DEVELOPMENT OF VALUES AMONG STANDARD VIII HINDI MEDIUM STUDENTS THROUGH A FILM BASED MULTIMEDIA PACKAGE

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ABSTRACT Value crisis is baffling to all as the deterioration of value in education is rapidly increasing. This is concern for all to find out different means to inculcate values among students. With the emergence of technology, multimedia is getting popular among students for its classroom use. Similarly students like films for entertainment. In the present study is an attempt is made to use both films and multimedia to inculcate certain values among students through a film based multimedia package. Standard VIII of two Hindi medium schools were selected purposively as experimental and control groups. The package was shown to the experimental group. Data were collected through the value conceptual knowledge test, value perception scale and reaction scale. The findings revealed that the developed package found to be significantly effective in terms of enhancing students' overall value conceptual knowledge but not in terms of enhancing students' overall value perception.

KEYWORDS : Value Inculcation, Film based Multimedia, Value Conceptual Knowledge, Value Perception.

INTRODUCTION

We are witnessing tremendous value crisis throughout the world today. The reappearance of barbaric qualities of selfishness, clashes and conflagration and other destructive forces give clear indication of degeneration process of human society. Every year about ten lakhs people committed suicide worldwide. In India this figure goes up to one lakhs per year and reason for that are alcoholisms, drug addict, mental depression, stress, martial problem unemployment and problems with parents and so on. According to the ICNR Medical Journal Report during the last decade suicide rate in India increased from 6.4% to 10.5%. There are also increase in the rate of suicide among school students due to failure in the examination. There is increase in crime rates also. So, there is an urgent need for efforts to receive and reform the values of human life and to rejuvenate the foundation to civilization. The democratic ideology that has been accepted by our country is yet to be actualized in the form of social and economics democracy as to realize democratic values guaranteed by the constitution of India. Along with this there is a need to impart different personal, social, family, national and universal values among our school and college going students to make them future citizens.

Value education can be imparted through various ways like direct approach, indirect approach, incidental approach and integrated approach. All the approaches are beneficial as per the requirement. Direct approach of imparting values is one of the best approach if the medium of imparting values are selected wisely. One of the medium is multimedia using clips from the popular Hindi films. As both multimedia and the Hindi films are liked by the students, the researchers in the present study made an attempt to prepare a film based multimedia package to impart certain values among standard VIII students.

REVIEW OF RELATED LITERATURE

The investigators reviewed studies in two categories viz. studies related to values and studies related to multimedia. The studies conducted by Bahadur (1981), Zamen (1982), Goswami (1983), Paul (1986), Chauhan (1988), Chandreshekaran (1989), Gupta, (1990), Das (1981), Dubey (1991), Singh (1992), Sri (1993), Dhand et. al. (1993), Sarangi (1994), Diwakar (1995), Kapoor (1995), Kar (1996), Agnes (1997), Joshi (1998), Skinner (1999), Joyce (2003), Mehta (2003), Biswal & Srivastava (2005), Thakkar (2005), Biswal (2006), Shay Mary (2009), and Fatema et al. (2012) were on values, where as, studies conducted by Shah et al. (1993), Dalwadi (2001), Jayaraman (2006), Lee & Amanda (2008), Roger (2010) and Jayswal (2012) were on multimedia. Most of the studies have been conducted on classification of values, awareness about values, comparative studies on social, religious and moral values, changing social values, value orientation of post-basic school, value orientation of adolescent boys and girls, values development through co-curricular activities, values development through practical approach, philosophical study on value

education etc. Most of the studies on multimedia were directly not related to values. No studies were reported related to the development of values through a film based multimedia package and hence the present study. The study was conducted with the following objectives.

OBJECTIVES OF THE STUDY

1. To develop a multimedia package by taking the cuttings of Hindi films for inculcating values of Equality, Co-operation, Patriotism, Respect for elders and Kindness among standard VIII Hindi medium students.
2. To implement the developed multimedia package for inculcating the said values among standard VIII Hindi medium students.
3. To study the effectiveness of the developed multimedia package in terms of value conceptual knowledge and value perception of standard VIII Hindi medium students in the values of Equality, Co-operation, Patriotism, Respect for elders and Kindness.
4. To study the effectiveness of the developed film based multimedia package in terms of value perception of standard VIII Hindi medium students in the values of Equality, Co-operation, Patriotism, Respect for elders and Kindness and the reaction of students towards the multimedia package.

