
Study The Effect of Informal Learning by Media

Dr. Sumera Mahmood

Assistant Professor Institute of Education & Research

MY University Islamabad

Email: Sumaera19@gmail.com

Javaria Khalid

PhD Scholar University Teknologi Malaysia

Email: javariaraja@yahoo.com

Qurrat ul Ain

Email: ainyk58@gmail.com

Abstract

The purpose of this study was to investigate the impact of informal learning via media. The current study's goals were to: 1. examine how media affects learners' learning processes; 2. determine the quality of assignments through media use; 3. look into how media help research projects; and 4. investigate how media raises awareness of global issues. The study's population consisted of all Islamabad university students enrolled in master's programs. The following universities are in Islamabad: Foundation University, WISH, Preston University, and NUML. The sample consisted of fifty master-level female students who were chosen at random. Questionnaires were used as study instruments. The study employed a five-point scoring system to measure its goals, which encompassed how media enhanced students' learning through assignments, research project compilation, and raising global awareness. 33 questions total with five possible answers: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. We rated the responses on a 5-point scale from 1 to 5. We examined the data using ANOVA testing, percentage, standard deviation, and Chi-square mean. Face-to-face meetings with the sample were used to get the data. The study yielded highly significant results. The study determined that media aids in pupils' improvement of their educational capacities. Through the completion of research projects, assignment preparation, and acquisition of new knowledge, students employ media in their learning process. The media sped up and simplified the learning process.

Keywords: learning process, research projects, MEDIA, effect, and finishing assignments

Introductory

One important medium for mass communication is television. Television was the primary tool for distance learning in the early years of this century. Numerous additional techniques and delivery systems have been included as technology has grown more complex and diverse. It has quickly become a very powerful "medium" and raised itself to the level of huge business. According to James, W. (1990, p. 36), television is frequently utilized in both homes and schools as a teaching tool and a means of remote learning. Its extensive network has made it a vital information and entertainment source for a significant portion of our population. It is able to give clear instructions. It can open up a classroom to the outside world and a house to a classroom. A child's education is most significantly impacted by the television, after their home and school. Instructional television is a useful tool for exposing pupils to various situations, according to Levenson, W.E. (1985, p. 211). "Television appeals to the eye as well as the ear," according to Prosser, R. (1992, p. 25).

It works great for presenting, reiterating, and summarizing ideas. It is a useful instrument for providing motivation. According to a fair definition of the usage and significance of broadcast media by Clarke, R.F. (1970, p. 102), everyone has a strong need to "see" events happening live, whether they are sports, news, or a process occurring underwater or in space. Watching television improves the quality of education and lowers the dropout rate. The way that television shows are presented and planned out surpasses that of traditional classroom learning. As a very effective teaching tool, it can be utilized to help students undergo positive mental changes, according to Saloman, G. (1972, p. 53).

Equal educational possibilities are made possible nationwide by instructional television. Students who attend school in underprivileged and rural sections of the nation, where resources for education are scarce, receive an education of the same caliber as their peers in urban centers. For each student, the best instructor is equally available. As a result, television helps to close the gaps that exist between the rich and the poor, the privileged and the underprivileged, and the rural and the urban. Before a television show airs, the script is extensively reviewed and the show is meticulously planned.

The real world can enter both the classroom and the home thanks to television. According to Singh, B. (1982), television opens up the classroom to the outside world and enhances the appeal and utility of instructional programs. The viewers are inspired as well as informed by it. TV helps students learn more about the world and acquire a lot of information quickly. It can also save both the teacher and the student time and effort when it comes to instruction. Television has made it feasible to introduce learning experiences into the classroom that are beyond the capacity of the teacher. Costly exhibits, challenging experiments, historical events, contemporary happenings, etc. are examples of such experiences.

Television is a unique medium for disseminating a wide range of knowledge to the general public, claims Rahardjo, R. (1999). Michael C. (1987) emphasized the potential function, history, requirements, funding, and cost-effectiveness of television as well as its move to poorer nations.

The number of cable television subscribers in Lahore has climbed from 0.2 million in 2003 to 0.35 million in 2006, according to the Pakistan Electronic Media Regulatory Authority's (PEMRA) regional office in Punjab. The likelihood of cable television having an impact on viewers is increased by the fact that 0.35 million households in Lahore subscribe to it. A pilot study involving 1200 participants revealed that 60% of these households watch cable television for two to three hours a day.

According to Schiller (1976), "exposing youth to foreign television programs may transform their values." Importing programs also means importing lifestyles. Since technology always has an impact on society, whether it be favorable or negative, worries about the impact of media usually intensify anytime a new communication technology is introduced.

