

CHAPTER - 4

FINDINGS

The present study was undertaken to study the perceptions of parents, teachers and media professionals regarding importance of media education, content for media education, strategy for implementing media education, role of teachers in imparting media education, role of parents in imparting media education and role of media professionals in imparting media education to their children. This chapter presents the findings based on the data collected by using quantitative method of data collection. The findings are reported under the following three sections:

4.1 Perceptions of Teachers Regarding Media Education

4.2 Perceptions of Parents Regarding Media Education

4.3 Perceptions of Media Professionals Regarding Media Education

4.1 Perceptions of the Teachers Regarding Media Education

4.1.1 Profile of the teachers

4.1.2 Overall and aspectwise perceptions of the teachers regarding media education

4.1.3 Differences in the overall and aspectwise perceptions of the teachers regarding media education in relation to the selected variables.

4.2 Perceptions of the Parents Regarding Media Education

4.2.1 Profile of the parents

4.2.2 Overall and aspectwise perceptions of the parents regarding media education

4.2.3 Differences in the overall and aspectwise perceptions of the parents regarding media education in relation to the selected variables.

4.3 Perceptions of Media Professionals Regarding Media Education

4.3.1 Profile of the media professionals

4.3.2 Overall and aspectwise perceptions of the media professionals regarding media education.

4.3.3 Differences in the overall and aspectwise perceptions of the media professionals regarding the selected aspects of media education in relation to the selected variables.

4.4 Item wise findings of Perceptions of the Teachers, Parents and Media Professionals Regarding Media Education

4.1 Perceptions of the Teachers regarding Media Education

4.1.1 Profile of the Teachers

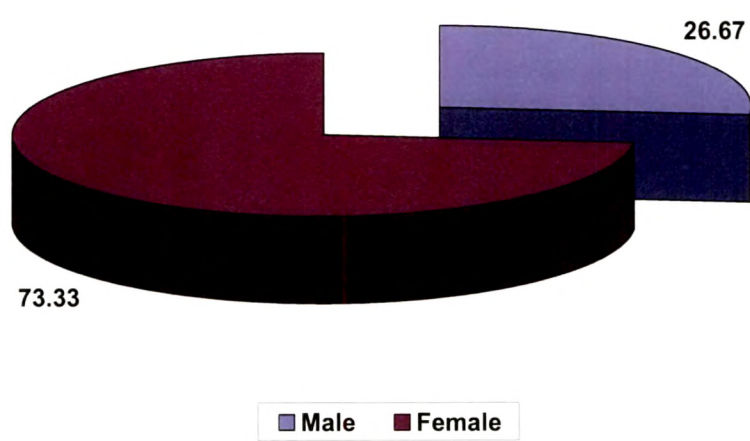
Table-16: Variable wise distribution of the teachers

N =240

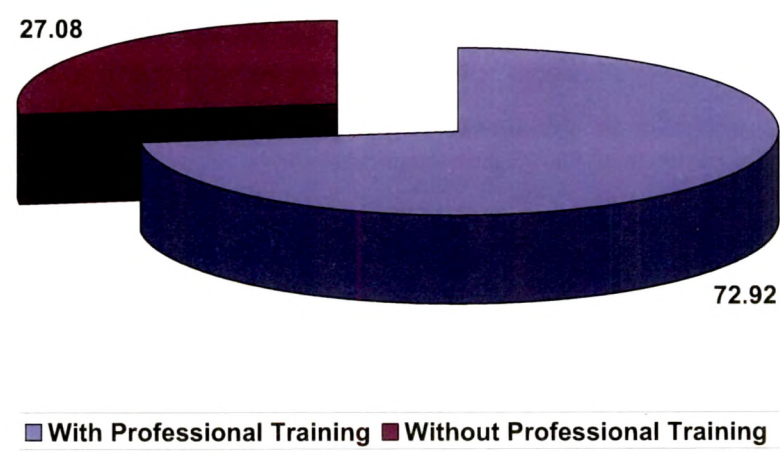
Sr. No.	Variables	Category	Frequ-ency	Percen-tage
1.	Sex	Female	176	73.33
		Male	64	26.67
2.	Educational qualification	With professional training	175	72.92
		Without professional training	65	27.08
3.	Teaching Experience	Highly experienced (>10 yrs)	92	38.33
		Moderately experienced (6-10 yrs)	58	24.17
		Less experienced (Upto 5 yrs)	90	37.50
4.	Type of school they are employed in	Government aided	123	51.25
		Self-financed	117	48.75
5.	Mass media exposure	More exposure	135	56.25
		Less exposure	105	43.75
6.	Opinion about importance of media	More favourable	129	53.75
		Less favourable	111	46.25

Table 16 shows that high majority of the teachers were female and professional trained. Higher percentage of the teachers was highly experienced. Little more than half of the teachers taught in government-aided schools and had more favourable opinion about importance of media. More than half of the teachers had more exposure to mass media.

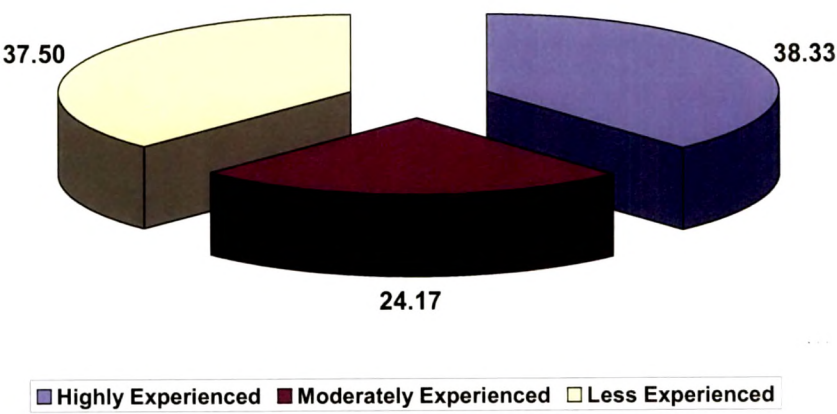
Graph-1: Sexwise Percentage Distribution of Teachers



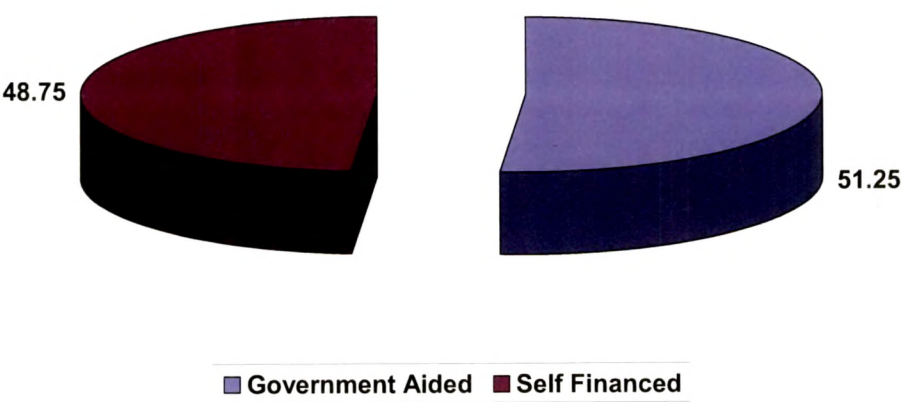
Graph-2: Educational Qualificationwise Percentage Distribution of Teachers



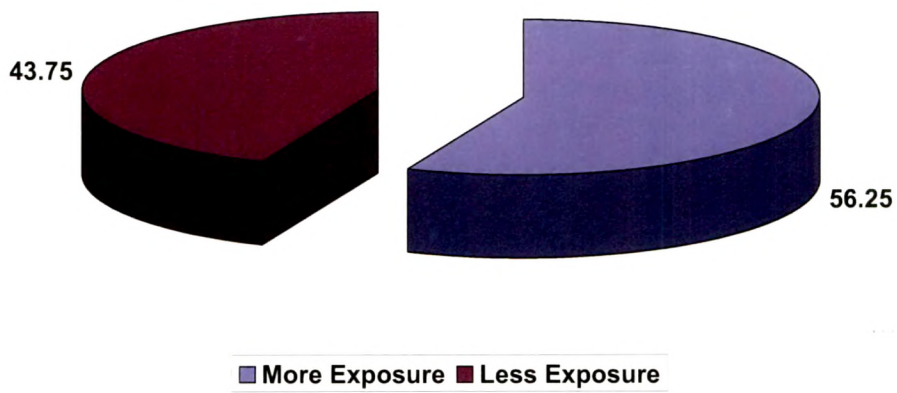
Graph-3: Experiencewise Percentage Distribution of Teachers



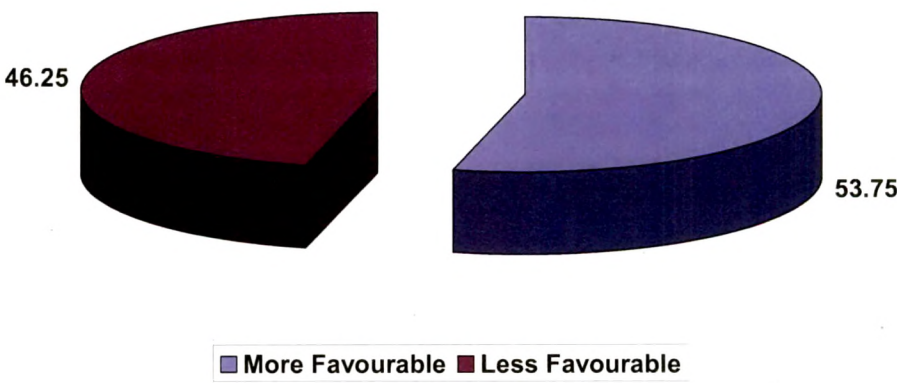
Graph-4: Percentage Distribution of the Teachers according to the Type of School they are employed in



Graph-5: Percentage Distribution of Teachers According to Mass Media Exposure



Graph-6: Percentage Distribution of Teachers according to Opinion about importance of Media



4.1.2 Overall and Aspectwise Perceptions of the Teachers Regarding Media Education

Table-17: Intensity indices showing overall and aspectwise perceptions of the teachers regarding media education

N=240

Perceptions	I.I.
Overall	2.65
Role of parents in imparting media education	2.85
Role of media professionals in imparting media education	2.80
Role of teachers in imparting media education	2.75
Strategy for implementing media education	2.59
Content for media education	2.47
Importance of media education	2.46

It can be seen from table 17 that overall intensity indices for perceptions of teachers regarding selected aspects of media education for was 2.65. Whereas, aspectwise the intensity indices for perceptions of teachers regarding media education for ranged from 2.85 to 2.46. This means that overall and aspectwise, teachers had more favourable perceptions regarding media education for students in standards VII to IX. Among all the selected aspects of media education, perceptions of teachers regarding the role of parents in imparting media education to children revealed highest intensity index. This means that teachers perceived the importance of parents' role in imparting media education to their children.

4.1.3 Differences in the Overall and Aspectwise Perceptions of Teachers Regarding Media Education in Relation to the Selected Variables

Findings related to the differences in the perceptions of teachers regarding importance of media education, content for media education curriculum, strategy for implementing media education curriculum in schools, their role in imparting media education to students, role of parents in imparting media education to children and role of media professionals in imparting media education to students are as follows:

4.1.3.1 Differences in overall perceptions of the teachers regarding the selected aspects of media education in relation to the selected variables

Table-18: Analysis of variance indicating overall perceptions of the teachers regarding the selected aspects of media education in relation to their teaching experience

N = 240

Source of Variance	DF	Sum of Squares	Mean Square	F Value
Between groups	2	2330.14	1165.07	1.15 ^{NS}
Within groups	237	239383.04	1010.06	
Total	239	241713.18		

NS – Not significant, DF = 2/237, Ftab = 3.04

Table 18 shows that the overall perceptions of teachers regarding the selected aspects of media education for students in standards VII to IX in relation to the teaching experience were not significant. This means that the overall perceptions of the teachers regarding the selected aspects of media education did not differ in relation to the teaching experience. Thus, the null hypothesis stating that there will be no significant difference in the overall perceptions of teachers in relation to the teaching experience was accepted.

