CHAPTER - 6

SUMMARY

6.1 Introduction

6.1.1 Influence of Media

Media creates impact by playing its role as change agent, reflector and reinforcer of dominant values and attitudes in society. The media constitute a powerful and pervading force in our lives. We are exposed daily to a bombardment of media messages. Most of the information we receive about our community, state, the nation and the world comes to us through media. The information and views communicated through the media have great impact on our attitudes towards people, events and problems. The media create impact on different groups such as children, adolescents, adults and olds by playing the role of a change-agent, reflector and reinforcer of dominant values and attitudes in the society.

Like two sides of a coin, media too have both positive and negatives sides. Unfortunately, however, the negative impact is gradually overshadowing the positive one. As children are more stimulus-bound than adults, they are much more vulnerable to the negative impact of media. For media, the children are the most attractive target group for promotion of media messages. Their constant exposure to media messages influence the way the children think about the world. They hold dangerous potential for damaging children's personalities. The children watch the programmes with undue sex, violence and adult themes and glorified affluent life-styles. This raises undue expectations among children and thereby pressurise the family.

Clinton (1996) wrote, 'There is a widespread belief that children are especially vulnerable to negative effects from media violence in general compared to adults. It is easy to understand why there is a need to focus on protecting children. Children are more fearful and anxious about the "scary world" seen on TV, are "desensitized" to other people's feelings, and exhibit more violent and criminal behavior. Children have less experience than adults. They also are yet to develop a high degree of thinking ability, emotional control or moral reasoning.' (Cited in Rai, 2006, p.75). So, their minds are relatively undeveloped, and have difficulty in distinguishing between fantasy and reality. They often do not understand the "make believe" nature of the monsters in the movies. Given these inabilities, certain kinds of depiction of violence would generate a much greater degree of fear among the children than it would to the grown-ups. Therefore, children are less capable of protecting themselves from harm.

In a research National Institute of Mental Health (1995) concluded 'extensive exposure to television and video games may promote development of brain systems that scan and shift attention at the expense of those that focus attention.' (Cited in Jensen and Elizabeth, 1995, p. B1)

Bodkin (1994) pointed out that watching television impedes the growth of longer attention spans in the following forms:

1)   Watching television interferes with the development of reading skills.

2)   Watching television decreases the time for developing speaking skills.

3)   A child rarely develops proficiency with speech simply by getting older. A child spending four or more hours a day watching television loses the time needed for conversation, may well find difficulty becoming

articulate and fluent, and be less able to speak and write in complete sentences than the child who, it seems, "Just never stops talking." (Cited in Valkenburg and Kremar, 2001. p.81)

The psychological research that has been done in the area of television in the lives of children over the last 20 years has shown three general effects of watching television violence. They are as follows:

1)   Children may become less sensitive to the pain and suffering of others, both on television and in real life.

2)   Children may be more fearful of the world around them.

3)   Children may be more likely to behave in aggressive or harmful ways towards others.

Most parents and educators are worried about the impact of the media messages on children. Thus it is clear that the young, fertile and impressionistic minds of the children need to be saved from the ill-effects of over-exposure to media. There is a need to tell children the differences between constructive effects and negative effects, between what looks like reality and fantasy and between facts and myth. They should be made analytically active during their exposure to various media. This can best be achieved through media education to the children who need to become media literate to grow up as a responsible citizen in a media-saturated society.

6.1.2 Concept of Media Education

There is a distinction between educational media and media education. Educational media means the use of media as tools of learning and media education is the education about media to promote critical awareness and communication competence.

Media education is known by a host of names in different countries. In the United States, it is known by such labels as "Visual Literacy," "Audio-visual communication," "Television Receivership skills" and "Media Literacy." Whereas, in European and Asian countries, the term media education is widely used.

Media Education is the ability to critically consume and create media. Media education teaches the individuals how media messages are constructed, how to decipher them, how to discern the underlying values they present and how to distinguish between the real and unreal in media.

The meaning of the terms access, analyse and evaluate are as follows (Rubin, 1998, cited in Christ, 2004, p. 92):

Access: The use of the full range of the media and new technologies for receiving and sending information through broadcast, cable, interactive and other media forms.

Analysis: The ability to decipher the elements of media messages and media systems; - to understand their forms and functions, ownership and management structures, economic and policy implication, message, content, intent and effects; and re-contextualizing their meaning.

Evaluation: The ability to make judgments about the media, assess and apply journalistic ethics, critique aesthetic elements, and compare and contrast the values of media messages and systems to those of other individual and community value systems.

Production: The ability to create messages in a variety of the media.

