

## CHAPTER 3

### METHOD OF PROCEDURE

This chapter deals with the research procedure adopted for the present investigation. The present investigator aims at conducting an experiment to study the comparison of cognitive and affective affects of informative and persuasive approaches of the video film regarding AIDS on the undergraduate students of the Faculty of Home Science of M.S. University of Baroda in relation to the selected variables.

Selecting the content, preparing video films, experimentation with the video films on AIDS, formed the major steps of the study.

This chapter is discussed under the following sections:

- 3.1 Population and sample of the study
- 3.2 Preparation of scripts for video
- 3.3 Preparation of the video films
- 3.4 Preparation of research tools
- 3.5 Validation of the research tools
- 3.6 Planning for the experiment
- 3.7 Data collection
- 3.8 Conducting the experiment
- 3.9 Scoring and categorization
- 3.10 Plan for Statistical Analysis.

### **3.1 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.

### **3.2 Preparation of Scripts for Video**

The following steps were used to develop scripts.

(1) Knowing the subject

The investigator gathered the reference material from the various libraries as mentioned in the review of literature chapter and met various authorities like Publicity Office, World Health Organisation, Deputy Director, National AIDS Control Board, the librarians of CIET Library and discussed the content on AIDS.

(2) The sentence packets were arranged as logical as possible going from familiar to unfamiliar, ending with appropriate conclusions.

(3) Rewriting and necessary polishing were done to give the final product unity, proportion and continuity.

(4) The drafting of the full length scripts with a complete list of visual illustrations and accompanying sound was done.

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### 3.2.1 STEPS IN PREPARING THE SCRIPT

The following steps were followed in preparing the scripts.

Descriptive type of commentary, was written for both video films, which was transformed into the format of script for video films for which these two steps were followed :

#### 3.2.1.1 Developing written content

#### 3.2.1.2 Deciding appropriate visuals.

3.2.1.1 Developing Written Content. The content was written with necessary heading and captions. An effort was made to use simple and understandable words.

For the informative type of video film the script was written keeping in mind the informative approach. The other video film was persuasive cum informative type so the scripts were written in that manner.

3.2.1.2 Deciding appropriate visuals. After the scripts were written the content was transferred in the form of visuals. The type of visuals such as graphs, scrolled message, freezed written screen, commentators shots etcetra were decided for each point. Audio instructions, when

presented with the use of visuals, clarifies the concept and leads to meaningful association of ideas.

As far as the graphs and written message were concerned help of the computer expert was taken.

Rough drafts having data were made and then given to the expert for finalizing.

### **3.2.2 SHOOTING SCRIPT**

The shooting script was made by breaking down the screen play into shots by the investigator and taking care of the details of the technical aspects.

The shooting script was the blue print of the whole film. It gave the complete picture of the final schedule. It had all the details of camera directions, lighting suggestions, music and sound.

This is how the script was transformed into film form.

## **3.3 Preparation of the Video Films**

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

- 3.3.1      Reproduction
- 3.3.2      Set up and rehearsal
- 3.3.3      Production
- 3.3.4      Post production.

### 3.3.1 PRE PRODUCTION

In reproduction stage the investigator decided about the video camera. The other major accessories used were monitor, camera stands, flash lights adapter, batteries, microphones, equalizer, " for the production of the video films.

### 3.3.2 SET UP AND REHEARSAL

(a) In the stage rehearsal of persuasive cum informative film was supervised and given necessary tips for improvements.

(b) Permissions were obtained from the authorities for video shooting in hospitals and Faculty of Fine Arts, M.S. University, Baroda and the private bungalows.

(c) Appointments were fixed with the doctors, barbers, blood donating camp authorities and artists.

### 3.3.3 PRODUCTION

In this stage, the actual shooting was done. Shooting was done by videographer, investigator and two other artists. The investigator had visualized the complete format of the video film and had discussed it with the cameraman. Who was a technical expert. During the discussion the scenes, angles and the points which were needed to be highlighted in the video films were discussed with the cameraman. Thus, the investigator provided all the necessary tips. However, the investigator was present throughout the

shooting giving suggestion and directions to the cameraman. The following steps were followed for actual shooting.

