

## Educational media awareness among the B.Ed. Teacher trainees in Karur district

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### Abstract

The study was conducted on 198 B.Ed Teacher Trainees to study the Educational Media Awareness with respects to their Age, sex, Locality and Residence. The self-made questionnaire was used to collect the data which was treated with statistical techniques. Results revealed that not significant variation in the educational media awareness with respects to their Age, sex, Locality and Residence.

**Keywords:** statistical techniques, media awareness

### 1. Introduction

Today's world is willingly or unwillingly, is saturated by mass media and that the surrounding environment is brimful of data and information. In recent decade, the application of mass media resulted in heightening the level of education and increasing the efficiency of educational system. A successful educational system refers to a system which is able to apply now communicative and information technology and employ trained and expert teachers. Among the wide diversity of mass media, radio and television due to their wide and vast range of viewers, have had an outstanding position from informal teaching point of view and are considered as the best cultural and educational media.

### 2. Media

Media refers to communication tools used to store and deliver information or data. Media is everywhere; it has become a part of our daily life. It acts a dominant role in the learning process. It has potential to shape personalities, change the way we perceive and understand the world and our immediate reality. This is considered the most ancient aspect of life that accompanied the human activity since the beginning of human life on this planet.

Media is still forming a form of building up relations among people and it ties individual through culture and exchangeable effects thoughts, beliefs and different moral for all members of the community. Therefore, studying means of mass media is the studying of man's behavior and the factors and events inside and outside the community that might affect such behavior.

### 3. Teacher Education

Teacher education is not teaching the teacher how to teach, but it is to "Learn to teach and teach to learn". Teacher education is a process aiming at for formation of positive attitudes towards profession. It is that knowledge, skill, competencies which are relevant to the profession of a "Teacher as a teacher". Since teaching is an art, a trained teacher alone can play a vital role in education as well as the society. The secondary education commission rightly stated. We are however, convinced that the most important factor contemplated in educational reconstruction is the teacher, his

personal qualities, his professional training and the place that he occupies in the school as in the community.

### 4. Need and significance of the study

The Educational media are all instruments and possibilities that can make easier, better, long-lasting and effective learning conditions in the educational environment. These possibilities include tools (electric instruments), materials (transparent sheets, films, etc.), and educational conditions (film shows, scientific cruise).The educational media are not new; however, the media have existed since the beginning of teaching. It goes without saying that the first media were teacher's explanations, blackboard and chucks. After that, pictures, recordings, radio and television, video and computer created a new way in teaching process. Not long ago, the media were called "audio-visual educational aids" (such as electric instruments like projectors), but in fact the educational media are in higher ranks than educational aids. They can affect learning process if appropriately used. Media are necessary to make effective communication in teaching. Now the educational media are inseparable parts of teaching and learning process.

Newspaper, Radio, Television and the internet- all form part of the media and are important in imparting education. Media offers culture, sports, information, entertainment, current affairs and education. In recent years, the impact of media on teaching and learning has increased tremendously. New opportunities are being provided to give a techno-touch to the traditional educational process and system. However, the rich potential of the Educational Media will benefit the relevant community, and if the teachers use them for their interaction with the students. The teachers' use of these media is directly portion to their level of awareness of these media. Hence, a study of this nature which aims at assessing the Educational media Awareness of the B.Ed Teacher Trainees is essential.

### 5. Statement of the problem

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of educational media in teaching- learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effective. Many teachers

know that educational media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. Against this backdrop, the present study has been taken up with a view to assessing the Educational Media Awareness of the B.Ed Teacher Trainees of Karur District. Hence, the problem of the present study is stated as “Educational Media Awareness among the B.Ed Teacher Trainees of Karur District.”

**6. Objectives of the study**

The objectives of the present study are

- To find out the differences, if any in the awareness of Educational Media among the B.Ed., Teacher Trainees with respect to the demographic factors like Age, Gender, Locality, and Residence.

**7. Hypotheses of the study**

- There is no significant difference between the Educational Media Awareness among the B.Ed., Teacher Trainees’, and sub grouped on the basis of their age, gender, locality, and residence.

**8. Methodology**

As the present study is descriptive by nature, normative survey technique was adopted. As many as 198 student teachers from eight B.Ed., colleges were chosen as sample using simple random sampling technique. A questionnaire, aimed at assessing their awareness of Educational Media was used for the purpose of collecting data. The questionnaire was administered by the investigator in the respondent’s respective institutions of study. The collected data were subjected to descriptive analysis.

**9. Collection of Data**

The Educational Media Awareness Questionnaire was administered to as many as 198 B.Ed., Teacher Trainees randomly selected from eight self-financing B.Ed., colleges. The investigator herself administered the questionnaire for the collection of data regarding Educational Media Awareness, in order to ensure that the questionnaires were filled by the respondents completely without any omission.

