

A STUDY OF USE OF MASS MEDIA IN TEACHING LEARNING PROCESS AMONG THE STUDENTS OF SECONDARY SCHOOLS



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION (AUTONOMOUS)
UNIVERSITY OF JAMMU**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

SUPERVISOR

Mrs. Ruchika Sharma
Assistant Professor

INVESTIGATOR

Jyoti Kumari
M.Ed. Sem-IV
Roll NO. 1801027

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2020

CERTIFICATE

This is to certify that **Ms. Jyoti Kumari** student of M.Ed. Semester IV, Session 2018-20, bearing Roll No. 1801027 has worked under my supervision for her dissertation entitled:

“A STUDY OF USE OF MASS MEDIA IN TEACHING LEARNING PROCESS AMONG THE STUDENTS OF SECONDARY SCHOOLS”

Her dissertation is fit for submission, in partial fulfillment of their requirements for their award of the Degree of Master in Education.

Date:

**(Mrs. Ruchika Sharma)
SUPERVISOR**

ACKNOWLEDGEMENT

First of all, I thank Almighty God, the creator of all who gave me the strength for my research work.

In the successful completion of the present study, many people have helped me. First and foremost, I wish to express my sincere and warm gratitude to esteemed Mrs. Ruchika Sharma, Assistant Professor MIER College of Education under whose eminent and able supervision, the present study was undertaken. It is only due to her valuable academic guidance, encouragement, deep personal interest and inspiration that the present study could be completed well in time. Her timely guidance and quick responses to the work that I put across her were great inspirations for me to work harder and to finish the work much in time.

I wish to place on record my heartfelt gratitude to Dr. Arun K. Gupta, Chairman and Dr. Renu Gupta, Vice Chairperson, MIER, Dr. Adit Gupta, Director MIER and Principal MIER College of Education, and Dr. Mool Raj Sharma, H.O.D., P.G. Department, who deserve special mention and appreciation for providing me valuable access to various facilities for conducting research and also the freedom to interact with the students and staff of the different wings of the institution. Their intellectual and academic inputs have helped improve the quality of this work significantly.

My sincere thanks to all the principals, teachers and staff of various secondary schools who permitted me to collect data in their respective schools. Students in these schools, who were the main participants of the study, gave me full cooperation in the research. I am forever indebted to them.

I wish to acknowledge the invaluable support and cooperation rendered to me by the staff members of MIER College of Education. My special thanks are due to Mr. Naveen Gupta and Mrs. Rohini Sharma for providing computer assistance. I would also like to acknowledge the support provided at the MIER College of Education Library by Mrs. Esha Sharma.

Last but not the least, I thank my family members especially my father-in-law, mother-in-law, my sister-in-law and my parents for their love, support and encouragement, which constantly motivated me to pursue and complete this research. I would like to give special thanks to my Husband, Mr. Ravi Kumar for their support and cooperation in the completion of this work. Finally, I wish to sincerely thank my peer group for understanding and cooperating with me

in any kind of difficulty. Their love and support contributed immensely in the completion of this research.

Jyoti Kumari

LIST OF CONTENTS

S. No.	Content	Page No.
1.	Supervisor's Certificate	i
2.	Acknowledgement	ii
3.	Table of contents	iii
4.	List of tables	vi
5.	List of Appendix	viii
6.	List of Abbreviations	ix
7.	Abstract	x

CHAPTER-I

INTRODUCTION

S. No.	Content	Page No.
1.1	Introduction	1
1.1.1	Mass media	2
1.1.2	Teaching Learning process	3
1.1.3	Teaching and learning through mass media	5
1.1.4	Scope of mass media	6
1.1.5	The benefits of using mass media	7
1.2	Need and significance of the study	9
1.3	Statement of the problem	10
1.4	Operational definitions	10
1.5	Objectives of the study	10
1.6	Hypotheses of the study	10
1.7	Delimitations of the study	11

CHAPTER-II

REVIEW OF RELATED LITERATURE

S. No.	Content	Page No.
2.1	Introduction	12
2.2	Review of related literature	12
2.3	Conclusion	18

CHAPTER-III

RESEARCH METHODOLOGY

S. No.	Content	Page No.
3.1	Introduction	20
3.2	Design of the study	20
3.2.1	Method	21
3.2.2	Population	21
3.2.3	Sample	21
3.2.4	Variables of the study	22
3.3	Tool employed	23
3.3.1	Scoring procedure	25
3.4	Data collection	25
3.5	Administration of the tool	25
3.6	Statistical techniques employed	25

CHAPTER-IV

ANALYSIS OF DATA AND INTERPRETATION OF DATA

S. No.	Content	Page No.
4.1	Introduction	26
4.2	Results and findings	26

CHAPTER-V

FINDINGS, CONCLUSIONS AND DISCUSSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

S. No.	Content	Page No.
5.1	Introduction	40
5.2	Major findings of the study	40
5.3	Conclusions and Discussions	41
5.4	Educational implications	41
5.5	Suggestions for future research	41

SUMMARY	43
BIBLIOGRAPHY/REFERENCES	56
APPENDIX	59

LIST OF TABLES

TABLE NO.	DESCRIPTION	PAGE NO.
Table 3.1	Showing the distribution of sample	22
Table 3.2	Showing the distribution of sample of private school	22
Table 3.3	Showing the distribution of sample of government school	22
Table 4.2.1	Shows the responses of respondents whether mass media plays an important role in education.	27
Table 4.2.2	Shows the responses of respondents whether mass media is a tool of teaching should be utilized by the teachers for teaching.	27
Table 4.2.3	Shows the responses of respondents whether they are aware about mass media use in education.	27
Table 4.2.4	Shows the responses of respondents whether they use mass media regularly in education.	28
Table 4.2.5	Shows the responses of respondents whether mass media is helpful in completing the school homework.	28
Table 4.2.6	Shows the responses of respondents whether they use mass media to communicate with their teachers.	28
Table 4.2.7	Shows the responses of respondents whether they use mass media for strengthening their education.	29
Table 4.2.8	Shows the responses of respondents whether mass media is necessary for providing updated information and knowledge to the learners.	29
Table 4.2.9	Shows the responses of respondents whether parents are aware of mass media.	30
Table 4.2.10	Shows the responses of respondents whether “More education to more people in less time” is possible through mass media.	30
Table 4.2.11	Shows the responses of respondents whether mass media is very important for classroom teaching.	30
Table 4.2.12	Shows the responses of respondents mass media provide us a platform to represent our thoughts.	31
Table 4.2.13	Shows the responses of respondents whether as mass media work on data usage, so it is very expensive.	31
Table 4.2.14		31
Table 4.2.15	Shows the responses of respondents whether mass media is helpful in preparing for the exam.	32
Table 4.2.16	Shows the responses of respondents whether mass media in education is gaining importance every day.	32
Table 4.2.17	Shows the responses of respondents whether mass media afford students and teachers with multiple opportunities to improve learning methods.	32
Table 4.2.18	Shows the responses of respondents whether mass media always prompt to look upon the mobile devices, thus distracting from studies.	33
Table 4.2.19	Shows the responses of respondents whether mass media is more wastage of time than its usage.	33
Table 4.2.20	Shows the responses of respondents whether we find networking problems in the usage of mass media.	33
Table 4.2.21		34

Table 4.2.22	Shows the responses of respondents whether mass media negatively affects our studies.	34
Table 4.2.23	Shows the responses of respondents whether students pressurize their parents to purchase for better mobiles to have access to mass media.	35
Table 4.2.24	Shows the responses of respondents whether use of mass media is helpful for both teachers as well as students.	35
Table 4.2.25	Shows the responses of respondents whether the use of mass media in education provides students with the ability to connect with learning groups and other educational systems that make education.	35
Table 4.2.26	Shows the responses of respondents whether the main purpose of mass media in education is to obtain quality education.	36
Table 4.2.27	Shows the responses of respondents whether mass media provides negative information than positive.	36
Table 4.2.28	Shows the responses of respondents whether mass media distract us from study habits.	36
Table 4.2.29	Shows the responses of respondents whether mass media provides a better opportunity of chatting then studying.	37
Table 4.2.30	Shows the responses of respondents whether mobile and its usages for mass media brings extra burden on the economy of family.	37
Table 4.2.31	Shows the responses of respondents whether students gain valuable knowledge through mass media.	38
Table 4.2.32	Shows the responses of respondents whether mass media help the students to tackle many problems through group interaction. Showing the Mean, Standard deviation and t- value for male and female in the use of mass media in teaching learning process with respect to gender. Showing the Mean, Standard deviation and t- value for the use of mass media in teaching learning process in relation to government and private schools.	38

LIST OF APPENDIX

APPENDIX	DETAILS	PAGE NO.
A	Use of Mass Media in Teaching Learning Process developed by the Investigator	58 – 61

ABBREVIATIONS USED

BYOD	Bring Your Own Device
ICT	Information and Communication Technology
SPSS	Statistical Package for the Social Sciences
S.D/SD	Standard Deviation
N.S.	Not Significant
D.F.	Degree of Freedom
M	Mean

ABSTRACT

Mass media is a technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. Mass media is very important for classroom teaching as a part of the process of instruction. The main aim of use of mass media at secondary level is to improve teaching learning process. In this regard the present study was carried out the use of mass media in teaching learning process in selected government and private schools of Jammu city at secondary level. Data was collected by random sampling technique from 250 students studying at secondary school level in five government and five private schools. Descriptive survey method was employed for this study. For this study, a self-prepared tool namely 'Use of Mass Media in Teaching Learning Process' developed by the investigator. The findings of the study revealed that students in both government and private schools are agreed to use mass media in the teaching learning process. The result of the study shows that there is no significant difference in the use of mass media in the teaching learning process in male and female students. Finally, the study deals with the use of mass media in teaching learning process in relation to their types of school. Result shows that there is a significant difference in the use of mass media in teaching learning process of government and private schools.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Today in India particularly among the secondary school students, the usage of mass media has increased and it certainly has a far-reaching impact on the academic and other activities of the students. The range of studies conducted to deal with the use of social media among the secondary school students is increased day by day. In general, secondary school students are more interested in using technology in every field as compared to other age groups. Some studies on mass media shows that it can improve the learning experience while other studies reveal that high use of mass media results in negative academic outcomes. Students of the current generation have been exposed to a technology rich world that has led them to become dependent on mass media as a means for communication.

Mass media have rapidly gained popularity. The usage of mass media among the people of India is evidently increasing, particularly among the secondary schools students. As use of technology and mass media become more prevalent, educators and parents wanted to keep it out of the classroom for fear that it would be too distracting. This led to many schools blocking internet access, access to social media sites, and even disallowing the use of, even the cell phones to class. This has proved to be ineffective in some cases, as students continue to bring their phones to class despite the no cell phone policy, and many even find ways to access social media sites regardless of precautions have adopted a “Bring Your Own Device” (BYOD) policy to school. This is a policy that allows students to bring their own internet accessing device, such as a phone or iPad, for the purpose of accessing the Internet for research.

While the BYOD concept was initially introduced as a way of reducing departmental technology costs, administrators and teachers realizing benefits from students bringing their own technology into the classroom, such as increased student motivation and engagement, anywhere access to information, as well as students often updating their software and applications faster than the school can. Rather than compete with, or deny access to social media sites, some institutions have totally embraced them, and are using them to further students’ education.

