ROLE OF MEDIA IN EDUCATION AS PERCEIVED BY SENIOR SECONDARY SCHOOL STUDENTS AND THEIR PARENTS

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ABSTRACT

The Present Study aims to explore the Role of media in education as perceived by senior secondary school students and their parents. The present study has provided the research based results and will help the parents, teachers and student to understand that how media plays effective role not only in the field of entertainment but also giving knowledge through television, radio, newspaper, internet etc. Media has become the first source of giving knowledge. Sample of 200 adolescents were taken from various private and government schools of Ludhiana district of Punjab and 200 corresponding parents of those adolescents *were selected for the present study. To explore the perception of parents and students,* **'Perception about the Role of Media in Education (PRME)**' *Prepared by Dr.Sushil Kumar Singh & Miss. Veerpal Kaur was used.* Mean, SD, t-test *and Correlation were used for analysis of data. From the analysis it was concluded that* there exists no significant difference in the perception of boys and girls Senior Secondary School regarding the Role of Media in Education and there exists no significant difference in the perception of Senior Secondary School Students and their Parents regarding the Role of Media in Education.

Keywords: *Role of media, senior secondary school students, parents.*

INTRODUCTION

Education not only creates a better human being but also contributes to the transformation of society. We are summoned to take forward our community, village, city, State and world, But to get that we need tools. The tools to improve the world are not fighting ideologies, or weapons as many have tried thorough history- but knowledge, sciences, arts. Those tools empower the people who sincerely want to see a more just world. Furthermore, the paradox that we find ourselves happy when we forget our own self and focus on the wellbeing of other is true. Working to improve the society through the tools education provides, helps us to develop our own capacities, and brings us peace and tranquility, although that is not the motive. Having said this, we should be mindful that each of us has a double purpose in life, developing our own potentialities, and bettering the kind of world. And the best weapon to walk firmly in these two paths the answer lies in education.

By agencies of education we mean those institutions, organizations or sources which play significant role in the process of education. We have three type of agencies of education-formal, Informal and non formal. We get formal education through school, institutions, museum, library etc. and informal education through family, peer groups, society, state etc. but when we talk about non-formal education we get this type of education through Radio, Television, cinema, newspaper, internet etc. With the advancement in the field of educational technology, Media are being used for the purpose of Formal and non-formal education. It is so in the case of big cities because

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some of their educational institutions have all the facilities needed for the success of such programmers. In the smaller cities, use of media for formal education is limited, requirement of the learner.

INFLUENCE OF MEDIA ON EDUCATION

The world is changing very fast. Its culture, science, morality, politics, religions and demography almost everything is in rapid transition. Indeed, changes are blossoming everywhere. Emergence of new ideas, science and technology was never new in human history, but the way the world is shaking with changes is a very recent phenomenon. The changes that took place in last 50 years did not happen even in millenniums. What is the main factor behind it? It is media that lie behind the whole process. It is the greatest change agent in whole human history. Media works miracle through spreading ideas. News, commentaries and analysis whatever it publishes every day add immense impetus to humans' thinking process - the greatest powerhouse to generate knowledge.

Media education should cater to the needs of all the people of the country, which is multi - lingual and multi- culturalism character. Further, the course structure should be commensurate with the present needs of the world. The new technology should be properly used in media education for the smooth functioning of the teachers. Such an exercise effectively blends and exploits the use of various tools in information and communication technology to create a virtual learning environment. A proper induction of the trainees into the digital world will motivate them to pursue their trials further for the benefit of their students. Thus, media education has a bright future as more and more qualified academicians and professionals are getting interested to teaching media studies. The modern teachers are armed with new technological skills and qualities which will definitely be helpful in the growth of media education of the nation.

Statement of the Problem

"ROLE OF MEDIA IN EDUCATION AS PERCEIVED BY SENIOR SECONDARY SCHOOL STUDENTS AND THEIR PARENTS."

Operational Definitions of the Terms

MEDIA: Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, direct mail, telephone fax, and internet. Media refers to various means of communication. For example, television, radio, and the newspaper are different types of media.

PARENTS: A father and/or mother of the adolescent who have been used as a sample for collection of data for the present research work.

Objectives

1. To examine the role of media in education as perceived by Senior Secondary School Students.

2. To study the role of media as perceived by the parents of Senior Secondary School Students.

3. To explore the perception of Senior Secondary School Students and their parents regarding the impact of media on new generation.

4. To suggest ways and means for the appropriate use of media.

5. To compare the perception of boys and girls Senior Secondary School regarding the Role of Media in Education.

6.	To compare the perception of Senior Secondary School Students with perception of their Parents regarding the Role of Media in Education.

HYPOTHESES

1.	There exists no significant difference in the perception of boys and girls Senior Secondary School regarding the Role of Media in Education.
2.	There exists no significant difference in the perception of Senior Secondary School Students and their Parents regarding the Role of Media in Education.

