

## CHAPTER 6

### SUMMARY

#### 6.1 Introduction

The twentieth century has presented a new educational era in the world of technology. In this century various forms of mass media have developed and are considered the technological revolutions.

Today, mass media has made it possible to bring education to the doorsteps of every city, town and village. The aids like 16mm film, film strips, slides, radio and now television have already been harnessed for educational purpose in India.

Education is the form of communication in which great deal of thought and planning has been invested. In a country like India, where educational and developmental needs are of prime importance, efforts should be made to adopt communication technologies.

Over the last few decades, the possibilities offered by the electronic communication has brought a drastic change, almost a revolutionary reconstruction in the field of education.

### 6.1.1 TELEVISION

Television plays an important role in the field of communication. It is intimate and instantaneous in area coverage. It is versatile and mobile.

Television has been primarily a source of entertainment, but it claims to have increased the amount of information of all kinds through curricular and co-curricular programmes.

Among all the other new educational media, it is television that seems to show the greatest educational potential. It is found that educational television can play a far greater role in developing countries than in developed ones.

In India, it is realised that without great and rapid improvement of education, there will be no progress. The general poor quality is as significant as the low enrollment and high drop-out rates. In new educational policy (1986), it reemphasized that the broadcasting media would be used for the improvement of educational standards.

Thus, there is a need to utilize this effective and powerful medium in the field of education. The Indian National Satellite programme has made a qualitative difference in the utilization of television in the field of education.

### 6.1.2 VIDEO

The availability of the new electronic media, that is, video, in the country has also increased considerably.

Video technology has come to stay and has affected the citizens of India. The video has high potential, for development. It is cheap, easily available and very convenient medium, both for entertainment and education.

Video, with its revolutionary economical and portable formats is replacing the role of a teacher in classroom situations. Freedom, economy and versatility are the catchwords of the video environment. It should encourage media educators to narrowcast learning resources and educational services to highly motivated groups and constituencies where they can have the best impact.

Educational institutions should gear themselves up for the utilisation of potentials offered by these technologies specially by video. These tools can enrich the learning process at school and college level. The traditional teaching methods will have to modify themselves to adopt to these technologies and make full use of them.

Thus, the need is to direct the right type of message, through the channels of communications, especially video, which can reach to the heterogeneous groups simultaneously or make the individualised learning possible.

### 6.1.3 VARIOUS DISEASES AND THEIR ROLE IN POPULATION ERADICATION

Human civilization has witnessed disasters like wars and famines, disease and calamities. Just half a century ago tuberculosis was like a death sentence and many patients died because the disease was highly infectious. Cancer is still with us and quite a few others. We are grappling with these and a lot of progress has been made in these fields.

### 6.1.4 AIDS - A SEXUALLY TRANSMITTED DISEASE

Now a new monster has raised its head. A dreadful and frightened monster called AIDS - Acquired Immuno Deficiency Syndrome - a sexually transmitted disease. Not only is this disease fatal and painful but it carries with it a hefty load of shame and guilt. It has created severe social taboos.

The menace of AIDS has reached epidemic proportions in many parts of the world and it has become a major global health problem in the last decade. Researchers all over the world/globe continue the search for its cure and stemming the spread has become the major focus immediately.

While infrastructure facilities are important pre-requisites for enabling a continuous check on its spread, the role and importance of communication is at paramount.

Changing people's perception and attitudes leading to behavioural change is the only way to achieve the set goals. Because public health today is no longer purely a medical problem with pure medical solutions.

#### 6.1.5 ROLE OF COMMUNICATION

It is important that communication strategies should be employed to achieve - right knowledge about AIDS, basic education on Sex, changes in attitudes towards AIDS patients, disease and its education.

#### 6.1.6 ROLE OF EDUCATIONAL INSTITUTIONS

Educational institutions can prove to be efficient learning grounds, for most of us, from childhood to adolescence and on to adulthood. The educational institutions can most effectively as well as efficiently take up the task of imparting correct knowledge about sex, and sexually transmitted diseases like AIDS keeping in mind the sensitivities involved in creating messages and selection of media channels which are appropriate and fit in within the the social norms.