Education is an important tool that is applied in the contemporary world especially by the youth to succeed because it lessens the challenges that are faced in life. The knowledge that is gained through education helps us to be ideally developed because it serves as a learning of the mind. This opens doors of opportunity which can support us to achieve better and higher vision in career. Education brings economic and social

wealth where the foundation of our society lies. Having and gaining education develops us to live a respectful life in society because it provides a place in which our culture, values and behaviors are enhanced.

In the process of education, the activity or process of gaining knowledge or skill by studying, practicing, being taught or experiencing someone who learns. Learning is the process of acquiring or modification in behavioral tendency by experience in contrast to modification occurring because of development or a temporary physiological condition of the organism.

The use of mass media in the teaching learning process is very useful for sharing ideas and gaining new knowledge. The use of mass media within a learning domain encompasses the process of social learning that occurs when a self-selecting group of people who have common interest in a subject collaborate to share ideas to find a solution. Critics argue that the average student's learning is isolated and performs significantly less well than those learning with collaboration.

1.1.1 MASS MEDIA

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the internet. The term media was first used to describe newspapers more than two centuries ago. Today the media has many different connotations. For instance, there are mass media, print media, digital media and social media. While media can take on many different forms, the purpose of all media is universally the same. Mass media can be used in direct instruction, active teaching learning strategies and student projects at secondary level. Existing media resources can be used within lecture to stimulate interest and develop knowledge of the material being taught. This technical approach is teacher centric, and information is pushed to the learner. Mass media allow the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provide a useful platform for teaching with cases, cooperative learning, problem solving and for giving more interactive lecture demonstrations. Student created media involves a higher degree of engagement; promotes individual learning, social interaction and immersion, and is highly customizable and collaborative. Instructors can engage students and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos

from sources such as YouTube. Mass media can be a component of active learning strategies such as group discussion or case studies. Media could be a film clip, of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. The use of mass media to enhance teaching and learning components traditional approaches to learning. Effective instruction builds bridges between student's knowledge and the learning objectives of the course. Mass media like all other teaching techniques should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. The dramatic growth of social media or mass media create new opportunities for engaging students. These include social networking sites such as Facebook, Myspace, LinkedIn, and Twitter along with blogs and wikis. Think about for a second whenever you want to hear your favorite show, or see the latest current events, where do you go? You more than likely turn on your radio or computer. The source that the majority of the general public uses to get their news and information from is considered mass media.

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television and the internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture. Information explosion means explosion of knowledge. New frontiers of knowledge are opening day by day and the horizon of human knowledge and understanding is expanding very fast. Today there is a cry for "more education to more people in less time". For solving these problems successfully, educational technology consisting of various media of mass communication are essentially required. Both qualitative improvement and quantitative expansion of education can be facilitated and accelerated with the help of this mass media under educational technology. So the mass media has come to our rescue to tackle this problem.

Education of tomorrow will be able to play its role more effectively by making the individuals creative, active and efficient. Success of education cannot be achieved merely by substituting mechanical methods for human beings' but they develop new patterns using both human beings and technological advancement in order to teach more people better and more rapidly. Mass media is very important for class room teaching as a part of the process of instruction. The sole objective is to improve the teaching-learning process with the use of various media. Therefore, the main purpose of mass media in education is benefit more students with fewer teachers or obtain quality education. So the role of mass media in education provides information to the mass within a less time. It takes a wide coverage of information regarding anything that is happening in any corner of the world.

1.1.2 TEACHING LEARNING PROCESS

Teaching is the act of imparting instruction to the learner in the classroom situation. Teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is the process in which the learner, teacher, curriculum and other variables are organized in a systematic or psychological way to attain some predetermined goals. Teaching is a relationship which keeps the child to develop all his power.

A teaching method comprises the principles and methods used by teachers to enable student learning. The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

Learning is a continue process for every one of us. We all learn something new every day. While we see formal education as a necessity to learning, there will always be various ways to learn. Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught or experiencing something. Learning is about what students do, not about what we as teachers do. Learning is the relatively permanent change in a person's knowledge or behavior due to experience. Learning is used to refer to (1) the acquisition and mastery of what is already known about something, (2) the extension and clarification of meaning of one's experience, or (3) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function.

Learning involves adding new information to your memory. Learning involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know. Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some

machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event, but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

Teaching and learning are aspects of the curriculum for which lecturers take responsibility. To teach to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively.

1.1.3 TEACHING AND LEARNING THROUGH MASS MEDIA

The educational field has completely transformed ever since the technology is included in education. Using mass media teachers are able to improve the involvement of their students in studies and education, improve technological ability, provide a great sense of collaboration in the classroom and make a good communication skill. Research has shown that educational institutions that use technology can positively motivate students in their course work. The incorporation of mass media for use with class assignment has enabled professors to motivate students to participate and learn effectively inside and outside the class. The following are the popular social networking websites that have effective educational benefits that are Wikipedia, Facebook, LinkedIn, Class 2.0, Google Plus, the 21stCentury teacher, collaborative translation etc. All these social networking sites are very helpful in promoting creativity, enhancing communication skills, developing social connection, collaboration and teamwork and also help in increasing awareness.

Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. Media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations. Student-created media involves a high degree of engagement; promotes individual learning, social interaction and immersion; and is highly customizable and collaborative (Yowell and Rhoten, 2009). Student-created media provide an alternative or a complement to traditional undergraduate student research. By doing a digital storytelling project, personal reflection and communication by students can be promoted.

1.1.4 SCOPE OF MASS MEDIA

Basically, Technological advancement has tremendously enhanced the scope of mass media. Scope of mass media is much extensive. Because of the advancement of world civilization, the scope of economic activities is increasing day by day. Particularly after the industrial revolution a rapid development happened in trade, commerce, and the industrial sector. All these have given emphasis to the mass media which is now so pervasive that it touches social, commercial, national or international lives.

- (i) Mass media allows educational institutions to display academics, awards, campus life, local updates and news, with the aim of promoting the institutional brand.
- (ii) Mass media can be used for content generation. This can include the publishing of lecture notes by the lectures and sharing of class resources, further, the students can also use technologies to generate content when they write up their reflections in blogs or prepare their group assignment.
- (iii) The mass media can be a potent medium for administrators/ politicians/ authorities to not just communicate with the public at large, but also bring in transparency in operations people always like the two-way dialogue so that more transparency seeps in the whole process of governance.
- (iv) Students can virtually ‘mingle around’ with all the registered students in the class Facebook group. Some students prefer only to keep their socialization among friends whom they are comfortable with. Students can extend their socialization into meaningful learning experiences i.e. collaboratively socializing in common pursuit of amassing knowledge.
- (v) Mass media offers people opportunities to share life experiences, offer reflections on society and express themselves in a non-threatening atmosphere. Mass media also enable community involvement in locating expertise, sharing content and collaboration to build content, and allow knowledge workers to extend the range and scope of their professional relationship.
- (vi) Classroom blogging has the potential to motivate students to build online collaboration, and enhance learning opportunities. Mass media can be

described as an educational tool because it allows students to develop ideas and invite feedback. Mass media helps teachers promote reflective analysis and the emergence of a learning community that goes beyond the institutional walls.

- (vii) Being a part of the online conversation and engaging with target markets on relevant platforms have the benefits of revolutionary learning and administrative processes, knowledge sharing, and creating informed and connected communities.

1.1.5 BENEFITS OF USING MASS MEDIA

Mass media is a powerful tool for teachers that can be used either for personal or professional means. On a personal front, mass media lets you mix with people from all over the world. It helps maintain relationships easily. This aids communication, especially with friends and family who stay in another country or another continent even. On the professional front, mass media acts as an informal resume. Potential clients and employers can 'check your out' on these networks and browse through your educational qualifications and experience. Some business websites let you upload a portfolio to your profile and even get reviews from others on that network with whom you have previously worked. Social media connections are designed to increase your network, from communities and interact easily.

Today's students are accessing Facebook, Twitter, LinkedIn and other such social networking sites are connect and share information with those around them. One of the most fascinating things about mass media is the way the users can interact and engage with each other through a mere web presence without having to meet someone in person. Social networking is an important for teachers as it is for others. While, mass media is a handy tool in the classroom, it can be as beneficial outside the classroom. There are a number of ways that one can take advantage of mass media.

- (i) Sharing ideas

Mass media allows both students and teachers to share their ideas with each other. Comparing classroom teaching techniques and learning styles can help you enhance the learning experience in your classroom. One can also share lesson plans and visual aid ideas

- (ii) Partnership with other schools

Mass media allows teachers to connect with teachers in other schools. These partnerships are useful to keep you abreast of changes in curriculum and content in other states and maybe even other countries.

(iii) Getting information

Students can also use mass media to connect with teachers and other persons from another country. This can help them get accurate information on other countries and not just use content from the internet that is often outdated.

(iv) Professional development

Mass media help you know of seminars, conferences and other development workshops in your area or online. Touching base with individuals from those entities would help them connect with you and keep in the loop.

(v) Sharing information

Students are continuously connected to the internet through their mobiles, tablets, etc. and hence rapidly transmit information to friends, family and other connections. People share views, opinions, tips, projects, study material and other such useful stuff with each other. They exchange helpful information for classes and examinations. Their ability to access, evaluate, maintain and share information is fantastic without even being aware that they are actually developing such skills day by day. The older generations need to understand the magnitude of this new style of communication.

(vi) Meets the needs of students

Mass media meets the needs of students to be wise consumers of media, managers of information and responsible producers of their ideas using the powerful multimedia tools of a global media culture.

(vii) Engage students

Mass media engages students bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.

(viii) Increase the ability of students

Mass media increases the ability and proficiency of students to communicate (express) and disseminate their thoughts and ideas in a wide (and growing) range of print and electronic media forms - and even international venues.

(ix) Increasing Collaboration

Students become friends with their classmates on mass media and are more likely to collaborate on projects. This can lead to higher retention rates as students become more connected to the institution. Faculty can use mass media as a way to get students to participate.

(x) Useful for team Projects

Mass media can be useful for team projects. Many colleges stress the importance of the soft skill of working in groups. Social media sites can be helpful to increase this ability as the students can hold meetings in real time and work on their projects. This

enhances the livelihood that will also spend time together working on projects and may not have to make time to meet in person all the time as the project progresses. Having a team work together using mass media only strengthens advantage one and two of your educational activities.

(xi) Video Conferencing

Video Conferencing in the Classroom is also a significant benefit. Using social networking sites such as Google Plus will allow the use of Google Hangouts. These sorts of sources can be used to set up class sessions where everyone can collaborate through video in real time.

(xii) Benefits of Society

Mass media not only benefits individual students but benefits society by providing tools and methods that encourage respectful discourse that leads to mutual understanding and builds the citizenship skills needed to participate in and contribute to the public debate.

(xiii) Mass media literacy's "inquiry process" transforms teaching and frees the teacher to learn along with students -- becoming a "guide on the side" rather than a "sage on the stage."

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge. Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations.

Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content. The use of media sources helps connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. News stories can be used to connect theories taught in the classroom with real world events and policies. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can hone their analytical skills by analyzing media using the theories and concepts they are studying.

The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment

1.3 STATEMENT OF THE PROBLEM

A STUDY OF USE OF MASS MEDIA IN TEACHING LEARNING PROCESS AMONG THE STUDENTS OF SECONDARY SCHOOLS.

1.4 OPERATIONAL DEFINITIONS

MASS MEDIA

In the present study, mass media is defined as any means, agency or instrument through which ideas, attitudes, impressions or images are simultaneously communicated to a large number of people.

TEACHING LEARNING PROCESS

In the present study, teaching learning process involves a teacher sharing knowledge with students who assimilate the knowledge in order to learn and use it. In this process in which learner, teacher, curriculum and other variables are organised in a systematic or psychological way to attain some predetermined goals.

