

The Impact of Mass Media Tools on Students at the High School Level

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ABSTRACT The aim of this research is to investigate the impact of the mass media tools on students who attend the 10th grade secondary education within the formal education system in North Cyprus and their feedback on the use of the media tools. The specific objective is to determine the role and the importance of the mass media tools on students at the secondary level who reside in relatively rural areas and find the opportunity to attend the standardized education system. Observations were made in classrooms and interviews were administered with teachers. During the survey, a total of 95 questionnaires were administered for the students in three different schools. The results of the research reveal that the students are in relation with the mass media tools. Besides, it is observed that students use the knowledge gained from the mass media tools in different fields of their lives.

INTRODUCTION

In the world, a new day is simply perceived as the 'sunrise'. The most common phrase to sustain the life is "to continue communication activities" that are required. The individuals communicating in the environment to affect the other people, and still consciously or unconsciously influenced by the change and adapt themselves to the environment are trying to create their own rules. Formed in the process of personality, development is demonstrated by the way people communicate. Everything that is learned is heard and performed by the behavior of all communication. Communication is a tool for relationship between people. People use communication to understand, to know, to express and to reach the others (Usluata 1995).

In Latin, "communication" is 'communis' as the concept of several individuals or objects, and has the same meaning (Kuzu 2003). Communication, which is a natural part of human life, is a social activity in the history of mankind. There is a difference between the definition of communication used in the past and in today's era. Simply, communication is the process of transferring from the source to the receiver.

Nowadays, increasingly sophisticated information and communication technologies are required to enter into the existing social relations and helped to modernize, but they are understood to be affected by economic, political and such factors (Bernard 2008). In this case, in affecting the mass communication, there is a need to examine it more closely.

Mass Communication

Mass media tools are aimed at those with media technology products. With a clearer explanation, communication is carried out by the press, cinema, film, radio and television. With these tools, a message from one place (individuals, organizations, communities) is transferred to a wide audience in the process or activity falls within the scope of mass communication (Kaya 1985).

Mass communication is a fairly recent phenomenon of the civilization. Mass media has helped not only with socialization of the individuals, but also to the society, because its help in human development is necessary and inevitable (Reddi 1991). The socialization contact size occurs through the mass media. Especially, mass media is widely used to transfer the information from the central area of the nation to the rest of the population.

According to Arklan and Tasdemir (2008), in order to reach the information, especially the mass media and the Internet began to be considered as a part of the social structure. Although there are negative aspects to reach the target group, these tools are very important to spread the information for the community. They are easy and cheap, making the possibility of access to information for different targets, the various obstacles and limitations due to the features such as the disposal of a resource that emphasizes the dissemination of the information (Arklan and Tasdemir 2008).

With new methods of communication all over the world, more and more people stay clear of the mass media and devote more time to these vehicles. Thus, the mass media became an integral part of the social life. The impact of the mass media on individuals for a long time was one of the issues discussed and interested (Simsek 1995; Gokce 1993). Moreover, in recent years, this debate has gained a new dimension.

Contact effects model, built on the classic action-reaction model, varies from the model quite a bit. For example, contact effects model on the impact process model, is not as simple as it assumes as in the classic action-reaction model, on the contrary, it is a highly complex phenomenon. Accepting or rejecting a passive recipient is not in the position. Recipients are actively involved in the process of mass communication and the recipient's activities can be observed in the whole communication process (Moemeka 1998).

According to Westley and MacLean (2010), alerts sent to many people is the result of the selection process, that is, the sender of the message wants to select the topic and the recipient send messages again to correspond by emphasizing, and various messaging channels of different selectivity functions are caused to determine that.

