

The effectiveness of instructional media for teaching of consumer education

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ABSTRACT

From the investigation carried out it was observed that majority of the rural and urban respondents had acquired better mean scores regarding general consumer awareness in pre-test. Scores acquired regarding redressal mechanism, advertising gimmicks were poor. Regarding problems faced by consumers in market place, rural respondents had awareness up to certain extent. After the intervention programme, majority of the respondents from urban and rural area's scored the highest in general consumer awareness, the second highest score was in enhancement regarding buying behavior. Regardless of the locale, majority of the respondents showed major change in awareness regarding advertisement misguiding consumers and problem of product and services; whereas problems of weights and measures, cheating by shopkeeper showed fewer enhancements in awareness in spite of intervention. Regarding media effectiveness Participatory Media was the highest (1.0087_{LSD}) amongst the rest of the educational media; whereas Semi-Participatory Media scored (0.6616_{LSD}), coming on the second position, Non Participatory Media scored the least (0.4321_{LSD}) and stood on the third position. Majority (66 per cent) of the urban respondents acquired good awareness regarding consumerism after imparting intervention program as compared to (46 per cent) rural respondents.

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The world of advertising seems too good to be true to many. It has glamour, it offers the best things in life and has quick-fix solutions to almost all problems that young consumers may face. Advertising has become such an inextricable part of our lives. Thanks to television - that we can't really imagine life without it. Is there a way to determine how much advertising affects our lives and influences our purchase decisions and goes even further to change our attitudes? Besides, who monitors the subliminal and surrogate advertising that we hardly ever notice and yet, which leaves an indelible mark on our minds.

Teenagers are psychologically and indirectly forced to go for conspicuous purchase. Therefore, the consumers must be wise buyer and directly in contact with the utilities. Current trends indicate that teens have a large amount of disposable income but are not knowledgeable about consumerism. Since children are becoming young consumers at an early age, children must learn to obtain information about goods and services, understand the psychology of selling and advertising, learn to shop wisely and distinguish between wants and needs. It, then, becomes very important for children to be taught to purchase wisely and a few simple precautions will ensure that they choose the right product at the right price.

Since consumer education is a tedious and procedural subject, its teaching becomes challenge for the teacher in the class room. If proper implementation of educational technology is given cumulative acquisition

of attitudes and skill in knowledge will occur by building upon what one has previously understood.

Teaching technology involves the mechanism of instructional process in the classroom situation. It has three components (1) Method, (2) Material, (3) Media.

In the traditional approach to school teaching, most class time was spent with the teachers lecturing and the students watching and listening. The students work individually on assignments and cooperation is discouraged. Such teacher-centred instructional methods have repeatedly been found inferior compared to instruction that involves active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class that is cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. This applies understanding of content, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Today it is believed that education must be based on the principle that humans are social animals who learn best in real-life activities with other people. Given this view of human nature, the most progressive teacher desires to provide not just reading and drill, but also real-world experiences and activities that centre on the real life of the students. A typical progressive slogan is "Learn by doing!" What I hear I forget, what I see I remember,