

CHAPTER - 5

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5.1 Introduction

As the study intended to look into the 'Effect of Mass-media and text-book on the word power of the students of Class-VIII', first chapter dealt with introductory note of how Mass-media can influence human language development. It also reveals the need and significance to go in the direction of its effect on word power. Further, in order to categorize and to have proper direction the investigator framed the hypotheses in the light of objectives along with certain delimitations of the study. In the second chapter related studies were reviewed for the sound base for further procedure. The researcher adopted descriptive survey method and for the collection of data structured a tool containing 96 words drawn from text books of English upto standard VIII and Mass-media.

Moreover, the data was put to analysis. For the analysis of the data statistical tools like simple statistics and 't' test were used. The major conclusions of the study are given under:

5.2 Conclusions

After the advent of technological revolutions and their excessive application in educative processes there is slowly but steadily ups in the informal ways of learning. The progressive usage of Mass-media such as Newspapers, television, radio and recently computers are not confined to supplement class-room practices rather, they are breaking the formal codes of learning and in the process slowly giving birth to alternative practices inside the class-room.

Moreover, Mass-media facilitating and encouraging the students to learn the things in a non-formal way at ease with lots of freedom. The growth of usage of Mass-media in knowledge acquisition posed a challenge to the authority of the text book in the class-room.

The review of the previous studies vindicated the fact that the relationship between Mass-media and student's academic achievement is both positive and negative. When students are exposed to unstructured television programmes the effect of this exposure on academics of the students is found negative, where as students, when exposed to structured and educative programmes the impact of the same on students' academic performance is always positive. However, it is opined in the second chapter (Review of related studies) that the effect of Mass-media on student's language development particularly on their word power is found to be positive irrespective of the television programmes they are exposed to.

The findings of the study almost endorses the view of the investigator regarding the relationship between Mass-media and word power is positive.

5.3 major findings of the study

After applying simple statistics and 't' test calculation was drawn. It was observed by the investigator that:

- The effect of Mass-media is found to be highly significant on the word power of the students than the effect of text book.
- Boys have more word power than girls from both, text book and Mass-media.
- The students of urban area are more influenced from Mass-media than text book in acquiring word power than the students of rural area.

- The students of English medium get more word power from Mass-media than text book compared to the students of Gujarati medium.
- Over all effect of Mass-media is found to be more than the text book concerning the word power of the students.

The above major findings of the study have clearly indicated the growing effect of Mass-media on the word power of the students. Nevertheless, on the basis of the general findings of the study one cannot be hasty in arriving at conclusion that Mass-media and its role vis-a-vis word power of the students is 'Social category' neutral. It means the effect of Mass-media on various social categories is not alike. The impact varies from one social category to another social category. This fact also can be seen in the study.

Since Mass-media and its effect on the language development varies as per the social categories, we can think of the accessibility of Mass-media to all the sections of the society. It can be useful in bringing equality which further reinforces the efforts of facilitating equal educational opportunities to the deprived section of the society.

5.4 Implications of the study

21st century demands the students to have apart from conceptual understanding, communicative abilities. Prof. Dubey, one of the eminent sociologist of India, said that " interest articulation" is one of the attributes of modernization. Language plays a dominant role in articulating the interest and language usage to a large extent depends upon the word power one has.

In the information age mass-media facilitates children with not only 'Many words' but also with ' different words' and their usage in different situations a child could encounter. As children have to encounter many

more structures and understand situation in the life, they have to equip themselves with the words which could explain their world of experiences. It is the mass media which can help the children to strengthen their word power. Present study has proven, beyond any doubt, the role of mass-media in building the word power of the children.

Therefore the present study has the following implications to the academics of children in general and language development in particular :

- The parents and teachers can give positive turn to the activities of the children related to mass media.
- Educationalists can shift their concentration towards the practical sides of mass-media for better and effective education.
- More and more educational programmes can be structured with variety of effects of mass-media to strengthen the learning of the children.
- Efforts can be made to remove inequality and to facilitate educational opportunities through mass-media.

5.5 Suggestions

Present study is delimited due to limitation of time, resources and sample. But the same research problem may be taken up for further research studies.

- The present study is conducted at M.Ed. level on a limited scale. It can be extended upto the P.hd. level by taking a large sample.
- The same study can be done concerning socio-Economic status of the children.
- There can be a study on different aspects of Mass-Media and its effects on students' word power.
- There can be study in relation to each component of media and its effects on the students 'word power.
- The same study can be done including the sample of different castes.