary efforts in other developing countries of groups of peoples who have managed in some aspects to practise complementarity of formal and non-formal education as an attempt to make education reach more people and assist in speeding up development. The

last section, Chapters VI and VII focus on Lesotho. Here the study specifically identifies facilities and resources that can benefit disadvantaged people outside the formal schools as well as those inside the classroom. The end of the section recommends several ways in which formal, nonformal and indigenous education could reduce the isolation they have maintained for so long.

Conclusion: The study concludes that such an approach would make it possible for education to reach many more people than was ever possible in the past. In so doing many Basotho, especially rural folk who form eighty five percent of the population, would have their skills enhanced and improved in various ways. Education would thus make a significantly larger contribution to the achievement of Lesotho's national goals as delineated in its planning document.

The kind of approach to education would definitely meet problems. Forseeable constraints are mainly financial and socio-political, and many of them have been faced by formal educational systems in the past. Despite the constraints, the Investigator is convinced that non-formal education has a brighter future in the area of education to the extent that complementarity of all three areas of education can be implemented as suggested in this study.

F. Effect of Life-long Learning on the Achievement
of GED Graduates

Carter, Larry Dale (1975) did a doctoral study at Kansas State University to measure the effect of the life-long and self-directed learning experiences on the achievement of General Educational Development Graduates (GED). This effect on their achievement was measured through the use of the social studies section of GED tests. The social studies score of the GED test at the time of the original completion was used as the present score. The same form and section of the test was administered as a subsequent post-test at the end of the either one, two, three or four years.

Tool : The length of the time between the pre-test and post-test was one year for Group I, two years for Group II, three years for Group III, and four years for Group IV. The population was composed of adults who had completed the GED tests at Barton Country Community College during the four years' period following July, 1969. Participants were randomly selected from the 388 adults for whom post-test forms were still available.

The sample size for each Group was : thirty in Group I, twenty eight in Group II, twenty eight in Group III, and thirty-one in Group IV. The subjects participated as the

result of two invitations by letter and one follow-up telephone call, if necessary. A total of 42 per cent of those invited were willing and were able to participate in the post-testing conducted.

An information Survey was administered at the time of post-test to compare characteristics of the groups and to determine the number of hours of formal education completed, either for credit or non-credit, since their first test.

Findings : Formal education effects were controlled using the t-test and resulted in no significant difference in the mean post-test scores for subjects who had enrolled in formal education when compared to the mean post-test scores of the subjects who had not enrolled in formal education.

The pre-test scores were then used as predictors of post-test scores in the analysis of covariance and no significant difference in mean post-test scores occurred across the four groups.

The most recent graduates, Group I, had the highest mean scores of the sample groups on the pre-test and also had significantly higher mean scores on the pretest than the non-participants.

When the mean pre-test scores and the mean post-test scores were compared within each group, however, Group I was

the only group to score significantly lower on the post test than on the pre-test.

Thus, the most capable group and the one which had the least time to experience memory loss, was the only group to score lower on the post-test than on the pre-test. The other groups appeared to have counted the losses in memory incurred because of the longer period of time in which they experienced lifelong learning.

The study showed that lifelong learning can counter losses in memory incurred over a period of several years. Thus, strength was afforded to the effect of lifelong learning, even when the adults may not have been putting forth a conscious effort to learn the graduates of GED programmes appear to continue to learn and are able to at least maintain their original level of achievement at the time of GED completion.

G. Attitudes towards Lifelong Learning

Smith, Harriet Celestine (1977) has directed his study at the University of Arkansas on "An Analysis of attitudes in the Southern Region towards The Carnegie Commission's Recommendations for Life-Long learning.

Sample and Tool : The tool was developed into four areas : finance, accreditation, organization and coordination.

The survey was sent to official representatives of the National University Extension Association, Vice-Presidents for Academic Affairs, and randomly selected faculty members, from ten Southern States, in post-secondary institutions having no less than 3,000 students. The respondents were presented with five possible degrees of opinion on a Likert Scale consisting from strongly agree to strongly disagree. The number of respondents were 250. Seventy-eight percent of the National University Extension official Institutional representatives, 56 per cent of the Vice-presidents for Academic Affairs, and 50 per cent of the faculty members replied.

