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# Use Of Incorporating Mass Communication In Education

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## Abstract

The purpose of this study is to quantify the views of today's youth, particularly those who are still enrolled in higher education, on whether or not the influence of the modern mass-media is positive and aiding them in better understanding the environment in which they are acting, or whether or not it is negative and manipulating them.

For thousands of years, political and military leaders have exploited the notion of manipulation to influence the populace and forward their own agendas. Manipulation has always been a divisive issue since people have different reactions to it, whether it was done directly in the past or subtly in the present via the media. Press, whether printed or broadcast, has a significant role in shaping public opinion and serves as a key vehicle for conveying the message of the communicator to their target audience. In this approach, the mass media creates an ideal setting for the rapid distribution of the news to the public.

The study's findings reveal a synthesis of the beneficial and bad influences of mass media on today's knowledge-hungry youth, placing agency for decision-making and action squarely in the hands of this generation. Verify the central study hypothesis, namely that mass media represents a double-edged sword for the internet-native Generation Z. It both forms and diforms at the same time. This research can help us figure out how to put this resource to good use.

**Keywords:** Mass-media, internet, manipulation, education, two-blade sword, Generation Z.

## **Introduction**

Considering the pervasive nature of the media in today's culture, we conclude that it has the potential to serve as a powerful tool for educating the public across generations. Therefore, it is rather important to examine more closely the contradictory impacts that mass media has on young people. The goals of this study are primarily to:

- i. Understanding the impact of the media on kids' development and learning, both positively and negatively;
- ii. Considering the findings, factors, and significance of the investigation;
- iii. Locating the primary methods of mass-media manipulation and the means to regulate them.

**Mass Media influence Education :** Education is defined as "the measures that are methodically applied as a whole, aiming the mental, moral, or physical features to develop and develop in the respect of kids, of youth....and of the all society, etc." in the 1998 second edition of The Explanatory The dictionary of the Romanian Language (DEX). The goals of such pedagogical work are for students to reach their full moral and physical potential, to behave courteously in public, and to get the best possible education and cultural background.

Beyond the basic concept, there are three major categories of schooling: formal, non-formal, and informal. Formal education refers to school-based instruction that follows a predetermined curriculum and grading rubric. Because of its broad scope, everyone is afforded the chance to learn about and benefit from the breadth of human experience, as well as the academic disciplines, the arts, and the sciences.

Because it has the same goals as formal education but uses a different approach to teaching and learning, non-formal education is often seen as a supplement to traditional schooling. In order to maximize the learning process and minimize the difficulties the individual faces inside the formal learning

structure (the stress of receiving marks, imposed punishment, and doing homework), experts in the field, like Kleis et al. (1973), define this concept as "an educational endeavor that is purposeful and organized, usually developed beyond schools, and the content of which is adapted to the individual's needs and to the special situations that occur."

Moayed and Mehdi (2011) are two more major non-formal education scholars whose work has led to substantial shifts in the way agriculture is taught. Their efforts have helped boost wheat output and informal schooling in Iran's rural communities. "...flexibility of time gives a new door to education for kids who are vulnerable and at the same poses a barrier for instructors to achieve the objective within the specified time," Mirza & Chowdhury (2013, p.95) said. The term "informal education" refers to the learning that occurs informally as a result of unplanned experiences and interactions. It is also defined by a lack of norms and guidelines, which calls for independent learning.

**Incorporating Mass Media in Education:** Personality development, particularly in the young, is aided by all three types of schooling. Formal education must serve as the foundation of education, and its effectiveness may be boosted with the addition of other forms of education, although in lesser quantities.

According to Bunescu, G. & Negreanu, E. (2005), the most powerful kind of education is informal education, which takes the shape of stimuli, impressions, and media messages. A growing number of people are turning to the media as a primary or secondary source of knowledge, and this has crucial implications for the development of children and young adults.

Many scholars have examined the connection between the media and schooling, presenting both pro- and anti-arguments. According to DeFleur and Ball-Rokeac (1999), "mass-media perverts public cultural ideals, hinders innovation, and drives growth in criminality." On the other side, the writers acknowledge the benefits of the media, arguing that it helps expose corruption, protects our right to free speech, keeps us apprised of global developments, and raises our general level of life. UNICEF conducted a research in 2013 that found 90% of teens watch TV on a regular basis, with 50% spending more than 3 hours per day doing so, despite the fact that this time may be better spent

engaging in constructive activities like socializing or learning. According to the same research, 88% of teens spend an average of 3.37 hours each day online, mostly on social networking sites. More than half of young people who use social networks do so to keep in touch with pals, whereas less than one percent do so to learn about the dangers of substance abuse. There is a low level of trustworthiness in social media content.