SECONDARY SCHOOLS

A school intermediate between elementary school and college and usually offering general, technical, vocational, or college preparatory courses will be considered as secondary school in the present study.

1.5 OBJECTIVES

1. To study the use of mass media in teaching learning process among secondary school students.
2. To study significant gender difference in the use of mass media in teaching and learning process among secondary school students.
3. To study significant difference in use of mass media in teaching learning process in relation to government and private schools.

1.6 HYPOTHESES OF THE STUDY

1. There is an average use of mass media in teaching learning process among secondary school students.

2. There is no significant gender difference in the use of mass media in teaching learning process among secondary school students.
3. There is no significant difference in the use of mass media in teaching learning in relation to government and private schools.

1.7 DELIMITATIONS OF THE STUDY

The study has been delimited in the following ways:

- The study has been delimited to a sample of 250 secondary school students in Jammu City.
- The study has been delimited to the five government and five private schools of Jammu City.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature in any field forms the foundation upon which all the future works will be built. Study of related literature implies, locating, reciting, and evaluating reports research as well as reports of the casual observation and opinion that are related to the individual planned research project. All progress, which is traceable today, is the result of efforts undertaken by man, in close succession. Whenever man is confronted with some problem, he seeks guidance from the experiences of others. In fact, there is nothing new except in the context of old. It is only with reference to the old that a new thing is learnt. Any research work in any field requires an in depth study of the problem which has been done in the same area. Survey of related literature is an important prerequisite to actual planning and execution of any research project. It is an exacting task calling for deep insight and clear perspective of the overall field. It helps to eliminate the duplication of what has been done and provides useful direction in formulating hypotheses and helpful suggestions of significant investigation. Research makes us aware of what has already been done and what is being done in a particular field of knowledge. It prepares a suitable background for the investigation. It is helpful in making a straight-forward statement of the problem for investigation to be undertaken. It gives a better application and thorough comprehension of the study being undertaken.

What is required is to include the studies which are absolutely relevant which can lead to fuller and better understanding of the problem. This study serves as an available guide and helps in defining the problem, recognizing its significance and also help the researcher in selecting the tools, in making appropriate research design and in effective analysis to arrive at fruitful conclusions.

According to Good (1959)," The survey of related literature may provide guiding hypothesis suggestive methods of investigation and comprehensive data for interpretive purpose"

Best (1995) pointed out that review of related literature is "A brief summary of previous research and writing of recognized experts provides the researchers familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge, this step helps to eliminate the duplication of what has already been done and provides useful hypotheses and helpful suggestions for significance investigation".

2.2 Review of Related Literature

Wilbur (1996) conducted a study on Mass Media can be made use of education as support models into two basic parts but overlapping ways: They can be made part of the environment, where by learning activities which are designed as seen in distance teaching instruction, they can also be brought into the environment as indirect partners. However, some researchers have studied the contribution of Mass Media in teaching and learning processes and the way in which the parenting system has been affected by mass media.

Michael (1997) conducted a study on Mass Media in education. Internationally Mass Media have automatically led to an increasing role in the education system. This has been through teaching and learning processes in secondary schools where Mass Media have been used.

Atawaim (2000) conducted a study on “The effect of using computers on 6th grade primary students in the curriculum of the Arabic language”. The study aims to investigate the effect of the computer as an educational tool on students’ academic achievement in the Arabic grammar taught to the 6th grade primary students in Riyadh. The study sample consisted of an experimental group including 30 students studied by using a computer and a control group including 30 students studied by the traditional method. The study revealed significant statistical differences in students’ average academic achievement between the two groups in the level of remembrance and the absence of significant statistical differences in the level of academic achievement and application and the overall test level.

Salem’s study (2000) tackled “The Effect of using computers as an educational tool in teaching the curriculum of statistics on the development of statistical skills among the third-grade commercial secondary school students”. The study aims to identify the effectiveness of using computers as an educational tool in teaching the curriculum of statistics on the development of statistical skills among the third-grade commercial secondary school students in the Arab Republic of Egypt. The experiment has been conducted on 30 students in the experimental group and 30 students in the control group. The experimental group was taught by computer while the control group was taught by the traditional method. The study results showed significant statistical differences in the average grades of the experimental and control groups in favour of the experimental group after teaching the program.

Ghazzawi (2002) examined a study entitled “The computerized software design, its effects and the effect of the movement variable on the academic achievement of 6th grade primary school students concerning some concepts of pilgrimage”. The study aims to design educational software according to recognized standards and to study its effects and the effect of the movement variable and gender on the academic achievement of 6th grade primary school students concerning some concepts of pilgrimage in Jordan. To this end, specific educational software has been prepared and applied to a sample of 107 male and female students who were divided into three processing groups distributed on six branches to find out the influence of the educational software on students’ academic achievement & the effect of the variables of movement and gender through a verified achievement test. The associated variance analysis and Neumankloz test were used for post comparison. The study results showed significant statistical differences in favour of computational methods which involve moving stimuli because of the movement factor.

Abu Nadar (2003) conducted a study entitled “the effective use of computers on the development of some necessary basic skills to enable the students of technology education to use video cameras”. The study aims to measure the effective use of computers on the development of some necessary basic skills to enable the students of technology education to use video cameras in the Faculty of Specific Education in Tanta. The study used the experimental method and the sample consisted of 40 students from technology education divided randomly into experimental and control groups. The results of the study showed significant statistical differences at the significance level of 0.05 between the average grade

of the experimental group students and the average grade of the control group students in the academic achievement in favour of the experimental group.

Ibrahim (2003) conducted a study which aimed to “Using multimedia technology to present computer basics subjects in a way that leads to the availability of adequate skills and information related to the computer domain”. To this end, the two groups of study were selected randomly from the second-year students, Art Education division, Faculty of Specific Education, with a number of 15 students for the experimental group and 15 students for the control group. A pre-test was conducted to both groups regarding the variable of study. Then, the proposed and prepared computer program of multimedia technology was prepared and taught to the experimental group. The control group students studied the same curriculum in a traditional method during the period between 28/2/2003 and 17/3/2003, after that the post-test has been conducted. The delayed academic achievement test has been conducted on 7/4/2003. The study results showed significant statistical differences at the significance level of 0.01 between the average grade of the experimental group in the post application and the delayed post academic achievement test.

Donald (2003) Mass media makes the constraints of time and distance manageable, to serve some important functions. They are helpful in reaching large numbers of people; they are also helpful in making instructions more effective and meaningful as well as in being made increasingly in distance education (The National Policy on Education 1986). Mass media instructions in the world have become a child's third parent and a first teacher. History shows that it's a very powerful, informative, socializing and mobilizing force. Most of the countries of the world have gone for television and newspapers to solve their difficulties and problems relating to education.

Television is the most potential instrument in education by educating the masses and thereby narrowing down the gap of progressive between the developing and developed countries of the world. Television can be an important central media in proving functional, formal and informal education to masses through music, drama and literature. It is through television that stimulating and thought-provoking views of renowned statements, scientists, educationists, artists and teachers can be shared by all.

Karas, (2004) conducted a study on communication technology in the education sector in infrastructure improvements to be the robust adaptation of these technologies in education by way of the concepts and practices that are connected to adoption that is good. Getting educated on the rote learner rather than learning, and debate and discuss the characteristics of individuals who are cultivating long-standing debates are important issues and researchers in formal education should be utilized through mass media. As it was previously stated, when the mass media is used well, it gives good results in twenty years.

Jeong (2005) examined that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes.

Ma, W. W. K., Andersson, R., & Streith, K. O. (2005) conducted a study to investigate student teachers' perceptions of computer technology in relation to their intention to use computers. The purpose is to shed light on more effective ways to motivate the use of computer technology in schools. Based on an expanded variation of the Technology Acceptance Model, 84 completed surveys of student teachers were collected at a local

university in Sweden. Overall, the results indicated that (1) student teachers' perceived usefulness of computer technology had a direct significant effect on their intention to use it; (2) student teachers' perceived ease of use had only an indirect significant effect on intention to use; however, (3) student teachers' subjective norm, that is the possible influence of external expectations, did not have any direct or indirect significant effects on their intention to use computer technology. Theoretical and practical implications that follow from the results are discussed.

Young (2006) investigated “the effect of internet use and social capital on the academic performance of students” and observed that the internet expands its reach to teenagers’ school life. Young noted that students are more reliant on the internet to access information that is involved in school life as well as entertainment. The researcher further added that the internet, though consumes time, and has less effect on studies.

Demirkaya and Tokcan (2006) conducted a study on Television and video usage in education is very effective in putting the abstract subjects on concrete grounds. For example, television and video usage in geography education makes it possible to provide a long-standing education through targeting the visual and sensorial senses, and this makes lectures even enjoyable rather than being monotonous.

Coman M. (2007) “conducted a study on the use of mass communication systems is determined by the production, industrialization and the generalization of the consumption. The serialization and the utilization, the imposition of the Conveyor principle, the avoidance of the artisanal uniqueness (so important in the artistic creation) and the application of the laws of the market had as a consequence the efficiency growth in the production of these goods and implicitly the unprecedented growth of the information quantity and entertainment offered for the large public consume”.

Coyle and Vaughn (2008) examined the literature on social networking sites and conducted a survey on how college students are engaged in social networking. They found that the main purpose of using Social Network Sites is to keep in touch with friends. They also indicated that these are used for merely trivial communication with friends. These sites are simply a new form of communication that is evolving over time with the aid of technology.

Arklan and Tasdemir (2008) investigated use of mass media and the Internet began to be considered as a part of the social structure. Although there are negative aspects to reach the target group, these tools are very important to spread the information for the community. They are easy and cheap, making the possibility of access to information for different targets, the various obstacles and limitations due to the features such as the disposal of a resource that emphasizes the dissemination of the information.

Campbell R. (2010) “examined that the mass media are the cultural industries – the channels of communication – that produce and distribute songs, novels, TV shows, newspapers, movies, video games, internet services, and other cultural products to large numbers of people. The historical development of media and communication can be traced through several overlapping phases or eras in which newer forms of technology disrupted and modified older forms – a process that many academics, critics, and media professionals call convergence.”

Aypay, A. (2010) Turkish Online Journal of Educational Technology-TOJET (2010) In this study is to examine the ICT usage and academic achievement of Turkish students in PISA 2006 data. The sample of the study included 4942 students from 160 schools. Frequencies, independent samples t-tests, ANOVAs, Pearson correlation coefficients, exploratory factor analysis, and regression analysis were used. A high percentage of students reported that they had access to computers. From the exploratory factor analysis, two factors emerged: Computer usage for software purposes and computer usage for entertainment and internet purposes. The factors found to be reliable. There was no significant relationship found between students' ICT skills and academic achievement. The Turkish students were found to be similar in the general PISA findings. SES and gender differences were found.

Moon (2011) conducted a study on "impact of Facebook on undergraduate academic performance", averred that social media have a negative impact on students. According to the result, the more students use Facebook, the more it affects their academic performance.

Habibu, T., Abdullah-Al-Mamun, M., & Clement, C. (2012) Studied the obstacles to the use of ICT in educational institutions may assist educators to overcome these barriers and become successful technology adopters in the future. 55% of a sample of 150 teachers and 57% of a sample of administrators participated in the study. Chi square test and weighted average using Statistical Package for Social Science (SPSS) software were used to analyse and interpret the data. The findings of this study reveal that teachers had a strong desire to integrate ICT into the teaching-learning process even though with difficulties.