Findings : (1) The data indicated that vice-presidents for Academic Affairs disagreed most towards statements concerning financing for adult learners.

(2) There should be no federal intervention in setting standards, ~~standards~~, the federal government should not ~~of~~ set income loss, and that tuition costs are not higher for part-time learners. (3) The vice-presidents for academic affairs tended to show little regard for the idea of universal access with no enrollment restrictions. They felt that the faculty was acceptable to older students, accepted their ability to learn, and were amenable to teaching for the convenience of life-long learners. (4) They also felt that the degree requirements did

not discriminate against the older students, but that degree programmes are not modified to meet the needs of the adult learners. (5) National University Extension Association representative felt that off campus studies were inferior in quality to on-campus studies. They felt that institutions do not have adequate recruitment, testing or counselling for adult learners. (6) The data from the faculty responses revealed that they disagree most with the concept of universal access to post secondary education with no enrolment restrictions, and they tended to feel that "stopping out" was not encouraged in institutions of higher learning. (7) Respondents of all classifications tended to agree that scholarship programmes for continuing education are not well subsidized in post-secondary institutions, but there should not be "an educational bank" which assures two free years of post-secondary education at any time which an individual wishes to use it. The sample populations were in favour of credit for experiential learning and alternative channels for achieving academic credit. However, recruitment and testing programmes for adults were considered negligible at post-secondary institutions. It was further perceived that attitudes are changing towards the adult students.

H. Attitudes Towards the Concept of Life-Long Education

Vanover, Donald Ardell (1977) in his doctoral study at the Southern Illinois university at Carbondale was to examine attitudes of adult users of Kaskaskia Library System, a network of 18 public libraries, as they related to the concept of life-long education.

Sample and Tool : A total of 1351 adults (18 years of age- or older) were invited to complete a questionnaire.

Responses on the questionnaires were examined according to the following factors : total group responses, sex, race, age, occupation, and educational level. In some instances many children were examined.

Conclusion: (1) A majority of adult users of the Kaskaskia Library system in Southern Illinois reacted positively towards the concept of life-long education, and, therefore, they represent a potential population for the implementation of a life-long education programme within the geographical boundaries of this study.

(2) Higher education institutions should conduct studies to determine more precisely the needs of adults in terms of instructional methods and programmes. More than 80 per cent of the study population indicated that programmes should be

designed specifically for adult needs.(3) Specific studies relating to female educational needs should be conducted, especially since 671 (76.7 per cent) of the total respondents were females. The results of the study appear to reflect primarily female attitudes towards life-long education.

I. Attitudes Towards Community Involvement

Andrus, Floyd William (1976) at Brigham Young University studied the problem of administrator's attitudes towards community involvement.

Sample and Tool : A stratified random sample of the membership of the Association of California School Administrators (ACSA) were asked to respond to a questionnaire covering twenty dependent variables dealing with aspects of community involvement.

Findings : The administrators responding felt that the community should be involved in making judgements and developing recommendations. The administrators agree that the community should be involved in planning, communication and special studies; they were undecided with regards to rules and procedures, curriculum development, and financial allocations, and they do not agree in community involvement in personal evaluation. They felt that advisory committees, organisations

and individual volunteers were useful forms of involvement. They do not feel that community involvement takes too much time, but they concerned that pressure groups might influence more than entitled. Medium sized districts are less positive towards community involvement than large or small districts.

(J. Attitudes of participants in short-term continuing Education Classes in an Urban Situation :

Nunn, Helen Orme, (1975) did a research study at Memphis State University to identify selected significant characteristics and attitudes of participants in short-term continuing education classes in selected state institutions of higher learning in an effort to provide data for programme planning in continuing education. The institutions were a community college, a state technical institute and a major university.