Thus, keeping in mind the positive points of the educational institutions taking up such task justifies the selection of the topic for the present study of preparing video films on AIDS for imparting knowledge and checking its effectiveness in terms of gain in knowledge and to measure

change in attitudes of the college students of M.S. University of Baroda.

## 6.2 Major Objectives of the Study

1. To produce the video films on the sexually transmitted disease AIDS for the undergraduate college students of Faculty of Home Science, M.S. University of Baroda.
2. To study the cognitive effect of the video films produced in the areas of - meaning, history, causes, symptoms, transmission, and prevention of AIDS.
3. To study the affective effect of the video films produced in the areas of -
  - AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Others.
4. To test the significant differences in the cognitive and affective effects regarding AIDS through the two approaches, namely-
  - informative
  - informative-cum-persuasive.
5. To test the significant differences in the cognitive and affective effects regarding AIDS in  $E_1$ ,  $E_2$  and  $E_3$  treatments.
6. To test the significant differences in the cognitive and affective effect of the video films produced using different approaches in relation to -
  - Socio-economic status
  - Health consciousness

- Level of permissiveness
  - Exposure to T.V. and video
  - Academic achievement
  - English language competence
  - Ethnicity
  - Place of residence
7. To study the reactions of the respondents towards various aspects of video films produced on AIDS.

### 6.3 Assumptions of the Study

1. The undergraduate Home Science students of M. S. University lack the scientific knowledge regarding selected areas on AIDS.
2. The group of respondents selected for the study vary in their -
  - Socio-economic status
  - Health consciousness
  - Exposure to television and video
  - Level of permissiveness
  - Academic achievement
  - English language competence
  - Ethnicity
  - Place of residence
  - Reactions towards video film
3. The age group of the selected respondents is appropriate for teaching the topic AIDS.
4. People are scared of this recent and severe sexually transmitted disease.
5. AIDS being a comparatively recent disease, people hardly have correct knowledge about it.
6. Respondents will take interest in the video film on AIDS.
7. Video is being used as a teaching aid in formal

teaching learning situations.

8. The respondents will have some attitude towards AIDS patients, counted on AIDS, education and others.
9. The subject matter on AIDS can be given different treatments in terms of informative and persuasive cum informative approach.
10. Content selected for the study on AIDS is appropriate for the production of video film.

#### 6.4 Null Hypotheses of the Study

1. There will be no significant difference in the effectiveness of the three experimental treatments in terms of overall gain in knowledge
2. There will be no significant differences in the effectiveness of the three experimental treatments in terms of overall change in attitude
3. There will be no significant differences in the effectiveness of the three experimental treatments in terms change in attitude towards the following aspects.
  - AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Other.
4. There will be no significant differences in the effectiveness of three experimental treatments in terms of gain in knowledge in relation to the selected variables.
6. There will be no significant differences in the effectiveness of the three experimental treatments in



5. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to SES for
  - AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Other.
6. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to health consciousness for
  - AIDS patients
  - Control of AIDS: Education
  - Control of AIDS: Others.
7. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to exposure to TV and Video for
  - AIDS patients
  - Control of AIDS: Education
  - Control of AIDS: Others.
8. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to level of permissiveness for
  - AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Others.
9. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to academic

- AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Others.
10. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to English language competence for
- AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Others.
11. There will be no significant differences in the effectiveness of the three experimental treatment in terms of change in attitude in relation to ethnic group for
- AIDS patients
  - Control of AIDS : Education
  - Control of AIDS : Others.
12. There will be no significant differences in the effectiveness of the three experimental treatment in terms of change in attitude in relation to place of residence
- AIDS patients
  - control of AIDS : Education
  - Control of AIDS : Others.

### 6.5 Limitations of the Study

- (1) The study will be limited to the First year students of Faculty of Home Science, M.S. University of Baroda.
- (2) The study will be limited to the selected aspects on AIDS.