**Mutual Influences Between Mass-Media and Education:** General trends of the main four change triggers, namely:

- (i) political (P) considerations,
- (ii) factors related to the economy (E),
- (iii) those related to society (S) and
- (iv) the T-factor, or the technology at play.

Politics have a significant role in shaping the news media; for example, the effects of taxes and laws now in effect are not insignificant. It's also crucial to consider the level of political stability. The following are some broad types of media:

- i. the printed media
- ii. visual and auditory
- iii. the many avenues of online interaction

Regarding the media, the State exercises four distinct forms of control. The laws in effect serve as a legal manifestation of this control. When in the hands of those in power, the media may be shaped in a number of ways, including legally, commercially, normatively, regulatoryly, and structurally.

There is currently no press legislation in place in Romania, meaning that journalists are not protected by any overarching regulations governing their interactions with the political establishment. Only two laws, "The Law of Audiovisual" (Law number. 504/2002) and "The Law Regarding the Establishment and Functioning of the Romanian Radio or TV Broadcasting

Institutions" (Law no. 41/1994), are now in effect to govern the freedom of expression and the right to information in Romania. The Audiovisual Law creates the National Council of the Audiovisual and the mode of distribution for broadcasting licenses, both of which have a technical nature. The Romanian law governing the formation and operation of radio and television broadcasting establishments establishes the mode of operation for the audiovisual in the public sphere, putting constraints on the amount and quality of news and information available to the public. The mode of operation of the mass media is founded on the preexisting rules of operation, and the manner in which information is processed and disseminated is indicative of the manner in which a society operates (Gross 1999, p.61).

There is not randomness to the changes occurring in the media landscape. There were three distinct phases in the creation of the mass media: the first, the televised revolution; the second, the transition to a capitalist society and the establishment of the media's roles; and the third, the endeavor by the media to become more polished and professional. This is seen in the media's uplifting effect on the culture and civilization of its viewers. In this study, we want to do just that by illuminating the ways in which the media affects college students as they near the end of their degree programs. Technical, cultural, artistic, political, economic, judicial, sporting, religious, etc. are only some of the internal and external information messages that may be sent by the media. According to the legislation, the state has complete authority over the audiovisual industry's paper, distribution, and licensing resources. The state, via its specialized institutions and instruments, is in charge of managing the mass-media market, and it has the ability to check content before it is published or aired. The audiovisual industry is governed by the National Council for Audiovisual (CNA), and there are also civil society organizations, like the Agency for Press Monitoring and the Romanian Press Club, that are actively involved in regulating the industry.

The degree of education, the way of life, the population's attitude towards quality, the age rate, and the attitude towards ecological are all examples of how social variables present themselves. Different people of different levels of education are impacted by the media in different ways. Many entities—including families, communities, institutions, organizations, media outlets, and

individuals themselves—play a role in a person's educational attainment. The more educated a person is, the less they are influenced by the media. Someone with a lot of schooling will not believe the tabloids unless they have independent confirmation of their claims.

Due to the innovative aspects present in many fields, technological considerations have a significant impact on performance. The media has been nicknamed the "fourth power in the State" because of its influence on modern culture. The phrase "mass media" was created by combining the Anglo-Saxon word "mass," which refers to a large group of people, with the Latin word "media," which refers to channels. Therefore, when we talk about mass media, we're referring to a broad form of information that is disseminated across several channels and reaches a huge audience.

Information may be sent to the public at large in record speed because to the proliferation of message-delivery methods made possible by technological advancements. As a result, there is a vanishingly little lag time between when something happens and when the public learns about it. Technology has made it easier than ever for individuals to obtain the information, culture, and entertainment they want through whatever medium they choose, whether it television, radio, print media, or the internet. Another crucial function of the mass media is the transmission of values, cultural models, and the shaping of perceptions and behaviors. While this was previously a much more difficult task due to the relative slowness with which information reached the public, advances in technology and the proliferation of communication channels have made this task much simpler.

