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“IMPACT OF MASS MEDIA ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS”



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ABSTRACT:

Education is slightly regarded as the key to national prosperity and welfare and it is one of the most important forms of National investment. The skill that of generates is not only highly valued by the society but is indispensable for various occupations. Faced with the problem of limited resources it is essential that whatever is available for education is should be fully utilized.

KEY WORDS : *MASS Media, Education, National investment, etc.*

1. INTRODUCTION:

If the student fails or in unable to achieve adequate grades it means that the meager resources of the country have been wasted. Failure in education is costly. Therefore an effort to unravel and understand the factors that underlie the success or lailure of students in education does not simply amount to an academic exercise. It has its practical bearing in the sense of that it makes possible the proper utilization. A measure, which would ensure maximum academic achievement, is needed for the larges number.



It is a well accepted fact now that academic achievement is a simplex behaviour and a resultant of a host of factors different kinds intellectual and non intellectual, psychologists have been engaged in researches exploring all such factors, because in the present era special premium is placed on talent and brain power, and scholastic performance lagging behind of intellectual ability of a student's represents a serious loss to society in terms of his potential contributions.

A classroom is a heterogeneous group in the sense that it is wade up of students with difference backgrounds and with cal led abilities. They come from different cultural backgrounds different ethnic groups and having different mental intellectual capacities. The scholastic achievement is affected by

these factors of individual difference.

It is very logical to assume that high academic achievement is not possible in the absence of intellectual abilities. The more favorable such characteristics are the higher could be the academic achievement, in the words of stem, stein and Bloom (1956) once the question of minimal intellectual competence had been resolved, critical importance could then be attached to such matters as the manner in which a students could get along with his classmates the extent to which he was accepted or rejected and the significance with which he attaches to such responses from others.

Every child when it is admitted to the school is expected to achieve to the normal standards of the grade. The children through various experiences learn to just to its peer group teacher and to the school situation. Academic achievement is closely related to the child is able to make up with in the school where a number of learning experiences are provided. Academic achievement denotes the way in which the child is able to adjust and achieve in school situation in terms of various activities that are provided in the school to a normal degree of expectations. It is the resultant of need its satisfaction which is measured through various learning experiences including curricular and co-curricular activities. Achievement in the school subjects is a way for adolescent to maintain their personal worth; there must be a strong drive for achievement, Academic achievement can also performs the willingness to achieve skill and ability of the students with the help of Mass Media.

2. Meaning of Academic Achievement:

Academic achievement depends upon the background of the student. It is said that the type of home, type of teaching and the learning aspects for the learner will play a very important role in the achievement. Students with high as intelligence obtain higher achievement studies reveal that intelligence is the product of heredity. Heredity factors and social environment will play very important role in the individual's achievement.

Academic achievement has been operationally defined as the sum total of achievement made in all subjects. This is obtained by adding the achievement scores obtained by the students in all subjects in the final examination.

The term academic achievement is closely related to the type of adjustment the child is able to make up with, in the school where .1 number of learning experiences are provided, A. Achievement denotes the way in which the child is able to adjust and achieve in school situation in term of various activities that are provided in the school to a normal degree of expectation. It is the resultant of need satisfaction, which is measured through various learning experiences including curricular and co-curricular activities. Achievement in the school subjects is away for adolescents to maintain their personal worth. There must be a strong drive for Achievement dare to resist them pressure "provocative" and "bolshy" where he feels strong enough to resist the requirements to achieve.

3. Factors Affects Academic Achievement;

Academic achievement is helps the all round development of skills through co-curricular activities. It affects some factors viz.

- Effective Teaching,
- Mass Media,
- Socioeconomic Status,
- Intelligence,
- Aptitude,
- School.

4. Objectives of the Study:

The present study was undertaken with the following major objectives:

- To find out the relationship between academic achievement and impact of mass-media of secondary school students.
- To find out whether there is any significant effect of background variables of students such as sex, type of management, type of family, size of family, and level of impact of mass media of secondary school students.

Table-4.1.
Showing the Number, Mean, Standard deviation of different independent variables on Academic Achievement of students

Area	Sex	N	Mean	S.D.
Sex	Boys	100	71.686	13.352
	Girls	100	69.097	13.637
Type of Management	Government	60	66.668	13.986
	Private Aided	80	70.001	13.129
	Private Unaided	60	74.635	12.563
Type of Family	Nuclear	154	71.007	13.806
	joint	46	68.328	12.451
Area	Sex	N	Mean	S.D.
Size of Family	Small	141	71.863	13.667
	Medium	31	66.561	11.947
	Large	28	67.221	13.499
Mass Media	Low	67	59.022	11.500
	Average	66	72.833	9.700
	High	67	79.355	10.382

Hypothesis-1

There is no significant difference in the academic achievement of secondary school boys and girls.

