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## **GRT** IMPACT OF ELECTRONIC MEDIA ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS AT TIRUCHIRAPPALLI DISTRICT



**M. Muthusami And K. Jayaraman**

Ph.D Scholar , Department of Educational Technology, Bharathidasan University, Tiruchirappalli.  
Assistant Professor, Department of Educational Technology, Bharathidasan University, Tiruchirappalli.

**Abstract:** Higher Secondary Education occupies a very prominent place in our educational ladder. It provides the link between the Secondary Education and higher education. It is the feeder stage for higher (professional) studies and career patterns. Therefore students studying at this stage may have some preference of certain times of occupation depending upon what they study at this stage. Mass media education is now largely dependent on electronic media which has a good number of inherent advantages. Electronic media facilitates diverse learning objectives. Electronic media through the variety and newness can motivate the learner, stimulate imagination, create and sustain interest. Electronic media helps in involving the learner in the teaching / learning process and keep the concentrations going. They reduce the burden of the teacher.

**Key words:** Electronic media, Academic Achievement.

### **INTRODUCTION:**

Man is an individual born with innate qualities which when fully developed will enable him to interact effectively and successfully with his environment to fulfill his needs and to make his life worth living. Education provides the individuals with ample opportunities to develop their inborn, physical, mental and emotional qualities to the full, so that they can achieve cosmic unity by their action, thought and feelings. Art, literature, science, tradition, custom etc., of the society are rich in this social environment for the education which has a right to derive the maximum from the social environment then he can effectively play his role as a useful member of the society and fulfill his obligations. Electronic Media are Radio, Television, computer, Films. Basically Electronic Media consists of four elements, namely Radio, Television, Computer and Films. From these elements I have chosen only three elements namely Radio, Television and Computer.

### **SIGNIFICANCE OF THE STUDY**

Now-a-days electronic media are very much influencing the life-style of the people. People are using not only the books but also the other materials like Radio, TV, and Computer, Internet etc for developing their life style. It impacts the lives of both young and old. The rise of electronic media has created a new cultural force where educational functions rival those of the school. It becomes a necessity in almost all field of life including education, family, recreation and also teaching and learning.

### **STATEMENT OF THE PROBLEM**

In modern society, the electronic media are very

much impacting the adolescent. The present day children are living in an altogether different world than that of their parents. There is big gulf separating the previous generation from the present living conditions. The electronic media emerged as a prominent and influence component of the modern society. The development of electronic media and education inter-weave in so many ways that a discussion of one is incomplete without reference to the other.

Therefore, the present study aims to find out the impact of electronic media on academic achievement of higher secondary students at Tiruchirappalli District.

### **Impact**

“The Oxford English Dictionary defines impact as, the powerful effect that something has on somebody”. Here the investigator means the impact of electronic media on academic achievement.

### **Electronic Media**

The trend towards innovations and improvements in teaching methods and efficient communication towards individualization of instruction and effective learning system of the masses, indicate the significance of electronic media. By this term “electronic Media” the investigator means the electronic devices such as radio, television and computer.

### **Academic Achievement**

Academic achievement refers to how the student performs in the examination and how much marks he gets from the examination. The total marks earned by the students are the academic achievement of the student.

**OBJECTIVES**

- 1.To find out the level of exposure to electronic media and its dimensions of higher secondary students with respect to back ground variables such as, Age, Sex, Locality of students, Medium of Instruction, Type of school Locality of school, Nature of school, Type of family.
- 2.To find out the level of academic achievement of higher secondary students with respect to back ground variables such as, Age, Sex, Locality of students, Medium of Instruction, Type of school Locality of school, Nature of school, Type of family.

**HYPOTHESES**

- 1.The level of exposure to electronic media and its dimensions of higher secondary students with respect to back ground variables is average.
- 2.The level of academic achievement of higher secondary students with respect to back ground variables is average.
- 3.There is no significant difference in the exposure to electronic media and its dimensions of higher secondary students with respect to Sex.
- 4.There is no significant difference in the academic achievement of higher secondary students with respect to the Sex.
- 5.There is no impact of electronic media on academic achievement of higher secondary students with respect to the Age
- 6.There is no impact of electronic media on academic achievement of higher secondary students with respect to the Sex.

**Population of the study**

Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The total number of items, selected for conducting a research. In the present study the investigator has selected the higher secondary students in the schools of Tiruchirappalli District.

**Sample of the study**

The investigator has selected 150 students studying in XI and XII standards from ten higher secondary schools from the population. For selecting the students, the investigator used stratified random sampling method.

**Tools used in the present study**

In the present study, the investigator used the following tools. General data sheet prepared by the investigator. Impact of electronic media scale – Adopted the tool developed by Mr. Babukurian and Dr. A. Amalraj. Total marks obtained in the half yearly examination of XI standard and XII standard students.

**Hypothesis 1**

There is no significant difference in the exposure to electronic media and its dimensions of higher secondary students with respect to Age.

