CHAPTER 4

FINDINGS

The present study was undertaken with an objective to produce video films on AIDS using informative and informative-cum-persuasive approaches to test their effectiveness in terms of cognitive and affective effects on the students of the Faculty of Home Science of M.S. University of Baroda.

The present chapter deals with the findings of the study as follows :

4.1 Background information

4.2 Significant differences in the effectiveness of the experiment in terms of gain in knowledge amongst the three experimental treatments.

4.3 Significant differences in the effectiveness of the experiment in terms of change in attitude amongst the three experimental treatments.

4.4 Significant differences in the effectiveness of the experiment in terms of gain in knowledge in relation to the variables.

4.5 Significant differences in the effectiveness of the experiment in terms of change in attitude in relation to the variables.

4.6 Reactions of the respondents towards video films.

4.1 Background Information

4.1.1 SOCIO-ECONOMIC STATUS

Table 2 reveals that 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.

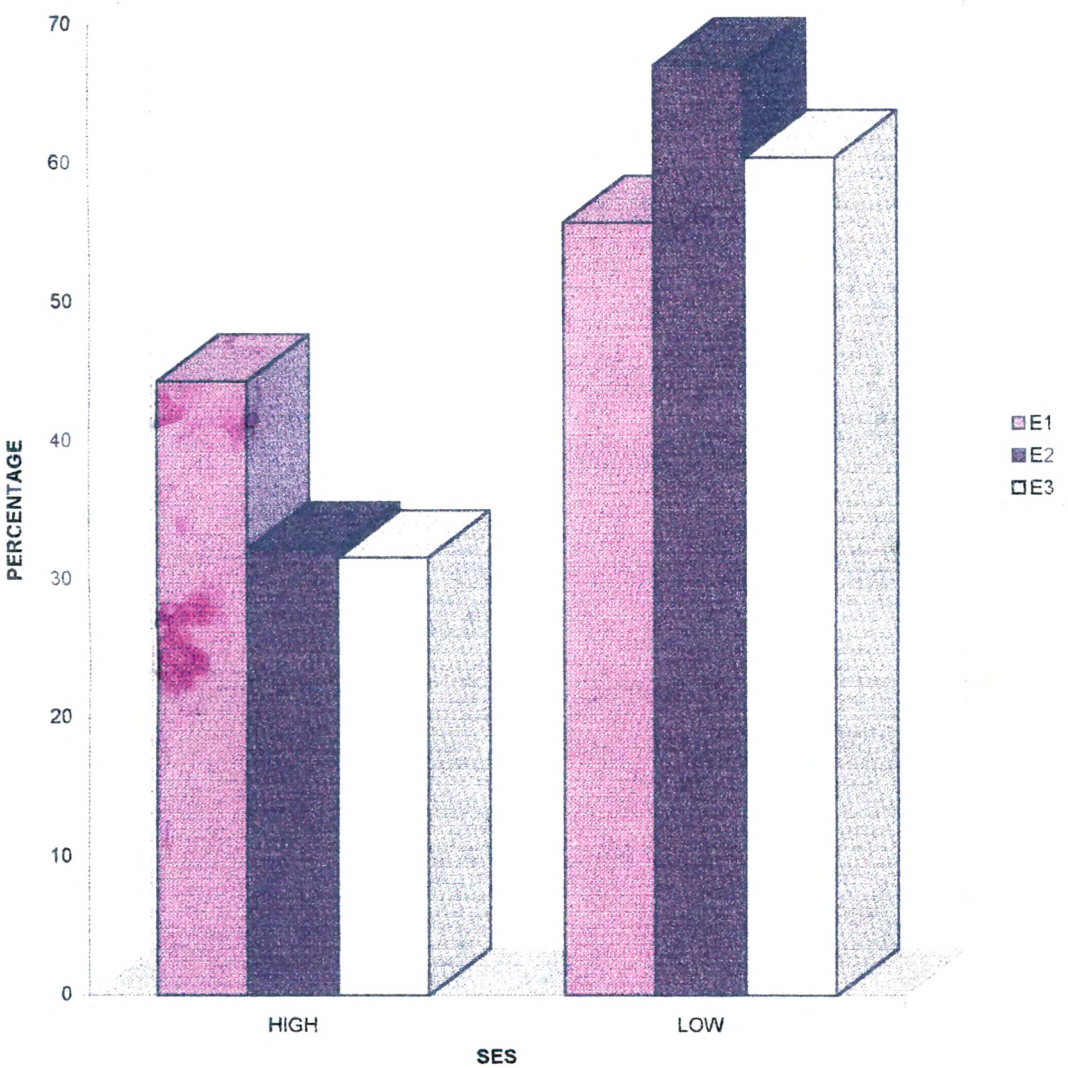
Table 2. Percentage Distribution of the Respondents According to Their Socio Economic Status

Socio-Economic Status	Respondents E1 N=131 %	E2 N=152 %	E3 N=136 %	Total N=419 %
High	44.3	32.2	31.6	35.8
Low	55.7	67.6	88.4	64.2

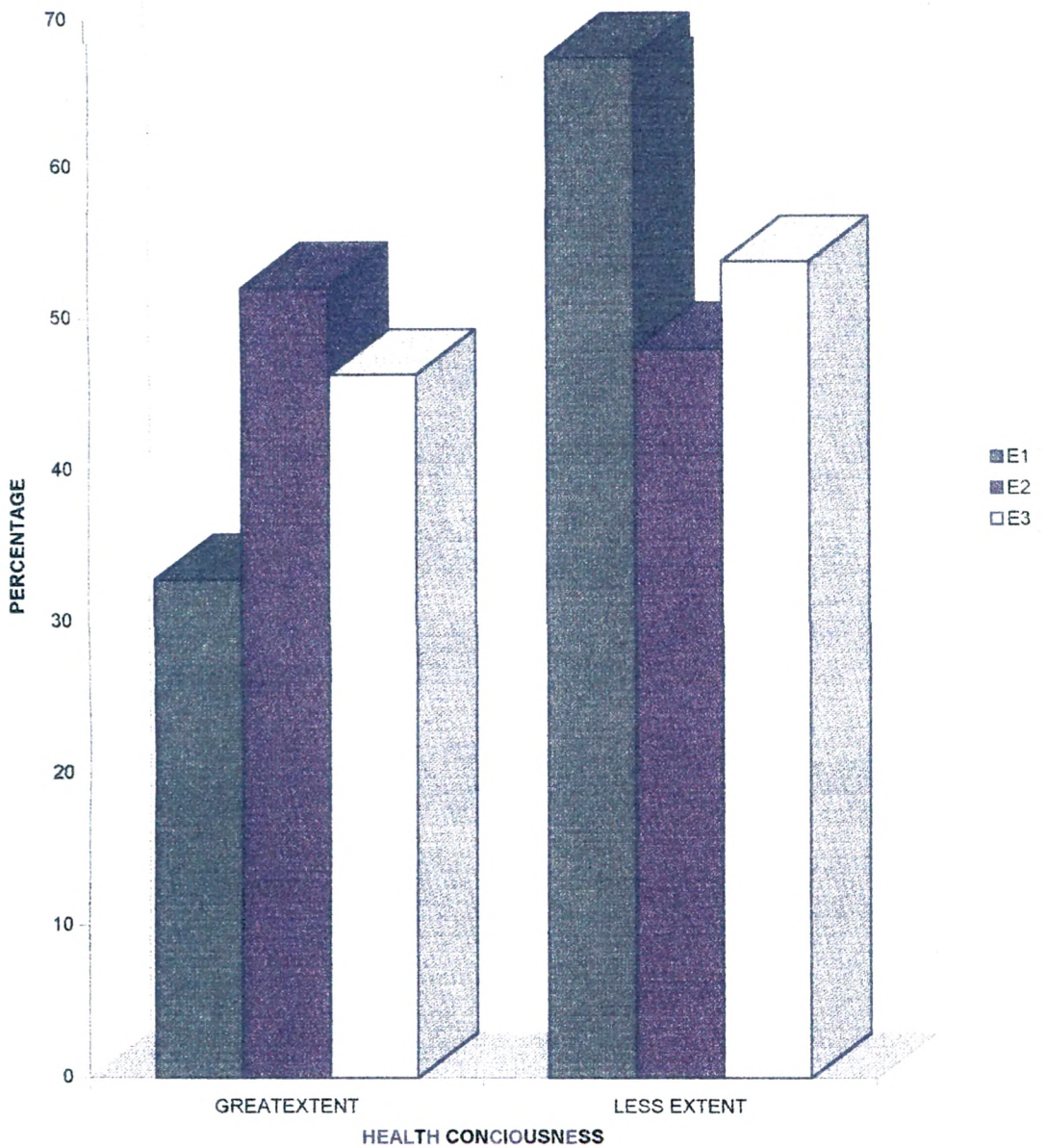
4.1.2 HEALTH CONSCIOUSNESS

Table 3 reveals that 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.

PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR SES



PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR HEALTH CONCIOUSNESS



PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR EXPOSURE TO TV AND VIDEO

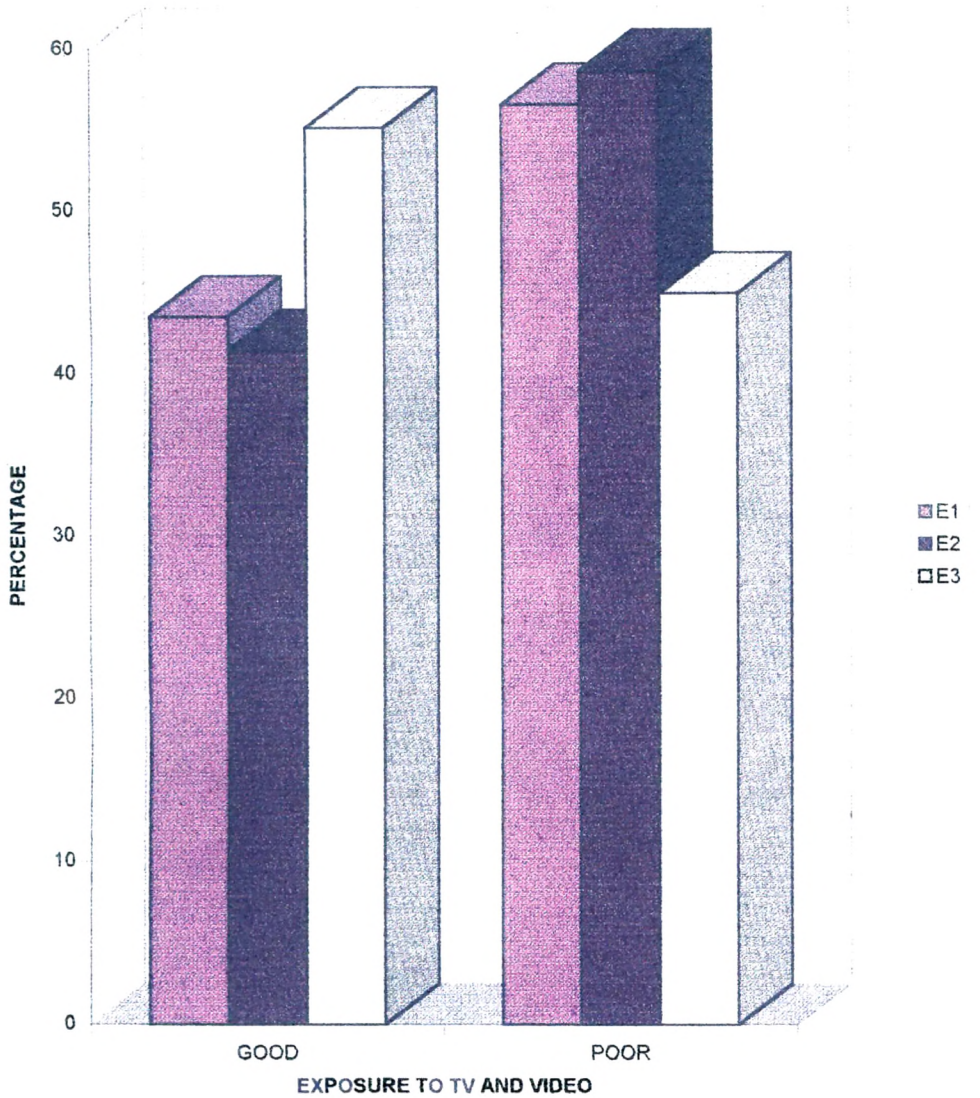


Table 3. Percentage Distribution of the Respondents According to Their Health Consciousness

Health Consci--ousness	Respondents E1 N=131 %	E2 N=152 %	E3 N=136 %	Total N=419 %
Great Extent	32.8	52.0	46.3	44.3
Less Extent	67.2	48.0	53.7	55.8

4.1.3 EXPOSURE TO TELEVISION AND VIDEO

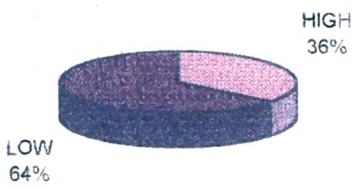
Table 4 reveals that overall only little more than 50 per cent (53.5%) of the respondents had poor exposure to television and video. The picture remained the same for E1 and E2 treatments. However, for E3 treatment, little more than 50 per cent (55.1%) of the respondents had good exposure of television and video.