Table-19: t ratio showing differences in the overall perceptions of the teachers regarding the selected aspect of media education in relation to the selected variables

N=240

Variables	Category	N	X	SD	t value
Sex	Male	64	312.41	27.35	0.83 ^{NS}
	Female	176	308.86	33.13	
Educational qualification	With professional training	175	308.53	32.81	1.10 ^{NS}
	Without professional training	65	313.26	28.35	
Type of school they are employed in	Self-financed	117	310.49	31.69	0.32 ^{NS}
	Government-aided	123	309.16	31.76	
Mass media exposure	More exposure	135	315.49	31.23	3.21*
	Less exposure	105	302.50	30.86	
Opinion about importance of media	More favourable	129	312.92	29.63	1.63 ^{NS}
	Less favourable	111	306.19	33.67	

NS – Not significant, DF = 238 t tab = 1.97 * - Significant at 0.05 level

Table 19 reveals that the overall perceptions of the teachers regarding the selected aspects of media education for students in standards VII to IX differed significantly in relation to mass media exposure. The mean scores for overall perceptions of the teachers regarding the selected aspect of media education revealed that that the teachers who had more exposure to mass media held more favourable perceptions as compared to the teachers having less exposure to mass media. Thus, the null hypothesis stating that there will be no significant difference in the overall perceptions of teachers regarding the media education in relation to their mass media exposure was not accepted.

Table 19 further shows that the overall perceptions of teachers regarding the selected aspects of media education for students in standards VII to IX in relation to the variables namely sex, educational qualification, type of school

they were employed in, and opinion about importance of media were not significant. This means that variablewise the overall perceptions of the teachers regarding the selected aspects of media education didnot differ. Thus, the null hypotheses stating that there will be no significant differences in the overall perceptions of teachers regarding the media education in relation to their sex, educational qualification, type of school they were employed in, and opinion about importance of media were accepted.

4.1.3.2 Differences in the perceptions of the teachers regarding importance of media education in relation to the selected variables

Table-20: Analysis of variance indicating perceptions of the teachers regarding importance of media education in relation to their teaching experience

N = 240

Source of Variance	DF	Sum of Squares	Mean Square	F Value
Between groups	2	56.26	28.13	0.95 ^{NS}
Within groups	237	7039.73	29.70	
Total	239	7095.98		

NS – Not significant, DF = 2/237, Ftab = 3.04

From Table 20 it is seen that the perceptions of teachers regarding the importance of media education for students in standards VII to IX in relation to their teaching experience were not significant. This means that the perceptions of the teachers regarding the importance of media education did not differ in relation to the teaching experience. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of the teachers regarding the importance of media education in relation to the teaching experience was accepted.

Table-21: t ratio showing differences in the perceptions of the teachers regarding importance of media education in relation to the selected variables

N=240

Variables	Category	N	X	SD	t value
Sex	Male	64	40.04	5.07	1.26 ^{NS}
	Female	176	39.08	5.54	
Educational qualification	With professional training	175	39.18	5.44	0.71 ^{NS}
	Without professional training	65	39.75	5.40	
Type of school They are employed in	Self-financed	117	39.61	5.46	0.76 ^{NS}
	Government-aided	123	39.08	5.40	
Mass media exposure	More exposure	135	40.45	4.58	3.58*
	Less exposure	105	37.90	6.06	
Opinion about importance of media	More favourable	129	40.16	4.86	2.52*
	Less favourable	111	38.38	5.89	

NS – Not significant, DF = 238, t tab = 1.97

* - Significant at 0.05 level

Table 21 reveals that the perceptions of the teachers regarding the importance of media education for students in standards VII to IX differed significantly in relation to mass media exposure and opinion about importance of media. The mean scores for the perceptions of the teachers regarding the importance of media education showed that the teachers who had more exposure to mass media and more favourable opinion about importance of media, had more favourable perceptions regarding the importance of media education as compared to the teachers having less exposure to mass media and less favourable opinion about importance of media. Thus the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding the importance of media education in relation to mass media exposure and opinion about importance of media were not accepted.

Table 21 further shows that the perceptions of teachers regarding the importance of media education in relation to their sex, educational qualification, and type of school they were employed in were not significant. This means that the perceptions of the teachers regarding the importance of media education did not differ in relation to these variables. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding importance of media education in relation to sex, educational qualification, type of school they were employed in, were accepted.

4.1.3.3 Differences in the perceptions of the teachers regarding content for media education in relation to the selected variables

Table-22: Analysis of variance indicating perceptions of the teachers regarding content for media education in relation to the teaching experience

N = 240

Source of Variance	DF	Sum of Squares	Mean Square	F value
Between groups	2	524.40	262.20	2.10 ^{NS}
Within groups	237	29647.40	125.09	
Total	239	30171.80		

NS – Not significant, DF = 2/237, Ftab = 3.04

Table 22 shows that the perceptions of teachers regarding the content for media education curriculum for students in standards VII to IX in relation to the teaching experience were not significant. This means that teaching experience didnt make any difference in the perceptions of the teachers regarding the content for media education. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of the teachers regarding the content for media education in relation to the teaching experience was accepted.

Table-23: t ratio showing differences in the perceptions of the teachers regarding content for media education in relation to the selected variables.

N = 240

Variables	Category	N	X	SD	t value
Sex	Male	64	84.98	10.25	1.04 ^{NS}
	Female	176	83.37	11.51	
Educational qualification	With professional training	175	83.21	11.41	1.40 ^{NS}
	Without professional training	65	85.40	10.48	
Type of school they are employed in	Self-financed	117	83.92	11.14	0.16 ^{NS}
	Government-aided	123	83.69	11.27	
Mass media exposure	More exposure	135	86.20	10.51	3.83*
	Less exposure	105	80.72	11.33	
Opinion about importance of media	More favourable	129	84.83	11.26	1.54*
	Less favourable	111	82.60	11.03	

NS – Not significant, DF = 238, t tab = 1.97

* - Significant at 0.05 level

From Table 23 it is seen that the perceptions of teachers regarding the content for media education curriculum for students in standards VII to IX differed significantly in relation to mass media exposure and opinion about importance of media. The mean scores for perceptions of the teachers regarding the content for media education revealed that the teachers who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions regarding the content for media education as compared to the teachers having less exposure to mass media and less favourable opinion about importance of media. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding the content for media education in relation to mass media exposure and opinion about importance of media were not accepted.

Table 23 further shows that the perceptions of teachers regarding the content for media education curriculum for students in standards VII to IX in relation to their sex, educational qualification, and type of school they were employed in were not significant. This means that the perceptions of the teachers regarding the content for media education did not differ in relation to these variables. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding the content for media education in relation to sex, educational qualification and type of school they were employed in were accepted.

4.1.3.4 Differences in the perceptions of the teachers regarding strategy for implementing media education in relation to the selected variables

Table-24: Analysis of variance indicating perceptions of the teachers regarding strategy for implementing media education in relation to the teaching experience

N = 240

Source of Variance	DF	Sum of Squares	Mean Square	F value
Between groups	2	94.64	47.32	1.31 ^{NS}
Within groups	237	8578.15	36.19	
Total	239	8672.80		

NS – Not significant, DF = 2/237, Ftab = 3.04

Table 24 reveals that the perceptions of teachers regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX in relation to the teaching experience were not significant. This means that the teaching experience didnot make any difference in the perceptions of teachers regarding the strategy for implementing media education in schools. Thus, the null hypothesis stating

that there will be no significant difference in the perceptions of teachers regarding the strategy for implementing media education in relation to the teaching experience was accepted.

Table-25: t ratio showing differences in the perceptions of the teachers regarding strategy for implementing media education in relation to the selected variables

N = 240

Variables	Category	N	X	SD	t value
Sex	Male	64	44.43	4.96	0.71 ^{NS}
	Female	176	43.88	6.34	
Educational qualification	With professional training	175	44.06	6.03	0.14 ^{NS}
	Without professional training	65	43.93	5.94	
Type of school they are employed in	Self-financed	117	44.28	6.01	0.63 ^{NS}
	Government-aided	123	43.78	6.00	
Mass media exposure	More exposure	135	44.60	5.93	1.69 ^{NS}
	Less exposure	105	43.28	6.03	
Opinion about importance of media	More favourable	129	44.22	5.97	0.54 ^{NS}
	Less favourable	111	43.80	6.05	

NS – Not significant, DF = 238, t tab = 1.97

Table 25 shows that the perceptions of teachers regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX in relation to sex, educational qualification, type of school they were employed in, mass media exposure and opinion about importance of media were found to be not-significant. This means that variablewise, perceptions of teachers regarding the strategy for implementing media education in schools did not differ. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding the strategy for implementing media education in relation to sex, educational qualification, type of school they were employed in, mass media exposure and opinion about importance of media were accepted.

4.1.3.5 Differences in the perceptions of the teachers regarding their role in imparting media education in relation to the selected variables

Table-26: Analysis of variance indicating perceptions of the teachers regarding their role in imparting media education in relation to the teaching experience

N = 240

Source of Variance	DF	Sum of Squares	Mean Square	F value
Between groups	2	145.93	72.97	1.46 ^{NS}
Within groups	237	11874.05	50.10	
Total	239	12019.98		

NS – Not significant, DF = 2/237, Ftab = 3.04

It is seen from the Table 26 that the perceptions of teachers regarding their role in imparting media education to students in standards VII to IX in relation to the teaching experience were not-significant. This means that teaching experience didnot make any difference in .the perceptions of the teachers regarding their role in imparting media education to students Thus, the null hypothesis stating that there will be no significant difference in the perceptions of teachers regarding their role in imparting media education in relation to the teaching experience was accepted.

Table-27: t ratio showing differences in the perceptions of the teachers regarding their role in imparting media education in relation to the selected variables

N = 240

Variables	Category	N	X	SD	t value
Sex	Male	64	58.56	5.60	0.99 ^{NS}
	Female	176	57.67	7.52	
Educational qualification	With professional training	175	57.61	7.28	1.13 ^{NS}
	Without professional training	65	58.70	6.43	
Type of school they are employed in	Self-financed	117	58.12	7.16	0.46 ^{NS}
	Government-aided	123	57.69	6.98	
Mass media exposure	More exposure	135	58.73	7.05	2.06*
	Less exposure	105	56.84	6.96	
Opinion about importance of media	More favourable	129	58.04	6.95	0.32 ^{NS}
	Less favourable	111	57.74	7.21	

NS – Not significant, DF = 238, t tab = 1.97

* - Significant at 0.05 level

From Table 27 it is clear that the perceptions of teachers regarding their role in imparting media education to students in standards VII to IX differed significantly in relation to the mass media exposure. The mean scores for perceptions of teachers regarding their role in imparting media education to students revealed that the teachers who had more exposure to mass media had more favourable perceptions as compared to the teachers having less exposure to mass media. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of teachers regarding their role in imparting media education in relation to mass media exposure was not accepted.

Table 27 further shows that the perceptions of the teachers regarding their role in imparting media education to students in standards VII to IX in relation to sex, educational qualification, type of school teachers were employed in and their opinion about importance of media were not-significant. This means that these variables didnot make any difference in the perceptions of teachers regarding their role in imparting media education to students. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding their role in imparting media education in relation to the sex, educational qualification, type of school they were employed in and their opinion about importance of media were accepted.

4.1.3.5 Differences in the perceptions of the teachers regarding role of parents in imparting media education in relation to the selected variables

Table-28: Analysis of variance indicating perceptions of the teachers regarding role of parents in imparting media education in relation to the teaching experience

N =240

Source of Variance	DF	Sum of Squares	Mean Square	F value
Between groups	2	133.23	66.61	2.69 ^{NS}
Within groups	237	5873.77	24.78	
Total	239	6007.00		

NS – Not significant, DF = 2/237, Ftab = 3.04

Table 28 reveals that the perceptions of the teachers regarding the role of parents in imparting media education to children in standards VII to IX in relation to the teaching experience were not significant. This means that perceptions of the teachers regarding the role of parents in imparting media education to children did not differ in relation to the teaching experience.

Thus, the null hypothesis stating that there will be no significant difference in the perceptions of teachers regarding the role of parents in imparting media education in relation to the teaching experience was accepted.