Thus, social factors are also ignored in the classic action-reaction model. Whereas, in the mass media, the impact of the social factors in isolation must require and influence the processes involved in the social factors of the buyer's resources, its relationship with the buyer's that belongs to the group, the recipient's social communication status. Leaders' opinion and multistage communication should be noted (Gokce 1993). Many studies conducted in the town or city view the communication on the limited visible interest and mass media shows this limited interest in detail in a critical and analytical way that should be stated (Inal 2007). Therefore, the studies on the students' lives and the differences between the regions should also be considered.

Education in Developing Countries and the Effect of Mass Communication

With the developing technology, communication has reached giant dimensions, not only in

the societies that produce the technology, but it has also affected the developing societies. In communication technology, speed has reached a giant-sized feature and technology transfer and effective means of communication are widespread in all societies. The development has further increased the interest of the aimed society. Nowadays, economic, social and cultural fields go to the level of developed countries. Changes and improvements have been the main wish of the whole society. Social change and the adoption of the technological innovations of the recent research on the relationship between technology factors in the change may be a dependent variable to show that. Years ago, Oskay (1978) emphasized that other technological tools and possibilities of mass media in social change also would not be regarded as an independent variable. Therefore, today, there is fast-growing technology and it brings knowledge production and transfer as the era's most salient characteristic, and therefore the era was named as the "information age" (Knoll 2002). In formal education, the role and the importance of the mass media on community cannot be detected sufficiently. The computer, the Internet and new emerging technologies of knowledge for teaching, transferring and delivering has provided great benefits with the 1990's, especially in schools to begin training in a new aspect (Scanell et al. 1992). Karas (2004) got impressed by the rapid development of communication technology in the education sector in infrastructure improvements to be the robust adaptation of these technologies in education by way of the concepts and practices that are connected to adoption that is good. Getting educated on the rote learner rather than learning, and debate and discuss the characteristics of individuals who are cultivating long-standing debates are important issues and researchers in formal education should be utilized through mass media. As it was previously stated, when the mass media is used well, it gives good results in twenty years (Scanell et al. 1992). Today, social development ensures progress in education and especially developing countries are trying to take advantage of this. According to Kirschenmann (2001), the training of technological tools and their educational benefits such as the student's scanner and CD burner as well as printer sharing, outdoor tools and equipment in use, interoperability, and social relations provide the ability to win and also would refer to the

networks with the student's knowledge, producing areas and critical structure. Today, cinema, radio, television, video, computer, Internet, and CD tools have brought new dimensions to education, especially in rural areas, and public education efforts have been attempted to use them effectively.

Television and video usage in education is very effective in putting the abstract subjects on concrete grounds. For example, television and video usage in geography education makes it possible to provide a long-standing education through targeting the visual and sensorial senses, and this makes lectures even enjoyable rather than being monotonous (Demirkaya and Tokcan 2006).

Kaya and Tuna (2008) argued that primarily families, teachers, education institutions, institutions and departments related to publication policy should show an effort in taking measures against the negative effects of television on children due to the fact that children are prone to the effects of television at young age.

Despite all the theoretical substances since 1960s until recently for televisions, Senturk (2009) argued that still, there are basic problems which are not solved, and puts forward the fact that relationship between media experience and other experiences should be made clear by the media research.

According to Karasar (2004), since the usage of Internet in education, traditional student and teacher concepts have changed, as they have become educated and been a facilitator. The role of the student is not to adopt the information provided, but to make research, to adopt them in real life and make it possible to be used in daily life, and benefit from that information.

After making a research on the environmental consciousness of students from urban-rural areas, Tuncer and others (2005) found out that students in rural areas are not conscious of how industrialization has effects on the environment, and specified this to the lifestyle and consumption trends on rural areas.

The utilization of mass media has become widespread after 2000s. However, the targeted level is not achieved due to the lack of infrastructure and resources. Setting up of computers and Internet connection in schools is being continued though the help of the government, the private sector, and the non-governmental organizations (Ministry of National Education

2011). Some schools are granted by outside resources such as the EU and smart boards, projectors, computers, Internet are set up, but education is still based on the books and the usage of those equipment are done according to the subject of lectures and in informatics classes (European Commission 2010).

