

IMPACT OF TELEVISION PROGRAMMES AND VALUE PERCEPTION ON HIGHER SECONDARY SCHOOL STUDENTS

By

Geetha, N., R.

Professor, Bethlahem College of Education, Karungal, Kanyakumari District, Tamil Nadu, India.

Abstract

The present study examined the Impact of Television Programmes and Value Perception on Higher Secondary School Students. The investigator adopted survey method for the present study. The tools used for the study were Impact of Television Programme Scale and Value Perception Scale constructed and validated by Dr.Veliappan and S.Soni. Data were collected from 314 students of different schools in Kanyakumari District. The statistical techniques used for the present study are 't'-test and correlation analysis. Results showed that there is significant relationship between Impact of Television Programmes and Value Perception on Higher Secondary School Students.

Keywords: television programme, value perception, higher secondary, school, students.

Introduction

Television is one of the major means of mass communication. It has rapidly elevated itself to the level of big business and has become a very powerful medium. It has revolutionized the lives of people in the world. Technologically, as a combination of sound and pictures, it provides for the most effective temporal and spatial transmission of reality to its viewers. Due to its widespread network, it has become a major source of information and entertainment for a large number of

our people. Educational Television though of very recent origin, is yet without any doubt, "one of the most versatile audio-visual aids ever developed". Television has been said to be the blackboard brought to life, it offers a vitality and newness which attracts attention, creates interest and stimulates a desire to learn". Educational Television is the electronic black board of the future. Value perception has become a matter of top priority not only at the national level but also at the global level. It was expected that with metaphysical

richness the human life will become more peaceful than ever before. This enabled humanity to usher in the revolution with the help of scientific and technical development.

Significance of the study

Television is most effective in the perceptual phases of learning, in providing sensory experiences, pointing up significant cause, and more broadly, orienting the student, informing him, and perhaps inspiring him to carry his learning further. There is still some question as to whether pictures should be used to explain words, or words should be used to explain pictures, and the matter is not yet resolved. However, Television usually features the lecture in spite of the criticisms of this form of instruction. There is a great need to equip the present education, being imparted to children, with values of life in order to make them good human beings. Values bring quality and meaning to life and give a person his identity and character. Children imbibe values all the time from their parents, teachers and peers. But it is also necessary that we deliberately teach them the right values right from their

childhood. What they learn at this tender age stays with them all through their life. Hence importance should be given to imparting value oriented education. With this in view an attempt is made to conduct a study on, Impact of Television Programmes and Value Perception on Higher Secondary School Students.

Title of the Study

The problem is entitled as, Impact of Television Programmes and Value Perception on Higher Secondary School Students.

Objectives of the Study

1. To find out whether there is any significant difference between male and female higher secondary students in their impact of television programme.
2. To find out whether there is any significant difference between urban and rural higher secondary students in their impact of television programme.
3. To find out whether there is any significant difference between joint family and nuclear family higher

- secondary students in their impact of television programme.
4. To find out whether there is any significant difference between male and female higher secondary students in their value perception.
 5. To find out whether there is any significant difference between urban and rural higher secondary students in their value perception.
 6. To find out whether there is any significant difference between joint family and nuclear family higher secondary students in their value perception.
 7. To find out whether there is any significant relationship between impact of television programme and value perception of higher secondary students.
2. There is no significant difference between urban and rural higher secondary students in their impact of television programme.
 3. There is no significant difference between joint family and nuclear family higher secondary students in their impact of television programme.
 4. There is no significant difference between male and female higher secondary students in their value perception.
 5. There is no significant difference between urban and rural higher secondary students in their value perception.
 6. There is no significant difference between joint family and nuclear family higher secondary students in their value perception.
 7. There is no significant relationship between impact of television programme and value perception of Higher Secondary Students.

Hypotheses Framed

1. There is no significant difference between male and female higher secondary students in their impact of television programme.