Tool and Technique : The questionnaire was designed to generate information concerning the socio-economic and continuing education characteristics of participants and their preferences, evaluations, educational plans, interest in subject areas, and reasons for enrolment. The data was reported as frequencies and percentages classified by institution for each item. A chi-square procedure was used in the statistical treatment of a hypothesis at the .05 significance

level that for each variable posed by the questionnaire items.

Findings : A majority of the respondents were women under thirty five years of age, married, and employed full-time in a white collar occupation. A majority had annual family incomes ranging from fifteen thousand to over twenty-five thousand dollars. Respondents were almost evenly divided in expressing satisfaction with current work and in expressing a desire for new work. A majority was first time participants in continuing education classes and desired formal recognition for participation. A majority enrolled for personal satisfaction reasons as opposed to job-related reasons and planned definite or possible re-enrollment in order to continue personal growth or because participation was rewarding and satisfying. Nearly half of the respondents felt that the largest desirable class should exceed thirty persons. Respondents most frequently expressed preference of institutional services relating to the availability of the instructor, the desirability of an educational news-letter, the use of counselling services, and the opportunity to participate in institutionally sponsored events. The hypothesis was rejected for nineteen of the forty-four variables ($P < .05$).

(B) Indian Studies :

A. Problems of Literacy

In India, research work in this field started when Gadgil (1945) worked on the 'problem of Lapse into Illiteracy'. The objective of this inquiry was to ascertain the minimum attainments needed to endure retention of literacy after leaving schools.

Sample and Tool : As many as 2.678 persons, who had left the school in standard II, III or IV at any time during the period of 1911 to 1936, were selected from 104 villages of the Satara District. Reading and writing tests were administered and by using special scoring technique, the persons were classified as literate, semi-literate and illiterate. The factors responsible for lapse into illiteracy were found out.

Findings : (1) The study revealed that single teacher schools and untrained teachers do not seem to contribute to problems of major importance. A sharp fall in the lapse into illiteracy and progressive rise of the standard in which a student leaves the school show a positive relationship. The lapse into illiteracy is smaller when the age of leaving the school is higher. It is necessary for a pupil to complete a four-year course at school in order to ensure the retention of literacy throughout his later life. (2) It appears that

in majority of instances reading and writing habits are neither developed nor maintained and that the educational effort is considerably wasted even though there is not actual lapse into illiteracy. (3) The incidence lapse into illiteracy is specially high among backward classes, agriculturists, agricultural labourers and among the very poor. A lapse into illiteracy, when it takes place, does so within a comparatively early period after leaving the school. The lapse takes place due to non use of abilities acquired in the school.

Nagappa (1966) made an exploration into the reading needs and interest of neo-literates in Mysore State.

Sample and Tool : Four hundred and ten neo-literates drawn from the city of Mysore and Bangalore were interviewed. The selection of the districts was done randomly. A questionnaire consisting of three parts was prepared. The first part covered the general information regarding age, sex, occupation, etc. The second consisted of eighty two items covering a wide range of reading interests and the third part included a set of thirty preference cards. The data was statistically analysed.

Findings : His study revealed that the 'Story method' of presentation of new ideas had a high appeal to neoliterates. Topics which neoliterates wanted to read included those about which they had some previous knowledge and which were concerned with their occupations, their rentention to the government and

animal husbandry, functioning of village panchayat, topics concerning the health of the family and community diseases. His study revealed that women desire to read more material pertaining to their occupations as wife, mother and domestic worker, whereas agricultural workers like the books on farming. Material on religion is liked by all groups and all ages and this appeal is more produced to a particular religion to which a particular locality belongs; Younger and adolescent groups show greater preference for books on subjects like civics and government than the elders; the reading interests of these neoliterates can be sustained more systematically by opening community literacy centres in various localities and supplying the necessary materials; literacy not only stimulates reading but also widens the scope of reading desires of the neoliterates.

Prasad (1967) made a survey of literacy in a village of Varanasi district. The aim of the investigation was to undertake (i) existing levels of literacy and pattern of literacy among the villagers (ii) to motivate them for literacy, and (iii) to find out the possibility of starting future literacy programmes.

Sample and Tool : One village in Varanasi district was taken as sample. Census type survey was conducted to collect

the data. This information was recorded on specially prepared schedules.

