ABSTRACT

Media is helpful in reaching large number of people. Among the major users of media, the student community stands tall with any other segment of the population. Students have the freedom to make a wide variety of choice from different types of media. Since a whole bunch of media is available whether print or electronic the preference of media for academic purposes among the student population is still an unexplored area. And commerce students at higher secondary level are one such group who belongs to the above category. Moreover it is still a question whether the choice or preference of media have any impact on their academic achievement. Likewise the difference in preference of media among commerce students with respect to their gender and locality is yet to be unearthed.

Keywords: Academic Achievement; Media; Electronic Media; Print Media

INTRODUCTION

Media are known to be playing an effective role not only in informing the people but also in influencing their thinking and shaping their attitudes. In early times, the teacher was the only medium of communication for children. He taught his students orally. During the course of time the invention of the printing press, led to the printing of books. Then came newspapers. Now for quite some time new media like radio and television are increasingly used in education. They reach large numbers and also help in improving the quality of education. Schools and colleges for long have been the sole medium of imparting information and aiding in the acquisition of knowledge. But with the technological development and fast expanding knowledge, new avenues of education have come up. These media disseminate information which the schools can no longer but needs to be integrated into the teaching - learning process.

Media can be broadly classified into the following categories namely,

Print media
   a) Books
   b) Newspapers
   c) Magazines
Electronic Media
   a) Television
   b) Radio
   c) Internet
   d) Cinema and Documentary

NEED AND SIGNIFICANCE OF THE STUDY

Education is a part of human capital, the core ingredient of infrastructure for future economic development. Investment in human capital is much more productive than that in material things. Modern students have to depend on print media like journals, newspapers, magazines and books and electronic media like television, radio, internet and cinema for their academic purpose. Reading, writing and listening are the weapons for students of commerce at higher levels. They have to prepare themselves for the future. The country expects their future as one of hard work and full of success. They have to become the captains of industry and commerce. On them depends the business sector of Indian economy. Media whether it is print or electronic may exercise a major influence on shaping the future of commerce students. The significance of this study is to find out the preference of media in relation to the academic achievement of commerce students at higher secondary level.

STATEMENT OF THE PROBLEM

Media refers to various means of communication. For example, books, television, internet, newspaper are different types of media. A large community of the population uses these types of media for various purposes and among them students constitute a large chunk and that too especially for their diverse academic activities. So there may be a possibility for difference in preference of media between various groups of students. Hence, the statement of the problem is to find out the preference of media in relation to academic achievement among commerce students at higher secondary level in and around Trivandrum district.

OBJECTIVES OF THE STUDY

General Objective

1. To find out the difference between preference of media and academic achievement among commerce students at higher secondary level.

Specific Objectives

1. To find out the difference between boys and girls of commerce option at higher secondary level in relation to their preference of media.
2. To find out the difference between rural and urban commerce students at higher secondary level in relation to their preference of media.
3. To find out the most preferred type of print media among commerce students at higher secondary level.
4. To find out the most preferred type of electronic media among commerce students at higher secondary level.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between preference of media and academic achievement among commerce students at higher secondary level.
2. There will be no significant difference between boys and girls of commerce option at higher secondary level in relation to their preference of media.

3. There will be no significant difference between rural and urban students of commerce option at higher secondary level in relation to their preference of media.

**Sampling Procedure**

Sampling procedure is a definite plan determined before any data are actually collected for obtaining a sample from a given population. Simple random sampling method of probability sampling method is used for selecting samples. The study is based on primary data which was collected from a sample of 200 commerce students at higher secondary level in and around Trivandrum district. Out of the total sample selected, 50 percentage of the students belongs to the urban region and 50 percentage from rural region. The samples which were collected from various schools located in and around Trivandrum district is shown below.

