

## CHAPTER 5

### DISCUSSION

This chapter deals with the discussion of the findings of the study and their implications.

This shows that all the three strategies were effective in imparting knowledge regarding AIDS and bringing about change in the attitude. The findings regarding the effectiveness of the instructional strategies were also supported by the other researchers.

Golani (1982) found that the teaching aids were essential and useful in developing clear concept and in stimulating learning.

Chandrakala (1976) found that all the three treatments namely programmed instructions, lecture method and traditional method were equally effective in terms of students' performance.

Govinda (1976) reported that both the programmed text and structured lectures were effective as instructional materials for B.Ed. students.

Gupta (1986) and Chetanlal (1987) also found visual graphics and projected aid helped in changing the opinions of all respondents. The respondents taught through visual aids got higher mean score in knowledge test than the respondents taught without teaching aids.

Mandal (1992) found that all the three instructional strategies namely lecture-cum-demonstration, video film and booklet were effective in terms of gain in knowledge and developing of ability in preparing a glove puppet.

The most possible reason for the above findings could be that the instructional strategies which involve use of teaching aids create interest among the students and motivate them to learn. Wherever new strategies are used, it is likely that the students take interest and learn better than what they may learn through lecture only.

Video films were comparatively more effective than the lecture method in bringing about overall gain in knowledge and change in attitude.

Yadav (1988), Jaiswal (1988), James (1988), Danoria (1988), and N.C.E.R.T. (1989), found video to be an effective medium in imparting knowledge and bringing favourable attitude amongst the college students.

There was significant gain in knowledge and change in attitudes amongst the respondents regarding AIDS, through all the three experimental treatments namely lecture method with the use of blackboard, video film with informative approach and video film with informative-cum-persuasive approach.

The reasons for the videos on AIDS to become effective could be many. The video has become a common medium for

entertainment among people. Therefore, video must have attracted them and created interest in knowing what was being conveyed.

Teaching through video in a classroom situation is still a novel way. Thus, it must have created interest in watching the film. The topic of the video films on AIDS is quite a serious and alarming topic. AIDS syndrome is a sexually transmitted disease which is fatal. This disease has created social taboos too. Thus, the topic itself must have motivated them to watch the video films with concentration, as it would help them to secure correct knowledge about AIDS and keep themselves prevented from such dreaded sexually transmitted disease.

Secondly, the video film must have helped in making abstract concepts more concrete as compared to the pure lecture method. This clarity must have been achieved through wide variety of visuals with varied close-ups and long shots as and when required and various sound effects according to the visuals in the video films. Thus, the clarity of the concept on AIDS also must have added to their high gain in knowledge and bringing about change in attitude.

Thirdly, video film must have helped in learning the various concepts regarding AIDS like how the HIV

enters the body, what are the precautionary measures of AIDS, etcetra, as these involved lot of motion and variety of actions.

Fourthly, while teaching in the classroom situation,, teachers may not have all the live examples to show regarding the topic taught in the class, whereas this limitation was <sup>taken Care off</sup> made, because all the possible examples were shown through the films. This also may have added to the clarity and understanding regarding the topic.

All the above points discussed showed that if there are well made educational video films on the topics of general awareness as well as topics related to the courses in the classes then they can contribute to making teaching and learning effective in classroom situation in institutions of higher education.

The implications of this factor is that the college teachers must make use of video films wherever possible to make teaching and learning process effective.

The investigator has proved that an academic person can also participate in production of video film based on educational topics. However, if it is not feasible due to some financial and administrative constraint then educational institutions can purchase, hire or borrow video films for classroom teaching.

However, in the present investigation it was observed that the video film made with informative approach rather than with persuasive approach was more effective in imparting knowledge regarding AIDS, amongst the respondents. This finding is also supported by the finding regarding gain in knowledge with respect to the variables selected for the study.

