

Effect of Gender, Academic Stream and Print Media Use on Educational Preferences of Senior Secondary School Students

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Abstract: The present study was undertaken to find out the effect of gender, academic stream and print media use on educational preferences of senior secondary school students. The present study has been conducted on a sample of 240 male and female senior secondary school students of Una and Kangra district of Himachal Pradesh. Print Media scale developed and standardized by the investigator herself. A Record on Vocational Preferences constructed by Bhargava, V. and Bhargava, R (2009) have been used as tool and administered on the selected sample. Mean, standard deviation, T-test and (2X3X2) analysis of variance have been used for analysis of data. The result of the study revealed that currently (i) Gender do not have any effect on educational preferences of senior secondary school students. (ii) Stream does not have any effect on educational preferences of senior secondary school students. (iii) Students making more use of print media have more educational preferences than the students making less use of print media. (iv) There was no interaction found between gender and print media use, gender and stream, stream and print media use (v) Gender, stream and print media use do not interact significantly in educational preferences.

Keywords: Effect of Gender, Academic Stream, Print Media Use, Educational Preferences, Senior Secondary School

I. INTRODUCTION

Education not only imparts general skills such as general literacy and specific vocational skills but it also makes different groups and individuals identity to various cultural, social, political symbols, and political democracy. Education broadens mental horizons, raises expectations and predisposes people to make experiments. The word 'Education' is derived from the Latin word 'Educatum' which means to draw out, to foster growth and to develop. Hence, the modern concept of education is to develop the inherent capacities of a child in the social environment. Education is a formal conservative process mainly confined to the school campus. This formal process neglect the basic tendencies, interest and capacities of a children and forces down predetermined tidbits of knowledge through set methods. The word preference is derived from Latin word 'Preferential or Preference' which means 'carry in front'. Preference means selecting of someone or something over another or others. Educational preferences involve various professions like school and college teachers, special educators, vocational trainers, educational administrators and researchers in the field of education.

A medium is a 'channel of communication' a mean through which people send and receive information. The printed word, for example, is a medium; when one read a newspaper or magazine, something is communicated to us in some way. Print Media use a physical object such as a newspaper, book, pamphlet or comics to distribute their information. Reading

matter has vast potentialities. It exerts good influence on the individuals.

Mass Media in education influence the attitude and behavior of the people indirectly. The agencies cover entertainment, informatory propoganda, historical record, education and improvement of moral judgment and moral tone of the people. The uses of various types of Mass Media technologies or interactive communication media have been presented as central to the solution of emerging, immediate, and other long standing educational needs. Again, such technologies are presented as being of primary importance, rather than the public discussions to provide universal services to citizens.

II. OBJECTIVES

1. To develop and standardize a scale to measure the impact of print media for senior secondary school students.
2. To study and compare the educational preferences of senior secondary school students with respect to:
 - a) Gender.
 - b) Stream.
 - c) print- media use.
3. To study two factor interaction effect of:
 - a) gender and stream,
 - b) gender and print- media use,
 - c) stream and print-media useon the educational preferences of senior secondary school students.

4. To study three factor interaction effect of gender, stream and print -media use on the educational preferences of senior secondary school students.

Descriptive statistical techniques such as mean, standard deviation, t-test and Analysis of Variance (2X3X2 factorial design) were used.

III. HYPOTHESIS

VI. ANALYSIS AND INTERPRETATION OF DATA

1. There will be significant difference in the educational preferences of senior secondary school students with respect to:

The data was analyzed to determine the nature of the distribution of scores by employing mean and standard deviation. The total scores and means of different sub groups have been presented in Table-1

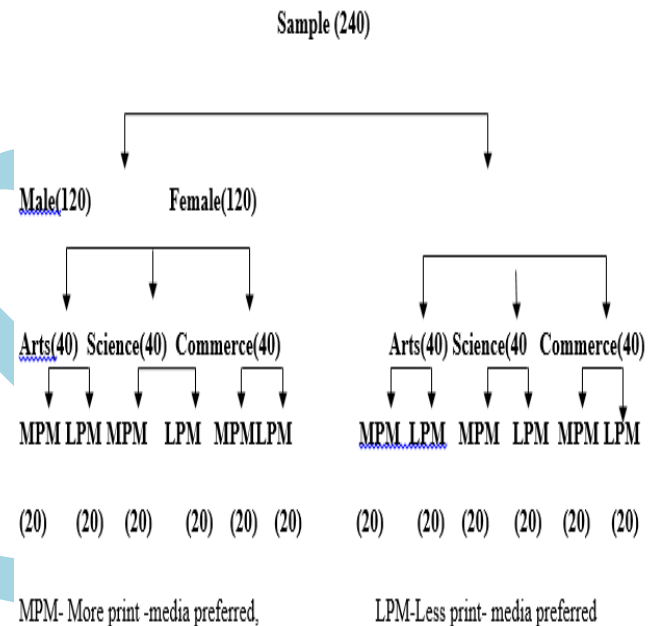
- a) gender.
- b) stream.
- c) print-media use.