Table-29: t ratio showing differences in the perceptions of the teachers regarding role of parents in imparting media education in relation to the selected variables

N = 240

Variables	Category	N	x	SD	t value
Sex	Male	64	42.79	4.27	0.15 ^{NS}
	Female	176	42.89	5.24	
Educational qualification	With professional training	175	42.85	4.94	0.06 ^{NS}
	Without professional training	65	42.90	5.16	
Type of school they are employed in	Self-financed	117	42.68	5.18	0.56 ^{NS}
	Government-aided	123	43.04	4.81	
Mass media exposure	More exposure	135	43.18	4.95	1.10 ^{NS}
	Less exposure	105	42.46	5.03	
Opinion about importance of media	More favourable	129	43.31	4.61	1.45 ^{NS}
	Less favourable	111	42.36	5.37	

NS – Not significant, DF = 238, t tab = 1.97

Table 29 shows that the perceptions of the teachers regarding the role of parents in imparting media education to children in standards VII to IX in relation to sex, educational qualification, type of school they were employed in, mass media exposure and opinion about importance of media were not-significant. This means that these variables didnt make any differences in the perceptions of the teachers regarding the role of parents in imparting media education to children. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding the role of parents in imparting media education to children in relation to sex, educational qualification, type of school thy were employed in, mass media exposure and opinion about importance of media were accepted.

4.1.3.6 Differences in the perceptions of the teachers regarding role of the media professionals in imparting media education in relation to the selected variables

Table-30: Analysis of variance indicating perceptions of the teachers regarding role of the media professionals in imparting media education in relation to the teaching experience

N = 240

Source of Variance	DF	Sum of Squares	Mean Square	F value
Between groups	2	71.79	35.89	1.13 ^{NS}
Within groups	237	7496.11	31.63	
Total	239	7567.90		

NS – Not significant, DF = 2/237, Ftab = 3.04

From Table 30 it is seen that the perceptions of the teachers regarding the role of media professionals in imparting media education to students in standards VII to IX in relation to the teaching experience were not-significant. This means that variablewise perceptions of the teachers regarding the role of media professionals in imparting media education did not differ. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of teachers regarding the role of media professionals in imparting media education in relation to the teaching experience was accepted.

Table-31: t ratio showing differences in the perceptions of the teachers regarding role of media professionals in imparting media education in relation to the selected variables

N =240

Variables	Category	N	X	SD	t value
Sex	Male	64	41.57	5.05	0.49 ^{NS}
	Female	176	41.95	5.80	
Educational qualification	With professional training	175	41.59	5.85	1.28 ^{NS}
	Without professional training	65	42.55	4.84	
Type of school they are employed in	Self-financed	117	41.85	5.62	0.001 ^{NS}
	Government-aided	123	41.85	5.60	
Mass media exposure	More exposure	135	42.30	5.39	1.39 ^{NS}
	Less exposure	105	41.27	5.84	
Opinion about importance of media	More favourable	129	42.34	5.22	1.44 ^{NS}
	Less favourable	111	41.28	5.99	

NS – Not significant, DF = 238, t tab = 1.97

Table 31 reveals that the perceptions of the teachers regarding the role of media professionals in imparting media education to students in standards VII to IX in relation to sex, educational qualification, type of school they were employed in, mass media exposure and opinion about importance of media were not-significant. This means that the perceptions of teachers regarding the role of media professionals in imparting media education did not differ in relation to these variables. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of teachers regarding the role of media professionals in imparting media education in relation to sex, educational qualification, type of school they were employed in, mass media exposure and opinion about importance of media were accepted.

4.2 Perceptions of the Parents Regarding Media Education

4.2.1 Profile of the Parents

Table-32: Variable wise distribution of the parents

N =250

Sr. No.	Variables	Category	Frequency	Percentage
1.	Sex	Male	131	52.40
		Female	119	47.60
2.	Educational qualification	Moderately educated	152	60.80
		Highly educated	98	39.20
3.	Male parent's occupation	Business	73	55.73
		Service	58	44.27
4.	Female parent's occupation	Working	62	52.10
		Homemaker	57	47.90
5.	Mass media exposure	More exposure	143	57.20
		Less exposure	107	42.80
6.	Opinion about importance of media	More favourable	126	50.40
		Less favourable	124	49.60

Table 32 shows that little more than half of the parents were male. Majority of them were moderately educated. More than half of the male parent's occupation was business, and little more than half of the female parents were working. More than half of the parents had more exposure to mass media. Little more than half of the parents had more favourable opinion about importance of media.

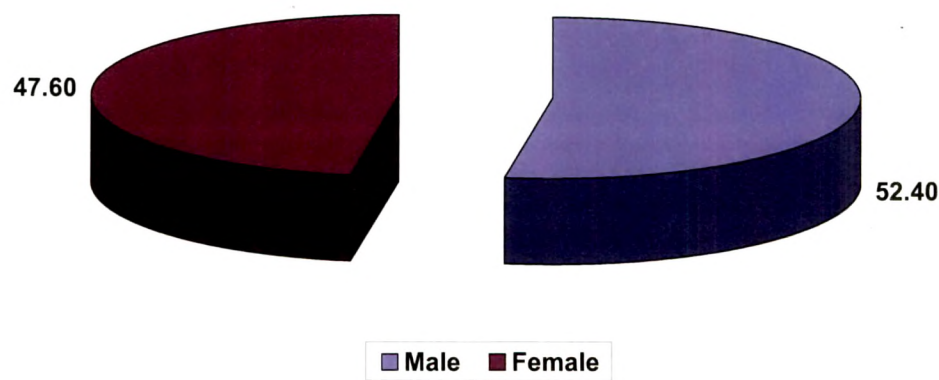
Table-33: Income wise distribution of the parents

N =250

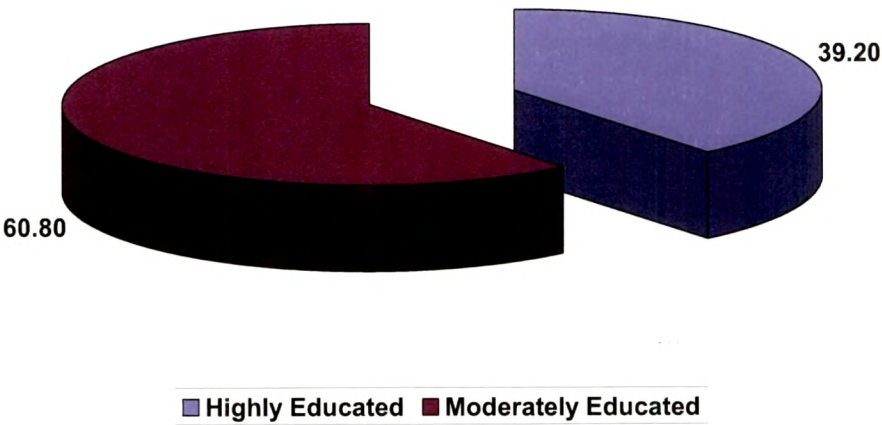
Income of the Family	Frequency	Percentage
Lower (upto 20,000)	73	29.20
Middle (20,001-40,000)	113	45.20
Higher (above 40,000)	64	25.60

Table 33 shows that higher percentage of the parents belonged to middle income group.

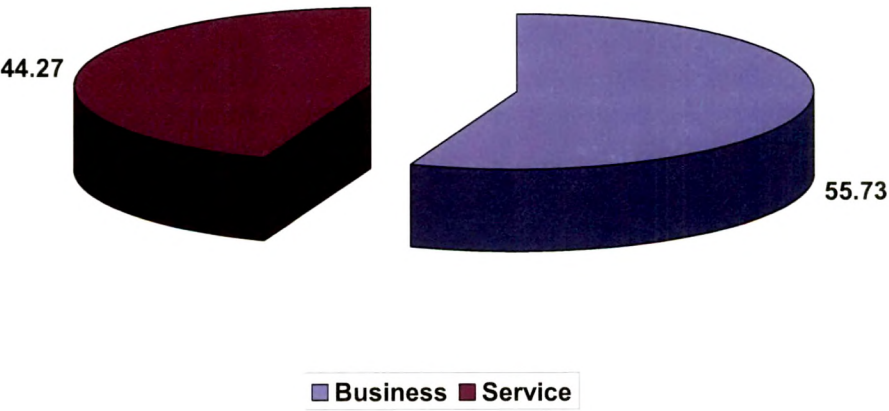
Graph-7: Sexwise Percentage Distribution of Parents



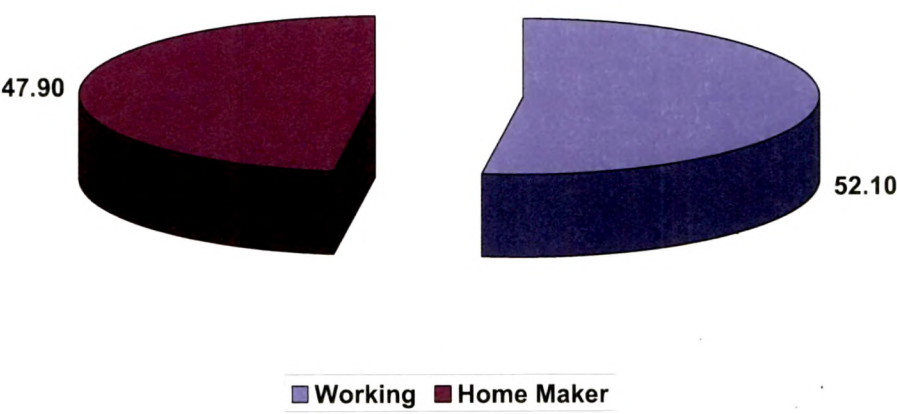
Graph-8: Educational Qualificationwise Percentage Distribution of Parents



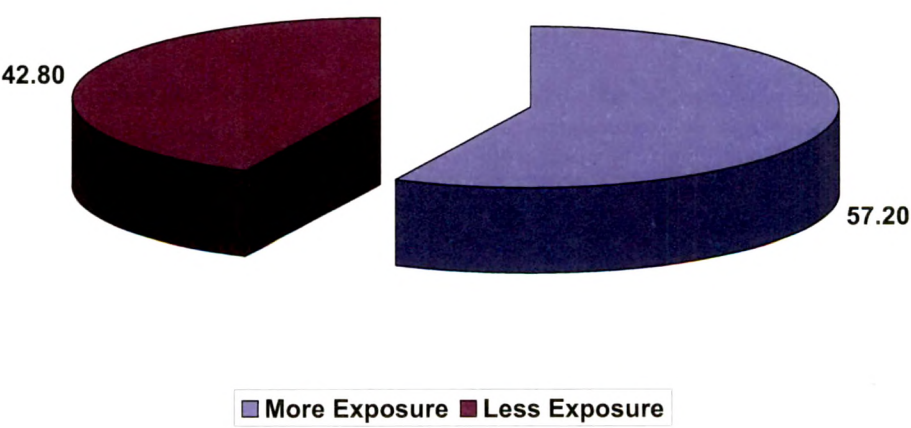
Graph-9: Occupationwise Percentage Distribution of Male Parents



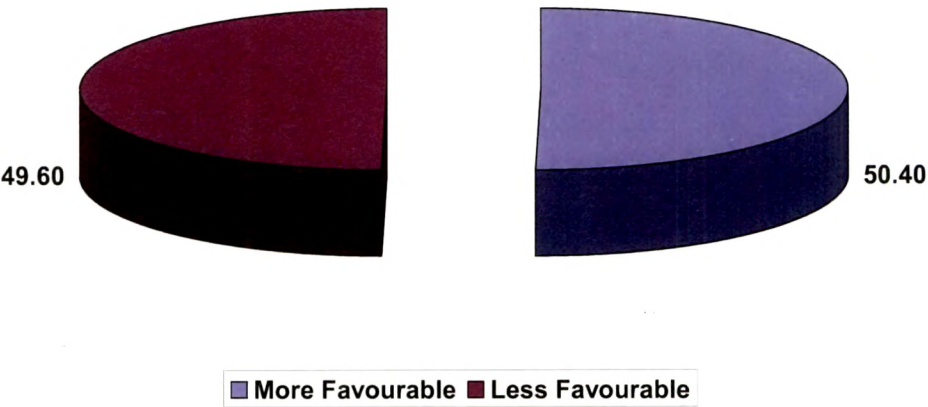
Graph-10: Occupationwise Percentage Distribution of Female Parents



