

Accessibility of students through the Technological system in Private Schools

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Abstract

The current era and advancements in technology have facilitated communication, allowing individuals to stay updated about everyday events and maintain contact with their families. Currently, individuals are not facing a shortage of knowledge but rather an abundance of options when it comes to accessing information. In contemporary society, the majority of individuals, including young ones, find it difficult to conceive of a life devoid of the radio, television, telephone, and particularly the Internet. In its most comprehensive form, the mass media aims to disseminate information to a large audience. Our educational system is currently undergoing necessary reforms to keep up with the times. These reforms include updating curricula, programs, and textbooks, as well as incorporating modern teaching methods and technology, particularly electronic media like the Internet and audio-visual tools. These technological resources are essential for both students and teachers to acquire new knowledge in various fields of science and education. The rapid advancement of science and technology has significantly influenced the operations of educational institutions. However, it is important to acknowledge that this growth plays a beneficial role in modern teaching practices. However, recognizing that technological advancements have had detrimental effects on the lives and perspectives of young children, particularly those in early age groups, has sparked my curiosity about the influence of audio-visual mediums like the Internet, radio, and TV on children. My role as a mother and future educator drives this interest, as I consider the impact of these mediums on the education of future generations. Safeguarding the welfare of children is the collective responsibility of society. Therefore, it is imperative that we fulfill this duty diligently, both as members of society and particularly as members of educational institutions, where children receive the fundamental building blocks for their holistic development.

Keywords: *Technological, Educational System, Privat Schools, Accessibility.*

INTRODUCTION

The invention of the alphabet gave rise to the practice of writing, which played a significant role in the advancement of human civilization. The advent of written language led to the establishment of educational institutions, resulting in the dispersion of tribal communities as young individuals migrated to urban areas for educational pursuits. They achieved independence, with the elder no longer exerting command over them. Communication has a crucial role in reducing the time required for sharing information and knowledge. Even the most isolated settlements received books and papers, and empires flourished as they began to establish written legal codes. Strictly enforced laws have replaced moral principles.

As per the legal definition, communication refers to the exchange or transfer of information between specific persons using publicly accessible electronic services.

In our work, we have made a deliberate effort to highlight the role of the media and its impact, specifically focusing on children of school age. By providing many instances, we have demonstrated the potential for both positive and negative influences on the development of distinct worldviews of the world as a whole, the laws of nature, and the concerns parents have about the proper upbringing of their children.

Considering that contemporary children allocate a significant portion of their time in close proximity to mass communication devices such as television, radio, and the internet, it is evident that these mediums exert a substantial influence on the cognitive growth of children. We are certain that our efforts have effectively addressed the problem, and this document serves as a valuable resource for parents and educators in their interactions with children.

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The media, including newspapers, magazines, movies, cinema, radio, television, DVDs, the Internet, etc., are the primary channels of mass communication and exert significant influence in forming public opinion and exerting a profound social and cultural impact on society.

Walter Lipman's book "Public Opinion" recounts a scenario that took place in 1914 on an island in the ocean, where individuals from England, Germany, and France resided. A British vessel would visit the island every two months. In September, before the ship's arrival, the islanders were still discussing the previous newspaper reports on the homicide of Gaston Calmette by Madame Caillaux, as well as the impending apocalypse. When the ship docked and the freshly delivered newspapers arrived, the islanders learned that the English and French factions had been fighting the German faction for six weeks. Over a period of six peculiar weeks, they seemed to be friends, but in reality, they were already adversaries. For a complete duration of six weeks, the environment in which they resided ceased to align with the actual state of affairs in Europe—a state of affairs that had disrupted the lives of their populace.

Lipman used this example to show how various forces that manipulate communication to present their own version of the truth frequently influence our understanding of the environment in which we live. Prior to Lipman, Machiavelli explored the concept of shaping public opinion in his renowned work "The Prince." Machiavelli argues that it is not crucial for a prince to possess qualities such as perfection, goodness, reliability, or religiousness. Others' perception of him as such is crucial.

William Shakespeare depicted a conversation between King Henry IV and his son Henry V. The king alleges that the son frequently associates with unsavory individuals and spends time with disreputable companions. Hence, the king instructs his son to pay heed to the significant public opinion that played a crucial role in elevating him to the throne.