3.3.3.1 Making the required arrangements like making the required set ready and setting the camera according to the angles decided earlier.

3.3.3.2 Taking shots from the predecided angles. Taking shots included

- (a) shots of the titles
- (b) shots of the commentator
- (c) shots of the written message
- (d) shots of the graphs
- (e) shots of the drama
- (f) shots of the places

#### 3.3.4 POST PRODUCTION

The unedited shots called rushes were viewed. In this stage the shots were screened and best shots were selected and counter numbers were noted.

Then editing was done. At this stage all the shots were arranged in the proper sequence and time was decided for each shot. Then the whole film was viewed once again and checked against the script to assure the inclusion of all the shots as per the plan.

Then inserting and synchronism of commentary were done and music was provided. Finally, the computer graphics were included for titling.

## PREVIEWING

The final film was previewed by guide, investigator and videographer together before it was shown to the formal group of students. This was done to check the following

- if any repetitions are present
- defects are present or not
- whether the script and shots match or not
- to match the commentary with each shot.
- time span of each shot according to the need etectra.

### 3.4 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

First tool comprised of terms designed to collect the data regarding the selected variables of the study namely Place of Residence, Ethnic group SES, health consciousness, level of permissiveness, exposure to T.V. and video. All the

items were in the form of checklist with structured responses.

The second tool had objective type of questions to test knowledge regarding AIDS, under the following headings

- (a) meaning, history, causes and symptoms of AIDS,
- (b) transmission and
- (c) prevention of AIDS

The type of questions were as follows

- (a) true and false
- (b) fill in the blanks
- (c) multiple choice
- (d) and short answers

The third tool consisted of the 5 point attitude scale. The items were comprised under the following headings.

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

The fourth research tool was as reaction scale. The reaction scale consisted of multiple choice items which were divided into four categories as follows:

- (a) general
- (b) educational
- (c) audio
- (d) and visual aspects



### **3.5 Validation of the research tools**

Validation of research tools was done to check the language clarity and english language.

Pretesting of the tools was done to check the simplicity of language its clarity, to check the time taken for the total tool.

Reliability was tested of knowledge and attitude scale by test retest method.

### **3.6 Planning for Experiment**

The experimental treatments were assigned to the classes rather than to the individuals due to the constraints of administration. Thus, the nature of the study was quasi experimental which took into consideration heterogeneity of groups that exists in real teaching learning situation. Permission was taken from the Dean, Faculty of Home Science as well as the first and second year teachers for showing video films and conducting the experiment. The classes were secured in advance to conduct the experiment. Time plan was made and classes were fixed accordingly.

### **3.7 Data Collection**

For the data collection of F.Y.students the records from the faculty office were used. There were six groups in all Viz., A,B,C,D,E and F. For data collection of second year students all the six study areas namely. Clothing and

Textiles, Foods and Nutrition, General Home Science, Human Development, and Family Studies, Home Management and Home Science Extension and Communication were taken.

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

Table No. 1:

SAMPLE	EXPERIMENTAL GROUPS		
	E1	E2	E3
First year )	B=28*	A=60*	C=28*
)	+	+	+
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.

- E 1.: teaching through lecture method using charts and black board as teaching aids.
- E 2.: teaching through the videofilm made by using informative approach.
- E 3.: teaching through the videofilm made by using informative-cum-persuasive approach.

### 3.8 Conducting the Experiment.

The experiment was carried out in April 1994. This experiment consisted of Pre and Post-test design. Therefore, the involved three distinct stages :

- 3.8.1 Administering the Pretest
- 3.8.2 Experimental teaching
- 3.8.3 Administering the Post test.

#### **3.8.1 ADMINISTERING THE PRETEST**

The pretest was conducted with the groups before the actual teaching. It included the administration of the first three tools.

#### **3.8.2 EXPERIMENTAL TEACHING**

Teaching was done for various groups explained in the table No.1.

#### **3.8.3 ADMINISTERING THE POSTEST**

The post test was administered immediately after the lecture and showing of the video films. The post test included the administration of knowledge test and attitude scale, to all the three experimental groups. The reaction scale was administered to groups E2 and E3 only. E1 group was excluded as it had lecture method only; and the reaction scale had reactions towards the video films only.

