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CHAPTER VI
AN OVERVIEW OF THE STUDY

INTRODUCTION

Education is the process of bringing desirable changes into the behaviour of human beings. Education is viewed as product and process. Education as a product is viewed as the sum total of what is received through learning, that is acquisition of knowledge, skills, attitudes and values, transmission of culture, development of personality and liberation of self-actualization. Therefore we can say that human resource is the main function of education.

Infection with Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) are urgent problems with broad social, cultural, economic, political, ethical and legal implications. Sexual intercourse is the predominant mode of transmission of HIV infection. Because of the sensitivity of issues associated with sexual behaviour public health officials and educators confront major problems in the prevention and control of HIV/AIDS.

In many communities, the problems increase when prevention measures are specifically aimed at young people between the ages of 10 and 24 years. Nevertheless, these young people are both an important target group and a potential resource for prevention of HIV infection. About 30% of the world population is between 10 and 24 years of age; in many developing countries more than half of the population is below the age of 25 years. In many countries over two thirds of adolescents aged 15-19 years, male and female, have had sexual intercourse.

HIV is transmitted in the ordinary educational setting, they are often a focus for the fears of parents, staff, young people, and the community when the facts about HIV
transmission are not understood. A comprehensive programme on the subject can facilitate understanding and prevent both fear and discrimination. Such a program should emphasize not only the right of HIV infected students and others to privacy and confidentiality, but also their right to participate fully in the learning environment.

MEDIA AND AIDS EDUCATION

Educational technology promotes the efficiency of learning by improving the quality of teaching. Due to the knowledge exploration, educators face the constant challenge of understanding the nature of technologies, their potential uses and their strengths and weaknesses.

Educational technology must mean technology of education presenting itself as a system for bringing improvement in the total process of teaching-learning by carefully analysing its problems and reorganizing all available resources in an economical way for the optimum results.

The educational programmes about AIDS must take into account the culture, sexual behaviour, and educational norms in the area. Any educational programmes the programme planner need to take into account the religions and cultural outlook of the community in which the programme will be implemented. They can do this by involving community leaders, including religious leaders in some aspects of programme design or review other group eg. young people's group, teachers' organization, social scientist, the specialists who conducted the initial assessment, and school administrators, may be included to help define the needs the programme must meet.

In the classroom level, knowledge, attitudes, and skills are closely linked. The attainment of objectives regarding knowledge is essentially a step towards achieving
other goals. The knowledge about modes of HIV transmission should increase the students motivation and ability to protect himself or herself and others. However, it is behaviour that reduces the risk, not knowledge alone. Education about skills can enable a student to act on knowledge learned in the classroom. Observers often note a direct association between education and behaviour in very young children. This link is less obvious in adolescents as the influences of their peers become more powerful and the urge to act independently becomes more marked. For this reason, education involving the "rehearsal" of skills and behaviour is important, to assist adolescent to choose behaviour that is in line with their own knowledge and attitudes even if it differs from that of their peers.

NEED FOR THE STUDY

In India, as in many countries, the HIV epidemic has been perceived largely as a medical problem. Yet the epidemic has its roots in India's patterns of economic and Social development, and in the attitudes, beliefs and values that determine people's sexual behaviour. It is increasingly clear that the HIV epidemic is primarily a development problem, which requires a multiplicity of responses from individuals, communities, Government agencies and a wide spectrum of non-Governmental organization. Educational Technology having the potential to widen horizons, to focus attention to raise aspiration and to create a climate for development through behavioural modification can be exploited to develop in the students the knowledge, attitude, and skills needed for human relationship, effective communication and responsible decision making behaviour that will protect themselves and others from HIV infection and optimize health. It is imperative to determine whether Educational Technology could promote behaviour that prevents the transmission of HIV, postering attitudes and behaviour that will prevent discrimination against those who are infected with HIV and promoting solidarity with
them and also promote ideas and values that are constitutes to social concern, willingness to cooperate and respect for human rights. Hence a study like the present one is needed.