Whenever the significant differences in the effectiveness of the experimental treatments have come, it was seen that the respondents in almost all the categories of the variables also had gained significantly in knowledge through the video films made with informative approach. Video film made with such approach had the planned situations gave contrived experiences; gave only bare facts and details, had highly professional language and had straight forward titles. All these, must have helped the respondents to receive the information with clarity and lot of understanding.

However, the respondents who had poor academic records, and poor English language gained knowledge through the video film made with informative-cum-persuasive approach rather than the informative video film.

It may be possible because video film made with informative approach had professional language and information was imparted mostly through language rather

than visuals, which might be difficult for the respondents with poor english background and academic records, to grasp. Thus, for the respondents with such characteristics, the video with dramatic version served the best purpose. As in this format the message was conveyed through a story, where characters played the role and imparted information. Hence the message must have been much more easier, and clear to grasp. Hence, the respondents with low academic ability and poor english language gained higher through the persuasive approach of the video film.

The experimental treatment with lecture method and the use of blackboard and video film with informative-cum-persuasive approach were equally less effective in giving knowledge about AIDS to the respondents, compared to the video film made with informative approach.

The above discussion proves that whenever the objective is to impart information regarding certain educational topic through video films, then video films made with informative approach rather than persuasive approach can contribute effectively. Moreover, it is encouraging to note that producing such video films where bare facts and details are shown, and titles are straight forward, are much easier to make, as the situations are directly shot without making many changes in the original locations unlike of dramatic versions of the video films.

Another reason could be that since the students have to be graded and tested after imparting information through video film, it is much easier to remember all the points, even the minutest ones, when shown through direct format than from imparting knowledge through persuasive versions of the video films.

The video film made with informative-cum-persuasive approach was best suitable for bringing about change in attitude regarding AIDS amongst the respondents. This finding is also supported by the findings related to change in attitude with respect to the variables selected for the study.

Video films made with such approach had a story to convey the message <sup>with</sup> had dialogue written in more colloquial language and the title of the film was more popular and catchy which helped in bringing about deeper impact in changing the attitude of the respondents. Thus, it impart the message with great emotional appeal leaving its impact in the minds of the respondents. Wherever the significant differences were found, it was observed that video film with informative-cum-persuasive approach had been more effective in bringing change in attitudes as compared to the other two experimental treatments. However, the respondents who were non-Gujaratis and were hostelites changed their attitudes regarding AIDS through lecture method.

The possible reasons may be that in Faculty of Home Science it is an observation that those students who are hostelites, non-Gujaratis are high academic achievers had good english language competence. So students with such characteristics are motivated towards studies. They may not have required the use of very effective teaching aids to understand the message. So they must have learned effectively even through the traditional method of teaching namely lecture method. This implies that whenever one has to make video films to convey an idea and to influence people's attitude or to change attitude of people than it is advisable to make video films with informative-cum-persuasive approach rather than informative video films.

A teacher has to select experimental treatments in line with students' abilities and characteristics, such as their socio-economic status, health consciousness, level of permissiveness, exposure to TV and video, academic achievement etcetra.

The present study shows the effect of experimental treatments on gain in knowledge and change in attitudes of the respondents regarding AIDS with reference to students characteristics.

It was revealed from the findings that respondents with high SES had highest gain in knowledge from the informative-cum-persuasive version of the video film.

The reasons for the above finding could be that respondents with high SES have more excess to television, video cable, CCTV etcetra. Thus, they are more used to getting entertained and receiving information through dramatic versions of the film than other formats.

The respondents with low socio-economic status had high gain in knowledge through informative video film.

The respondents of low SES might not be habitual of seeing too much of television and video and receiving information through it. Thus, the formats of the video film which provides direct information must have been easier for such people to grasp rather than the video film which conveys the message in indirect manner. So the video film made with informative approach served the best purpose to impart high gain in knowledge regarding AIDS for the low SES group.

Another finding revealed that the respondents with better academic achievement could gain highest knowledge from the informative version of the video film made on AIDS.

One reason for the above stated finding could be that as the video film with informative approach had highly professional language, thus, they must have received information and gained knowledge through such video film.