**Table – 1**  
**SIGNIFICANT DIFFERENCE IN THE EXPOSURE TO ELECTRONIC MEDIA AND ITS DIMENSIONS OF HIGHER SECONDARY STUDENTS WITH RESPECT TO AGE**

| Dimensions  | 16 & Below<br>N = 119 |       | 17 & Above<br>N = 81 |       | Calculated<br>'t' value | Remark at<br>5% level |
|-------------|-----------------------|-------|----------------------|-------|-------------------------|-----------------------|
|             | Mean                  | SD    | Mean                 | SD    |                         |                       |
| a) Radio    | 48.65                 | 9.76  | 51.98                | 10.08 | 2.32                    | S                     |
| b) T.V.     | 48.91                 | 10.15 | 51.60                | 9.62  | 1.89                    | NS                    |
| c) Computer | 49.65                 | 9.98  | 50.51                | 10.07 | 0.59                    | NS                    |
| d) Total    | 48.67                 | 9.63  | 51.95                | 10.26 | 2.28                    | S                     |

(At 5% level of significance, 't' value for 198 df is 1.96)

Since the calculated 't' value (b, c) is less than the table value (1.96) for 198 degrees of freedom at 5% level of significance, there is no significant difference in higher secondary students of age 16 & below and 17 & above in their exposure to T.V. and Computer.

Since the calculated 't' value (a, d) is greater than the table value (1.96) for 198 degrees of freedom at 5% level of significance, there is significant difference in higher secondary students of age 16 & below and 17 & above in their exposure to Radio and electronic media.

**Hypothesis 2**

There is no significant difference in the academic achievement of higher secondary students with respect to background variables.

**Table – 2**  
**SIGNIFICANT DIFFERENCE IN THE ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS WITH RESPECT TO BACKGROUND VARIABLES**

| Variables                | Category   | N   | Mean  | SD    | Calculate<br>d<br>'t' value | Remark at<br>5% level |
|--------------------------|------------|-----|-------|-------|-----------------------------|-----------------------|
| a) Age                   | 16 & Below | 119 | 50.18 | 10.64 | 0.31                        | NS                    |
|                          | 17 & Above | 81  | 49.74 | 8.98  |                             |                       |
| b) Sex                   | Male       | 93  | 50.86 | 9.67  | 1.14                        | NS                    |
|                          | Female     | 107 | 49.25 | 10.27 |                             |                       |
| c) Locality of Student   | Rural      | 78  | 49.75 | 9.41  | 0.28                        | NS                    |
|                          | Urban      | 122 | 50.16 | 10.39 |                             |                       |
| d) Medium of Instruction | Tamil      | 100 | 46.52 | 10.02 | 5.23                        | S                     |
|                          | English    | 100 | 53.48 | 8.73  |                             |                       |
| e) Locality of School    | Rural      | 80  | 50.84 | 9.84  | 0.98                        | NS                    |
|                          | Urban      | 120 | 49.44 | 10.11 |                             |                       |
| f) Type of Family        | Nuclear    | 176 | 50.07 | 9.86  | 0.23                        | NS                    |
|                          | Joint      | 24  | 49.50 | 11.19 |                             |                       |

(At 5% level of significance, 't' value for 198 df is 1.96)

Since the calculated 't' value (a, b, c, e, f) is less than

the table value (1.96) for 198 degrees of freedom at 5% level of significance, there is no significant difference in the academic achievement of higher secondary students with respect to Age, Sex, Locality of student, Locality of school, Type of family.

Since the calculated 't' value (d) is greater than the table value (1.96) for 198 degrees of freedom at 5% level of significance, there is significant difference in the academic achievement of higher secondary students with respect to Medium of instruction.

### HYPOTHESIS 3

There is no impact of electronic media on academic achievement of higher secondary students with respect to background variables.

**TABLE - 3**  
**IMPACT OF ELECTRONIC MEDIA ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS WITH RESPECT TO BACKGROUND VARIABLES**