STATEMENT OF THE PROBLEM

The Government of India, in conjunction with WHO, has estimated that 1.75 million people in India had become infected with HIV by the end of 1994. Since that time, many thousands of new infections have also occurred. It has been projected that by the year 2000, up to 7 million people in India may be infected with HIV and 2 million are likely to develop AIDS. Because of the long time lag between the initial infection with HIV and the onset of clinical symptoms of AIDS, most HIV positive people generally feel quite normal. Unaware of that they are infected with HIV, they continue to spread the virus to others. As there is no vaccine against HIV and no effective medical cure for its infection, HIV awareness and prevention programmes are the only means to prevent millions of infections and premature deaths in India. Instructional media having the potential to realise the instructional objectives effectively can be exploited in HIV awareness and prevention programmes. However, the value of an instructional medium lies not only in its economic viability and its technical and pedagogical soundness, but in its adoption to the local, social and cultural environment also. Owing to the seriousness of the speed with which this epidemic spreads in the society, it is imperative to identify the relative effectiveness among different instructional media in modifying the cognitive and affective behaviour in prevention and control of AIDS and be benefitted of the same as quickly as possible. Hence, the investigator has taken up the study on "Effectiveness of Instructional Media in Modifying the cognitive and affective behaviour in prevention and control of Acquired Immuno Deficiency Syndrome (AIDS)."
SCOPE OF THE STUDY

The relative effectiveness among different instructional media in modifying the cognitive and affective behaviour and their retention among undergraduate students with regard to AIDS epidemic was established in this study. It was also studied whether the linguistic and cultural background of the media materials had any influence in determining their effectiveness in modifying the cognitive and affective behaviour and their retention among undergraduate students with regard to AIDS epidemic. The media materials availed in the study were also evaluated by a team of experts and others using a specially developed evaluation performa for each of these materials. In conjunction with other media researches in AIDS education, this study also contributes to the knowledge of effective instructional media in AIDS education programs.

OBJECTIVES OF THE STUDY

The objectives of the study are stated as follows:

1. To find out whether the different instructional media viz., Video, Audio, Slides, Posters and Lecture method are effective in modifying the cognitive and affective behaviour among undergraduate students with regard to AIDS epidemic.

2. To find out whether there is any significant difference between Lecture method and different instructional media viz., Video, Audio, Slides and Posters in terms of their effectiveness in modifying the cognitive and affective behaviour among undergraduate students with regard to AIDS epidemic.

3. To establish the relative effectiveness among different instructional media viz., Video, Audio, Slides and Posters in modifying the cognitive behaviour among undergraduate students with regard to AIDS epidemic.

4. To find out whether there is any significant difference among different instructional media viz., Video, Audio, Slides and Posters in terms of their
effectiveness in modifying the affective behaviour among undergraduate students with regard to AIDS epidemic.

5. To find out whether there is any significant difference between Lecture method and different instructional media viz., Video, Audio, Slides and Posters in terms of their effectiveness in enhancing retention to cognition and attitude with regard to AIDS epidemic as measured by the retention test.

6. To find out whether there is any significant difference among different instructional media viz., Video, Audio, Slides and Posters in terms of their effectiveness in enhancing retention of cognition in AIDS epidemic as measured by the learners' performance in the retention test.

7. To find out whether there is any significant difference among different instructional media viz., Video, Audio, Slides and Posters in terms of their effectiveness in enhancing retention of attitude towards AIDS epidemic among undergraduate students as measured by the retention test.

8. To find out whether the linguistic and cultural background of the Instructional media materials on AIDS epidemic have any significant influence in modifying the cognitive and affective behaviour among undergraduate students with regard to AIDS epidemic.

9. To develop and standardize a Criterion Referenced Test in AIDS awareness and an Attitude Scale with regard to AIDS epidemic.

10. To develop an evaluation performa in validating the media materials developed by different agencies who work in control and prevention of AIDS epidemic.