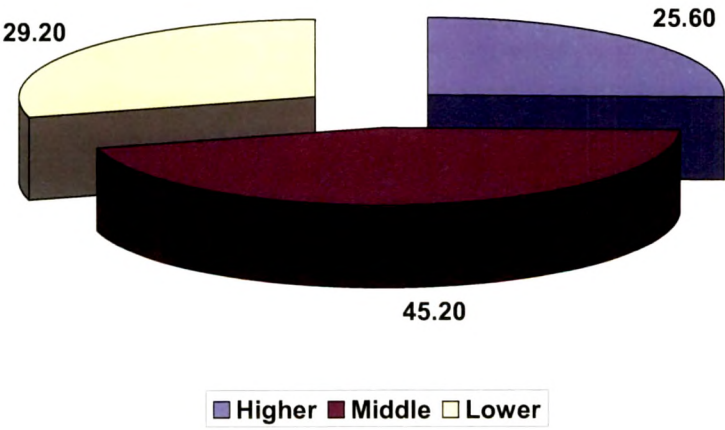
Graph-11: Percentage Distribution of Parents according to Mass Media Exposure



Graph-12: Percentage Distribution of Parents according to Opinion about Importance of Media



Graph-13: Incomewise Percentage Distribution of Parents



4.2.2 Overall and Aspectwise Perceptions of the Parents Regarding Media Education

Table-34: Intensity indices showing overall and aspectwise perceptions of the parents regarding media education

N=250

Perceptions	I.I.
Overall	2.64
Role of parents in imparting media education	2.86
Role of media professionals in imparting media education	2.76
Role of teachers in imparting media education	2.73
Strategy for implementing media education	2.57
Content for media education	2.48
Importance of media education	2.45

It can be seen from table 34 that overall intensity index for perceptions of the parents regarding media education was 2.64. Whereas, aspectwise the intensity indices for perceptions of the parents regarding media education ranged from 2.86 to 2.45. This means that overall and aspectwise parents had more favourable perceptions regarding media education for students in standards VII to IX. Among all the selected aspects of media education, perceptions of parents regarding the role of parents in imparting media education to children scored highest intensity. This means that parents perceived the importance of their role in imparting media education to their children.

4.2.3 Differences in the Overall and Aspectwise Perceptions of Parents Regarding Media Education in Relation to the Selected Variables

Findings related to the differences in the perceptions of parents regarding importance of media education, content for media education curriculum, strategy for implementing media education curriculum in schools, role of teachers, parents and media professionals in imparting media education to students are as follows:

4.2.3.1 Differences in overall perceptions of parents regarding media education in relation to the selected variables

Table-35: t-ratio showing differences in the overall perceptions of the parents regarding media education in relation to the selected variables

N = 250

Variables	Category	N	X	SD	t value
Sex	Male	131	303.47	36.09	2.60*
	Female	119	314.39	30.19	
Educational qualification	Highly educated	98	309.28	34.95	0.22 ^{NS}
	Moderately educated	152	308.28	33.12	
Male Parents' Occupation	Service	58	312.72	35.85	1.04 ^{NS}
	Business	73	306.36	32.89	
Female parents' occupation	Working	62	306.81	33.55	0.31 ^{NS}
	Homemaker	57	304.77	36.71	
Mass media exposure	More exposure	143	314.17	29.59	2.92*
	Less exposure	107	301.32	37.59	
Opinion about importance of media	More favourable	126	318.13	29.78	4.63*
	Less favourable	124	299.05	35.00	

NS – Not significant, DF = 248 t tab = 1.97 * - Significant at 0.05 level

As seen from table 35 that the overall perceptions of the parents regarding the selected aspects of media education for students in standards VII to IX differed significantly in relation to their sex, mass media exposure and opinion about importance of media. The mean scores for overall perceptions of the parents regarding the selected aspect of media education revealed that female parents, parents who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions as compared to the male parents, parents having less exposure to mass media and less favourable opinion about importance of media. Thus, the null hypotheses stating that there will be no significant differences in the overall perceptions of the parents regarding the selected aspects of media education in relation to sex, their mass media exposure and opinion about importance of media were not accepted.

Table 35 further shows that overall, perceptions of the parents regarding the selected aspects of media education for students in standards VII to IX in relation to their educational qualification, occupation were not significant. This means that variablewise, overall perceptions of the parents regarding the selected aspects of media education did not differ. Thus, the null hypotheses stating that there will be no significant differences in the overall perceptions of the parents regarding the selected aspects of media education in relation to educational qualification and occupation were accepted.

4.2.3.2 Differences in the perceptions of the parents regarding importance of media education in relation to the selected variables

Table-36: t ratio showing differences in the perceptions of the parents regarding importance of media education in relation to the selected variables

N = 250

Variables	Category	N	x	SD	t value
Sex	Male	131	38.25	5.61	2.98*
	Female	119	40.26	5.06	
Educational qualification	Highly educated	98	38.82	5.64	0.88 ^{NS}
	Moderately educated	152	39.46	5.31	
Male Parents' Occupation	Service	58	38.89	6.01	0.31 ^{NS}
	Business	73	39.21	5.39	
Female parents' occupation	Working	62	40.06	4.71	1.13 ^{NS}
	Homemaker	57	39.03	5.17	
Mass media exposure	More exposure	143	39.93	5.40	2.46*
	Less exposure	107	38.24	5.37	
Opinion about importance of media	More favourable	126	40.91	4.49	5.22*
	Less favourable	124	37.48	5.79	

NS – Not significant, DF = 248, t tab = 1.97

* - Significant at 0.05 level

Table 36 reveals that the perceptions of the parents regarding the importance of media education for students in standards VII to IX differed significantly in relation to their sex, mass media exposure and opinion about importance of media. The mean scores for perceptions of the parents regarding the importance of media education revealed that the female parents, parents who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions as compared to those who were males, having less exposure to mass media and less favourable opinion about importance of media. Thus,

the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the importance of media education in relation to sex, mass media exposure and opinion about importance of media were not accepted.

Table 36 further shows that perceptions of parents regarding the importance of media education students in standards VII to IX in relation to their educational qualification, occupation were not significant. This means that perceptions of the parents regarding importance of media education did not differ in relation to these variables. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the importance of media education in relation to educational qualification, occupation and their opinion about importance of media were accepted.

4.2.3.3 Differences in the perceptions of the parents regarding content for media education in relation to the selected variables

Table-37: t ratio showing differences in the perceptions of the parents regarding content for media education in relation to the selected variables

N = 250

Variables	Category	N	x	SD	t value
Sex	Male	131	82.45	11.69	2.34*
	Female	119	85.79	10.78	
Educational qualification	Highly educated	98	83.78	12.38	0.27 ^{NS}
	Moderately educated	152	84.20	10.70	
Male parents' occupation	Service	58	86.15	11.02	1.06 ^{NS}
	Business	73	84.01	11.94	
Female parents' occupation	Working	62	82.96	12.72	0.46 ^{NS}
	Homemakers	57	81.93	11.45	
Mass media exposure	More exposure	143	85.46	10.09	2.24*
	Less exposure	107	82.13	12.68	
Opinion about importance of media	More favourable	126	85.50	10.67	2.05*
	Less favourable	124	82.55	11.90	

NS – Not significant, DF = 248, t tab = 1.97

* - Significant at 0.05 level

It is seen from table 37 that perceptions of the parents regarding the content for media education curriculum for students in standards VII to IX differed significantly in relation to sex, mass media exposure and opinion about importance of media. The mean scores for perceptions of the parents regarding the content for media education revealed that the female parents, parents who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions as compared to those who were males, having less exposure to mass media and less favourable opinion about importance of media. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the content for media education in relation to sex, their exposure to mass media and opinion about importance of media were not accepted.

Table 37 further shows that perceptions of the parents regarding the content for media education curriculum for students in standards VII to IX in relation to their educational qualification, occupation were not significant. This means that these variables didnot make any differences in perceptions of the parents regarding the content for media education curriculum. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the content for media education in relation to their educational qualification and occupation were accepted.

4.2.3.4 Differences in the perceptions of the parents regarding strategy for implementing media education in relation to the selected variables

Table-38: t ratio showing differences in the perceptions of the parents regarding strategy for implementing media education in relation to the selected variables

N = 250

Variables	Category	N	x	SD	t value
Sex	Male	131	43.16	6.56	1.17 ^{NS}
	Female	119	44.08	5.81	
Educational qualification	Highly educated	98	43.71	6.31	0.22 ^{NS}
	Moderately educated	152	43.53	6.18	
Male parents' occupation	Service	58	44.36	6.20	0.70 ^{NS}
	Business	73	43.60	5.98	
Female parents' occupation	Working	62	42.72	6.78	0.29 ^{NS}
	Homemaker	57	43.08	6.61	
Mass media exposure	More exposure	143	44.53	5.63	2.71*
	Less exposure	107	42.35	6.75	
Opinion about importance of media	More favourable	126	45.08	5.62	3.90*
	Less favourable	124	42.09	6.45	

NS – Not significant, DF = 248, t tab = 1.97

Table 38 shows that perceptions of the parents regarding the strategy for implementing media education curriculum for students in standards VII to IX differed significantly in relation to mass media exposure and opinion about importance of media. The mean scores for perceptions of the parents regarding the strategy for implementing media education showed that the parents who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions as compared to those who were having less exposure to mass media and less favourable opinion about importance of media. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents

regarding the strategy for implementing media education in relation to mass media exposure and opinion about importance of media were not accepted.

Table 38 further reveals that perceptions of parents regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX in relation to sex, their educational qualification, occupation were not-significant. This means that variablewise perceptions of the parents regarding the strategy for implementing media education did not differ. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of parents regarding the strategy for implementing media education in relation to sex, their educational qualification and occupation were accepted.

4.2.3.5 Differences in the perceptions of the parents regarding role of teachers in imparting media education to students in relation to the selected variables

Table-39: t ratio showing differences in the perceptions of the parents regarding role of teachers in imparting media education to students in relation to the selected variables

N = 250

Variables	Category	N	x	SD	t value
Sex	Male	131	56.84	8.18	1.60 ^{NS}
	Female	119	58.39	7.07	
Educational qualification	Highly educated	98	58.00	7.55	0.69 ^{NS}
	Moderately educated	152	57.31	7.80	
Male parents' occupation	Service	58	58.89	7.56	1.68 ^{NS}
	Business	73	56.67	7.48	
Female parents' occupation	Working	62	57.03	8.04	0.15 ^{NS}
	Homemaker	57	56.80	7.98	
Mass media exposure	More exposure	143	58.55	7.20	2.29*
	Less exposure	107	56.28	8.16	
Opinion about importance of media	More favourable	126	59.64	6.88	4.41*
	Less favourable	124	55.49	7.93	

NS – Not significant, DF = 248, t tab = 1.97
* - Significant at 0.05 level

It is seen from table 39 that perceptions of the parents regarding the role of teachers in imparting media education to students in standards VII to IX differed significantly in relation to mass media exposure and opinion about importance of media. The mean scores for perceptions of parents regarding the role of teachers in imparting media education to students revealed that the parents who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions as compared to those who were having less exposure to mass media and less favourable opinion about importance of media. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the role of teachers in imparting media education to students in relation to mass media exposure and opinion about importance of media were not accepted.

Table 39 further shows that perceptions of the parents regarding the role of teachers in imparting media education to students in standards VII to IX in relation to sex, their educational qualification and occupation were not-significant. This means that perceptions of the parents regarding the role of teachers in imparting media education to students did not differ in relation to these variables. Thus, the null hypotheses stating that there will be no significant differences in perceptions of the parents regarding the role of teachers in imparting media education to students in relation to sex, their educational qualification and occupation were accepted.