METHODOLOGY

In this study, observations, interviews, and survey methods are used as a research method. The target of the research comprises of 10th year students of Turk Maarif College in three large cities of TRNC. 10th year students in large cities besides Lefkosa, which are close to rural areas, comprise the target of the research. This research is a study on Turk Maarif College, which is known for its continual education standard and educational quality. Turk Maarif College is a leader school in English IGCSE (International General Certificate of Secondary Education) for many years, and acceptance of the students to this school is held through the Educational Ministry examinations. A high proportion of graduates of this school continue their higher education in overseas schools. Therefore, the reason of determining these schools is the fact that they have equivalent education standards and student levels from different regions. This makes the research more meaningful, valid and trustworthy. The number of these students is approximately 200. In each target school, observation has been made in one class for three lecture hours. Open-ended technique has been used in the observation. According to the results of the observation, semi-structured interview questions have been prepared. Interviews have been conducted with five teachers in three schools. Total interview number is 15. In order to support the results of the study, surveys have been carried out with students. Sample amount (0.4 confidence interval and 0.5 selection confidence) is calculated for the survey (Survey Design 2010). According to this, sample amount = $266/1 + [(266-1)/200] = 114$ students.

Data Analysis

The observation results of the study are recorded in the observation form. In the observation form, date, place, time, lecture name, school name, class subjects of that day, environment

and utilized information technology equipment are recorded. The confidentiality of meetings is confirmed by related experts. Observation study was done between November 2010 and February 2011. Events, facts and behaviors observed were directly recorded in forms, subjective observations and the comments of the researcher were recorded in a different document.

After analyzing the results, the observation forms were categorized and each question in the interview question form were designed as different codes. Interview study was held in March 2011. Each participant was given a different code number. The codes were GY for Guzelyurt TMK, GG for Girne 19 Mayıs Turk Maarif Koleji, and GM for Gazimagusa Turk Maarif Koleji.

For instance, Number 3 teacher in Girne 19 Mayıs Türk Maarif Koleji was written as G:G (ogt 3). The answers to the questions were determined under the themes and these themes were used to make it easy for the readers to understand (Yildirim and Simsek 2005).

The survey form was detailed and prepared according to the results of semi-structured interviews. The pilot test of the survey was held with 10 students, and after making the necessary amendments, survey application was done in April 2011. Stratified random sampling was applied to students in separated schools according to the quota, and 35 students from Guzelyurt, 40 from Girne, and 20 students from Magusa participated in the survey. Survey question form was prepared according to the literature review, and comprised of 17 questions. In the introduction of the survey form, a summary of information and the aim of the survey were presented. The questions were prepared as closed-ended in regards to the usage of the mass media (television, internet, computer, radio) in education, the effects of them on students, the relationship with daily life, and the behaviors of the families. SPSS 11.5 (Statistical Package for the Social Science) package program is used in survey analysis. The significance level is taken as 0.05 in this research.

Confidence level of ninety-five percent (k^2 -square) and higher results are analyzed in comparative results. 95 student participants comprised the eighty-four percent of the sample amount and the alpha confidence coefficient is 0.92.

FINDINGS

Observations were done during the lectures in the classes. The behaviors of the teacher and

the students, technical infrastructure, class conditions were considered while filling the forms. The aim of using the observation technique is to make observations the firsthand during the lectures and making the evaluations with an expert. According to the observations, the problems of teachers are gathered under the four main pillars.