Findings: The study revealed that (i) the percentage of literacy among men was 48 and women 11 only; (ii) percentage of literacy was higher among high caste people but the level was not beyond junior high school in most cases; (iii) there were not many people among literates who were employed; (iv) thirty-seven percent of the people among literates were meaningfully employed; (v) abject poverty; backwardness, etc., were the reasons for illiteracy; and (v) Great enthusiasm was evinced by adults for literacy classes.

In a project, 'Voluntary Action for Adult Literacy, Varanasi, conducted by Gandhian Institute of Studies (1969), which was undertaken in the Gramdan villages in each of the two districts of Darbhanga and Mirzapur.

Sample and Tool : One hundred schools in each of the two districts served as sample of the study. Objective tests of literacy, reading speed, comprehension and number concepts were administered to the children. The data was collected and statistically analysed.

Findings: (1) The level of literacy among adults rose from seven percent to nineteen percent after the establishment

of adult literacy classes in the villages concerned; (ii) In comprehension Darbhanga learners had a distinct edge over their counterparts in Mirzapur District, but no such disparity was evident in reading speed.

Prasad (1971) made an investigation to study evaluation of the literacy scheme in Gramdani villages of Mirzapur, U.P., Gandhian Institute of Studies.

The investigator sought to study how the literacy programme was functioning and to find out how literacy knowledge was used by neo-literates.

Sample and Tool : A sample of seventy eight schools was selected by the method of stratified random sampling, and the respondents on purposive basis. Different types of schedules were used to elicit information. Of the 1676 adults enrolled 1421 took the examination and 1258 passed the examination successfully.

Findings: The literacy percentage has gone up from four to nine in certain areas in Duduhi Tehsil; (ii) there is an awakening for education among adults; (iii) the literacy knowledge of agriculture, health, credit, etc. are not fruitfully utilised by the people; (iii) adult women are lagging behind men in their enthusiasm for education; and (iv) neo-literates have lesser functional knowledge than their primary school counterparts.

B. Adult Education and Social Education

Singh (1957) probed into the problem of "Communication of Ideas through Adult Education."

Data and information were collected from books, articles and reports. A perusal of the synopses and commentaries of all the documentary films released by Films Division of the Government of India was done. One hundred and Seventy-four books for neo-literates were analysed and 304 films were scrutinised.

Findings : The study revealed that adult education includes social, cultural, civic, vocational, health and parental education. One of the tasks of adult education is to provide literacy. One of the media of communication of ideas is adult education literature. A survey made by Jamia Millia in 1956, revealed that books for neo-literates covered humanities subjects like history, biographies, introduction to famous books, famous poets and writers, folk literature, social problems, civics, five year plans, occupations, agriculture and rural welfare, health and hygiene, geography, science, general knowledge, sports and games. The values that are repeated stressed in these books, have been unity, religious tolerance, socio-cultural synthesis, basic unity of all religions, joint family tradition, civic responsibilities, duties of citizens and need of education. The literature also tried to develop

an attitude against superstition, magic and conservatism. The films produced by the films division covered various aspects of Indian life. Press and radio were important mass-media of communication in adult education. It was observed that Gandhian ideology was a common item for both radio and films.

Trivedi (1966) made a critical survey of social education programmes in Kaira District (Gujarat).

Sample and Tool : The tools were questionnaire, seminar and field work including interviews. Sixty questionnaires were sent to the various institutions and officers concerned in the district, and responses to thirty-seven questionnaires were received.

Findings : The analysis revealed that each social education programme contained literacy, social, cultural, scientific, aesthetic and agricultural activities and activities for youth and women. These activities were generally organised by youth clubs, Mahila Mandals, Government and semi-government bodies and field workers. The usual staff employed in each programme on behalf of the government was the district development officer, the taluka development officer, the education officer, the mukhya sevika, the gram sevak or Sevika. According to taluka development officer, the abolition of separate posts for

males and females had adversely affected the programme. The grant to voluntary organisations had been reduced from fifty per cent to twenty per cent and this reduction has affected the programme adversely. The active centres were mostly situated in the town with a semi-urban complex, where the headquarters of social education programmes were located. The instructional material used by the organisations was mostly produced by the State Social Education Committee. Eleven institutions had undertaken follow-up work to prevent the neo-literates from sliding back into illiteracy. Shortage of workers, local disputes, and want of proper leadership were the main difficulties in organising the education programme. Adult education and literacy classes were run by primary school teachers. Women did not seem to take the advantage of formal literacy classes.