Other finding suggested that the respondents with good English language competencies could gain highest through lecture method. However, the respondents with average and

poor english language gained highest through the dramatic version of the video film.

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The respondents who have good english can receive information even through traditional method of teaching that is lecture method without the use of sophisticated teaching aids", along with it, teaching aids and innovative methods of teaching are used to increase the clarity, understanding level, remove the language barrier etcetera. Thus, these students who have good english need not require much use of such aids. However, respondents with average to poor english language competence need such method of teaching and aids which have colloquial language which is easy to understand so the video film with informative-cum-persuasive version was best suitable for them to gain knowledge.

As far as the ethnic group of the respondents was concerned, both the categories that is Gujarati and non-gujarati respondents gained highest knowledge and changed attitudes regarding AIDS from the video films with informative approach rather than persuasive approach.

This reflects that ethnicity does not have significant role in influencing the students to gain in knowledge or bring change in attitude through the experimental

treatments. Rather it is the experimental treatment which influenced the students' gain in knowledge and change in attitudes.

The respondents having different levels of health consciousness, level of persuasiveness and exposure to television and video, had gained knowledge and changed their attitude concerning AIDS in the same measure from all the three treatments.

One of the reasons for this finding could be that even when the respondents were divided in various categories of these characteristics, these may not be true variation. In other words the Indian society still may be largely conservative, majority of families still have rigid environment and chances of discussion and exchange of views freely on sex, sex education are negligible. Again with poverty, ignorance and illiteracy, Indian society by and large may not be truly health conscious. In other words the respondents in the true sense may not have differed regarding their levels of the health consciousness and level of persuasiveness. Since television has entered almost each and every home in India. There may not be any variation in respondents exposure to television and video.

Place of Residence did not make any difference in the gain in knowledge of the respondents. In Faculty of Home Science majority of the students are day scholars and only one third are hostalites. Thus, this less percentage of

hostalites may not have made any difference in the impact of the experimental treatments.

As far as the change in attitudes of the respondents was concerned it was seen that respondents with following categories of the variables, had changed their attitude through the persuasive version.

- High and low SES
- good, average and poor english language
- Gujaratis and non Gujaratis and
- good and poor academic achievement.

The reasons could be as following :

- Change in attitude has to have emotional appeal in the treatment which is possible in persuasive formats of the video film. The same reasons, discussed for overall change in attitude would remain applicable for bringing about change in attitudes in high and low socio economic respondents.
- Dramatic version proved to be best for bringing about change in attitude. As such formats impart information by building a story. So even the difficult information is made lucid and indirect and then conveyed. Thus, the respondents with both good and poor academic ability could bring about change in their attitudes too.

Regardless of the various levels of english competence, the video films with informative-cum-persuasive approach served best purpose.

This shows that whether the students have command over english language or not, the message is conveyed fully if the video film with dramatic version is used. The reason being that such films depict real life situations and characters through a drama. The message is given through characters in different roles thus the format of films becomes important factor in conveying the message rather than their competence in english language.

Reactions of the high majority of the respondents towards the video films made with informative and informative-cum-persuasive approach was highly positive. They gave highly positive responses specifically towards visuals, languages and the commentary of the video films.

These findings are also supported by the other researchers. Yadav (1988) found that the reactions to the video cassette on inquiry training model was highly favourable.

Jaiswal (1988) found that the reactions of respondents were highly positive.

James (1988) also found that the sound, visuals and the adequate number of teaching points, their logical sequence, adequate discussion of teaching points, use of appropriate language, normal speech, delivery, and suitable level of the programme made respondents to gain positive reaction.

According to Danoria (1988) the students gave highly favourable reactions and suggestions towards general educational television programmes.

The reasons for highly positive reactions towards the video films on AIDS could be many. As indicated by the respondents' the topics selected for the film was novel, the language was easily understandable, the commentary and the visuals were clear, the films were of required length.