In 1989, the Ontario Association for Media Literacy (AML) in Canada offered the following definition:

'Media literacy is concerned with developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. It is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products.' (Cited in Duncan, 2005, p.24)

Media education transforms children's passive relationship to the media into an active, critical engagement - capable of challenging the traditions and structures of a privatised, commercial media culture and finding new avenues of citizens' speech and discourse in future. When children become media literate, they gain greater control over the media (not just through exposure but also through interpretation), and thus, can amplify the effects they want to have and discount those want to avoid.

Now the question arises how can media education be promoted among children? How can it be optimised? The schools are the best agent for providing media education to the children in an effective way. Schools are the place where the foundation for the all-round development of a child is laid. It is in the schools that a child imbibes values, habits, thinking, attitudes and behaviour. Schools deal with different types of students. There is one section of students who confine themselves to school studies but there are others who spend more time with technological media than with school learning and, are likely to be influenced by the media exposure. Therefore, schools can empower young children with better understanding of media so that the

children can control their relationship with vast array of media messages they receive in their everyday environment. They can train children to have active acceptance of media messages, be analytical and have critical thinking involved in what they see and hear. Potter (2001) wrote, 'Each year it becomes even more important that the educational system provide students with accurate information so they can continually assess the value of information coming at them from media. The skills of reading, writing and arithmetic are important but no more than the skills incorporating media literacy'. So, media education can be best provided to the children by introducing it in the schools. As schools are the best agent to impart media education among children in the most effective way it is necessary to know how media education is developing in different countries of the world.

In many countries around the world, the past two decades have seen extensive and far reaching changes in educational policy and practices. In some of the countries, media education is informed by a rigorous and systematic conceptual framework that is clearly reflected in teaching materials, syllabus documents and the like. In some of the countries, media education gives emphasis on critical analysis of media and thus empowering students as critical and knowledgeable consumers of media as well as preparing students as future citizens. While other countries focus more on media production.

Despite these developments, however, media education has made very uneven progress. In many cases, one can see bursts of innovative activity that have not ultimately been sustained, while in others, potential advances on the level of national policy have subsequently been overturned. Media education is also confused with educational media that is with the use of media technology for educational purposes.

In most of the developing countries, (such as European and Asian countries) media education is only just beginning to register as a concern; while in the countries where media education is most firmly established in the curriculum (such as United States of America, Canada and England), there are clear signs of weariness among its most prominent advocates. Where media education exists as a defined area of study, it tends to take the form of an elective or optional area in the secondary school curriculum, rather than a compulsory element. There is considerable uncertainty about whether media education should be regarded as a separate curriculum subject or integrated within existing subjects.

In **India**, there is no formal established media education curriculum, though in various private schools media education is taught at an informal level. Media education is provided by enthusiastic and well-intentioned practitioners in an ad-hoc way. In most of the efforts in media education, NGOs, social action groups, academic council, and institutions have taken the lead. The initiatives taken by them indicate that importance of media education especially for children have been realised in India. But at the same time, even though various initiatives have been taken to promote media education in India, a long journey is yet to be covered to successfully implement media education in all the schools of India. At college and university level, there is little media education, the priority in most of the courses, is to train the professionals for various media. In such circumstances, and given fact, then an independent and critical involvement needs to be strengthened in India, otherwise the efforts of media literacy will remain scattered and segmented.

Today media education has become an essential requirement for today's' children to guide them for right utilization of media. Studies carried out by researchers have already established the importance of media education for

children. In abroad, some of the countries such as United States of America, Canada and England, have taken the initiative of establishing media education in the curriculum. Now it is high time for media education to be formally addressed and made mandatory and for all Indian schools to address this in their school curriculum. So, it is necessary to find out how media education should be introduced in the educational curriculum of Indian schools in an effective way and for this it is very essential to develop an appropriate curriculum for media education based on children's needs, interests and requirements. For innovation and successful implementation of any educational curriculum it is absolutely necessary that content be flexible and constantly open to the ideas, contributions of expertise and inputs from members of the society who make important contributions in developing the personality of a child. Before implementation of any educational innovation in the schools, it is always desirable to know their views on the educational innovation. Among the members of the society, teachers, parents and media professionals play pivotal role in the development of a child. Therefore, it is very essential to know their viewpoints regarding media education in schools.

Teachers form the immediate environment of the children. They have large contribution in shaping their personality. They modify the behaviour of children so that the children can become useful members of the society. With efforts they bring forth a fine harvest of young men and women who are able to contribute their best for the welfare of mankind. The teachers not only preserve that is best in the society but also create new channels and prepare new members who will contribute towards social progress. Thus we see that they are devoted not only to teaching, sharing responsibility and working together but also help the members of the society to follow pattern of social behaviour and preserve the social heritage. According to Dewey

(1997), 'The teacher is a guide, a director, he steers the boat but the energy that propels it must come from those who are learning.' In today's media saturated society, as children bring to the classroom the media related information and share their experiences, the teachers can help them in processing the information of media messages, eliminating the futile ones, and channelising the relevant and useful information to develop their knowledge. They can teach children not only to learn from media, to resist media manipulation and to use media materials in constructive ways, but also develops skill that will help create good citizens and that will make them more motivated an competent participants in the social life. In short they can build media literacy skills among school children so that children are better equipped to decipher the complex media messages.

