



## Media Awareness of Elementary School Teachers

### KEYWORDS

Educational Media, Media awareness, Elementary school

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**ABSTRACT** Media have come to play a vital role in modern society. The most important media are newspaper, magazine, television, radio, movies, videos, computers and other forms that reach to mass audiences. Marshal McLuhan says that 'Media are any extension of man which allow him to affect other people who are not in face to face contact with him.' This paper aimed to provide an understanding and to study the media awareness towards teaching profession of the Elementary School Teachers. In this connection all teachers of 30 Elementary Schools of Burdwan district in West Bengal were selected as sample to estimate their media awareness. Data were analyzed by adopting appropriate methods. It was observed from the findings that (i) most of the teachers(88%) are exhibited very poor media awareness (ii) Teachers are unaware of the vital information, which would lead to and promote media utilization in schools.

### Introduction:

Educational Television and Computers are a means of providing direct instruction(formal) as well as continuing education (non-formal). It has the capacity to bring the world into a classroom and a classroom into a home. Media influence society more in terms of how they communicate than in terms of what they communicate. Media planning and management at institutional level chiefly depends on teachers' media behaviour. It is expected that media specially Television and Computer can be utilized to raise teachers' knowledge as well as learners, can act as a medium of teachers' training, staff development, motivational tool and mechanism against wastage some out and non-enrolment at elementary level. It is bitter truth that though various commissioned experimental projects reported success of T.V., radio and computer etc. for the said purpose, the actuality do not come up that way. Many research studies have reported causes of non or low utilization of school broadcast by the target audience. Causes of low utilization as found by previous studies (Nagaraju and Ramakumar- 1983, Joshi - 1987, ET cell Shilong - 1988, Behera - 1900, Giri - 1900) were mechanical disorders, Power failure, unsuitable time slot, in-sufficient remuneration to teacher custodians, and inadequate supply of support materials, problems of maintenance, safe keeping of TV sets, programme quality, unsuitable broadcast timing, inappropriate subject coverage. The investigators, personal involvement and observations made us formulate the idea, "although other factors are responsible more powerful would be teacher media (TV and Computer) behaviour". Moreover for formulating action Plan and draw policy implications, it is highly essential to analyse and understand media behaviour for its role in the low utilization of Television and Computer in schools in the said areas. Keeping this in view the present study was conducted on Elementary school teachers of Burdwan District of West Bengal to estimate their awareness about educational media specially on Television and Computer.

### Objectives:

- To study the Teachers' media(Television and Computer) Awareness
- To study the Teachers' perception of media application in school- Education
- To analyse educational media Awareness and perception of media application is terms of school location (Rural Vs. Urban) Teachers' Educational qualification, professional training and Gender.

### Sample:

All teachers from 30 primary schools selected through strati-

fied random sampling procedure on the basis of town-rural area served as the sample for the present study.

### Tools:

Separate Questionnaire each on vital information about televisions and computers and teachers' ways of using the teaching were used to collect data on teachers' media Awareness. A perception scale with three point rating continuum was used to measure teachers' perception of media application in school Education.

### Data collection:

The tools were administered by way of interview through visited the sample school.

### Data analysis :

Frequency and percentages analysis was used to analyses the data and to draw conclusion.

**Table No. 1 Overall media Awareness:**

Frequency and Percentage	Very poor	Media Awareness				Total
		Poor	Average	High	Excellent	
	84	12	4	0	0	100
	84%	12%	4%	0%	0%	

Table No. 1, among the sample teachers 84% exhibited very poor media awareness, 16% exhibited poor or average media awareness, none could come up to the levels of the average, the high and the excellent media awareness.

**Table No. 2 Media Awareness and school Location :**

Location			
Media Awareness	Town/Town Periphery	Rural	Total
Very Poor	24 (80%)	60 (85.71%)	84 (84%)
Poor	4(13.33%)	8 (11.43%)	12 (12%)
Average	2(6.67%)	2(2.86%)	4(4%)
High	0	0	0
Total	30	70	100

Table No. 2, a little bit differences was observed among the elementary school teachers serving in town/town peripheries and in rural area in terms of media awareness. The situation was bit better in the rural area.

**Table No. 3 Media Awareness and professional qualification :**

Awareness	Qualification			
	Untrained	ET/CT	B.Ed.	Total
Very Poor	9 (90%)	57 (87.70%)	18 (72%)	84 (84%)
Poor	1(10%)	07 (10.76%)	4 (16%)	12 (12%)
Average	0	01(1.54%)	03(12%)	04(4%)
High	0	0	0	0
Total	10	65	25	100

Table No. 3 shows that Media Awareness appeared to be associated with professional training of teachers. Large number of teachers with very poor Media Awareness decreased with higher professional training. Number of teachers with poor media Awareness increased with higher professional training.

