Effect of media on the learning attitude of students at higher level

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Abstract

The present study attempts to investigate the effect of media on the learning attitude of students at higher level and to explore the enhancement of learning level through media. For the study 225 students as a sample had been randomly selected from 9 departments of Bahauddin Zakaria University, Multan. To collect the data a 5 point Likert type questionnaire was used. Collected data were analyzed using descriptive and inferential statistics. The results of the study concluded that majority of the students agreed to the positive effect of media on the learning attitude of students and with the help of media students can enhance their leaning level. Another finding lead to the conclusion that there is no significant difference in the perceptions of male and female students about the media effects on students learning.

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Introduction

Media and technologies for learning have influenced education a lot. Heinich et al. (2002) define thatmedia; plural of medium is a channel of communication. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. Example includes film, television, diagrams, printed materials, computers and instructors. These are considered instructional media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication. The main function of education is communication of knowledge, skills and attitudes. The media are known to have great potential in communicating these effectively (Mohanty, 1992).

Media

According to dictionary of education, Media are generally defined as the means by which information is conveyed from one place to another. Different forms of media include instructional media (chalk boards, text books, overhead projector and teachers), mass media (newspapers, movies, radio and television), and electronic media (computer, interactive video and multimedia system). Ahmed (2006) defines media as the means (usually audio visual or electronic) for transmitting or delivering messages. Media include such things as prints, graphics, photography, audio communication television, simulating games and computer.

Reid, (1994) says that media hasbeen defined in a variety of ways,particularly;it is considered a medium of communication.Further, Reid concludes that media includes all type of communication in any type of format. Reeves (1998) briefly mentions that media include symbol systems as diverse as print, graphics, animation, audio, and motion pictures.

Learning

Learning process continues everywhere and all the times whether we are watching television, reading newspaper, walking leisurely, conversing with others or just observing around. Environment has beyond meaningthan the place where learning takes place. It includes all types of methods, materials and communication being used to guide the learners (Schank, 1995). Learning is a process through which we acquire new modes of behaviour or change the existing mode of behaviour. Changes in behaviour that are brought about by the physical maturation or growth do not fall under learning. Learning is what we acquire through effort after birth.

Teaching is facilitating learning. It is a help given to students to acquire knowledge, from (desirable) attitudes and develop required skills. But media plays divergent roles in learning process. Learning heavily dependents on the teacher but even in the presence of teachers media can be very effective and useful. But effectiveness of media solely depends on its skillful use by the teachers(Eley, 2012).

Media and learning

The media have become a tremendous power in the present day. They provide information guidance ideas and entertainment to the people and play a vital role in influencing and changing public opinion and to enhance their learning. Bipasha (2009) says thatmedia has discovered new horizons in learning. Now a days education is notthe dream of insane rather it is at the door steps of all the individuals. Media literary or education does not only mean to be entertained by media but to learn something from it.

Now a days media has become an integral part of our life. Media perform momentousrole in learning.It also affects shaping the lives of individuals and it has power to change the scenarios. It enhances our understanding of the world (Bipasha, 2009).

As far as learning process is concerned,media directly involve children and adults and play a substantial role to justify their intellectual curiosity. Media also changes the perspective of the lives of the children as knowledge explosion is easily in their access. Though, there are both positive and negative effects of media on students learning, but, the present study focuses only on positive effects of media on learning. Almost all the internet users use internet togather all sorts of information. They read newspapers, listen music, watch movies, in short all sorts of entertainment is available on media. Newspapers, radio, television and internet are the types of media and

all of these imparttheir role in education in one way or the other.Moreover, media preserve cultural heritage and surrounds us everywhere.

Ahmed (2006) argues that according to the national education policy 1992 children are profoundly influenced by media. In recent years, the impact of media on teaching and learning has increased tremendously and gradually. Computer and internet has gradually become part of the class room instruction and this situation has revolutionized the learning process especially for children and adults.Traditional instruction system is being replaced gradually by modern techno touch opportunities. As the society is becoming media savvy day by day, the educational modules are being channeled through certain community access centers like community radio system, television, internet, community multimedia centers etc (www.atel.org).