Table 4. Percentage Distribution of the Respondents According to Their Exposure to Television and Video

Exposure to T.V. and Video	Respondents E1 N=131 %	E2 N=152 %	E3 N=136 %	Total N=419 %
Good	43.5	41.4	55.1	46.5
Poor	56.5	58.6	44.9	53.5

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR SES,HEALTH CONCIOUSNESS EXPOSURE TO TV AND VIDEO, LEVEL OF PERMISIVENESS

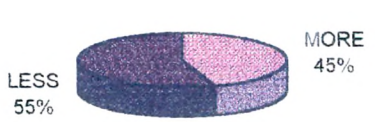
SES



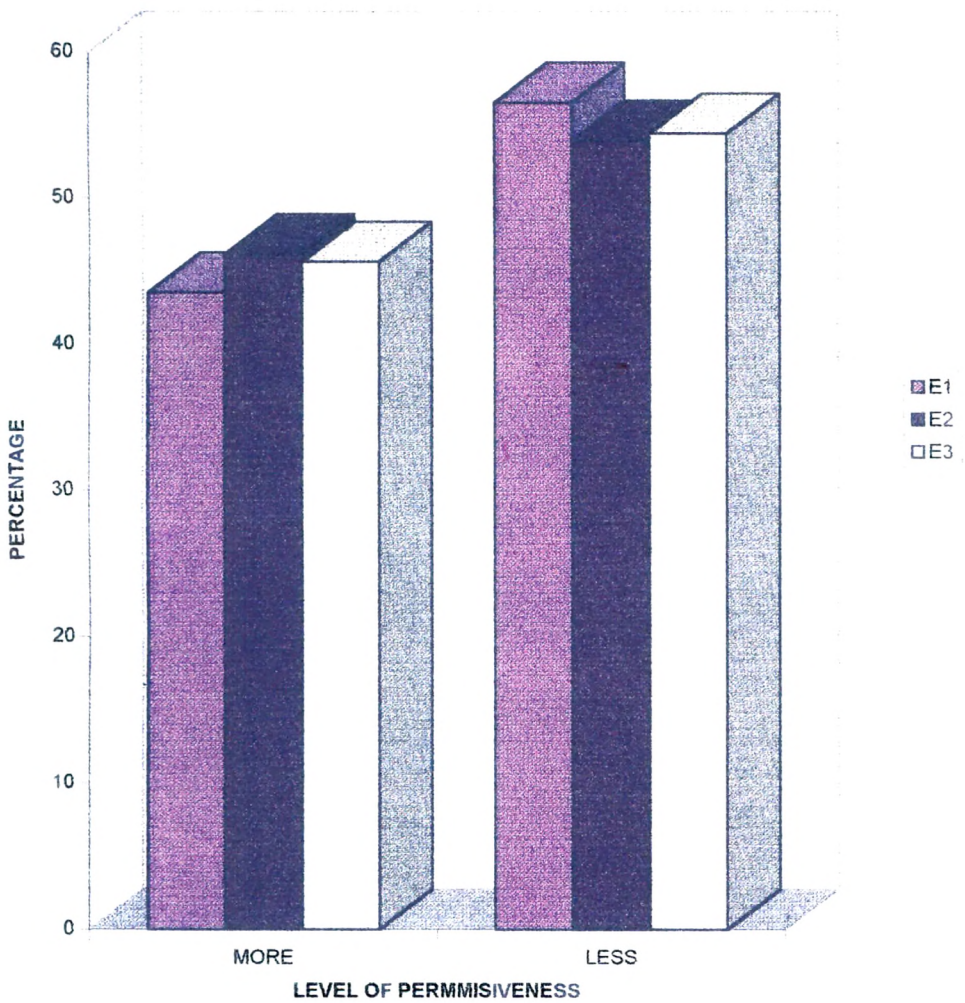
HEALTH CONCIOUSNESS

EXPOSURE TO TV & VIDEO

LEVEL OF PERMMISIVENESS



PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR LEVEL OF PERM ISIVENESS



4.1.4 LEVEL OF PERMISSIVENESS

Table 5 reveals that 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.

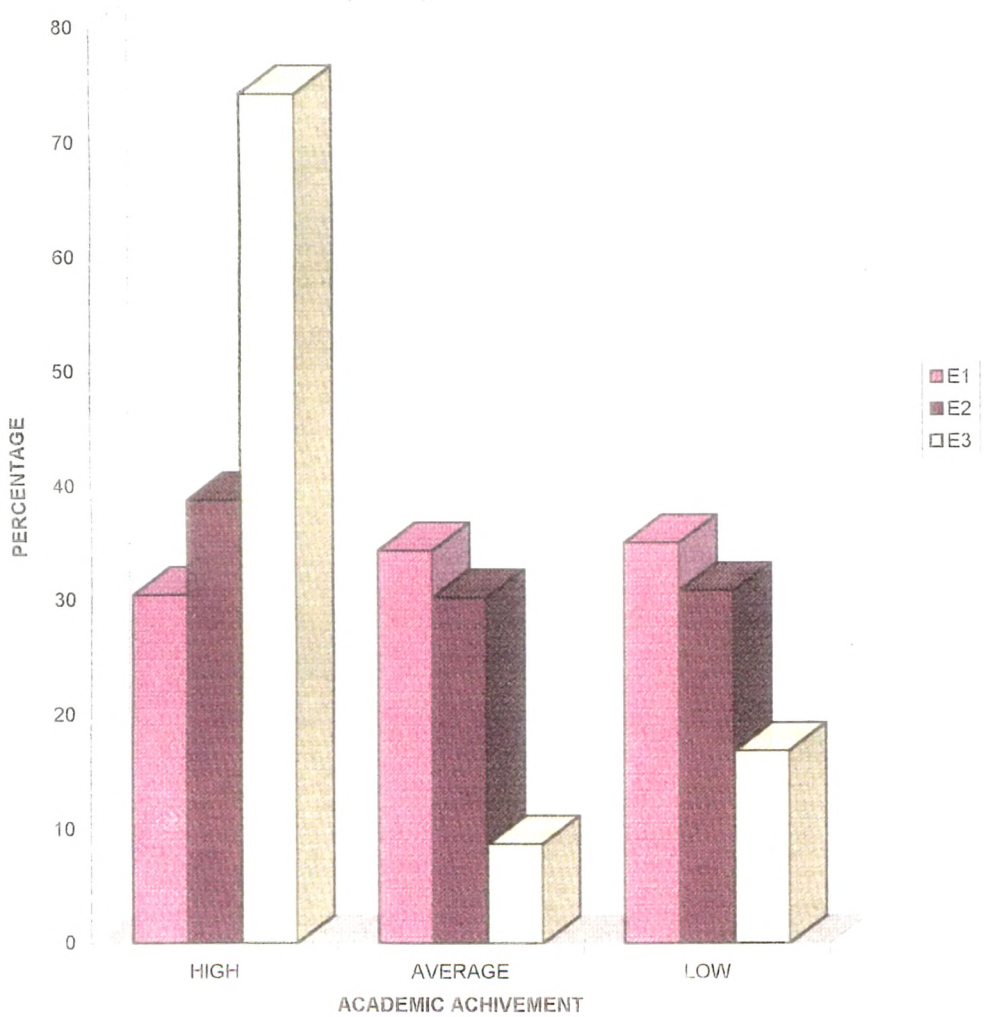
Table 5. Percentage Distribution of the Respondents According to Their Level of Permissiveness

Level of Permi--siveness	Respondents			Total
	E1 N=131 %	E2 N=152 %	E3 N=136 %	N=419 %
More	43.5	46.1	45.6	45.1
Less	56.5	53.9	54.4	54.9

4.1.5 ACADEMIC ACHIEVEMENT

Table 6 shows that 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%).

PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR ACADEMIC ACHIEVEMENT



PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR ENGLISH LANGUAGE COMPETENCE

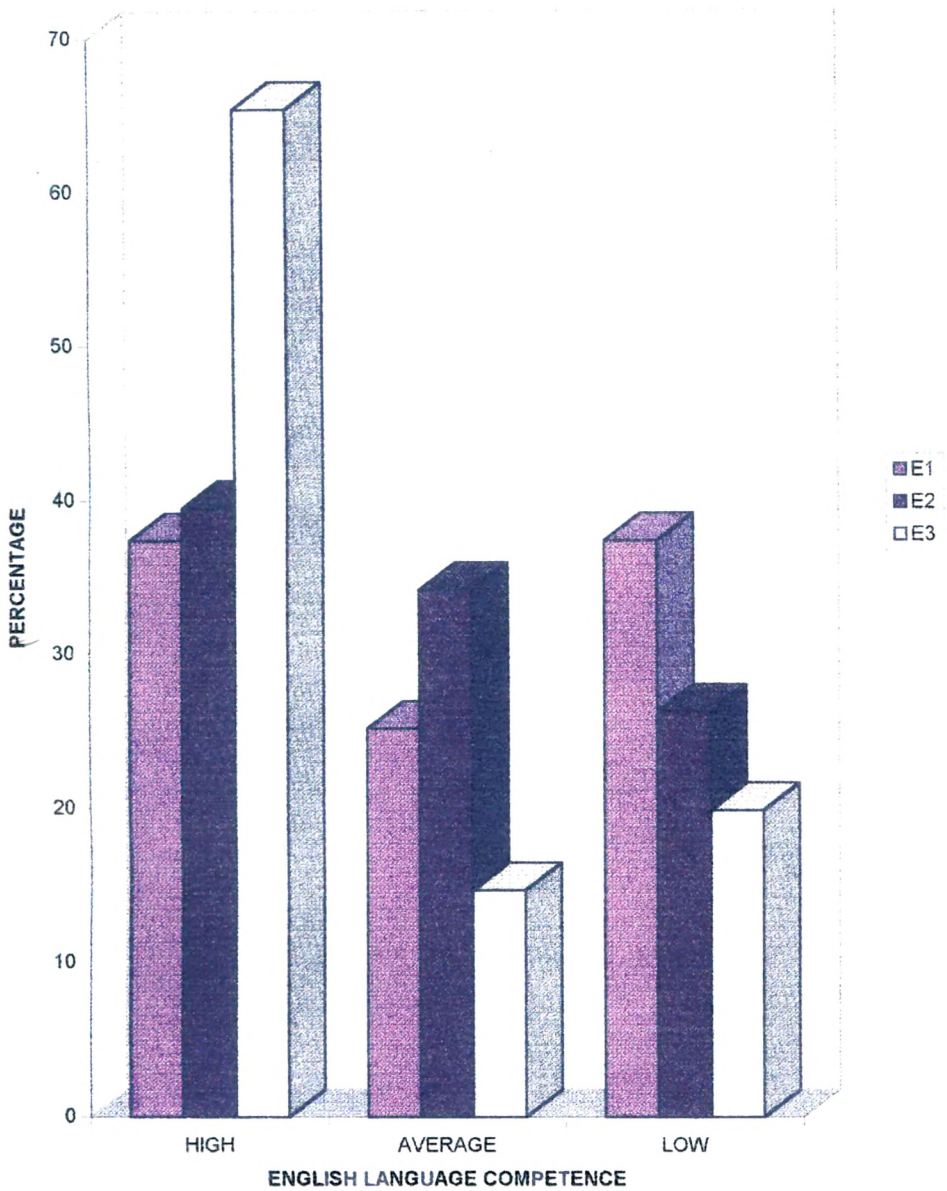


Table 6. Percentage Distribution of the Respondents According to Their Academic Achievements

Academic Achie--vement	Respondents E1 N=131 %	E2 N=152 %	E3 N=136 %	Total N=419 %
High	30.5	38.8	74.3	47.7
Average	34.4	30.3	8.8	24.6
Low	35.1	30.9	16.9	27.7