Methodology

The investigator has adopted survey method for the present study. The tools used for the study were Impact of Television Programme Scale and Value Perception Scale constructed and validated by Dr.Veliappan and S.Soni. Data were collected from 314 students of different schools in Kanyakumari District. The statistical techniques used for the present study are ‘t’-test and correlation analysis.

Population and Sample

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. In this study, the population consists of the higher secondary students of Kanyakumari district. A sample is a small proportion of a population selected for observation and analysis. In the present study, the sample consists of 314 higher secondary students.

Analysis of the data

Ho: 1 There is no significant different between male and female higher

secondary school students in their impact of Television programme.

Table 1. Difference between male and female higher secondary school students in their impact of Television programme

Impact of Television Programme		N	Mean	SD	Calculated 't' value	Remarks at 5% level
Gender	Male	144	178.95	10.887		
	Female	170	180.68	10.431		

(NS- Not Significant)

(The table value of 't' at 5% level of significance is 1.97)

It is inferred from the above table (4.01) that the calculated value (1.431) is less than the table value (1.97) at 5% level and hence there is no significant difference between male and female higher secondary school students in their impact of Television programme. Hence the null hypothesis is accepted.

Ho: 2 There is no significant difference between urban and rural higher secondary school students in their impact of Television programme.

Table 2. Difference between urban and rural higher secondary school students in their impact of Television programme

Locality		Impact of Television Programme			Calculated 't' value	Remarks at 5% level
Rural	Urban	N	Mean	SD		
128	186	180.87	179.22	10.110	11.000	1.372 NS

(NS - Not Significant)

(The table value of 't' at 5% level of significance is 1.97)

It is inferred from the above table (4.02) that the calculated value (1.372) is less than the table value (1.97) at 5% level and hence there is no significant difference between urban and rural higher secondary school students in

their impact of Television programme. Hence the null hypothesis is accepted.

Ho: 3 There is no significant difference between joint and nuclear family higher secondary school students in their impact of Television programme.

Table 3. Difference between joint and nuclear family higher secondary school students in their impact of Television programme

Nature of Family		Impact of Television Programme			Calculated 't' value	Remarks at 5% level
Nuclear	Joint	N	Mean	SD		
253	61	180.41	180.41	10.491	11.414	0.404 NS

(NS - Not Significant)

(The table value of 't' at 5% level of significance is 1.97)

It is inferred from the above table (4.03) that the calculated value (0.404) is less than the table value (1.97) at 5%

level and hence there is no significant difference between joint and nuclear family higher secondary school students in their impact of Television programme. Hence the null hypothesis is accepted.

Ho: 4 There is no significant difference between male and female higher secondary school students in their value perception.

Table 4. Difference between male and female higher secondary school students in their value perception

Gender	Value Perception				Calculated 't' value	Remarks at 5% level
	Male	N	Mean	SD		
Female	170		107.98	8.398	5.272	S
Male	144		102.35	10.201		

(S – Significant)

(The table value of 't' at 5% level of significance is 1.97)

It is inferred from the above table (4.04) that the calculated value (5.272)

is greater than the table value (1.97) at 5% level and hence there is significant difference between male and female higher secondary school student in their value perception. Female students have better value perception than male students. Hence the null hypothesis is rejected.

Ho: 5 There is no significant difference between urban and rural higher secondary school students in their value perception.

Table 5. Difference between urban and rural higher secondary school students in their value perception

Locality	Value Perception				Calculated 't' value	Remarks at 5% level
	Urban	N	Mean	SD		
Rural	128		106.41	9.498	1.556	NS
Urban	186		104.70	9.749		

(NS – Not Significant)

(The table value of 't' at 5% level of significance is 1.97)

It is inferred from the above table (4.05) that the calculated value (1.556) is less than the table value (1.97) at 5% level and hence there is no significant difference between urban and rural higher secondary school students in their value perception. Hence the null hypothesis is accepted.

Ho: 6 There is no significant difference between joint and nuclear family higher secondary school students in their value perception.