Oye (2012) noted that most of the younger students use social networking sites mainly for socializing activities, rather than for academic purposes. Oye (2012) further observed that most of the students do feel that social networking sites have a more positive impact on their academic performance.

Shana (2012) revealed that students use social networks mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purposes.

Vivian J. (2012) "investigated that mass media have become so integrated into people's lives that media multitasking is no chore. The Ball State researchers found that roughly one third of the time people spend with mass media involves simultaneous contact with two or more other media. This includes reading a newspaper with one ear tuned to a television program, listening to the radio with the other ear, and simultaneously suffering the internet."

Wimmer and Dominick (2013) define "mass communication, which is any form of communication transmitted through a medium (channel) that simultaneously reaches a large number of people. Mass media are the channels that carry mass communication."

Tolorunleke, (2013) investigated instructional media as the vehicle through which instructions are disseminated to the learner for the purpose of appealing to their senses of touching, seeing, hearing and feeling so that desired behavioural changes are achieved. No media, in their own right, have absolute influence, but are more vehicles for more or less well designated instruction. Instruction media can be classified based on convenience; media can be classified into:

1. **Durable and Non-Durable Media:** Durable materials are Media that last for every long time. This includes Computer, Projectors Television, Radio, Cameras etc. they are hardware and possess high technology materials (Hi-Tech). Non-Durable media as the name implies are materials that have short life spans or those that cannot be stored for a very long time. These media include pictorial and graphic representation such as posters, maps, charts etc.; projected pictures such as film strips, transparencies, motion pictures etc.
2. **Audio-Visual Media:** Media under this classification appeals to a sense of hearing and seeing. Examples include video, television, computer motion pictures etc.
3. **Print and Non-Print Media:** Print media include books, newspapers, journals, pamphlets etc.
4. **Projected and Non-Projected Media:** The projected materials require other equipment's projectors to function. In most instances, they require electricity. An example includes slide and film strips, video cassette, transparencies, motion pictures, computer software etc. The non-projected media are those that do not require any other equipment to function. Materials like poster, flash cards, charts, pictures etc. fall under this category.

Ghavifekr, S., Razak, A. Z. A., Ghani, M. F. A., Ran, N. Y., Meixi, Y., & Tengyue, Z. (2014) conducted a study to identify the level of ICT integration in teaching and learning process in classroom by primary school teachers. A total of 61 teachers from 10 public primary schools in Klang Valley, Malaysia have been selected randomly to complete this quantitative study's survey questionnaire. The findings illuminate that most of the teachers are normal users, and many teachers more frequently use ICT in the teachers' room for their work rather than using it in their classroom for teaching and learning. Moreover, results show that teachers should always be ready and well-equipped in terms of ICT competencies and positive attitude to provide ICT-based learning opportunities for students to improve their learning quality. Future studies need to consider other aspects of ICT integration especially from the management point of view such as strategic planning and policy making.

Mathevula, M. D., & Uwizeyimana, D. E. (2014) conducted a study to investigate the impact of ICT equipment availability and accessibility and teachers' training in ICT use on the integration of ICT into the curriculum related activities by teachers. The data used in this research was collected by means of structured questionnaires, from 146 participants in twelve secondary schools located in the Groot Letaba Circuit, Mopani District Municipality in Limpopo Province, South Africa. The findings reveal that, with the exception of a TVs, photocopiers and laptop/desktop computers, there is a scarcity of ICT resources available at schools for ICT integration, and that the teaching and curriculum administration functions of most teachers have been negatively impacted by a lack ICT equipment and/or insufficient use of these ICT resources for those schools who have them. In addition, while some teachers had received some form of ICT training, it was evident that such training has had minimal or no impact at all on the abilities and confidence of teachers to use ICT in their teaching. These factors that negatively influence teachers' readiness for, and confidence in, using ICT; need to be dealt with by the various stakeholders including, and especially, the Department of Education and the school management and private partners.

Akorede (2015) examined the use of instructional media as a means of teaching and learning, discovered that most teachers do not use instructional material at the appropriate time, and

that use of instructional material must be timely. The use of instructional material should not only be used during the lesson introduction alone but rather be used during the presentation and evaluation stages of the lesson. His findings also suggested that attention catching comments, questions and explanations should be provided when instructional media are used for teaching and learning. Most science teachers find it difficult to use instructional media to evaluate the outcomes of instructions. In science-based subjects like, introductory technology, Biology, computer Science, Agriculture Science, Technical Drawing, Chemistry, Physics, Geography, etc. that involves the use of diagrams and charts, the teacher, having used fully labelled chart during the presentation stage, can be used to portray a clearer information for teaching.

Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016) conducted a study to analyze teachers' perceptions of the challenges faced in using ICT tools in classrooms. A quantitative research design was used to collect the data randomly from a sample of 100 secondary school teachers in the state of Melaka, Malaysia. Evidence has been collected through distribution of a modified-adopted survey questionnaire. Overall, the key issues and challenges found to be significant in using ICT tools by teachers were: limited accessibility and network connection, limited technical support, lack of effective training, limited time and lack of teachers' competency. Moreover, the results from independent t-test show that use of ICT tools by male teachers ($M = 2.08$, $SD = 0.997$) in the classroom is higher compared to female teachers ($M = 2.04$, $SD = 0.992$). It is hoped that the outcome of this research provides proper information and recommendation to those responsible for integrating new technologies into the school teaching and learning process.

Gil-Flores, J., Rodríguez-Santero, J., & Torres-Gordillo, J. J. (2017) In his study, we analyse the role of school ICT infrastructure and teacher characteristics to explain ICT use in education. We use data from the Spanish sample in the 2013 Teaching and Learning International Study (TALIS), which consists of 3339 teachers from 192 secondary education centres. The analysis was conducted using multilevel logistic regression models. The principal results indicate that the availability of educational software, teacher ICT training, collaboration among teachers, perceived self-efficacy, and teaching concepts influence classroom ICT use. School hardware and internet-connection infrastructure are less significant. Based on the findings, recommendations are presented to orient Spanish educational policy to encourage the use of ICT in classrooms.

Eslami, R., & Ahmadi, S. (2019) conducted a study to investigate the role of educational media in improving the learning process of secondary school students in Jahrom city. The descriptive correlational method was used as the selected research method. The statistical population of this study includes all secondary school students in Jahrom city in the academic year of 2016-2017, which include 3820 students. 350 students were selected through a stratified random sampling method and the questionnaires were distributed among them. Pearson correlation test and one-sample t-test were used to analyse the data. The results of the present study indicated that students had more access to educational media compared to previous years. The use of educational media improves students learning and increases their knowledge level.

2.3 Conclusion

Researchers have shed light on the use of mass media in the teaching learning process. It is concluded from the study that the use of mass media has positively improved the student's academic performances and grades. The inadequacy of mass media has limited the level of required skills and knowledge acquisition by students. Mass media plays the most important role in making improvisation and giving adequate instructions to the students. The use of mass media has boosted the confidence level of students.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In order to carry out the research investigation, collection of data is the essential part in the research process for testing the research hypotheses. Different methods and procedures have been developed to aid in the acquisition of data. These tools employ the distinctive ways of describing and quantifying the data.

Research methodology is a systematic way to solve problems. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. It is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered in two problems is the same, the methodology may be different. It is important for the researcher to know not only the research methods necessary for the research undertaken but also the methodology. For example, a researcher not only needs to know how to calculate mean, variance and distribution function for a set of data, how to find a solution of a physical system describe by mathematical model, how to determine the roots of algebraic equations and how to apply a particular method but also need to know (i) what is the order of accuracy of the result of a method? (ii) what is the efficiency of the method? And so on. Consideration of these aspects constitutes a research methodology.

Decision about the method or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise it will lose its significance and effectiveness. Thus, if the research methodology cannot be clearly described, chances are that the results of the study will be too indistinct and broad – spectrum (Mouly,1970). The present chapter throws light on the research methodology being adopted for the present study.

The present chapter through light on the research methodology being adopted for the present research study. Here research objectives and design of the study i.e. sample for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching a valid conclusion.

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with the economy in procedure. In fact, the research design is the conceptual structure within which research is conducted. It contains the blueprints of the collection, measurement and analysis of data.

A good design is often characterized by objectives like flexible, appropriate, efficient and economical and so on. Generally, the design which minimizes bias and maximizes the reliability of the data collected and analyzed is considered a good design. The design which gives the smallest experimental error is supposed to be the best design in many investigations. Similarly, a design which yields maximal information and provides an opportunity for considering many different types of problem, is considered as the most appropriate and efficient design in respect of many research problems.

The current study was based on qualitative survey design and use of questionnaire as the primary source of data collection. The use of quantitative survey design is for revealing the prevalent trends for the use of mass media at secondary level males and females for their learning purposes.

For the present study, the following aspects have been discussed. Selection of samples includes the sampling techniques used, the reasons for selection of particular sampling techniques used, the reason for selection on of particular sampling techniques and the selection of samples according to variables. Selection of tools includes the selection of suitable tools for collection of data, description of the tools selected, testing their suitability for the present study.

3.2.1 Method

Descriptive survey method has been employed for the present study.

3.2.2 Population

Population refers to any collection of specified groups of human beings and non-human entities such as objects, educational institutions, time units and geographical areas. Population of the present study comprises of 55995 secondary school students of 148 Private and Government schools of Jammu City.

3.2.3 Sample

The process by which a relatively small number of individual objects or events are selected and analyzed in order to find out something about the whole population from which they are selected called sampling. Sampling is the essence of research. The whole process of investigation demands a successful sample, which would truly reflect the population.

In the present study, a sample of 250 students studying in secondary schools have been selected through Random Sampling. First of all, 5 governments and 5 private schools have been selected randomly and out of each school 25 students have been selected for collecting data.

Figure (3.1)

S.NO.	TYPES OF SCHOOLS	TOTAL NUMBER OF BOYS	TOTAL NUMBER OF GIRLS
1	Private Schools	63	62
2	Government Schools	63	62
3	Total	126	124

Figure 3.1 Distribution of Sample

The details of the sample selected from 10 schools (private and government) affiliated to Jammu and Kashmir Board of Education have been given in Table 3.2 and 3.3.

Table 3.2

Distribution of sample for private schools

S.NO.	NAME OF THE SCHOOLS	NO. OF STUDENTS TAKEN
1	Arya Kanya Vidyalaya Jammu	25
2	Shri Mahavir Jain Hr. Sec School Jammu	25
3	Vidya Peeth Public Hr. Sec. School Jammu	25
4	Jyoti Academy High School Jammu	25
5	Shri SD Sabha High School Jammu	25
	Total	125

Table 3.3

Distribution of Sample for Government Schools

S.NO.	NAME OF THE SCHOOLS	NO. OF STUDENTS TAKEN
1	Govt. High School Mubarak Mandi Jammu	25
2	Govt. Girls High School Dogra Hall Jammu	25
3	Govt. Boys Hr. Sec. School Sarwal Jammu	25
4	Govt. Girls High School Kachi Chawni	25
5	Govt. Boys Hr. Sec. School Plaura	25
	TOTAL	125

3.2.4 Variables of the study

Variables are those which may change or vary from person to person or situation to situation. In the present study following independent variables and dependent variables were taken:

A. Independent Variables: - The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is presumed cause. In this study following are independent variables:

- Gender – Male and Female
- Type of Schools - Government and Private

B. Dependent variable: - The variables that depend on other factors that are measured.

These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is presumed effect.