The first pillar is about the basic infrastructure needs. Technical infrastructure is comprised of the number of computers in schools, the number of students per computer, the architecture of schools, and the class structures. Observations put forward the need for computers and infrastructure in classes, and the continuation of the current system. For instance, it was determined that two computers were not working in Gazimagusa Turk Maarif Koleji, 10th class informatics lecture, and although the school administration was aware of this condition, the problem had not been solved yet. Therefore, two students had to share a computer with their classmates. It was also determined that the informatics teacher tried to solve the problem, but due to the lack of the hardware parts, the problem were not solved. Another case was that some equipment that was in use in classes was out of date and problems were stemming as a result of this. Teachers and students were having serious problems during the lectures due to the technical problems related to the infrastructure and the computers. At this point, individual and institutional inadequacies were seen, and even easy problems were solved in long time periods. Also, the lack of computers in classes when compared to the number of students was another problem. For example, the Chemistry teacher at 19 Mayıs Turk Maarif Koleji wanted to show some reactions on computer by using a CD, but due to the lack of a computer in class and the lack of the capacity in the laboratory, the teacher had to keep teaching through books. The lack of computers in classes resulted in students not being able to concentrate and receive education in effective ways. Bored students found lectures unattractive due to these reasons.

Another interesting case was that the Internet and computer were the major mass media instruments. For example, 10th year students in Guzelyurt Turk Maarif Koleji were advised to learn more through the Internet in their geography class, and this application was well received by the students. Students remarked to their teacher that they individually searched through the search engines and did researchers. Both teachers and students were determined for gen-

erally using the computer and the Internet, and not using radio or TV. It was understood that Microsoft Office programs were being used in computers. For example, in Girne 19 Mayıs Turk Maarif Koleji informatics class, it was determined that students mostly used Excel, Word and PowerPoint applications. Also, it was determined that newspapers and journals were prominent in minimum levels. During the informatics classes in Gazimagusa Turk Maarif Koleji and 19 Mayıs Turk Maarif Koleji, students were advised to learn more through information technologies journals, but schools were observed not to have such journals available for the students. The third main pillar was the effect of teachers on mass media tools. It was observed that tools were generally used during the informatics class, and in other lectures they were used in minimum levels. In three schools, it was observed that except informatics lectures, computers were not used in other lectures, but in normal classes projection was used for presentations. Therefore, this situation was considered as not providing the minimum levels of the benefits for the students. Computer laboratories were not being used if not necessary, and lectures were depended on books in all three schools. As the fourth case, communication between student, teacher and administration was not effective, and due to the usage of the mass media tools by students out of school, and the lack of teachers' knowledge for students' problems in this field were observed to be stemming from the lack of communication between the teacher and the administration in planning and application. For example, students complained about the usage of MS Office 2003 programs at school, while they were using MS Office 2007 programs at their houses and the need for updated versions, and the teacher mentioned that they informed the administration but they could not get an answer yet.

Interviews

According to the semi-structured interview analysis results, and main research subjects that were coded by questions, three main themes were determined. In this respect, the mentioned observations are summarized below:

1. Theme: The Administration and Infrastructure

Teachers mentioned that mass media tool usage is the responsibility of school administra-

tion, and in terms of planning and investment, they are dependent on school administrations. A teacher (G:G (ogt 2)) in Girne 19 Mayıs Turk Maarif Koleji answered, "The school principal is responsible for all the lack of computers in the school" to the question of mostly faced problems. It is understood from this answer that teachers found the school administration responsible for the infrastructure needs of their school. The non-execution of annual investment planning in schools and leaving these terms to the ministry is problematic. A teacher (G:M (ogt 5)) answered to the question of suggestions for the solving problems as "the ministry is not making enough investments in schools", while a teacher (G:Y (ogt 1)) answered, "we should be contented with the investments of our ministry". In this respect, being totally dependent on the investments of ministry, and the fact that investments shares are less than expected, mass media tool investments and recruitment applications are delayed. A teacher in Gazimagusa Turk Maarif Koleji (G:M (ogt 4)) mentioned that "each year we are preparing needs for recruitment but there are no results", and said that school administrations are not doing their part of work in establishing mass media tools and their usage. A teacher (G:Y (ogt 3)) from Guzelyurt Turk Maarif Koleji mentioned that "we demanded projection and a laptop from the school principality to be used in lectures but we did not have a reply yet". In this respect, it is understood that a general acknowledgement in the usage of mass media tools during the lectures is not enough; school administration should supply these needs.