**Distribution of Samples Based on Variables**

<table>
<thead>
<tr>
<th>Name of the school</th>
<th>Locality of students</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neduveli Government Hr.Sec. School, Trivandrum.</td>
<td>Rural</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>St.John’s Hr.Sec.School Nalanchira, Trivandrum.</td>
<td>Urban</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>NSS Hr. Sec. School Kesavadasapuram, Trivandrum</td>
<td>Urban</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

**Scoring**

In the present study the researcher has allotted weightages as a part of the scoring procedure to the responses given by the students. The scoring procedure is clearly depicted in the table given below:

**Scoring Procedure**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>PREFERENCES</th>
<th>WEIGHTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**METHODOLOGY**

The study is based on primary data which was collected from a sample of 200 commerce students at higher secondary level in and around Trivandrum district. The investigator used checklists for gathering information from the samples selected. Prior permission was secured from the principals of respective schools to collect data from the students. The researcher explained about the importance of the study before distributing the checklist. It took almost two weeks for the entire collection of data. Later the whole data was arranged, scrutinized and tabulated for the purpose of analysis and interpretation.

**STATISTICAL TECHNIQUES EMPLOYED**

In the present study the researcher has employed the following statistical techniques:

1. Quartiles
2. Percentage Analysis
3. Graphs
LIMITATIONS OF THE STUDY

The element of time and money was one of the limitations of the study. Lack of adequate literature reviews on preference of media among students was another major constraint of the present study. Since the study was based on the opinion of commerce students in Trivandrum district only it may not be possible to generalize the findings for the whole state.

DATA ANALYSIS AND INTERPRETATION

Hypothesis: There is no significant difference between preference of media and academic achievement among commerce students at higher secondary level

Calculation of Quartiles

<table>
<thead>
<tr>
<th>X (marks in %)</th>
<th>F (no. of students)</th>
<th>cf (cumulative frequency)</th>
<th>Formula for Quartiles (continuous series)</th>
<th>Quartiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-59</td>
<td>28</td>
<td>28</td>
<td>L1+(L2-L1)/f (q1-c)</td>
<td>Q1=63.14</td>
</tr>
<tr>
<td>60-69</td>
<td>63</td>
<td>91</td>
<td></td>
<td>Q2=70.95</td>
</tr>
<tr>
<td>70-79</td>
<td>85</td>
<td>176</td>
<td></td>
<td>Q3=76.25</td>
</tr>
<tr>
<td>80-89</td>
<td>16</td>
<td>192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 and above</td>
<td>8</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data

On the basis of the quartiles calculated the researcher has classified the students into three categories namely:

- Low achievers (Q1): those who have secured below or equal to 63 percentage marks.
- Moderate achievers (Q2): those who have secured between 64 and 75 percentage marks.
- High achievers (Q3): those who have secured 76 percentage marks and above.

List of media, which received maximum weightage among quartiles

<table>
<thead>
<tr>
<th>Media</th>
<th>No. of students</th>
<th>Percentage</th>
<th>No. of students</th>
<th>Percentage</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>32</td>
<td>46.37</td>
<td>39</td>
<td>42.86</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Newspaper</td>
<td>11</td>
<td>15.94</td>
<td>14</td>
<td>15.39</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Magazines</td>
<td>6</td>
<td>8.69</td>
<td>11</td>
<td>12.08</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Journals</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Television</td>
<td>3</td>
<td>4.34</td>
<td>6</td>
<td>6.60</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Radio</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Internet</td>
<td>17</td>
<td>24.63</td>
<td>21</td>
<td>23.07</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Cinema &amp; Documentary</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100</td>
<td>91</td>
<td>100</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data

According to the data shown in table 4.02 it is pretty evident that most of the students belonging to the low achievers category (Q1) have preferred to give more weightage to books (46.37 percentage) followed by internet (24.63 percentage) for their various academic purposes. Similarly, students belonging to the moderate achievers category (Q2) have preferred to give more weightage to books and internet (42.86 percentages and 23.07 percentage respectively). Like wise, students belonging to the high achievers category (Q3) have also preferred to give more weightage to books and internet.
(47.5 percentage and 25 percentage respectively). Hence, it is quite apparent that all the commerce students irrespective of their academic achievement do not differ in their preference of media for various academic activities.