- Mass Media

3.3 TOOL EMPLOYED

For the purpose of the accomplishment of objectives of the research, a self-prepared tool was decided to be employed for the collection of data to study the use of mass media in teaching learning process at secondary level. In order to prepare, the investigator consulted the relevant books, sites and literature for test development. The investigator prepared 35 items in all. This questionnaire was given to a small group of teacher trainees to test its workability. 30 items were finally selected for the final draft of the tool. The tool was given to English expert/ Research expert to check the language mistakes and suggestions were elicited.

The following steps were followed for developing the tool's detail:

Planning

During planning, the structure of the questionnaires with reference to variables involved in the study is discussion. It was decided to have one questionnaire for the mass media in the teaching learning process. A rough layout was developed for the tool and structure was decided to be adopted for the tool ease in administration. The common structure of the tool consisted of 35 items of tools prepared for collection of data.

Preparation of preliminary draft

The investigator develops the preliminary draft of the questionnaire. Questionnaires developed for the purpose consisted of simple, clear and concise statements for better understanding of statements related to the subject under study; care was taken to avoid ambiguity and repetition in the statements included in the tool. At the end of each statement, options for giving response were given. An effort was made to avoid vagueness.

Pre-try out of tool

The preliminary draft of the tool was printed and given to five students at secondary level for their scrutiny and examination with regard to the clarity of statements, appropriateness of the

language and the pattern of responses against each statement. Based on their suggestions and observation by investigators the research tool was further refined.

Refinement of tool

In the light of responses given by the teacher trainees during the pre-try out stage, refinement in the tool was carried out. On the basis of suggestions of experts, statements were retained and further modified with regards to grammar, language, simplicity, conciseness etc. are incorporated in these tools.

Reliability Result

Reliability is usually expressed in terms of 'reliability'. Reliability refers to (a) the extent to which a test is internally consistent, that is, consistency of results obtained throughout the test when administered once and (b) the extent to which a measuring device yields consistent results upon testing and retesting (Freeman, 1995). Reliability always refers to consistency through a series of measurements (Cronbach, 1964).

"Internal consistency" is a term that refers to the degree of correlation among all the items on a scale and is calculated from a single administration of a single form of a test. According to them "Today, with the ready availability of computers, coefficient alpha (Cronbach alpha, α) is the preferred statistic for obtaining an estimate of internal consistency reliability (Cronbach, 1951)".

In the light of above, it was decided to compute reliability coefficients for the scores obtained on the section of the tool. The value of reliability coefficient (Cronbach's Alpha, α) for the scores obtained on the scale was found to be 0.68. Hence the self prepared questionnaire was found to be internally consistent.

Validity Result

The purpose of determining validity of a tool to know the extent to which tool measures what it claims to measure. In other words, the tool is supposed to produce valid information. There are different types of validity (1) content validity (2) construct validity (Koul, 2009). To determine the validity of the tools developed for the present study, it was decided to establish content and construct validity only as criterion for the variable selected for the study was not available for establishing criterion validity.

Content Validity

A test has content validity if it measures knowledge of the content domains of which it was designed to measure knowledge. Expert judgement is the primary method used to determine whether a test has content validity. The teacher questionnaire developed for the present study was given to 5 experts for establishing the content and face validity. After getting their opinions on content and attributes of items used in the tool, investigators analyzed their opinion and views. It was found that the tool has adequate content validity. In addition to content validity, the tool has face validity also as no one (who ever went through the questionnaire) could object regarding irrelevance of the items with regards to the attributes

being assessed. All the persons whether they are experts, teachers and students were unable to find any irrelevance of the items respect to domains to which they belonged.

Construct Validity

Construct validity for questionnaires on mass media in the teaching learning process was established in the form of items total correlations. Almost, all the correlation coefficients have been found to be significant at 0.45 to 0.59.

3.3.1 Scoring Procedure

The scoring of collected data with the help of this procedure: -

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
4	3	2	1	0

3.4 Data Collection

The data collection for the present study was quantitative in nature. The quantitative data on study of use of mass media in teaching learning process among the students of secondary school students by self prepared tool of “use of mass media in teaching learning process”.

3.5 ADMINISTRATION OF THE TOOL

The investigator visited the school personally for the collection of data. First of all, the investigator approached the heads of the institution and the purpose of the data collection was explained to them. The school students were informed that their responses will be kept confidential and therefore they should be frank, honest, bold and sincere while answering the question. After providing the necessary instruction, the researcher distributed copies of the tool to the students. The school students were directed to read statements one by one and tick mark the most suitable response for the respective items in the tool. After the responses, the copies of inventory were collected by the investigator. In this way, the test was administered in all the selected school students of secondary level and thus data was collected.

3.6 STATISTICAL TECHNIQUES EMPLOYED

Data collected through the administration of tools have been tabulated and coded in excel. The obtained data has been analysed with the help of SPSS software.

The following statistical technique has been computed to accomplish the objectives of the study:

- Percentage
- *t*-test

CHAPTER-IV

ANALYSIS OF DATA AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The most important step in any research project is the analysis and interpretation of data collected. This chapter includes the information regarding the analysis of data and inference drawn. After the data has been collected and it must be processed and analyzed properly. So as to draw proper inference. Analysis of the data means the study of the tabulated material in order to determine inherent facts or meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. The interpretation of data calls for a critical examination of the results of analysis in the light of all limitations of gathered data.

Data analysis is a process of assigning meaning to the collected information to determine the conclusions, significance, and systematically processed or analyzed so as to achieve the objectives of investigation. Besides, data analysis is referred to calculations and computations based on certain parameters viz. searching for patterns of relationships which exist in the variables and thereafter tested in the light of hypotheses. It is to be noted that collection of data merely presents a stock of facts unless it is systematically analyzed.

Analysis is the process of breaking up the whole study into its constituent parts. It is a process of inspecting, cleaning, transforming, and modelling data with the objective of discovering useful information. Therefore, the purpose of analysis of data is to reduce it to an intelligible and interpretable form so that the relations of research problems can be studied and tested and conclusions drawn. Data analysis refers to the process of generating values from the raw data. about the development of the intervention and its performance.

Collection of data has no meaning unless it is tackled properly; analyzed and interpreted by sophisticated statistical technique. However, valid, reliable and adequate data may not serve any worthwhile purpose unless these are carefully edited, systematically classified and tabulated.

Barr says, “Analysis is an important phase of the classification and summarization of data.” So the interpretation is considered to be the most important step in the total procedure of research.

According to Burns & Grove (1998) Data analysis is a mechanism for reducing and organizing data to procedure findings that require interpretation by the researcher.

The statistical techniques are employed to give a concise picture of the whole data so that it can be the distribution of each item to calculate other statistical techniques. The present chapter describes the results from the quantitative analysis of data obtained through the administration of the “Questionnaire on use of Mass Media in teaching learning process”. Data were collected and tabulated manually and scores were in a MS Excel file. Data were further processed and analysed using Statistical Package for Social Science (SPSS) as per the research design.

4.2 RESULTS AND FINDINGS

The responses given by all the secondary school students were analyzed through t-test and percentage were computed on all items of questionnaires. The analysis of the results are given in the following: -

Research Objective 1

1. To study the use of mass media in teaching learning process among secondary school students.

Table 4.2.1: Shows the responses of respondents whether mass media plays an important role in education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	60%	34%	3%	2%	1%

Table 4.2.1: Shows that 60% respondents strongly agree, 34% respondents agree, 3% respondents are indifferent, 2% respondents disagree and 1% respondents strongly disagree that mass media plays an important role in education. It means that the majority of the students of the secondary school agree that mass media plays an important role in education.

Table 4.2.2: Shows the responses of respondents whether mass media is a tool of teaching should be utilized by the teachers for teaching.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	42%	45%	4%	9%	0%

Table 4.2.2: Shows that 42% respondents were strongly agree, 45% respondents were agree, 4% respondents were indifferent, 9% respondents were disagree and 0% respondent were strongly disagree that mass media is a tool of teaching should be utilized by the teachers for teaching. It means that the majority of the students of the secondary school agree that mass media is a tool of teaching should be utilized by the teachers for teaching.

Table 4.2.3: Shows the responses of respondents whether they are aware about mass media use in education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	40%	47%	6%	6%	1%

Table 4.2.3: Shows that 40% respondents were strongly agree, 47% respondents were agree, 6% respondents were indifferent, 6% respondents were disagree and 1% respondents were strongly disagree that they are aware about mass media use in education. It means that the majority of the students of the secondary school agree that they are aware about mass media use in education.

Table 4.2.4: Shows the responses of respondents whether they use mass media regularly in education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	22%	37%	11%	27%	3%

Table 4.2.4: Shows that 22% respondents strongly agree, 37% respondents agree, 11% respondents are indifferent, 27% respondents disagree and 3% respondents strongly disagree that they use mass media regularly in education. It means that the majority of the students of the secondary school agree that they use mass media regularly in education.

Table 4.2.5: Shows the responses of respondents whether mass media is helpful in completing the school homework.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	38%	46%	5%	9%	2%

Table 4.2.5: Shows that 38% respondents were strongly agree, 46% respondents were agree, 5% respondents were indifferent, 9% respondents were disagree and 2% respondents were strongly disagree that mass media is helpful in completing the school homework. It means

that the majority of the students of the secondary school agree that mass media is helpful in completing the school homework.

Table 4.2.6: Shows the responses of respondents whether they use mass media to communicate with their teachers.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	43%	5%	4%	2%

Table 4.2.6: Shows that 46% respondents strongly agree, 43% respondents agree, 5% respondents are indifferent, 4% respondents disagree and 2% respondents strongly disagree that they use mass media to communicate with their teachers. It means that the majority of the students of the secondary school agree that mass media is helpful to communicate with their teachers.

Table 4.2.7: Shows the responses of respondents whether they use mass media for strengthening their education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	37%	48%	11%	2%	2%

Table 4.2.7: Shows that 37% respondents strongly agree, 48% respondents agree, 11% respondents are indifferent, 2% respondents disagree and 2% respondents strongly disagree that they use mass media for strengthening their education. It means that the majority of the students of the secondary school agree that they use mass media for strengthening their education.

Table 4.2.8: Shows the responses of respondents whether mass media is necessary for providing updated information and knowledge to the learners.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	55%	36%	5%	2%	2%

Table 4.2.8: Shows that 55% respondents strongly agree, 36% respondents agree, 5% respondents are indifferent, 2% respondents disagree and 2% respondents strongly disagree that mass media is necessary for providing updated information and knowledge to the learners. It means that the majority of the students of the secondary school agree that mass media is necessary for providing updated information and knowledge to the learners.

Table 4.2.9: Shows the responses of respondents whether parents are aware of mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	20%	48%	13%	16%	3%

Table 4.2.9: Shows that 20% respondents strongly agree, 48% respondents agree, 13% respondents are indifferent, 16% respondents disagree and 3% respondents strongly disagree that their parents are aware of the mass media. It means that the majority of the students of the secondary school agree that their parents are aware of mass media.

Table 4.2.10: Shows the responses of respondents whether “More education to more people in less time” is possible through mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	38%	8%	7%	1%

Table 4.2.10: Shows that 46% respondents strongly agree, 38% respondents agree, 8% respondents are indifferent, 7% respondents disagree and 1% respondents strongly disagree that “More education to more people in less time” is possible through mass media. It means that the majority of the students of the secondary school agree that “More education to more people in less time” is possible through mass media.

