

# Video Films On Educational Psychology for B Ed. Students as Part of New Teaching – Learning Pedagogy – A Critical Study

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## ABSTRACT

*The video lecture films were developed on specific criteria, on the basis of scripts which were examined by subject experts as well as technical experts. In Video films concepts were made more comprehensive with the help of daily life examples and pictures. Inconsistency in findings of different researches on Video lecture films and due to very few numbers of researches conducted on Video lecture films present study need to be undertaken Majority of students expressed strongly favorable reactions towards different aspects of Video films on Educational Psychology.*

**Keywords-** Video film, Education Psychology

## I INTRODUCTION

Number of students are increasing in higher education and it causes shortage of teachers and facilities. It is difficult to meet these needs by conventional means hence it is necessity of time to use media in field of education. Motion pictures, color, sound adjustment, facility of forward, rewind and zooming make video a powerful tool of communication between teacher and student. Video lecture films can be uploaded on website and n numbers of students may be benefited by it without any constraints of Distance, Time, Money and Energy. There is scarcity of quality teachers & quality books in field of Educational Psychology. Education Psychology is a compulsory subject at B.Ed as well as M.Ed level. There is a wide gap between demand and supply. Even those B.Ed. colleges which have sufficient teaching staff sometimes find that many of teachers lack conceptual clarity in Educational Psychology. Keeping these problems in mind the present study will examine effectiveness of e-material as a remedy. The use of Video films as instructional material is one of the innovations in field of teaching and learning. Jeyachandran (1980), Andrews (1985), Barve (1986), Clarke (1986), Yadav (1988), James (1988), NCERT and DAVV Project (1989), Narayanasamy (1991), Idayavani (1991), Kalimuthu (1991), Sinnathambi (1991), Napapong (1993), Pandya (1994), Joshi (1995), Lal (1996), Joshi (1997), Tiwari (1997), Shukla (2003), Shinde (2007) and Gupta (2011) studied the effectiveness of Video Lecture Films and brought out varying views on effectiveness. However it has been felt that scarcity of quality teachers in Educational Psychology, may be overcome by e-lecture and hence there is need to find out its effectiveness with reference to a developing state like M.P.

## II OBJECTIVE & LIMITATIONS

- (a) **Objective** of this study is to study reactions of B.Ed. Students towards Developed Video Lecture Films on Educational Psychology and examine its effectiveness.
- (b) **Limitations**
  - (i) The content of Video films on Educational Psychology was prepared by taking common B.Ed. syllabus of all universities of Madhya Pradesh.
  - (ii) Video films cover only five units of common syllabus of M.P.
  - (iii) The Treatment is applicable for one academic year that is 2011-12 only.

## III SAMPLE DETAILS & METHODOLOGY

- (a) **Sample Details** - The two cities, namely, Indore and Dewas were selected purposively for taking sample. From two cities of Madhya Pradesh Three B.Ed colleges and three sections of School of Education, DAVV Indore were selected randomly as Sample of study from forty six B.Ed colleges of Indore and Dewas. Sample comprised of 74 B.Ed students out of which 22 were Males and 52 were females of session 2011-12 (Table1(a))

TABLE 1(A)

Group	Males	Female	Total
Video Group	22	52	74

- (b) **Tool- Reaction Scale** - Reactions of Students towards Video Lecture Films were assessed by reaction scale developed by the investigator. Reaction Scale used for assessing the Reactions towards Video Lecture Films of experimental group only. The scale comprised 20 statements. There are 10 positive and 10 negative statements. The various aspects reflect in statements were Language used, clarity of voice, speed of presentation, proper pause, consistency of delivering the lecture, Duration of lecture, level of understanding, organization and administration of program, content quality, quality of graphics and animation, picture etc. Against each

statement five point rating scale has been given. The five points were strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (SDA). The students were asked to read each statement carefully. Out of the given five alternatives, tick mark (✓) was to be put only one on alternative for each statement. In case of positive statement strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (SDA) were given weight age of 5,4,3,2 and 1 respectively while for negative statements it was 1,2,3,4 and 5 respectively. Thus total score ranges from 20 to 100. The score between 20 and 60 reflects unfavorable reactions while between 61 to 100 shows favorable reactions. Some items of reaction scale are given below:

TABLE 1(B)

Group	Mean	Standard Deviation	Coefficient of Variation
VIM	80.53	17.62	21.88%

#### IV DATA COLLECTION & ANALYSIS

- (a) **Data Collection** - On the basis of approved scripts the video films were produced. Prepared film was edited and was converted into digital mode with the help of non linear editing system. Permission was taken from Head of the Department/Principal/Director After establishing rapport with students Investigator gave all necessary instructions then students of experimental group were taught by Video Instructional Material.
- (b) **Data Analysis** - The reaction towards Video Lecture Films was assessed at the end of Treatment of VIM Group. The data related to this were analyzed with the help of Frequency Percentage, Mean, Standard Deviation and Coefficient of Variation. The results are given in Table 1

GroupWise Mean, Standard Deviation and Coefficient of Variation values of students Reactions towards Video Instructional Material