Like teachers, **parents** also have large contribution in the all-round development of children. Parents, who constitute children's family, influence them to a great extent and thereby shape their attitudes and behaviour patterns. Children learn a lot through imitation. While dwelling with the parents, they observe their feelings, their manners, their interests, behaviour etc. In other words, children's personality is shaped along the lines of the family proceedings. Children learn good habits and cultivate values of life from their parents. They are trained in social inter-actions and relationships through their parental instructions. This is why if the training of parents in the family are not benefiting, children become a problem for the society. In today's world where the children are over-exposed to the media, the role of the parents in shaping the young minds becomes all the more important. Today's children are having constant and passive exposure to the media. This is taking the young minds to the world of fiction and fantasies. Children are accepting unquestionably the images in the media messages and ending up

with faulty believes about the world. Here lies the role of parents in protecting the children from detrimental effects of media by controlling their media usage. Parents are important providers of values and tastes with which the children experience the media. Parents can help in analysing the information in all messages as well as to recognise useless information and screen it out, then keeping the useful information and building a strong knowledge structures. Through their active interaction with children regarding the content of media, the parents can retain control over their learning process.

Messaris (1986) in a research found that parents played an important positive role in young children's learning from television in three main aspects. Firstly, at a very young age, they helped children to make distinctions between different types of programmes, and between television and reality. Secondly, they helped children to evaluate the accuracy of television representations, and hence to adjust unrealistic expectations about the real world that might have arisen from television viewing. Thirdly, parents could provide background information when children were confronted with unfamiliar materials, particularly relating to aspects of adult life that children could not have experienced themselves. (cited in Buckingham, Carr, Cranmer and Willett, 2004, p.38)

Similarly, in today's media saturated society, media form one of the important socializing agents for the children and **media professionals** are entirely involved in shaping the media world. So they have indirect bearing on the development of children. They are able to illuminate in details media practices and the ways in which particular texts are produced, and general knowledge about media. As advocated by Zettl (1998), 'Media education is concerned with helping students develop an informal and critical understanding of the nature of mass media, the techniques used by them,
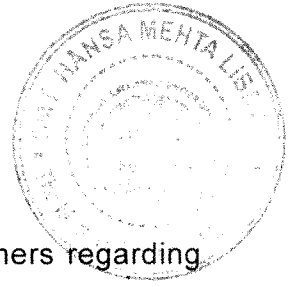
and the impact of these techniques. More specifically, it is education that aims to increase the students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media education also aims to provide students with the ability to create media products.' It may not be possible to decipher the inherent meanings of the media messages without knowing the various components that have gone into preparing the messages. Such an insight into the methodology of production of media messages can best be provided by the media professionals only.

From the above discussion it can be inferred that teachers, parents and media professionals have large contribution in the development of children. So, in today's media saturated world, where every now and then, media is having immense influence on children, teachers, parents and media professionals have the major responsibility in helping children to become critical consumers of media. So it was felt necessary to know whether teachers, parents and media professionals really think that media education is necessary for children, and if so, how children can be benefited through media education, how media education should be introduced in the school curriculum, how media education can be effectively imparted to children and how school teachers, parents and media professionals can play the role. The information obtained on how they envisioned media education as a curricular initiative can become a guideline for future researchers and educational planners to identify the skills that are required to be developed among school children for critically analysing, interpreting and evaluating the. messages generated by media texts and hence will be a great help to them for developing appropriate curriculum for media education.

Therefore it was decided to undertake a study on **"Perceptions of teachers, parents and media professionals regarding media education in schools."**

6.2 Objectives of the Study

1) To study the overall perceptions of the teachers, parents and media professionals regarding the selected aspects of media education for students in standards VII to IX.

2) To study the perceptions of teachers, parents and media professionals regarding

   a) importance of media education

   b) content for media education

   c) strategy for implementing media education

   d) role of teachers in imparting media education

   e) role of parents in imparting media education

   f) role of media professionals in imparting media education.

3) To study the differences in the overall perceptions of the teachers regarding the selected aspects of media education in relation to their

   a) sex

   b) educational qualification

   c) teaching experience

   d) types of school they are employed in

   e) mass Media exposure

   f) opinion about importance of media.

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4) To study the differences in the perceptions of the teachers regarding the selected aspects of media education in relation to their

   a) sex

   b) educational qualification

   c) teaching experience

   d) types of school they are employed in

   e) mass Media exposure

   f) opinion about importance of media.

5) To study the differences in the overall perceptions of the parents regarding the selected aspects of media education in relation to their

   a) sex

   b) educational qualification

   c) Occupation

   d) mass Media exposure

   e) opinion about importance of media.