All the above points discussed showed that if there are well made educational video films on the topics of general awareness, as well as topics related to the courses in the classes, then they can contribute to make teaching and learning effective in class room situation in institutions of higher education. When the reactions of the respondents regarding video film made with informative approach and video film made with informative-cum-persuasive approach were compared it was found, that the respondents reacted more positively for the video film made with informative approach.

In other words, the, video films

- commentary was clear
- language was simple
- duration was appropriate
- visuals were appropriate and easy to understand

Moreover, the content on AIDS involved lot of detailed information regarding its history, prevention, and causes for conveying such theoretical messages. It is suggested to teach with those teaching aids which impart the messages directly and in straight forward manner so that the maximum understanding level and clarity is achieved. Thus, the video film with informative approach involved the above mentioned characteristics, resulting into highly positive responses from the respondents. If the experimental treatment with dramatic version of the film is to have positive reaction from students the care should be taken regarding the mentioned points.

However, one third respondents found that the video films with both the approaches made them conscious about AIDS. If the respondents do not think that the such topics are important for human life than they might not realise the usefulness of them.

The above finding implies that if educational films are to be made, then the objective behind using the films should be made very clear to the students. To make a video film on AIDS, which is a serious topic involved lot of sensitivity, is difficult. Moreover, when an educational film is made the basic purpose is to impart knowledge regarding each and every aspect of the content with clarity.

If the films are to be made regarding general awareness topics, care should be taken in preparing the films. The need of the topic should be highlighted, thus leaving an impression of the films utility in the minds of the viewers.

The dramatic version of the film was also found to be rather lengthy by the respondents. It is important to make the film clear at the same time, it should be made interesting. However, to maintain the interest in the films it should be broken down in small sections. Various formats like actuality, graphics, documentary animation, slides should be used.

Respondents also reported that the film helped them to learn to some extent only. "

There were many units to be conveyed like, history, prevention, causes, symptoms regarding AIDS, so it was little difficult to club so many ideas to make a drama and that too an effective one. Thus, the only alternative left was to have fewer messages in a film if change in attitude is the teaching objective through the persuasive film.

Once the length of drama is increased, it becomes less interesting and the capacity of the students to receive the information is also reduced, thus leading to a feeling of less usefulness of the film.

Thus, whenever the dramatic film has to be made it should be made with fewer messages so as to maintain the

interest of the students and to help the viewers to learn to a great extent. Since this study involved comparison of two video approach, the same content had to be covered through both the types of the films. However, dramatic version, itself to increase the length of the film in ordinary teaching situation. The content of such a approach must be kept to minimum.

### CONCLUSION

Looking at the actual impact benefits and the reactions, it can be concluded that video films were more effective than lecture method. Whenever one has to impart knowledge or bring change in attitudes, it is the video which will be better strategy than the traditional method of teaching. Thus the teachers should gear themselves up for the utilization of potentials offered by this technology.

Whether the groups of the respondents are homogenous or heterogenous, to bring about change in attitudes, video with persuasive approach is recommended and for imparting the knowledge the informative approach of the video films should be used.

Lastly, looking at the effectiveness of the video film and the positive reactions of the respondents towards the video film, one can conclude that use of video should be encouraged in teaching-learning situations.

### Recommendations for Further Study

1. A similar type of study can be conducted with both the control and experimental groups.
2. A study on these lines can be conducted with other variables like, intelligence, level of study, familiarity with experimental treatments, adaptability to modernity.
3. A similar study can be conducted with other samples, like students from other specialization.
4. A study on teachers' attitude and problems regarding the use of the experimental strategies can be taken up.
5. A comparative study of the problems faced by the students when exposed to the experimental treatments, can be conducted.
6. Video films can be made by using different approaches for urban as well as rural students.
7. The study of producing video films and checking their effectiveness followed by the discussion method can also be taken up.
8. A full course can be developed and taught through small video film in the educational institutions.
9. The video films can be made with approaches other than ones used in the present investigation.