- (3) The study will be limited to check the effectiveness in terms of gain in knowledge and change in attitudes only.
- (4) The study will be limited to informative and informative-cum-persuasive version of the film only.

## **6.6 Method of Procedure**

### **6.6.1 POPULATION AND SAMPLE OF THE STUDY**

The population under the study consisted of the female college students of Maharaja Sayajirao University of Baroda, of the year 1994.

The sample of the study comprised of 419 female students of the first and second year of all the departments of Faculty of Home Science.

### **6.6.2 PREPARATION OF SCRIPTS FOR VIDEO**

Descriptive type of commentary, was written for both video films, which was transformed into the format of script for video films.

### **6.6.3 PREPARATION OF THE VIDEO FILMS**

Preparation of the video films was done in the following four stages.

1. Reproduction
2. Set up and rehearsal
3. Production
4. Post production.

#### 6.6.4 PREPARATION OF RESEARCH TOOLS

Following tools were prepared by the investigator and used for data collection.

ITEMS	TOOLS
a. Background information including variables	Checklist/ Questionnaire
b. Knowledge of AIDS	Knowledge Test
c. Change in attitudes	Attitude Scale
d. Reactions of respondents	Reaction Scale

#### 6.6.5 DATA COLLECTION

For collection of the data the entire sample was divided into three groups as follows.

SAMPLE	EXPERIMENTAL GROUPS		
	E1	E2	E3
First year )	B=28*	A=60*	C=28*
Students )	+	+	+
Students )	E=40*	F=30*	D=32*
Second year	H.M.=26*	F.N.=24*	HDFS=40*
Students	+ G.H.Sc.=37*	+ HSFC=38*	+ C.T.=36*

\* Number of Students.

E1: teaching through lecture method using charts and black board as teaching aids.

E2: teaching through the videofilm made by using informative approach.

E3: teaching through the videofilm made by using informative-cum-persuasive approach.

#### 6.6.6 CONDUCTING THE EXPERIMENT

This involved three distinct stages :

1. Administering the Pretest
2. Experimental teaching
- 3 Administering the Post test.

#### 6.6.7 ANALYSIS OF DATA

The data of the present investigators were analysed by employing the IBM PC/AT 396 compatible computer system.

Statistical measures used for analysis of data were as follows:

PURPOSE -----	STATISTICS MEASURES -----
Distribution of the respondents in terms of their variables.	Percentages
Effectiveness of the each experiment in terms in respondents gain in knowledge.	t-Test
Differences in the effectiveness of the three experiments in terms of gain in knowledge.	ANCOVA (One way analysis and gap test with t-test)*.
Different in the effectiveness of the three experimental groups in relation to the variables.	ANCOVA (two way analysis and gap test with t-test)*.

\* Formula for GAP test with 't' test.

$$SED = \frac{2 \text{ MSW}}{n} \times t$$

## **6.7 Major Findings**

### **6.7.1 BACKGROUND INFORMATION**

#### **1. *Socio-Economic Status***

Overall majority of the respondents, that is, 64.2%, belonged to low SES. Little more than fifty per cent of the respondents belonged to the low SES for E1 treatment. The picture remained the same for the experimental treatments E2 and E3.

#### **2. *Health Consciousness***

Overall only little more than 50 per cent of the respondents had less health consciousness. The picture was same for E3 treatment. While majority of the E1 treatment respondents were health conscious to less extent, little more than fifty per cent of the respondents from E2 treatment had health consciousness to great extent.

#### **3. *Exposure to Television and Video***

Overall only little more than 50 per cent (53.5%) of the respondents had poor exposure to television and video. The picture remained the same for E1 and E2 treatments. However, for E3 treatment, little more than 50 per cent (55.1%) of the respondents had good exposure of television and video.

#### **4. *Level of Permissiveness***

Overall only little more than 50 per cent (54.9%) of the respondents had low level of permissiveness. The picture remained the same for E1, E2 and E3 experimental treatments.

