

CONSTRUCTION OF THE BACKGROUND DATA COLLECTION QUESTIONNAIRE FOR ADULT EDUCATION FUNCTIONARIES

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ABSTRACT

There is a great shortage of tools in the field of adult education. The researchers doing research in this area need a comprehensive picture of the background of the personnel involved in the field of adult education. Considering this gap, the investigator made a novel attempt for construction of a Background Data Collection Questionnaire for adult education functionaries. The test follows the steps of test construction scrupulously. For the development of the tool, the investigator consulted with a number of experts in the field of education and especially in the field of adult education. Accordingly, the rough draft of the questionnaire was corrected by the experts and then a pilot test of the tool/ questionnaire was done. After that some addition and deletion of the items of the questionnaire was done and the final form of the questionnaire was obtained.

Keywords:

INTRODUCTION

Evaluation is a part and parcel of any education system. Education is also a deliberate attempt of molding the personality of the individual. The secret of good education system is based on the effective use of different tools and techniques for ascertaining the progress of the individual. Test is a series of stimuli on the basis of which some information is sought. A psychological or an educational test is a standardized procedure to measure this. In the words of Bean (1953:11) a test is “an organized succession of stimuli designed to measure quantitatively or to evaluate qualitatively some mental process, trait or characteristic.” For the study of personal characteristics of the adult education functionaries, it is very much essential to know about the very background of these functionaries. Therefore, a sincere attempt was made to include almost all aspects that may meaningfully come under two major variables, namely personal and professional characteristics of the adult education functionaries (here voluntary instructors or VIs only) to ascertain the effectiveness of the training programme imparted to them. The comprehensive research tool developed for the purpose has been named as Pradhan’s Background Data Collection Questionnaire (PBDCQ).

In order to make the Background Data Collection Questionnaire a comprehensive research tool, the investigator examined a number of similar instruments, already used by researchers. Questionnaires developed by Mohapatra (1988), Praharaj (1991), Sahoo (1998) were studied and referred to carefully and critically.

It has been mainly developed in the line of “Sahoo’s Background Data Collection Questionnaire” which is the latest in this context. Sahoo (1998) has developed this for Population Education Training Programme imparted to teachers whereas the investigator has developed this for the training programme on adult education imparted to the voluntary instructors.

Apart from this, the investigator has also discussions with the state level project personnel of State Resource Centre of adult education programme, District level project personnel of adult education programme, District level project office of Nehru Yuva Kendra, Resource persons, some faculties of the teachers training colleges in order to find out the scope of conducting various activities under the project. These include activities conducted by the training centres and the activities of VIs in and outside the adult education centres which may have some influence on the effectiveness of the training programme imparted to them. On the basis of the knowledge and information gathered and on application of his own experience and imagination, the investigator prepared the Background Data Collection Questionnaire.

For the purpose of obtaining expert’s opinion in the matter of constructions of the Background Data Collection Questionnaire, the following categories of personnel were selected as experts.

1. Project officers of OPEPA.
2. District Project Coordinator (DPC)
3. Block Resource Centre Coordinator (BRCC)
4. Cluster Resource Centre Coordinator (CRCC)
5. Educationists in the Teachers’ Training Colleges, General Colleges and IGNOU.

6. Resource persons of Sarva Shiksha Abhiyan.
7. Some active social workers.
8. Experts of Sarva Shiksha Abhiyan (SSA) at OPEPA.

On the receipt of the opinion of experts and on the basis of majority opinion, necessary modifications were made in the questionnaire. Some items were deleted, some items were added and necessary changes in the language and form of the questionnaire was undertaken.

PILOT STUDY

Thereafter the Background Data Collection Questionnaire was administered on sample of 50 teachers. The investigator himself conducted the pilot study and discussed with the participating teachers in order to identify the defective items (may be due to language and structure) and to know the difficulties the teachers faced in understanding the items properly. Accordingly, necessary changes in the presentation of items of questionnaire were undertaken in view of the quick and complete understanding of the items by the teachers.

TRY OUT OF THE TOOL

A sample of 200 teachers were selected randomly from three districts namely Keonjhar, Balssore, Mayurbhanj of the State of Odisha. The Background Data Collection Questionnaire was administered on the sample of 200 teachers to ascertain the effectiveness of the training programme meant for teachers. The filled in questionnaires were thoroughly scrutinized and lacunae were found out in view of the level of understanding of the teachers and discussed with the experts. The final form of the Background Data Collection Questionnaire (BDCQ) was developed with the opinion of majority of the experts.

THE FINAL FORM OF BACKGROUND DATA COLLECTION QUESTIONNAIRE

The final form of the Background Data Collection Questionnaire contains two major sections such as personal and family data and professional background data.

The section personal and family data apart from identification of the respondents, contains items on factors of personal characteristics such as sex, age, marital status, caste category, family income, parental education, parental occupation and educational attainment of the teachers.

The section Professional Background Data contain two sub-sections such as exposure of the teacher to SSA related activities and environmental support a teacher gets from his/her environment for smoothly perusing the instructional programme. The sub section of exposure to SSA related activities includes items on teaching / training experience, the effect of mass media on the teacher, writing of books and articles on SSA and elementary education. All the above items come under professional characteristics of the teachers. The justification of most of the variables is described here under.

THE VARIABLE OF EDUCATIONAL ATTAINMENT

It has been widely accepted that education provides the required base and structure for grasping new knowledge which enables one for achieving success in various spheres of activities.