Adolescent viewers see over 140 sexual behavior incidents on prime-time network television on average every week, according to analyses of the content of broadcast

television (Louis Harris & Associates, 1988). Marital relationships are portrayed as occurring three to four times more frequently than those between spouses (Greenberg et al., 1993). Furthermore, Kunkel et al. (1999) reported that sexual content can be found in up to 80% of all movies shown on network or cable television channels. While depictions of sexual behavior, provocative attire or gestures, disrobing, or varying degrees of nudity on television may expose teenagers to sexual content, it is far more probable that they will hear conversations about sex than see visual representations of it. A 1999 composite week of broadcast programming analysis revealed that of the 56% of programs with some kind of sexual content, over half featured a verbal exchange about sex (e.g., remarks about a character's or another's sexual interests; discussion about previous sexual encounters; flirting or overtures; sexual innuendo; sexual advice); only 23% of programs actually presented instances of sexually related behavior (Kunkel et al., 1999).

The purpose of this study was to examine the impact of media on learners' processes of learning. Investigating the impact of media on learners' learning processes was one of the study's stated goals.

using MEDIA to assess the quality of the assignment.

to look at the MEDIA support study initiative.

to investigate how the media raises global awareness.

Delimitation of the Study:

Electronic medium was chosen, and the study was confined. One electronic media choice was television.

The study's justifications were;

Establishing their own TV channels and educational initiatives could be beneficial for universities.

Teachers may find it beneficial to participate in modified curricula and present lectures on a range of educational topics.

Being aware of various challenges in education could be beneficial for the students.

Introducing their educational programs on various TV channels could be beneficial for institutions.

TV stations could benefit from making improvements to their current programming and adding additional instructional content.

Enhancing communication between teachers and administrators could also be beneficial.

Procedures

In this study, a social survey was used as the research strategy. The survey methodology's fundamental concept is to assess variables by asking people questions. Surveys aim to record behavior trends or attitudes. In the current survey, students are questioned at a single point in time using a cross-sectional methodology. There were 200 respondents in the tiny sample size of the random sampling small-scale survey. The sample comprised fifty female students from each of the following universities: Foundation University Islamabad Pakistan, Preston University Islamabad Pakistan, NUML Islamabad Pakistan, and WISH Islamabad Pakistan.

The survey comprises 33 items, with five possible responses for each: Strongly Agree, Agree, Undecided, Strongly Disagree, and Disagree. Every query is predicated on the goals of the study. The scale included a 5 to 1 rating system that went from "strongly agree" to "strongly disagree."

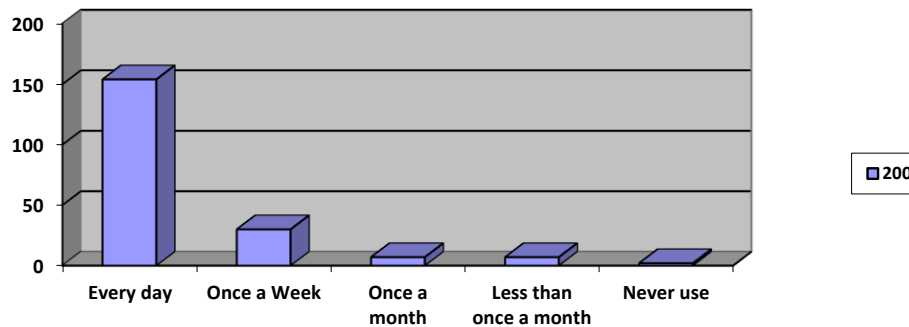
Using the statistical software SPSS, the scale responses were examined in accordance with the previously stated scoring guidelines. To analyze the data for this purpose, the t-test, chi-square, percentage, and ANOVA test were used. The scale has a .93 reliability coefficient.

Results

The students use TV

Total	Every day	Once Week a	Once month a	Less than once a month	Never use
200	154	30	7	7	2
Percentage %	77	15	3.5	3.5	1

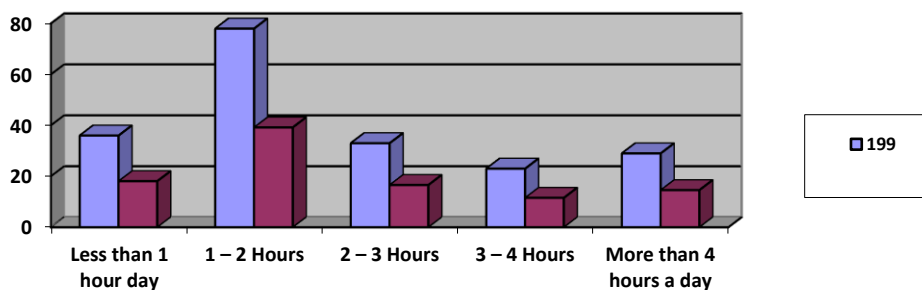
The fact that the daily value in the table is greater than the other values suggests that a large proportion of students watch TV on a daily basis. The following figure also shows this.