#### **5. *Academic Achievement***

Overall almost 50 per cent (47.7%) of the respondents had high academic achievement, whereas almost equal number of the respondents, that is, one fourth of them were in middle and low categories of achievement. In experimental treatments E1 and E2 the respondents were almost equally divided in all the three categories. However, in E3 treatment, majority of the respondents had high academic achievement (74.3%).

#### **6. *English Language Competence***

Overall little less than 50 per cent (47.3%) of the respondents had high English language competence. For the experimental treatment E1 and E2 almost equal percentage of the respondents were in high, average and low categories for English language competence, majority of the E3 treatment respondents (14.7%) had high English language competence.

## 7. *Ethnic Group*

Overall majority of the respondents (66.1%) were Gujaratis, whereas only 33.9 per cent of them were non-Gujaratis. The picture remained same for E1 and E2 treatments. Whereas in treatment E3 the number of respondents were equally distributed between Gujaratis and non-Gujaratis.

## 8. *Place of Residence*

Overall majority of the respondents (80%) were localites, and remaining 20 per cent hostalites. Almost similar picture prevailed in E1, E2 and E3 treatments.

### 6.7.2 **SIGNIFICANT DIFFERENCES IN THE EFFECTIVENESS OF THE EXPERIMENT IN TERMS OF GAIN IN KNOWLEDGE AMONGST THE THREE EXPERIMENTAL TREATMENTS**

Students' gain in knowledge in E1, E2 and E3 treatments differed significantly from each other. The gain in knowledge in E2 was higher than E1. Similarly when E2 was compared with E3, the gain was higher in E2. Thus, E2 treatment had highest gain in knowledge which was followed by E1 and lastly the E3 treatment.



6.7.3 SIGNIFICANT DIFFERENCES IN THE EFFECTIVENESS  
OF THE EXPERIMENT IN TERMS OF CHANGE IN  
ATTITUDE AMONGST THE THREE EXPERIMENTAL TREATMENTS.

Overall change in attitudes of students in E1, E2 and E3 treatment differed significantly from each other. The change in attitude was higher in E2 than E1 treatment, whereas the treatment E3 was higher than E1 as well as E2, which showed that in terms of hierarchy E3 treatment was most effective followed by E2 treatment and E1 lastly.

The overall effectiveness of treatment namely E1, E2 and E3 did not differ significantly from each other regarding the AIDS Patients aspect of change in attitude.

The change in attitude of students regarding educational aspect of control of AIDS in E1, E2 and E3 treatments differed significantly from each other. E3 treatment was most effective followed by E2 treatment and E1 lastly.

The change in attitude of students towards other aspect of control of AIDS in E1, E2 and E3 treatment differed significantly from each other. E3 had highest change in attitude followed by E2 and than lastly E1 with respect to the other aspects of AIDS.

#### 6.7.4 SIGNIFICANT DIFFERENCES IN THE EFFECTIVENESS OF THE EXPERIMENT IN TERMS OF GAIN IN KNOWLEDGE IN RELATION TO THE VARIABLES

SES : The interaction effect of the experimental treatment and SES on the gain in knowledge regarding AIDS was significant. The main effect of experimental treatment was also significant but the main effect of SES was not significant. This indicates that the variable SES and the experiment had dependent effect on the students' gain in knowledge.

The highest gain in knowledge was amongst the respondents of low SES of E2 treatment and the respondents with low SES of E3 treatment gained least knowledge.

The interaction effects of the experimental treatment and Health Consciousness, exposure to t.v. and video and level of permissiveness, on the gain in knowledge regarding AIDS and was significant in all the three cases. But the main effect of the variables were not significant.

This shows that all the three variables had no bearing on the gain in knowledge regarding AIDS of the respondents through the three experimental treatments.

ACADEMIC ACHIEVEMENT : The interaction effect of the experimental treatment and the variable academic achievement on the gain in knowledge was significant. The main effects of experimental treatment and academic achievement were also significant. This indicates that academic achievement had

affected the gain in knowledge of the respondents through these experimental treatment. It also shows that both had independent effect on students' gain in knowledge.

