

## ATTITUDE TOWARDS EDUCATIONAL MEDIA AMONG HIGHER SECONDARY STUDENTS

Mrs. Dafini Pinky. F\*

### ABSTRACT

This study examines the attitudes of higher secondary students towards educational media. With technology increasingly permeating educational settings, understanding students' perceptions and preferences regarding educational media becomes essential. The research aims to shed light on how students in higher secondary education perceive and engage with various forms of educational media, including digital resources, interactive platforms, and multimedia materials. The study is designed as a descriptive study. The sample for the study was selected randomly, sample of 300 students who have joined for science and arts group were selected from government school, government aided and private school. The sample selected for this study is a random sample and comprises 10 Secondary schools. The findings offer insights into effective integration and motivation for using educational media in modern education.

**Keywords:** Attitude, Educational Media, including digital resources, interactive platforms, and multimedia materials

### Introduction

Educational media has revolutionized modern learning environments, shaping attitudes and perceptions towards it. Traditionally seen as supplemental or mere entertainment, it is now considered a powerful and integral part of the learning process. Interactive features engage learners actively, accommodating various styles and preferences. Multimedia resources, like videos and simulations, enhance comprehension and retention of complex topics. Moreover, its convenience and accessibility enable self-paced and lifelong learning. Despite increasing positivity, challenges remain, such as skepticism about effectiveness and concerns about distractions. Additionally, disparities in technology access can impact equitable benefits. Embracing and optimizing educational media is crucial for educators, policymakers, and stakeholders to create enriched learning

\*Research Scholar, Stella Matutina College of Education, Ashok Nagar, Chennai

experiences and prepare learners for the demands of the digital age. As technology advances, leveraging educational media becomes even more vital in empowering students for success.

### Review of Literature

**Manmohan Gupta and Mala Sharma (2018)** A Study On Attitude Of Senior Secondary School Students Towards E-Learning In Relation To Their Gender, Residential Backward And Nature Of School The main aim was to study attitude of senior secondary school students towards e-learning in relation to their gender, residential backward and nature of school. Survey method and Self-made questionnaire was used to collect data. The sample consisted of 160 students studying in senior secondary schools of District Saharanpur of U.P. board Allahabad. The study suggests that there exists no significant differences between the attitude of senior secondary school students towards e-learning in relation to their Gender, Residential Backwardness And Nature Of School.

**Pooja Basumatary (2018)** Attitude of Senior Secondary School Students Towards E-Learning in Sikkim. The main objectives of the study were 1) To study the nature of distribution of scores of senior secondary school students on attitude towards E-Learning with respect to gender, locality, stream and type of school and 2) To compare the attitude of senior secondary school students towards E-Learning with respect to gender, locality, stream and type of school. An Attitude Scale towards e-Learning developed and standardized by Dimpal Rani was administered to the selected sample. A sample of 400 students studying in XI classes comprising 200 boys and 200 girls belonging to arts and science stream was drawn from eight government senior secondary schools and eight private senior secondary schools situated in East district of Sikkim. The Major findings of the study showed that male & female and rural & urban students differ in their attitude towards e-learning. Hence, Proper facilities should be arranged for them.

**Matthew Andrew (2018)** Student Attitudes Towards Technology and Their Preferences for Learning Tools/Devices at Two Universities in the UAE. The purpose of this study was to survey student opinions about technology in order to best implement and utilize technology in the classroom. A questionnaire (containing closed-ended and

open-ended questions) was used for the study. The sample consisted of 1102 participants from two universities in the UAE. Findings suggest that participants enjoy learning how to use new technology, believe it improves learning, and prepares them for future jobs. Books/paper were the most preferred resources for learning, followed closely by laptops, while tablets and smart phones were much less preferred for specific

**Bishnu G.C (2018)** The title of the study is Higher Secondary Level Students' Attitude Towards Use Of E-Learning Materials in Health and Population Education. The study aimed to find out the student's attitudes towards the use of e-learning materials in health and population education at higher secondary level. The study adopted descriptive and quantitative survey design. In order to collect information, a set of attitude scale was used. The sample consisted of 200 students of higher secondary level in the Kathmandu valley. The Major finding is that most of the students agreed that the e-learning tools are very useful for higher achievement as well as higher study, as they provide basic concept with motivation

#### **Need and Significance of the Study**

The integration of smart classes and educational media in modern education is a significant boon for 21st-century students, as technology continues to revolutionize our lives. Embracing educational media is crucial as it provides real-life experiences, making abstract concepts tangible. Interactive elements like pictures and computer simulations benefit all students, regardless of their learning pace. Educational technology tools foster active participation and immediate feedback, overcoming the limitations of traditional classrooms. Furthermore, it enhances data storage, teacher effectiveness, and student productivity. Empowering independent learning, it fosters a positive attitude towards education and boosts self-efficacy. As educational media becomes more prevalent, it opens new horizons for both teachers and students, creating a dynamic and enjoyable learning experience.