Public opinion, in this context, refers to the collective views and beliefs of the general population about political matters. It entails the responsibility of both governments and citizens to either endorse or oppose shared stances. Former US President Bill Clinton was cognizant of the fact that public sentiment in the late 1990s was opposed to American participation in the Kosovo wars. Consequently, he has had to gradually and confidently shape American public sentiment in favor of launching attacks against former Yugoslav military objectives. Sixty years ago, Theodore Roosevelt played a similar role in America's participation in the Second World War, which ordinary Americans referred to as "the war of the Europeans."

The Greek polis was the first to utilize public opinion, which serves as a political force and a means of decision-making in modern countries. Its purpose was to express the desires and intentions of Greek citizens. According to our renowned sociologist, the concept of public opinion no longer includes the notion of the "will of the people" due to the complex network that has developed between the thoughts, impressions, attitudes, and goals of individuals and the governing authorities of various countries. Intermediaries in the realm of public communication include political parties, mass media outlets (such as the newspaper, radio, internet, and particularly television), parliament, and other kinds of public communication are examples of intermediaries.

MATERIALS AND METHODS

To conduct a full investigation and analysis of this subject, we shall employ multiple research methodologies. The most significant ones include:

Prior to doing the research, we will employ the method of theoretical analysis to enhance and broaden our understanding of the impact of media.

Method of description. This method aims to provide a comprehensive description of the phenomenon under investigation, with a particular focus on its characteristics and attributes.

Statistical methodology. We shall employ the statistical method to determine the mode (Mo), the median (Me), the arithmetic mean (X), and the percentage (%). Based on the collected results, we will extract the tables and graphs that represent the statistical data gathered throughout the investigation.

The comparative method. We will employ this approach to juxtapose the findings gathered from the student survey.

Communication

Communication - Conveying The Message From The Source To The Receiver

Communication, derived from the Latin words "cum," meaning "with," and "munire," meaning "connect" or "build," refers to the process by which living organisms share information through various methods and levels. Mutual comprehension of a shared language that is interchangeable is necessary for effective communication. Communication is the transmission of information from a sender to a receiver, as well as the receiver's reaction back to the sender. Communication inherently requires the interaction of two or more individuals. Given the growing importance of the Internet in disseminating information, academics in mass communication are extensively studying the potential benefits of digitizing communication tools.

There are six fundamental components of communication:

1. Source: This is the fundamental origin of communication.
2. Channels refer to the pathways that the message traverses.
3. Decoding refers to the process of analyzing and interpreting the source message and its intended significance.
4. Acceptance refers to the act of the receiver and participants in the communication receiving the message.
5. Noise refers to the occurrence when the recipient is unable to comprehend the message transmitted by the sender.
6. Feedback refers to the recipient's reaction or response to the message from the source.

Communication functions in a cyclical manner. We present a simplified diagram below to illustrate this cycle. The final stage in the cycle is the feedback, which, during the reaction, transforms into a message source and initiates a new communication cycle.

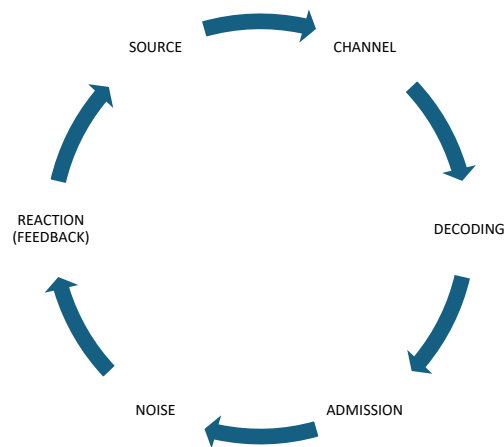


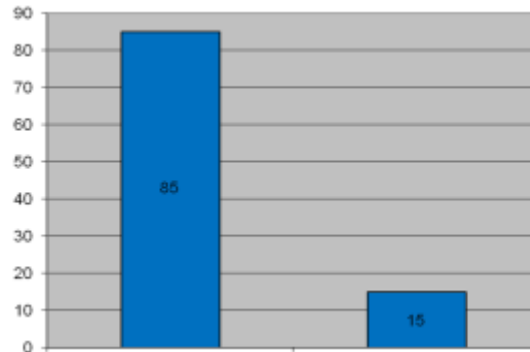
Fig. 1.1. Communication cycle

The scholarly examination of methods used to send communications to a broad audience, involving both individuals and organizations, is known as mass communication. It is a phrase commonly linked to the dissemination of information and messages through various media platforms, such as newspapers, magazines, radio, television, film, advertising, and other forms of media.

