

AN EXPERIMENTAL STUDY ON THE EFFECT OF MULTIMEDIA ON AWARENESS OF CONSUMER RIGHTS

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Abstract

Commerce is the subject which provides a clear understanding of commercial development and it also helps in promoting our culture and civilization. The problem of the present study is entitled as 'Effect of multimedia on awareness of consumer rights at higher secondary level'. The investigator collected data from the 11th standard students. The investigator has selected 90 students for the study, of which the control group consists of 45 students, Experimental group consists of 45 students. From the Government Higher secondary students of Trichy district in Tamil Nadu. The study found out that there is more effect of multimedia in teaching Consumer rights awareness at higher secondary level.

Keywords: Multimedia awareness, Multimedia package, Type of School and Parents Education.



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Introduction

MULTIMEDIA

Multimedia uses computers to present text, audio, multimedia, animation, interactive features and still images in various ways and combinations made possible through the advancement of technology. By combining media and content, those interested in multimedia can take on and work with a variety of media forms to get their content across. This is an exciting new field for those interested in computers, technology and creative career options. Multimedia can be accessed through computer various forms together.

AWARENESS

Awareness is the state of knowing something. It may be focused on an internal state, such as an external event by way of sensory perception. Insects do have consciousness in the usual sense because they lack the brain capacity for thought and understanding.

CONSUMER RIGHTS

Consumers must be aware and be more questioning about the provision of services as well as the quality and variety of goods and services on offer. Consumers should also make reasonable decisions in exercising their right of choice; understand and abide by any safety or security requirements pertaining to the use of communications systems and services.

Consumers should not misuse or cause damage to Postal and Telecommunications infrastructure. They should use communications systems and services in the appropriate manner, without abusing them. Consumers should be highly sensitive to the impact of their actions on the physical environment, which must be aimed at fostering conservation of the environment to ensure a high level of safety and quality of life for present and future generations.

NEED AND SIGNIFICANCE OF THE STUDY

Every individual has the ability to learn. Every individual is different but they can learn. Not all individuals learn in the same way and it should, therefore, be taught in different ways. Universally, Commerce was taught as one of the subjects in higher secondary schools. Majority of the pupils feel that Commerce was a difficult subject and it can be understood and followed only by intelligent students. Those fail in the subject develop hatred towards it. At present majority of the Commerce teachers follow traditional methods of instruction and learners tend to be passive listeners. No lesson can be effectively learned unless there was active pupil participation in it. In order to teach a heterogeneous group, teachers need to use a variety of different instructional strategies. In the words of Eggen and Kauchak (2001) it is impossible to reach every student in the classroom by using only one instructional strategy. Students learn Commerce by connecting new ideas to ideas that they already know. Teachers of Commerce need to be able to understand by students and one can present new material, with their prior knowledge of Commerce. Hence, there is an imperative need to adopt learner centered approaches in the classroom. Due to the modern world, the teacher must be adopting to use new technological devices and modern methods to teach the students. This way of approach is the need of this hour. Hence the investigator prepares multimedia on Commerce subject particularly in the area of Consumer rights for the higher secondary students.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows;

1. To prepare multimedia assisted instruction package for learning Consumer rights at higher secondary level.
2. To find out the significant difference on awareness of consumer rights at higher secondary level with respect to gender, type of school and parent education.
3. To find out the significant difference in learning Consumer rights between the pre-test for control group and experimental group students.
4. To find out the significant difference in learning Consumer rights between the post-

test of Control group and Experimental group students.

HYPOTHESES OF THE STUDY

The hypotheses of the study are as follows;

1. There is no significant mean difference on awareness of consumer rights at higher secondary level with respect to gender, type of school and parent education.
2. There is no significant mean difference in learning Consumer rights between the pre-test of control group students and Experimental group students.
3. There is no significant mean difference in learning Consumer rights between the post-test of Control group students and Experimental group students.