The highest gain in knowledge was amongst the academically poor respondents of E3 treatment, whereas the respondents who had good academic achievement of E3 treatment had least gain in knowledge.

**ENGLISH LANGUAGE COMPETENCE** : The interaction effect of the experimental treatment and the variable english language competence on the gain in knowledge was significant. The main effect of experimental treatments and english language competence were also significant. This indicates that english language competence had affected the gain in knowledge of the respondents through the experimental treatments. It also shows that both had independent effect on students' gain in knowledge.

The highest gain in knowledge was amongst the respondents of E3 treatment who were poor in English language competence whereas the least gain in knowledge was amongst the respondents of E3 treatment who had good english language competence.

The interaction effect of the experimental treatment and the variable ethnic treatment on the gain in knowledge regarding AIDS was significant. The main effect of experimental treatments and ethnic treatment were also

significant.

This indicates that ethnic treatment had affected the gain in knowledge of the respondents through the three experimental treatments. It also shows that both had independent effects on the student's gain in knowledge regarding AIDS.

The maximum gain in knowledge was amongst the non-Gujaratis of E3 treatment and least gain in knowledge was amongst the non-Gujaratis of E1 treatment.

**PLACE OF RESIDENCE** : The interaction effect of the experimental treatment and the variable Place of residence was not significant. But the main effects of both experimental treatment and the variable, was significant. Both place of residence and the experimental treatment had independent effect on the gain in knowledge of the respondents.

#### **6.7.5 SIGNIFICANT DIFFERENCES IN THE EFFECTIVENESS OF THE EXPERIMENT IN TERMS OF CHANGE IN ATTITUDE IN RELATION TO THE VARIABLES**

**SES** : The interaction effect of the experimental treatment and SES on overall change in attitude regarding AIDS was significant. The main effects of the experimental treatment and the variables SES were also significant. This indicates that SES had effect on change in attitude of the respondents through these experimental treatments. It also shows that both had dependent effect on

overall change in attitude of the students.

It was seen that respondents with high socio economic status when taught about AIDS through video film made by using informative cum persuasive approach had highest change in attitude than any other category of the respondents.

The interaction effect of the experiment treatment and SES on change in attitude towards AIDS patients was not significant. The main effects of the SES and experimental treatment also were not significant.

In case of change in attitude towards control of AIDS through education, main effect of experimental treatment was significant but the main effect of the variable SES was not significant. The interaction effect of the SES and the experimental treatment also was not significant.

As far as the change in attitude towards other aspect of control of AIDS is concerned, that the interaction effect of the experimental treatment and the variable SES was significant. The main effect of the experimental treatment was also significant, but the main effect of the variable SES was not significant. It shows that experimental treatment and SES had dependent effect on the students' change in attitude regarding other aspect of control of AIDS.

Amongst all three experimental treatment and categories of SES, it was seen that students with high

socio-economic status when taught about AIDS through video film made by using informative cum persuasive approach had highest change in attitude regarding other aspect than any other category of the respondents.

**HEALTH CONSCIOUSNESS** : The interaction effects of the experimental treatment and health conscious on overall change in attitude as well as the aspects namely AIDS patients, educational, and others, regarding control of AIDS were not significant. The main effects of the variable health consciousness in all the cases of change in attitude were also not significant. Whereas, the main effect of the experimental treatment was significant an overall change in attitude as well as the aspects namely educational and the others regarding control of AIDS but the main effect of experimental treatment was not significant in the cases of the change in attitude towards AIDS patients.

**EXPOSURE TO T.V. AND VIDEO** : The interaction effect of the experimental treatment and exposure to television and video was not significant. But the main effects of both the experimental treatment and the variable were significant. This shows that both exposure to TV and video and the experimental treatment had independent effect on overall change in attitude of the respondents.

In the case of the AIDS patients' change in attitude. neither the interaction effects between the experimental

treatment and the exposure to T.V. and Video was significant nor the main effects of the variable as well as experimental treatments were significant.