**Proper Research on Youth Perception on Mass Media and Education:** The primary goal of this qualitative study is to assess young people's degree of trust in mass media as a source of reliable information, and the secondary goal is to identify the steps necessary to lessen the prevalence of propaganda and falsehoods. This article argues for cultivating a communal spirit receptive to positivism and professionalism as a means of protecting against manipulation by pointing out the drawbacks of relying only on the mass media for news and information. One potential method for reducing such tactics is shifting the focus of the information flow away from speculative and muddled rumors and

toward concrete outcomes. Analyses grounded on relevant facts, quantitative analysis, and performance indicators are necessary to provide substance to the subjective views openly stated in the public online environment regarding individuals, businesses, and governmental institutions. As a first line of defense against widespread disinformation, teaching young people to evaluate sources critically and make decisions based on evidence is crucial.

For the purpose of conducting research that elucidates whether or not the mass media has a positive or negative impact on the educational outcomes of young people and, if so, to identify these influences so that they can be countered if necessary. Our study population consisted of 108 undergraduates (both male and female) aged 18-30 from rural and urban backgrounds enrolled at Bucharest's National School of Management and Political Studies.

**General Preference of Mass Media for Acquiring Education :** Most responders spend between one and three hours every day online. Our findings show that almost half of respondents saw the media as a source of information, and that more than a quarter view it as a means of manipulation. Respondents do not believe the material being conveyed is reliable in its raw form and will cause them to alter their behavior or beliefs in any way. As one's degree of knowledge and cultural sophistication increases or decreases, the judgment remains unwavering and ultimately proves to be excellent or terrible.

More than half of respondents would not allow their children to use mass-media as an information source, indicating a lack of confidence in the raw data.

The replies suggest that the mass media may possess both good and negative information, however the latter is more common. Based on survey responses, we inferred that greater regulation for filtering listed content on value criteria is needed on the Internet and that more cultural messages would aid in the constructive education of today's young. Since most people look to the media for their news, it seems to reason that the approach should highlight the benefits of the web. It's true that excessive use of the Internet may lead to problems like fatigue and social isolation, but there's no denying that, in the here and now, the Internet is the primary information source, providing fast, affordable access to a wealth of knowledge. As the respondents are college-educated young adults, we hypothesize that they will be able to use their own

sense of right and wrong to make moral judgments if we give them the tools they need to understand both sides of the truth.

### **Among the Positive aspects of the Internet,**

- i. fast dissemination of the word
- ii. user-friendly interface that makes commenting on contentious issues a breeze
- iii. improvement and simplification of intercontinental communication
- iv. access to readable, organized data from a variety of sources
- v. helps recall information and develop persuasive skills
- vi. helps with focus outside of the central field
- vii. Positive benefits on multitasking and focus are reported.
- viii. provides access to a variety of options, allowing the recipient to make an informed choice.

### **The negative aspects of the Internet are not determined for example :**

**(i) It affects the memory :** The Internet has a negative impact on memory, according to a research commissioned by Grant's Whisky and reported in 2013 by Daily Mail Reporter. Studies show that since individuals are used to having instantaneous access to information, they remember less of what they read. Ninety percent of those who filled out our survey said they don't bother to memorize facts that can be quickly looked up online.

**(ii) Inculcates Dependency:** Every one of these media platforms is vying for your attention by offering games, quizzes, and other forms of content designed to keep you glued to their site for as long as possible. Multiple adverts for apps, games, and news are slipping in from the site's margins in the event that your first impression is less than favorable. The most important part is that they feature actual people you know who are living the good life.



**(iii) Brings about Depression :** Numerous accounts of real-world tragedies may be found online. Some of these details are out of the ordinary for the community since they focus only on the bad aspects of the topic, rather than discussing what might have been done to prevent the "tragedy" in the first place. Overexposure to such material might lead to feelings of depression and constant anxiety.

**(iv) Results most often on Manipulation and misinformation :** Manipulation in the internet world entails sneaky transgressions of professional norms. Companies in a wide range of industries can sometimes spread unsubstantiated rumors or misrepresent facts about their immediate rivals by publishing them on their own websites or in blogs in an effort to sow discord and confusion. Many articles have names that have nothing to do with the actual content. The right to freedom of speech seems to be misunderstood. There is a lack of qualitative context and the articles are full with incomprehensible sentences. Blogs are rife with such instances, which provide fertile ground for malicious and derogatory writing on public and private institutions. The materials are devoid of supporting evidence and filled with unfounded beliefs that steer the group in a destructively pessimistic direction.

## **Conclusion**

We think our study's findings are at least somewhat relevant, and maybe even actual and helpful, since they emphasize both the bad and beneficial affects of the mass-media on education. The recommended answers lie primarily in the hands of decision makers but also in the hands of each reader of the present study article, since we are all mass-media information recipients and users and, depending on our degree of education, we may be opinion shapers and generational shapers.

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