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Negative Impact of Multimedia Elements in Early Year (3-6) Students' Education

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Abstract

Multimedia integrated with many other media, Text, sound, videos, animation and graphics are the elements of multimedia. Multimedia develops negativity in early year (3-6) students. In this age students learn that things which are they seen. The present research identifies negative impact of multimedia elements in early year (3-6) students' education. For the research, various schools were selected in the five mohallas of Alambagh area in Lucknow city. These mohallas are Pawanpuri, Kailaspuri, Geetapalli, Krishnapalli and Sujanpura. A total of 120 Pre-primary and primary teachers were selected for the study. Random sampling method was used for sample selection and self-made questionnaire schedule was used for data collection. The t test used in research for data analysis, the results revealed that through to multimedia affects early year students' personality. Early year students become dependent on multimedia elements.

Objectives of the Study

To identify the impact of multimedia elements in early years (3-6) education.

Introduction

In today's time multimedia have an important role on early year (3-6) students. Multimedia affects not early year's students learning abilities; it does also develop more negativity.

History of multimedia

Multimedia developed in 1972 by Nolan Bushnell (the founder of a then-new company called Atari). Then 1976 by Steve Jobs and Steve Wozniak founded a startup company called Apple Computer. In 1985, Microsoft released the first version of its Windows In 1988; Macromedia released its landmark Director program, which allowed everyday computer users to create stunning, interactive multimedia presentations each new development of each passing year is absorbed into next year's technology, making the multimedia experience, better, faster, and more interesting operating system.

Multimedia

The word multimedia comes from the Latin word "multus" which means "numerous" and media which means "middle" and "centre". Multimedia is general sense therefore means "multiple intermediaries" between sources and sink of information or multiple means by which information is stored, transmitted, presented and perceived.

Multimedia is a combination of various types of media which are integrated together. One example of multimedia would be combining a website with video, audio, or text images.

Multimedia elements

Main elements of multimedia include text, video, sound, graphics, and animation. Text provides information in written way. Video provide the visualization. Sound provides an emphasis. Graphics provide the creative possibilities. Animation used to demonstrate an idea or illustrate a concept.

Age of 3-6 year also called "early childhood education" or "primary education" or "compulsory education". In this age fast development occurs. In this stage child learn new behavior patterns. Primary level is an important stage in the child's educational life. Early childhood education is a term that is used to describe the formal teaching and care of young children by individuals or professionals other than their family or in settings outside the child's home.

Impact of multimedia elements

Research shows that viewing violence in classroom is moderately correlated with aggression in children. Children with emotional or developmental problems are more likely to have difficulty understanding television and advertising in the same way as their peers. This group of children is likely to be more vulnerable to the potentially harmful consequences of media content.

Hypothesis

H0N0 significant differences viewed in impact of multimedia elements in early years (3-6) education.

Literature of Reviews

High-level multimedia lecture presentation does not improve student learning nor student attitudes in an introductory statistics course compared to a lecture presentation using overhead transparencies [1].

Interactive multimedia for promoting physical activity and preventing obesity in children. Interactive multimedia curriculum, supplemented by classroom and homework assignments, led to significant treatment effects for light-(increase in girls, reduction in boys) and moderate-(overall decrease) intensity physical activity and improvement in psychosocial outcomes related to physical activity [2].

Frequency of interactive or cooperative play decreased when computers were present. Initial fears of social isolation were unfounded and overall, the social environment of the classroom did not appear to change substantially with the introduction of computers.

The use of computers in a preschool classroom does not significantly inhibit or encourage language use [3].

Multimedia makes student more physically dependent. It includes harmful effects which affect children personality and mind too. Due to lack of knowledge in teachers regarding multimedia, they don't provide correct knowledge that's by decreased student's academic achievement. Multimedia elements not provide proper knowledge related to concepts [4-8].

Methodology

The study was conducted in the year 2013 in Lucknow city. The main area selected for the study was Alambagh. In this area five mohllas were selected i.e. Pawanpuri, Kailaspuri, Geetapalli, Krishnapalli and Sujanpura.

A total of 120 pre-primary and primary teachers were selected for the study. Random sampling method was used for sample selection and self-made questionnaire method was used for data collection.

After data collection, the data were tabulated in Microsoft excel and analysis was done by using frequency, percentage and t-test through SPSS (20th version).

Findings and Discussion

The below Table 1 shows the significance different in multimedia elements makes children more dependent in education, multimedia effects children personality, lack of knowledge regarding multimedia teachers can't provide correct knowledge.

Multimedia education effect children mind in which case when they see violence or negative things in videos, text or graphics sometimes does not sufficiently explain the definitions of new words.

No significance shown in multimedia make children's education limited.

Variable	Hindi		English		t-value	Sig
	Mean	SD	Mean	SD		
Multimedia elements make children more dependants in education.	0.69	0.466	0.87	0.341	26.564	0.000***
Multimedia effects children personality.	0.70	0.460	0.96	0.206	90.641	0.000***
Multimedia makes children's education limited.	0.61	0.492	0.57	0.501	0.728	0.395
Lack of knowledge regarding multimedia teachers can't provide correct knowledge.	0.50	0.503	0.83	0.383	53.857	0.000***
Multimedia education effect children mind in which case when they see violence or negative things in videos.	0.49	0.503	0.74	0.444	21.301	0.000***
Text or graphics sometimes does not sufficiently explain the definitions of new words.	0.74	0.440	0.48	0.505	13.712	0.000***
*p < 0.05 and ***P < 0.001.						
Note: Values with different superscripts are significantly different.						

Table 1: Mean SD and t- value of the impact of multimedia elements according to medium of school.

Conclusion

The result shown that multimedia elements makes early year (3-6) students more dependent and physically inactive. If they see violence through multimedia elements, they do something like dat.

Students feel confusion, disturbance or limitation through to multimedia. Multimedia affects early year (3-6) students' natural abilities.

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