11. To validate the media materials developed by different agencies who work in control and prevention of AIDS epidemic.

12. To suggest measures for improvement of the quality of the instructional media materials, so as to realize the envisaged objectives of AIDS educational programs.
HYPOTHESES OF THE STUDY

The hypotheses of the study are stated as follows:

1. There is significant difference between the means of pre and post-test scores of the students of the groups of Lecture Method and different instructional media viz., Video, Audio, Slides and Posters in cognition of AIDS epidemic.

2. There is significant between the means of pre and post-test scores of the students of the groups of Lecture Method and different instructional media viz., Video, Audio, Slides and Posters in their attitude towards AIDS epidemic.

3. There is significant difference among Lecture Method and different instructional media viz., Video, Audio, Slides and Posters in modifying the cognitive behaviour among undergraduate students with regard to AIDS epidemic.

4. There is significant difference among Lecture Method and different instructional media viz., Video, Audio, Slides and Posters in their effectiveness in modifying the affective behaviour among undergraduate students in AIDS awareness.

5. There is significant difference among Lecture Method and different instructional media viz., Video, Audio, Slides and Posters in their effectiveness in terms of retention of cognition with regard to AIDS epidemic as measured by the retention test.

6. There is significant difference among Lecture Method and different instructional media viz., Video, Audio, Slides and Posters in their effectiveness in terms of retention of attitude towards AIDS epidemic as measured by the students' performance in the retention test.

7. The effectiveness of an instructional medium is influenced by the linguistic and cultural background of the media material in modifying the cognitive behaviour among undergraduate students in AIDS awareness.
8. The effectiveness of an instructional medium is influenced by the linguistic and
cultural background of the media material in modifying the affective behaviour
among undergraduate students towards AIDS epidemic.

9. The effectiveness of an instructional medium is influenced by the linguistic and
-cultural background of the media material in enhancing retention of cognition in
AIDS epidemic among undergraduate students as measured by the retention test.

10. The effectiveness of an instructional medium is influenced by the linguistic and
cultural background of the media material in enhancing retention of attitude
towards AIDS epidemic among undergraduate students as measured by the
retention test.

TOOLS USED IN THE STUDY

The following tools were used to collect the required data in the study:

1. An interview schedule was developed by the investigator to find out the
demographical variables, participation in AIDS awareness programmes, sources
of information with regard to AIDS epidemic and mass media exposure of the
undergraduate students.

2. Video, Audio materials in AIDS awareness developed by different National and
International agencies working in the area of prevention and control of AIDS
epidemic.

3. Slides and posters dealing with AIDS epidemic developed by Tamil Nadu State
AIDS Cell, Chennai.

4. A Criterion Referenced Test in AIDS awareness was developed by the
investigator within the scope of the contents of the media materials availed in the
study. This criterion referenced test is comprised of 50 items in multiple choice
type covering the different aspects of AIDS epidemic viz., general awareness,
mode of transmission, high risk group, preventive measures, controlling strategies, care taking towards affected people etc.

5. An attitude scale towards AIDS epidemic was also developed by the investigator. This attitude scale is comprised of 35 statements revealing both positive and negative attitudes towards AIDS epidemic.

6. An evaluation performa was developed by the investigator to validate the media materials availed in the study for their technical and pedagogical appropriateness.

**METHODOLOGY OF THE STUDY**

Pre-test, post-test non-equivalent groups design was found to be the most appropriate experimental design to test the formulated hypotheses in the present study. Seven groups of undergraduate students studying in different colleges in the city of Coimbatore were formed as the subjects of the control and experimental groups. The subjects in the control and experimental groups range from 35 to 55. The entry behaviour, cognitive and affective, of the students of all these groups with regard to AIDS epidemic was found out as measured by the pre-test.

One of these groups was treated as control group while the other groups were treated as experimental groups. Lecture method was adopted in the control group while instructional media viz., Video (English), Video (Tamil), Audio (English), Audio (Tamil), Slides and Posters were adopted as experimental intervention in respective experimental groups. The media materials covering the different aspects of AIDS epidemic were availed for instructional purpose in the experimental groups. At the same time the same message was introduced to the control group through the lecture method using ordinary Audio Visual aids.
A Criterion Referenced Test and an Attitude Scale with regard to AIDS epidemic were developed and standardized by the investigator. The criterion referenced test and the attitude scale were administered as pre-test and post-test to all the groups before and after the experimentation. The same criterion referenced test and the attitude scale were again administered to all the groups as retention test one month after the experimentation was over.