| Variables             | Category       | N   | ? X     | ? Y     | ? X2      | ? Y2     | ? XY     | Calculated 'r' value | Table 'r' value | Remark at 5% level |
|-----------------------|----------------|-----|---------|---------|-----------|----------|----------|----------------------|-----------------|--------------------|
| Age                   | 16 & Below     | 119 | 5791.79 | 5970.83 | 292842.85 | 313019.3 | 293750.1 | 0.259                | 0.174           | S                  |
|                       | 17 & Above     | 81  | 4208.21 | 4029.17 | 227057.15 | 206880.7 | 209254.7 | 0.010                | 0.217           | NS                 |
| Sex                   | Male           | 93  | 4694.63 | 4729.79 | 246402.74 | 249147.5 | 238649.6 | 0.012                | 0.205           | NS                 |
|                       | Female         | 107 | 5305.37 | 5270.21 | 273497.26 | 270752.5 | 264355.2 | 0.282                | 0.195           | S                  |
| Locality of Student   | Rural          | 78  | 4026.11 | 3880.76 | 215988.97 | 199904.1 | 200872.3 | 0.075                | 0.217           | NS                 |
|                       | Urban          | 122 | 5973.88 | 6119.24 | 303911.03 | 319995.9 | 302132.5 | 0.205                | 0.174           | S                  |
| Medium of Instruction | Tamil          | 100 | 4919.53 | 4652.38 | 254967.96 | 226389.3 | 232924.4 | 0.357                | 0.195           | S                  |
|                       | English        | 100 | 5080.47 | 5347.62 | 264932.04 | 293510.7 | 270080.5 | 0.224                | 0.195           | S                  |
| Type of School        | Government     | 60  | 2789.02 | 2465.27 | 137290.50 | 105316.8 | 116641   | 0.369                | 0.250           | S                  |
|                       | Aided          | 80  | 4242.40 | 4120.62 | 231385.61 | 218130   | 217878.3 | 0.104                | 0.217           | NS                 |
|                       | Self-financing | 60  | 2968.58 | 3414.11 | 151223.90 | 196453.2 | 168485.5 | 0.140                | 0.250           | NS                 |
| Locality of School    | Rural          | 80  | 4074.89 | 4067.30 | 215040.33 | 214439.1 | 209313.7 | 0.283                | 0.217           | S                  |
|                       | Urban          | 120 | 5925.11 | 5932.70 | 304859.67 | 305460.9 | 293691.1 | 0.062                | 0.174           | NS                 |
| Nature of School      | Boys           | 40  | 1989.27 | 1717.51 | 103332.99 | 76111.3  | 85320.88 | 0.029                | 0.304           | NS                 |
|                       | Girls          | 60  | 2911.64 | 2681.27 | 147665.63 | 126263.1 | 132915.1 | 0.437                | 0.250           | S                  |
|                       | Co-Education   | 100 | 5099.09 | 5601.22 | 268901.38 | 317525.6 | 284768.8 | 0.145                | 0.195           | NS                 |
| Type of Family        | Nuclear        | 176 | 8843.23 | 8811.89 | 460665.36 | 458203.3 | 445163.6 | 0.144                | 0.138           | S                  |
|                       | Joint          | 24  | 1156.78 | 1188.11 | 59234.65  | 61696.71 | 57841.2  | 0.182                | 0.404           | NS                 |
| Total Sample          | Total Sample   | 200 | 10000   | 10000   | 519900    | 519900   | 503004.8 | 0.151                | 0.138           | S                  |

Since the calculated 'r' value is greater than the table value for 117 df at 5% level of significance, higher secondary students of age 16 & below have impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 79 df at 5% level of significance, higher secondary students of age 17 & above have no impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 91 df at 5% level of significance, higher secondary students of male have no impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 107 df at 5% level of significance, higher secondary

students of female have impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 76 df at 5% level of significance, higher secondary students of rural area have no impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 120 df at 5% level of significance, higher secondary students of urban area have impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 98 df at 5% level of significance, higher secondary students of Tamil medium have impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 98 df at 5% level of significance, higher secondary students of English medium have impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 58 df at 5% level of significance, Government higher secondary school students have impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 78 df at 5% level of significance, Aided higher secondary school students have no impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 58 df at 5% level of significance, Self-financing higher secondary school students have no impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 78 df at 5% level of significance, higher secondary school students of rural area have impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 118 df at 5% level of significance, higher secondary students of urban area have no impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 38 df at 5% level of significance, Boys higher secondary school students have no impact of electronic media on academic achievement.

Since the calculated 'r' value is greater than the table value for 58 df at 5% level of significance, Girls higher secondary school students have impact of electronic media on academic achievement.

Since the calculated 'r' value is less than the table value for 98 df at 5% level of significance, Co-education higher secondary school students have no impact of electronic media on academic achievement.

### FINDINGS

110.9%, 10.1%, 15.1% and 15.1% of higher secondary students of age 16 & below have high level of their exposure to Radio, T.V., Computer and total respectively.

211.8%, 19.4%, 10.8% and 12.9% of male higher secondary students have high level of their exposure to Radio, T.V., Computer and electronic media respectively.3

3Significant difference is not observed between rural and urban higher secondary students in their exposure to T.V.,



Computer and electronic media and Significant difference is observed between rural and urban higher secondary students in their exposure to Radio.

4The rural area higher secondary students have no impact of electronic media on academic achievement and the urban area higher secondary students have impact of electronic media on academic achievement.

5The Boys higher secondary school students have no impact of electronic media on academic achievement and the Girls higher secondary school students have impact of electronic media on academic achievement.

#### **CONCLUSION**

The impact of electronic media on academic achievement of higher secondary school students is moderate. On the basis of the results obtained from the analysis, the following recommendations are given for the higher level of impact of electronic media on academic achievement. Parents should find time to take care of their children for the proper use of electronic media with regard to their academic achievement. Students should be encouraged to make use of electronic media on their studies. Students should be given proper awareness regarding various electronic devices, which are useful in education. The students should be shown different programmed broadcast in electronic media. Audio-Video programmed should be offered to the students. Special coaching and training related to educational technology should be given to the children. The study of educational technology and its practical aspects should be the part of syllabus. The teachers and parents should motivate the students to learn more with the use of electronic media.

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**M. MUTHUSAMI**

Ph.D Scholar , Department of Educational Technology,  
Bharathidasan University, Tiruchirappalli.

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