Table 4.2.11: Shows the responses of respondents whether mass media is very important for classroom teaching.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	32%	43%	8%	13%	4%

Table 4.2.11: Shows that 32% respondents were strongly agree, 43% respondents were agree, 8% respondents were indifferent, 13% respondents were disagree and 4% respondents were strongly disagree that mass media is very important for classroom teaching. It means that the majority of the students of the secondary school agree that mass media is very important for classroom teaching.

Table 4.2.12: Shows the responses of respondents mass media provide us a platform to represent our thoughts.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	42%	45%	5%	6%	2%

Table 4.2.12: Shows that 42% respondents were strongly agree, 45% respondents were agree, 5% respondents were indifferent, 6% respondents were disagree and 2% respondents were strongly disagree that mass media provide us a platform to represent our thought. It means that the majority of the students of the secondary school agree that mass media provide us a platform to represent our thoughts.

Table 4.2.13: Shows the responses of respondents whether as mass media work in on data usage, so it is very expensive.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	22%	46%	9%	20%	3%

Table 4.2.13: Shows that 22% respondents strongly agree, 46% respondents agree, 9% respondents are indifferent, 20% respondents disagree and 3% respondents strongly disagree that as mass media work on data usage, it is very expensive. It means that the majority of the students of the secondary school agree that mass media work on data usage, so it is very expensive.

Table 4.2.14: Shows the responses of respondents whether mass media is helpful in preparing for the exam.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	42%	46%	4%	8%	0%

Table 4.2.14: Shows that 42% respondents were strongly agree, 46% respondents were agree, 4% respondents were indifferent, 8% respondents were disagree and 0% respondent were strongly disagree that mass media is helpful in preparing exam. It means that the majority of the students of the secondary school agree that mass media is helpful in preparing for the exam.

Table 4.2.15: Shows the responses of respondents whether mass media in education is gaining importance every day.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	43%	48%	4%	3%	2%

Table 4.2.15: Shows that 43% respondents strongly agree, 48% respondents agree, 4% respondents are indifferent, 3% respondents disagree and 2% respondents strongly disagree that mass media in education is gaining importance every day. It means that the majority of the students of the secondary school agree that mass media in education is gaining importance every day.

Table 4.2.16: Shows the responses of respondents whether mass media afford students and teachers with multiple opportunities to improve learning methods.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	41%	44%	6%	5%	4%

Table 4.2.16: Shows that 41% respondents were strongly agree, 44% respondents were agree, 6% respondents were indifferent, 5% respondents were disagree and 4% respondents were strongly disagree that mass media afford students and teachers with multiple opportunities to improve learning methods. It means that the majority of the students of the secondary school agree that mass media afford students and teachers multiple opportunities to improve learning methods.

Table 4.2.17: Shows the responses of respondents whether mass media always prompt to look upon the mobile devices, thus distracting from studies.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	23%	42%	15%	13%	7%

Table 4.2.17: Shows that 23% respondents strongly agree, 42% respondents agree, 15% respondents are indifferent, 13% respondents disagree and 7% respondents strongly disagree that mass media always prompt to look upon the mobile devices, thus distracting from studies. It means that the majority of the students of the secondary school agree that mass media always prompt to look upon the mobile devices, thus distracting from studies.

Table 4.2.18: Shows the responses of respondents whether mass media is more wastage of time than its usage.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	16%	34%	17%	24%	9%

Table 4.2.18: Shows that 16% respondents strongly agree, 34% respondents agree, 17% respondents are indifferent, 24% respondents disagree and 9% respondents strongly disagree that mass media is more waste of time than its usage. It means that the majority of the students of the secondary school agree that mass media is more waste of time than its usage.

Table 4.2.19: Shows the responses of respondents whether we find networking problems in the usage of mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	37%	43%	11%	8%	1%

Table 4.2.19: Shows that 37% respondents strongly agree, 43% respondents agree, 11% respondents are indifferent, 8% respondents disagree and 1% respondents strongly disagree that they find networking problems in the usage of mass media. It means that the majority of the students of the secondary school agree that they find networking problems in the usage of mass media.

Table 4.2.20: Shows the responses of respondents whether mass media negatively affects our studies.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	20%	29%	11%	32%	8%

Table 4.2.20: Shows that 20% respondents were strongly agree, 29% respondents were agree, 11% respondents were indifferent, 32% respondents were disagree and 8% respondent were strongly disagree that mass media affecting negatively on our studies. It means that the majority of the students of the secondary school agree that mass media negatively affects our studies.

Table 4.2.21: Shows the responses of respondents whether students pressurize their parents to purchase for better mobiles to have access to mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	20%	22%	8%	30%	20%

Table 4.2.21: Shows that 20% respondents strongly agree, 22% respondents agree, 8% respondents are indifferent, 30% respondents disagree and 20% respondents strongly disagree that students pressurize their parents to purchase better mobiles to have access to mass media.

It means that the majority of the students of the secondary school disagree that students pressurize their parents to purchase better mobiles to have access to mass media.

Table 4.2.22: Shows the responses of respondents whether use of mass media is helpful for both teachers as well as students.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	45%	45%	5%	4%	1%

Table 4.2.22: Shows that 45% respondents were strongly agree, 45% respondents were agree, 5% respondents were indifferent, 4% respondents were disagree and 1% respondents were strongly disagree that use of mass media is helpful for both teachers as well as students. It means that the majority of the students of the secondary school agree that use of mass media is helpful for both teachers as well as students.

Table 4.2.23: Shows the responses of respondents whether the use of mass media in education provides students with the ability to connect with learning groups and other educational systems that make education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	48%	29%	4%	14%	5%

Table 4.2.23: Shows that 48% respondents strongly agree, 29% respondents were agree, 4% respondents were indifferent, 14% respondents disagree and 5% respondents strongly disagree that use of mass media in education provides students with the ability to connect with learning groups and other educational systems that make education. It means that the majority of the students of the secondary school agree that use of mass media in education provides students with the ability to connect with learning groups and other educational systems that make education.

Table 4.2.24: Shows the responses of respondents whether the main purpose of mass media in education is to obtain quality education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	44%	5%	4%	1%

Table 4.2.24: Shows that 46% respondents strongly agree, 44% respondents agree, 5% respondents are indifferent, 4% respondents disagree and 1% respondents strongly disagree that the main purpose of mass media in education is to obtain quality education. It means that the majority of the students of the secondary school agree that the main purpose of mass media in education is to obtain quality education.

Table 4.2.25: Shows the responses of respondents whether mass media provides negative information than positive.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	16%	48%	16%	15%	5%

Table 4.2.25: Shows that 16% respondents were strongly agree, 48% respondents were agree, 16% respondents were indifferent, 15% respondents were disagree and 5% respondents were strongly disagree that mass media provides negative information than positive. It means that the majority of the students of the secondary school agree that mass media provides negative information than positive.

Table 4.2.26: Shows the responses of respondents whether mass media distract us from study habits.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	23%	41%	14%	16%	6%

Table 4.2.26: Shows that 23% respondents were strongly agree, 41% respondents were agree, 14% respondents were indifferent, 16% respondents were disagree and 6% respondents were

strongly disagree that mass media distract us from study habits. It means that the majority of the students of the secondary school agree that mass distracts us from study habits.

Table 4.2.27: Shows the responses of respondents whether mass media provides a better opportunity of chatting than studying.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	19%	23%	11%	26%	21%

Table 4.2.27: Shows that 19% respondents were strongly agree, 23% respondents were agree, 11% respondents were indifferent, 26% respondents were disagree and 21% respondents were strongly disagree that mass media provides a better opportunity of chatting then studying. It means that the majority of the students of the secondary school disagree that mass media provides a better opportunity of chatting then studying.

Table 4.2.28: Shows the responses of respondents whether mobile and its usages for mass media brings extra burden on the economy of family.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	24%	34%	12%	22%	8%

Table 4.2.28: Shows that 24% respondents strongly agree, 34% respondents agree, 12% respondents are indifferent, 22% respondents disagree and 8% respondents strongly disagree that mobile and its usages for mass media brings extra burden on the economy of the family. It means that the majority of the students of the secondary school agree that mobile and its usages for mass media brings extra burden on the economy of the family.

Table 4.2.29: Shows the responses of respondents whether students gain valuable knowledge through mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	44%	46%	5%	3%	2%

Table 4.2.29: Shows that 44% respondents were strongly agree, 46% respondents were agree, 5% respondents were indifferent, 3% respondents were disagree and 2% respondents were strongly disagree that students gain valuable knowledge through mass media. It means that the majority of the students of the secondary school agree that students gain valuable knowledge through mass media.

Table 4.2.30: Shows the responses of respondents whether mass media help the students to tackle many problems through group interaction.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	40%	7%	4%	3%

Table 4.2.30: Shows that 44% respondents were strongly agree, 46% respondents were agree, 5% respondents were indifferent, 3% respondents were disagree and 2% respondents were strongly disagree that mass media help the students to tackle many problems through group interaction. It means that the majority of the students of the secondary school agree that mass media help the students to tackle many problems through group interaction.

Research Objective 2

1. To study significant gender difference in the use of mass media in teaching and learning process among secondary school students.
2. To study significant gender difference in the use of mass media in teaching and learning process among secondary school students, an independent sample test was applied in SPSS to compute t-value, the and their interpretation are being given in the table 4.2.31

Table 4.2.31

Mean, Standard deviation and t- value for male and female in the use of mass media in teaching learning process with respect to gender.

Gender	N	Mean	S.D.	SE _M	df	t	Level of significance
Male	125	87.04	11.88	1.06	284	0.22	Not Significant
Female	125	87.36	10.64	0.95			

Table 4.2.31 shows that the mean value of Male and Female is 87.04 and 87.36 and the value of standard deviation is 11.887 and 10.643. The calculated t-value is 0.22 (less than the table value 2.59) which is not significant at 0.01 level of significance. Hence the t-value is not

significant, the Null hypothesis is accepted. Hence it is concluded that there is no significant difference in the use of mass media in the teaching learning process in male and female students.

Research Objective 3

1. To study significant difference in use of mass media in teaching learning process in relation to government and private schools.
2. To study significant difference in use of mass media in teaching learning process in relation to government and private schools, an independent sample test was applied in SPSS to compute t-value, and their interpretation are being given in the table 4.2.32

Table 4.2.32

Mean, Standard deviation and t- value for the use of mass media in teaching learning process in relation to government and private schools.

Types of School	N	Mean	S. D.	SE _M	df	<i>t</i>	Level of significance
Government	125	84.30	11.76	1.05	248	4.20	Significant at 0.01 level
Private	125	90.10	9.96	0.89			

Table 4.2.32 shows that the mean value of Government and Private schools is 84.30 and 90.10 and the value of standard deviation is 11.765 and 9.965. The calculated t-value is 4.20 (more than the table value 2.59) which is significant at 0.01 level of significance. Hence the t-value is significant, the Null hypothesis is rejected. Hence it is concluded that there is significant difference in the use of mass media in the teaching learning process of Government and Private schools.

CHAPTER-V

FINDINGS, CONCLUSIONS AND DISCUSSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in the previous chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in the view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusion, discussion of results of the study and for indicating their implications and suggestions for further studies of research. The following findings are drawn after the analysis and interpretation of data in the present study.

5.2 MAJOR FINDINGS OF THE STUDY

Findings of the present study “A study of use of mass media in the teaching learning process among the students of secondary school students” are as under.

5.2.1 Research Objective 1:

To study the use of mass media in teaching learning process among secondary school students.

In this study the result shows that out of 250 secondary school students, 35% students are strongly agree, 40% students agree, 8% students indifferent, 12% students disagree and 4% students are strongly disagree in the use of mass media in teaching learning process in teaching learning process.