Ansari (1969) investigated 'An Appraisal of the Training Programme for Social Education Workers in India'.

Sample and Tool: The study was conducted on a sample of 271 individuals, nineteen principals, directors of training centres, 25 officers in-charge of social education of states and union territories, six officers in-charge of social education in the Central Ministry and 221 ex-trainees of these training centres. Data was collected through questionnaire,

interviews, and from records and observation of training programmes.

Findings : (i) The main objectives of the training course were to enable the social education workers to perform their duties efficiently with particular reference to supervision, technical guidance, planning, administration and co-ordination of programmes; (ii) the training programmes include theory, individual study, library work, writing of term or special paper, symposia, seminars, pannel discussions, study circles and trainees' lectures, field visits and practical works and study tour; (iii) the need for proper co-ordination between the different departments dealing with social education at various levels within the State was also stressed; (iv) twelve out of fifteen ex-trainees considered the training programme as 'good' and thirteen out of the twenty-one State level officers considered the training programme as 'Average', and (v) the ex-trainees, central and state officers regarded the various aspects of the training programmes and the time allotted to them as satisfactory, but they felt that the practical aspect of the training programmes for block social education workers was not emphasised.

Patel (1970) designed in his doctoral study to investigate the historical aspects of social education movement in Gujarat

State. The present position of the state social education programme; information regarding institutions working for this cause, and various methods of work; and public opinion about the present and future programmes of social education were reviewed.

Tool : To evaluate the programme, both historical and normative survey methods were adopted. A questionnaire and opinionnaire were prepared to collect the data. All such centres that conducted social education programmes were surveyed through field work and analysis of relevant literature in the form of reports of committees at State and national levels. The percentage of the opinions was calculated to find out the facts about the subject. Graphical presentation was also used. A criterion tool was constructed which was used to interpret the analysed data.

Findings : He revealed that (i) there had been three cadres of personnel working for social education viz., officers (Class I), supervisors (Class II, III) and fieldworkers, (ii) officers and supervisors usually participated more in entertainment activities and less in other activities (iii) Majority of the personnel for social education opined in favour of change in the administrative set-up; (iv) The proportion of women workers was not satisfactory in comparison to the number of illiterate women (v) One significant finding

reported by him was that regarding the programme of social education, there were different opinions about the concept of social education; for some it was the teaching of three R's while for others, it was education for social change (vi) Only 38.5 per cent of the Social education workers were trained, (vii) About sixty-eight per cent adults were not found co-operating in programme. (viii) About 95 per cent of the institutions were meant for men only and 5 per cent for women, (ix) Majority of literacy classes (71.5 per cent) did not have any clear-cut objective; (x) Only 48 per cent classes had necessary furniture (xi) Wastage in social education was to a great extent the major deficiency in these programmes, (xii) about 55.7 per cent of men and 87.6 per cent of women were not attending the classes regularly (xiii) Only 38.6 per cent of the social education workers were trained.

C. Youth Welfare Programmes

Chaube (1963) made a survey of youth welfare programmes functioning in Uttar Pradesh.

Sample and Tool : Studies related to youth welfare programmes in U.S.A., Germany, U.K., Russia and Japan were reviewed to get an idea of the nature of youth programmes in these countries. To know about youth programmes in India, a

questionnaire was designed and administered to a random sample of school-going and non-school going youth, their guardians and parents, and heads of youth organisation.

Findings: He found out that informal education should be emphasised for the benefit of the illiterate youth and drop-outs through evening classes, continuation classes and other school classes offering not only literacy programmes, but also vocational subjects, handicrafts, etc. He also reported that provision for earning while learning, should be made compulsory National service scheme should be introduced to create social sensitiveness in youth with the coordinated efforts of all the agencies, both at the official and non-official levels.