4.2.3.6 Differences in the perceptions of the parents regarding their role in imparting media education to children in relation to the selected variables

Table-40: t ratio showing differences in the perceptions of the parents regarding their role in imparting media education to children in relation to the selected variables

N = 250

Variables	Category	N	X	SD	t value
Sex	Male	131	42.49	5.53	1.57 ^{NS}
	Female	119	43.52	4.72	
Educational qualification	Highly educated	98	43.36	5.06	0.94 ^{NS}
	Moderately educated	152	42.73	5.25	
Male parents' occupation	Service	58	42.74	5.66	0.02 ^{NS}
	Business	73	42.76	4.89	
Female parents' occupation	Working	62	42.80	5.10	0.39 ^{NS}
	Homemaker	57	43.17	4.97	
Mass media exposure	More exposure	143	43.05	4.83	0.24 ^{NS}
	Less exposure	107	42.88	5.63	
Opinion about importance of media	More favourable	126	43.88	4.22	2.81*
	Less favourable	124	42.06	5.87	

NS – Not significant, DF = 248, t tab = 1.97

Table 40 shows that perceptions of the parents regarding their role in imparting media education to children in standards VII to IX differed significantly in relation to their opinion about importance of media. The means scores for perceptions of the parents regarding their role in imparting media education to children showed that the parents who had more favourable opinion about importance of media had more favourable perceptions as compared to those who were having less favourable opinion about importance of media. Thus, the null hypothesis stating that there will be no significant differences in the perceptions of the parents regarding their role in imparting media education to children in relation to their opinion about importance of media was not accepted.

Table 40 further reveals that perceptions of the parents regarding their role in imparting media education to children in standards VII to IX in relation to sex, their educational qualification, occupation and mass media exposure were not-significant. This means that these variables didnot make any differences in perceptions of the parents regarding their role in imparting media education to children. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding their role in imparting media education to children in relation to sex, their educational qualification, occupation and mass media exposure were accepted.

4.2.3.7 Differences in the perceptions of the parents regarding role of the media professionals in imparting media education to children in relation to the selected variables

Table-41: t ratio showing differences in the perceptions of the parents regarding role of media professionals in imparting media education to children in relation to the selected variables

N =250

Variables	Category	N	x	SD	t value
Sex	Male	131	40.25	7.39	2.48*
	Female	119	42.33	5.85	
Educational qualification	Highly educated	98	41.58	6.46	0.64 ^{NS}
	Moderately educated	152	41.02	6.98	
Male parents' occupation	Service	58	41.67	7.49	1.25 ^{NS}
	Business	73	40.08	6.84	
Female parents' occupation	Working	62	41.21	7.16	0.36 ^{NS}
	Homemaker	57	40.73	7.04	
Mass media exposure	More exposure	143	42.60	5.27	3.56*
	Less exposure	107	39.42	8.03	
Opinion about importance of media	More favourable	126	43.10	5.69	4.53*
	Less favourable	124	39.35	7.26	

NS – Not significant, DF = 248, t tab = 1.97

Table 41 reveals that perceptions of the parents regarding the role of media professionals in imparting media education to students in standards VII to IX differed significantly in relation to their sex, mass media exposure and opinion about importance of media. The mean scores for perceptions of the parents regarding the role of media professionals in imparting media education to students revealed that the female parents, parents who had more exposure to mass media and more favourable opinion about importance of media had more favourable perceptions as compared to those who were males, having less exposure to mass media and less favourable opinion about importance of media. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the role of media professionals in imparting media education to students in relation to sex, mass media exposure and opinion about importance of media were not accepted.

Table 41 further shows that perceptions of the parents regarding the role of media professionals in imparting media education to students in standards VII to IX in relation to their educational qualification and occupation were not-significant. This means that variablewise perceptions of the parents regarding the role of media professionals in imparting media education to students did not differ. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the parents regarding the role of media professionals in imparting media education to students in relation to their educational qualification and occupation were accepted.

4.3 Perceptions of the Media Professionals Regarding Media Education

4.3.1 Profile of the media professionals

Table-42: Variablewise distribution of the media professionals

N = 70

Sr. No.	Variables	Category	Frequency	Percentage
1.	Sex	Male	51	72.86
		Female	19	27.14
2.	Age	Younger (22-32yrs))	22	31.43
		Middle (33-45 yrs	26	37.14
		Older (46-61 yrs)	22	31.43
3.	Experience in media profession	Less experienced (1-10yrs)	31	44.29
		Moderately experienced (11-20yrs)	24	34.29
		Highly experienced(21-30yrs)	15	21.42
4.	Type of Media organization	Non Government	41	58.57
		Government	29	41.43
5.	Type of Employment	Employed	58	82.86
		Free lance	12	17.14

Table 42 shows that high majority of the media professionals were male. Age wise, higher percentage of the media professionals belonged to the middle age group and had less experience in media profession. More than half of the media professionals belonged to the non government organization. Very high majority of the media professionals were employed.

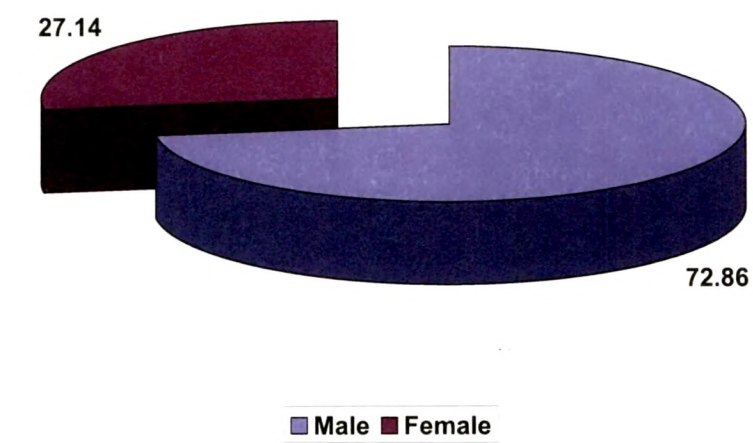
Table-43: Educational wise distribution of media professionals

N=70

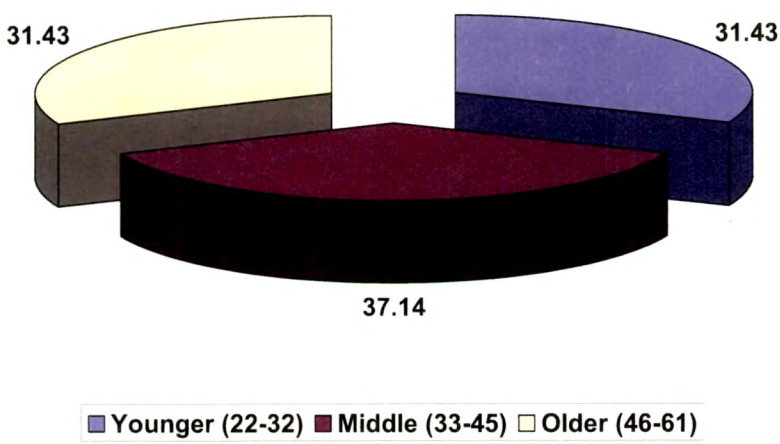
Educational Qualification	Frequency	Percentage
Post Graduation	42	60.00
Up to Graduation	28	40.00

Table 43 reveals that majority of them were educated upto post graduation level.

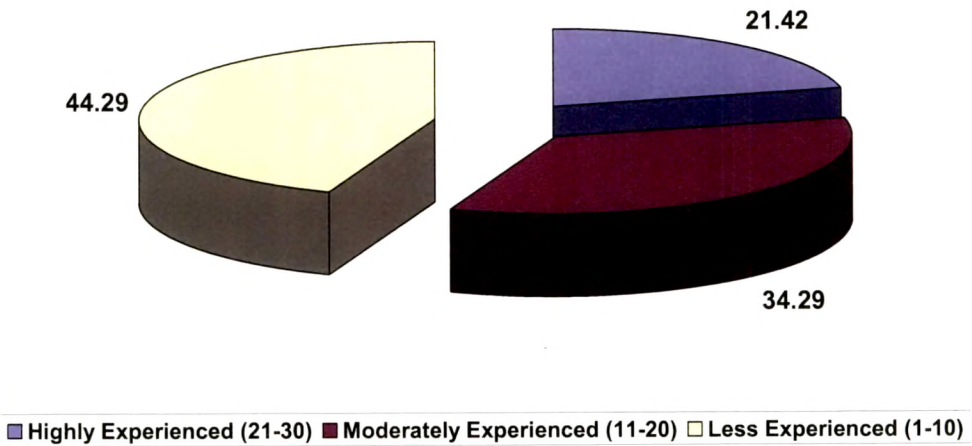
Graph-14: Sexwise Percentage Distribution of Media Professionals



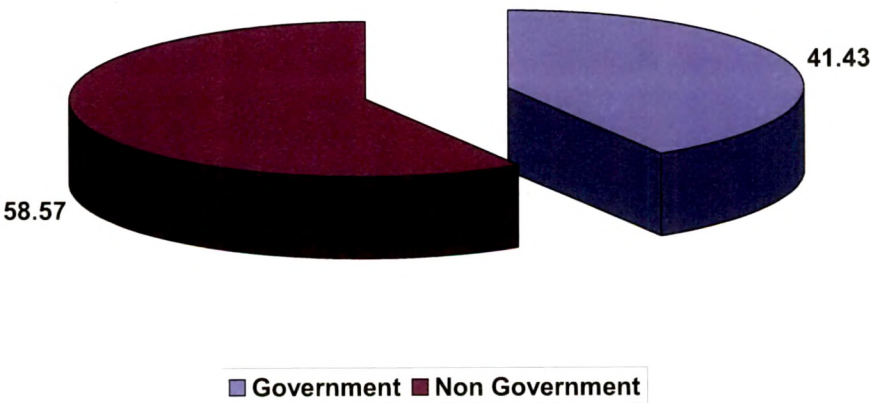
Graph-15: Age-wise Percentage Distribution of Media Professionals



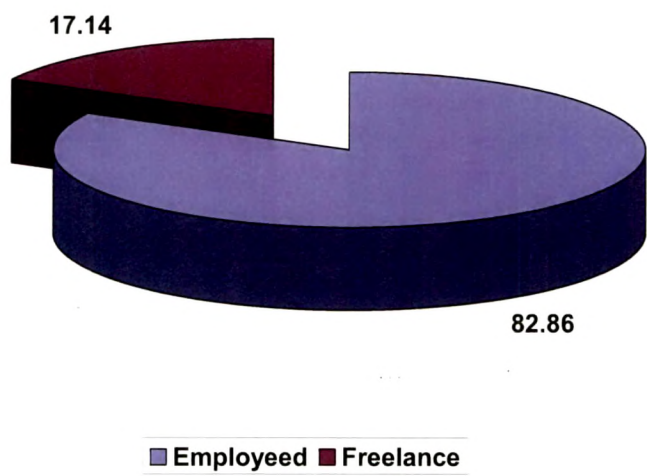
Graph-16: Percentage Distribution of Media Professionals according to Experience in media profession



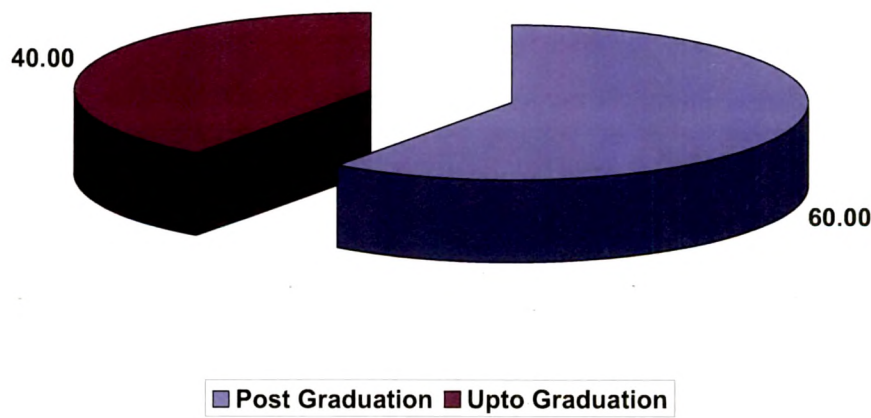
Graph-17: Percentage Distribution of Media Professionals according to the Type of Media Organisation



Graph-18: Percentage Distribution of Media Professionals according to Type of Employment



Graph-19: Educational Qualificationwise Percentage Distribution of Media Professionals



4.3.2 Overall and Aspectwise Perceptions of Media Professionals Regarding Media Education

Table-44: Intensity indices showing overall and aspectwise perceptions of media professionals regarding media education.