THE VARIABLES OF THE PARENTAL EDUCATION

Parental education of the respondents has a positive impact on the achievement in a particular subject. So, it has been presumed that parental education of the teacher creates a congenial social atmosphere in the family.

THE VARIABLES OF SOCIO-ECONOMIC STATUS

Family income of the respondent has a bearing on the achievement in certain area. A family having high income source enhances the development of the members from all contexts. Taking this into consideration, the socio-economic status has been taken as a variable under the personal characteristics of the functionaries.

THE VARIABLES OF EXPOSURE TO DIFFERENT TRAINING PROGRAMME ON SSA ACTIVITIES

Exposure to different activities has a bearing on the performance level of the respondents. Since the study is meant to ascertain the effectiveness of the training programme on SSA activities of teachers, the exposure of the respondents to different training programme on SSA have been taken as an independent variable under the professional characteristics of the teachers.

THE VARIABLES OF ENVIRONMENTAL SUPPORT

Professional growth of a respondent depends much upon the support he /she gets from the environment in which the programme is organized. In this regard environmental support has a bearing on one's achievement in a programme. Taking this into consideration the environmental support of the community has been taken as variable under the professional characteristics of the teachers. An enriched and conducive environment not only increases the scope of further renewing the knowledge gathered earlier, but also boosts the moral of the teachers for smooth implementation of the training programme.

SCORING OF THE FACTORS UNDER PERSONAL CHARACTERISTICS

The factors such as sex, age and location under personal characteristics are qualitative in nature. So these have not been subjected to quantification. The scoring of other factors such as parental education, socio-economic status, educational attainment of the teachers have done in the manner described hereunder.

PARENTAL EDUCATION LEVEL

The scoring of parental education has been done by adopting that part of the scale pertaining to education developed by Sahoo (1998) to assess the parental education level of the secondary school teacher and Pradhan (2002) to assess the parental education level of volunteer instructors in adult education programme. The scores in respect of both the parents have been added together to find out the score of a respondent have been placed in three groups i.e. the low, the medium and high parental education group as per the score ranges given in table here under as per their Q1 and Q3 values.

Table-1: Norms of grouping teachers on parental education level

Scores in Parental Education	Parental Education Group
Upto 1	Low
Upto 3	Middle
More than 3	High

EDUCATIONAL ATTAINMENT OF THE TEACHERS

The norms used for carrier assessment of candidates for B.Ed. and M.Ed. course of Odisha, by the Director of Teacher Education and State Council of Educational Research and Training (T.E. & SCERT), Odisha have been referred to in this study for scoring of the education attainment of the teachers. The same norms were slightly modified and improved keeping in view the data collected pertaining to educational attainment, with the majority opinion of the experts for scoring the respondent's educational attainment.

Accordingly, the respondents have been categorized in three groups i.e. the low, medium and high educational attainment group in reference to their scores at Q1 and Q3 levels as per the score ranges given in table here under.

Table-2: Norms of grouping teachers on the level of their educational attainment

Educational Attainment Score	Group on the basis of educational attainment score
Upto 2	Low
3 to 4	Middle
5 or more than 5	High

SOCIO-ECONOMIC STATUS OF THE TEACHERS

The respondents are divided into 3 groups owing to their score earned against socio-economic status. Taking into account the teachers and his/her spouse the average score per person in occupation is to be found out and the same average score is to be added to the score in total monthly family income to find out the score in socio-economic status.

Accordingly the respondents have been categorized in three socio-economic status groups in the following manner. The three groups are categorized on the same basis as done in case of the teachers divided on level of educational attainment.

Table-3: Norms of grouping teachers on the basis of socio-economic status

Socio-economic status score	Socio-economic status group
Upto 2	Low
3 to 4	Middle
5 or more than 5	High

SCORING OF THE FACTORS UNDER PROFESSIONAL CHARACTERISTICS

Two variables are of interest in professional characteristics of the respondents. One is exposure of the teachers to SSA related activities and the other is environmental support the teachers get from his/her surrounding atmosphere to run different SSA programme.

EXPOSURE OF THE TEACHERS TO SSA RELATED ACTIVITIES

Different important professional aspects have been incorporated in the above said variable. The investigator has taken the aspects like working experience, exposure to mass media, organization of co-

curricular activities, writing of articles/ books and taking part in TV/ Radio programmes on SSA programme etc. under one variable that is exposure to SSA related activities. The three groups have been formed as per the score ranges in exposure to SSA related activities. This has been enumerated in the table given below:

Table-4: Norms of grouping teachers on exposure to SSA related activities

Scores on exposure to SSA related activities	Exposure group
Upto 8	Low
9 to 12	Middle
More than 12	High

ENVIRONMENTAL SUPPORT GIVEN TO THE TEACHERS

Congenial atmosphere helps in success of any programme. Considering this, the investigator has taken the aspects like support from locality, taking part in meeting / discussions and on various important programmes related to SSA, encouragement getting from different officers engaged in SSA programme, provision of relevant related literature for the programme and support of the community as well as support from other functionaries under one variable that is environmental support given to the teachers. The scoring has been made on the above said variables and accordingly different groups were formed as detailed in the table below:

Table-5: Norms of grouping teachers on environment support given to them

Scores on environmental support	Environmental support group
Upto 10	Low
11 to 20	Middle
More than 20	High

CONCLUSION

As per the procedure discussed above, the investigator was able to construct the final form of Background Data Collection Questionnaire.

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