An evaluation performa was developed in validating the media materials availed in the study for their technical and pedagogical appropriateness. All the media materials were evaluated by a team of experts using the said proforma. The reliability and validity of the measuring instruments viz., criterion referenced test in AIDS awareness and attitude scale towards AIDS epidemic were established following appropriate procedures.

The mean and SD of the scores of the students in achievement in AIDS awareness and attitude towards AIDS epidemic as measured by the Pre, Post and retention tests were computed for all the three groups. The formulated hypotheses were tested using appropriate statistical techniques.

**DELIMITATIONS OF THE STUDY**

The delimitations of the study are as follows:

1. The homogeneity of the Control and Experimental Groups was established only with respect to the scores of the participants on the pre-tests with regard to AIDS awareness and attitude towards AIDS epidemic. The intervening variables like anxiety, fatigue, motivation, intelligence etc. were not taken into consideration while establishing the homogeneity of the Control and Experimental Groups.

2. Though a series of objectives related to the knowledge, attitudes, skills, values, etc. are important to be developed among the undergraduates in the context of prevention
and control of AIDS awareness, due to felt difficulties in measurement of some of the variables it has been decided to assess the effectiveness of the instructional media in terms of knowledge and attitude alone.

3. For want of funds, as well as time it was decided to use readily available media materials prepared by different agencies working in the area of prevention and control of AIDS epidemic for the conduct of the present study.

FINDINGS AND CONCLUSIONS OF THE STUDY

The findings and conclusions of the study are as follows:

1. It is found that there is significant difference at 0.01 level between the means of the scores of pre and post-tests with regard to achievement in AIDS awareness for control and experimental groups. It is also found that the mean value of the post-test scores is higher than that of the pre-test scores for all the groups. The increase in the mean scores of the post-test can be attributed to the treatments viz., conventional lecture method, video (English), video (Tamil), audio (English), audio (Tamil), slides and posters. Hence, it is concluded that all the above said instructional media are effective in achieving the instructional objectives in AIDS awareness programmes.

2. It is found that there is no significant difference between the means of pre and post test scores on attitude towards AIDS epidemic control and experimental groups except in the case of 'posters', as an experimental treatment. However, the mean value of the post-test is found higher than that of the pre-test in all the cases. It is concluded that the different instructional media viz., video, audio and slides and lecture method are not effective in changing the attitude towards AIDS epidemic. However, it is also concluded that poster as an instructional medium is effective in changing the attitude towards AIDS epidemic. Perhaps the freedom enjoyed by the subjects of this group in taking their own
time to study the posters one by one besides other features of the poster influences better attitudinal course over the students.

3. It is found that the "F" value is significant at 0.01 level in the analysis of variance with regard to the scores of achievement in AIDS awareness as measured by the post-test among control and experimental groups. Hence, it is concluded that the different instructional media viz., video, audio, slides and posters and lecture method differ among themselves in their effectiveness in modifying the cognitive behaviour in prevention and control of AIDS epidemic.

4. It is found that there is significant difference at 0.01 level between the means of Control and E2 and E3; E1 and E2 and E3; E2 and E4; E3 and E5; E4 and E5 and E6. It is also found that the mean value of the E2 and E3 are greater than that of the control group.

It is also found that the mean value of E2 and E3 are greater than that of E1; the mean value of E3 is greater than that of E5. The mean value of E4 is greater than that of E5 and the mean value of E6 is greater than that of E5.

It is also found that there is significant difference at 0.05 level between the means of the control group and E6; E1 and E5 and E6 and between E2 and E5 and E6. Again it is found that the mean value of E6 is greater than that of the control group; the mean value of E2 is less than that of E5 and E6; the mean value of E1 is greater than that of E5 but less than that of E6.