2. There will be significant two factor interaction effect of:

(a) gender and stream (b) gender and print- media use (c) stream and print- media use on the educational preferences of senior secondary school students.

3. There will be significant three factor interaction effect of gender, stream and print- media use on the educational preferences of senior secondary school students.

LAY OUT OF THE RESEARCH DESIGN



IV. SAMPLE

The data comprised of 240 students studying in 10+1 and 10+2 class. For the selection of the sample, senior secondary school students of District Una and District Kangra of Himachal Pradesh were selected

V. TOOLS USED

For the collection of data following tools were used:

- Print Media Scale (PMS) developed and standardized by the investigator herself.
- A Record on Vocational Preferences constructed by Bhargava and Bhargava (2009).

STATISTICAL TECHNIQUE USED

TABLE 1

TOTAL SCORES AND MEANS OF EDUCATIONAL PREFERENCES OF STUDENTS W.R.T THEIR GENDER, STREAM AND PRINT MEDIA USE

Type of Gender		Total scores and Means of males	Total scores and Means of Females	Combined Scores and Means	Stream wise Scores and Means	Print Media wise Scores and Means
Type of Stream and Print Media Use	More use	345 (17.25)	338 (16.90)	683 (17.07)	1074 (13.42)	More Use of Print Media (1)+(3)+(5) 1883 (15.69)
	Less use	192 (9.60)	199 (9.95)	391 (9.77)		
	More use	263 (13.15)	314 (15.70)	577 (14.42)	1096	

Arts	Less use	250 (12.50)	269 (13.45)	519 (12.97)	(13.70)	Less use of PrintMedia (2)+(4)+(6)
Commerce	More use	294 (14.70)	329 (16.45)	623 (15.57)	1038 (12.97)	1325 (11.04)
	Less use	221 (11.05)	194 (9.70)	415 (10.37)		
Gender wise Combined Scores and Means		1565 (13.04)	1643 (13.69)	3208 (13.36)	---	---

The sum of squares, degree of freedom, mean of sum of squares and the F- ratio have been presented in Table 2.

TABLE 2
GENDER, STREAM AND PRINT MEDIA USE WISE SUMMARY TABLE OF ANALYSIS OF VARIANCE OF EDUCATIONAL PREFERENCES OF STUDENTS

Source of Variation	Sum of Squares	df	Mean Squares	F-Value
Gender	25.35	1	25.35	0.377
Stream	21.43	2	10.71	0.159
Print Media Use	1297.35	1	1297.35	19.270
Gender and Stream	36.70	2	18.35	0.273
Gender and Print Media Use	26.66	1	26.66	0.396
Stream and Print Media Use	351.30	2	175.65	2.609
Gender, Stream and Print Media Use	36.63	2	18.31	0.272
Error Variance	15350.30	228	67.32	
Total Sum of Squares	60026.00	239	--	--

* Significant at 0.05 level of significance

** Significant at 0.01 level of significance

VII. MAIN EFFECTS

Main Effect of Gender

From the above Table, it is evident that the calculated value of 'F' ratio for the main effect of gender of senior secondary school students on educational preferences came out to be 0.377 for df 1 and 228, which is less than the 'f' table value 3.89 at 0.05 level of significance. Hence the hypothesis number 1 (a), "there will be significant difference in the educational preferences of senior secondary school students with respect to gender", was not retained. Thus, it is calculated that male and female senior secondary school students do not differ on educational preferences. Further, from the table -1, it is evident that female students irrespective of their stream and print media use exhibited slightly more combined mean score (13.69) than their counterpart (13.04). Thus, it is concluded that gender of students has no significant effect on educational preferences.

Main Effect of Stream

From the Table 2, it is evident that the calculated value of 'F' ratio for the main effects of stream of senior secondary school students on educational preferences came out to be 0.159 for df 2 and 228, which is less than 'f' table value 3.04 at 0.05 level of significance. Hence the hypothesis number 1 (b), "there will be significant difference in the educational preferences of senior secondary school students with respect to stream", was not retained. Thus, it is concluded that science, arts and commerce stream senior secondary school students do not differ significantly on educational preferences. Further, it is also evident (table -1), that students of arts stream exhibited slightly more combined mean (13.70) on educational preferences than science stream (13.42) and commerce stream (12.97). Thus, it is concluded that stream does not have any effect on educational preferences of senior secondary school students.