**Table No. 4 Media Awareness and Gender :**

Sex / Awareness	Male	Female	Total
Very Poor	50 (87.72%)	34(79.07%)	84 (84%)
Poor	6(10.53%)	6 (13.95%)	12 (12%)
Average	01(1.75%)	03(6.98%)	4(4%)
High	0	0	0
Total	57	43	100

Table No. 4 indicates that Teachers' Media Awareness appeared to be associated with Gender. More number of teachers exhibited very poor media Awareness among the males than among of female. But more female teachers were of poor and average Media Awareness than the males.

**Table No. 5 Media Awareness and teachers Academic Qualification:**

Qualification / Awareness	H.S./ Matriculate	Graduate	Master degree	Total
Very poor	63 (96.92%)	19 (67.86%)	02 (28.57%)	84 (84%)
Poor	2 (3.08%)	07(25%)	03(42.86%)	12 (12%)
Average	0	02(7.14%)	02(28.57%)	04(4%)
High	0	0	0	0
Excellent	0	0	0	0
Total	65	28	07	100

Table No. 5 shows that Media Awareness appeared to be associated with academic qualification of teachers. Large number of teachers with very poor Media Awareness decreased with higher academic qualification. Number of teachers with poor and average media Awareness increased with higher academic qualification.

**Table No. 6 Media Perception and Professional Qualification :**

Qualification / Perception	Untrained	ET/CT/D.Ed.	B.Ed.	Total
Poor	6 (50%)	35 (53.85%)	11 (47.83%)	52
Average	1 (8.33%)	9 (13.85%)	2 (8.69%)	12
Rich	5 (41.67%)	21 (32.30%)	10 (43.48%)	36
Total	12	65	23	100

Above table No. 6 indicates that the untrained group of teachers as well as the teacher group with B.Ed. degrees and ET/CT/D.Ed. degrees divided in to poor Perception of Media Application(PMA) are 50%, 47.83% and 53.85% respectively. Among ET/CT/D.Ed. qualified teachers more (53.58%) belonged to poor PMA than their rich PMA counterparts (32.30%). Thus the professional training (ET/CT./D.Ed., B.Ed.) appeared to have no effect in promoting PMA among teachers.

**Table No. 7 Media Perception and Gender :**

Sex / Perception	Male	Female	Total
Poor	30 (50%)	22 (55%)	52
Average	7 (11.67%)	5 (12.50%)	12
Rich	23 (38.33%)	13 (32.50%)	36
Total	60	40	100

Table No. 7 shows that among male teachers the number of poor PMA and rich PMA was 50% and 38.33% respectively. Among the female category the respective shares were 55% and 32.50%. The gap between the rich and the poor PMA of female teachers was a bit higher than that of the male teachers.

**Table No. 8 Media Perception and Teachers Academic Qualifications :**

Qualification / Perception	Matriculate	H.S.	Graduation & Above	Total
Poor	27 (55.10%)	9 (56.25%)	16 (45.71%)	52 (51.14%)
Average	6 (12.25%)	3 (18.75%)	3 (8.57%)	12 (13.64%)
Rich	16 (32.65%)	4 (25%)	16 (45.72%)	36 (35.23%)
Total	49	16	35	100

Above table No. 8 indicates that teachers with Matriculate degree divided into 55.10% and 32.65% as size of the poor and the rich PMA group. The number of poor and rich PMA among the H.S. degree holders was 56.25% and 25% respectively. Among teachers with the graduation and higher degrees the shares were 45.71% and 45.72% respectively for poor and rich PMA. The gap between the rich and the poor PMA of the H.S. degree holder is more higher than that of the teachers with graduation and higher degrees.

**Table No. 9 Overall Media Perception :**

Poor perception	Average perception	Rich perception	Total
52 (52%)	12 (12%)	36 (36%)	100

Among the sample teachers 52% had poor perception of media application (PMA) 12% had average PMA and 36% had rich PMA.

**Discussion:**

Television and Computer today have penetrated every human activity. It has created a revolution in the content of education and in the nature of the learning process. Time has proved that technology adoption in schools could not be achieved even after many years of implementation. The situation warrants for a shifting emphasis on educational TV and Computer or any other media policy and action plan. Promoting of educational media behaviour with a view to raising and strengthening the media utilization seems as an imme-

diate priority. Finding of educational media (Television and Computer) awareness of Elementary school teachers speak a lot. Teachers are unaware of the vital information, which would lead to and promote media utilization in schools. Majority of teachers feel the need for special training on media adoption and integration into school activities. Staff development programmes both pre-service and in service should have components on teaching with media and technology. Any plan of investment on raising media technology and related infrastructure in schools must invest on teachers. In-service teacher education programmes unless care for teachers' awareness, attitude and habits investment would reap little benefit. At present D.I.E.T.s and D.P.E.P' teacher empowerment programmes take little initiative in this respect. With additional small input or within the current orientation efforts Elementary school teachers may be sensitized to exploit the media for quality in general and enrolment, dropout and retention in particular. In case of entertainment programmes or media based mass education programmes the media itself promotes its audience motivation and utilization. School broadcasts can have similar suitable mechanisms for sustaining educational media culture among the target consumers. However consumerism strategies should not lose sight for the basic motto of education media. No doubt media can take off for qualitative and quantitative improvement of education but only after teachers, are ready to do so.

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