Again it is found that there is no significant difference between the means of control and E1, E4 and E5; E1 and E4; E2 and E3; E3 and E4 and E6; E4 and E6. It is
concluded that the conventional lecture method is less effective when compared to some instructional media viz., video (Tamil), audio (English) and posters in modifying the cognitive behaviour among undergraduate students in AIDS education. Video (English) is more effective when compared to slides but less effective when compared to video (Tamil) and audio (Tamil). Video (Tamil) is more effective when compared to slides and audio (Tamil) but less effective when compared to posters. Audio (English) and audio (Tamil) are more effective than slides which is again less effective when compared to posters in modifying the cognitive behaviour among undergraduate students in control and prevention of AIDS.

Again it is concluded that conventional lecture method is as effective as video (English), audio (Tamil) and slides. Video (Tamil) is as effective as audio (English). Audio (English) is as effective as audio (Tamil) and posters while poster is as effective as audio (Tamil).

Hence, it is quite evident that conventional lecture is not more effective than any other instructional media while slides as an instructional medium is less effective when compared to video (English and Tamil) and audio (English and Tamil) and posters. Video (Tamil) is more effective when compared to audio (Tamil) and slides.

5. It is found that the "F" value is significant at 0.01 level in the analysis of variance with regard to the scores of attitude towards AIDS epidemic as measured by the post-test among control and experimental groups. Hence, it is concluded that the different instructional media and lecture method differ among themselves in their effectiveness in modifying the affective behaviour among undergraduate students in prevention and control of AIDS epidemic.
6. It is found that there is significant difference at 0.01 level between the means of $E_1$ and $E_2$, and between $E_3$ and $E_6$ on the scores of attitude towards AIDS epidemic as measured by post-test. It is also found that the mean value of the $E_3$ is greater than that of the $E_2$ and $E_6$. Again it is found that there is significant difference at 0.05 level between the means of $C$ and $E_2$ and between $E_2$ and $E_3$. It is also found that the mean value of $E_2$ is lesser than that of $C$ and $E_3$. Further it is found that there is no significant difference between the means of $C$, $E_2$, $E_3$, $E_4$, $E_5$ and $E_6$; between $E_1$ and $E_2$, $E_4$, $E_5$ and $E_6$; between $E_2$ and $E_4$, $E_5$ and $E_6$; between $E_3$ and $E_4$ and $E_5$; between $E_4$ and $E_5$ and $E_6$ and between $E_5$ and $E_6$.

It is concluded that conventional lecture method is more effective than video (English); audio (English) is more effective than video (English); video (Tamil) and posters in modifying the affective behaviour among undergraduate students in prevention and control of AIDS. It is also concluded that conventional lecture method is as effective as video (Tamil), audio (English), audio (Tamil), slides and posters. Again it is evident that video (English) is as effective as video (Tamil), audio (Tamil), slides and posters. It is also quite obvious that video (Tamil) is as effective as audio (Tamil), slides and posters. Further, it is also evident that audio (Tamil) is as effective as slides and posters and slides is as good as posters in modifying the attitude towards AIDS epidemic among undergraduate students.

7. It is found that the "F" value is significant at 0.01 level in the analysis of variance with regard to the achievement scores in AIDS awareness as measured by retention test among control and experimental groups. It is concluded that there is a difference among different instructional media viz., video, audio, slides and posters and lecture method in their effectiveness in enhancing retention among undergraduate students in AIDS awareness.
8. It is found that there is significant difference at 0.01 level between the means of Control group and E2, between E1 and E2, E5 and between E2 and E3, E4, E5 and E6, on the scores of achievement on AIDS awareness as measured by the retention test. It is also found that there is no significant difference between the means of control group and E1, E3, E5 and E6, between E1 and E3, E4 and E6; between E3 and E4 and E6; between E4 and E5 and E6 and between E5 and E6. It is also found that the mean value of E2 is greater than that of the control group; the mean value of E1 is greater than that of E2 and E5, the mean value of E2 is greater than that of E3, E4, E5 and E6 and the mean value of E3 is greater than that of E5.