6) To study the differences in the perceptions of the parents regarding the selected aspects of media education in relation to their

   a) sex

   b) educational qualification

   c) occupation

   d) mass Media exposure

   e) opinion about importance of media.

7) To study the differences in the overall perceptions of the media professionals regarding the selected aspects of media education in relation to their

a) sex

b) age

c) experience in media profession

d) type of Media organization

e) type of employment.

8) To study the differences in the perceptions of the media professionals regarding selected aspects of media education in relation to their

a) sex

b) age

c) experience in media profession

d) type of Media organization

e) type of employment.

6.3 Null Hypothesis of the Study

1) There will be no significant differences in the overall perceptions of teachers regarding the selected aspects of media education in relation to their

a) sex

b) educational qualification

c) teaching experience

d) types of school they are employed in

e) mass Media exposure

f) opinion about importance of media.

2)   There will be no significant differences in the perceptions of teachers regarding the selected aspects of media education in relation to their

   a)   sex

   b)   educational qualification

   c)   teaching experience

   d)   types of school they are employed in

   e)   mass Media exposure

   f)   opinion about importance of media.

3)   There will be no significant differences in the overall perceptions of parents regarding the selected aspects of media education in relation to their

   a)   sex

   b)   educational qualification

   c)   occupation

   d)   mass Media exposure

   e)   opinion about importance of media.

4)   There will be no significant differences in the perceptions of parents regarding the selected aspects of media education in relation to their

   a)   sex

   b)   educational qualification

   c)   occupation

   d)   mass Media exposure

   e)   opinion about importance of media.

5) There will be no significant differences in the overall perceptions of media professionals regarding the selected aspects of media education in relation to their

   a) sex

   b) age

   c) experience in media profession

   d) type of Media organization

   e) type of employment.

6) There will be no significant differences in the perceptions of media professionals regarding the selected aspects of media education in relation to their

   a) sex

   b) age

   c) experience in media profession

   d) type of Media organization

   e) type of employment.

6.4 Assumptions of the Study

1) Media education has become necessary in the present context.

2) Teachers, parents and media professionals can play a role in controlling media influences of children.

3) The teachers will vary in their

   a) sex

   b) educational qualification

   c) teaching experience

d) type of school they are employed in

e) mass Media exposure

f) opinion about importance of media.

4) The parents will vary in their

a) sex

b) educational qualification

c) occupation

d) mass Media exposure

e) opinion about importance of media.

5) The media professionals will vary in their

a) sex

b) age

c) experience in media profession

d) type of Media organization

e) type of employment.

6.5   Delimitations of the Study

1) The study will be delimited to the perceptions of teachers, parents and media professionals regarding media education for students in standards VII to IX.

2) The study will be delimited to the perceptions of teachers and parents of selected schools and media professionals of Ahmedabad city.

3) Studying perceptions of the teachers will be delimited to

   a) importance of media education

   b) content for media education

   c) strategy for implementing media education

   d) their role in imparting media education

   e) role of parents in imparting media education

   f) role of media professionals in imparting media education.

4) Studying perceptions of parents will be delimited to

   a) importance of media education

   b) content for media education

   c) strategy for implementing media education

   d) their role in imparting media education

   e) role of teachers in imparting media education

   f) role of media professionals in imparting media education.

5) Studying perceptions of the media professionals will be delimited to

   a) importance of media education

   b) content for media education

   c) strategy for implementing media education

   d) role of teachers in imparting media education

   e) role of parents in imparting media education

   f) their role in imparting media education.

6.6 Methodology

The present investigation was undertaken to study the perceptions of teachers, parents and media professionals regarding the media education in schools. The present chapter describes the steps followed in methodology to conduct the study. They were as follows:

6.6.1 Preliminary study

6.6.2 Population of the study

6.6.3 Sample selection of the study

6.6.4 Research tools for data collection

6.6.5 Validity of the research tools

6.6.6 Reliability of the research tool

6.6.7 Pretesting of the research tools

6.6.8 Data collection

6.6.9 Scoring and categorization of the data

6.6.10 Statistical analysis of the data

6.6.1 Preliminary Study

A preliminary study was conducted in the year 2004 in the schools of Ahmedabad city to find out various media related activities carried out in those schools.

The sample of the preliminary study comprised of hundred teachers teaching at the secondary and higher secondary levels from twenty English medium schools of Ahmedabad. A structured questionnaire was prepared as tool for data collection. The questionnaire of the pilot study consisted of two sections.

Section - I : Profile of the teachers

Section - II : Information related to media related activities carried out in their schools

It was concluded from the preliminary study that

1. None of the selected schools offered courses on media education.

2. No systematic or formal media education programme was carried out in the schools.

3. Very few media-related activities were carried out in the English medium schools selected for the preliminary study. These media related activities were given only a casual coverage and not directed to media education specifically.