N=70

Perceptions	I.I.
Overall	2.59
Role of parents in imparting media education	2.74
Role of media professionals in imparting media education	2.69
Role of teachers in imparting media education	2.68
Strategy for implementing media education	2.54
Content for media education	2.48
Importance of media education	2.39

It can be seen from table 44 that the overall intensity indices for perceptions of media professionals regarding selected aspects of media education was 2.59. Whereas, aspectwise the intensity indices for perceptions of media professionals regarding media education ranged from 2.74 to 2.39. This means that overall and aspectwise media professionals had more favourable perceptions regarding media education for students in standards VII to IX. Among all the selected aspects of media education, perceptions of media professionals regarding the role of parents in imparting media education to children scored highest intensity. This means that media professionals perceived the importance of parents’ role in imparting media education to their children.

4.3.3 Differences in the Overall and Aspectwise Perceptions of Media Professionals Regarding Media Education in Relation to the Selected Variables

Findings related to the differences in the perceptions of media professionals regarding importance of media education, content for media education curriculum, strategy for implementing media education curriculum in schools, role of teachers in imparting media education, role of parents in imparting media education and their role in imparting media education to students are as follows:

4.3.3.1 Differences in overall perceptions of the media professionals regarding the selected aspects of media education in relation to the selected variables

Table-45: Analysis of variance indicating overall perceptions of the media professionals regarding the selected aspects of media education in relation to their Age

N = 70

Source of Variance	DF	Sum of Squares	Mean Square	F value
Between groups	2	5316.63	2658.31	2.20 ^{NS}
Within groups	67	81052.17	1209.73	
Total	69	86368.80		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 45 reveals that the overall perceptions of media professionals regarding the selected aspects of media education for students in standards VII to IX in relation to their age were not significant. This means that the overall perceptions of the media professionals regarding the selected

aspects of media education did not differ in relation to their age. Thus, the null hypothesis stating that there will be no significant difference in the overall perceptions of media professionals regarding selected aspects of media education in relation to their age was accepted.

Table-46: Analysis of variance indicating overall perceptions of the media professionals regarding the selected aspects of media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	7.15	3.58	0.21 ^{NS}
Within groups	67	86361.65	1288.98	
Total	69	86368.80		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 46 shows that the overall perceptions of media professionals regarding the selected aspects of media education for students in standards VII to IX in relation to their experience in media profession were not significant. This means that the overall perceptions of the media professionals regarding the selected aspects of media education did not differ in relation to their experience in media profession. Thus, the null hypothesis stating that there will be no significant difference in the overall perceptions of media professionals regarding selected aspects of media education in relation to their experience in media profession was accepted.

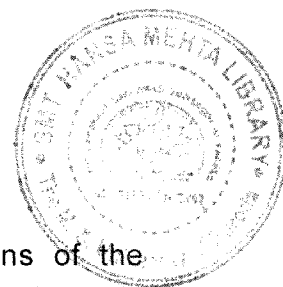


Table-47: t ratio showing differences in the overall perceptions of the media professionals regarding the selected aspects of media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	299.69	35.04	1.56 ^{NS}
	Female	19	314.11	33.13	
Type of Media Organisation	Government	29	315.21	31.83	2.43 [*]
	Non Government	41	295.39	35.03	
Type of Employment	Employed	58	306.59	34.10	1.47 ^{NS}
	Free lance	12	289.17	36.38	

NS – Not significant, DF = 68, t tab = 2.00

* - Significant at 0.05 level

Table 47 reveals that the overall perceptions of the media professionals regarding the selected aspects of media education for students in standards VII to IX differed significantly in relation to the type of media organisations they were working with. The mean scores for overall perceptions regarding the selected aspects of media education showed that the media professionals who belonged to government organisations had more favourable perceptions as compared to those who worked in nongovernment organizations. Thus, the null hypothesis stating that there will be no significant difference in the overall perceptions of media professionals regarding the selected aspects of media education in relation to the type of media organization was not accepted.

Table 47 further shows that the overall perceptions of media professionals regarding the selected aspects of media education for students in standards VII to IX in relation to the variables namely sex and type of employment were not significant. This means that sex, and type of employment didnot

make any differences in the overall perceptions of the media professionals regarding the selected aspects of media education. Thus, the null hypotheses stating that there will be no significant differences in the overall perceptions of media professionals regarding the selected aspects of media education in relation to sex and type of employment were accepted.

4.3.3.2 Differences in the perceptions of the media professionals regarding importance of media education in relation to the selected variables

Table-48: Analysis of variance indicating perceptions of the media professionals regarding importance of media education in relation to their age:

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	73.10	36.55	1.27 ^{NS}
Within groups	67	1926.69	28.76	
Total	69	1999.79		

NS – Not significant, DF = 2/67, Ftab = 3.15

From Table 48 it is clear that the perceptions of the media professionals regarding the importance of media education for students in standards VII to IX in relation to their age were not significant. This means that the perceptions of the teachers regarding the importance of media education did not differ in relation to their age. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of the media professionals regarding the importance of media education in relation to their age was accepted.

Table-49: Analysis of variance indicating perceptions of the media professionals regarding importance of media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	42.01	21.00	0.72 ^{NS}
Within groups	67	1957.78	29.22	
Total	69	1999.79		

NS – Not significant, DF = 2/67, Ftab = 3.15

It is seen from the table 49 that the perceptions of the media professionals regarding the importance of media education for students in standards VII to IX in relation to their experience in media profession were not significant. This means that experience in media profession did not make any significant difference in the perceptions of the media professionals regarding the importance of media education. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of the media professionals regarding the importance of media education in relation to their experience in media profession was accepted.

Table-50: t ratio showing differences in the perceptions of the media professionals regarding importance of media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	37.90	5.31	0.78 ^{NS}
	Female	19	39.05	5.32	
Type of Media Organisation	Government	29	39.79	5.81	2.04*
	Non Government	41	37.09	4.67	
Type of Employment	Employed	58	39.05	4.95	2.82*
	Free lance	12	34.16	5.32	

NS – Not significant, DF = 68, t tab = 2.00

* - Significant at 0.05 level

Table 50 shows that the perceptions of the media professionals regarding the importance of media education for students in standards VII to IX differed significantly in relation to the type of media organization they were working with and their type of employment. The mean scores for the perceptions of the media professionals regarding the importance of media education showed that the media professionals who belonged to government organizations and those who were employed had more favourable perceptions as compared to media professionals working in non government organizations and freelancers. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the media professionals regarding the importance of media education in relation to the type of media organization and type of employment were not accepted.

Table 50 further reveals that the perceptions of media professionals regarding the importance of media education for students in standards VII to IX, in relation to sex were not significant. This means that the perceptions of the media professionals regarding the importance of media education did not differ in relation to sex. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the importance of media education in relation to sex was accepted.

4.3.3.3 Differences in the perceptions of the media professionals regarding content for media education in relation to the selected variables

Table-51: Analysis of variance indicating perceptions of the media professionals regarding content for media education in relation to their age

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	1105.52	552.76	3.47*
Within groups	67	10681.07	159.42	
Total	69	11786.59		

* - Significant at 0.05 level, DF = 2/67, Ftab = 3.15

Table 51 shows that the perceptions of the media professionals regarding the content for media education curriculum for students in standards VII to IX differed significantly in relation to their age. In order to know among which groups the perceptions differed significantly the data was further analysed through t test.

Table-52: t ratio showing difference in the perceptions of the media professionals regarding content for media education in relation to their Age

N=70

Age	x	SD	Younger	Middle	Older
Younger	85.59	8.88	-	0.79 ^{NS}	-
Middle	88.15	12.88	-	-	2.30*
Older	78.72	14.50	1.84 ^{NS}	-	-

NS- Not significant, *- Significant at .05 level.

DF= 46 (Younger-Middle), t tab= 2.02

DF= 42 (Younger-Older), t tab= 2.02

DF= 46 (Middle-Older), t tab= 2.02

It can be seen from the table 52 that the t value of middle – older age grouped media professionals was significant at 0.05 level. The mean score for perceptions of media professionals regarding the content for media education showed that the middle aged media professionals had more favourable perceptions regarding the content for media education as compared to the media professionals of older age group. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the content for media education in relation to their age was not accepted.

Table-53: Analysis of variance indicating perceptions of the media professionals regarding content for media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	291.68	145.84	0.85 ^{NS}
Within groups	67	11494.91	171.57	
Total	69	11786.59		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 53 reveals that in relation to experience in media the perceptions of the media professionals regarding the content for media education curriculum for students in standards VII to IX were not significant. This means that experience in media profession did not make any difference in the perceptions of media professionals. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the content for media education in relation to experience in media profession was accepted.

Table-54: t ratio showing differences in the perceptions of the media professionals regarding content for media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	83.90	13.53	0.54 ^{NS}
	Female	19	85.68	11.24	
Type of Media Organisation	Government	29	87.06	10.69	1.53 ^{NS}
	Non Government	41	82.48	14.07	
Type of Employment	Employed	58	85.74	11.61	1.50 ^{NS}
	Free lance	12	77.83	16.67	

NS – Not significant, DF = 68, t tab = 2.00

Table 54 shows that in relation to the variables namely sex, type of media organization and type of employment the perceptions of the media professionals regarding the content for media education curriculum for students in standards VII to IX, were not significant. This means that these variables did not make any significant difference in the perceptions of the media professionals regarding the content for media education. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of media professionals regarding the content for media education in relation to sex, type of media organization and type of employment were accepted.

4.3.3.4 Differences in the perceptions of the media professionals regarding strategy for implementing media education in relation to the selected variables

Table-55: Analysis of variance indicating perceptions of the media professionals regarding strategy for implementing media education in relation to their age

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	38.75	19.38	0.61 ^{NS}
Within groups	67	2138.52	31.92	
Total	69	2177.27		

NS – Not significant, DF = 2/67, Ftab = 3.15

It is clear from the table 55 that the perceptions of the media professionals regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX in relation to their age were not significant. This means that the perceptions of media professionals regarding the strategy for implementing media education didnot differ in relation to their

age. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the strategy for implementing media education in relation to their age was accepted.

Table-56: Analysis of variance indicating perceptions of the media professionals regarding strategy for implementing media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	80.10	40.05	1.28 ^{NS}
Within groups	67	2097.17	31.30	
Total	69	2177.27		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 56 reveals that perceptions of the media professionals regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX in relation to their experience in media profession were not significant. This means that experience in median profession did not make any difference in the perceptions of media professionals regarding the strategy for implementing media education. The null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the strategy for implementing media education in relation to experience in media profession was accepted.

Table-57: t ratio showing differences in the perceptions of the media professionals regarding strategy for implementing media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	42.76	5.29	0.88 ^{NS}
	Female	19	44.21	6.16	
Type of Media Organisation	Government	29	44.06	5.78	1.13 ^{NS}
	Non Government	41	42.51	5.33	
Type of Employment	Employed	58	43.51	5.58	1.21 ^{NS}
	Free lance	12	41.41	5.21	

NS – Not significant, DF = 68, t tab = 2.00

Table 57 shows that the in relation to the variables namely sex, type of media organisation and type of employment the perceptions of the media professionals regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX were not significant. This means that variblewise, the perceptions of the media professionals regarding the strategy for implementing media education curriculum didnot differ. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of media professionals regarding the strategy for implementing media education in relation to sex, type of media organisation and type of employment were accepted.

4.3.3.5 Differences in the perceptions of the media professionals regarding role of teachers in imparting media education in relation to the selected variables

Table-58: Analysis of variance indicating perceptions of the media professionals regarding role of teachers in imparting media education in relation to their age

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	233.00	116.50	1.52 ^{NS}
Within groups	67	5137.80	76.68	
Total	69	5370.80		

NS – Not significant, DF = 2/67, Ftab = 3.15

It is seen from the table 58 perceptions of the media professionals regarding the role of teachers in imparting media education to students in standards VII to IX in relation to their age were not significant. This means that age did not make any difference in the perceptions of media professionals. Thus the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the role of teachers in imparting media education in relation to their age was accepted.