The interaction effect of the experimental treatment and the variable regarding change in attitude towards educational aspect of control of AIDS was significant. The main effect of the experiment treatment was also significant, but the main effect of the exposure to T.V. and Video was not significant.

It shows that the experimental treatment and the variable had dependent effect on the students' change in attitude regarding educational aspect. When mean scores were compared, it was found that the respondents of E3 treatment who had less exposure to t.v. and video had maximum change in attitude regarding AIDS.

As far as the other aspect of control of AIDS change in attitude is concerned, the interaction effect of the experimental treatment and exposure to for T.V. and Video was not significant. The main effect of the exposure to T.V. and Video was also not significant. Only the main effect of the experimental treatment was significant.

LEVEL OF PERMISSIVENESS : The interaction effect of the experimental treatment and the level of permissiveness on overall change in attitudes regarding AIDS was not significant. The main effect of the experimental treatment

was significant but the main effect of the level of permissiveness was not significant.

The interaction effects of the experimental treatments and level of permissiveness was not significant for following 3 aspects of change in attitude.

- (a) AIDS patients
- (b) Control of AIDS : Education
- (c) Control of AIDS : Others.

The main effects of the variable level of permissiveness was also not significant in the above mentioned cases. The main effects of the experimental treatment was significant for the following aspects

- Control of AIDS : Education
- Control of AIDS : Other aspect

The main effect was not significant of the aspect of the change in attitude towards AIDS patients.

**ACADEMIC ACHIEVEMENT** : The interaction effect of the experimental treatment and academic achievement on overall change in attitude regarding was significant. The main effect of the experimental treatment was also significant, but the main effect of the variable academic achievement was not significant. It shows that experimental treatment and academic achievement had dependent effect on the students' change in attitudes.

When mean scores showing the effectiveness of the three experimental treatment in terms of change it was seen that maximum change in attitude was found amongst the



academically poor respondents of E3 treatment.

The interaction effect of the experimental treatment and academic achievement on change in attitude towards AIDS patients was not significant. The main effects of the variable academic achievement and experimental treatment were also not significant.

Interaction effect of the experimental treatment and the academic achievement on change in attitude towards educational aspect of control of AIDS, was significant.

The main effect of the academic achievement was not significant but the main effect of experimental treatment was significant.

It shows that experimental treatment and academic achievement had dependent effect on the students' change in attitude towards educational aspect of control of AIDS.

The mean scores were compared to see the significant differences between E1, E2, and E3 treatments. It was found that academically good respondents of E3 treatment had maximum change in attitude in terms of educational aspect of control of AIDS.

Interaction effect of the experimental treatment and the academic achievement on change in attitude towards the other aspect of control of AIDS, was significant.

The main effect of the academic achievement was not significant but the main effect of experimental treatments

was significant.

It shows that experimental treatment and academic achievement had dependent effect on the students change in attitude towards other aspect of control of AIDS.

Mean score shows that academically poor respondents of E3 treatment had maximum change in attitude in terms of other aspect of control of AIDS.

ENGLISH LANGUAGE COMPETENCE: The interaction effect of the experimental treatments and the variable english language competence on the change in attitude was significant. The main effect of experimental treatment was also significant but the main effect of the variable english language competence was not significant. It shows that experimental treatment and english language competence had dependent effect on the students change in attitudes.

When mean scores showing the effectiveness of the three experimental treatments in terms of change in attitude in relation to the english language competence were compared, it was found that respondents with poor english competence of E3 treatment had maximum change in attitude.

The interaction effects of the experimental treatments and the english language competence on change in attitude regarding the following aspects

- (a) AIDS patients
- (b) Control of AIDS : Education
- (c) Control of AIDS: Others

were not significant. The main effects of the english language competence were also not significant in all the above mentioned aspects. But the main effect of the experimental treatment was significant in the following aspectwise change in attitude.

- (a) Control of AIDS : Education
- (b) Control of AIDS: Others.