D. Problems of School Leavers

Chikermane in 1966 worked on "An Experiment in continuation Education for School Leavers after the compulsory Education age limit of eleven."

In this study a technique was tried out to educate children who leave school after grade IV and do not join primary schools but are employed on farms or shops during day time.

Sample and Tool : A syllabus was drafted covering six subjects according to the needs of these children. The

subjects were as under : (i) health and hygiene, (ii) business, arithmetic, (iii) agricultural science (iv) knowledge of our country, (v) village administration, and (vi) General reading. Five continuation education classes were started in five villages. Most of these students worked on farms as labourers and came to attend classes in the evening. The syllabus was divided into two parts: One part including the activities to be organised and the other part, the knowledge, content to be imparted in the classes. The teaching methods adopted in the classes were: (i) activities were to be organised and their follow-up by discussion and such activities would relate to visits to the post office, panchayat office and co-operative stores; (ii) a good deal of matter in health and hygiene, knowledge of India, and agricultural science were covered by audio-visual aids.

Findings: From evaluation tests it was noticed that students had an average score of sixty per cent on the whole test. On the basis of passing standard of thirty-five per cent, only sixteen per cent of the students got less than thirty-five per cent. (2) The questions which had been omitted by students or were wrongly solved were further taken up for study and practice for one month in the next academic year. (3) It was observed that students of Grade VI in upper primary schools

scored an average of about forty-nine per cent, while the mean score of the students of grade V was twenty per cent.

E. Farmer's Training :

Pal (1970) in his doctoral study made comparison between institutional and non-institutional farmer's training and educational programmes in relation to knowledge, attitude and change in their behaviour.

Sample : The study was conducted in two parts, the main part was the experimental study and the second part an ex post facto research. The sample for the first study consisted of eight farmers (forty for experimental group and forty for control group) and that for the second study 120 farmers (sixty participated in institutional training and sixty in non-institutional training). The sample was a randomised sample of farmers of Agra district, U.P.

Tool: The adoption quotient developed by Chattopadhyay (1963), was used to measure the adoption behaviour of the farmers. The independent variables and the personal and situational characteristics were measured by techniques and measures developed by Pareek and Trivedi (1963). Farmers were personally interviewed by the researcher before and after the programme with the help of prelisted, preconstructed measures and

scheduled. Zero order and t-test were the statistical techniques used.

Findings : The study revealed that (i) before and after the interpretation, extra-polation behaviour, attitudes, adoption of the package practices differed significantly among the experimental group as well as control group participants; (ii) age was not found to be significantly correlated with the changes in the behavioural component of the farmers of the treatment group, but negatively related to package practices, whereas age, education, social participation, family size, socio-economic status, were not significantly related to the changes in the behavioural components of the farmers. (iii) Age and farm power were not significantly correlated to the changes in knowledge, and caste was significantly correlated in the change of attitude towards farmer's training and education programmes; (iv) Social participation, family size, socio-economic status were significant and positively correlated to knowledge about package practices and attitude towards farmers, training and education programme; and (v) occupation of the farmers were negatively and significantly correlated with the knowledge of package practices.

Conclusion

The review of the research work done in the area of adult literacy, adult and social education, nonformal and lifelong education and various youth and community programmes underpin for generating the lifelong education, better teaching-learning process for teachers and learners in non-formal education programmes. The review also serves to bring to horizon the trend to deploy the tool on the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education. Not a single Indian researcher has attempted to develop a tool that is focussed on the measurement of attitude of teacher-educators towards the non-formal education programmes leading to life-long education. The review provides guidelines for developing the frame of non-formal education programmes for different categories of learners under various circumstances. The review also provides ideas regarding not only the research instrument, but also formulating research hypotheses and selecting independent variables for the present study.

The researcher has reviewed two doctoral and ten other Indian Studies while in foreign studies seven doctoral and ten other studies are reviewed on the present topic.