Table-59: Analysis of variance indicating perceptions of the media professionals regarding role of teachers in imparting media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	7.24	3.62	0.05 ^{NS}
Within groups	67	5363.56	80.05	
Total	69	5370.80		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 59 shows that the perceptions of the media professionals regarding the role of teachers in imparting media education to students in standards VII to IX in relation to their experience in media profession were not significant. This means that the perceptions of the media professionals regarding the teachers' role didn't differ in relation to their experience in media profession. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding role of teachers in imparting media education in relation to experience in media profession was accepted.

Table-60: t ratio showing differences in the perceptions of the media professionals regarding role of teachers in imparting media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	55.58	9.11	1.39 ^{NS}
	Female	19	58.57	7.30	
Type of Media Organisation	Government	29	58.51	7.24	1.80 ^{NS}
	Non Government	41	54.90	9.40	
Type of Employment	Employed	58	56.77	8.74	0.77 ^{NS}
	Free lance	12	54.58	8.58	

NS – Not significant, DF = 68, t tab = 2.00

From table 60 it is clear that the in relation to the variables namely sex, type of media organization and type of employment, the perceptions of the media professionals regarding the role of teachers in imparting media education to students in standards VII to IX were not significant. This means that these variables didnt make any difference in the perceptions of the media professionals. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of media professionals regarding the role of teachers in imparting media education in relation to sex, type of media organization and type of employment were accepted.

4.3.3.6 Differences in the perceptions of the media professionals regarding role of parents in imparting media education in relation to the selected variables

Table-61: Analysis of variance indicating perceptions of the media professionals regarding role of parents in imparting media education in relation to their age

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	71.74	35.87	0.74 ^{NS}
Within groups	67	3253.34	48.56	
Total	69	3325.08		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 61 reveals that the perceptions of the media professionals regarding the role of parents in imparting media education to children in standards VII to IX in relation to their age were not significant. This means that in relation to age, the perceptions of media professionals regarding the parents' role in imparting media education did not differ. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the role of parents in imparting media education in relation to their age was accepted.

Table-62: Analysis of variance indicating perceptions of the media professionals regarding role of parents in imparting media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	32.26	16.13	0.33 ^{NS}
Within groups	67	3292.83	49.15	
Total	69	3325.09		

NS – Not significant, DF = 2/67, Ftab = 3.15

Its is seen from Table 62 that in relation to experience in media profession, the perceptions of the media professionals regarding the role of parents in imparting media education to children in standards VII to IX were not significant. This means that the perceptions of the media professionals regarding the parents' role did not differ in relation to their experience in media profession. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding the role of parents in imparting media education in relation to experience in media profession was accepted.

Table-63: t ratio showing differences in the perceptions of the media professionals regarding role of parents in imparting media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	40.41	7.51	1.77 ^{NS}
	Female	19	43.00	4.30	
Type of Media Organisation	Government	29	42.93	5.47	1.98 ^{NS}
	Non Government	41	39.82	7.47	
Type of Employment	Employed	58	40.89	7.30	0.79 ^{NS}
	Free lance	12	42.16	4.25	

NS – Not significant, DF = 68, t tab = 2.00

Table 63 shows that perceptions of media professionals regarding the role of parents in imparting media education to children in standards VII to IX in relation to sex, type of media organization and type of employment were not significant. This means that these variables did not make any difference in the perceptions of media professionals regarding the role of teachers in imparting media education. Thus, the null hypotheses stating that there will be no significant difference in the perceptions of media professionals regarding the role of parents in imparting media education in relation to sex, type of media organization and type of employment were accepted.

4.3.3.7 Differences in the perceptions of the media professionals regarding their role in imparting media education in relation to the selected variables

Table-64: Analysis of variance indicating perceptions of the media professionals regarding their role in imparting media education in relation to their age

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	164.88	82.44	1.96 ^{NS}
Within groups	67	2814.56	42.01	
Total	69	2979.44		

NS – Not significant, DF = 2/67, Ftab = 3.15

From Table 64 it is clear that in relation age, the perceptions of media professionals regarding their role in imparting media education to students in standards VII to IX were not significant. This means that in relation to their age the perceptions of media professionals regarding their role did not differ. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of media professionals regarding their role in imparting media education in relation to age was accepted.

Table-65: Analysis of variance indicating perceptions of the media professionals regarding their role in imparting media education in relation to experience in media profession

N = 70

Source of Variance	DF	Sum of Square	Mean Square	F value
Between groups	2	114.07	57.03	1.33 ^{NS}
Within groups	67	2865.38	42.77	
Total	69	2979.45		

NS – Not significant, DF = 2/67, Ftab = 3.15

Table 65 reveals that the perceptions of media professionals regarding their role in imparting media education to students in standards VII to IX in relation to experience in media profession were not significant. This means that experience in media profession did not make any difference in the perceptions of the media professionals regarding their role. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of the media professionals regarding their role in imparting media education in relation to experience in media profession was accepted.

Table-66: t ratio showing differences in the perceptions of the media professionals regarding their role in imparting media education in relation to the selected variables

N = 70

Variables	Category	N	x	SD	t value
Sex	Male	51	39.11	6.71	3.10*
	Female	19	43.57	4.60	
Type of Media Organisation	Government	29	42.82	5.38	2.92*
	Non Government	41	38.56	6.68	
Type of Employment	Employed	58	40.60	6.63	0.82 ^{NS}
	Free lance	12	39.00	5.78	

NS – Not significant, DF = 68, t tab = 2.00

* - Significant at .05 level

It is clear from the table 66 that the perceptions of the media professionals regarding their role in imparting media education to students in standards VII to IX differed significantly in relation to their sex and the type of media organization they were working with. The mean scores for perceptions of media professionals regarding their role in imparting media education showed that among the media media professionals those who were females and those who belonged to government organisations had more favourable

perceptions regarding their role, as compared to their counterparts. Thus, the null hypotheses stating that there will be no significant differences in the perceptions of the media professionals regarding their role in imparting media education in relation to sex and type of media organisation were not accepted.

Further, the table 66 also reveals that perceptions of media professionals regarding their role in imparting media education to students in standards VII to IX, in relation to the type of employment were not significant. This means that the perceptions of media professionals regarding their role did not differ in relation to their type of employment. Thus, the null hypothesis stating that there will be no significant difference in the perceptions of the media professionals regarding their role in imparting media education in relation to type of employment was accepted.

4.4 Itemwise Findings showing Perceptions of Teachers, Parents and Media Professionals Regarding Media Education

Table-67: Itemwise intensity indices showing the perceptions of teachers, parents and media professionals regarding importance of media education

Sr. No.	Statements	Teachers	Parents	Media professionals	Overall
Importance of media education:					
1.	Help children to understand				
a.	functions of media.	2.59	2.60	2.64	2.61
b.	how a media message reaches from one person to the other.	2.60	2.56	2.60	2.58
c.	the role of media in society.	2.55	2.51	2.63	2.56
d.	role of media in providing education.	2.57	2.50	2.56	2.54
2.	Help children to identify				
a.	portrayal of men and women stressed in media.	2.45	2.36	2.39	2.40
b.	exaggeration in reporting of events in media.	2.39	2.46	2.27	2.37
c.	media bias.	2.26	2.28	2.17	2.23
3.	Build competence to				
a.	question whatever they see, hear or read.	2.58	2.59	2.50	2.55
b.	interpret media messages in correct manner.	2.36	2.37	2.17	2.30
4.	Children to learn how to				
a.	use media as a tool for learning.	2.60	2.59	2.49	2.56
b.	access relevant information from media.	2.52	2.48	2.49	2.49
c.	create media messages.	2.44	2.49	2.50	2.47
d.	critically analyse the media message.	2.29	2.27	2.11	2.22
5.	Encourage children to express themselves freely.	2.53	2.42	2.20	2.38
6.	Protect children against harmful effects of media.	2.32	2.40	2.21	2.31
7.	Encourage children to act as responsible citizens in their future.	2.30	2.33	2.29	2.30

As seen from table 67 the overall perceptions of teachers, parents and media professionals regarding importance of media education for students in standards VII to IX ranged from 2.61 to 2.22. This means all the items related to importance of media education for students in standards VII to IX showed more favourable perceptions of teachers, parents and media professionals. So, teachers, parents and media professionals realized the importance of media education for children.

However, among all the items showing more favourable perceptions of teachers, parents and media professionals regarding importance of media education, following items showed higher intensity indices.

- 1) — Media education will help children to understand functions of media and how a media message reaches from one person to other and the role of media in society.
- 2) — Media education will help children to identify portrayal of men and women stressed in media.
- 3) — Media education will build competence among children to question whatever they see, hear or read.
- 4) — Children will learn how to use media as a tool for learning.

Table-68: Item wise intensity indices showing the perceptions of teachers, parents and media professionals regarding content for media education

Sr. No.	Statements	Teachers	Parents	Media professionals	Overall
Media education should include					
1.	Following topics:				
a.	Role of media.	2.63	2.68	2.83	2.71
b.	Influence of media on individuals.	2.70	2.64	2.71	2.68
c.	Different types of Media	2.62	2.65	2.76	2.67
d.	Functions of media.	2.58	2.67	2.70	2.65
e.	Advantages and disadvantages of various media.	2.63	2.67	2.64	2.64
f.	Components of communication.	2.59	2.65	2.66	2.63
g.	Meaning and definition of media.	2.55	2.64	2.59	2.59
2.	Analysis of the media message such as:				
a.	Content of the message.	2.54	2.59	2.61	2.58
b.	Purpose of the message.	2.59	2.56	2.51	2.55
c.	The influence of the message on people.	2.54	2.48	2.51	2.51
d.	Techniques used to create the message.	2.49	2.45	2.39	2.44
e.	How different people would experience the same message in different way.	2.40	2.43	2.50	2.44
f.	People involved in creating the message.	2.45	2.46	2.37	2.42
3.	Discussion on media related issues such as:				
a.	Portrayal of men and women	2.35	2.34	2.30	2.33
b.	Exaggerations in reporting of events in media.	2.33	2.25	2.41	2.33
b.	Portrayal of Violence/vulgarity.	2.23	2.22	2.46	2.30
c.	Media bias	2.22	2.20	2.17	2.19
4.	Analysis of media advertisements such as :				
a.	The influence of advertisements on people.	2.54	2.54	2.53	2.53
b.	Different types of appeal used in advertisements.	2.47	2.40	2.34	2.40
c.	Different types of advertisements.	2.44	2.34	2.33	2.37
d.	Meaning and definition of advertisements.	2.36	2.32	2.29	2.32

Sr. No.	Statements	Teachers	Parents	Media professionals	Overall
5.	Production of different types of media such as:				
a.	Articles for newspapers.	2.53	2.54	2.51	2.52
b.	Posters for campaigns	2.54	2.52	2.43	2.49
c.	Articles for magazines.	2.50	2.47	2.46	2.47
d.	Newsletters	2.35	2.40	2.39	2.38
e.	Charts	2.29	2.37	2.33	2.33
f.	Booklets	2.23	2.38	2.23	2.28
g.	Script for television / radio	2.25	2.35	2.23	2.27
h.	Advertisements for any particular product	2.32	2.27	2.21	2.26
i.	Brochures	2.21	2.25	2.26	2.24
j.	Leaflets	2.18	2.29	2.17	2.21
k.	Flipcharts.	2.16	2.25	2.16	2.19
l.	Production of traditional/folk media such as :				
1.	Street play	2.12	2.06	2.26	2.14
2.	Puppets	2.23	2.10	2.09	2.14
3.	Bhavai.	1.96	1.94	2.06	1.98

It is seen from table 68 that the overall perceptions of teachers, parents and media professionals regarding content for media education for students in standards VII to IX ranged from 2.71 to 1.98. This means that except for one item, all the other items related to content for media education revealed more favourable perceptions of teachers, parents and media professionals. So, teachers, parents and media professionals perceived the suggested content for media education as appropriate for students in standards VII to IX.

Whereas, the item that "Media education should include production of traditional/folk media such as bhavai." showed less favourable perceptions of the three groups. This means that overall, teachers, parents and media professionals did not perceive it to be important content to be included in media education.