The total hours that student used TV

Total	Less than 1 hour day	1 – 2 Hours	2 – 3 Hours	3 – 4 Hours	More than 4 hours a day
199	36	78	33	23	29
Percentage %	18.09	39.19	16.58	11.55	14.57

Based on survey data, we can infer that most respondents are medium viewers, which aligns with the nurturing idea. Furthermore shown in the following figure.

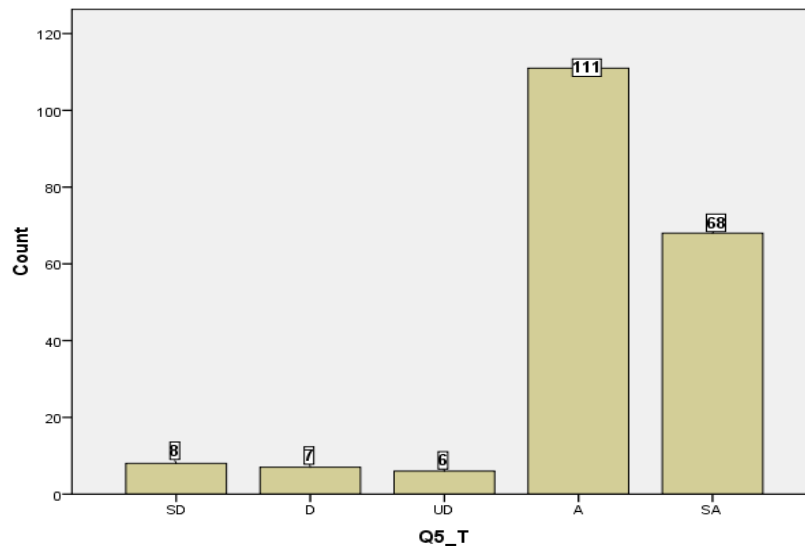


MEDIA provides latest information about the world.

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X ²	P
200	68	111	6	7	8	2.27 E ² *	<.000

*Significant df=4 x² at 0.05=9.48

The estimated value of x² was found to be 2.27, indicating a highly significant outcome, according to the table. The viewpoints of the respondents mostly aligned with the previously given statements. This is also depicted in the figure below.

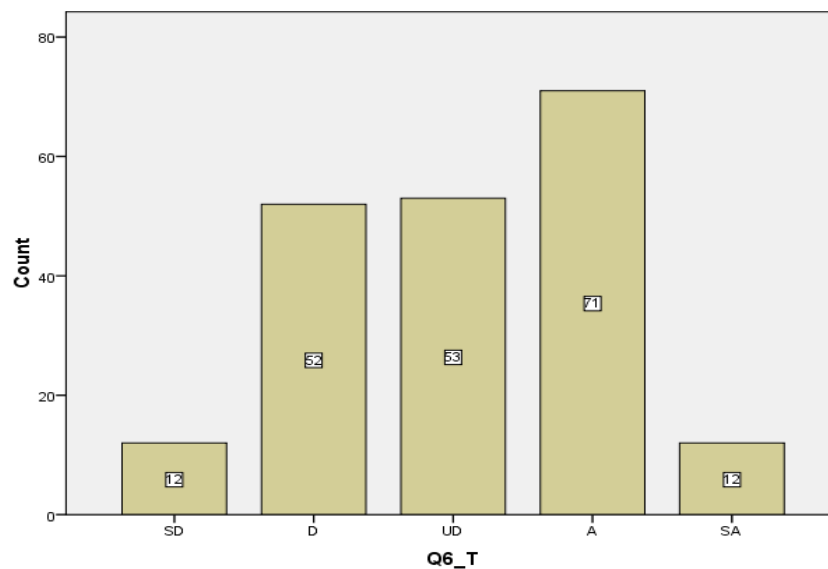


TV helps students in preparation of assignments.

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X ²	p
200	12	71	53	52	12	71.05*	<.000

*Significant df=4 x² at 0.05=9.48

According to the table, the computed value of x² was determined to be 71.05, indicating a highly significant result. Respondents' opinions so tended to accord with the aforementioned statements. The following figure also shows this.