2. Theme: Used Mass Media Tools

Teachers also mentioned that the mostly used mass media tool is the computers in schools. The teacher (G:G (ogt 2)) answered to the question regarding the mostly used mass media tool as "we are using computer and Internet especially in informatics lectures." However, the lack of these tools for each student's usage was also mentioned. Informatics class teachers in all the three schools mentioned that "computers are less than the number of students" (G:G (ogt 1)), "there is not enough computers for each class" (G:Y (ogt 5)), and "number of computers per student should be increased for the sake of computerized lectures" (G:M (ogt 2)). It is seen that benefits from the mass media tools should be

calculated according to the amount of lectures and the applications for each class. Also, it is determined that the video or CD usage in visual basis can be used, but that this is not a valid application for all the classes. It is understood that in class education, written materials are the mostly used educational method.

3. Theme: Student Profile and Competence

Teachers mentioned the importance of the relationship between the students and the mass media tools, and the effects of those tools on students' lives. It is understood that teachers have a critical role, and families' behavior in this respect are important in providing a pathway for the students. A teacher (G:Y(ogt 4)) from Guzelyurt Turk Maarif Koleji mentioned that "the attitude of students who live away from the school are much different towards the computers and the Internet". In this respect, it was mentioned that these tools might both have negative and positive effects, and especially for the students from rural areas should be directed more significantly. Two teachers (G:Y(ogt 2)) (G:M(ogt 5)) from Guzelyurt Turk Maarif Koleji and Gazimagusa Turk Maarif Koleji mentioned that "families are complaining about the over usage of the Internet by their children" and "students are pretending as movie series characters." Also, it was stated that students are more interested in using these tools out of the school and for social sharing. A teacher from 10 Mayıs Turk Maarif Koleji answered to the question regarding the mostly used tool as "students are more interested in television programs and Internet pages such as Facebook" (G:G(ogt4)).

Demographic Share

Demographic features of the student participants of the survey are shared as gender, region, and age.

As seen in Table 1, 56 female and 39 male students participated in the survey, and in terms of gender, a balanced share is featured.

Table 1: Share based on gender and region

		Region			Total
		Güzelyurt	Girne	Magusa	
Gender	Female	21	25	10	56
	Male	14	15	10	39
	Total	35	40	20	95

According to regions, 35 students from Guzelyurt, 40 from Girne, and 20 from Magusa participated.

When looking at the gender distributions, students are generally between 15 and 17 years old, and there are 3 students who are 14 years old, 38 students who are 15 years old, 21 students who are 16 years old, 31 students who are 17 years old, and 2 students who are 18 years old.

Mass Media Tools

Firstly, when the students were asked of how they are affected from the mass media tools, 62 students answered positively, 25 students both positively and negatively, 4 students negatively and 5 students had no idea. At this point, although some students had no idea, it was understood that the majority of the students were affected positively. When the mostly used mass media tool was asked, the television was seen as the mostly used tool by 90 students. As a second tool, Internet was seen as the mostly used by 87 students. Following were the newspapers with 65 students, books and radio with 37 students. In this respect, television and Internet were seen to be the mostly used mass media tools. Similar to previous answers, students replied as television (76 students) and Internet (86 students) to the question about which tool is used for a long time during the day. Books (30 students), newspapers (27 students) and journals (22 students) followed. The least used mass media tool was determined as the radio (13 students).

Afterwards, students were asked how they would see the formal education through the mass media tools, and 80 students answered positively, while 15 students did not find this idea beneficial. When students were asked how often they follow the educational programs on radio and television, 13 students replied as always, 52 as sometimes, 6 as in previous years, 18 students replied in the negative and 6 replied that they had never heard of such programs. At this point, a small decrease is seen between the availability and watching for the educational purposes.

