



The Effect of Training to develop secondary students to have positive attitude towards appropriate media

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Abstract: This quasi-experimental research aimed to study the effect of training to develop attitude for the appropriate media consumption of secondary school students as they were compared with those who did not receive the training. The included training; the researchers offered self-constructed idea as a change of attitude. A total of eight events of activities were used in this study, the samples for this study were secondary students studying in the second semester of academic year 2011. There were 35 students in the experimental group and 35 students in the control group. After the completion of collecting data, Analysis of Covariance was employed to analyze it. The results of posttest found that students in the experimental group who had received the training had higher positive attitude in the media consumption after obtaining the treatment ($p < .05$). Then, the pretest score was chosen as covariance. The result found that the score of positive attitude towards the appropriate media consumption of the experimental group was higher than the control group ($p < .01$).

Keyword: training program, attitude development, media consumption

Introduction:

From reviewing the relevant researches about the effect of mass media on youth's thought, attitude, and behavior, there are both positive and negative impacts. For the positive one, mass media helps youth to perceive information or news and to understand a problem, which happens in the society. Moreover, it develops ones' perspectives and supports social sharing (intermedia, 2001:1). Mass media also helps support academic skill, urges people to realize about being good, and supports health. In contrast, negative impacts on youth are available such as problems about popularity, sex, and aggression.

Ramajitti Institute and Ministry of Culture Thailand (Somin, 2004:26) surveyed the attitude and behavior of children on living with technology. The samples were primary students from 14 provinces in Thailand. Data was collected from September to October in 2005. The result showed that 41.4% used the Internet for entertainment while 64.7% used it to play a computer game. Surprisingly, 33.6% of the students played a game while studying in the class. Besides, the director of Health Systems Research Institute noted that in the present, teenagers knew only the benefits of technology, but they did not utilize it for learning or accumulating valuable experience, as they addicted to only chatting and most kinds of entertainment. It sometimes made them to be slave of technology as he presented in the seminar on the topic of "Immunization Using ICT". Thai youth statistics showed 20% of the use of Internet was for knowledge, 80% for others, which was apart from mentioned above. The result corresponded with Cheangkul (2003: 241-242). She discovered even if Thailand offered many kinds of media, Thai people still used the media and technology more for entertainment than for knowledge and culture development.

The researcher recognized the importance of mass media and needed to develop the positive attitude towards mass media of secondary students since they risked to be easily induced. The Thailand Research Fund (Somin, 2004:26) presented a survey research on the topic of "The abuse of child pornography". The samples were 834 boys and girls who were in primary to higher level of education. This research discovered that 7 kinds of pornographies were from Internet, books, DVDs, VCDs, movies, cartoons and

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games. The first time they watched porn movies was in senior primary, 18.30 % and 14.29 % for boys and girls respectively. The most interesting finding was 3.97 % of primary students watched porn movies, and there was an increasing number of junior high school students watching porn movies also, which was 51.15%. Consequently, the researcher decided to choose secondary students as samples for this research.

Besides, the development of people's attitude is important because individual's attitude to mass media is directly related to his awareness. It was supported by the study of Anamwat (1990) who found an attitude had a positive relationship with information-admitting behavior. If a person has a good attitude towards media consumption, the person will choose and receive a good one too. From all discussed above, the researcher would develop the attitude towards positive media consumption of secondary students (grade 7th), based on McGuire's theory. It is such a pivotal issue as today technological advancement has become more popular, especially mass media, which provides people with a handful of benefits such as supporting academic skills, norms, popularity, and optimistic attitude for themselves, community, and society

Objectives

1. To develop attitudes for the appropriate media consumption of students who were in the experimental group.
2. To compare the result between the experimental group and the control group on media consumption.

Conceptual Framework

For this quasi-experimental research, the independent variables were trained and untrained students to develop the positive attitude towards media consumption. Dependent variable was the positive attitude towards media consumption. The conceptual framework of the variables was as follow