HYPOTHESES

Following null hypotheses were formulated for the present study and were tested at 0.01 level of significance.

$H_0 1$: There will be no significant difference between the overall post-test value conceptual knowledge scores of control group and experimental group students.

$H_0 2$: There will be no significant difference between the overall post-test value perception scores of control group and experimental group students.

OPERATIONAL DEFINITIONS OF THE TERMS

Overall Value Conceptual Knowledge: It is the score secured by a student in the value conceptual knowledge test prepared by the researchers.

Overall Value Perception: It is the score secured by a student in the value perception scale prepared by the researchers.

RESEARCH DESIGN

Quasi-experimental design was used for the present study where a Pretest-Posttest Nonequivalent-Controlled Group Design was followed.

POPULATION

All the students of standard VIII of Hindi medium schools of Vadodara city affiliated to Gujarat Secondary Education Board (GSEB) were

constituted as the population of the present study. There were 11 such chools in Vadodara city which comprised of nearly 650 students.

SAMPLE
Two schools, Sri Krishna Hindi Vidyalaya, Karalibaug and Saraswati Vidyalaya, Ajwa Road were selected purposively from the Vadodara city. Standard VIII students of Sri Krishna Hindi Vidyalaya were considered as experimental group and the standard VIII students of Saraswati Vidyalaya were considered as the control group. Both the groups were made equivalent with 40 students in each group on the basis of pre-test scores.

TOOLS FOR DATA COLLECTIONs
Value Conceptual Knowledge Test, Value Perception Scale and a reaction scale were constructed and validated by the researchers for the purpose of data collection.

DEVELOPMENT AND IMPLEMENTATION OF MULTIMEDIA PACKAGE
Considering the level of students and availability of Hindi films five values viz. Kindness, Respect to Elders, Patriotism, Equality and Co-operation were considered for the multimedia package. Parts from different Hindi movies were selected as per the requirement for the five values. The selected parts of the films were cut through movie cutter and joiner. Necessary editing was done and the selected portions of movies were arranged in a logical sequence to make the multimedia package. The prepared multimedia package was validated by the experts. The multimedia package was of 8 hours duration. The multimedia package was implemented over a period of two months in a total of 20 classes of 40 minutes. The multimedia was shown in half of the time and the rest of the time was used for discussion and activities based on the shown multimedia.

DATA COLLECTION
Before the experimentation, pre-test was done on both the experiment and the control group and groups were made equivalent on the basis of the pre-test. The multimedia was implemented on the experiment group for a period of 2 months. After the implementation of the package, post- test was administered on both the experimental and control groups. Reaction scale was administered on the experiment group to know the reactions of students towards the package.

DATA ANALYSIS
Data analysis was done with the help of mean, standard deviation, standard error of mean, U-test, frequency, percentage and intensity index as follow as per the need of different objectives and are given in table 1 to table 4.

Table 1:Mean, Standard Deviation (SD) and Standard Error of Mean (SE) wise distribution of overall Value Conceptual Knowledge Score.

Groups	N	Mean	SD	SE
Control	40	17	7.21	1.14
Experiment	40	37.87	8.96	1.23

From the table 1, it was found that the mean overall value conceptual knowledge score of control group and the experimental groups were 17 and 37.87 respectively. The standard deviations from the means were found to be 7.21 and 8.96 respectively for the control group and the experimental group students with Standard Error of Means of 1.14 and 1.23 for the respective groups. Comparing the mean scores of overall value conceptual knowledge, it was found that the Mean of the Experimental Group was higher than that of the Control Group. To find out whether the difference in the mean scores was significant and to test the null hypothesis, Mann-Whitney U-test was used and the summary of the Mann-Whitney U-test is given in table 2.

