Impact of multimedia in early childhood education

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ABSTRACT: - *Multimedia is multiple forms of media integrated together, i.e. the collection of audio, sounds, text, graphics, animation etc which develop in programs. Multimedia increased Knowledge about concept and critical literacy and specific number and language concepts in the students. Multimedia plays a very important role in assisting students in learning processes. Multimedia uses computers to present text, audio, video, animation, interactive features, and still images in various ways and combinations made possible through the advancement of technology. Technology is a tool that can provide another way for children to learn and make sense of their world. Educational technology such as multimedia plays a fundamental and crucial role in teaching learning process at primary level. It makes teaching learning process more effective and successful. In present investigation to identify the impact the use of multimedia in student"s academic achievements in early childhood education.The study was conducted in the year 2013. The main area selected for the study was Alambagh. In this area selected five mohllas 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 questionnaire schedule was used for data collection. t test used in research for data analysis. The results revealed that the multimedia increased dependency. Multimedia is enabling to clarify content knowledge. It affects children"s personality in negative way.*

Keywords: - *Multimedia, Early childhood, Early childhood education, Physical dependency, Personality.*

I.   INTRODUTION

Multimedia refers to the multi dimensions of media, which can be an amalgamation of text, sound effects, light, animated figures, still images, videos and interactive content forms. Multimedia is simply multiple forms of media integrated together.

The word comes multimedia comes from the Latin word —multus‖ which means —numerous‖ & 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 communication that uses any combination of different media, it may or may not involve computers.

Early childhood is a stage of fast development. Due to fast physical development, child becomes more active. In this stage child learn new behavior patterns. Early childhood often seems endless as they wait impatiently for the magic time to come when society will regard them

as —grown ups‖ and no longer as children. Early childhood is the age when dependency is practically a thing of the past and is being replaced by growing independence and ends at about the time the child enters first grade in school. Characteristics of early childhood, it is a preschool age, an age of curiosity, it is a pregang age, a problem age.

Early childhood education consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. Early childhood education is a term that is used to commonly 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.

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. Therefore, computers provide equally language-enriching environments for young children. Computers do provide an environment in which children use a large amount of language with both peers and teachers Children demonstrated more active interest and joy when using the computer programs. They also showed more concentration using the computer than watching TV. As evidenced by their greater use of facial blends and changes in expression, children using the computer seemed to be engaged in a more cognitively complex activity. It was concluded that the children had more motivation for using the computer, were more happy using the computer, and appeared to —get more out‖ of that experience. Computers also appear to be highly motivating for young children. They generally have very positive experiences on the computer and tend to stay on task for a long period of time. (Mccarrick & Li, 2007). There is no conclusive evidence that multimedia useful in early childhood education in the right way. There is no consistent evidence that multimedia increase either hyperactivity or passivity in children. Multimedia not enhances academic activities such as reading or homework. 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.

The impact of technology on the overall interaction patterns in the classroom was also explored. These results indicated that parallel play was still the most common form of interaction in preschool classrooms. Solitary play did not increase in the classrooms and cooperative/interactive play decreased slightly. Harmful physical effects of prolonged computer use by children. Negative effects on children's social development (such as promote anti social behavior like isolation or aggressive behaviour). Developmental concerns (such as computer use can interfere with children's cognitive development). (Mishra & Acharya, 2011)

II. OBJECTIVE OF THE STUDY

1. To know impact the use of multimedia in student's academic achievements in early childhood education.
2. To Study about the multimedia increased dependency in students.

III. RESEARCH METHODOLOGY

The study was conducted in the year 2013. 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 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).
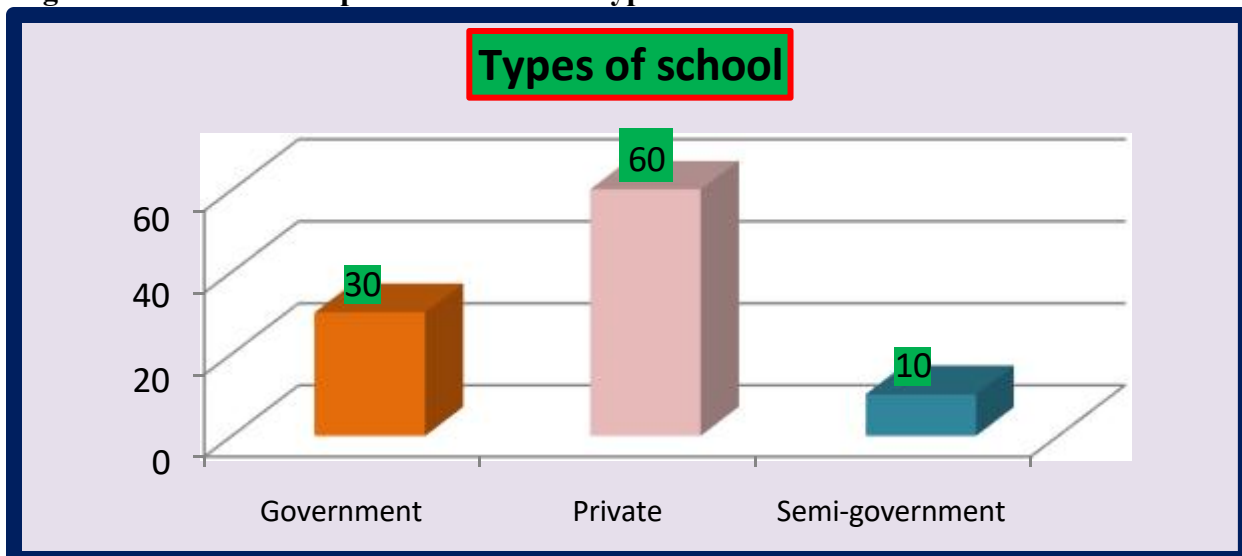
IV. RESEARCH FINDING AND DISCUSSION