Hence it is concluded that video (English) is more effective when compared to conventional lecture method; video (Tamil) is more effective than video (English) while video (English) is more effective when compared to slides; video (Tamil) is more effective when compared to audio (English), audio (Tamil) slides, and posters and audio (Tamil) is more effective when compared to slides in enhancing retention of AIDS awareness among undergraduate students.

9. It is found that the "F" value is significant at 0.01 level in the analysis of variance with regard to the scores of attitude towards AIDS epidemic as measured by the retention test among control and experimental groups. Hence, it is concluded that the different instructional media differ among themselves in their effectiveness in enhancing retention of attitude towards AIDS epidemic among undergraduate students.

10. It is found that there is significant difference at 0.01 level between the means of control group and E3 and between E3 and E5 and E6 on scores of attitude towards AIDS epidemic as measured by the retention test. The mean value of E2 is found to be greater than that of the control group. Again it is found that the mean value of E3 is greater than...
that of both E5 and E6. It is also found that there is significant difference at 0.05 level between the means of E1 and E3. The mean value of E3 is found to be greater than that of E1. It is also found that there is no significant difference between the means of control group and E1, E2, E4, E5 and E6; between E1 and E2, E4, E5 and E6; between E2 and E3, E4, E5 and E6; between E3 and E4; between E4 and E5 and E6 and between E5 and E6.

It is concluded that audio (Tamil) is more effective when compared to conventional lecture method, slides and posters in enhancing retention of attitude towards AIDS epidemic among the undergraduate students.

11. It is found that there is significant difference at 0.01 level between the means of E1 and E2 on the scores of achievement in AIDS awareness as measured by the post-test. The mean value of the E2 is found to be greater than that of the E3. It is also found that there is no significant difference between the means of E3 and E4 on the same scores.

It is concluded when the linguistic and cultural background of the media materials reflects that of the viewers, there will be higher level achievement so far as the AIDS awareness is concerned.

12. It is found that there is no significant difference between the means of E1 and E2 and E3 and E4 on the scores of attitude towards AIDS epidemic as measured by the post-test. It is concluded that the linguistics and cultural background of the media materials do not influence the attitudinal change towards AIDS epidemic among undergraduate students.
13. It is found that there is significant difference at 0.01 level between the means of $E_1$ and $E_2$ and $E_3$ and $E_4$ on the scores of achievement in AIDS awareness as measured by the retention test. The mean value of the $E_2$ is found to be greater than that of the $E_1$. It is concluded that when the linguistic and cultural background of the media materials reflects that of the viewers, there will be higher level retention of AIDS awareness.

14. It is found that there is no significant difference between the means of $E_1$ and $E_2$ and $E_3$ and $E_4$ on the scores of attitude towards AIDS epidemic as measured by the retention test. It is concluded that the linguistic and cultural background of the media materials do not influence the level of retention of attitude towards AIDS epidemic among undergraduate students.

15. It is found that the 'F' values are significant at 0.01 level among pre, post and retention tests; among control and experimental groups and among the tests and the groups with regard to the scores of achievement on AIDS awareness. It is also found that the 'F' values are significant at 0.01 level among pre, post and retention tests and among control and experimental groups with regard to the scores of attitude towards AIDS epidemic. It is also found that the 'F' value is not significant among the tests and the groups with regard to the scores of attitude towards AIDS epidemic.

Hence, it is concluded that the conforming variables did not bring about changes attributed to the experimental treatment. The effectiveness of different instructional media differ from each other in realising the instructional objectives in AIDS educational programmes. Again there exists differential influence of varied instructional media in enhancing retention of cognitive and affective behaviours among undergraduate students so far as prevention and control of AIDS epidemic is concerned.
It is found that there is positive and significant (at 0.01 level) correlation between pre-test achievement scores and pre-test attitude scores, post-test achievement scores and post-test attitude scores, retention test achievement scores and post-test achievement and attitude scores and retention test attitude scores and post-test achievement and attitude scores as well as retention test achievement scores. It is also found that there is no significant correlation between post-test achievement scores and pre-test achievement and attitude scores; post-test attitude scores and pre-test achievement and attitude scores, retention test achievement scores and pre-test achievement and attitude scores and retention test attitude scores and pre-test achievement and attitude scores.