**10. Sample for the study**

The present study aims to find out the Educational Media Awareness among the B.Ed., Teacher Trainees of Karur District. As many as 198 (One hundred and ninety eight) student teachers have been chosen to form the sample using simple random sampling technique. The student teachers who formed the sample were drawn from eight self-financing B.Ed., colleges.

**11. Hypotheses Testing**

There is no significant difference in Educational Media Awareness among the B.Ed., Trainees, with respect to their difference in age.

**Table 1:** Shows the mean and std. deviation with respect to the Age

Age	N	Mean	SD	t-value	Significance at 0.05 level
22-25	156	42.14	14.64	1.315	Not Significant
26 above	41	45.73	15.75		

The above table reveals that the obtained t-value 1.315 is less than the table values 1.96 at 0.05 levels. So it is found that the ‘t’ values is not significant at 0.05 level. It implies that there is no significance difference in Educational Media Awareness of the B.Ed., Teacher Trainees sub-grouped, on the basis of their age. Hence the given hypothesis is not rejected and it is concluded that the Teacher Trainees belonging to different age groups do not differ in their Educational Media Awareness.

**Hypotheses 2**

There is no significant difference in Educational Media Awareness among the Male and Female B.Ed., Teacher Trainees of Karur District.

**Table 2:** Shows the mean and std. deviation with respect to the Gender

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	55	42.32	15.33	0.285	Not Significant
Female	143	43.01	14.79		

The above table reveals that the obtained t-value 0.285 is less than the table values 1.96 at 0.05 levels. So it is found that the ‘t’ values is not significant at 0.05 level. It implies that there is no significance difference in Educational Media Awareness of the B.Ed., Teacher Trainees sub-grouped on the basis of their gender. Hence the given hypothesis is not rejected and it is concluded that the Teacher Trainees belonging to gender do not differ in their Educational Media Awareness.

**Hypotheses 3**

There is no significant difference in Educational Media Awareness among the Rural and Urban B.Ed., Teacher Trainees of Karur District

**Table 3:** Shows the mean and std. deviation with respect to the Locality

Locality	N	Mean	SD	‘t’ Value	Significance at 0.05 level
Urban	97	42.51	15.10	0.284	Not Significant
Rural	101	43.11	14.78		

The above table reveals that the obtained t-value 0.284 is less than the table values 1.96 at 0.05 levels. So it is found that the ‘t’ values is not significant at 0.05 level. It implies that there is no significance difference in Educational Media Awareness of the B.Ed., Teacher Trainees, sub-grouped on the basis of their locality. Hence the given hypothesis is not rejected and it is concluded that the Teacher Trainees belonging to different locality do not differ in their Educational Media Awareness.

**Hypotheses 4**

There is no significant difference in Educational Media Awareness among the Day Scholar and Hosteller B.Ed., Teacher Trainees of Karur District

**Table 4:** Shows the Mean and Std. deviation with respect to the Residence

Residence	N	Mean	SD	't' Value	Significance at 0.05 level
Day scholar	174	42.92	14.76	0.241	Not Significant
Hosteller	24	42.08	16.24		

The above table reveals that the obtained t-value 0.241 is less than the table values 1.96 at 0.05 levels. So it is found that the 't' values is not significant at 0.05 level. It implies that there is no significance difference in Educational Media Awareness of the B.Ed., Teacher Trainees sub-grouped on the basis of their Residence. Hence the given hypothesis is not rejected and it is concluded that the Teacher Trainees belonging to different residence in their Educational Media Awareness.

**12. Major findings and conclusions of the study**

The major findings which have emerged from the study are as follows;

- There is no significant difference in Educational Media Awareness between the age differences among the Teacher Trainees.
- There is no significant difference between the Educational Media Awareness scores of male and female B.Ed Teacher Trainees.
- There is no significant difference between the Educational Media Awareness scores of rural and urban B.Ed Teacher Trainees.
- There is no significant difference between the Educational Media Awareness scores of day scholar and hosteller B.Ed Teacher Trainees.

**13. Conclusion**

The present study has been conducted with specific reference to Educational Media Awareness and the level of B.Ed Teacher Trainees of Karur District. Though it is specifically about the B.Ed Teacher Trainees of Karur District, it presents a general view of the awareness of Educational Media among the Teacher Trainees by including the various aspects related to Educational Media in the purview of the study. The findings of the study would be of immense use to policy makers at the NCTE and state agencies of teacher education and curriculum planners for in-service training programmes. The recommendations, if implemented would improve the Educational Media awareness of the Teacher Trainees and its utilization thereof. Ultimately, it is the student community which will benefit immensely from the Educational Media; there will be an improvement in the teaching-learning process and after all that is what is the objective of any attempt in technology-pedagogy integration.

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