However, among all the items showing more favourable perceptions of teachers, parents and media professionals regarding content for media education, following items revealed higher intensity indices.

Media education should include

1. The topics such as role of media, influence of media on individuals, different types of media, functions of media, advantages and disadvantages of various media.
2. Analysis of the media message such as the content and purpose of the message and the influence of message on people.
3. Media related issue such as portrayal of men and women and exaggerations in reporting of events in media.
4. Analysis of media advertisements such as the influence of advertisements on people and different types of appeal used in advertisements to touch emotions of people.
5. Production of different types of media such as articles for newspapers, posters for campaigns and articles for magazines.

Table-69: Item wise intensity indices showing the perceptions of teachers, parents and media professionals regarding strategy for implementing media education

Sr. No.	Statements	Teac- hers	Pare- nts	Media profe- sionals	Over- all
1.	Media education should be introduced in the schools				
a	by integrating it with other courses.	2.23	2.13	2.00	2.12
b	as part of the co curricular activity.	2.19	2.11	1.97	2.09
c	as an optional subject.	2.15	2.07	1.99	2.07
d	as a compulsory subject.	1.72	1.65	1.59	1.65
2.	Resource centers for media education should be established.	2.65	2.59	2.59	2.61
3.	School administrators/teachers should -				
a.	be involved in developing a guideline on effective methods of imparting media education.	2.72	2.68	2.73	2.71
b.	provide for optimum infrastructural facilities and equipments.	2.59	2.61	2.61	2.60
c.	encourage and facilitate various talks on media.	2.61	2.54	2.67	2.60
d.	organise workshops for teachers on methods of imparting media education.	2.61	2.56	2.64	2.60
e.	organise workshop for students on techniques of media production.	2.64	2.54	2.56	2.58
f.	should keep in mind to provide students full freedom for producing media messages.	2.55	2.58	2.59	2.57
g.	establish link among teachers, parents and media professionals to develop common understanding among them regarding media education.	2.56	2.57	2.53	2.55
h.	invite media experts to guide teachers for imparting media education.	2.53	2.50	2.64	2.55
i.	take initiative in incorporating media education in school curriculum.	2.51	2.53	2.49	2.51
j.	organize intra and inter school debate on media related topics.	2.46	2.60	2.46	2.50
k.	invite media experts who can explain to the parents their role in imparting media education.	2.54	2.49	2.39	2.47
l.	organize exhibitions on media education to create awareness among parents.	2.52	2.53	2.34	2.46
m.	be involved in developing standardized evaluation instrument.	2.45	2.45	2.39	2.43

Table 69 shows that the overall perceptions of teachers, parents and media professionals regarding the strategy for implementing media education curriculum in schools for students in standards VII to IX ranged from 2.71 to 1.65. This means that except for one item, all the other items related to strategy for implementing media education in schools showed more favourable perceptions of teachers, parents and media professionals. So, teachers, parents and media professionals perceived the suggested strategy for implementing media education curriculum as appropriate for students in standards VII to IX.

Whereas, the item that "Media education should be introduced in the schools as a compulsory subject." revealed less favourable perceptions of the three groups.

However, among all the items showing more favourable perceptions of teachers, parents and media professionals regarding strategy for implementing media education, following items revealed higher intensity indices.

1. Media education should be introduced in schools by integrating it with other courses.
2. School administrators/ teachers should be involved in developing a guideline on effective methods of imparting media education, provide for optimum infrastructural facilities, encourage and facilitate various talks on media, organise workshops for teachers on methods of imparting media education, workshop for students on techniques of media production to provide them practical experience and keep in mind to provide students full freedom for producing media messages according to their own interest.
3. Establishment of Resource centers for media education to provide facilities to the schools for teaching media education.

Table-70: Item wise intensity indices showing the perceptions of teachers, parents and media professionals regarding role of teachers in imparting media education to students

Sr. No.	Statements	Teachers	Parents	Media Professionals	Overall
Role of teachers :					
1.	Becoming media literate.	2.70	2.78	2.73	2.73
2.	Encouraging students to think critically about whatever they see, hear or read.	2.72	2.67	2.70	2.69
3.	Explaining students the difference between real and unreal messages.	2.71	2.74	2.53	2.66
4.	Preventing students against adoption of unhealthy attitude/ behaviour from media.	2.75	2.73	2.49	2.65
5.	Teaching students how to use media as tool for learning.	2.65	2.65	2.67	2.65
6.	Encouraging students to take part in intra and inter school debate on media related topics.	2.64	2.66	2.61	2.63
7.	Taking students for a visit to media centers.	2.53	2.60	2.69	2.60
8.	Consulting media experts to learn the effective ways of imparting media education.	2.53	2.52	2.59	2.54
9.	Organizing workshops for students on techniques of producing different media messages.	2.60	2.56	2.47	2.54
10.	Arranging expert talk related to media for students	2.50	2.54	2.51	2.51
11.	Explaining to the parents through parent-teachers' meetings about their role in imparting media education.	2.52	2.54	2.14	2.40
12.	Guiding students to				
	- collect information on a particular topic / event reported in a particular media.	2.73	2.62	2.63	2.66
	- discuss about reporting of the event in a particular media.	2.63	2.56	2.57	2.58

Sr. No.	Statements	Teac- hers	Par- ents	Media Profe- ssionals	Over- all
	Guiding students to				
	- collect information on a particular topic from different types of media.	2.70	2.65	2.63	2.66
	- compare the ways different media present the same information in different way.	2.56	2.51	2.53	2.53
	Guiding students to				
	- have discussion regarding the types of advertisement collected.	2.61	2.58	2.36	2.51
	- collect and compile different types of advertisements referring print/multimedia.	2.57	2.45	2.36	2.46
13.	Asking students to				
	- express their opinion about the content of the media programme / clippings.	2.64	2.59	2.59	2.60
	- view / listen to a media programme / clippings.	2.62	2.59	2.56	2.59
14.	Encouraging students to contribute in school magazines / newsletters.	2.70	2.73	2.79	2.74
15.	Encouraging students to use different types of media to present on a particular topic.	2.68	2.68	2.66	2.67
16.	Involving students in production of various types of media.	2.63	2.63	2.59	2.61

Table 70 reveals that the perceptions of teachers, parents and media professionals regarding the role of teachers in imparting media education to students ranged from 2.74 to 2.40. This means all the items related to role of teachers in imparting media education to students in standards VII to IX showed more favourable perceptions of teachers, parents and media professionals. So, teachers, parents and media professionals perceived the teacher's role in imparting media education to students in standards VII to IX.

However, among all the items showing more favourable perceptions of teachers, parents and media professionals regarding the teacher's role in imparting media education to students, the following items showed higher intensity indices:

Teachers can play important role in imparting media education to students in the following ways:

1. Encouraging students to contribute in school magazines or newsletters.
2. Becoming media literate.
3. Encouraging students to think critically about whatever they see, hear or read and use different types of media to present on any particular topic.
4. Explaining students the difference between real and unreal messages.
5. Guiding students to collect information on any particular topic reported in any particular media and discuss about reporting of the event in a particular media.
6. Guiding students collect information on a particular topic from different types of media and compare the ways different media present the same information in different way.

Table-71: Item wise intensity indices showing the perceptions of teachers, parents and media professionals regarding role of parents in imparting media education to children

Sr. No.	Statements	Teachers	Parents	Media Professionals	Overall
Role of parents:					
1.	Encouraging children to ask questions about what they see, hear or read.	2.75	2.70	2.79	2.74
2.	Subscribing good books / magazines / educational CDs for their children.	2.67	2.75	2.73	2.71
3.	Encouraging children to use media for educational purposes.	2.75	2.73	2.64	2.70
4.	Becoming media literate.	2.73	2.73	2.61	2.69
5.	Guiding their children for right utilization of media.	2.73	2.76	2.60	2.69
6.	Guiding children to participate in debate organised by school.	2.63	2.74	2.64	2.67
7.	Helping children to understand the difference between real and unreal media messages.	2.71	2.65	2.63	2.66
8.	Protecting children from harmful effects of media.	2.74	2.76	2.47	2.65
9.	Encouraging children to contribute in newspaper / magazine.	2.66	2.69	2.61	2.65
10.	Engaging children in various activities during their leisure time.	2.71	2.66	2.56	2.64
11.	Discussing with children the content of media messages.	2.68	2.66	2.60	2.64
12.	Becoming role model for their children.	2.66	2.72	2.53	2.63
13.	Monitoring whatever their children see, hear or read.	2.70	2.65	2.39	2.58
14.	Deciding the total time for each day's media consumption of children.	2.66	2.63	2.44	2.57
15.	Avoiding children's exposure to the harmful content of media.	2.58	2.63	2.37	2.52
16.	Providing incentives to children for reducing unwanted media consumption.	2.53	2.54	2.50	2.52

It is seen from Table 71 that the perceptions of teachers, parents and media professionals regarding the role of parents in imparting media education to children in standards VII to IX ranged from 2.74 to 2.52. This means all the items related to role of parents in imparting media education to children revealed more favourable perceptions of teachers, parents and media professionals. So, teachers, parents and media professionals perceived the parents' role in imparting media education to children in standards VII to IX standards.

However, among all the items showing more favourable perceptions of teachers, parents and media professionals regarding the parents' role in imparting media education to children, certain items revealed higher intensity indices. They were as follows:

Parents can play important role in imparting media education to children in the following way :

1. Encouraging children to ask questions about what they see, hear or read.
2. Subscribing good books, magazines or educational CD s for children.
3. Encouraging children to use media for educational purposes.
4. Becoming media literate.

Table-72: Item wise intensity indices showing the perceptions of teachers, parents and media professionals regarding role of media professionals in imparting media education to students

Sr. No.	Statements	Teac- hers	Par- ents	Media Profe- ssionals	Over- all
Role of media professionals:					
1.	Using media to create awareness regarding the need of media education.	2.78	2.63	2.54	2.65
2.	Designing appropriate content for media education.	2.64	2.60	2.67	2.63
3.	Conducting workshops for teachers, parents to create awareness on media education.	2.67	2.59	2.57	2.61
4.	Contributing towards development of resource centre for media education.	2.63	2.58	2.61	2.60
5.	Conducting workshops for students on techniques of media production.	2.69	2.63	2.47	2.59
6.	Conducting training programme for teachers on effective methods for imparting media education.	2.66	2.58	2.54	2.59
7.	Taking initiative to develop a guideline on effective methods of imparting media education.	2.57	2.62	2.56	2.58
8.	Encouraging children to contribute in media and awarding the best contribution.	2.63	2.62	2.51	2.58
9.	Using various types of media to impart media education.	2.59	2.58	2.57	2.58
10.	Encouraging establishment of media watch groups that can monitor the functioning of media.	2.59	2.53	2.61	2.57
11.	Delivering talks related to media in schools.	2.57	2.60	2.53	2.56
12.	Telecasting media education programme on regular basis.	2.58	2.55	2.49	2.54
13.	Guiding teachers to plan activities under media education curriculum.	2.59	2.53	2.46	2.52
14.	Organising more of children oriented / educational programmes.	2.55	2.58	2.40	2.51
15.	Conducting training programme for parents on effective methods for imparting media education.	2.63	2.53	2.33	2.49
16.	Guiding school administrators in preparing standardised instrument to evaluate the effectiveness of imparting media education.	2.49	2.49	2.46	2.48

Table 72 reveals that the perceptions of teachers, parents and media professionals regarding the role of media professionals in imparting media education to students in standards VII to IX ranged from 2.65 to 2.48. This means all the items related to the role of media professionals in imparting media education to students showed more favourable perceptions of the three groups. So, teachers, parents and media professionals perceived the role of media professionals in imparting media education to students in standards VII to IX.

However, among all the items revealing more favourable perceptions of teachers, parents and media professionals regarding the role of media professionals in imparting media education to students, following items showed higher intensity indices:

Media professionals can play important role in imparting media education to students in the following way:

1. Using media to create awareness among people regarding the need of media education for children.
2. Designing appropriate content for media education.
3. Conducting workshops for teachers, parents to create awareness on media education.
4. Contributing towards development of resource centre for media education
5. Conducting workshops for students on techniques of production of different types of media and training programme for teachers on effective methods for imparting media education.