Bipasha (2009) describes the benefits of media on children and youth. She says that media has brought tremendous revolution in increasing of general knowledge, different dialects and cultures as television enhances the social awareness and improves adjustability of a child. Media can be used to promote social growth and thinking skills. It gives the knowledge of desirable values according to the norms of the society such as what's good and bad, what's pretty and ugly and it has influenced on both youth and old (www.people.artcenter.edu).

Media can enhance and promote learning or it is intended to create a mindset for reception of instruction. Meihofer (1990) says thatmedia in their many forms provide the learner with "experience" about the global environment. In the present study the researchers' emphasis was only on the media forms of Television, Radio, and computer. Vedanayagam (1990) says that, Media interact with the learner through his senses. The learner may make use of more than one sense to receive the information. The media is therefore, employed for effective presentation of instruction. Media provide clarity, precision and accuracy of the information processed. So Media is a very high supporting factor for the teaching and learning process. Further he says that media can capture and hold the attention of students and abstract ideas can be presented in visual form and it is economical both in terms of time and money.

The above discussion concludes that media has great influence on the lives of individuals due to its awareness about the ever changing developments in the society. Media has given particular attention to the need of education and cultural diversity and promoted media consciousness among individuals. Media is covering all the parts of life as education, information and entertainment. Media has provided education with the new dimension that education has become information and entertainment in the new era of media (www.atell.org).

In general, media has anincredibleinfluence on children and adults. As compared to the positive impact, the negative effect is too trivial. The craze of media is such that no one can escape its vibe-be it the adults or youth**.**

Objectives of the Study
The objectives formulated for this study are:

1. To investigate the effects of media on students' learning attitude in the perceptions of students.

2. To explore the perceptions of students about the enhancement of learning level through media.

3. To examine the role of media in enhancing the maturing level of students in the perceptions of students.

4. To compare the perceptions of male and female students in different groups towards the effect of media on learning.

Hypotheses of the study
From the above objectives, following hypotheses were formulated:

1. Students have positive perceptions about the effects of media on students' learning

2. Students have positive perceptions towards the enhancement of learning level through media.

3. Students have positive perceptions about the role of media in enhancing the maturing level of students.

4. There is no significant difference between the perceptions of male and female students towards the effect of media on learning

Delimitations of the study

The present study was delimited to

i. All masters level students of BahauddinZakariya University, Multan.

ii. Students of session 2008-2009.   iii. Students of 9 Departments of BahauddinZakariya University, Multan.

iv. Electronic media including radio, T.V. and internet.

Methodology

The focus of the present study was to explore the perceptions of students towards the effect of media on students learning. The presentstudy was descriptive in nature andto collect the data survey method was used.

Population of the study

All the masters' level students of session 2008-2009 in BahauddinZakariya University Multan were taken as population of the present study. Population was categorized in three groups.

1. Students of Natural Sciences Department

2. Students of Social Sciences Department

3. Students of Linguistics Department

From these groups departments were selected randomly. The detail of total departments and selected departments for the study is as under:

- In social sciences group 4 departments out of 12 departments

- In pure sciences group 3 departments out of 8 departments ⬜ In

  Linguistic group 2 departments out of 5 departments   were

  selected from the list issued in prospectus of B.Z.U. Multan.

  So, 9 departments were selected for the purpose of data collection.

Sample of the study

For the sample selection availability and proportion of the students was considered and 25 students from each department were selected by using simple random sampling technique. Thus sample size comprised of 225 students.

Research Instrument

A questionnaire was developed for data collectionafter thorough review of related literature and having long discussions with experts. This questionnaire was also pilot tested on 40 students of the two departments of B.Z.U. Multan, which were not included in the sample. The suggestions from the students and experts were incorporated in the questionnaire. Thus the final questionnaire comprised of 31 items. Likert scale on five point rating was used to get the perceptions of the respondents. The questionnaire was based on different aspects of attitude of students about learning and covers all aspects of the study.