Table 6. Difference between joint and nuclear family higher secondary school students in their value perception

Nature of family	Value Perception		Mean	SD	Calculated 't' value	Remarks at 5% level
	N					
Joint	61		105.97	9.694	0.511	NS
Nuclear	253		105.26	9.677		

(NS – Not Significant)

(The table value of 't' at 5% level of significance is 1.97)

It is inferred from the above table (4.06) that the calculated value (0.511) is less than the table value (1.97) at 5% level and hence there is no significant difference between joint and nuclear family higher secondary school students in their value perception. Hence the null hypothesis is accepted.

Ho: 7 There is no significant relationship between impact of Television programme and value perception of higher secondary school students.

Table 7. Relationship between impact of Television programme and value perception of higher secondary school students

ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	N	Calculated 'r' value	Remarks at 5% level
56485	10196575	33095	3517413	5966365	314	0.401	S

(S - Significant)

(The table value of 'r' at 5% level of significance is 0.113)

It is inferred from the above table (4.07) that the calculated value (0.401) is greater than the table value at 5% level and hence there is significant relationship between impact of Television programme and value perception of higher secondary school students. Hence the null hypothesis is not accepted.

Findings and Interpretations

1. No significant difference is revealed between male and female higher secondary students in their impact of television programme. This may be due to the fact that in this technological world both the students are trying to improve the standard of higher studies, they utilize television as an educational aid for watching up to date events and issues related to their learning.
2. No significant difference is revealed between urban and rural higher secondary students in their impact of television programme. This may be due to the fact that both are motivated and prepared to enhance the standards of learning irrespective of the locality and social disparities.
3. No significant difference is revealed between joint and nuclear family higher secondary students in their impact of television programme. This may be due to the fact that parents of both the families inculcate a sense of active learning by visual experiences not considering it as a magic box.
4. Significant difference is revealed between male and female higher secondary students in their value perception. Female students have better value perception than male students. This may be due to the fact that female students develop tolerance and understanding of different religious faiths and follow a democratic way of thinking than their counter parts.
5. No significant difference is revealed between urban and rural higher secondary students in their value perception. This may be due to the fact that students of both the locality have faith in themselves and make decisions on the basis of sound moral principles.
6. No significant difference is revealed between joint and nuclear family higher secondary students in their

value perception. This may be due to the fact that parents of both the families inculcate right type of values right from their childhood and also they imbibe it in a positive way to lead a healthy life.

7. Significant relationship is revealed between impact of television programme and value perception of higher secondary students. This may be due to the fact that students who watch television regularly develop some kind of habit to pay attention for long hours which lead to cognitive development. Value education has the capacity to transform a diseased mind into a young, fresh, healthy and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception thus showing good relationship between impact of Television programme and value perception.

Educational Implications

1. In order to enhance the value perception of male students, parents can spend more time at home and provide awareness about the basic values in life.

2. Teachers can provide guidance to the students about the educational television programmes.
3. Schools can conduct awareness programmes on value education to their students.
4. Classes on value education and personality development should be conducted in schools to inculcate new values.

Conclusion

The present study revealed that there is significant relationship between impact of television programme and value perception of Higher Secondary Students. Television programmes are successful in broadening young children's knowledge, affecting their racial attitudes, and increasing their imaginativeness. There is insufficient experimental evidence for effects of viewing these programs on either children's prosaically behavior or their aggressive behaviour. Likewise the need for value-oriented education has been deeply felt in the broader context of commercialization of education which has led to creation of a distressing divide between schooling and education.

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To cite this article

Geetha, N., R. (2022). Impact of Television Programmes and Value Perception on Higher Secondary School Students. *John Foundation Journal of EduSpark*, 4(1), 40-50.

ABOUT THE AUTHOR



Dr Geetha N. R is a professor of Bethlahem College of Education, Karungal affiliated to Tamilnadu Teachers Education University, Chennai. She pursued her Post graduation in Chemistry, M.Phil and Ph.D in Education and has cleared UGC-NET in Education. She has 15 years of teaching experience at UG and PG level in Colleges of Education. She has published research papers in journals of National and International repute and has presented papers in National and International conferences and seminars.
