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Impact of mass media on academic achievement of school going adolescent in Varanasi city

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Abstract

Mass media is a type of communication means, which is used to reach large numbers of population via newspaper, radio, magazine and television. Academic achievement is a simple word that denotes status of achieving educational goals by students, decided by teacher through formal or informal tests. This study done with the objective, to find out the impact of mass media exposure and contribution of mass media on academic achievement of selected group. 200 boys and 200 girls of 15-19 years of age group from 8 schools of Varanasi city were selected for the study. Study reveals that there is significant impact of mass media exposure on academic achievement and significant contribution of mass media on achievement was found on male and female intermediate students of Varanasi city.

Keywords: mass media, academic achievement, school going adolescent

Introduction

The term mass denotes great volume, range or extent of people or production, while communication refers to the giving and taking of message, the transmission and reception of message. The term mass media refers to the organized means for communicating openly and at a distance to many receivers within a short space of time. Mass media transfer knowledge more effectively to large number of receivers at multiple points irrespective of the distance between source and the receiver.

Mass media has prominent importance for developing country like India, such countries face number of problems. They have to find out their solutions and communicate it to the people, about four to five decades ago this was not possible, but with advent of mass media as an effective means of propagation and communication it has been achieved. Mass media have created a media audience which is now more conscious about learning and knowing.

The academic achievement is the end product of the instructions. It is a desirable learning that is observed in the learner. Any behavior that learned is achievement. It is learned amount of knowledge, understanding and acquisition of skills. Academic achievement is the task oriented behavior that allows the individuals performances to be evaluated according to some internally or externally imposed criterion that involved the individual in competing with others or that otherwise involves some standard of excellence. Academic achievement is level of attainment or performance in academic work measured by standard test or teachers or both. Good (1973) has defined academic achievement as the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both.

In school situation academic achievement generally means the quality and quantity of master the curriculum by students. In present study academic achievement was conceived in terms of percentage of marks obtained by the students in their previous class examination and teachers rating about the students.

Objectives of the study

Without good objective researcher cannot achieve their goal. The present investigation was designed with specific objectives:

1. To find out impact of mass-media exposure on male and female intermediate students on academic achievement.
2. To find out contribution of mass media exposure on academic achievement of male and female intermediate students.

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Hypothesis are prepared in following manner

1. There is no significant impact of mass media exposure on male and female intermediate students on academic achievements.
2. There is no significant contribution of mass media exposure on academic achievement of male and female intermediate students.

Sample and sampling technique

In the present investigation 400 boys and girls students of 15-19 year age-group were selected from eight schools of Varanasi city. Out of 400 subjects 200 were the girls and 200 were the boys. They all were selected by simple random sampling producer using lottery method. Total eight schools from Varanasi city were selected randomly.

Tools of use

In order to meet the objective of the present study the following tools were used:

1. Mass media schedule

2. Academic achievement scale

To achieve the objectives of the present study a well-structured general information schedule related, to mass media was prepared by investigator. The schedule was pre tested on a sample of 30 students. Necessary modification were made in the light of the experience of pre-testing of the schedule.

Academic achievement test attempts to measure. What individual has learned at his or her present level of performance? Test also diagnosing strength and weakness of students and evaluating the influences of course of study: teachers, teaching method and other factors considered being significant in educational practice.

Results and Discussions

Results related to impact of mass media exposure on

academic achievement are given in table 1.1 and 1.2 for male and table 1.3 and 1.4 for female students sum, sum of squares, means and standard deviations of male students on academic achievement are given in table 1.1. Results of analysis of variance related to impact of mass media exposure on academic achievement for male students is given in table 1.2.

Table 1.1: Sum, sum of square, mean and standard deviation of different mass media exposure level male students on academic achievement.

Exposure	N	Sum	Sum of square	Mean	S.D.
Low	48	2519.54	135762.56	52.490	8.643
Middle	88	4810.50	267980.13	54.663	7.593
High	64	3682.50	215351.98	57.539	7.416
Total	200	11012.54	619094.67	55.063	7.973

Table 1.2: Summary of analysis of variance for impact of mass media exposure on academic performance of male students

Source of variation	Df.	Sum of square	Mean sum of squares	F
Among group	2	729.01	382.003	
Within group	197	11990.47	60.856	5.948
Total	199	12714.49		

Results of analysis of variance for male shows that F value is 5.948, which is significant at 0.01 level this means that significant difference exists between low, middle high exposure group students on academic achievement.

Table 1.3: Sum, sum of squares, mean and standard deviation of different mass media exposure level female students on academic achievement.

Exposure	N	Sum	Sum of square	Mean	S.D.
Low	62	3347.52	182653.07	53.992	5.600
Middle	60	3416.60	197691.84	56.943	7.294
High	78	4635.98	278204.06	57.001	6.626
Total	200	11400.10	658548.96	57.001	6.610

Table 1.4: Summary of analysis of variance for impact of mass media exposure on academic performance of female students

Source of variation	Df.	Sum of square	Mean sum of squares	F
Among group	2	1023.80	511.899	13.073
Within group	197	7713.76	39.156	
Total	199	8737.56		

Result of analysis of variance for female students, given in table 1.3 and 1.4, shows that F-value is 13.073, which is significant at 0.01 level. This means that academic achievement of low, middle and high mass media exposure groups differs significantly.

Therefore, null hypothesis that ‘there is no significant impact of mass media exposure of male and female intermediate students on academic achievement, is rejected at 0.01 level of significance.

Contribution of mass media exposure on academic achievement

Table 1.5 shows that mass media contribute significantly on academic achievement of male and female students. In case of male respondents, value of regression coefficient, R² and probability are 0.023121, 0.069625 and 0.0001. In case of female respondents the value of regression coefficient, R² and probability are 0.026934, 0.13584 and 0.00000. Percent contribution of mass media on academic achievement for male and female are 7.12% and 13.25%, respectively since probability of contribution is very high, hence contribution of mass media exposure on academic achievement is significant

for male and females both.

Table 1.5: Summary of regression analysis for contribution of mass media on academic achievement of male and female students

Statistical parameters	Male	Female
Constant	51.40917	52.03258
Regression coefficient	0.023121	0.026934
R ²	0.069625	0.13584
Percent contribution	06.9625	13.584
Standard error of	7.72941	6.17533
Standard error of coef.	0.00601	0.00483
Probability	0.0001	0.00000
N	200	200
Degree of freedom	198	198

Therefore, null hypothesis that is “there is no significant contribution of mass media exposure on academic achievement of male and female intermediate students” is rejected at 0.0001 level of significance.

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