Practical Research in The Private School "Rob School" In Gjilan

To assess the influence of media on children, we have deemed it appropriate to administer a survey to gather students' perspectives and behaviors regarding their usage and duration of exposure. We have created a survey consisting of 12 questions. We will provide a comprehensive analysis of the survey results using graphs and explanatory comments.

We posed the initial query, "Do you possess a designated space or area for studying?" to a cohort of 100 students, and received the following responses: Out of the total number of students, 85 of them, or 85%, stated that they have a designated space for studying or a dedicated area for work. Out of the total number of pupils, either 15 individuals or 15% of them have stated that they lack a study room. To enhance comprehension of these results, we have also provided graphical representations below.

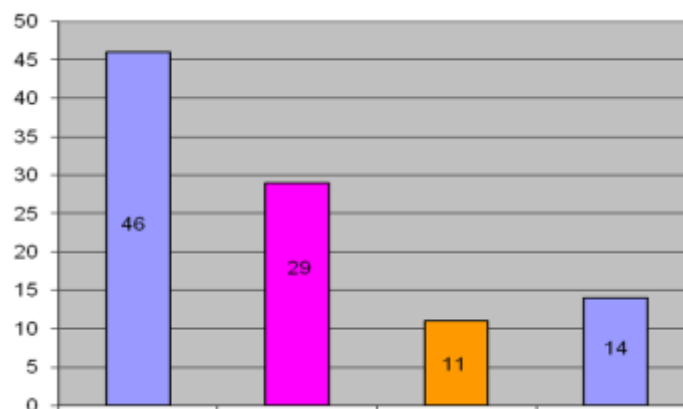


Graph no. 1

Necessary Conditions for Working At Home

The graphical representation clearly indicates that the children possess the necessary conditions for learning to a significant degree, as they have also expressed this through the survey.

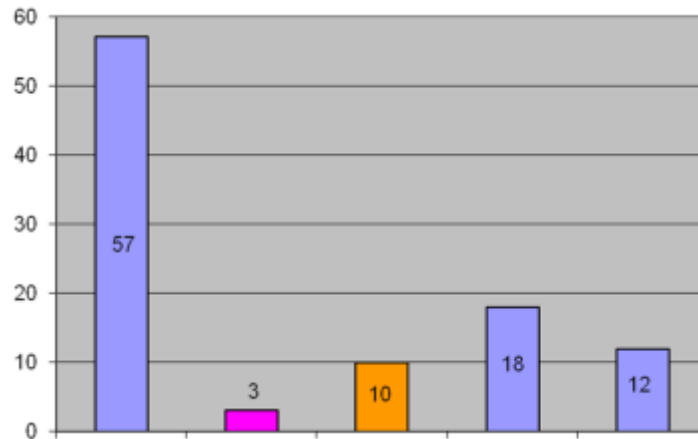
Subsequently, the students responded to the inquiry, enabling us to obtain more precise data regarding the duration of time they allocate to watching television or engaging in computer-related activities. We posed the following inquiry to the students: "Which of these devices do you possess within your bedroom?" Out of the participants, 46% stated that they possess a television in their room. 29% of respondents reported having a computer in their bedroom, whereas 11% reported having a radio, and 14% reported not having any of these items in their bedroom. To enhance comprehension and facilitate interpretation, we have included graphical representations of the results below.



Graph no. 2

The Equipment That Students Have in Their Bedroom

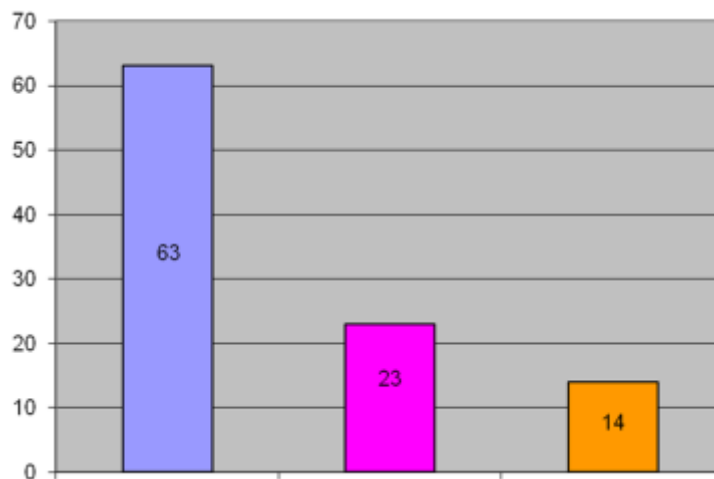
The third question, asking a sample of 100 students about their television viewing habits, elicited the following responses: Out of the total number of pupils, 57 individuals, which accounts for 57% of the group, stated that they watch children's shows. Out of the total number of pupils, 3 students, or 3% of them, reported watching social shows, while 10 students, or 10%, reported watching various movies. Out of the total number of students, 18 individuals, or 18% of them, expressed a preference for watching documentary films. Additionally, 12 students, equivalent to 12% of the total, reported watching other types of shows. For enhanced comprehension of these results, we are additionally providing them in a graphical format below.