METHODOLOGY

Control and experimental are the groups in the study. For the control group conventional teaching method, where as for the experimental group multimedia assisted instruction packages are the teaching methods followed in this study. Conventional teaching for the control group and for experimental group multimedia assisted instruction packages are used for the study. Quasi Experimental design is partly like true experimental designs. They control but not all extraneous variables, which give threat to the experiment. The quasi experimental designs provide control over when and to whom the measurement is applied but as subject are not randomly assigned to the experimental and the control group, the equivalence of the group is not maintained.

LOCATION OF THE STUDY

The investigator collected data from the 11th standard students. The investigator has selected 90 students for the study, of which the control group consists of 45 students, Experimental group consists of 45 students. From the Government Higher secondary schools of Trichy district in Tamil Nadu.

SAMPLE

The sample for the present study includes 11th standard students. The investigator has selected 90 students for the study, of which the control group consists of 45 students, Experimental group consists of 45 students. From the Government Higher secondary school of Trichy district in Tamil Nadu. To find out awareness, the investigator selected Government, Aided and Self finance higher secondary school students for the achievement test, only the Government higher secondary school students were used as sample for this study.

TOOLS USED

The researchers prepared the final form of the tools for the present study which are as follows; a) Awareness on Consumer Rights Scale (4 point scale with 50 items) and b) Achievement Test on Consumer Rights (MCQ Type with 30 items)

STATISTICAL TECHNIQUES USED

For the analysis of the data, the following statistical techniques have been used. Descriptive analysis and Inferential analysis.

TESTING OF HYPOTHESES

Hypotheses 1

There is no significant mean score difference in awareness of consumer rights among higher secondary students in relation to their gender.

The analysis of mean, standard deviation and calculated 't' value on awareness scores of Consumer Rights in relation to their gender is shown in table 1.

Table- 1: Mean score difference in consumer rights awareness gender wise among higher secondary students

Gender	N	Mean	SD	't' - Value
Male	75	17.68	2.21	2.3399
Female	75	18.44	1.74	

From the above table 1, the calculated-'t' value 2.3399 is greater than the table value 1.96 which is statistically significant at 0.05 level. Hence the hypothesis, 'There is no significant mean score difference in awareness of consumer rights of higher secondary students in relation to their gender, is rejected. The male gender (N=75) and the female gender (N=75) mean scores of consumer rights awareness is 17.68 and 18.44 respectively. It is concluded that their awareness of consumer rights in relation to their gender (male and female) is significantly different.

Hypotheses 2

There is no significant mean score difference in awareness of consumer rights in relation to the type of school.

Table 2 Mean scores difference in consumer rights in awareness in relation to type of school

Variables	Groups	Sum of Square	Df	Mean Square	F value	P value
Type of School	Between Groups	303.852	2	151.926	3.562	0.00
	Within Groups	6269.844	147	42.652		
	Total	6573.696	149			

The table 2. shows that the 'F' value 3.562 is greater than the table value which is

significant at 0.05 level of significance. Hence the hypothesis is rejected. As per their Type of school, the higher secondary school students do differ significantly in their mean scores according to their awareness towards Consumer Rights. Hence, the hypothesis, ‘There is no significant mean score difference in awareness of consumer rights in relation to the type of schools (Government, Self-Finance and Matriculation) of higher secondary students’, is rejected.

Hypotheses 3

There is no significant mean score difference in awareness of consumer rights in relation to the parent’s educational status of higher secondary students.

The ‘ANOVA’ on awareness scores of Consumer Rights in relation to their parents’ educational status is shown in table 3.

Table 3 Mean score difference in consumer rights awareness in relation to parents’ educational status of higher secondary students

Variables	Groups	Sum of Square	Df	Mean Square	F value	P value
Educational Status (Parents)	Between Groups	661.752	2	330.876	3.497	0.00
	Within Groups	13908.699	147	94.617		
	Total	14570.451	149			

The table 3, shows that the ‘F’ value 3.497 which is greater than the table value is significant at 0.05 level of significance. Hence the hypothesis is rejected. As per their educational status, the higher secondary school students do differ significantly in their mean scores according to their awareness towards Consumer Rights. Hence, the hypothesis, ‘There is no significant mean score difference in awareness of consumer rights in relation to the parent’s educational status (illiterate, school education and Higher education or College education above qualifications) of higher secondary students’, is rejected.