From table 1 it can be seen that the Mean Score of Reactions towards Video Lecture Films Group was found to be 80.53. The Reactions towards Video Lecture Films Scale contained 20 statements related to different aspects of Video Instructional Material. Against each statement a five point scale was given on which students were to give their responses. Thus, the score of the students could range between 20 and 100. The Mean score of reactions towards Video Lecture Films was towards 100 signifying strong favorable Reactions towards Video Instructional Material. The Coefficient of Variation for Video Lecture Film Group was found to be 21.88% which was quit low. It indicates that, as a group, the Reactions towards Video Lecture Film were almost invariant and strongly favorable. It may, therefore be concluded that the students of Video Lecture Film Group expressed favorable reactions towards different aspects of Video Lecture Films and on the whole. In order to probe into Reactions towards Video Instructional Material, the data were further analyzed by computing statement wise favorable mean and favorable Percentage and frequency falling under the five given choices in Table 2 The percentage of favorable reactions was calculated by multiplying frequency of different choice by 5,4,3,2,1 to positive statements and 1,2,3,4,5 to negative statements then total score of each statement was divided by 5 to get Favorable Mean. The favorable mean more than 3 showing favorable reactions towards different aspects. The favorable mean percentage was calculated by dividing Favorable Mean by 77 (VIM Group Sample Size) and multiplying it by 100, the favorable percentage was computed. The favorable percentage is showing percentage of favorable reaction out of 100 towards a particular aspect.

**Table 2**

Statement Wise Frequency of Reactions, Mean of Favorable Reactions and Percentage of Favorable Reactions of B.Ed. Students towards Video Instructional Material in Educational Psychology

S. No.	Statement	(Strongly Agree)	(Agree)	(Undecided )	(Disagree)	(Strongly Disagree)	Mean of Favourable Reactions	Percentage of Favourable Reactions
01	Visuals are clear	18	51	-	7	1	4.01	80.25
02	Voice is clear	26	30	2	17	2	3.79	75.84
03	Content in Video Film is not presented systematically	6	9	2	24	36	3.97	79.48
04	All points which are given in starting are not explained in Video Film	4	14	4	23	32	3.84	76.88
05	Pace/ speed of content presentation is proper	7	38	21	96	100	3.40	68.05
06	This Video Instructional Material is not useful in learning of educational psychology	3	8	4	17	45	4.21	84.15
07	Pronunciation of presenter is correct	37	35	00	3	2	4.32	86.49
08	Duration of film is suitable	25	40	3	6	3	4.01	80.25
09	Complex/ difficult content is not made simple in the film	7	10	3	29	29	3.86	77.14
10	Presenter used proper stimulus variation during his presentation	27	38	5	4	3	4.06	81.29
11	Video Instruction Material is helpful in self learning	25	33	4	9	6	3.81	76.10
12	Language of teacher is proper in Video Instructional Material	36	144	00	3	2	4.31	86.23
13	Concepts are explained properly in Video Instructional Material	30	38	2	4	3	4.14	82.85

S. No.	Statement	(Strongly Agree)	(Agree)	Undecided	(Disagree)	(Strongly Disagree)	Mean of Favourable Reaction	Percentage of Favourable Reaction
14	Video Instructional Material is not useful	5	6	2	25	39	4.13	82.59
15	In Video Instructional Material concepts are explained with proper illustrations	47	20	2	4	4	4.32	86.49
16	In Video Instructional Material definitions and main points are not shown	6	8	1	20	42	4.09	81.81
17	Video Instructional Material is not helpful in teaching Educational Psychology	5	3	1	34	34	4.27	85.45
18	Video Instructional Material is not helpful in understanding and learning of Educational Psychology	5	7	00	31	34	4.06	81.29
19	In Video Instructional Material Teacher is not teaching properly	5	8	2	22	40	4.09	81.81
20	With the help of Video Instructional Material teaching is possible even in absence of teacher	27	31	3	9	7	3.81	76.10
Overall Mean of Favorable Reactions and Percentage of Favorable Reactions							4.02	80.53

It is evident from above Table that 80.25% were of the opinion that Video Lecture Films was having clear Pictures. 75.84% were of the opinion that Video Lecture Films was having clear sound. 79.48% were of the opinion that in Video Lecture Films the content was presented sequentially. 76.88% were of the opinion that all the topics given in Video Lecture Film in starting were clearly explained. 68.05% were of the opinion that in Video Lecture Film presentation of content is with proper pace. 84.15% were of the opinion that Video Lecture Film is helpful in teaching Educational Psychology. 86.49% were of the opinion that Pronunciation of Presenter in Video Lecture Film is proper. 80.25% were of the opinion that duration of Video film is proper. 77.14% were of the opinion that in Video Lecture Film efforts were done to make easy to difficult content. 81.29% were of the opinion that in Video Lecture Film presenter was used proper stimulus variation in speech and with proper sign of hands. 76.10% were of the opinion that Video Lecture Film could be used as self learning material. 86.23% were of the opinion that in Video Lecture Film the language of Teacher is good. 82.85% were of the opinion that in Video Lecture Film concepts are clearly explained. 82.59% were of the opinion that Video Lecture Film is useful. 86.49% were of the opinion that in Video Lecture Film concepts of Educational Psychology was illustrated properly. 81.81% were of the opinion that in Video Lecture Film definitions and important points are clearly shown. 85.45% were of the opinion that Video Lecture Film is helpful in teaching of Educational Psychology. 81.29% were of the opinion that Video

Lecture Film is helpful in learning Educational Psychology. 81.81% were of the opinion that in Video Lecture Film teaching of teacher is proper. 76.10% were of the opinion that teaching is possible even in absence of teacher with the help of Video Instructional Material.

## V CONCLUSION

From table 2 it can be seen that Percentage of favorable Reactions was 80.53 out of 100. It is also clear from the above table that all the statements which are related to different aspects of Video Lecture Film have mean 4.02. The Mean score of the students on each statement could range between 1 and 5. The Mean score of reactions towards Video Lecture Film was about 4.02 signifying strong favorable Reactions towards Video Lecture Film son each aspect. It indicates that majority of students expressed strongly favorable reactions towards different aspects of Video Lecture Film and Video Lecture Film as whole.

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