When students were asked if they find radio and television programs educational, 57 students found it as sometimes educational, 34 found as educational, 4 did not find it as educational. The fact that most of the students found

it educational shows the reason of the various usages of the mass media tools. At this point, (in Table 2) the question asked to the students was which tool should be used during the education. 42 students chose all tools, 42 students computer, 34 students Internet, 9 students video and 4 students chose the television usage.

Table 2: Answers to the question regarding which mass media tool should be used in formal education

<i>Tool</i>	<i>No. of students</i>
Computer	42
Internet	34
Video	9
TV	4
All	42

When students were asked how can mass media tools be beneficial for formal education, Table 3 shows that 62 students answered as it can support lectures, 54 students mentioned that they can be used in daily lives, 64 students mentioned that they can be beneficial for the general knowledge, 1 student found it not beneficial, 6 students replied that they never thought this, and 10 students replied as they have no idea.

Table 3: How can we benefit from the mass media tools?

<i>Way of benefit</i>	<i>No. of students</i>	<i>Percentage</i>
Guide for lessons	62	31.2
Daily life	54	27.4
General culture	64	32.5
I do not use them	1	0.5
I did not think about using them	6	3.1
I do not know	10	5.1
Total	197	100

When students were asked if they used mass media tools in school or any place that they have been, 13 students replied as often, 41 students as sometimes, 36 students as very few, and 5 students answered as none. Therefore it can be said that mass media tool usage was low in schools.

Students were also asked what would be the benefit of using education mass media tools. 50 students stated that educating positive individuals, 43 students stated that using tools would make them responsive individuals towards family, societal and environmental norms, 35 students

stated that this would help them to be more informative for their families and for themselves, and lastly, 26 students stated that they do not have an opinion.

Moreover, students were asked to state one of the mass media tools as their aid to learn. 77 students chose the Internet, 71 students chose computers, 61 students rated slideshows, 49 students chose films, 43 students stated photography, 30 students chose television and 28 students mentioned VCDs. Only 5 students stated no opinion. These results indicate that approximately seventy to seventy five percent of the respondents found the Internet and computers beneficial media tools for their education.

Another question in this research was how educational the students find the mass media tools. According to the results, 58 students found the Internet, 25 students found VCDs, 23 students found television, 7 students found radio and 22 students found all the mass media tools educational. 5 students stated no opinion. Students were asked whether they use one of the mass media tools, and if they find something educational for their specific topic. 42 students stated that they use any tool, 44 students stated that they use it often and 9 students mentioned that they do not use any tool for this purpose.

In the questionnaire, the attitudes of parents were measured as well. 19 families of the respondents stated that they find the mass media tools very beneficial, 57 families found the tools both beneficial and disadvantageous. In addition, students were asked to rate their parents' reactions towards the usage of the mass media tools. The results show that 36 students stated that their parents warn them often, 46 students stated that they get a warning occasionally, and 15 students stated that they do not get any warning against the tools.

Lastly, the research aimed to measure the influence of the characters on TV and radio on students. 34 students which can be observed in table 4 stated that they find some characters familiar to themselves, 35 students mentioned that they compare the TV characters with other people they know, again at the Table 4, 41 students stated that some programs remind them some events they have gone through in their lives. Moreover, 20 students mentioned that they want to meet some people like the ones they watch on TV and 31 students stated that they are not interested in TV or radio programs.

Table 4: The influence of TV and radio

<i>Influence</i>	<i>No. of students</i>	<i>Percentage</i>
I find myself	34	21.1
I compare some characters with people i know	35	21.7
I remember some memories	41	25.5
I hope to meet people i watched	20	12.4
It is not interesting for me	31	19.3
Total	161	100

Comparative Responds

The comparisons of multiple-choice questions consist of ninety-five percent accurate responds. Due to the high accuracy, the analyses below are statistically meaningful. Below are the comparisons of the demographical results.