5.2.2 Research Objective 2:

To study significant gender difference in the use of mass media in teaching and learning processes among secondary school students.

In this study, the result shows that there is no significant gender difference in the use of mass media in teaching learning process among secondary school students in which the mean score of female students (87.36) are slightly higher than male students (87.04) and the calculated ‘t’ value is (0.22) which is less than the table value of ‘t’ at (0.05 and 0.01) both level. Hence Null Hypothesis is accepted.

5.2.3 Research Objective 3:

To study significant difference in use of mass media in the teaching learning process in relation to government and private schools.

In this study, the result shows that there is significant difference in the use of mass media in teaching learning process in relation to government and private schools students in which the

mean value of private school students (90.10) has been found to be higher than the government school students (84.30) and the calculated 't' value is (4.20) which is more than the table value of 't' at 0.01 level. Hence Null Hypothesis is rejected.

5.3 CONCLUSIONS AND DISCUSSIONS

Based on the interpretation of the results drawn in the present study as discussed in previous chapter, the investigator lays down the following conclusion:

1. The present study reveals that students agreed that mass media is very useful in the teaching learning process at secondary level. It is effective in improving the teaching process of teachers and the learning process of students.
2. The present study reveals that there is no significant difference in the use of mass-media in the teaching learning process of male and female students at secondary level.
3. The present study reveals that there is significant difference in the use of mass-media in the teaching learning process of Government and private schools' students at secondary level.

5.4 EDUCATIONAL IMPLICATIONS

Based on the result of the present study the following implications offered.

1. Result of the study indicates that students agreed that mass media is very useful in teaching learning process at secondary level. Therefore, teachers should encourage their students about importance and develop such conditions in the school so that maximum students can use mass media in their studies.
2. Results of the study shows that female students are more interested in using mass media in teaching learning process as compare to male students. Therefore, school should organize such programmes that can help the boys to increase their interest in the use of mass media in teaching learning process.
3. Likewise, finding indicates that students studying in private schools at secondary level shows more interest in using mass media in teaching learning process as compare to students studying in government schools. Therefore, government schools should provide facilities and organize orientation programmes in order to increase the interest of students in the use of mass media in teaching learning process.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
2. Present study deals with secondary school level students. Similar study can be conducted at primary level or even at college level.
3. Sample of 250 students was taken in the present study. Same study can be done on the larger sample also.
4. Similar study can also be undertaken in other districts the present study was confined to Jammu district only.

5. A study can be conducted to see the impact of mass media on the students' academic performance.
6. The secondary school students should be given opportunities to prepare and use educational related things through use of mass media.
7. Secondary school students should be given the opportunity for using mass media in any field of education.
8. Internet facilities should be extended in all secondary schools so that the college youth can refer to the best resource material and internet with their colleagues or educational experts.

SUMMARY

A STUDY OF USE OF MASS MEDIA IN TEACHING LEARNING PROCESS AMONG THE STUDENTS OF SECONDARY SCHOOLS

SUPERVISOR

Mrs. Ruchika Sharma

INVESTIGATOR

Jyoti Kumari

A. MASS MEDIA

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the internet. The term media was first used to describe newspapers more than two centuries ago. Today the media has many different connotations. For instance, there are mass media, print media, Vistula media and social media. While media can take on many different forms, the purpose of all media is universally, the purpose of all media is universally the same. Mass media can be used in direct instruction, active teaching learning strategies and student projects at secondary level. Existing media resources can be used within lecture to stimulate interest and develop knowledge of the material being taught. This technical approach is teacher centric, and information is pushed to the learner. Mass media allow the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provide a useful platform for teaching with cases, cooperative learning, problem solving and for giving more interactive lecture demonstrations. Student created media involves a higher degree of engagement; promotes individual learning, social interaction and immersion, and is highly customizable and collaborative. Instructors can engage students and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos from sources such as YouTube. Mass media can be a component of active learning strategies such as group discussion or case studies. Media could be a film clip, of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. The use of mass media to enhance teaching and learning components traditional approaches to learning. Effective instruction builds bridges between student's knowledge and the learning objectives of the course. Mass media like all other teaching techniques should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. The dramatic growth of social media or mass media create new opportunities for engaging students. These include social networking sites such as Facebook, Myspace, LinkedIn, and Twitter along with blogs and wikis. Think about for a second whenever you want to hear your favourite show, or see the latest current events, where do you go? You more than likely turn

on your radio or computer. The source that the majority of the general public uses to get their news and information from is considered mass media.

Today there is a cry for “more education to more people in less time”. For solving these problems successfully, educational technology consisting of various media of mass communication are essentially required. Both qualitative improvement and quantitative expansion of education can be facilitated and accelerated with the help of this mass media under educational technology. So, the mass media has come to our rescue to tackle this problem. Education of tomorrow will be able to play its role more effectively by making the individuals creative, active and efficient. Success of education cannot be achieved merely by substituting mechanical methods for human beings’ but they develop new patterns using both human beings and technological advancement in order to teach more people better and more rapidly. Mass media is very important for class room teaching as a part of the process of instruction. The sole objective is to improve the teaching-learning process with the use of various media. Therefore, the main purpose of mass media in education is benefit more students with fewer teachers or obtain quality education. So the role of mass media in education provides information to the mass within a less time. It takes a wide coverage of information regarding anything that is happening in any corner of the world.

TEACHING AND LEARNING THROUGH MASS MEDIA

The educational field has completely transformed ever since the technology is included in education. Using mass media teachers are able to improve the involvement of their students in studies and education, improve technological ability, provide a great sense of collaboration in the classroom and make a good communication skill. Research has shown that educational institutions that use technology can positively motivate students in their course work. The incorporation of mass media for use with class assignment has enabled professors to motivate students to participate and learn effectively inside and outside the class. The following are the popular social networking websites that have effective educational benefits that are Wikipedia, Facebook, LinkedIn, Class 2.0, Google Plus, the 21stCentury teacher, collaborative translation etc. All these social networking sites are very helpful in promoting creativity, enhancing communication skills, developing social connection, collaboration and teamwork and also help in increasing awareness.

Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. Media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations. Student-created media involves a high degree of engagement; promotes individual learning, social interaction and immersion; and is highly customizable and collaborative (Yowell and Rhoten, 2009). Student-created media provide an alternative or a

complement to traditional undergraduate student research. By doing a digital storytelling project, personal reflection and communication by students can be promoted.

B. NEED AND SIGNIFICANCE OF THE STUDY

Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. News stories can be used to connect theories taught in the classroom with real world events and policies. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Mass media helps students to connect to their professors off campus as well as with senior experts. This is especially helpful in a college environment where having students create a bond rate such as Facebook, WhatsApp, LinkedIn can be useful in the classroom. One of the major benefits of using mass media with students is teaching openly honestly and all kindly with their peers.

C. OBJECTIVES OF THE STUDY

The major aim of the current study is to investigate how mass media used by secondary school students will be focused exclusively on the perspective of the secondary school students. However, the objective is a clear, concise, declarative statement, which provides direction to riches. Investigator, in the present study has framed the following objective for the study: -

1. To study the use of mass media in teaching learning process among secondary school students.
2. To study significant gender difference in the use of mass media in teaching and learning process among secondary school students.
3. To study significant difference in use of mass media in teaching learning process in relation to government and private schools.

D. HYPOTHESES OF THE STUDY

1. There is an average use of mass media in teaching learning process among secondary school students.
2. There is no significant gender difference in the use of mass media in teaching learning process among secondary school students.
3. There is no significant difference in the use of mass media in teaching learning process in relation to government and private schools.

E. METHOD

Descriptive survey method has been employed for the present study.

F. SAMPLE

In the present study, a sample of 250 secondary school students has been taken from five private and five government secondary schools of Jammu City. The sample has been selected by using Random Sampling technique.

G. TOOL EMPLOYED

For the purpose of the accomplishment of objectives of the research, a self-prepared tool namely - *Use of Mass Media in Teaching Learning Process* employed for the collection of data.

H. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in the following tables:

Table 4.2.1: Shows the responses of respondents whether mass media plays an important role in education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	60%	34%	3%	2%	1%

Table 4.2.2: Shows the responses of respondents whether mass media is a tool of teaching should be utilized by the teachers for teaching.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	42%	45%	4%	9%	0%

Table 4.2.3: Shows the responses of respondents whether they are aware about mass media use in education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	40%	47%	6%	6%	1%

Table 4.2.4: Shows the responses of respondents whether they use mass media regularly in education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	22%	37%	11%	27%	3%

Table 4.2.5: Shows the responses of respondents whether mass media is helpful in completing the school homework.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	38%	46%	5%	9%	2%

Table 4.2.6: Shows the responses of respondents whether they use mass media to communicate with their teachers.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	43%	5%	4%	2%

Table 4.2.7: Shows the responses of respondents whether they use mass media for strengthening their education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	37%	48%	11%	2%	2%

Table 4.2.8: Shows the responses of respondents whether mass media is necessary for providing updated information and knowledge to the learners.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	55%	36%	5%	2%	2%

Table 4.2.9: Shows the responses of respondents whether parents are aware of mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	20%	48%	13%	16%	3%

Table 4.2.10: Shows the responses of respondents whether “More education to more people in less time” is possible through mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	38%	8%	7%	1%

Table 4.2.11: Shows the responses of respondents whether mass media is very important for classroom teaching.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	32%	43%	8%	13%	4%

Table 4.2.12: Shows the responses of respondents mass media provide us a platform to represent our thoughts.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	42%	45%	5%	6%	2%

Table 4.2.13: Shows the responses of respondents whether as mass media work in on data usage, so it is very expensive.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	22%	46%	9%	20%	3%

Table 4.2.14: Shows the responses of respondents whether mass media is helpful in preparing for the exam.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	42%	46%	4%	8%	0%

Table 4.2.15: Shows the responses of respondents whether mass media in education is gaining importance every day.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	43%	48%	4%	3%	2%

Table 4.2.16: Shows the responses of respondents whether mass media afford students and teachers with multiple opportunities to improve learning methods.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	41%	44%	6%	5%	4%

Table 4.2.17: Shows the responses of respondents whether mass media always prompt to look upon the mobile devices, thus distracting from studies.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	23%	42%	15%	13%	7%

Table 4.2.18: Shows the responses of respondents whether mass media is more wastage of time than its usage.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	16%	34%	17%	24%	9%

Table 4.2.19: Shows the responses of respondents whether we find networking problems in the usage of mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	37%	43%	11%	8%	1%

Table 4.2.20: Shows the responses of respondents whether mass media negatively affects our studies.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	20%	29%	11%	32%	8%

Table 4.2.21: Shows the responses of respondents whether students pressurize their parents to purchase for better mobiles to have access to mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	20%	22%	8%	30%	20%

Table 4.2.22: Shows the responses of respondents whether use of mass media is helpful for both teachers as well as students.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	45%	45%	5%	4%	1%

Table 4.2.23: Shows the responses of respondents whether the use of mass media in education provides students with the ability to connect with learning groups and other educational systems that make education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	48%	29%	4%	14%	5%

Table 4.2.24: Shows the responses of respondents whether the main purpose of mass media in education is to obtain quality education.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	44%	5%	4%	1%

Table 4.2.25: Shows the responses of respondents whether mass media provides negative information than positive.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	16%	48%	16%	15%	5%

Table 4.2.26: Shows the responses of respondents whether mass media distract us from study habits.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	23%	41%	14%	16%	6%

Table 4.2.27: Shows the responses of respondents whether mass media provides a better opportunity of chatting than studying.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	19%	23%	11%	26%	21%

Table 4.2.28: Shows the responses of respondents whether mobile and its usages for mass media brings extra burden on the economy of family.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	24%	34%	12%	22%	8%

Table 4.2.29: Shows the responses of respondents whether students gain valuable knowledge through mass media.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	44%	46%	5%	3%	2%

Table 4.2.30: Shows the responses of respondents whether mass media help the students to tackle many problems through group interaction.