#### **Objectives of the Study**

- I. To examine the difference in Attitude Towards Educational Media in Higher Secondary students owing to difference in Gender and Stream of Study
- II. To examine the difference in the Dimensions of Attitude Towards Educational Media in Higher Secondary students owing to difference in Gender and Stream of Study

### **Hypotheses of the Study**

**H 1** There is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender.

**H 2** There is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study.

**H 3** There is no significant difference in the Dimensions of Attitude Towards Educational Media in Higher Secondary students owing to difference in Gender

**H 4** There is no significant difference in the Dimensions of Attitude Towards Educational Media in Higher Secondary students owing to difference in Stream of Study

### **Tool Used for the Study**

**Student's Attitude Towards Educational Media Scale:** The investigator used the standardized "Student's Attitude Towards Educational Media Questionnaire" by Dr. A.K. Lodi and Dr. Shabia Subuhi for the present study. The questionnaire has been designed for use among students of secondary school stage ranging from age 13 to 16 years. It is intended to serve as a tool for measuring degree of favourable or unfavourable attitude of Students towards educational media in secondary schools. This scale is divided into five major dimensions, viz., Learning, Interest, Development, Utilization and Wastage. This scale is a self-report, paper-pencil questionnaire containing 30 items which are distributed in these dimensions. These items seek responses in Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

**Sample:** The sample for the study was selected randomly, sample of 300 students who have joined for Science and Arts group were selected from Government School, Government Aided and Private School.

### **Analysis and Interpretation**

**H 1** There is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender.

**Table 1 showing the critical ratio of the difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender**

Variable	Gender	N	Mean	SD	SE	t value	df	Level of Significance
Students Attitude towards Educational Media	Male	150	110.36	14.211	1.160	5.522	298	.000
	Female	150	118.47	11.017	.899			

**INTERPRETATION**

From the above table the “p” value is 0.000 which is lesser than the “p” value (0.05) at 95% level of confidence. The hypotheses which assumed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender is not accepted. Hence, we conclude that female have better Attitude towards Educational Media than male and therefore there is significant difference in Attitude towards Educational Media in Higher Secondary Students owing to the difference in Gender.

**H 2** There is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of the Study.

**Table 2 showing the critical ratio of the difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of the Study**

Variable	Stream of the study	N	Mean	SD	SE	t value	df	Level of Significance
Students Attitude towards Educational Media	Arts	132	109.67	13.917	1.211	-5.744	298	.000
	Science	168	118.14	11.591	.894			

**INTERPRETATION**

From the above table the “p” value is 0.000 which is lesser than the “p” value (0.05) at 95% level of confidence. The hypotheses which assumed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of the Study is not accepted. Hence, we conclude that Science students have better Attitude towards Educational Media than Arts students and therefore there is significant difference in Attitude towards Educational Media in Higher Secondary Students owing to the difference in Stream of the Study.

**H 3** There is no significant difference in the dimensions of Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender.

**Table 3 showing the critical ratio of the difference in the dimensions of Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender**

Dimensions	Category	N	Mean	SD	SE	t value	df	Level of Significance
<b>Learning</b>	Male	150	44.6200	6.72137	.54880	4.238	298	.000
	Female	150	47.6267	5.50600	.44956			
<b>Interest</b>	Male	150	15.5467	2.48644	.20302	.047		.962
	Female	150	15.5600	2.38699	.19490			
<b>Development</b>	Male	150	27.5200	4.94360	.40364	2.953		.003
	Female	150	29.0000	3.63982	.29719			
<b>Utilization</b>	Male	150	13.9600	2.38811	.19499	4.198		.000
	Female	150	15.0733	2.20158	.17976			
<b>Wastage</b>	Male	150	8.7133	3.08566	.25194	7.642		.000

**INTERPRETATION**

From the above table the “p” value of the dimensions of Attitude of Educational Media such as Learning, Development, Utilization and Wastage are lesser than the “p” value (0.05) at 95% level of confidence. Hence, the hypotheses which assumed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender is accepted. Therefore, it can be inferred that there is significant difference between Boys and Girls in the dimensions of Attitude towards Educational Media such as Learning, Development, Utilization and Wastage. The “p” value of the dimension Interest is

greater than the “p” value (0.05) at 95% level of confidence. Hence, the hypotheses which assumed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender is accepted. Therefore, it can be inferred that there is no significant difference between Boys and Girls in the dimension ‘Interest’.

**H 4** There is no significant difference in the dimensions of Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study.