Fig.1 Distribution of respondents based on their education.
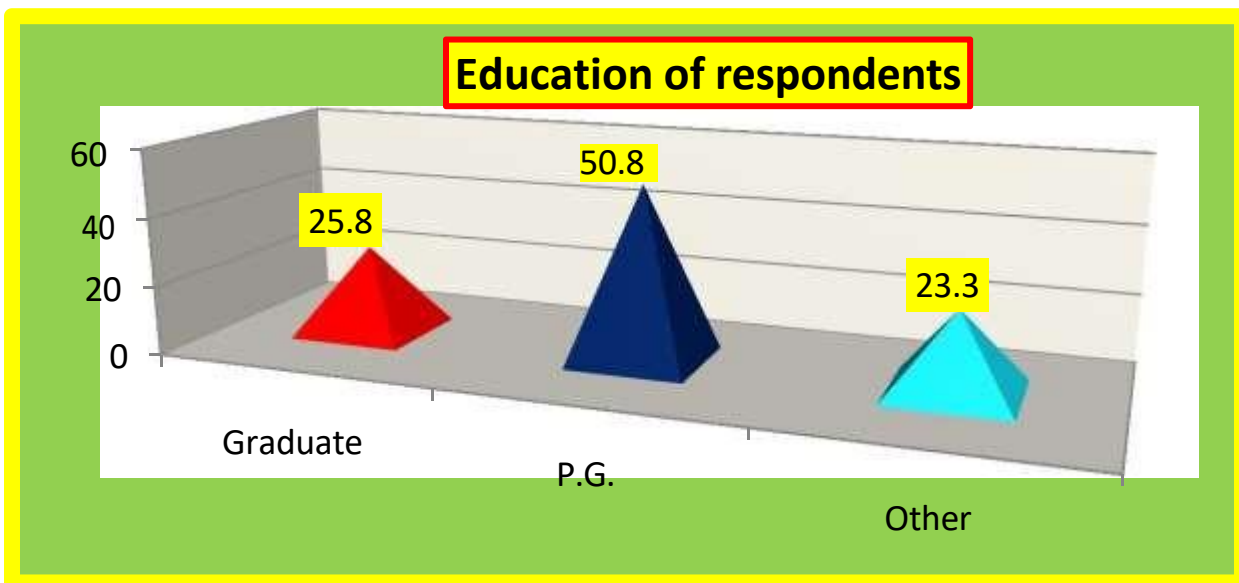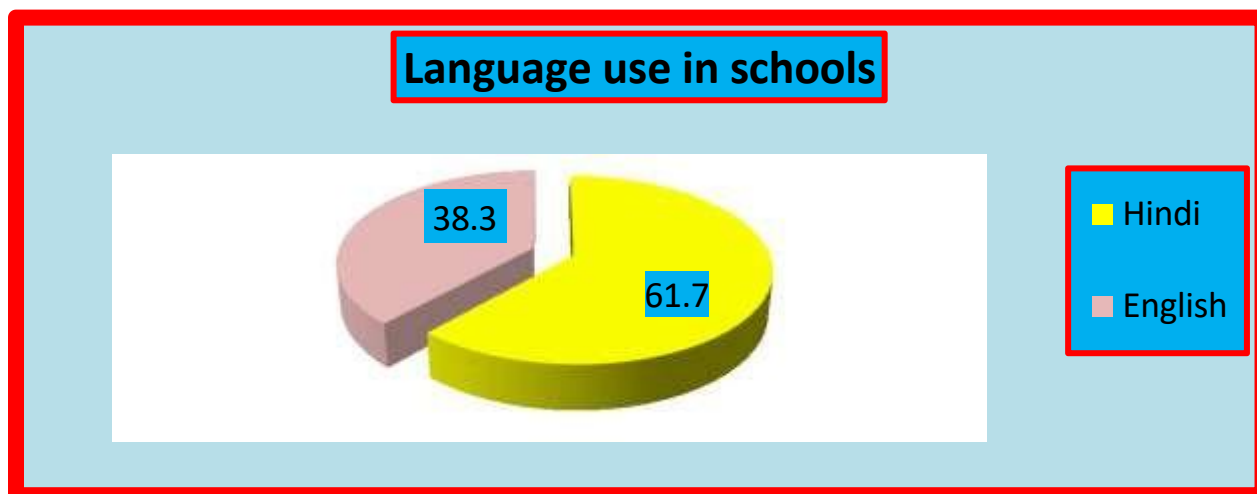

The above graph it is clear that most of the respondents were Post Graduate (50.8%) whereas minimum respondents were comes under other educational courses 23.3 percent and 25.8 percent belongs to Graduate.