So the hypothesis “there is no significant difference between preference of media and academic achievement among commerce students at higher secondary level” is accepted.

FINDINGS OF THE PRESENT STUDY

The findings of the present study are as follows:

Major Findings

1. There will be no significant difference between preference of media and academic achievement among commerce students at higher secondary level.

2. There will be no significant difference between boys and girls of commerce option at higher secondary in relation to their preference of media.

3. There will be no significant difference between urban and rural students of commerce option at higher secondary level in relation to their preference of media.

4. Most of the commerce students at higher secondary level prefer books under print media for various academic purposes.

5. Most of the commerce students at higher secondary level prefer Internet under electronic media for various academic purposes.

Other Findings

1. In learning situation one both boys and girls gave maximum weightage to books (36.11 per cent and 39 per cent respectively) as their preferred medium to write an assignment on types of business.

2. Urban and rural students gave maximum weightage to books (36.11 per cent and 39 per cent respectively) for writing an assignment on types of business.

3. In learning situation two boys as well as girls gave maximum weightage to books (24 per cent and 24.11 per cent respectively) as their preferred medium for self study on types of insurance.

4. Urban as well as rural students gave maximum weightage to books (27 per cent and 25.33 per cent respectively) for self study on types of insurance.

5. In learning situation three both boys and girls gave maximum weightage to books (49.22 per cent and 51.44 per cent respectively) as their preferred medium to prepare a balance sheet given as homework.

6. Urban and rural students gave maximum weightage to books (49 per cent and 51.67 per cent respectively) to prepare a balance sheet given as homework.

7. In learning situation for both boys and girls gave maximum weightage to newspaper (29 per cent and 28.11 per cent respectively) as their preferred medium for organizing a panel discussion on methods of transportation.

8. Urban and rural students gave maximum weightage to newspaper (27.77 per cent and 29.33 per cent respectively) as their preferred medium for organizing a panel discussion on methods of transportation.

9. In learning situation five boys gave maximum weightage to internet (24.11 per cent) where as girls gave maximum weightage to books (28.33 per cent) as their preferred media to attend a group discussion on functions of commercial banks.
10. Urban students gave maximum weightage to internet (25.77 per cent) where as rural students gave maximum weightage to books (27.11 per cent) as their preferred media to attend a group discussion on functions of commercial banks.

11. In learning situation six both boys and girls gave maximum weightage to internet (22.22 per cent and 24.11 per cent respectively) as their preferred medium to participate in a workshop on sources of business finance.

12. Urban and rural students gave maximum weightage to internet (22.44 per cent and 24.44 per cent respectively) as their preferred medium to participate in a workshop on sources of business finance.

13. In learning situation seven both boys and girls have given maximum weightage to books (38.88 per cent and 33.55 per cent respectively) as their preferred medium to prepare for a seminar on methods of depreciation.

14. Urban and rural students have given maximum weightage to books (35.88 per cent and 36.56 per cent respectively) as their preferred medium to prepare for a seminar on methods of depreciation.

15. In learning situation eight boys gave maximum weightage to books (25.67 per cent) where as girls gave maximum weightage to newspaper (26.89 per cent) as their preferred media to do a project work on co-operative societies.

16. Urban students gave maximum weightage to newspaper (27.56 per cent) where as rural students gave maximum weightage to books (23.11 per cent) as their preferred media to do a project work on co-operative societies.

17. In learning situation nine both boys and girls have given maximum weightage to books (31.89 per cent and 34.44 per cent respectively) as their preferred medium for writing a general essay on business risks.

18. Urban as well as rural students gave maximum weightage to books (33.33 per cent and 33 per cent respectively) as their preferred medium for writing a general essay on business risks.