6.6.2 Population of the Study

The population of the study comprised of teachers, parents and media professionals of Ahmedabad city of Gujarat.

6.6.3 Sample Selection for the Study

After deciding the population of the study, the next step was the selection of the sample. As the study aimed at studying the perceptions of teachers, parents and media professionals, so, the English medium schools which were complete with all levels that is schools having primary, secondary and higher secondary sections were contacted to select the samples of teachers and parents. The sample of the study comprised of five hundred and sixty teachers, parents and media professionals, which included two hundred and forty teachers teaching in standards VII to IX, two hundred and fifty parents of students in standards VII to IX, selected from 35 English medium schools and seventy media professionals of Ahmedabad city of Gujarat. As the

populations of the teachers teaching in standards VII to IX and media professionals of Ahmedabad city were relatively less, therefore all the teachers teaching in standards VII to IX and media professionals of Ahmedabad were selected as samples of the study. For selection of parents, simple random sampling method was used.

6.6.4 Research Tool for Data Collection

The present study was an exploratory research. Therefore, survey method was adopted for studying perceptions of teachers, parents and media professionals regarding media education in schools. The study included three different samples, that is teachers, parents and media professionals. Therefore, the research tools for teachers, parents and media professionals were constructed separately. Structured questionnaires were prepared as tools for teachers, parents and media professionals. The tools were constructed in English.

6.6.4.1 Description of the Research Tools

Structured questionnaires were prepared as tools for teachers, parents and media professionals. The structured questionnaires consisted of equal appearing interval scale, checklist and opinionnaire.

The research tools for teachers, parents and media professionals comprised of seven sections. Except section I, all the sections were same for the research tools for teachers, parents and media professionals.

The description of research tools for teachers, parents and media professionals are described as follows:

Description of the research tools for teachers, parents and media professionals

Section	Sample	Content	Tools	Type of Response System
I	Teachers	**Background Information** - (Sex, educational qualification, teaching experience, type of school they are employed in)	Ckecklist	Tickmarking, open ended questions
		- Mass media exposure	equal appearing interval scale	Two point, and four point rating scale
		- Opinion about importance of media	Opinionnaire	Three point rating scale
I	Parents	**Background information** - (Sex, educational qualification, occupation, income level)	Ckecklist	Tickmarking
		- Mass media exposure	equal appearing interval scale	Two point, and four point rating scale
		- Opinion about importance of media	Opinionnaire	Three point rating scale
I	Media professionals	**Background information** - (Sex, age, educational qualification, experience in media profession, type of employment, type of media organisation)	Checklist	Tickmarking, open ended questions
II	Common for teachers, parents and media professionals	Importance of media education	Equal appearing interval scale	Three point rating scale

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Section	Sample	Content	Tools	Type of Response System
III	"	Content for media education	Equal appearing interval scale	Three point rating scale
IV	"	Strategy for implementing media education	Equal appearing interval scale	Three point rating scale
V	"	Role of teachers in imparting media education to children	Interval scale	Three point rating scale
VI	"	Role of parents in imparting media education to children	Equal appearing interval scale	Three point rating scale
VII	"	Role of media professionals in imparting media education.	Equal appearing interval scale	Three point rating scale

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6.6.5 Validity of the Research Tools

To check the validity of the research tools for teachers, parents and media professionals', eight experts were selected. These experts were from (1) Developmental Education and Communication Unit (DECU) of Indian Space and Research Organisation (ISRO), (2) Educational Media and Research Centre(EMRC), (3) Department of Extension and Communication, (4) Electronic and print media, (5) Department of Communication Media for children and (6) School. The suggestions given by the experts were incorporated before the tools were finalised.

6.6.6 Reliability of the Research Tools

After validation, the next step was to check the reliability of the research tools for teacher, parents and media professionals. The tools were administered to the each of ten teachers teaching in standards VII to IX, parents of students in standards VII to IX and media professionals of Ahmedabad city. After a gap of fifteen days the tools were readministered to the same teachers, parents and media professionals. Test-retest method was used to measure the reliability of the tools. A high correlation was found between two sets of score revealing high reliability of the tools.

6.6.7 Pretesting of the Research Tools

After checking the reliability, pretesting of the research tool was done. . The tools were pre-tested on each of ten teachers teaching in standards VII to IX, parents of students in standards VII to IX and media professionals of Ahmedabad city. The statements found ambiguous and unclear by the respondents were modified taking care of clarity and completeness of each of the statements.

6.6.8 Data Collection

To study the perceptions of the teachers, parents and media professionals regarding media education the investigator collected the data from total 560 teachers, parents and media professionals in Ahmedabad city selected for the study from October 2006 to February 2007. The data collection for teachers, parents and media professionals were done separately. The selected English medium schools were contacted to collect the data from teachers teaching in standards VII to IX and parents of students in standards VII to IX. The questionnaires distributed to the teachers, parents and media professionals contained a brief introduction about media education. This brief introduction described the influence of media on children, definition and importance of media education. Each of them was requested to read the introduction for better understanding of the concept of media education.