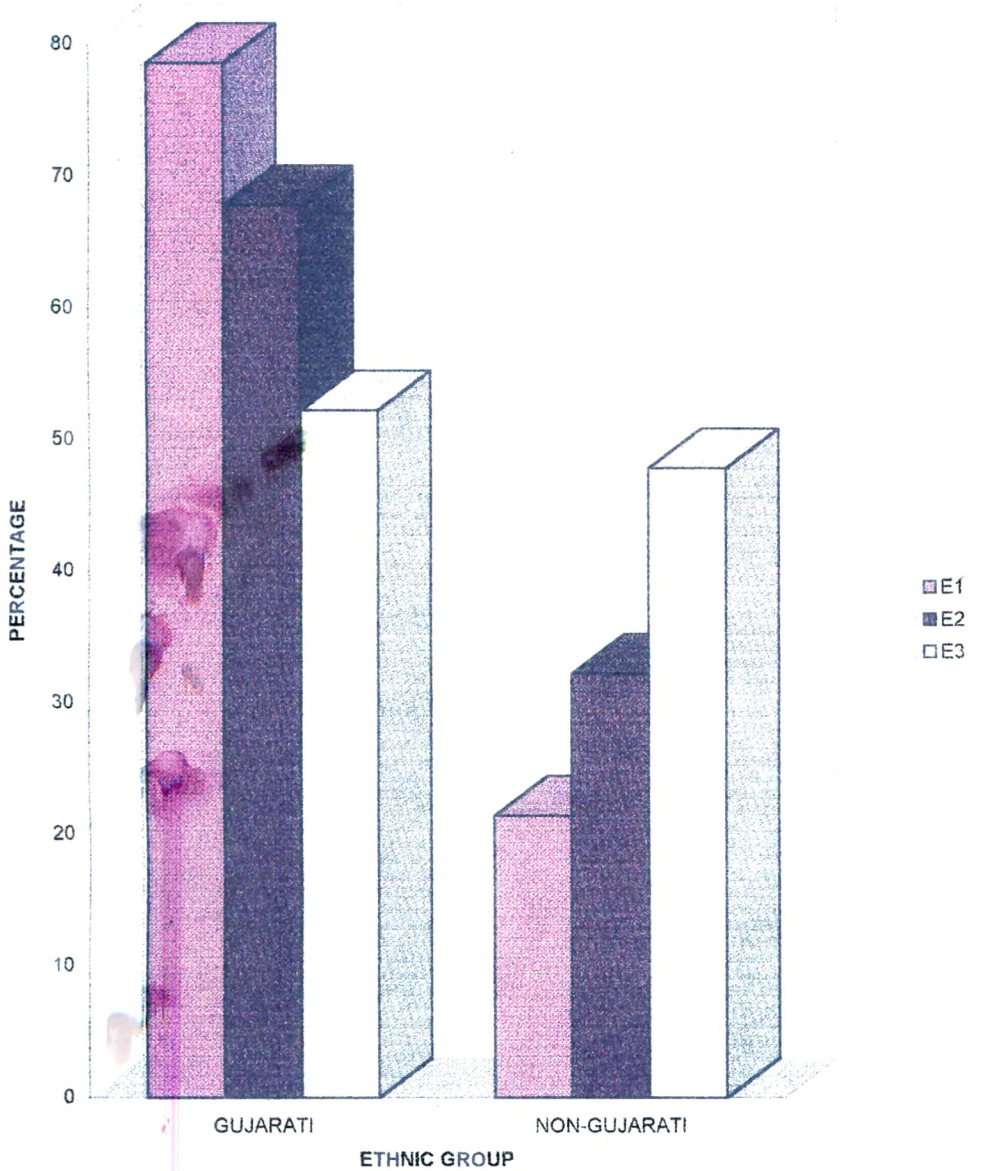
4.1.6 ENGLISH LANGUAGE COMPETENCE

Table 7 reveals that overall little less than 50 per cent (47.3%) of the respondents had high English language competence. For the experimental group 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.

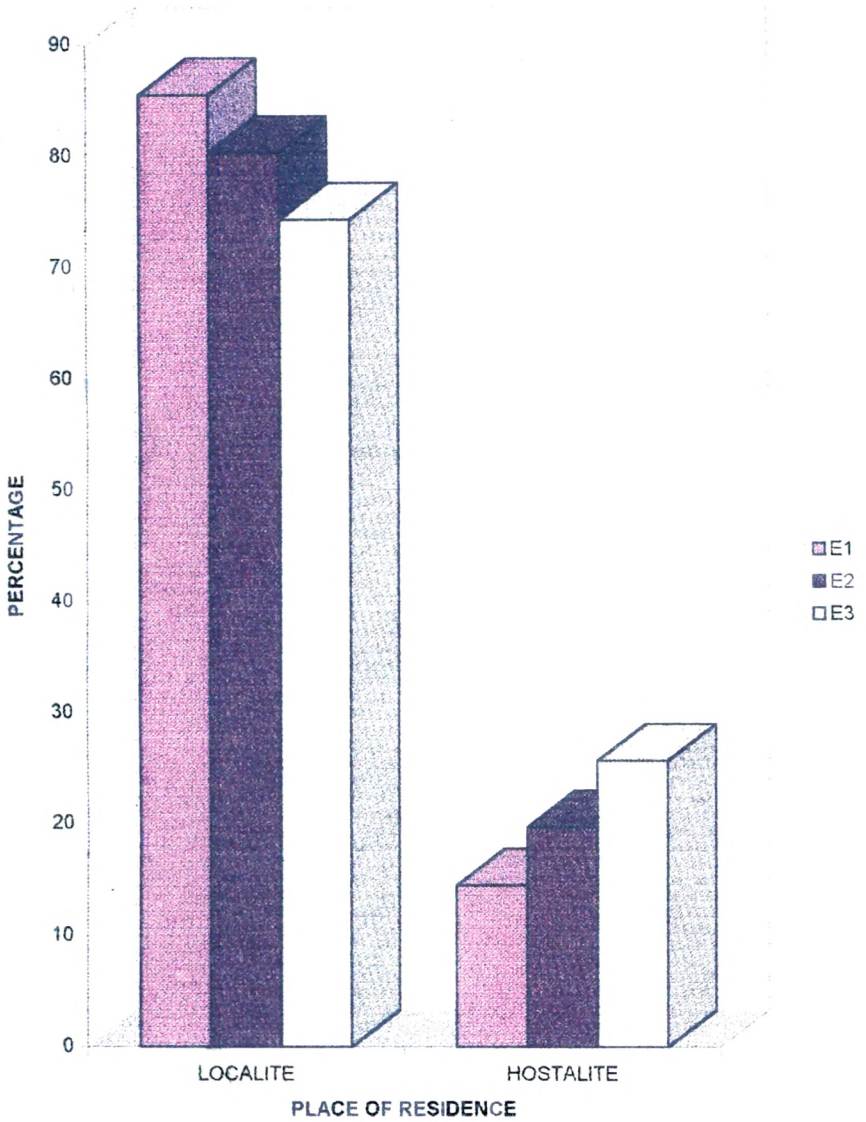
Table 7. Percentage Distribution of the Respondents According to Their English Language Competence

English Language Competence	Respondents E1 N=131 %	E2 N=152 %	E3 N=136 %	Total N=419 %
High	37.4	39.5	65.4	47.3
Average	25.2	34.2	14.7	25.1
Low	37.4	26.3	19.9	27.7

PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR ETHNIC GROUP



PERCENTAGE DISTRIBUTION OF THE RESPONDENT ACCORDING TO THEIR PLACE OF RESIDENCE



4.1.7 ETHNIC GROUP

Table no.8 reveals that 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 group E3 the number of respondents were equally distributed between Gujaratis and non-Gujaratis.

Table 8. Percentage Distribution of the Respondents According to Their Ethnic Group

Ethnic Group	Respondents			Total
	E1 N=131 %	E2 N=152 %	E3 N=136 %	N=419 %
Gujaratis	78.6	67.8	52.2	66.1
Non-Gujaratis	21.4	32.2	47.8	33.9

4.1.8 PLACE OF RESIDENCE

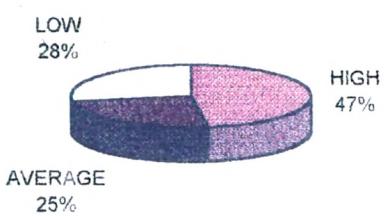
Table 9 reveals that overall majority of the respondents (80%) were localites, and remaining 20 per cent hostalites. Almost similar picture prevailed in E1, E2 and E3 treatments.

Table 9. Percentage Distribution of the Respondents According to Their Place of Residence

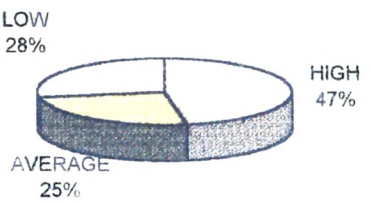
Place of Residence	Respondents			Total
	E1 N=131 %	E2 N=152 %	E3 N=136 %	N=419 %
Localites	85.5	80.3	74.3	80.0
Hostelite	14.5	19.7	25.7	20.0

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR ACADEMIC ACHIEVEMENT, ENGLISH LANGUAGE COMPETENCE,ETHNIC GROUP, PLACE OF RESIDENCE

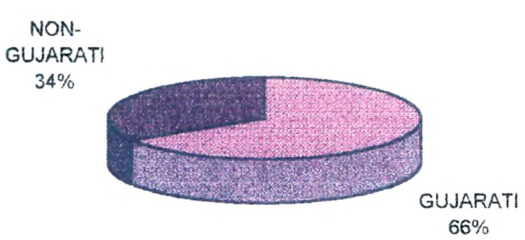
ACADEMIC ACHIEVEMENT



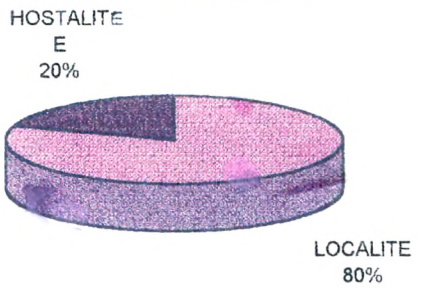
ENGLISH LANGUAGE COMPETENCE



ETHNIC GROUP



PLACE OF RESIDENCE



ITEMWISE DISTRIBUTION OF RESPONDENTS

The data of table 10 reveals that:

I. Forty per cent or more respondents -

- were Hindus
- were by caste Vaniyas
- had occupation under the category of skilled workers
- had total monthly income of the family from Rs.5,001 to Rs.10,000
- stay in a house with two rooms with independent bathroom and lavatory
- had either bicycle, scooter, motor cycle and motor cars at their residence.

II. Less than forty per cent of the respondents -

- were Muslims, Sikh, Christian or Jains
- were Brahmins, Khatris or Harijans
- had total family income in the range of Rs.501 to Rs.1000, Rs.1001 to Rs.2000, Rs.2001 to Rs.5000, Rs.10,000 and above.
- had educational qualification of father/head of the family ranging from primary school to Ph.D.
- resides in house, ranging from one or two rooms accomodation to a big bungalow having five rooms and a garden.

Table 10. Percentage Distribution of the Respondents According to Their Socio Economic Status

Respondents	Percentage(%)
1. RELIGION	
Hindus	88.07
Muslims	2.37
Sikh	1.91
Christian	1.43
Jain	6.21
2. Caste	
Brahmins.	24.00
Vaniya	62.00
Khatri	11.80
Harijan	2.20
3. OCCUPATION	
unskilled workers	8.11
semi-skilled workers	26.49
skilled workers	40.88
middle Order Vocation	8.35
professionals.	6.20
4. TOTAL INCOME OF THE FAMILY	
less than Rs.300	0.00
Rs.301 to Rs.500	0.02
Rs.501 to Rs.1000	1.67
Rs.1001 to Rs.2000.	3.34
Rs.2001 to Rs.5000.	34.13
Rs.5001 to Rs.10,000	46.30
Rs.10,000 and above	14.08
5. EDUCATIONAL QUALIFICATION OF FATHER/HEAD OF THE FAMILY	
illiterate	0.48
primary school	1.19
secondary school	7.88
diploma.	7.88
graduation	9.06
post-Graduation	31.26
M.D./Ph.D. etc.	11.22

Table 10 Contd...

Respondents	Percentage(%)
6. TYPE OF HOUSE	
one or 2 rooms with shared bathroom .	19.80
two rooms with independent bathroom and lavatory	41.29
an independent bunglow/flat/row-house of 3-4 rooms.	15.51
an independent bunglow or a big flat having five rooms	20.76
a big bunglow having five rooms and a garden	2.62
7. TYPE OF VEHICLE YOU HAVE AT HOME	
bicycle.	56.00
scooter/Motor cycle	98.62
rickshaw/Tractor	-
motor Car/Stationwagon	47.66

It is revealed from table 11 that :

II. Fifty per cent or more respondents

- had given importance to health rather than money, house or clothes.
- went to the doctor only whenever sickness takes place.
- took medical help from doctor rather than taking home remedies immediately when there was sickness.
- spent money on vegetables and fruits than on other food groups.
- sometimes attended seminars/talks on diseases (43% of the respondents never attended such seminars).
- did not eat and drink water from outside at the time of epidemics.
- did not use sick persons' clothes/combs, towels and vessels at the time of epidemics.

II. Less than 50 per cent of the respondents :

- went to the doctor only whenever unavoidable.
- did exercises. The percentage of the respondents doing heavy exercise either daily/weekly/fortnightly/monthly ranged from 3 to 10 %
- during epidemics, did consume drink from outside :
  - # keep physical contact with people.
  - # Use sick person's tubs/mugs
  - # mix with people.

Table 11. Percentage Distribution of the Respondents According to Their Health Consciousness

N = 419

STATEMENTS	RESPONDENTS (%)
1. Thing considered most important :	
health	72.1
money	20.5
house	4.3
clothes	3.1
2. Go to the doctor :	
for routine check-ups	11.0
whenever sickness takes place	62.0
only whenever unavoidable	27.0
3. When sick, type of medical help :	
home remedies	11.5
from doctor	88.8

Table 11 Contd...

Respondents	Percentage(%)			
4. Source of avail knowledge regarding health				
	Most of the Time (%)	Sometime (%)	Never (%)	I.I. (%)
books	29.8	41.1	29.1	2.0
doctor	35.1	43.0	22.0	2.1
newspaper/ articles	31.5	42.0	26.5	2.0
media	23.2	40.3	36.5	1.8
any other	4.5	6.2	89.3	1.1
5. During sickness, visit to the doctor :				
Yes				54.9
No				45.1
If No, then,				
give medicine on own				38.64
medicine as advised previously by the doctor				60.31
6. Like to spend money on food groups:				
vegetable/fruits				53.26
milk and its products				42.00
chocolates/cakes/drinks				32.60
pickles and Ketchups				8.83
any other				4.29
7. Consume items from each food groups:				
most of the time				40.1
sometime				47.0
very few times				12.9

Table 11 Contd...