The main effect of experimental treatment was not significant regarding change in attitudes towards AIDS patients.

**ETHNIC GROUP** : The interaction effect of the experimental treatment and ethnic group on overall change in attitude regarding AIDS was significant. The main effect of the experimental treatment was also significant but the main effect of the variable - ethnic group was not significant. It shows that experimental group and ethnic group had dependent effect on the students change in attitude.

When mean scores showing effectiveness of the three experimental treatments in terms of change in attitude in relation to the ethnic group were compared it was revealed that Gujaratis of E3 treatment had maximum change in attitude.

Amongst all the respondents with Gujaratis when taught with informative cum persuasive video film (E2) had highest change in attitude.

The interaction effects of experimental treatment and the ethnic group on the change in attitude towards educational aspect of control of AIDS was significant, the mean scores were compared to see the significant differences between E1, E2, E3 treatments. It was found that Gujaratis of E3 treatment had maximum change in attitude in terms of educational aspect of control of AIDS.

The interaction effect of the experimental treatments and the ethnic group on change in attitude regarding the following aspects:

- (a) AIDS patients
- (b) Control of AIDS : Others

were not significant. The interaction effects of the experimental treatments and the ethnic group on change in attitude regarding educational aspect of control of AIDS was significant.

The main effects of the variable ethnic group were not significant for

- (a) Control of AIDS : Education
- (b) Control of AIDS : Others

but was significant in the case of change in attitude towards AIDS patients.

The main effects of the experimental treatment was significant in the following aspectwise change in attitudes.

- (a) Control of AIDS : Education
- (b) Control of AIDS : Others

and was not significant regarding change in attitude towards AIDS patients.

AIDS patients.

PLACE OF RESIDENCE : The interaction effect of the experimental treatment and place of residence was significant. The main effects of the experimental treatment and the variables place of residence were also significant. This indicates that place of residence had effect on change in attitude of the respondents through these experimental treatments. It also shows that both had dependent effect on change in attitude of the respondents. The mean scores were compared to find out the significant differences between the three experimental treatment. The hostalites of E3 treatment had maximum change in attitudes.

The interaction effect and place of residence on change in attitude towards AIDS patient was not significant. The main effects of the variable place of residence and experimental treatments were also not significant.

The interaction effect of the experimental treatment and the place of residence on change in attitudes towards educational aspect of control of AIDS was significant. The main effects of the place of residence was significant and the main effects of experimental treatment was also significant.

It shows that the experimental treatment and place of residence had independent effects on the students change in attitude towards educational aspect of control of AIDS.

The maximum change in attitude towards educational aspect of change in attitude was found amongst the localite respondents of E3 treatment, whereas amongst the hostalite respondents of E1 treatment had maximum change in attitude towards educational aspect of change in attitude.

The interaction effect of the experimental treatment and the place of residence on change in attitude towards the other aspect of control of AIDS, was significant.

The main effects of the place of residence was not significant but the main effect of experimental treatments was significant.

This shows that experimental treatment and place of residence had dependent effect on the students change in attitudes towards other aspect of control of AIDS.

The mean scores were compared to see significant differences between E1, E2 and E3 treatments. The maximum change in attitude in terms of other aspect of control of AIDS was seen in hostalites of E3 treatment.

#### **6.7.6 REACTIONS OF THE RESPONDENTS TOWARDS VIDEO FILMS**

High majority of the respondents had highly positive reactions towards the video film made with in formative approach. Even the aspectwise picture reveals that all respondents had highly positive reactions towards that video film.

High majority of the students had highly positive

reactions towards the video film made with informative-cum-persuasive approach. Even the aspectwise picture remained the same. Neglible percentage of the respondents had positive or less positive reactions towards the video film.

Itemwise findings regarding the reactions of the respondents showed that majority of them reported the video films made with both approaches to be having the folliwing:

- Understandable and enough information
- Understandable language
- Explanatory commentary
- Interesting, clear and understandable visuals
- Appropriate duration of the visuals on the screen,  
and,
- Proper speed of the commentary.