Hence, it is concluded that higher the level of achievement in AIDS awareness, higher will also be the attitude towards AIDS epidemic. Higher level achievement in AIDS awareness also influences higher level retention of achievement in AIDS awareness and attitude towards AIDS epidemic.

RECOMMENDATIONS

The highlights of the findings of the study lead to the following recommendations:

1. Among different instructional media, video is found to be most effective followed by slides as another medium of instruction. With an appeal to both eyes and ears, video is more effective when compared to other instructional media in realising instructional objectives in AIDS awareness programmes. Hence, video programmes be availed widely in AIDS prevention and control programmes.

2. In spite of its effectiveness in achieving socialization and feeling of security among the learners, conventional lecture method is inadequate in catering to the needs of all kinds of learners due to individual differences among them. When instruction through lecture method is indispensable, the features video of may also
be tried along with lecture. The combination of lecture along with 'slides' will prove fruitful since this combination can appeal both to the eyes and ears.

3. Besides individualized in instructional process, posters can also be an effective medium due to its characteristic features. When the learners are clarified of their doubts through either printed handouts or even by trained volunteers, posters can become successful in realizing the instructional objectives in AIDS awareness programmes.

4. Planners in AIDS awareness programmes may distribute the audio visual materials to educational institutions for use in the classrooms along with guidelines and suggestions for their use.

5. Centralized support units for AIDS awareness programmes may be established in every district for providing advisory services for development of media materials in AIDS awareness which may ensure the accuracy of the information presented, train teachers to handle such media materials effectively and also provide effective consultant support for teachers in prevention and control of AIDS epidemic.

6. Besides training teachers in handling the various media materials, teaching strategies such as Role playing, Rehearsal play, Moral dilemma, Brain storming, Reflection, etc. may also become the subject of teacher training in the context of prevention and control of AIDS epidemic.

6. Evaluation techniques such as value clarification, values rank ordering, value questionnaires and rating statements on a continuum can be availed to discover what values the learners choose to act on.

7. In the absence of a cure for AIDS and that of a vaccine for HIV infection coupled with increasing rates of sexually transmitted diseases among young people, it is imperative to provide AIDS education through effective medium so that they can equip themselves with appropriate knowledge, skills and attitude which will
permit effective communication, responsible decision making and development of healthy human relationships in the context of prevention and control of AIDS epidemic.

8. The development of the media materials aiming at providing an understanding of HIV infection, community health, human relationships, sexuality, drug use and other relevant issues among young people should take into account the local culture, linguistic feature and educational norms of the target audience resulting in effective learning and lasting retention of what has been instructed.

SUGGESTIONS FOR FURTHER RESEARCH

The following are the suggestions for further research in the area of instructional media in prevention and control of AIDS epidemic:

1. Some research studies in the area of AIDS education reveal that the effectiveness of different instructional media differs in realising the instructional objectives among the learners. Hence, it is imperative to explore whether this is true of all cultures, social groups and equally for males and females. Research studies are needed in these directions.

2. Differential effectiveness of different instructional media when used alone or in combination leads to the necessity of finding out which are the most robust of instructional strategies in realising the instructional objectives in the context of prevention and control of AIDS epidemic.

3. Studies pertaining to the role of media presenters within the context of various instructional media in realising the instructional objectives in short span of time in prevention and control of AIDS epidemic may also be undertaken.

4. Studies may also be undertaken to find out the effectiveness of different instructional strategies viz., Role playing, Moral dilemma, Brain storming, Peer-teaching etc. in realising the instructional objectives for various cultural and social
groups and also for males and females in the context of prevention and control of AIDS epidemic.

5. Evaluational studies may also be taken up to find out which of the different instructional media are effective in different cultural contexts, for different social groups, for male and female, for various target populations in terms of cost effectiveness, modifying the cognitive and affective behaviours, retention of modified behaviours and economy of time in the context of prevention and control of AIDS epidemic.