STATEMENTS			RESPONDENTS (%)
8. Do exercises?	Light Exercise (%)	Heavy Exercise (%)	
Daily	41.5	3.1	
Weekly	22.2	10.1	
Fortnightly	8.4	5.5	
Monthly	14.6	9.3	
9. Attend seminars/talks on diseases			
most of the time.			5.0
sometime			52.0
never			43.0
10. Extra efforts to remain away from epidemics :			
(A) WATER/FOOD RELATED			
do not drink water from outside.			66.3
do not eat outside.			50.35
do not drink water without boiling.			49.64
do not consume drinks.			23.62
(B) CONTAGIOUS EPIDEMICS			
do not use sick person's clothes, combs and towels.			57.51
do not use sick person's vessels.			57.04
do not keep physical contact with people.			49.40
do not use sick persons tubs/mugs.			36.99
do not go out excessively and mix with people.			26.00

The data of the table 12 reveal that :

I. Fifty per cent or more respondents -

- watched television and that also in their own houses.

- watched television everyday for 1-2 hours.
- watched entertainment programmes, rather than enrichment programmes and that too everyday for 1-2 hours.
- watched video at their own house as they owned it.
- watched entertainment programmes on video rather than enrichment programmes.

II. Less than 20 per cent of the respondents -

- did not watch television.
- watched television at their nearby or faraway friends.
- watched television for more than 3 hours everyday.
- watched both entertainment and enrichment programmes for more than 3 hours everyday.
- watched video either at friends place or either bringing on rent.
- watched video for one hour or more every week.

Table 12. Percentage Distribution of the Respondents According to Their Exposure to Television and Video

STATEMENTS		RESPONDENTS (%)
Watch Television	Yes	99.3
	No	0.7
Place of Watching television		
own house		98.6
nearby friend's place		0.2
faraway friends place		0.5

Table 12 Contd...

STATEMENTS	RESPONDENTS (%)

Television watching on :

Days	1-2 Hrs. %	3-4 Hrs. %	5-6 Hrs. %	7-8 Hrs. %
Weekdays	66.3	27.00	3.0	2.6
Sundays	17.4	5.90	20.0	2.4

Type of programme

entertainment . . .	92.8
enrichment	6.4

Frequency of watching two types of programme

	Entertainment		Enrichment	
Time	Weekdays %	Sundays %	Weekdays %	Sundays %
1-2 hours	66.8	51.3	45.8	40.8
3-4 hours	19.8	11.7	3.1	11.0
5-6 hours	3.1	.5	-	1.9

(5) Watch Video.

Yes	61.6
No	38.4

(6) Place of watching video

Own house by viewing video	44.4
Own house but by bringing on rent.	10.7
At friends place	6.4

Table 12 Contd...

STATEMENTS	RESPONDENTS (%)

(7) Amount of time spent in watching video

	Per Week %	In 15 days %	Per month %
1 hr.	4.1	.2	9.1
2 hrs.	1.4	1.2	2.4
3 hrs.	10.4	9.8	15.5
4 hrs.	1.4	.7	1.4
5 hrs.	1.7	1.0	1.7

(8) Type of programme

Entertainment	60.1
Enrichment	1.4

Level of Permissiveness

It is revealed from table 13 that :-

I. fifty percent or more respondents -

- sometimes mixed with persons of opposite sex.
- had friends from opposite sex ranging from one to more than 7.
- went for parties with either boy/boys /mixed crowed.
- did not go for nightouts.
- had friends of higher age groups.
- did not have friends from other countries.
- did not discuss about sex with opposite sex friends.
- discussed personal physiological problems with sisters.
- thought that one should have knowledge regarding

physiology of opposite sex before marriage.

- watched romantic/adult Hindi movies.
- read novels/books which were related to general knowledge
- did not experience sex before marriage.
- would not condone the pre/extra marital affair.

II. Less than 20 percent of the respondents.

- do not have co-education system at school level.
- watched movies either daily or fortnightly.
- did not read novels/books.
- did not discuss personal at physiological problems with any one.
- discussed their personal physiological problems with relative of opposite sex father, brother, uncle, grandfather.
- believed that right time to have knowledge regarding physiology of opposite sex is after marriage.
- share willingness to experience sex before marriage.
- condone themselves of pre/extra marital affair.

Table No: 13. Percentage Distribution of the Respondents According to Their Level of Permissiveness.

STATEMENTS	RESPONDENTS (%)
Mix with persons of opposite sex	
Most of the time	18.1
Some time	51.3
Rarely	18.1
* Never	12.4

Table 13 Contd...

STATEMENTS				RESPONDENTS (%)
Friends from opposite sex.				
Yes	7 and More	29.8	}	
	5-6	9.8	}	64.0
	3-4	14.5	}	
	1-2	12.9	}	
No	0			32.9
(9) Had co-education system at school.				
		(%)		(%)
Yes	Higher Sec.level	70.9	}	
	Sec level	52.7	}	
	Middle level	51.3	}	81.1
	Primary level	52.7	}	
No				18.9
(10) Go for nightouts.				
Yes	Once in a week	5.96	}	
	Fortnightly	5.01	}	
	Monthly	18.85	}	46.8
	Specify	16.94	}	
No				53.2
(11) Watch english movies				
Yes				37.0
No				63.0
Watch Hindi movies				
Yes				86.4
No				13.6

Table 13 Contd...

STATEMENTS			RESPONDENTS (%)
(12) Frequency of watching these movies.			
Daily			2.6
Weekly			28.6
Fortnightly			19.1
Monthly			36.0
(13) Friends of higher age group.			
Yes	7 and more	21.5	59.7
	5-6	4.1	
	3-4	15.3	
	1-2	17.9	
No	0		41.3
(14) Go out for parties etc.			
(a)	single boy friend	1.2	69.2
	group of boys	1.9	
	mixed crowed	66.7	
(b)	Only girls		30.8
(15) Friends from other countries.			
Yes			26.7
No			73.3

	Boys (%)	Girls (%)
Australian	0.71	0.23
American	5.96	15.75
African	1.43	2.38
Palestinian	1.43	0.71
Any other	4.77	7.87

(16) Read Novels/Books			
No			8.6
Yes	(Group I (general knowledge related books)		87.6
	(Group II (Entertainment related books)		3.8
(17) Discuss about sex with opposite friends.			
Yes			47.5
No			52.5

Table 13 Contd...

STATEMENTS	RESPONDENTS (%)
(18) Discuss personal physiological problems.	
Yes	92.87
No	7.2
(19) With female family members.	
Sister	47.73
Grandmother	6.92
Aunt	3.81
Mother	0.47
- With male family members.	
Father	10.7
Brother	5.01
Grandfather	0.47
Uncle	0.47
(20) Time when knowledge regarding physiology of opposite sex.	
Before marriage	94.0
After marriage	6.0
(21) Willingness to experience sex before marriage.	
Yes	7.4
No	92.6

(22) Condonment of pre/extra marital affair

	Yes	No
- with yourself	21.2 %	78.5 %
- your friend	30.3 %	69.7 %
- any one	30.3 %	69.5 %

(23) Would go for cohabitation.

	F	(%)
Yes	35	6.0
No	394	94.0

(24) Share bedroom with opposite sex siblings.

	F	(%)
Yes	125	29.8
No	294	70.2

4.2 Significant Differences in the Effectiveness of the Experiment in Terms of Gain in Knowledge Amongst the Three Experimental Treatments

Table 14. The Main Effect of Treatments on Overall Effectiveness in Terms of Gain in Knowledge of the Respondents

Source of variation	D.F.	Sum of squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Experimental Treatment	2	330.047	165.024	10.804**	.000
Within (Residual)	415	6338.838	15.274		
Total	418	6673.675	15.966		

** Significant at .01 level.

As shown in the table 14, it was found that calculated value of 'F' for experiment was found significant at .01 level. This shows that student's gain in knowledge in E1, E2 and E3 treatments differed significantly from each other. So the null hypothesis stating that there will be no significant difference in the effectiveness of the three experimental treatments in terms of gain in knowledge was not accepted.

Table 15. GAP Test Showing Differences in the Effectiveness of the Three Experimental treatments in Terms of Overall Gain in Knowledge

Experimental Treatment	Adjusted Mean	Mean Difference	Significance of 'T'
E1	27.5344	1.28*	Sig.at .05 level
E2	28.822		
E1	27.5344	0.79	N.S.
E3	26.7426		
E2	28.8224	2.07*	Sig.at .05 level
E3	26.7426		

As the null hypothesis was not accepted by F-test, a gap test was done which showed that there were significant differences in the effectiveness of the three experimental treatments. 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.

4.3 Significant Differences in the Effectiveness of the Experiment in Terms of Change in Attitude Amongst the Three Experimental treatments

Table 16. The Main Effects of Treatments on Overall Effectiveness in terms of Change in Attitude the Respondents

Source of variation	D.F.	Sum of squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Experimental Treatment	2	1421.665	710.833	4.939**	.008
Within (Residual)	415	59728.615	143.924		
Total	418	64349.504	153.946		

** Significant at .01 level

As shown in table 16, it was found that the calculated value of F for experimental treatment was significant. This shows that change in attitudes of students in E1, E2 and E3 treatment differed significantly from each other. So the null hypothesis stating that there will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude was not accepted.

The results of the gap test showed that change in attitude was higher in E2 than E1 treatment, whereas the group 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. In other words, the video film having informative cum persuasive approach was most effective.

Table 17. GAP Test Showing Differences in the Effectiveness of the Three Experimental Groups in Terms of Overall Change in Attitudes

Experimental Treatment	Adjusted Mean	Mean Difference	Significance of 'T'
E1	128.190	3.27	Sig.at .05 level
E2	131.460		
E1	128.190	7.08	Sig.at .05 level
E3	135.27		
E2	131.460	3.81	Sig.at .05 level
E3	135.2794		

Table 18. The Main Effect of the Treatments on Change in Attitude of the Respondents Towards the Aspect of AIDS Patient

Source of variation	D.F.	Sum of squares	Meansum of Squares	"F" Cal.	Significance,of "F"
Experimental Treatment	2	20.592	70.296	.503NS	.605
Within (Residual)	415	8498.417	20.478		
Total	418	8824.167	21.110		

Not Significant at .10 level

It is evident from the table 18 that the calculated value for experimental treatments regarding change in attitude towards aspect of AIDS patients was not significant.

This shows that overall effectiveness of treatment namely E1, E2 and E3 did not differ significantly from each other. Thus the null hypothesis stating that there will be no significant differences in the effectiveness of the three experimental treatments regarding change in attitude towards AIDS patients aspect was accepted.

Table 19. The Main Effect of the Treatments on Change in Attitude of the Respondents Towards Educational Aspect of Control of AIDS

Source of variation	D.F.	Sum of squares	Meansum of Squares	"F" Cal.	Significance,of "F"
Experimental Treatment	2	141.686	70.843	2.920**	.055
Within (Residual)	415	10068.675	24.262		
Total	418	10569.408	25.286		

** Significant at .01 level

Table 19 shows that change in attitude of students regarding educational aspect of control of AIDS in E1, E2 and E3 treatments differed significantly from each other. So the null hypothesis stating that there will be no significant difference in the effectiveness of the three experimental treatments in terms of change in attitude regarding educational aspect of control of AIDS was not accepted.

The result of the gap test showed that the change in attitude regarding educational aspect was higher in E2 than E1, whereas the treatment E3 was higher than E1 as well as E2, which showed that in terms of hierarchy E3 group was most effective followed by E2 treatment and E1 lastly.

Table 20. GAP Test Showing Differences in the Effectiveness of the Three Experimental Treatments in Terms of Overall Change in Attitude of the Respondents Regarding Educational Aspect of Control of AIDS

Experimental Treatment	Adjusted Mean	Mean Difference	Significance of 'T'
E1	43.0153	0.5242	N.S.
E2	43.5395		
E1	43.0153	2.0068	Sig.at .05 level
E3	45.0221		
E2	43.5395	1.4826	Sig.at .05 level
E3	45.0221		

Table 21. The Main Effect of the Treatment on Change in Attitude of the Respondents Towards Other Aspect of Control of AIDS

Source of variation	D.F.	Sum of squares	Meansum of Squares	"F" Cal.	Significance,of "F"
Experimental Treatment	2	381.634	190.817	6.931**	.001
Within (Residual)	415	11425.982	27.532		
Total	418	13427.852	32.124		

** Significant at .01 level

As shown in table 21, it was found that the calculated value of 'F' for experimental treatments regarding change in attitude towards other aspects of control of AIDS, was significant at .01 level. This shows that change in attitude of students towards other aspect of control of AIDS in E1, E2 and E3 treatment differed significantly from each other. So, the null hypothesis stating that there will be no

significant difference in the effectiveness of the three experimental treatments in terms of change in attitude towards other aspect of control of AIDS, was not accepted.

A gap test was applied which showed that change in attitude for the other aspect was higher in E2 than E1 group. Similarly E3 group, when compared with E1 was higher too. Amongst E2 and E3, E3 had higher change in attitude. thus, hierarchically E3 had highest change in attitude followed by E2 and than lastly E1 with respect to the other aspects of AIDS.