### **3.9 Scoring and Categorization**

The first part of the questionnaire contained questions regarding background information of the respondents of the study. For the section I of first parts, no scoring had to be done. The variables were categorized directly as follows:

<u>VARIABLES</u>	<u>CATEGORY</u>
1. Place of residence	Localite Hostalites
2. Ethnic group	Gujaratis Non-Gujaratis

The section 2 of part first consisted of the items to measure socio-economic status of the respondents. The scoring as done according to Desai Standardized scoring pattern, 1987. (Appendix \_\_\_\_\_). Instead of using 5 categories as mentioned in K.G. Desai Scale. The investigator categorized as mentioned because of concentration of respondents in the upper brackets of the Scale.

<u>VARIABLES</u>	<u>BASIS</u>	<u>CATEGORY</u>
Socio-economic Status	Median and below	Low
	Above the Median	High

The section III consisted of the items to measure health consciousness of the respondents. The scores were given to the students for this variable, as shown in the (appendix \_\_\_\_\_). The minimum and maximum possible scores ranged from 12 to 56. However, the scores achieved by the respondents ranged from 5 to 36 the medium was 26.

The respondents were divided into two categories under this variables as follows :

<u>VARIABLES</u>	<u>BASIS</u>	<u>CATEGORY</u>
Health Consciousness	Median and below	Low
	Above median	High

The fourth section of part I had items to measure the exposure to television and video. Scores were given to the respondents for this variables, as shown in the (appendix\_\_\_\_\_). The minimum and maximum possible scores ranged from 11 to 30. However, the scores achieved by the respondents ranged from 22 to 47 and the median was 34.

The respondents were divided into two categories under this variable as follows:

<u>VARIABLES</u>	<u>BASIS</u>	<u>CATEGORY</u>
Exposure to T.V.and video.	Median and below	Low
	Above median	High

The section V of part I consisted of the items to measure the level of permissiveness of the respondents. The scores were given to the students for this variables as shown in the (appendix\_\_\_\_\_). The minimum and maximum possible scores ranged from 7 to 47. However, the scores achieved by the respondents ranged from 3 to 41 and the median was 19.00.

The respondents were divided into two categories under this variable as follows.

<u>VARIABLES</u>	<u>BASIS</u>	<u>CATEGORY</u>
Level of Permissiveness	Median and below	Low
	Above median	High

For the variables Academic achievement, the office, record was used by the researcher obtaining the percentage of the marks secured by the first year B.Sc. (Home) students in the Board Examination of twelfth standard. For the Second year B.Sc (Home) students the first year grades were taken into account and percentage equivalence was found out using the guidelines of faculty of Home Science.

The categorization was done as follows.

<u>VARIABLES</u>	<u>BASIS</u>	<u>CATEGORY</u>
Academic achievement	60% and above (B to O grades)	High
	50%-59% (C grade)	Middle
	49% below (A to F grade)	low.

For the variable of competence in English, the students' first and second semesters grades in English subject were taken. The grades for the English course were collected from faculty examination office. The respondents were divided into following categories according to the grades secured by them in English subject in the seven point scale. They were as follow.

<u>VARIABLES</u>	<u>BASIS</u>	<u>CATEGORY</u>
English grade	B to O grade C grade D to F grade	High Middle Low

Part II of the questionnaire was the knowledge test on AIDS. The possible scores of each section were as follows:

	MAX. MARKS	MIN. MARKS
- True and False type statements	20	0
- Fill in the blanks	10	0
- Multiple choice "	8	0
- Short answer type	4	0

Thus, the total maximum marks possible for knowledge test were maximum 42 and minimum 0.

Part III of the questionnaire was the attitude scale on AIDS. The scores were given as follows:

	SA	A	N	D	SD
For Positive Statements	5	4	3	2	1
For Negative Statements	1	2	3	4	5

The maximum and minimum possible score range from 33 to 165.

Part IV of the tool was the reaction scale. The possible scores of the reaction scale ranged from 16 to 39.

### 3.10 Plan for Statistical Analysis

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:

<u>PURPOSE</u>	<u>STATISTICAL MEASURES</u>
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.

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