The procedures for data collection of teachers, parents and media professionals were as follows:

6.6.8.1 Data collection from teachers

The selected English medium schools of Ahmedabad city were contacted to collect the data from teachers teaching in standards VII to IX. Each of the selected teachers of the study was contacted personally in their staffrooms to give the questionnaires.

6.6.8.2 Data collection from parents

Students of standards VII to IX were selected to contact their parents for the study. Each of the class teachers was contacted for distributing the questionnaires to the students selected. The questionnaires were distributed to the students in their classrooms during the recess time in the presence of concerned class teachers. Half of the students were distributed the questionnaires for obtaining response from fathers, whereas the other half of the students were given questionnaires to get filled up by their mothers.

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6.6.8.3 Data collection from media professionals

Each, of the selected media professional was personally contacted in his or her office by taking prior appointments to distribute the questionnaires.

6.6.9 Scoring and Categorisation of the Data

The research data on perceptions of teachers, parents and media professionals regarding the selected aspects of media education were scored and categorized as follows:

6.6.9.1 Scoring of the common variables for teachers and parents
       Mass media exposure (Variables for teachers and parents)

A Rating scale was developed to measure the type of exposure of the respondents to mass media. The scoring of the various items on mass media exposure was done as follows:

Type of mass media read / watched / used

Response	Score
Yes	1
No	0

Frequency of usage of mass media

Response	Score
1 day/week	1
2-3 days/week	2
4-5 days/week	3
6-7 days/week	4

Hours of usage of mass media

Response	Score
Less than 1 hour	1
1 to less than 2 hours	2
2 to less than 3 hours	3
3 hours and above	4

Frequency of news read / watched / listened / accessed in mass media

Response	Score
Frequently	4
Occasionally	3
Rarely	2
Never	1

Frequency of reading / listening / watching / accessing programmes / items in newspapers, magazines, radio, television and internet

Response	Score
Frequently	4
Occasionally	3
Rarely	2
Never	1

Opinion about Importance of Media (Variables for Teachers and Parents)

An opinionnaire was developed to measure the opinion of the teachers about importance of media. It was 3 point rating scale. The scoring of the responses on the scale was done as follows:

Scoring of the responses of items on opinion about importance of media

Nature of statement	Great Extent	Some Extent	Less Extent
Positive	3	2	1
Negative	1	2	3

6.6.9.2 Categorisations of the variables for teachers, parents and Media Professionals

Categorisations of the variables for teachers, parents and media professionals were done as follows:

Categorisations of the common variables for teachers and parents

Sr. No.	Variables	Description	Categories
1.	Mass media exposure	Mean and above mean	More exposure
		Below mean	Less exposure
2.	Opinion about importance of media	Mean and above mean	More favourable
		Below mean	Less favourable

Categorisations of the specific variables for teachers and parents

Samples	Sr. No.	Variables	Description	Categories
Teachers	1	Sex	—	Male
				Female
	2	Educational qualification	Bachelor of Education, Masters of Education and diploma course	With professional training
				Without professional training
	3	Teaching experience	Upto 5 yrs	Less experienced
			6 to 10 years	Moderately experienced
			More than 10 years	Highly experienced
	4	Type of school they are employed in	—	Self-financed
				Government aided
Parents	1	Sex	—	Male
				Female
	2	Educational qualification	Post graduation (Masters degree and above)	Highly educated
			Up to graduation	Moderately educated
	3	Male parents' occupation	—	Service
				Business
	4	Female parents' occupation	—	Working
				Homemaker

Categorisation of the variables for media professionals

Sr. No.	Variables	Description	Categories
1.	Sex		Male Female
2.	Age	22 to 32 yrs	Younger
		33 to 45 yrs	Middle
		46 to 61 yrs	Older
3.	Experience in media profession	1 to 10 yrs	Less experienced
		11-20yrs	Moderately experienced
		21-30yrs	Highly experienced
4.	Type of media organization	-	Government Non-government
5.	Type of employment	-	Employed Freelance

6.6.9.3 Scoring of the overall and aspectiwise perceptions of teachers, parents and media professionals regarding media education

The perception scale was developed to measure the type of perception of teachers, parents and media professionals regarding media education. Three point rating scale was used.