Table 22. GAP Test Showing Differences in the Effectiveness of the Three Experimental Treatment in Terms of Change in Attitudes of the Respondents Regarding Other Aspects of Control of AIDS

Exp. Treatment	Adjusted Mean	Mean Difference	Significance of 'T'
E1	41.7328	2.4119	Sig.at .05 level
E2	44.1447		
E1	41.7328	7.08	Sig.at .05 level
E3	45.8015		
E2	44.1447	3.81	Sig.at .05 level
E3	45.8015		

4.4 Significant Differences in the Effectiveness of the Experiment in Terms of Gain in Knowledge in Relation to the Variables

Table 23. The Main Effect and Interaction Effect of the Treatment and SES of the Respondents Towards Gain in Knowledge.

Source of variation	D.F.	Sum of squares	Meansum of Squares	"F" Cal.	Significance,of "F"
Between SES	1	27.565	27.656	1.940NS	.164
Experimental Treatment	2	322.915	161.457	11.361**	.000
Residual	412	5854.922	14.211		
Total	418	6673.675	15.966		

NS = Not Significant
** = Significant at .01 level

Table 23 shows that 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.

Thus, the null hypothesis stating that there will be no significant differences in the effectiveness of three experimental treatments for teaching about AIDS in relation to SES was not accepted.

Table 24. Mean Scores Showing Effectiveness of the Three Experimental Treatments in Relation to SES

N = 419

SES	E1 N=131	E2 N=152	E3 N=136
High	26.02	27.94	28.47
Low	28.74	29.24	25.95

While comparing E1 and E2 treatment mean scores, it was seen that gain in knowledge was higher among the respondents both high as well as low SES of E2 treatment than their counterparts of E1 treatment .

When the E1 and E3 treatments were compared the respondents of E3 treatment with high SES had higher gain in knowledge as compared to their counterparts of E1 treatment, whereas the picture is reversed for respondents with low socio economic status, that is, respondents from E1 treatment with low SES had higher gain in knowledge.

Lastly the comparison of E2 and E3 respondents showed exactly the same picture as of E1 and E3.

Table 25. The Main Effect and Interaction Effect of the Treatment and Health Consciousness of the Respondents Towards Gain in Knowledge

Source of variation	Df	Sum of squares	Meansum of Squares	"F" Cal.	Significance,of "F"
Between Health Conscious--ness	1	1.241	1.241	.081NS	.776
Experiment Treatment	2	331.278	165.639	10.861**	.000
Health Cons. X Exp. Treatment	2	54.290	27.145	1.780NS	.170
Residual	412	6283.307	15.251		
Total	418	6673.675	15.966		

NS = Not Significant
** = Significant at .01 level

Table 26. The Main Effect and Interaction Effect of the Treatment and Exposure to Television and Video of the Respondents Towards Gain in Knowledge

Source of variation	Df	Sum of Squares	Meansum of Squares	"F" Cal.	Significance,of "F"
Between Exposure to T.V. and Video	1	12.755	12.755	.835NS	.361
Experiment Treatment	2	340.726	170.363	11.155**	.000
Exposure to T.V. and Video X Exp. Treatment	2	33.629	16.814	1.101NS	.33*
Residual	412	6292.455	15.273		
Total	418	6673.675	15.966		

NS = Not Significant
** = Significant at .01 level

Table 27. The Main Effect and Interaction Effect of the Treatment and Level of Permissiveness of the Respondents Towards Gain in Knowledge

Source of variation	Df	Sum of Squares	Meansum of Squares	"F" Cal.	Significance, of "F"
Between Level of Permissiveness	1	.088	.088	.006NS	.940
Experiment Treatment	2	330.135	165.068	10.758**	.000
Level of Permissiveness X Exp. Treatment	2	17.115	8.558	.558NS	.573
Residual	412	6321.635	15.344		
Total	418	6673.675	15.966		

NS = Not Significant
** = Significant at .01 level

Tables 25, 26 and 27 show the finding regarding effects of experimental treatment and Health Consciousness and their interaction effect. The interaction and the main effect of the experimental treatments was significant in all the three cases. But the main effect of the variables were not significant. So, the null hypothesis stating that there will be no significant differences in the effectiveness of the three experimental treatments for teaching about AIDS in relation to the health consciousness, exposure to television and video, and level of permissiveness were accepted.

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.

Table 28. The Main Effect and Interaction Effect of the Treatment and Academic Achievement of the Respondents Towards Gain in Knowledge

Source of variation	Df	Sum of squares	Meansum of Squares	"F" Cal.	Significance of "F"
Between academic achievement	2	156.476	78.238	5.397**	.005
Experimental Treatment	2	224.988	112.494	7.760**	.000
Academic achievement experimental Treatment	4	252.943	63.236	4.362**	.002
Residual	409	5929.419	14.497		
Total	418	6673.675	15.966		

** Significant at .01 level.

Table 28 shows that 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.

Thus, the null hypothesis stating that there will be no significant differences in the effectiveness of the three experimental treatments for teaching about AIDS in relation to academic achievement was not accepted.

Since the F-test was found significant, a gap test was applied to see the significant differences between E1, E2 and E3.

Table 29. Mean Scores Showing the Effectiveness of the Three Experimental Treatments in Relation to Academic Achievement

N = 419

Academic Achievement	E1 N=131 (%)	E2 N=152 (%)	E3 N=136 (%)
Good	27.93	28.00	26.01
Average	26.67	29.67	26.67
Poor	28.04	29.02	30.00

The mean differences were calculated between E1 and E2 treatments, E1 and E3 treatments and E2 and E3 treatments. The highest mean difference was between E1 and E3 followed by E1 and E2 treatments. This showed that E1 treatment had highest mean difference followed by E3 and lastly E2.

Table 29 shows that from E1 treatment, respondents with poor academic achievement had highest gain in knowledge followed by good academic achievers and lastly the average academic achievers.

From E2 treatment, highest gain in knowledge was amongst average academic achievers followed by poor and lastly good academic achievers.

From E3 treatment, highest gain in knowledge was amongst poor academic achievers followed by average and lastly good academic achievers. In all the categories of academic achievement of E2 treatment the gain in knowledge was higher than all the categories of academic achievement of E1 treatment.

While comparing the gain in knowledge between E1 and E3 treatment, it was seen that respondents belonging to E3 treatment and having poor academic achievement had better gain in knowledge than E1 treatment, and respondents of E1 treatment and having good academic achievement had higher gain in knowledge compared to respondents of E3 treatment and having good academic achievement. Whereas the respondents belonging to average academic achievement of E1 and E3 had same gain in knowledge.

Table 30. The Main Effect and Interaction Effect of the Treatments and English Language Competence of the Respondents Towards Gain in Knowledge

Source of variation	Df	Sum of squares	Mean sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Eng. language comp.	2	249.098	124.549	9.091**	.000
Experimental treatment	2	212.561	106.280	7.757**	.000
Eng.language Comp.experi-mental treatment	4	418.122	121.531	8.870**	.000
Residual	409	5603.618	13.701		
Total	418	6673.675	15.966		

** Significant at .01 level.

Table 30 shows that 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.

Thus, the null hypothesis stating that there will be no significant differences in the effectiveness of the three experimental treatments for teaching about AIDS in relation to english language competence was not accepted.

Since the F-test was found significant, a gap test was applied to see significant differences between E1, E2 and E3 treatments.

Table 31. Mean Scores Showing the Effectiveness of the Three Experimental Treatments in Relation to English Language Competence

N = 419

English Language Competence	E1 N=131 (%)	E2 N=152 (%)	E3 N=136 (%)
Good	28.12	28.03	25.15
Average	27.24	29.40	29.45
Poor	27.14	29.25	30.00

Table 31 shows that when E1 was compared with E2 treatment, the category of the respondents of E1 treatment with good english language competence had higher gain in knowledge when compared with same category respondents of E2 treatment. However, in rest of the categories of average

and poor english language competence the respondents in E2 treatment had higher gain in knowledge than in E1 treatments.

While comparing the gain in knowledge between E1 and E3 treatment exactly the above mentioned picture is seen, that is except the respondents of E1 with good language competence had higher gain in knowledge than E2 treatments.

Table 32. The Main Effect and Interaction Effect of the Treatment and Ethnic Group of the Respondents Towards Gain in Knowledge

Source of variation	D.F.	Sum of squares	Meansum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Ethnic treatment	1	54.993	59.993	3.671*	.056
Experimental treatment	2	291.316	145.658	9.724**	.000
Ethnic group experimental treatment	2	112.211	56.105	3.745*	.24
Total	418	6673.675	15.966		

* Significant at .05 level
** Significant at .01 level.

Table 32, shows that 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 [illegible] were also significant.

This indicates that ethnic group 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.

Thus, the null hypothesis stating that there will be no significant differences in the effectiveness of the three experimental treatments for teaching about AIDS in relation to ethnic group was not accepted.

Since, the F-test was found significant, the mean scores of the Gujarati and non Gujarati respondents were compared between E1 and E2 treatments, E1 and E3 treatments and E2 and E3 treatments.

When E1 and E2 treatments were compared it was seen that Gujaratis and non Gujaratis had respondents of E2 treatments higher gain in knowledge when compared to their counterparts of E1 treatment.

While comparing E1 and E3 treatments, the respondents in E3 treatment and Gujarati had gained higher knowledge than the Gujarati respondents belonging to E1 treatment while the non Gujaratis respondents who were taught about AIDS with lecture method (E1 treatment) had higher gain in knowledge than their counterparts of E3 treatment who were taught through the video film made by using informative cum persuasive approach (E3 treatment).

When E2 and E3 treatments were compared exactly same situation prevailed as of E1 and E3.

Table 33. Mean Scores Showing Effectiveness of The Three Experiment in relation Ethnic Group.

Ethnic Group	E1 N=131	E2 N=152	E3 N=136
Gujaraties	27.55	28.80	27.85
Non-Gujaraties	27.46	28.88	25.54

Table 34. The Main Effect and Interaction Effect of the Treatment and Place of Residence of the Respondents Towards Gain in Knowledge

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal	Signi. of 'F'
Between place of Residence	1	111.378	111.378	7.435**	.007
Experimental treatment	2	346.788	173.394	11.576**	.000
Place of Residence X Exp. treatment	2	56.004	24.002	1.869NS	.156
Residual	412	6171.457	14.979		
Total	418	66.73675	15.966		

NS = Not Sig.
** Sig. at 0.01 level.

It is revealed from table 34 that 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, were significant, so, the null hypothese stating that there will be no significant differences in the effectiveness of the three

experimental treatments for teaching about AIDS in relation to the Place of residence was accepted. This shows that both place of residence and the experimental treatment had independent effect on the gain in knowledge of the respondents.

4.5 Significant Differences in the Effectiveness of the Experiment in Terms of Change in Attitude in relation to the Variables

Table 35. The Main Effect and Interaction Effect of the Treatment and SES of the Respondents Towards Change in Attitudes

Source of variation	Df	Sum of squares	Meansum of	"F" Cal.	Signifi-cance,of "F"
Between SES	1	397.869	397.869	2.793	0.095
Experimental treatment	2	1630.324	815.162	5.722**	.004
SES X Exp. treatment	2	633.735	316.867	2.224	.109
Residual	412	58697.012	142.468		
Total	418	64349.504	153.946		

*Significant at .10 level
** Significant at .01 level

Table 35 shows that 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. Thus, the null hypothese stating that there will be no significant differences in the effectiveness of the three experimental treatments for overall change in attitude towards AIDS in relation to SES was not accepted.

Since, F test was found significant, the mean scores showing overall change in attitude were compared to find out the significant differences between the three experimental treatments.

Table 36. Mean Scores showing the Effectiveness of the Three Experimental Treatments in Terms of Change in Attitude in relation to SES

SES	E1	E2	E3
High	127.71	134.04	138.88
Low	128.58	130.23	133.61

While comparing the respondents of E1 and E2 treatments, it was found that respondents belonging to high as well as low socio-economic status E2 treatment had higher change in attitude in comparison to their counterparts of E1 treatment.

Similarly, when respondents from E1 and E3 treatments were compared, it was seen that respondents with high and low socio-economic status from E3 treatment had higher change in attitude towards AIDS than the respondents of E1

treatment.

Exactly the same picture prevailed when the respondents of E2 and E3 treatments were compared. The respondents with high and low socio-economic status of E3 treatment had higher change in attitude than the respondents of E2 treatment.

Table 36 also shows that amongst all the three experimental treatment and between the categories of SES, 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.

Table 37,38,39 show the interaction and the main effects of experimental treatments and SES on aspectwise change in attitudes towards AIDS.

Table 37. The Main Effect and Interaction Effect the Treatment and SES of the Respondents Towards AIDS Patients Aspect of Change in Attitudes

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal	Signifi. of 'F'
Between SES	1	43.415	43.415	2.118NS	.146
Exp.treatment	2	22.760	11.380	.555NS	.574
SES X Exp. treatment	2	8.439	4.220	.206NS	.814
Residual	412	8446.563	20.501		
Total	418	84424.167	21.110		

NS = Not Significant

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.