The responsesin the questionnaire were divided into five levels as follows:
SA = Strongly Agreed, A = Agreed, U = Undecided, D = Disagree, SD = Strongly Disagree

The weightage of these levels was given as under.

Statement	SA	A	U	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Collection of Data

For the purpose of data collection for the study researcher got a letter from the Head of the department, to seek cooperation of subjects. The researcher sought permission from the administration of the relevant departments by sending this letter to the Heads of the relevant departments of the University which were selected for the data collection purpose.

Questionnaires were administered on the selected sample and recollected personally, and thus data was collected for the analysis.

Data Analysis

The collected data was analyzed by calculating percentage, arithmetic mean and standard deviation. The z-test was also used for the comparison among the different groups.Norm to accept or reject the statement was fixed 3.00. In this way the statements having mean score more than 3.00 showed agreement to the statement while, less than 3.00 indicated disagreements to the statement.

Results

The collected data were analyzed with the help of various statistical techniques like mean score, standard deviation and z-test.

Students' perceptions about the effects of media on students' learning To identify the perceptions of students about the effects of media on students' learning, following hypothesis was formulated and to test this hypothesis, frequency, percentages, mean score and standard deviation were calculated.

H1:
   Students have positive perceptions about the effects of media on students' learning

Table 1   Perceptions of Students about the Effects of Media on Students' Learning

Category	N	Mean	S.D.
Students	225	3.84	7.68

Table 1 describes that overall mean scores of the students is 3.84 (SD=7.68) which shows that students have positive perceptions towards the effect of media on their learning.

Students' perceptions about the enhancement of learning level through media
To identify the perceptions of students about the enhancement of learning level through media, following hypothesis was formulated and to test this hypothesis mean score and standard deviation were calculated.
H2:
Students have positive perceptions towards the enhancement of learning level through media.
Table 2
Perceptions of Students about the Enhancement of Learning Level through Media

Category	N	Mean	S.D.
Students	225	3.86	1.3

Table 2 demonstrates that overall mean scores of the students is 3.86 (SD=1.3) which shows that students have positive perceptions towards the enhancement of learning level through media.

Students' perceptions about the role of media in enhancing the maturing level of students

To find out the perceptions of students about the role of media in enhancing

the maturing level of students, following hypothesis was formulated and to test

this hypothesis mean score and standard deviation were calculated.

H3:
Students have positive perceptions about the role of media in enhancing the

maturing level of students.

Table 3
Perceptions of Students about the Role of Media in Enhancing the Maturing Level of Students

Category	N	Mean	S.D.
Students	225	4.04	0.54

Table 3 demonstrates that overall mean scores of the students is 4.04 (SD=0.54) which shows that students have positive perceptions about the role of media in enhancing the maturity level of students.

Comparison between the perceptions of male and female students towards the effect of media on learning

To compare the perceptions of male and female students towards the effect of

media on learning, following hypothesis was formulated and to test this

hypothesis mean score, standard deviation and z-test were applied.

H4:

There is no significant difference between the perceptions of male and female students towards the effect of media on learning

Table 4
Overall Comparison between the attitude of Male and Female Students towards the effect of media.

Category	N	Mean	S.D.	Z. Value
Male	103	117.27	15.45	
				0.91
Female	122	119.04	13.25	

T.V. = 1.96 (α = 0.05) The table 4 describes that the calculated value (0.91) was less than the table value (1.96), which means that difference was not significant between the means of male and female students regarding the attitude towards the effects of media on learning. However, the mean score of female students

(119.04) was slightly better than the male students (117.27).

Discussion
In the previous section, the data collected for this study were analyzed and several findings were made. One salient finding was the fact that students have positive perceptions towards the effect of media on their learning attitude. Another finding reflects that students have positive perceptions towards the enhancement of learning level through media and students also have positive perceptions about the role of media in enhancing the maturity level of children.Kirkorian; Wartella, and Anderson(2008); Reeves (1998) and Marshall (2002) also support the findings of the present study. After the

comparison of male and female students' perceptions, no significant

difference was found. However, female students do have better perceptions

than the male students towards the effect of media on their learning.

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