Table 2:Summary of U-test for Overall Value Conceptual Knowledge of both the groups with Sum of Ranks (SR), U-value, z-value and Probability

Group	N	SR	U-value	z-value	Probability
Experimental	40	2339.5	80.5	6.923	0.00006
Control	40	900.5			

From table 2, it was observed that the Sum of Ranks of the control group and the experimental group were 900.5 and 2339.5 respectively with 40 students in both the groups. The U-value and z-value were found to be 80.5 and 6.923 respectively. Referring Table for normal

probability (Table A of Siegel, 1956) under null hypothesis (H_o) of z, for z < 6.923, the two tailed probability was found to be 0.00006 which is greater than our decided significance level (α) i.e. 0.01. Hence the null hypothesis i.e. 'There will be no significant difference between the post-test over all conceptual knowledge score of control group and experimental group students' is rejected and it can be said that experimental group and control group students differ stochastically in terms of their overall value conceptual knowledge scores. From table 1, it was also found that the mean score of experimental group in overall value conceptual knowledge is more than the mean overall value conceptual knowledge of control group which is due to film based multimedia package. Hence, it showed that the value inculcation through film based multimedia package is effective in enhancing over all value conceptual knowledge of standard VIII students.

Table 3:Mean, Standard Deviation (SD) and Standard Error of Mean (SE) wise distribution of overall Value Perception.

Group	N	Mean	SD	SE
Experimental	40	106.70	12.13	1.91
Control	40	103.25	20.17	3.19

From the table 3, it was found that the mean overall value perception score of control group and the experimental group were 103.25 and 106.70 respectively. The SD from the means overall value perception score were found to be 20.17 and 12.13 respectively for the control group and the experimental group students with SE of 3.19 and 1.91 for the respective groups. Comparing the mean overall value perception scores, it was found that the Mean of the Experimental Group was higher than that of the Control Group. To find whether the difference in the mean scores was significant or by chance and to test the null hypothesis, U-test was used and the summary of U-test is given in table 4.

Table 4: Summary of U-test for Overall Value Perception of both the groups with Sum of Ranks (SR), U-value, z-value and Probability

Group	N	SR	U-value	z-value	Probability
Experimental	40	1664.5	844.5	0.428	0.6744
Control	40	1575.5			

From table 4, it was observed that the Sum of Ranks of the control group and the experimental group were 1575.5 and 1664.5 respectively. The U-value and z-value were found to be 844.5 and 0.428 respectively. Referring same Table for normal probability for z < 0.428, the two tailed probability was found to be 0.6744 which is lower than our decided significance level l (α)i.e. 0.01. Hence the null hypothesis i.e. 'There will be no significant difference between the post-test overall value perception scores of control group and experimental group students' is retained and it can be said that experimental group and control group students do not differ stochastically in terms of their overall value perception.

In terms of the reaction of the students towards the multimedia package, out of 15 statements in the reaction scale, students have strongly favourable reaction for five statements and favorable reaction for rest of the 10 statements. The overall reaction of the students towards the multimedia package was also found to be strongly favorable. Hence, it can said that students have favorable reaction towards the multimedia package through which they learned the values.

MAJOR FINDINGS OF THE STUDY
Following major findings were drawn on the basis of the analysis and interpretation.
1. The developed film based multimedia package was found to be significantly effective in terms of enhancing students' overall value conceptual knowledge.
2. The developed film based multimedia package was not found to be significantly effective in terms of enhancing students' overall value perception.
3. The developed film based multimedia package was also found to be effective in terms of having positive reaction of students towards the package.

CONCLUSION
The Education Commission (1964-66), the National Policy on Education (1986) and the Ramamurthy Commission Report (1990) recommended that imparting of value education should be an integral

part of the entire educational process. Though these recommendations have been made years ago there has been no remarkable progress. Now valuelessness is quite visible in our society due to poor quality of our education. It is the time to act to impart values among students of all ages through different approaches. The findings of the present study states that the developed multimedia package was found to be significantly effective in terms of enhancing students' value conceptual knowledge and having positive attitude towards it. This type of packages can be used during co-curricular activity periods to enhance different values among students as these packages are very interesting because the contents are film based. The developed package was not found effective in enhancing the value perception of students because the development of perception is based on the development of value conceptual knowledge and it takes tome to develop the perception. As the present research was for only two months of time, this may be the major cause to not enhancing the value perception. If this type of packages can be used through out the year, the chances of enhancing value conceptual knowledge and value perception would be increased which in turn can help students to practice different values in their life.

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