Table 38: The Main Effect and Interaction Effect of the Treatment and SES of the Respondents towards Educational Aspect of Change in Attitude

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal	Signi. of 'F'
Between SES	1	20.347	20.347	0.843**	.359
Exp. treatment	2	151.348	75.674	3.135*	.045
SES X Exp. treatment	2	103.363	51.681	20.141NS	.119
Residual	412	9944.965	24.138		
Total	418	10569.408	25.286		

NS = Not Sig.
** Sig. at 0.05 level.

In case of change in attitude towards control of AIDS through education, it was seen through table no. 38, that 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.

This shows that SES had no bearing on the change in

attitude regarding educational aspect of control of AIDS, of the respondents through the experimental treatments.

Table 39. The Main Effect and Interaction Effect of the Treatment and the SES of the Respondents towards other aspect of control of AIDS of Change in Attitudes

Source of variation	Df	Sum of squares	Mean Sum of Square	"F" Cal.	Significance, of "F"
Between SES	1	40.544	40.544	1.491NS	.223
Experimental treatment	2	412.252	206.126	7.579**	.001
SES X Exp. treatment	2	180.513	90.256	3.319*	.037
Residual	412	11204.925	27.196		
Total	418	13427.852	32.124		

NS= Not Significant
*Significant at .05 level
** Significant at .01 level

As far as the change in attitude towards other aspect of control of AIDS is concerned, it was revealed from table 39, 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.

Table 40. Mean Scores Showing Effectiveness of the Three Experimental Treatment of Change in Attitude in relation to SES

SES	E1 N=131	E2 N=152	E3 N=136
High	41.22	45.51	47.37
Less	42.14	43.50	45.08

While comparing the respondents of E1 and E2 experimental treatments, if was found that respondents belonging to high and low socio-economic status of E2 treatment had higher change in attitude regarding other aspect than their counterparts of E1 treatment.

Similarly, when respondents from E1 and E3 treatments were compared it was seen that the respondents of high and low socio economic status of E3 treatment had higher change in attitude regarding other aspect than the respondents of E1 treatment.

Exactly the same picture prevailed when the respondents of E2 and E3 treatments were compared. The respondents with high and low socio-economic-status of E3 treatment had higher change in attitude regarding other aspect than the respondents of E2 treatment.

Table 40 also shows that 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.

So, the null hypothese stating that three will be no significant differences in the effectiveness of the three experimental treatments in relation to SES for aspectwise change in attitude was accepted for

(a) AIDS patients and,

(b) Control of AIDS : Education

It was not accepted for the other aspect of control of AIDS.

Table 41. The Main Effect and Interaction Effect of the Treatment and Health Consciousness of the Respondents Towards Change in Attitude

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal	Signi. of 'F'
Between Health Control	1	50.397	150.397	1.047NS	.307
Exp. treatment	2	1454.781	727.391	5.064**	.007
Health Concious -ness X Exp.treatment	2	397.887	198.944	1.385NS	.251
Residual	412	59180.331	143.642		
Total	418	64349.504	153.946		

NS = Not Sig.

** Sig. at 0.01 level.

Table 42. The Main Effect and Interaction Effect of the Treatment and Health Consciousness of the Respondents AIDS Patient Aspect of Change in Attitude

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal	Signi. of 'F'
Between Health consciousness	1	8.045	8.045	0.393*NS	.531
Exp.treatment	2	19.205	9.602	0.469NS	.626
Health consciousness X Exp. treatment	2	43.316	24.158	1.179NS	.309
Residual	412	9442.056	20.490		
Total	418	8824.167	21.110		

NS = Not Sig.
* = Sig. at 0.05 level

Table 43. The Main Effect and Interaction Effect of the Treatment and Health Consciousness of the Respondents Towards Educational Aspect of Control of AIDS change in Attitude

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal	Signi. of 'F'
Between Health Consciousness	1	51.793	51.793	2.146NS	.144
Experimental treatment	2	145.399	72.699	3.013 S	0.050
Health Consciousness X Exp.treatment	2	74.480	37.240	1.543NS	.215
Residual	412	9942.402	24.132		
Total	418	10569.408	25.286		

NS = Not Sig.
* = Sig. at 0.05 level

TABLE 44: The Main Effect and Interaction Effect of the Treatment and Health Consciousness of the Respondents Towards Other Aspect of Control of AIDS of Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Health Conscious--ness	1	7.803	7.803	0.284 NS	.594
Exp. treatment	2	388.820	194.410	7.078**	.001
Health Conscious-ness X Exp. treatment	2	101.736	50.868	1.852NS	.158
Residual	412	11316.443	27.467		
Total	418	13427.852	32.124		

NS = Not Sig.
* = Sig. at 0.01 level

It is evident from table Nos. 41,42,43, 44, that the interaction effects of the experimental treatment and health concious 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.

The null hypotheses stating that three will be no significant differences in the effectiveness of the three experimental treatments regarding overall change in attitudes of the respondents, in relation to health consciousness was accepted.

The null hypothese, stating that there will be no significant differences in the effectiveness of the three experimental treatments in relation to health consciousness for aspectwise change in attitude was accepted for

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

This shows that health consciousness had no bearing on the change in attitude of the respondents through the experimental treatments.

Table 45. The Main Effect and Interaction Effect of the Treatment and Exposure to T.V. and video of the Respondents Towards Change in Attitude.

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance,of "F"
Between Exposure of T.V.	1	519.832	519.832	3.639*	.057
Exp. Treatment	2	1338.397	669.198	4.685**	.010
Exposure X Exp. Treatment	2	359.186	179.593	1.257NS	.286
Residual	412	58849.597	142.839		
Total	418	6434945047	153.946		

NS = Not Sig.
* = Sig. at .10 level
**= Sig. at 0.01 level

It is revealed through table 45, that 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.

So, the null hypothese stating that there will be no significant differences in the effectiveness of the three experimental treatments regarding overall change in attitudes of the respondents, in relation to their exposure to television and Video was accepted.

Table 46, 47, 48, 49 show the interaction and the main effects of experimental treatments and exposure to t.v. and Video on aspectwise change in attitudes towards AIDS.

Table 46. The Main Effect and Interaction Effect of the Treatment and Exposure to T.V. and Video of the Respondents Towards AIDS Patient Aspect of Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance,of "F"
Between Exposure of T.V.	1	41.299	41.299	0.017NS	.156
Exp. treatment	2	14.851	7.426	.363NS	.696
Exposure to T.V.and Video X Exp. treatment	2	21.582	10.791	.527NS	.591
Residual	412	8435.535	20.475		
Total	418	8824.167	21.110		

NS = Not Sig.

In the case of the AIDS patients' change in attitude. it was seen through (table 46) that neither the interaction effects between the experimental treatment and the exposure to T.V. and Video was significant and nor the main effects of the variable as well as experimental treatments were significant.

Table 47. The Main Effect and Interaction Effect of the Treatment and Exposure to T.V. and Video of the Respondents Towards Educational Aspect of Control of AIDS of Change in Attitudes

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Exposure to T.V. and Video	1	52.352	52.352	2.197^{NS}	.139
Experimental treatment	2	124.803	62.402	2.619*	.074
Exposure to T.V. & Video X Exp. treatment	2	198.216	99.108	4.159**	.016
Residual	412	9818.167	23.830		
Total	418	10569.408	25.286		

NS= Not Significant
* Significant at .10 level
** Significant at .05 level

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.

Since the F test came out significant the mean scores were compared to find out the significant differences.

Table 48. Mean scores showing the Effectiveness of the Three Experimental Treatments in Terms of Change in Attitude in Relation of Control of AIDS Education Aspect on Exposure to T.V. and Video

N=419

Exposure to T.V. and Video	E1 (%) N=131	E2 (%) N=152	E3 (%) N=136
More	44.39	44.10	44.64
Less	41.39	43.15	45.99

When the respondents of E1 and E2 treatments were compared it was found that respondents with more exposure to T.V. and Video of E1 treatment had higher change in attitude regarding the educational aspect.

When compared with their counterparts of E2 treatment. Whereas the respondents of with less exposure to T.V. and Video of E2 treatment had higher change in attitude than there counter parts of E1 treatment.

When the respondents of E1 and E3 treatments were compared, it was revealed that the respondents with both more and less exposure to T.V. and Video of E3 treatment had higher change in attitude regarding educational aspect than their counterparts of E1 treatment.

Lastly, while comparing respondents E2 and E3 treatments the same picture prevailed as of E1 and E3, that

the respondents of both more and less exposure to T.V. and Video of E3 treatment had higher change in attitude regarding educational aspect then their counterparts of E2 treatments.

Table 49. The Main Effect and Interaction Effect and the Treatment and Exposure to T.V. and video of the Respondents Towards Other Aspect of Control of AIDS of Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance, of "F"
Between Exposure of T.V. and Video	1	61.982	61.982	2.248NS	.135
Exp. treatment	2	365.620	182.810	6.629**	.001
Exposure to T.V.and Video X Exp. treatment	2	1.879	.940	.034NS	.967
Residual	412	11362.120	27.578		
Total	418	13427.852	32.124		

NS = Not Sig.
**= Sig. at 0.01 level

As far as the other aspect of control of AIDS change in attitude is concerned it is revealed from tabel 49 that 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.

This shows that the exposure to T.V. and video had no

bearing on the change in attitude regarding other aspect of the respondents through the experimental treatment. So, the null hypothese stating that there will be no significant difference in the effectiveness of the three experimental treatments in relation to exposure to t.v. and Video for aspectwise change in attitude was accepted for

(a) AIDS patients and

(b) Control of AIDS : Other aspect

It was not accepted for the educational aspect of control of AIDS.

Table 50. The Main Effect and Interaction Effect of the Treatment and Level of Permissiveness of the Towards Respondents Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Level of Permissive.	1	9.241	9.241	.064NS	.801
Exp. treatment	2	1388.317	694.158	4.801**	.009
Level of Permissive X Exp. treatment	2	150.514	75.257	.521 NS	.595
Residual	412	59568.860	144.585		
Total	418	64349.504	153.946		

NS = Not Sig.
**= Sig. at 0.01 level

Table 50 shows that the interaction effect of the experimental treatment and the level of permisiveness 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 permisiveness was not significant. so, the null hypothese stating that there will be no significant differences in the effectiveness of the there experimental treatments of regarding overall change in attitude of the respondents in attitudes of the respondents in relation to level of permisiveness was accepted.

Table 51, 52, 53 shows the interaction and the main effects of experimental treatments and level of permisiveness on aspectwise change attitude towards AIDS.

Table 51. The Main Effect and Interaction Effect of the Treatment and Level of Permisiveness of the Respondents Towards AIDS Patients Aspect of Change in Attitudes

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Level of Permissive.	1	10.925	10.925	.530NS	.467
Exp. treatment	2	21.471	10.736	.521NS	.594
Level of Permissive X Exp. treatment	2	1.635	.818	.040NS	.961
Residual	412	8485.856	20.597		
Total	418	8824.167	21.110		

NS = Not Sig.

Table 52. The Main Effect and Interaction Effect of the Treatment and Level of Permissiveness of the Respondents Towards Educational, Aspect of Control of AIDS of Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance, of "F"
Between Level of Permissive.	1	27.663	27.663	1.139NS	.289
Exp. treatment	2	134.954	67.477	2.777*	.063
Level of Permissive X Exp. treatment	2	31.656	15.828	.652NS	.522
Residual	412	10009.356	24.295		
Total	418	10569.408	25.286		

NS = Not Sig.
*= Sig. at .01 level

Table 53. The Main Effect and Interaction Effect of the Treatment and Level of Permissiveness of the Respondents Towards Other Aspect of Control of AIDS of Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance, of "F"
Between Level of Permissive.	1	9.503	9.503	.344NS	.558
Exp. treatment	2	377.773	188.887	6.843**	.001
Level of Permissive X Exp. treatment	2	44.904	22.452	.813NS	.443
Residual	412	11371.573	27.601		
Total	418	13427.852	32.124		

NS = Not Sig.
**= Sig. at 0.01 level

It is evident from table 51,52,53, that the interaction effects of the experimental treatments and level of permisiveness 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 permisiveness 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.

This shows that the variable had no bearing on the change in aspectwise change in attitudes of the respondents through the experimental treatments.

Thus, the null hypothese stating that there will be no significant differences in the effectiveness of the three experimental treatments in relation to level of permisiveness for aspectwise change in attitude was accepted for

(a) AIDS patients.

(b) Control of AIDS: Education

(c) Control of AIDS : Others.

Table 54. The Main Effect and Interaction Effect of the Treatment and Academic Achievement of the Respondents Towards Change in Attitude

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Between academic achievement.	2	37.568	18.784	.133NS	.876
Exp.treatment	2	1292.505	646.253	4.572**	.011
academic achievement X Exp. treatment	2	1878.346	469.586	3.322**	.011
Residual	409	57812.701	141.351		
Total	418	64349.504	153.946		

NS = Not Sig.
**= Sig. at 0.01 level

Table 54 shows that 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. Thus, the null hypothese stating that there will be no significant differences in the effectiveness of three experimental treatments for overall change in attitudes towards AIDS in relation to academic achievement was not accepted.

Since the F-test was found significant. The mean scores were compared significant differences were found between E1,E2,and E3 treatments.