Main Effect of Print Media use

The Table 2 reveals that the calculated value of 'F' ratio for the main effects of Print Media use of senior secondary school students on educational preferences came out 19.270 for df 1 and 228, which is more than the 'F' Table value 6.76 at 0.01 level of significance. Hence the hypothesis number 1(c), "There will be significant difference in the educational preferences of senior secondary school students with respect to print media use", was retained. Thus, it is concluded that more and less use of print media differ significantly on educational preferences.

Further, it is evident from the table-1, that students making more use of print media exhibited slightly more combined mean score (15.69) on educational preferences than the students making less use of print media (11.04).

Furthermore, 't' value are also computed for the comparison of educational preferences of senior secondary school students. The results are summarized in the table-3 as follows:

TABLE 3
't' VALUE SHOWING SIGNIFICANCE OF DIFFERENCE ON THE EDUCATIONAL PREFERENCES OF PRINT MEDIA USE OF STUDENTS

Print Media use	N	Mean	SD	SED	t-value
More	120	15.69	8.17	1.10	4.22**
Less	120	11.04	8.14		
Total	240				

**significant at 0.01 level of significance

From the above Table, it is evident that the computed 't' value for educational preferences of male and female senior secondary school students is 4.22 for df 238, which is significantly greater than the 't' value 2.60 at 0.01 level of significance. Hence, it is concluded that print media use more and less of senior secondary school students differ significantly on educational preferences. Thus, it is concluded that students making more use of print media have more educational preferences than the students making less use of print media.

VIII. INTERACTION EFFECTS

The two factors and three factor interaction effect of Gender, Stream and Print Media use are studied and dealt in detail as below:

Interaction Effect of Gender and Stream

The Table 2 reveals that the calculated value of 'F' ratio for interaction effect of type of gender and stream of senior secondary school students on educational preferences came out 0.273, for df 2 and 228, which is less than the 'f' table value 3.04 at 0.05 level of significance. Hence the hypothesis number 2 (a) "there will be significant two factor interaction effect of gender and stream on educational preferences of senior secondary school students", was not retained. Thus, it

is concluded that the male and female students of science, arts and commerce stream students do not interact significantly on educational preferences. **Interaction Effect of Gender and Print Media use**

From the Table 2 it is evident that the calculated value of 'F' ratio for interaction effect of type of gender and print media use of senior secondary school students on educational preferences came out 0.396 for df 1 and 228, which is less than the 'f' table value 3.89 at 0.05 level of significance. Hence the hypothesis number 2(b) "There will be significant two factor interaction effect of gender and print media use on educational preferences of senior secondary school students", was not retained. Thus, it is concluded that the print media use and gender do not interact significantly on educational preferences.

Interaction Effect of Stream and Print Media use

From the Table 2 it is evident that the calculated value of 'F' ratio for interaction effect of type of stream and print media use of senior secondary school students on educational preferences came out 2.609 for df 2 and 228, which is less than the 'f' table value 3.04 at 0.05 level of significance. Hence the hypothesis number 2(c) "There will be significant two factor interaction effect of stream and print media use on educational preferences of senior secondary school students", was not retained. Thus, it is concluded that the print media use and stream do not interact significantly on educational preferences.

Interaction Effect of Gender, Stream and Print Media use

From the Table 2 it is evident that the calculated value of 'F' ratio for interaction effect of type of gender, stream and print media use of senior secondary school students on educational preferences came out 0.272 for df 2 and 228, which is less than the 'f' table value 4.71 at 0.01 level of significance. Hence the hypothesis number 3 "There will be significant three factor interaction effect of gender, stream and print media use on educational preferences of senior secondary school students", was not retained. Thus, the gender, stream and print media use of senior secondary school students do not interact significantly on educational preferences.

IX. FINDINGS OF THE STUDY

- (i) Gender does not have any effect on educational preferences of senior secondary school students.
- (ii) Stream does not have any effect on educational preferences of senior secondary school students.
- (iii) Students making more use of print media have more educational preferences than the students making less use of print media.
- (iv) There was no interaction found between gender and stream, stream and print media use, gender and print media use.

- (v) Gender, stream and print media use do not interact significantly on educational preferences.

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