N = 250

Responses	S.A.	A	I	D.A.	S.D.A.
Percentage	46%	40%	7%	4%	3%

Table 4.2.31

Mean, Standard deviation and t- value for male and female in the use of mass media in teaching learning process with respect to gender.

Gender	N	Mean	S.D.	SE _M	df	t	Level of significance
Male	125	87.04	11.88	1.06	28	0.22	N.S.
Female	125	87.36	10.64	0.95			

Table 4.2.32

Mean, Standard deviation and t- value for the use of mass media in teaching learning process in relation to government and private schools.

Types of School	N	Mean	S. D.	SE _M	df	t	Level of significance
Government	125	84.30	11.76	1.05	24	4.20	Sig. at 0.01 level
Private	125	90.10	9.96	0.89			

I. FINDINGS OF THE STUDY

1. In this study the result shows that out of 250 secondary school students, 35% students are strongly agree, 40% students agree, 8% students indifferent, 12% students disagree and 4% students are strongly disagree in the use of mass media in teaching learning process in teaching learning process.

2. In this study, the result shows that there is no significant gender difference in the use of mass media in teaching learning process among secondary school students in which the mean score of female students (87.36) are slightly higher than male students (87.04) and the calculated 't' value is (0.22) which is less than the table value of 't' at (0.05 and 0.01) both level. Hence Null Hypothesis is accepted.
3. In this study, the result shows that there is significant difference in the use of mass media in teaching learning process in relation to government and private schools students in which the mean value of private school students (90.10) has been found to be higher than the government school students (84.30) and the calculated 't' value is (4.20) which is more than the table value of 't' at 0.01 level. Hence Null Hypothesis is rejected.

J. EDUCATIONAL IMPLICATIONS

1. Results of the study indicates that students agreed that mass media is very useful in teaching learning process at secondary level. Therefore, teachers should encourage their students about importance and develop such conditions in the school so that maximum students can use mass media in their studies.
2. Results of the study shows that female students are more interested in using mass media in teaching learning process as compare to male students. Therefore, school should organize such programmes that can help the boys to increase their interest in the use of mass media in teaching learning process.
3. Likewise, finding indicates that students studying in private schools at secondary level shows more interest in using mass media in teaching learning process as compare to students studying in government schools. Therefore, government schools should provide facilities and organize orientation programmes in order to increase the interest of students in the use of mass media in teaching learning process.

K. SUGGESTIONS FOR FURTHER RESEARCH

1. The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
2. Present study deals with secondary school level students. Similar study can be conducted at primary level or even at college level.
3. Sample of 250 students was taken in the present study. Same study can be done on the larger sample also.
4. Similar study can also be undertaken in other districts; the present study was confined to Jammu district only.
5. A study can be conducted to see the impact of mass media on the students' academic performance.
6. The secondary school students should be given opportunities to prepare and use educational related things through use of mass media.
7. Secondary school students should be given the opportunity for using mass media in any field of education.

8. Internet facilities should be extended in all secondary schools so that the college youth can refer to the best resource material and internet with their colleagues or educational experts.

REFERENCE

- Abu Nadar, A. (2003). The effectiveness of using a computer program in the development of some basic skills needed to operate the video camera technology among students in education, unpublished Master Thesis. *Institute of Educational Studies and Research, Cairo*.
- Akorede, J, O, (2015). Introduction to Educational Media and Microteaching; Educational Media. His Grace Printer, 99, Bonojo Street, ijebu-Ode.Ogun State.ISNB 976-334449-8. Pg. 25-27.
- Aypay, A. (2010). Information and communication technology (ICT) usage and achievement of Turkish students in PISA 2006. *Turkish Online Journal of Educational Technology-TOJET*, 9(2), 116-124.
- Arklan, Ü., & Taşdemir, E. (2008). Bilgi toplumu ve iletişim: bilginin yayılması sürecinde kitle iletişim araçları ve internet.
- Atawaim, A. (2000). The impact of computer use on the collection of sixth grade students passed the primary rules of the Arabic language, unpublished Master Thesis. *King Saud University, Riyadh*.
- Campbell, R., Martin, C. R., & Fabos, B. (2011). *Media and culture: An introduction to mass communication*. Macmillan.
- Coman, M. (2007). Introducere în sistemul mass-media, ediția a III-a. *Polirom, Iași*.
- Coyle, Cheryl L. and Vaughn, Heather. (2008). Social Networking: Communication Revolution or Evaluation? *Bell Labs Technical Journal*, 13,13-18.
- Demirkaya H, Tokcan H 2006. Cografya Ogretiminde Televizyonve video kullanimi. *National Education Magazine*, 171: 296-303.
- Donald, H. (2003). "Research Methodology, Methods and Techniques": India. New Age International (p) Ltd.
- Eslami, R., & Ahmadi, S. (2019). Investigating the role of educational media on secondary school students' learning process improvement in Jahrom city. *Journal of Humanities Insights*, 3(01), 13-16.

- Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. *Malaysian Online Journal of Educational Technology*, 4(2), 38-57.
- Ghavifekr, S., Razak, A. Z. A., Ghani, M. F. A., Ran, N. Y., Meixi, Y., & Tengyue, Z. (2014). ICT integration in education: Incorporation for teaching & learning improvement. *Malaysian Online Journal of Educational Technology*, 2(2), 24-45.
- Ghazzawi, M. (2002). Design software learning computerized study of their impact and the impact of variable movement in the collection of sixth grade students the basic concepts of pilgrimage for some. *Journal of Educational and Psychological Sciences*, 3.
- Gil-Flores, J., Rodríguez-Santero, J., & Torres-Gordillo, J. J. (2017). Factors that explain the use of ICT in secondary-education classrooms: The role of teacher characteristics and school infrastructure. *Computers in Human Behavior*, 68, 441-449.
- Habibu, T., Abdullah-Al-Mamun, M., & Clement, C. (2012). Difficulties faced by teachers in using ICT in teaching-learning at technical and higher educational institutions of Uganda. *International Journal of Engineering*, 1(7), 1-10.
- Ibrahim, W. M. (2003). The effectiveness of multimedia in teaching basic computers to collect and the survival of the impact of learning of students at the College of Education Quality. *Master, Egypt*.
- Jeong, T.G. (2005). The effect of internet addiction and self-control on achievement of elementary school children. *Korean Journal of Yeolin Education*. Vol 5 (3).
- Karasar, S. (2004). Egitimde yeni iletisim teknolojileri-internet ve sanal yüksek egitim. *TOJET: The Turkish Online Journal of Educational Technology*, 3(4).
- Ma, W. W. K., Andersson, R., & Streith, K. O. (2005). Examining user acceptance of computer technology: An empirical study of student teachers. *Journal of computer assisted learning*, 21(6), 387-395.
- Mathevula, M. D., & Uwizeyimana, D. E. (2014). The challenges facing the integration of ICT in teaching and learning activities in South African rural secondary schools. *Mediterranean Journal of Social Sciences*, 5(20), 1087-1087.

- Michael, S. (1997). "Learning from Mass Media": Great Britain. Co Ltd.
- Moon, A. L. (2011). *The impact of Facebook on undergraduate academic performance: Implications for educational leaders* (Doctoral dissertation, Central Michigan University).
- Oye, N. (2012). Students' perception of social networking sites' influence on academic performance. *International Journal of Social Networking and Virtual Communication* Vol.1. (1).
- Salem, H. (2000). The impact of the use of computers as an assistant in the teaching of statistics education on the development of statistical skills among students in third grade secondary trading. *Unpublished MA Thesis, University of Ain Shams, Cairo*.
- Shana, L. B. (2012). The influence of social networking sites on students' academic performance in Malaysia. Retrieved from [http. Utech academic. edu](http://Utech.academic.edu). Shanlee brown.
- Tolorunleke R.T. (2013). A Comparative Study of the Impact of Instructional Media In The Teaching and Learning Process in Selected Primary Schools in Kogi State. *Journal of Educational Media and Technology*, 17 (1) 47-54.
- Vivian, J. (2012). *Media of Mass Communication*, Pearson.
- Wilbur, S. (1996). "Big Media-Little Media": UK. Personal Education Limited.
- Wimmer, R., Dominick, J. (2013). *Mass media research*. Belmont: Wadsworth Publishing.
- Young, B. (2006). A study on the effect of internet use and social capital on academic performance. *Journal of Asian Sociology*, 35(1), 107-123.

APPENDIX - A

A STUDY OF USE OF MASS MEDIA IN TEACHING LEARNING PROCESS AMONG THE STUDENTS OF SECONDARY SCHOOLS.

Supervisor

Mrs. Ruchika Sharma

Investigator

Jyoti Kumari

M.Ed. Student

Please give the information as per instruction given below: -

Name Sex..... Age.....

Name of School.....Class.....

Type of School (Govt. / Private) Date.....

INSTRUCTIONS

1. There are 30 statements in this attitude scale and against each item SA A I DA SDA are printed. The full form of these are given below:

SA : Strongly Agree

A : Agree

I : Indifferent

DA : Disagree

SDA : Strongly Disagree

You are requested to read each item carefully and are supposed to give your reactions by marking (✓) against any one of the above alternatives.

2. All the items are compulsory.
3. All responses will be kept strictly confidential and will be used for research purpose only.
4. There is no time limit for completing this scale but try to attempt all the items of the scale in a shorter possible duration.

S. No.	Statements	SA	A	I	DA	SDA
1.	Mass media plays an important role in education.					
2.	Mass media is a tool of teaching should be utilized by the teachers for teaching.					
3.	I am aware about mass media use in education.					
4.	I use mass media regularly in education.					
5.	Mass media is helpful in completing the school homework.					
6.	Mass media is helpful for communicating with our teachers.					
7.	I use mass media for strengthening my education.					
8.	Mass media is necessary for providing updated information and knowledge to the learners.					
9.	Our parents are aware of mass media.					
10.	“More education to more people in less time” is possible through mass media.					

11.	Mass media is very important for classroom teaching.					
12.	Mass media provide us a platform to represent our thoughts.					
13.	As mass media work on data usage, so it is very expensive.					
14.	Mass media is helpful in preparing for the exams.					
15.	Mass media in education is gaining importance every day.					
16.	Mass media afford students and teachers with multiple opportunities to improve learning methods.					
17.	Mass media always prompt to look upon the mobile devices, thus distracting from studies.					
18.	Mass media is more waste of time than its usage.					
19.	We find networking problems in the usage of mass media.					
20.	Mass media negatively affects our studies.					
21.	Students pressurize their parents to purchase better mobiles to have access to mass media.					

22.	Use of mass media is helpful for both teachers as well as students.					
23.	The use of mass media in education provides students with the ability to connect with learning groups and other educational systems that make education.					
24.	The main purpose of mass media in education is to obtain quality education.					
25.	Sometimes mass media provides negative information than positive.					
26.	Mass media distracts us from study habits.					
27.	Mass media provides a better opportunity of chatting than studying.					
28.	Mobile and its usages for mass media brings extra burden on the economy of the family.					
29.	Students gain valuable knowledge through mass media.					
30.	Mass media help the students to tackle many problems through group interaction.					