Table 55. Mean Scores Showing The Effectiveness of the Three Experimental Treatment in Terms of Change in Attitude in Relation to Academic Achievements

N=419

Academic achievement	E1 N=131	E2 N=152	E3 N=136
Good	128.03	133.19	134.93
Average	129.51	132.46	129.42
Poor	127.04	128.32	139.87

Table 55 shows that when E1 was compared with E2 treatment all the respondents of all the categories of academic achievements had higher change in attitude than their counterparts of E1.

While comparing E1 and E3 it was found that respondents of E3 with good and poor academic achievement had higher change in attitude than there counterparts of E1 treatment. But the respondents with average academic achievement of E1 had slightly higher change in attitudes than their counterparts of E3 treatment.

Exactly, the same picture prevailed when E2 and E3 treatments were compared.

Table 56,57,59 show the interaction and the main effects of experimental treatments and academic achievement on aspectwise change in attitudes towards AIDS.

Table 56. The Main Effect and Interaction Effect of the Treatment and Academic Achievement of the Respondents Towards AIDS Patient Aspect of Change in Attitudes

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance,of "F"
Between academic achievement.	2	29.313	14.656	.722NS	.486
Exp. treatment	2	30.799	15.400	.759NS	.469
Academic achievement X Exp. treatment	4	170.650	42.663	2.103NS	.080
Residual	409	8298.454	20.290		
Total	418	8824.167	21.110		

NS = Not Sig.

It is evident from table 56 that 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.

Table 57. The Main Effect and Interaction Effect of the Treatment and the Academic Achievement of the Respondents Towards Educational Aspect of Control of AIDS of Change in Attitudes

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Between Academic Achievement	2	1.699	.850	.035[NS]	.965
Experimental treatment	2	122.723	61.361	2.560*	.079
Academic Achievement X Exp. treatment	4	265.346	66.336	2.769*	.027
Residual	409	9801.631	23.965		
Total	418	10569.408	25.286		

NS= Not Significant
* Significant at .10 level
** Significant at .05 level

It is revealed from table 57 that 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.

Since, F-test was found significant; the mean scores were compared to see the significant differences between E1, E2, and E3 treatments.

Table 58. Mean Scores Shows The Effectiveness of the Three Experimental Treatments in Terms of Control of AIDS: Education, of Change in Attitude in Relation to the Academic Achievement

N=419

Academic achievement	E1 (%) N=131	E2 (%) N=152	E3 (%) N=136
Good	42.98	44.22	44.74
Average	43.96	43.11	43.83
Poor	42.13	43.11	46.87

Table 58 shows that when E1 and E2 treatments were compared the respondents with good and poor academic achievement of E2 treatment had higher change in attitude towards educational aspect of control of AIDS than their counterparts of E1 treatment whereas average academic achievers of E1 treatment had higher change in attitude than their counterparts of E2 treatment.

Exactly the above mentioned picture prevailed with E1 respondent when the E1 and E3 treatments were compared.

While comparing E2 and E3 treatments, it was seen that all the respondents with good, average and poor academic achievement of E3 treatment had higher change in attitude towards educational aspect of control of AIDS than their counterparts of E2 treatment.

Table 59. The Main Effect and Interaction Effect of the Treatment and the Academic Achievement of the Respondents Towards Other Aspect of Control of AIDS of Change in Attitudes

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F".
Between Academic Achievement	2	4.856	2.428	.090^{NS}	.914
Experimental treatment	2	331.016	165.508	6.140**	.002
Academic Achievement X Exp. treatment	4	265.346	66.336	2.769*	.027
Residual	409	9801.631	23.965		
Total	418	10569.408	25.286		

NS= Not Significant
* Significant at .10 level
** Significant at .05 level

It is revealed from table 59 that 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.

Since F test was found significant, the mean scores were compared to see significant differences between E1, E2, E3 treatments.

Table 60. Mean Scores Showing The Effectiveness of the Three Experimental Treatments Terms of Other Aspect of Control of AIDS Change in Attitude in Relation to Academic Achievement

N = 419

Academic Achievement	E1 (%) N=131	E2 (%) N=152	E3 (%) N=136
Good	42.25	44.69	45.80
Average	41.38	44.89	42.17
Poor	41.63	42.72	47.70

It was seen through table 60 that when E1 and E2 treatments were compared it was found that all the respondents of good, average and poor academic achievement of E2 treatment had higher change in attitude towards other aspect of control of AIDS than their counterparts of E1, and E3.

While comparing E1 and E3 treatments exactly the above mentioned picture prevailed that is respondents with good, average and poor academic achievement of E3 had higher change in attitude than their counterparts of E2 treatment.

When E2 and E3 treatment were compared it was seen than respondents with good and poor academic achievement of E3 treatment had higher change in attitude towards other aspect of control of AIDS than the respondents of same categories of academic achievement from E2 treatment.

Whereas the respondents with average academic achievement of E2 treatment had higher change in attitude towards other aspect of control of AIDS than the respondents of E3 treatments.

Overall the maximum change in attitude regarding the other aspect of control of AIDS was found amongst the respondents with poor academic achievement who belonged to E3 treatment.

Thus, the null hypothese stating that there will be no significant differences in the effectiveness of the three experimental treatments in relation to academic achievement for aspectwise change in attitude was not accepted for the following.

(a) Control of AIDS: Education
(b) Control of AIDS : Other

It was accepted for the aspect of AIDS patients.

Table 61. The Main Effect and Interaction Effect of the Treatment and English Language Competence of The Respondents Towards Change in Attitudes

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance,of "F"
Between Eng.language competence	2	190.640	95.320	.669NS	.573
Exp.treatment	2	1508.289	754.144	5.297**	.005
Eng.language competence X Exp. treatment	4	1304.073	326.018	2.290*	.059
Residual	409	58233.903	142.381		
Total	418	64349.504	153.946		

NS = Not Sig.
* = Sig. at .10 level
** = Sig. at .01 level

Table 61 shows that 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. Thus, the null hypothese stating that will be no significant differences in the effectiveness of three experimental treatments on change in attitude towards AIDS in relation english language competence was not accepted.

Since, the F- test was found significant, means scores were compared to see significant differences between E1, E2 and E3 treatments.

Table 62. Mean Scores showing the Effectiveness of The Three Experimental Treatments in Terms of Change in Attitude in Relation to the English Language Competence

English language competence	E1 N=131 (%)	E2 N=152 (%)	E3 N=136 (%)
Good	127.61	133.47	133.67
Average	126.79	130.56	138.10
Poor	129.71	129.63	138.48

While comparing E1 and E2 treatments it was seen that all the categories of english language competence of E2, treatments had higher change in attitude than their counterparts of E1 treatments.

When E1 and E3 treatments were compared it was seen

that respondents of E3 treatments of all the categories of english language competence had higher change in attitudes than their counterparts of E1 treatments.

Similarly, picture was observed when the E2 and E3 treatments were observed. It was observed that all the categories of the respondents with E3 treatments had higher change in attitude as compared to their counterparts of E2 treatments.

Table 63,64,65 show the interaction and the main effects of experimental treatment and english language competence on aspectwise change in attitudes towards AIDS.

Table 63. The Main Effect and Interaction Effect of the Treatment and English Language Competence of the Respondents Towards AIDS Patient Aspect of Change in Attitudes

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between english language.	2	72.308	36.154	1.787NS	.169
Exp.treatment	2	38.943	19.471	.962NS	.383
Eng. achievement X Exp. treatment	4	149.857	37.464	1.857NS	.118
Residual	409	8276.257	20.235		
Total	418	8824.167	21.110		

NS = Not Sig.

Table 64. The Main Effect and Interaction Effect of the Treatment and English Language Competence of the Respondents Towards Educational Aspect of Control of AIDS of Change in Attitude

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Between english language.	2	66.020	33.010	1.378NS	.253
Exp.treatment	2	158.210	79.105	3.303*	.038
English achievement X Exp. treatment	4	205.522	51.300	2.145NS	.075
Residual	409	9797.133	23.954		
Total	418	10569.408	25.200		

NS = Not Sig.
* = Sig. at .05 level.

Table 65. The Main Effect and Interaction Effect of the Treatment and English Language Competence of the Respondents Towards Other Aspect of Control of AIDS Change in Attitude

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Between english language.	2	15.335	7.668	.280NS	.756
Exp.treatment	2	370.035	135.018	6.756**	.001
English achievement X Exp. treatment	4	209.588	52.397	1.913NS	.107
Residual	409	11201.058	27.386		
Total	418	13427.852	32.124		

NS = Not Sig.
** = Sig. at .01 level.

It was evident from table 63, 64 and 65 that 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.

Thus, the null hypothese stating that there will be no significant differences in the effectiveness of the three experimental treatments in relation to english language competence for aspectwise change in attitudes was accepted for

(a) AIDS patients

(b) Control of AIDS : Education

(c) Control of AIDS : Others.

Table 66. The Main Effect and Interaction Effect of the Treatment and Ethnic Group the Respondents Towards change in Attitudes

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Signifi-cance,of "F"
Between Ethnic group	1	165.861	165.861	1.161^{NS}	.282
Experimental treatment	2	1488.504	744.252	5.212**	.006
Ethnic group X Exp. treatment	2	728.057	364.026	2.549*	.079
Residual	412	58834.703	142.803		
Total	418	64349.504	153.946		

NS= Not Significant
* Significant at .10 level
** Significant at .01 level

It is evident from the table 66 that 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 treatment and ethnic group had dependent effect on the students change in attitude.

Thus, the null hypothesis stating that there will be no significant differences in the effectiveness of three experimental treatments for overall change in attitudes towards AIDS in relation to ethnic group was not accepted.

Since the F-test was found significant, the mean scores were compared to see significant differences between E1, E2 and E3 treatments. Table [illegible] that [illegible] showing

Table 67. Mean Scores Showing Effectiveness of the Three Experimental Treatments in Terms of Change in Attitude in Relation to the Ethnic Group

N = 419

Ethnic Group	E1 N=131	E2 N=152	E3 N=136
Gujaratis	127.49	131.10	136.86
Non-Gujaratis	120.79	132.22	133.55

As shown in table 66 between E1 and E2 treatment, the mean scores of the Gujarati and non-Gujarati respondents belonging to E2 treatment had higher change in attitude than compared to Gujarati and non-Gujarati respondents of E1 treatment.

While comparing E1 and E3 treatment the Gujarati and non-Gujarati respondents of E3 treatment had higher change in attitudes, than their counterparts of E1 treatment.

When E2 and E3 treatments were compared again respondents belonging to both the categories of the variable of E3 treatment had categories of the variable of E3 treatment had higher change in attitudes than the E2 treatment respondents.

Amongst all the respondents with Gujaratis when taught with informative cum persuasive video film (E2) had highest change in attitude. Table 67, 68, 70 shows the interaction and the main effects of experimental treatments and ethnic group on aspectwise change in attitudes towards AIDS. [illegible] Effect and Interaction [illegible] Treat[illegible] Ethnic Group of the Respondents Towards AIDS Patients Aspect of Change in Attitudes.

Table 68. The Main Effect and Interaction Effect of The Treatment and Ethnic Group of the Respondents Towards AIDS Patients Aspect of Change in Attitudes

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal.	Signi. of 'F'
Between Ethnic group	1	75.556	75.556	3.702*	.055
Exp. treatment	2	31.060	15.530	.761NS	.468
Ethnic group X Exp. treatment	2	14.311	7.156	357NS	.704
Residual	412	8408.550	20.409		
Total	418	8824.167	21.110		

NS = Not Significant
* = Sig. at .10 level

Table 69 : The Main Effect and Interaction Effect of The Treatment and Ethnic Group of the Respondents Towards Educational Aspect of Control of AIDS Change in Attitude.

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal.	Signi. of 'F'
Between Ethnic group	1	30.612	30.612	1.288NS	.257
Exp. treatment	2	158.474	79.237	3.335*	.037
Ethnic group X Exp. treatment	2	249.602	124.801	5.253**	.006
Residual	412	9788.461	23.758		
Total	418	10569.408	25.286		

NS = Not Significant
* = Sig. at .05 level
** = Sig. at .01 level

Since 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.

Table 70: Mean Scores Showing The Effectiveness of the Three Experimental Treatments in Terms of Education Aspect of Control of AIDS Change in Attitude in Relation of Ethnic Group.

N = 419

Ethnic group	E1 (%) N=131	E2 (%) N=152	E3 (%) N=136
Gujaraties	42.58	43.51	46.03
Non-Gujaratis	44.61	43.59	43.92

Table 70 shows that when E1 and E2 treatments were compared the Gujarati respondents of E2 treatment had higher change in attitude towards educational aspect of control of AIDS than their counterparts of E1 treatment. Whereas, the non Gujarati respondents of E1 treatment had higher change in attitude towards educational aspect of control of AIDS than their counterparts of E2 treatment.

When E1 and E3 were compared exactly above mentioned picture prevailed.

When E2 and E3 treatments were compared the Gujaraties and non-Gujaratis both of E3 treatment had higher change in attitude towards education aspect of control of AIDS than their counterparts of E2 treatment.