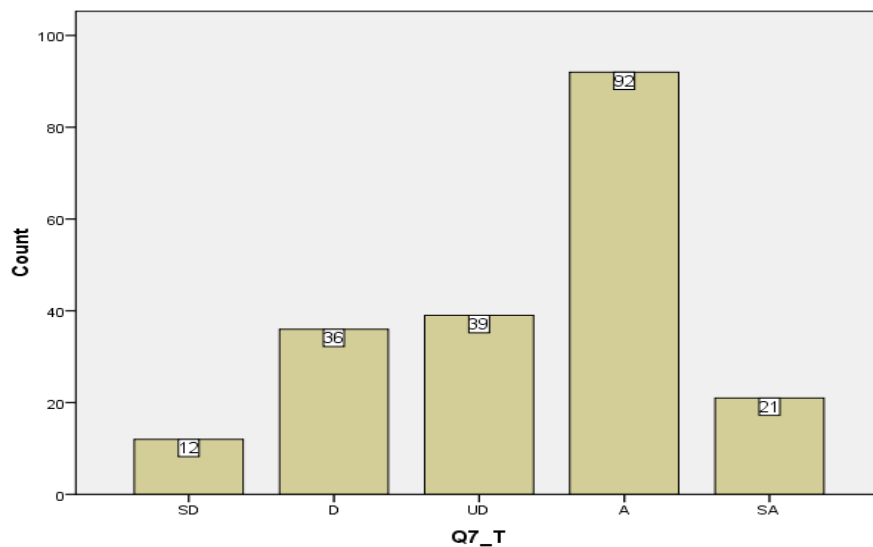


TV helps students in their research project.

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X ²	p
200	21	92	39	36	12	96.65*	<.000

*Significant df=4 x² at 0.05=9.48

The table shows that 96.65, a highly significant figure, was determined to be the computed value of χ^2 . Respondents' opinions so tended to accord with the aforementioned statements. The following figure also shows this.

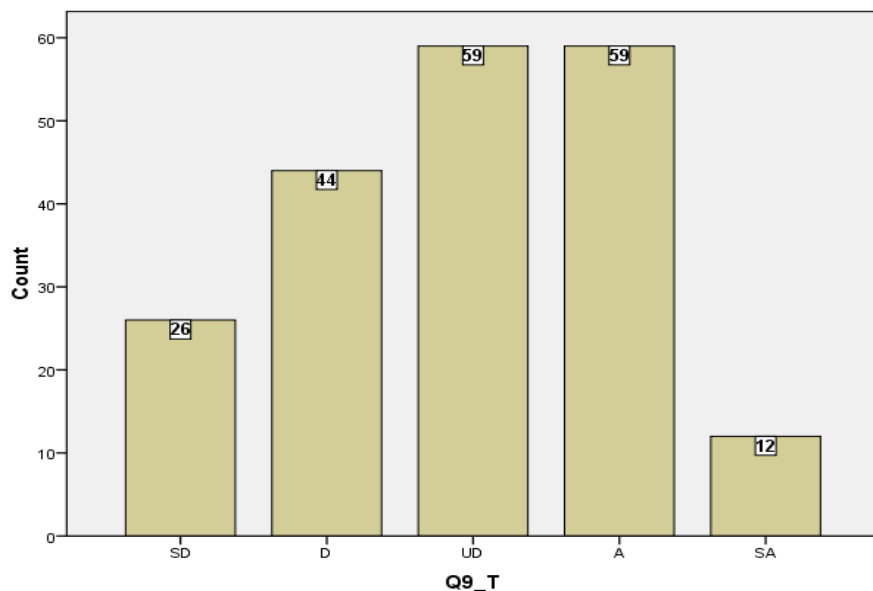


The accessibility of online resources on TV, with their vast amount of knowledge, has made education more worthwhile and easier.

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X ²	P
200	12	59	59	44	26	42.9*	<.000

*Significant χ^2 at 0.05=9.48

Table indicates that a highly significant value of 42.9 was discovered to be the estimated value of χ^2 . As a result, people's opinions are split and they are equally split between agreeing and disagreeing. They don't say they agree or don't decide. The following figure also shows this.



Conclusion

Findings indicate that television offers the most recent global news. Media can also assist pupils in getting ready for assignments. The findings showed that MEDIA supports pupils in their study endeavors. The outcomes demonstrate how easier and more valuable learning has become because to the abundance of online tools and their vast informational database. Teachers may find this study useful as they encourage their pupils to use media as effectively as possible for their education.