The scoring of the responses on the scale was done as follows:

Extent	Weightage
Great Extent	3
Some Extent	2
Less Extent	1

Overall and aspectwise maximum and minimum possible scores for teachers, parents and media professionals

Section	Aspects	No. of Items	Minimum Score	Maximum score
	Overall	123	123	369
II	Importance of media education	16	16	48
III	**Content for media education**	35	35	105
IV	**Strategy for implementing media education**	18	18	54
V	Role of teachers in imparting media education	22	22	66
VI	Role of parents in imparting media education	16	16	48
VII	Role of media professionals in imparting media education	16	16	48

The type of perceptions for teachers, parents and media professionals were categorised on the basis of the mean score in the following way:

Mean and   above mean   -   More favourable

                Below mean   -   Less favourable

The following range of intensity indices was decided for intensity index of overall, aspectwise and itemwise perceptions of teachers, parents and media professionals regarding media education:

2.01 – 3.00   -   More favourable

1.00 – 2.00   -   Less favourable

6.6.10 Statistical analysis

The statistical measures used for analysis of data for three different groups were as follows:

Sr. No.	Purpose	Teachers	Parents	Media Professionals
1.	Background information	Frequency, percentage and intensity indices	Frequency, percentage and intensity indices	Frequency and percentage
2.	Overall and aspectwise perceptions of respondents regarding media education	Intensity indices	Intensity indices	Intensity indices
3.	Difference in the Overall and aspectwise perceptions of respondents regarding media education	t-test and F-test (Anova)	t-test	t-test and F-test (Anova)
4.	Itemwise perceptions of respondents regarding media education	Intensity indices	Intensity indices	Intensity indices

6.7 Major Findings

The major findings on perceptions of teachers, parents and media professionals regarding media education were reported as follows:

6.7.1 Major Findings related to the perceptions of teachers regarding media education

6.7.2 Major findings related to the perceptions of parents regarding media education

6.7.3 Major findings related to the perceptions of media professionals regarding media education

6.7.4 Item-wise perceptions of teachers, parents and media professionals regarding media education

6.7.1 Major Findings Related to the Perceptions of Teachers Regarding Media Education

6.7.1.1 Profile of the Teachers

- High majority of the teachers were female and professionally trained.

- Higher percentage of the teachers was highly experienced in teaching.

- Little more than half of the teachers taught in government - aided schools and had more favourable opinion about importance of media.

- More than half of the teachers had more exposure to the mass media.

6.7.1.2 Overall and Aspectwise Perceptions of Teachers Regarding Media Education

- Overall and aspect-wise, teachers had more favourable perceptions regarding media education **for students in standards VII to IX.**

- Among all the aspects of media education, perceptions of teachers regarding the role of parents in imparting media education to children in standards VII to IX revealed highest intensity index.

6.7.1.3 Differences in the overall perceptions of the teachers regarding selected aspects of media education in relation to the selected variables

- The overall perceptions of teachers regarding the selected aspects of media education differed significantly in relation to their mass media exposure. Overall, teachers, who had more exposure to mass media, had more favourable perceptions regarding the selected aspected of media education as compared to the teachers having less exposure to mass media.

Whereas, the overall perceptions of teachers regarding selected aspects of media education were not significant in relation to the variables namely sex, educational qualification, teaching experience, type of school they were employed in, and opinion about importance of media.

6.7.1.4 Differences in the perceptions of the teachers regarding selected aspects of media education in relation to the selected variables

- Among all the aspects of media education, the perceptions of teachers regarding the importance of media education and content for media education curriculum differed significantly in relation to their mass media exposure and opinion about importance of media. Teachers who had more exposure to mass media and more favourable opinion about importance of media, had more favourable perceptions regarding the importance of media education and content for media education curriculum.

Whereas, the perceptions of teachers regarding the importance and content for media education curriculum were not significant in relation to the variables namely sex, educational qualification, teaching experience and type of school they were employed in.

- The perceptions of teachers regarding their role in imparting media education to students differed significantly in relation to their mass media exposure. Teachers, who had more exposure to mass media, had more favourable perceptions regarding their role.

Whereas, perceptions of teachers regarding their role in imparting media education to students were not significant in relation to the variables namely sex, educational qualification, teaching experience, type of school they were employed in, and opinion about importance of the media.

- The perceptions of teachers regarding the strategy for implementing media education curriculum in schools, role of parents and media professionals in imparting media education were not significant in relation to all the selected variables.

6.7.2 Major Findings Related to the Perceptions of Parents Regarding Media Education

6.7.2.1 Profile of the parents

- Little more than half of the parents were male and majority of them were moderately educated.

- More than half of the male parent's occupation was business, and little more than half of the female parents were working.

- More than half of the parents had more exposure to mass media.

- Little more than half of the parents had more favourable opinion about importance of media.

6.7.2.2 Overall and Aspectwise Perceptions of Parents Regarding Media Education

- Overall and aspectwise parents had more favourable perceptions regarding media education for children in standards VII to IX.

- Among all the aspects for media education, role of parents in imparting media education to children in standards VII to IX scored highest intensity index.