**Table 4 showing the critical ratio of the difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study**

Dimensions	Category	N	Mean	SD	SE	t value	df	Level of Significance
Learning	Arts	132	44.0909	6.51183	.56678	-5.147	298	.000
	Science	168	47.7202	5.68528	.43863			
Interest	Arts	132	15.3939	2.38877	.20792	-1.006		.315
	Science	168	15.6786	2.46732	.19036			
Development	Arts	132	27.1439	4.79047	.41696	-3.994		.000
	Science	168	29.1369	3.85349	.29730			
Utilization	Arts	132	14.2348	2.32103	.20202	-1.841	.067	
	Science	168	14.7381	2.37310	.18309			
Wastage	Arts	132	8.8106	2.91386	.25362	-6.051	.000	
	Science	168	10.8631	2.91789	.22512			

**INTERPRETATION**

From the above table the “p” value of the dimensions of Attitude towards Educational Media such as Learning, Development and Wastage are lesser than the “p” value (0.05) at 95% level of confidence. Hence, the hypotheses which assumed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study is not accepted. Therefore, it can be inferred that there is significant difference between Arts and Science students in the dimensions of Attitude towards Educational Media such as Learning, Development and Wastage. The “p” value of the dimensions Utilization and Interest are greater than the “p” value (0.05) at 95% level of confidence. Hence, the hypotheses which assumed that there is no significant difference in Attitude towards Educational Media in

Higher Secondary Students owing to difference in Stream of Study is accepted. Therefore, it can be inferred that there is no significant difference between Arts and Science students in the dimensions Utilization and Interest.

### **Findings of the Study**

#### **Gender**

The hypothesis is not accepted after the interpretation of data in **table 1** which showed that there is significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender. These finding infer that Female have better Attitude towards Educational Media than Male. The present finding is in agreement with the findings of Pooja Basumatary (2018)) who revealed that there is significant difference in attitude towards educational media in higher secondary students owing to difference in gender.

The hypothesis is not accepted after the interpretation of data in **table 3** which showed that there is significant difference between Boys and Girls in the dimensions of Attitude towards Educational Media such as Learning, Development, Utilization and Wastage.

The hypothesis is accepted after the interpretation of data in **table 3** which showed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Gender is accepted. Therefore, it can be inferred that there is no significant difference between Boys and Girls in the dimension 'Interest'.

#### **Stream of Study**

The hypothesis is not accepted after the interpretation of data in **table 2** showed that there is significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study. These finding infer that Science students have better Attitude towards Educational Media than Arts students.

The hypothesis is not accepted after the interpretation of data in **table 4** which showed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study. Therefore, it can be inferred that there is



significant difference between Arts and Science students in the dimensions of Attitude towards Educational Media such as Learning, Development and Wastage.

The hypothesis is accepted after the interpretation of data in **table 4** which showed that there is no significant difference in Attitude towards Educational Media in Higher Secondary Students owing to difference in Stream of Study is accepted. Therefore, it can be inferred that there is no significant difference between Arts and Science students in the dimensions Utilization and Interest.

### **Educational Implication of the Present Study**

Based on the findings of the present study, several educational implications emerge:

**Enhancing Attitude towards Educational Media:** The study sheds light on the attitude of higher secondary students towards educational media and its utilization. This insight can guide the development of measures to improve students' attitudes towards educational media and encourage its more effective integration in the teaching-learning process.

**Promoting Critical Thinking and Comprehension:** To foster critical thinking and comprehension in students, innovative educational technology should be employed. By doing so, students' self-efficacy and academic performance can be enhanced.

**Building Credibility and Global Connectivity:** A positive attitude towards educational media among students establishes credibility and readiness to use such resources. It also facilitates global connectivity, allowing students to form interpersonal relationships with peers and educators worldwide, thus reducing social phobia. Improved communication skills and confidence in expressing their thoughts are additional benefits.

**Boosting School Engagement and Well-being:** Utilizing educational media can make learning more enjoyable, thereby increasing students' enthusiasm to attend school. As a result, students become more active physically, socially, and emotionally.

**Inspiring a Desire for Continued Learning:** A favorable attitude towards educational media motivates students to pursue further learning and promotes cognition and better understanding of academic concepts.

**Empowering Self-directed Learning:** Students with a positive attitude towards educational media are more likely to explore various educational technologies and utilize them to gain a deeper understanding of their subjects. This empowerment reduces the fear of using technology and fosters self-reliance, thus increasing students' self-efficacy.

### **Delimitation of the Study**

- i. The present study was delimited to secondary school stage only; it could be conducted on other levels of school.
- ii. The present study was delimited to Chennai and Kanchipuram only. To make it universalized, it could be conducted in other cities or even a state.

### **Conclusion**

The present investigation sought to understand the attitudes of Higher Secondary Students towards educational media, considering specific selected variables. Through this study, we aimed to shed light on how students perceive and engage with various forms of educational media. The findings from this research provide valuable insights into the impact of these variables on students' attitudes, paving the way for further exploration and enhancement of educational media integration in the learning process. Understanding students' attitudes towards educational media is crucial for designing effective and engaging learning experiences that cater to diverse learning styles and preferences. As technology continues to advance, educators and policymakers can use these insights to create a more personalized and enriching educational environment that fosters positive attitudes towards learning and empowers students for success in the digital age.

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