Graph no. 3

TV Shows That Students Watch.

The following question is directly connected to the preceding question. "What is the duration of time you allocate each day for watching television or using a computer?" According to a survey of 100 pupils, 63 students, or 63% of them, reported spending up to an hour near the TV or computer. Out of the total number of students, 23 of them, which is equivalent to 23%, stated that they spend a maximum of two hours watching TV or working on the computer. Out of the total number of students, 14 individuals, or 14% of them, admitted to spending over three hours in close proximity to the television or computer. To enhance comprehension of these results, we have also provided graphical representations below.



Graph no. 4

Time Spent By Students Watching TV Or Working On The Computer

In response to the question, "Do you believe that television, computers, and other technological tools have a beneficial impact on your level of achievement?" we have received the following responses: Among the 100 students surveyed, 72 of them, or 72%, stated that these tools had a beneficial influence on their learning. Conversely, 28 of them, or 28%, believe that these tools do not affect their academic achievements. To enhance comprehension and facilitate interpretation, we have included graphical representations of the results below.

RESULTS

The emergence of new communication methods presents numerous challenges, particularly in regards to the increasingly complex task of accessing the fundamental essence of information. Some perceive the Internet as a social interaction reminiscent of the coffeehouses of the seventeenth century. In reality, it serves as a potent tool for collecting and measuring opinions while also offering the possibility for experimental dialogues. However, it is indeed true that, while no public realm is entirely inclusive, the Internet, in its present state, is only available to a limited audience.

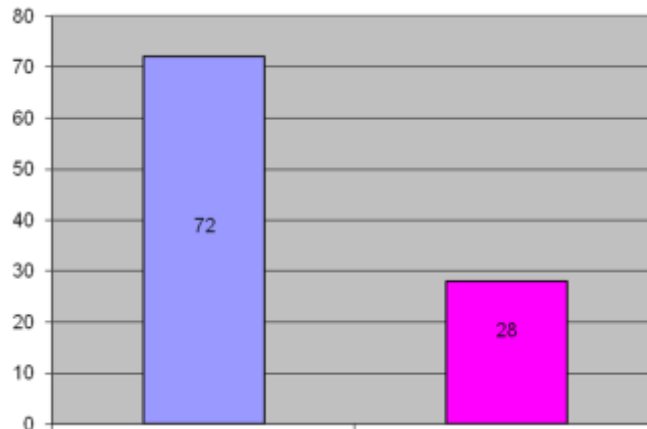
The key advantage of cyberspace is its capacity to facilitate interactive contact among individuals with diverse perspectives, rather than just the masses. The ability to communicate in all directions is what enables the emergence of unexplored realms of democracy.

Nevertheless, it is important to note that we are currently in a transitional period where conventional media continues to play an indispensable role, particularly due to the convenience and widespread availability they offer, which contributes to their continued high usage rates. Television remains the dominant medium for creating and distributing representations that are unmatched in both quantity and quality compared to other media that are still in the early stages of development.

Based on the findings of our survey performed with the kids of "Future School" in Gjilan, it is evident that the media has a significant impact on their general development, if not a dominant one. The media plays a crucial part in their lives. Theirs refers to the influence and formation of many perspectives on the world, encompassing both scientific and social aspects. The media provides highly valuable information that significantly contributes to the intellectual development of youngsters, particularly through educational and scientific programs. However, the enhancement, expansion, and rejuvenation of these principles are imperative and essential in the current era.