Hypotheses 4

There is no significant mean score difference in achievement of learning consumer rights between the pre-test scores of control group students.

The analysis of mean, standard deviation and calculated ‘t’ value on achievement scores of Consumer Rights in relation to their pre and post-tests scores of control group is shown in table 4.

Table-4 Mean score difference in consumer rights awareness pre-test and post-test scores of control group students

Control group	N	Mean	SD	‘t’-value
Pre test	45	15.84	1.86	2.2124
Post test	45	16.68	1.74	

From the table 4, the calculated-‘t’ value is 2.2124 greater than the table value 1.96 which is statistically significant at 0.05 levels. Hence the hypothesis, ‘There is no significant mean score difference in achievement of learning Consumer rights between pre-test and post-test of control group students’, is rejected. There is no significant mean score difference in achievement of learning Consumer rights between pre-test and post-test of control group students. Mean score of pre-test and post-test respectively 15.84 and 16.68 in control group. It also founded that the mean score of the post-test is higher than the pre-test which is due to the teaching of content unit through traditional method. From this table, it is concluded that in both the pre and post tests, the control group students differ in their achievement level in Consumer Rights.

Hypotheses 5

There is no significant mean score difference in achievement of learning consumer rights between pre-test and post-test of experimental group students.

The analysis of mean, standard deviation and calculated ‘t’ value on achievement scores of Consumer Rights in relation to their pre and post-tests scores of experimental group is shown in table 5.

Table-5 Mean score difference in consumer rights awareness pre-test & post-test scores of experimental group students

Experimental group	N	Mean	S.D	‘t’-value
Pre Test	45	16.18	1.78	12.553
Post test	45	20.76	1.68	

From the table 5, the calculated-‘t’ value is 12.5535 is greater than the table value 1.96 which is statistically significant at 0.05 level. Hence the hypothesis, ‘There is no significant mean score difference in achievement of learning Consumer rights between pre-test and post-test of Experimental group students’, is rejected. There is a significant mean score difference in achievement of Consumer rights learning between pre-test and post-test of experimental group students. Mean score of pre-test and post-test is 16.18 and 20.76 respectively in experimental group students. It is due to manipulation of the content unit with the help of multimedia assisted instruction package as an individualized instruction. It can be concluded that the technology based teaching helped the learners to learn the content in Consumer rights. It is concluded that the pre and post-test scores differ significantly, in the students’ achievement on Consumer Rights learning.

FINDINGS OF THE STUDY

- The awareness of consumer rights in relation to gender (male and female) differ significantly.
- There is no significant mean score difference in awareness of consumer rights in relation to the type of schools (Government, Self-Finance and Matriculation) of higher secondary students.
- There is no significant mean score difference in awareness of consumer rights in relation to the parent's educational status (illiterate, school education and Higher education or College education above qualifications) of higher secondary students.
- There is no significant mean score difference in the Achievement of learning Consumer rights between pre-test and post-test control group students.
- There is no significant mean score difference in the Achievement of learning Consumer rights between pre-test and post-test Experimental group students.

CONCLUSION:

The effect of multimedia assisted instruction package on Consumer rights at higher secondary level will help the students to learn the concept of Consumer rights easily. The multimedia assisted instruction package was very useful for learning at the different levels. The Teacher too will find the multimedia assisted instruction package very helpful for their performance in the teaching. The study intended to explore the effect of multimedia the higher secondary level students learning. Results show that students learning through multimedia Aided Instruction Package could help them to improve their learning in Consumer rights. This is also confirmed in the previous literature. As far as effectiveness of applying multimedia materials on 'consumer rights' in support of their learning of commerce subject in higher secondary schools this multimedia approach is preferred over traditional instructions in Commerce subject at higher secondary level.

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