The surroundings of the schools were compared and as a result the number of newspaper suppliers was measured. According to the results, Morphou (Guzelyurt) has sixty-five percent, Kyrenia (Girne) has seventy-five percent and Famagusta (Magosa) has thirty-five percent newspaper suppliers around the schools. The results show that students have less access to newspapers in Famagusta than the other cities.

A similar question was posed to students about the books and their age range was compared. According to the results, seventy percent of 15-year-old students, fifty-six percent of 17-year-old students and thirty-three percent of 17-year-old students were found to have books with them. The results indicate that as the age increases, the usage of books decreases.

Among the ones who do not have access to newspapers, the participants who use newspaper as a media tool seem to be more boys than the girls. Similarly, the presence of radios was observed and according to the results, Morphou (Guzelyurt) has forty-nine percent, Kyrenia (Girne) has forty percent and Famagusta (Magosa) has ten percent around the schools. This indicates that the radio usage in Morphou is the most.

When the gender difference of newspaper usage was measured, it is indicated that nineteen percent of the girls read newspapers, whereas boys are at thirty-seven percent.

Moreover, the amount of time spent on magazines was researched. According to the age range of students, it was measured that thirty-four percent of 15-year-old students, 0.4 percent

of 16-year-old students and fifteen percent of 17-year-old students have magazines with them. This indicates that as the age increases, the usage of magazines decreases.

According to the results of a question about the benefits of using the mass media tools, the age range differences were measured. The results show that seventy-four percent of 15-year-old students, seventy-eight percent of 16-year-old students and ninety-three of 17-year-old students found the tools beneficial. The results indicate that the age difference does not have an impact on the opinions of the respondents.

Furthermore, according to the results, it was indicated that forty-four percent of 15-year-old students, thirty percent of 16-year-old students, and twenty-one percent of 17-year-old students found the tools beneficial for educational purposes. The results show that as the age increases, benefiting from the tools for educational purposes decreases.

The results of a research question on general knowledge and mass media tools were compared to different regions in Cyprus. According to the results, Morphou has fifty-four percent, Kyrenia has seventy percent and Famagusta has eighty percent of the responses. This indicates that Kyrenia and Famagusta have a higher percentage of contribution on the general knowledge through mass media tools.

The results of a research question about using the mass media tools in their education lives were compared to different regions. Forty-six percent of Morphou, twenty-eight percent of Kyrenia and seventy percent of Famagusta students stated that they have very little or no benefit of tools for education. The results indicate that Famagusta is in the first place, and all city schools have low usage of mass media tools for educational purposes.

The usage of media tools for subjects at schools was compared with the cities. The results show that in Morphou eighty-six percent, in Kyrenia sixty percent and fifty percent in Famagusta students stated that they want to benefit from the computer usage.

When the results of using the tools as an aid for lessons were compared with gender differences, it was shown that seventy-eight percent of boys and eighty-six percent of girls want to use the Internet as a media tool. This shows that there is no significant difference between the genders in relations to the Internet usage. The

age differences of students who found the radio educational were compared as well. The results show that five percent of 15-year-old students, four percent of 16-year-old students and six percent of 17-year-old students found the radio educational. This shows that there is no significant difference between the ages in relations to the benefits of radio for education.

Similarly, the age differences of students who found the television educational were compared. The results show that in Morphou twenty percent, in Kyrenia fifteen percent and in Famagusta sixty percent of the students find the television educational. This can be interpreted as that television might be used more for the entertainment purposes than the educational reasons.

The amount of students who would prefer to use television if they find something interesting was compared according to the cities. In Morphou, it is eighty percent, in Kyrenia it is ninety-seven percent and in Famagusta it is ninety percent. This shows that the content of TV shows are dependent on the participants' preferences.