Table 71. The Main Effect and Interaction Effect of The Treatment and Ethnic Group of the Respondents Towards Other Aspect of Control of AIDS Change in Attitudes

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	'F' Cal.	Signi. of 'F'
Between Ethnic group	1	8.303	8.303	.302NS	.583
Exp. treatment	2	389.376	194.688	7.072**	.001
Ethnic group X Exp. treatment	2	74.891	37.445	1.360NS	.258
Residual	412	11342.788	27.531		
Total	418	13427.852	32.124		

NS = Not Significant
** = Sig. at .01 level

It was evident from table 68, 69, 71 that 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.

Thus, the null hypothesis stating that there will be no significant difference in the effectiveness of the three experiment treatments in relation to ethnic group for aspectwise change in attitude was not accepted for control of AIDS education. It was accepted for the aspect of AIDS patients and control of AIDS others.

Table 72. The Main Effect and Interaction Effect of the Treatment and the Place of Residence of the Respondents Towards Change in Attitudes

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance,of "F"
Between Place of Residence	1	627.970	627.970	4.437*	.036
Experimental treatment	2	1203.169	641.585	4.533*	.011
Place of Residence X Exp.Group	2	788.168	394.056	2.784*	.063
Residual	412	58312.534	141.535		
Total	418	64349.504	153.946		

* Significant at .05 level
** Significant at .01 level.

It is revealed from table 72 that 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. Thus, the null hypothese stating that there will be no significant differences in the effectiveness of the three experimental treatments for teaching about AIDS in relation to place of residence was not accepted.

Since, 'F' Test was found significant, the mean scores were compared to find out the significant differences between the three experimental treatment.

Table 73. Mean Scores Showing the Effectiveness of The Three Experimental Treatments in Terms of Change in Attitude in Relation to the Place of Residence

Place of Residence	E1	E2	E3
Localities	126.92	131.23	134.74
Hostelites	135.68	132.40	136.83

While comparing E1 and E2 treatment the respondents who were from E2 treatment and localities had higher change in attitude than with localities of E1 treatment. Whereas, hostalites of E1 treatment had higher change in attitude than hostalites of E2 treatment.

When E1 and E3 treatment were compared both localities and hostalites of E3 treatment had higher change in

attitudes than there counterparts of E1 treatment.

And lastly, while comparing E2 and E3 treatment, the localities and hostalites of E3 treatment had higher change attitudes when compared to E2 treatment.

The maximum change in attitude was seen in hostalites of E3 treatment.

Table 74, 75 ,77 shows the interaction and the main effects of experimental treatments and place of residence on aspectwise change in attitudes towards AIDS.

Table 74. The Main Effect and Interaction Effect of The Treatment and Place of Residence of the Respondents Towards AIDS Patients Aspect of Change in Attitudes

Source of Variation	D.F.	Sum of Squares	Mean Sum of Squares	'F' Cal.	Signi. of 'F'
Between Place of Residence	1	33.526	33.526	1.641NS	.201
Exp. treatment	2	17.537	8.768	.429NS	.651
Place of Residence X Exp. treatment	2	46.528	23.264	1.139NS	.321
Residual	412	8418.363	20.433		
Total	418	8824.167	21.110		

NS = Not Significant

It is evident from table 74 that 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.

Table 75. The Main Effect and Interaction Effect of the Treatment and the Place of Residence of the Respondents Towards Other Educational Aspects of Control of AIDS Change in Attitudes

Source of variation	D.F.	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance, of "F"
Between Place of Residence	1	96.546	96.546	4.036*	.045
Experimental treatment	2	124.858	62.429	2.610*	.075
Place of Residence X Exp. treatment	2	116.146	58.073	2.428*	.090
Residual	412	9855.984	23.922		
Total	418	10569.408	25.286		

* Significant at .10 level
** Significant at .05 level

It is revealed from table 75 that 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.

Since F test was found significant the main scores were compared to see the significant differences between E1, E2, and E3 treatment.

Table 76. Mean Scores Showing The Effectiveness of the Three Experimental Treatments in Terms of Educational Aspect of Change in Attitudes in Relation to Place of Residence

N=419

Place of Residence	E1 (%) N=131	E2 (%) N=152	E3 (%) N=136
Localities	42.51	43.45	44.80
Hostalites	46.00	43.90	45.66

In table 76 when E1 and E2 treatments were compared it was found that localities of E2 treatments had higher change in attitude towards educational aspect of control of AIDS than their counterparts of E1 treatment. Whereas, hostalites of E1 treatment had higher change in attitude than their counterparts of E2 treatment.

When E1 and E3 treatments were compared exactly above mentioned picture prevailed.

While comparing E2 and E3 treatments it was seen that localities and hostalites of E3 treatment had higher change in attitude towards educational aspect of change in attitudes than their counter parts of E2 treatments.

Table 77. The Main Effect and Interaction Effect of the Treatment and the Place of Residence of the Respondents Towards Other Aspect of Control of AIDS of Change in Attitudes

Source of variation	Df	Sum of Squares	Mean Sum of Squares	"F" Cal.	Significance of "F"
Between Place of Residence	1	64.821	64.821	2.381^{NS}	.124
Experimental treatment	2	359.470	179.735	6.601**	.002
Place of Residence X Exp. treatment	2	143.218	71.609	2.630*	.073
Residual	412	11217.943	27.228		
Total	418	13427.852	32.124		

NS= Not Significant
* Significant at .10 level
** Significant at .01 level

It is revealed from table 77 that 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.

Since F test was found significant the mean scores were compared to see significant differences between E1, E2 and E3 treatments.

Table 78. Mean Scores Showing The Effectiveness of the Three Experimental Treatments in Terms of Other Aspect of Control of AIDS of Change Attitude in Relation to Place of Residence

Place of Residence	E1 (%) N=131	E2 (%) N=156	E3 (%) N=136
Localities	41.25	44.05	45.57
Hostalites	44.48	44.53	46.46

It was revealed form table 78 that when E1 and E2 treatments were compared, it was found that the localities of E2 treatment had higher change in attitude towards educational aspect of control of AIDS than their counter parts of E1 treatment.

Whereas the hostalites of E1 treatment had higher change in attitudes towards educational aspect of control of AIDS than their counter parts of E2 treatment.

When E2 and E3 treatments were compared it was seen that the localities of and hostalites of E3 treatment had higher change in attitude towards educational aspect of control of AIDS than their counterparts of E2 treatment.

Exactly above mentioned picture prevailed when the E1 and E3 treatments were compared.

Thus, the null hypothese stating that there will be no significant difference in the effectiveness of the three experimental treatments in relation to place of residence was not accepted for the following.

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

It was accepted for the aspect of AIDS patients.

4.6 Reactions of the Respondents Towards the Video Films

Table 79. Respondents Distribution According to their Overall and Aspectwise Reactions towards Video Film Made With Informative Approach

N=152

	TYPE OF REACTIONS		
	Highly Positive (%)	Positive (%)	Less Positive (%)
Overall reaction	90.0	3.4	6.5
General	85.00	14.5	11.00
Educational aspect	93.4	6.6	0.00
Commentary	100.00	0.0	0.00
Visuals	98.7	1.3	0.00

Table 79 reveals that 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.

Table 80 : Respondents Distribution According to their Overall and Aspectwise Reactions towards Video Film made with Informative-Cum-Persuasive Approach

N=136

	TYPE OF REACTIONS		
	Highly Positive (%)	Positive (%)	Less Positive (%)
Overall reaction	75.6	8.1	6.5
General	96.00	3.3	0.7
Educational aspect	95.00	1.5	3.5
Commentary	100.00	0.0	0.00
Visuals	98.7	1.5	0.00

Table 80 reveals that 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. Negligible Percentage of the respondents had positive or less positive reactions towards the video film.

Table 81. Percentage Distribution of the Respondents According to Their Reactions Towards the E2 and E3 Treatments of Video Films

STATEMENTS	Percentage (%) E2 Treatment	E3 Treatment
A. GENERAL		
1. Did you find the video film interesting?		
1.1 Very interesting	65.00	63.00
1.2 Moderately interesting	35.00	32.00
1.3 Least interesting	-	3.6
2. The topic of the video film was		
2.1 New	100.00	70.00
2.2 Common	-	30.00
3. In comparison to the duration of the video film the information given was		
3.1 too much	-	-
3.2 enough	100.00	100.00
3.3 less	-	-
4. The information given in the video film was		
4.1 very useful	75.00	72.00
4.2 moderately useful	25.00	27.00
4.3 of very less use	-	-
B. EDUCATIONAL ASPECT		
1. The video films helped you to learn		
1.1 to a great extent	100.00	70.00
1.2 to some extent	0.00	29.00
1.3 to a very less extent	0.00	1.00
2. The information in the video films was given		
2.1 in an easily understandable way	100.00	100.00
2.2 in a difficult and an awkward way	-	-

Table 81 Contd....

	Percentage E2	Percentage E3
3. In comparison to the duration of video films the information given was		
3.1 too much	-	-
3.2 enough	100.00	100.00
3.3 less	-	-
4. The information given in the video films was		
4.1 very useful	75.00	72.00
4.2 moderately useful.....	25.00	27.00
4.3 of very less use	-	-
C. COMMENTARY OF THE VIDEO FILM		
1. Language used was		
1.1 easily understandable.....	100.00	100.00
1.2 difficult to understand.....	-	-
2. The commentary was explaining the selected subject matter.		
2.1 Yes.....	100.00	86.00
2.2 To some extent.....	-	4.00
2.3 No.....	-	-
3. Did you have any difficulty in hearing the commentary?		
3.1 No.....	100.00	100.00
3.2 Yes.....	-	-
If yes, then what was the difficulty?		
3.2.1 The sound was too soft.....		
3.2.2 The sound was too loud.....		
3.2.3 Echoes could be heard.....		
3.2.4 Unnecessary sounds could be heard.....		

Table 81 Contd....

	Percentage E2	Percentage E3
4. The speed of the commentary was		
4.1 too fast.....	95.00	94.00
4.2 just right.....	5.00	6.00
4.3 slow.....	-	-
D. VISUALS		
1. The visuals were appropriate to the subject matter.		
1.1 Yes.....	100.00	100.00
1.2 To some extent.....	-	-
1.3 No.....	-	-
2. Was it easy to understand the visuals?		
2.1 Yes.....	96.00	96.00
2.2 To some extent.....	4.00	3.6
2.3 No.....	-	-
3. Were the visuals interesting?		
3.1 Yes.....	96.00	90.00
3.2 To some extent.....	4.00	9.9
3.3 No.....	-	-
4. The visuals were kept on the screen for		
4.1 longer than necessary.....	-	-
4.2 appropriate time.....	100.00	98.2
4.3 less time than necessary.....	-	-
5. Did you find any difficulty in seeing the visuals?		
5.1 No.....	100.00	100.00
5.2 Yes.....	-	-
If yes, then the visuals were		
5.2.1 Unclear.....	-	-
5.2.2 Speedy.....	-	-
5.2.3 Too small.....	-	-
5.2.4 Any other.....	-	-

Table 81 presents the detailed findings regarding the reactions of the respondents of E2 and E3 treatment towards the video film.

* REACTIONS OF RESPONDENTS TOWARDS VIDEO FILM MADE WITH INFORMATIVE-CUM-PERSUASIVE APPROACH

Ninety Percent and respondents felt that-

- information in the video film was given in a easily understandable manner.
- in comparison to the duration of the video film the information given was enough
- language used was easily understandable
- there was no difficulty in hearing the commentary.
- the visuals were appropriate to the subject matter.
- There was no difficulty in seeing the visuals.
- commentary was explaining the selected subject
- the speed of the commentary was just ought.
- visuals were interesting
- it was easy to understand the visuals
- duration of the programme was enough
- the topic of the video film was new
- the video film helped you to learn to a great extent.
- the information given in the video film was very useful.

Besides the above findings, table 81 also reveals that higher percentage of the respondents exposed to video film made with informative-cum-persuasive approach compared to

video film made with informative approach., reported more positively regarding - interest in video films.

However, almost one third respondents exposed to video film made with informative approach, felt that

- video film was moderately interesting
- information given was moderately useful.

Similarly, one third respondents exposed to video film made with informative-cum-persuasive approach, felt that-

- video film was moderately interesting
- the topic of the film was common
- duration was long
- it helped to learn to same extent
- and, information given was moderately useful.

REACTIONS OF THE RESPONDENTS TOWARDS VIDEO FILM MADE WITH INFORMATIVE APPROACH.

Ninety percent and more respondents felt that-

* The topic of the video film was new.
* The video film helped you to learn to a great extent.
* The information in the video film was given in a easily understandable way.
* In comparison to the duration of the video film the i information given was enough.
* Language used was easily understandable
* The commentary was explaining the selected subject.
* There was no difficulty in hearing the commentary.
* The visuals were appropriate to the subject matter.
* There was no difficulty in seeing the visuals.
* Visuals were kept on the screen for appropriate time.

* The information given in the video film was very useful.

Besides the above findings, table 81 also reveals that higher percentage of the respondents exposed to video film made with informative-cum-persuasive approach compared to video film made with informative approach, reported more positively regarding - interest in video films.

However, almost one third respondents exposed to video film made with informative approach, felt that

- video film was moderately interesting
- information given was moderately useful.

Similarly, one third respondents exposed to video film made with informative-cum-persuasive approach, felt that-

- video film was moderately interesting
- the topic of the film was common
- duration was long
- it helped to learn to same extent
- and, information given was moderately useful.