The study chose a sample from Islamabad Universities due to restricted resources. To validate the results of this study, comparable investigations ought to be conducted in additional districts within the province of Punjab or in other regions of the nation.

To minimize and resist the effects of western and Indian channels, it is suggested that local channels should be strengthened and programmes should have better content. These channels should produce and broadcast quality programmes that could help in the promotion of Pakistani values, educational and traditions and improve the image of Pakistan on international level.

Universities should launch their own educational channels on MEDIA. Where professor were invited to present lecture and discuss different issues in education.

Discussion

The majority of young people have personal excesses with media, spending over three to four hours a day, according to the results mentioned above. So, it can be said that media is both acceptable and well-liked by young people. For the sole aim of amusement and productivity, this is applied to the entire population of Pakistan.

Media can be utilized to encourage social development and critical thinking. When utilized properly, television offers a wealth of beneficial opportunities for education and growth. If they teach kids cognitive abilities that differ from those acquired through reading and writing through visual means. For some sorts of information, television works better than print media. It also provides access to education for those who are illiterate as well as for those who struggle in conventional classroom settings. What role should a designer now play in the digital age? There are numerous ways for a designer to accomplish their objectives, whether they be to simply convey information, pursue aesthetics, make money, or use another strategy. In my view, creativity keeps up with the fast-paced digital age, so certainly, there are other factors besides money, knowledge, and aesthetics. This century, which we dubbed the era of disorder, is subjugated by the previous century. We used to refer to graphic design with all the visual elements as visual design. But, in the modern period, it has undergone a transformation as a result of the numerous media with whom we must interact—a phenomenon known as interactive design. As a result, the information we have heard and seen can only be indicated by utilizing your eyes; so, we must switch between the roles of physiologist, educator, writer, designer, engineer, and sociologist. The voice on the television requires us to extend our senses. As a result, rather than many elements that are superfluous for society, the design is centered on the human being. The person with the ability to think flexible will triumph in that era. Furthermore, the designer ought to be authentic. Their objective should be to follow the moral road with integrity. In addition to, the designer should have to find their life's passion, develop themselves-esteem, and create self-appreciation which leads to more positive self-esteem. The designer has a strong persuasive style in light of all of that. It is important to use media to give students greater academic support.

MEDIA has entered in every sections of our daily life- be it in education, news, entertainment, culture, sports, etc. Not to mention, media has given education a new perspective and significance. More than ever, education may now be enjoyed while learning. The above discussion also validity's the sub objectives that students use MEDIA in their learning process. They get help from MEDIA in their learning task.

References

- Ashraf, M. Arif, I. (2009), *media imperialism and its effects culture of pakistan a case study of youth of multan*, Retrieved on 8 january, 2011, from file:///E:/research%20work/literature/Global%20Media%20Journal.htm
- Almon, J. *Violence and the Electronic Media Their Impact on Children*, publications of the Waldorf Kindergarten Association of North America.
- Daningsburg, S. and Schmid, R. F. (1988). *Educational television evaluation: The impact of methodology on validity and learning*, *Journal of Educational Television*, Vol. 14, No. 3, pp. 177-192.
- Enid Gruber and Helaine Thau, Sexually Related Content on Television and Adolescents of Color: Media Theory, *Physiological Development, and Psychological Impact*, *The Journal of Negro Education*, Vol. 72, No. 4, Commercialism in the Lives of Children and Youth of Color: Education and Other Socialization Contexts (Autumn, 2003), pp. 438-456.
- Faiqa Abdul Hayee (2003). *Report entitled "Cable Television, Prospects and Issues"* published in Report by PEMRA – Cable Television: A Future Vision. Fatima, Nabiha (2000). *Effects of Satellite*.
- Goldfayl, D. *Affective and Cognitive Domain Learning with Multimedia: Two Sides of the Same Coin*, Retrieved on 10 january, 2011, from www.eprints.hec.gov.pk
- Harell, A., *Learning from Electronic Media* Retrieved on 15 february, 2011, from <http://www.essayforum.com/writing-feedback-3/learning-electronic-media-essay-topic-7463/>
- Jaffar, Ali (2003). *Report entitled "Cable Television, Prospects and Issues"* published in Report by PEMRA – Cable Television: A Future Vision. Naseem Vohra, Director, Pakistan Telecommunication Authority, Punjab Region, Lahore.
- Jabbar, (2003). *Is the BBC Urdu Service becoming Pakistan's National Broadcaster? An Enquiry into the Causes of BBC Urdu's Success in Pakistan* Wasim Ghani Joint Graduate Programme in Communication and Culture Ryerson University-York University, Toronto, Reterved on 15 february. 2011