The parents' attitudes towards the mass media tools and the age differences of the respondents were compared. According to the results, twenty-five percent of 15-year-old students, twenty-two percent of 16-year-old students and seventeen percent of 17-year-old students mentioned that their parents find the tools beneficial. This shows that the respondent parents had some worries about using the media tools. Moreover, the parents who found the tools both beneficial and disadvantageous and the age differences of students show that fifty-one percent of 15-year-old students', seventy-four percent of 16-year-old students' and fifty-five percent of 17-year-old students' parents express their worries.

The answers of questions that were separated in terms of their demographical features

are as below with ninety-five percent accurate results.

When the willingness of the teachers to show the educational programs was compared to the results of students being affected by them, sixty-four percent of the positively affected students stated that all or some of their teachers are willing and do let them watch the programs. Students who were both positively and negatively affected by the programs, which are fifty-three percent, seem to have similar teachers as Table 5. This might be interpreted as a correlation between the willingness of teachers and the positive effect of students by the programs.

CONCLUSION

The impact of the mass media on the students' understanding of the scope of work performed for observations, interviews and questionnaires obtained from the analysis of the results and recommendations are presented below. The majority of students were affected positively from the mass media, but a significant portion also understands that there are both positive and negative effects. Most regularly found mass media tools are television and the Internet, and in addition, for the most common tools used by students, the television and the Internet are seen again. This situation with the availability of the mass media might indicate a direct correlation between the use and the availability. Students that receive formal education through mass media largely found it useful but the vast majority of them occasionally watched training programs from the radio and television. This is because the majority of the students stated that they sometimes found the tools to be educational. The majority of the students emphasized the need to use the computers in education. A significant

Table 5: The effect of the mass media tools when teachers make the students use it

		<i>Do your teachers want to show you educational programs?</i>					
		<i>Yes</i>	<i>They use it when it's a need</i>	<i>Some of them</i>	<i>No</i>	<i>I don't have an idea</i>	<i>Total</i>
How do the mass media tools affect you?	Positive	11	8	21	11	10	61
	Negative	1	0	0	0	4	5
	Both	3	2	8	4	8	25
	No idea	0	0	0	1	3	4
Total		15	10	29	16	25	95

proportion of students stated they that prefer to use all means of the mass communication. Most students were able to take the advantage of the mass media in public life and explain what is involved. A few students stated that the general culture of mass media occasionally could be a benefit at school. The majority of students stated that they take the advantage of computers and the Internet, while another part is understood to prefer the slide and movie preferences. In addition, most of the students stated that they find more tutorials on the Internet. Internet and computer usage that can provide an access to all of the students to disseminate the school administration, parents associations and the relevant ministries to develop joint projects and removes the lack of this infrastructure will improve the quality of the training that is evaluated.

RECOMMENDATIONS

Formal education of students and teachers on the use of the mass media in promoting the efficient use of computers and the Internet in schools, and for the creation of the necessary environment and resources are considered to be helpful. Non-school environments will contribute positive results that router could be anticipated to the education of the children of families in monitoring programs. It should be noted that psychological factors play a role on the interaction of the students with means of communication at school and outside school. From this perspective, the students' age, gender, social status, familial status, region and such matters should be considered, and the programs and educational content simultaneously should be determined according to the characteristics of such students. While encouraging the students on the use of the mass media for educational purposes, the teachers at the same time play a major role on the selection of the programs. In this context, it can be advised that in-service training of teachers in these matters of education, and training by the Ministry of Education lead to more effective results. In learning, the use of the mass media and their effects play an important role in the psychological development of the students. For the students close to rural areas, providing a standard education and supporting it with mass media is important to raise the efficiency. The influence is neither dependent on individuals nor on the properties of the

mass media. It is evaluated that the usage of the mass of communication in education would be appropriate for the students to overcome the inhibiting factors caused by their social and psychological structure both in form and content, and to strengthen their attitudes, empower their convictions and increase their knowledge.

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