**Fig.2 Distribution of respondents based on type of school**

The above graph showed the distribution of respondents on based of school where they taught. Majority (60%) of respondents belongs to private schools and minimum 10 percent of respondents belong to semi-government schools and 30 percent respondents belong to government school.

Fig.3 Distribution of respondents based on language use in school

The above graph it is clear that language use in the school in those where respondents done teaching. The most (61.7%) of Hindi language used in schools and minimum 38.3 percent of English language used in schools.

Fig.4 Distribution of respondents based on post in schools (teachers)
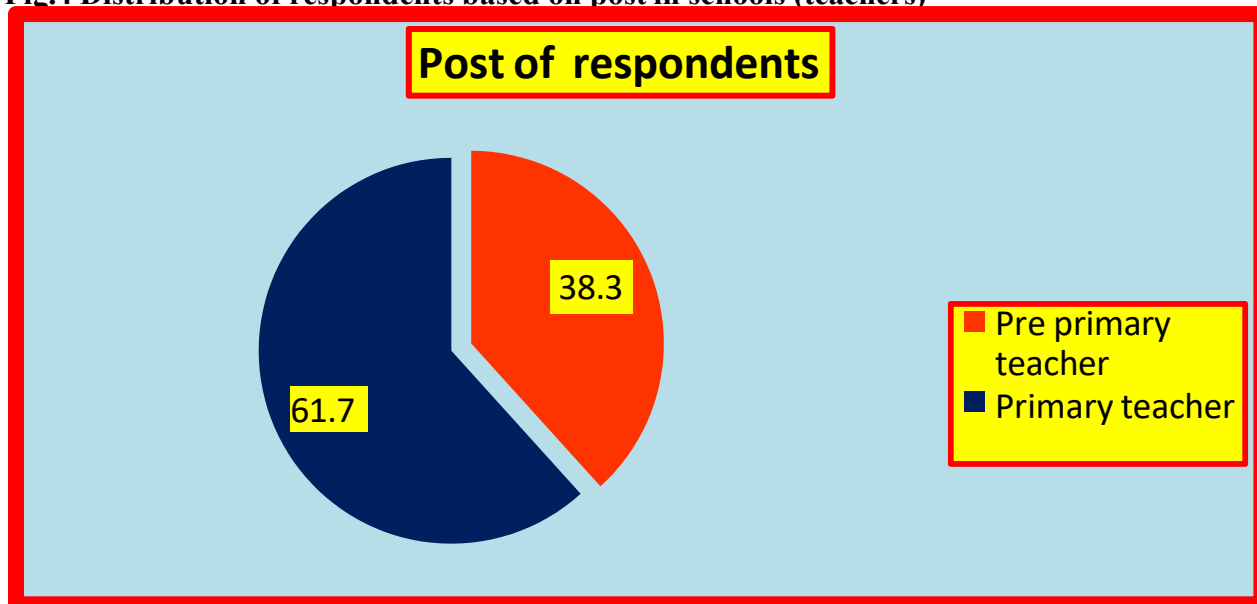
The table has shown the post of respondents in schools. Majority (61.7%) of respondents is primary teachers and minimum (38.3) are pre-primary teachers.

Table.1- Mean, SD and t- value of the impact of multimedia based on language use in schools:

Variable	Hindi		English		t-value	Sig
	Mean	SD	Mean	SD		

Multimedia elements make children more dependants in education.	.69	.466	.87	.341	26.564	.000***
Multimedia effects children personality.	.70	.460	.96	.206	90.641	.000***
Multimedia makes children's education limited.	.61	.492	.57	.501	.728	.395
Lack of knowledge regarding multimedia teachers can't provide correct knowledge.	.50	.503	.83	.383	53.857	.000***
Multimedia education effect children mind in which case when they see violence or negative things in videos.	.49	.503	.74	.444	21.301	.000***
Text or graphics sometimes does not sufficiently explain the definitions of new words.	.74	.440	.48	.505	13.712	.000***

$(p<0.05^*)$ & $(P<0.001^{***})$

The above table shown the significance different in multimedia elements makes children more dependant 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.

V. CONCLUSION

The results show the impact of multimedia in early childhood education. In it is clear that 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.

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