Table-4.2.
Table showing the N, Mean, S.D. and 't' value and level of significance between boys and girls of high school students academic achievement

Variable		N	Mean	S.D.	't' value
Sex	Boys	100	71.686	13.352	1.357
	Girls	100	69.097	13.637	

From the Table – 4.2, it can be seen that the obtained 't' value of 1.357 is less than the table value of 1.97 at 0.05 level. Hence, the hypothesis is accepted. There is no significant difference in

academic achievement of high school boys and girls students.

Hypothesis-2:

There is no significant difference in the academic achievement of secondary school students belonging to different type of management.

5. Variables Of The Study:

In the present study an attempt is made to know "Impact of Mass-media on academic achievement of secondary school students in Bangalore City". The variables of this study are classified under three types which are as follows:

- a. Dependent Variables: Academic Achievement
- b. Independent Variables: Mass-Media
- c. Background Variables.:
 - Sex (Male\Female)
 - Type of School Management (Government\ Private Aided\Private Unaided)
 - Type of Family (Nuclear \Joint)
 - Size of Family (Small\Medium\Large)

6. Sample for the Study:

For the experimental design, the researcher selected stratified random sample of 200 students studying in secondary school students, giving representation to sex, type of management, type of family and size of family, out of 200 students 100 boys and 100 girls are taken for the academic year 2007-08.

7. Tools of the study:

According to Best (1963), like the tools in a carpenter's Box, each research tool is appropriate in a given situation to accomplish a particular purpose. The selection of suitable instruments or tools is of vital importance for any successful research in the light of this, the following tools were used for the collection of data.

- Mass-Media Scale (MMS) developed by Dr. M. Narayanaswamy and Dr. Haseen Taj was used for measuring level of Mass-Media.
- Academic Achievement (Scores) of students were collected from office records.

8. Collection of Data:

The researcher himself administered the various tools used in the present study on secondary school students of Bangalore City. Before administering the tools, a good rapport was established with the students. Adequate care was taken for the seating arrangement and proper supervision was done so that no copying took place during the testing sessions, students were instructed to follow the instructions that were given on each questionnaire before answering them.

9. Statistical Techniques used for Data Analysis:

Statistical Techniques plays a very important role in any research because they are the means to analyze, interpret and draw inferences.

The following statistical techniques were used to analyze the data.

- ❖ Percentage of sample over different variables.

- ❖ Mean and Standard Deviation was used.
- ❖ 't' - test was used to find out the significant difference in academic achievement of individuals exposed to different mass media.
- ❖ Person's Product Moment Correlation was used.

10. Major Findings:

- There is no significant difference in academic achievement of high school boys and girls students.
- There is no significant difference in the academic achievement of secondary school students belonging to government and private aided school management.
- There is a significant level difference in academic achievement of high school students studying in private aided and private unaided school management. ($t=2.118, p>0.05$).
- There is a significant level difference in academic achievement of high school students studying in government and private unaided school management. ($t=3.282, p>0.01$).
- There is no significant difference in academic achievement of high school nuclear and joint family students.
- There is a significant difference in academic achievement of small and medium size of family secondary school students. ($t=2.1777, p>0.05$).
- There is no significant difference in academic achievement of medium and large size of family secondary school students.
- There is no significant difference in academic achievement of small and large size of family secondary school students.
- There is a significant difference in academic achievement of low and average mass media level secondary school students. ($t=7.490, p>0.01$).
- There is a significant difference in academic achievement of average and high mass media level secondary school students. ($t=3.744, p>0.01$).
- There is a significant difference in academic achievement of low and high mass media level secondary school students. ($t=10.742, p>0.01$).
- There is a significant relationship between academic achievement and mass media. Therefore it is concluded that there is a significant relationship between academic achievement of secondary school students and their mass media level. ($r = 0.685, p>0.01$).

11. Educational Implications:

There is no significant difference in the academic achievement of boys and girls; there is a slight difference in the mean value of academic achievement of girls. They are having a little higher mean value. Hence Parents and teachers have to understand need and interests and provide conducive environment for children specially girls in enhancing their academic achievement.

The academic achievement of students studying in government, private aided and private unaided schools. There was a difference, but the students studying in private unaided schools have higher mean value than the students studying in private aided schools. Hence the private aided school managements should give attention, and must provide favorable environment to the student to reach their accomplishment through enhancing the academic achievement.

The student from low and high level of mass media shows a mean difference in their academic achievements. Students with low mass media level have less mean value when compared to the students from high level mass media. So there is a need for students from low level mass media to have conducive mass media for their high academic achievement. Parents and other family members are

accepted to provide favorable impact of mass media for their children to have high academic achievement. It depends on the type of interaction they have with their children.

In conclusion the academic achievement of all the secondary school students studying in different of types of management with different mass media level depends upon the role played by the school management and impact of mass media in shaping the personality of the students as it determines the level of academic achievement.

Many psychologists are the opinion that the family environment, parent performances, behavioral and child varying practices are closely related to a number of factors such as their socio-economic status etc. All these factors have a bearing on the academic achievement of the child in the family.

Mass media like television, radio, newspaper and motion pictures must be used to educate the pupil to understand the forces of nature as a whole and their participation in the process.

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