6.7.2.3 Differences in the overall perceptions of the parents regarding selected aspects of media education in relation to the selected variables

- Overall perceptions of the parents regarding selected aspects of media education differed significantly in relation to their sex, mass media exposure and opinion about importance of media. Overall, female parents, parents who had more exposure to mass media and more favourable opinion about importance of media, had more favourable perceptions regarding all the selected aspects of media education.

Whereas, overall perceptions of parents regarding selected aspects of media education were not significant in relation to their educational qualification and occupation.

6.7.2.4 Differences in the perceptions of the parents regarding selected aspects of media education in relation to the selected variables

- Perceptions of the parents regarding importance of media education, content for media education curriculum and role of media professionals in imparting media education to students differed significantly in relation to their sex, mass media exposure and opinion about importance of media. Female parents, parents who had more exposure to mass media and more favourable opinion about importance of media, had more favourable perceptions regarding these selected aspects.

Whereas, perceptions of the parents regarding importance of media education, content for media education curriculum and role of media professionals in imparting media education to students were not significant in relation to their educational qualification and occupation.

- Perceptions of the parents regarding strategy for implementing media education curriculum in schools and role of teachers in imparting media education to students differed significantly in relation to mass media exposure and opinion about importance of media. The parents, who had more exposure to mass media and more favourable opinion about importance of media, had more favourable perceptions regarding these selected aspects.

  Whereas, perceptions of the parents regarding strategy for implementing media education curriculum in schools and role of teachers in imparting media education to students were not significant in relation to their sex, educational qualification and occupation.

- Perceptions of the parents regarding their role in imparting media education to children differed significantly in relation to their opinion about importance of media. The parents, who had more favourable opinion about importance of media, had more favourable perceptions regarding their role.

  Whereas, perceptions of the parents regarding their role in imparting media education to children were not significant in relation to their sex, educational qualification, occupation and mass media exposure.

6.7.3 Major Findings Related to the Perceptions of Media Professionals Regarding Media Education

6.7.3.1 Profile of the media professionals

- High majority of the media professionals were male.

- Agewise, higher percentage of the media professionals belonged to the middle age group and had less experience in media profession.

- More than half of the media professionals belonged to the non government organization.

- Very high majority of the media professionals were employed.

6.7.3.2 Overall and aspectwise perceptions of media professionals regarding media education

- Overall and aspectwise media professionals had more favourable perceptions regarding media education for students in standards VII to IX.

- Among all the aspects for media education, role of parents in imparting media education to children in standards VII to IX scored highest intensity index.

6.7.3.3 Differences in the overall perceptions of the media professionals regarding selected aspects of media education in relation to the selected variables

- Overall perceptions of the media professionals regarding selected aspects of media education differed significantly in relation to the type of media organization they were working with. Overall, the media professionals who belonged to government organisation had more favourable perceptions regarding the selected aspects of media education.

Whereas, overall perceptions of media professionals regarding selected aspects of media education were not significant in relation to their sex, age, experience in media profession and type of employment.

6.7.3.4 Differences in the perceptions of the media professionals regarding selected aspects of media education in relation to the selected variables

- Perceptions of the media professionals regarding importance of media education differed significantly in relation to the type of media organization they were working with, and their type of employment. The media professionals who belonged to government organisation and those who were employed had more favourable perceptions regarding importance of media education.

  Whereas, perceptions of media professionals regarding importance of media education were not significant in relation to their sex, age, experience in media profession.

- Perceptions of the media professionals regarding content for media education curriculum differed significantly in relation to their age. The perceptions of the middle aged media professionals regarding the content for media education curriculum were more favourable as compared to the older ones.

  Whereas, perceptions of the media professionals regarding content for media education curriculum were not significant in relation to their sex, experience in media profession, type of media organisation they were working with and their type of employment.

- Perceptions of the media professionals regarding their role in imparting media education to students differed significantly in relation to their sex and the type of media organization they were working with. Among the media professionals, those who were female and those belonged to government organizations, had more favourable perceptions regarding their role.

Whereas, perceptions of the media professionals regarding their role in imparting media education to students were not significant in relation to their age, experience in media profession and type of employment.

- Perceptions of media professionals regarding strategy for implementing media education curriculum in schools, role of teachers and role of parents in imparting media education in relation to their sex, age, experience in media profession, type of media organization they were working **with**, and their type of employment were not significant.

6.7.4 Item-wise Perception of Teachers, Parents and Media Professionals Regarding Media Education

- Item-wise, except for one item, all the other items related to the selected aspects of media education showed more favourable perceptions of teachers, parents and media professionals.

Further, among all the items related to strategy for implementing media education in schools, the item such as "Media education should be introduced in the school as a compulsory subject" revealed less favourable perceptions of teachers, parents and media professionals.

- Among all the items on content for media education, the item such as "Media education should include production of folk media - bhavai" revealed less favourable perceptions of teachers and parents.