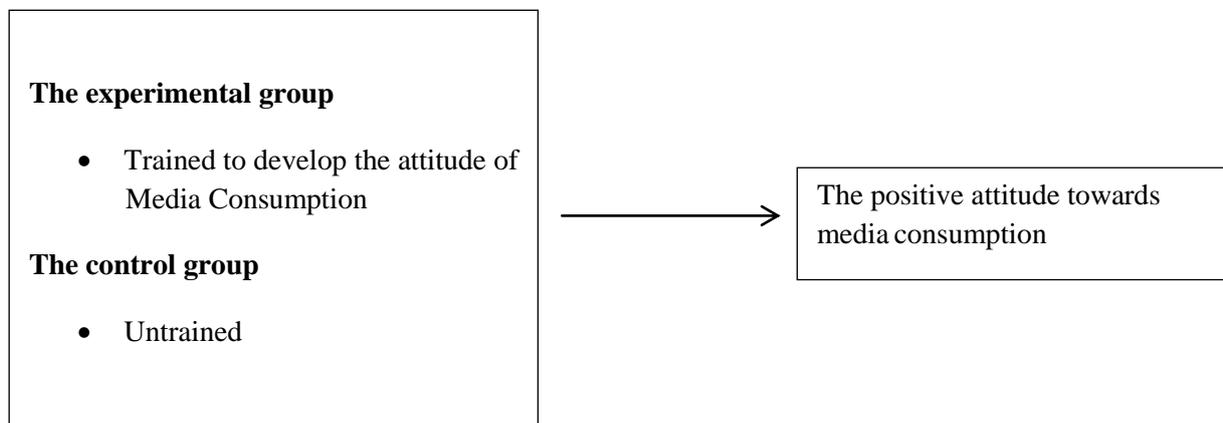


Figure 1 Conceptual Framework

Hypothesis

1. After training, the experimental group has higher level of the positive attitude towards media consumption than pre-trained period.
2. The experimental group has higher level of positive attitude towards media consumption than of the control group.

2. RESEARCH METHOD

2.1 Participants

The Participants were 350 students in one secondary school in the suburb of Thailand. They were studying in the second semester, 2011. There were 35 students in the experimental group and 35 students in the control group. Totally, there were 70 students chosen by simple random sampling.

2.2 Variables

2.2.1 Independent Variables: Trained and untrained students to develop the positive attitude towards media consumption

2.2.2 Dependent Variables: The positive attitude towards media consumption

2.2.3 Covariate: Pre-trained score of the positive attitude of media consumption.

2.3 Measurement

There were 2 types as follows:

1. The questionnaire to measure the students' positive attitude towards media consumption, which was created by the researcher, evaluated by a 5-point Likert Scale. There were 23 items, of which discrimination was 2.365 to 6.600, and the reliability was .912.

2. Training programs to develop a positive attitude towards media consumption were created by the researcher based on McGuire's attitude change theory. Practically, each activity would be evaluated and tested after the activity conducted. Training steps were: (1) Building the attention (2) Building the comprehension and (3) Building the acceptance. Each step could train the feeling and satisfactory towards many kinds of media, so the media offered children knowledge, creativity, norms, and skill training including thinking and language skills. Eight activities were employed in this study.

2.4 Procedure

2.4.1 Research design: it was a Quasi Experimental research.

E	O ₁	X	O ₂
C	O ₁		O ₂

E : Experimental Group

C : Control Group

O₁ : Pre-Test

X : Training programs to develop a positive attitude towards media consumption

O₂ : Post-Test

The process of this study is as follow

1. For experimental group, the researcher tested subjects' attitude towards media consumption by pre-test paper in order to decide the subjects were such a proper group. After that, there were totally 8 programs employed in the experiment. The duration was overall 10 hours. The examples of the employed programs were "Life Map", "Debate", and "Project". Pretest would be applied after finishing all programs in order to ensure the quality of these programs.

2. For control group, there were two Icebreaker activities. The researcher let them take both pre-test and post-test paper.

2.4.2 Analysis:

The researcher used a computer program to analyze the collected data.

1. The difference of mean of the positive attitude towards media consumption before and after test score was conducted by t-test.

2. The difference of mean of the positive attitude towards media consumption score of the experimental group before and after programs taken was conducted by t-test.

3. Analysis of Covariance (ANCOVA) was conducted to analyze the difference of mean of the positive attitude towards media consumption of the control group before and after the experiment.

3. RESULT

1.The analysis of t-test for comparing the positive attitude towards media consumption before and after testing of the experimental group

The researcher had carried out activities for the students who attended the experimental and control groups. Each group was tested before and after the activity completed. It was tested with t-test in order to compare the level of positive attitudes towards appropriate media consumption of both groups before and after the experiment. The results are shown in Table 1-2.

Table 1. Mean and Standard deviation of the positive attitude score towards media consumption of the experimental and the control groups before and after training

Group	N	Pre-Test		Post-Test	
		\bar{x}	SD.	\bar{x}	SD.
Experimental	35	80.97	8.00	83.40	7.49
Control	35	74.74	7.03	75.00	7.56

Note: \bar{x} = Mean, SD = standard deviation

From table 1, the average score of the experimental group for the pre-test was 80.97 and the post - test was 83.40, whereas the average score of the control group for pre-test was 74.74 and the post- test was 75.00.

Table 2. *The comparative result of the positive attitude towards media consumption of the experimental group before and after the training*

Time	N	\bar{x}	SD.	T
Pre-test	35	80.97	7.99	2.24*
Post- test	35	83.40	7.49	

From table 2, the experimental group had higher attitude score towards consumption for post- test than pre-test as statistically significant at 0.5.

2. The result analysis of covariance of the experimental group and the control group on the positive attitude towards media consumption.