19. In learning situation ten both boys and girls gave maximum weightage to books (31.56 per cent and 36 per cent respectively) as their preferred medium to prepare a chart on classification of service sector.

20. Urban and rural students gave maximum weightage to books (31.56 per cent and 36 per cent respectively) as their preferred medium to prepare a chart on classification of service sector.

21. In learning situation eleven both the boys and girls have given maximum weightage to books (31 per cent and 28.11 per cent respectively) as their preferred medium to participate in commerce quiz competition.

22. Urban as well as rural students gave maximum weightage to books (29.55 per cent each) as their preferred medium to participate in a commerce quiz competition.

23. In learning situation twelve boys have given maximum weightage to internet (23.56 per cent) on the other hand, girls have given maximum weightage to newspaper (28.56 per cent) as their preferred media to attend a brainstorming session on globalization.

24. Urban students gave maximum weightage to internet (26.11 per cent) whereas rural students gave maximum weightage to newspaper (28.89 per cent) as their preferred media to attend a brainstorming session on globalization.

25. In learning situation thirteen both boys and girls have given maximum weightage to internet (24.22 per cent and 26.89 per cent respectively) as their preferred medium for an industrial visit to a stock exchange.
26. Urban as well as rural students gave maximum weightage to internet (23.78 per cent and 29.22 per cent respectively) as their preferred medium for an industrial visit to a stock exchange.

27. In learning situation fourteen both boys and girls gave maximum weightage to internet (23.44 per cent and 26.44 per cent respectively) as their preferred medium to arrange a commerce exhibition.

28. Urban as well as rural students gave maximum weightage to internet (24.22 per cent and 23.78 per cent respectively) as their preferred medium to arrange a commerce exhibition.

SUMMARY AND CONCLUSION

The present study unearthed the fact that there is no significance difference between preference of media and academic achievement among commerce students at higher secondary level in Trivandrum district. Besides this finding, the study has cast light to show that there is no significant difference in preference of media between boys and girls and also between urban and rural students of commerce option at higher secondary level. The study has also proved that commerce students would like to access mostly books and internet for their academic activities. It has become quite evident from the present study that commerce students would prefer books under print media and internet under electronic media for their various academic purposes. So the teachers should also take notice of these interests of commerce students and should give more importance to these preferences of commerce students. Likewise, since there is no difference in preference of media and academic achievement, it is not advisable to provide different types of media to students based on their academic level performances.

Since most of the students have given maximum weightage to books, the school authorities should give due care and provide enough funds to their respective libraries for acquiring more number of books including those published by foreign authors. School libraries should enrich their stock of books to accommodate the growing needs of students. Likewise, the libraries should take necessary steps to subscribe to journals and magazines as much as possible to make these types of print media accessible and also to ignite an interest in the minds of commerce students to read the same. Further, internet facility should be provided to students in the school for various academic activities, as it has become a widespread preference among commerce students. Teachers should refer students to websites for additional information to widen the students’ concept of the topic under discussion. Parents and teachers of commerce students are advised to allocate and provide time and opportunity for their children to view channels that telecast business related news and other programmes. The unpopularity of radio, cinema and documentary as an electronic media for academic purposes among commerce students can be improved if the broadcasters and producers of such media start including programmes, which suits the tastes and preferences of commerce students.

SCOPE FOR FURTHER RESEARCH

The current study is only a brief outline and perhaps the very beginning of such study. One need to know more about how students of different subjects, boards and with different culture and social positions make preferences among media and how these preferences may differ across these factors. The present study paves way for undertaking various innovative studies in the years to come. The same study may be duplicated in order to study the preference of media in relation to academic achievement by taking students studying in different boards and different options or groups. The same study may be extended to another geographical region so as to generalize the findings of the present study and /or compare with other regions. This study focuses only on higher secondary commerce students. Instead of higher secondary students, high school students and primary level students can also be taken into consideration in the future for studying their preference of media in relation to their academic achievement.
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