Significance of the Problem

Today it is commonly accepted that media plays effective role not only in the field of entertainment but giving knowledge through television, radio, newspaper, internet etc. Media has become the first source of giving knowledge. Media has a great influence on our present generation's all aspects of life. Media has a prominent role to play in modern society. It can bring about radical changes and improve social situation as it influences our social, civil, cultural, political, economic and aesthetic outlook. Modernization has converted media into an indispensable feature of human activity. However, factors like age, education, economic condition, personal needs and availability of proper components decide the quantum and frequency of media use. This is evident from the fact that most media centres are located in urban areas. The majority of consumers of media products are also concentrated in and around cities and towns. It is rightly said that media use is an index of development. The greater the use, the higher will be the level of education. As social beings, humans are sustained by mutual interactions, exchange of ideas, information and views with the fellow beings. Illiteracy, which is nothing but absence of education and information is a stumbling block for any aspect of development-social, economic, political, cultural and even spiritual. Media has become the harbinger of development through the removal of these roadblocks and the provision of information and knowledge.

Youth were not able to distinguish the difference between their real lives and the fantasy lives portrayed on the television shows. However, they used the circumstances portrayed on television as a way of initiating dialogue with peers. Though this interaction they were able to collectively construct social and personal meaning. Parents also perceived that the role of media was not significantly source. Media alert the parents to their potential for unintended adverse effects on adolescents, alcohol use, television, music videos, talk shows, norms, prevention, prime time, sports. So there is a need to investigate the actual role of media for providing education, entertainment, social messages as perceived by adolescents and their parents.

This study helps the students, parents, teachers, educationist, and curriculum constructors for using media in education. There is a need that how the adolescents use the media for entertainment but also in education without any adverse effect on their life, study time etc.

METHOD OF INVESTIGATION

In the present study, descriptive survey method was used. It is the only means through which opinions, attitudes and suggestions for improvement of educational practices can be made. It was included sampling tool for data collection procedure and statistical technique to be used for the analysis of data. Descriptive survey method describes and interprets what exists at present. In a descriptive survey, we are concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt, and trends that are developing.

The present investigation mainly used the descriptive survey method to study role of media in education as perceived by senior secondary school students and their parents.

SAMPLE OF THE STUDY

In the present study, random sampling technique was used to select the adolescents from various schools of Ludhiana district of Punjab. The 200 adolescents were taken from various private and government schools of Ludhiana district of Punjab and 200 corresponding parents of those adolescents who were taken as subjects for data collection. The size of sample for the present study was 200 adolescents and their parents were selected randomly. The sample was collect from the various schools of Ludhiana district of Punjab. For this investigation, private schools and government schools, which are situated in the district Ludhiana, were selected randomly for data collection.

DELIMITATIONS

1.   The study was delimited only to the perception of adolescents and their parents.
2.   The sample of the study was comprised of 200 subjects only taken from different private and government schools of Ludhiana district.

STATISTICAL TECHNIQUES USED

Mean, standard deviation, t-test and correlation were used calculated for analyzing the data of the present study.

CONCLUSIONS

1.   There exists no significant difference in the perception of boys and girls Senior Secondary School regarding the Role of Media in Education.
2.   There exists no significant difference in the perception of Senior Secondary School Students and their Parents regarding the Role of Media in Education.

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EFFECT OF CO-OPERATIVE LEARNING APPROACH IN SOCIAL STUDIES ON ACHIEVEMENT MOTIVATION

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Abstract

Co-operative learning is a pedagogical practice that promotes socialization and learning across different curriculum areas and classroom settings. However, while the benefits of implementing co-operative learning are widely acknowledged, many schools and teachers still experience difficulties in knowing how to embed this practice into their teaching curriculum. Placing students in groups and expecting them to co-operate will not necessarily promote co-operative learning. It is only when members understand that they are dependent on each other and cannot succeed unless others do that they learn to co-ordinate their efforts and actively work together. Group cohesion develops as a direct consequence of members' perceptions of their interdependence and their willingness to facilitate and encourage each other's learning and enhancing the achievement motivation. In the present study, pre-test and post-test experimental design was used to assess the effectiveness of cooperative learning approach in social studies on the achievement motivation of secondary school students. A sample of 60 students randomly selected from one of the government schools of Chandigarh was assigned into control and experimental groups by equating them on the basis of their pre-test scores. After the intervention, the subjects of control group revealed no significant improvement in the percent scores of Achievement Motivation, the t-value being 0.52 which is not significant at 0.05 level, (P>0.05). However, the subjects of experimental group revealed a highly significant improvement in mean percent scores of Achievement Motivation, as evident from the t-value of 3.21 which is significant at 0.01 level (P<0.01). Findings of this study lead one to conclude that while linking group members together so that they experience task and goal inter-dependence which is a key element of successful co-operative learning, ensuring that they are trained in the interpersonal and small group skills needed to promote positive interactions and hence achieve motivation.

Keywords: *Cooperative Learning Approach, Achievement Motivation, Social Studies*

Introduction

Learning is about change which is brought about by developing a new skill, understanding a scientific law or changing an attitude. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings or an increase in the capacity to reflect. Learning is a process of an active engagement with experience. Effective learning leads to change, development and the desire to learn more. There are many different ways of learning; teaching is only one of them.

In the educational process, students should be offered a wide variety of ways to learn, among which they could choose or with which they could experiment. They do not have to learn different things in the same way. They should learn at a very early stage of "schooling" that learning how to learn is largely their responsibility. Learning is only possible when students are motivated to do so because without motivation, they may

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