The researcher pre-tested the sample’s positive attitude towards media consumption in order to test the assumption of covariance. As a result, the score of the experimental group was higher than the other one ($p < .05$). So pre-test score had been justified as covariance by applying ANCOVA.

Table 3. *The analysis of covariance of the experimental group and the control group’s positive attitude towards media consumption*

Variance source	df	SS	MS	F	η^2
The attitude score before training (covariate)	1	2471.490	2471.490	130.603**	.661
Group	1	156.378	156.378	8.264*	.110
Error	67	1267.882	18.924		
total	69				

** $p < .01$ * $p < .05$

Note: df = degree of freedom, SS = sum of squares, MS = mean of squares, F = F-test

From table 3, the experimental group had higher level of positive attitude towards media consumption than the control group as statistically significant at 0.1.

Table 4. *A mean score of the positive attitude towards media consumption of the experimental and the control groups.*

Group	N	Mean	Adjusted Mean
Experimental	35	83.40	80.907
Control	35	75.00	77.665

From table 4, the mean score of the positive attitude towards media consumption of the experimental and control groups was 80.907 and 77.665 respectively.

4. DISCUSSION

The results showed that after the experimental group was trained to develop the positive attitude towards media consumption, they had higher level of the positive attitude towards media consumption when compared with the control group that means it showed the efficiency of the training programs. There were 8 activities; each activity emphasized the group to join work group such as helping to do a poster for public relation on the topic of “How to consume the media wisely”. Besides, single work such as predicting the story was conducted in order to encourage them to think imaginatively. The activities were varied and up to date such as Harry Potter which was the film that had been cut to be 15 minutes combined with some certain questions like “Do you think Harry Potter should or shouldn’t help his friends?”. The research was friendly and could interest the groups, according to Klausmeier’s theory (1975) that informed about how to develop one’s consciousness and provided advices on appropriate activities: (1) Using the group process can change attitude effectively. It is better if the expert focuses on student’s willingness to complete the tasks. (2) To train problem-solving skill, the expert had better take the groups to comprehend causes and reasons of their behaviors by “why” and then let individuals share about themselves. (3) Using the direct experience can be done by creating various activities for the individuals to get the direct experience such as acting, drama works, field trip, or combining mass media in class. Especially, the expert can provide ones, which are suitable role models such as pictures, advertisements, news, and films. (4) To create a satisfying experience, the expert has to be friendly and has the ability to attract individuals to be enthusiastic to learn the provided lessons, environment, and activities. It is like Buasri (2008), she studied about the supporting program resulted from TV consumption which was beneficial and able to change the attitude towards TV consumption; after joining the program, the students had higher knowledge on TV consumption than the criteria significantly at 0.05 as including activities were analysis, thinking, and debate. Kellner (online:2005) presented the training or teaching literacy was not only teaching students via media, but also developing skills to increase efficiency and participate in real-life situations. Moreover, literacy teaching should include models and collaborative project for participants in order to learn and understand media more and be omniscient about the culture of mass media. Additionally, these could encourage them to share the opinion, accept others’ viewpoints, debate, read and improve analytic skill. The idea mentioned corresponds with Suzuki Midori’s idea (Yenkabog. 2004:68-69 cited in Suzuki Midori. 2000) that literacy learning form should be 1. Studying in a group 2. Active interaction and 3. Learning through dialogue.

Moreover, the researchers believed that the training programs were effective and clear enough to lead the subjects to be fully conscious when utilizing the media in daily life. All processes were based on McGuire's concepts (1969), which contain 5 stages. However, this study didn't want to change ones' behavior, but just let them be aware of negative media. The persuasive contents were benefits of appropriate media and the drawbacks of inappropriate media. This study employed 3 stages, interest stage, understanding stage, and acceptance stage. The compared result was somewhat vivid that if the students had been encouraged by proper training programs of attitude change for some times, they were prone to be aware of consuming inappropriate media.

SUGGESTION

For application

1. An expert or one who operates the experimental research should learn and understand the process precisely such as thinking skill, the attitude changing process, self-control, literacy, psychology basic skill, and training skill.
2. The training programs can be flexible depending on situations and the programs should be added into the school lessons.

For future research

1. For the quasi-experimental research, there is a limitation of sampling, so it should be changed to be experimental research or other kinds of quantitative researches in order to study the programs, which can develop ones' attitude.
2. The study can focus on other sub-dimensions of attitude change theory.
3. The study should focus more on other aspects such as future orientation and self-control.

CONCLUSION

The result can be summarized that the training programs were effective. They could develop ones' positive attitude towards appropriate media consumption. The result found that the score of positive attitude towards the appropriate media consumption of experimental group was higher than control group ($p < .01$). From the programs used to develop the students' attitude, most can be utilized in several fields especially education. The ideas of creating activities in the program sound considerably useful to develop the attitudes of students that are significant for enhancing their learning and living.

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