Throughout the implementation of the study activity in the classroom, we closely monitored the students' responses to the impact of the media. Our comprehensive evaluation concludes that this impact plays a beneficial role in the development of youngsters. The students themselves most effectively demonstrate this through the outcomes they achieved during the administered survey. Through careful investigation and analysis of participant viewpoints, it is evident that the media plays a significant role and exerts a noticeable influence on youngsters. They extensively use it as a source of information, which positively impacts their learning progress. They dedicate a significant amount of effort to utilizing various platforms. The media provides them with information that enhances the quality of their lessons. Additionally, it also offers entertainment, such as various films, particularly animated ones, and relaxation through music, including different genres, for children.

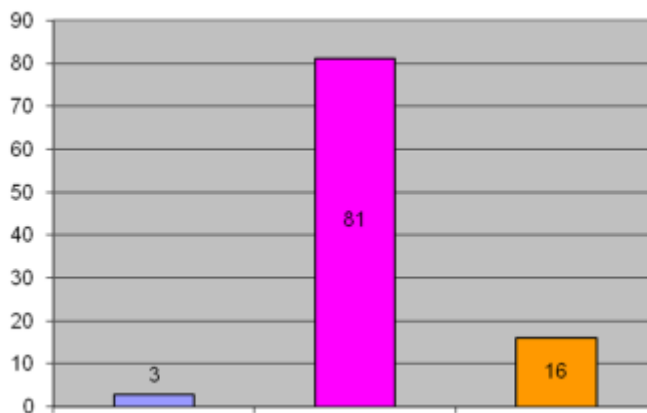
Graph no. 1



The Impact Of TV, Computer and Other Tools On Student Success

Subsequently, we inquired with the kids about their specific motivations for utilizing computers and the Internet. The subsequent inquiry posed was, "Do you utilize the computer as a means of accessing information?" Among the 100 students surveyed, a mere 3 students, equivalent to 3% of the total, indicated that they abstain from utilizing the computer as a means of obtaining knowledge. Out of the total number of students, 81 individuals, or 81% of them, reported occasionally utilizing the Internet as a means of obtaining information. Conversely, 16 students, or 16% of them, indicated that they frequently rely on the Internet as a source of information. To enhance comprehension and facilitate interpretation, we have included graphical representations of the results below.

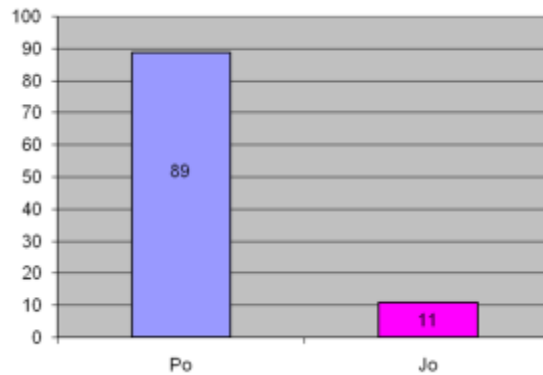
Graph no. 2



How Much Students Use the Internet As A Source Of Information

The subsequent inquiry was, "Do you possess an electronic address, such as a Facebook account or email?" We surveyed a sample of 100 students and obtained the following responses: Out of the total number of students surveyed, 89 students, or 89% of them, reported having an electronic address, whereas 11 students, or 11% of them, reported not having an electronic address. To enhance comprehension and facilitate interpretation, we have included graphical representations of the results below.

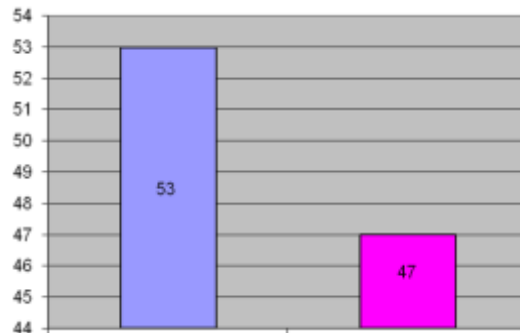
Graph no. 3



Do The Students Have An Email Address?

The following question is intricately linked to the preceding question. "For what purpose do you utilize the electronic address or e-mail?" From a sample of 100 polled students, we obtained the subsequent responses: Out of the total number of students, 53 individuals, or 53% of them, reported using it as a means of obtaining information. Conversely, 47 students, or 47% of them, indicated that they mostly use email and the Internet for socializing with friends. To enhance comprehension and facilitate interpretation, we have included graphical representations of the results below. v

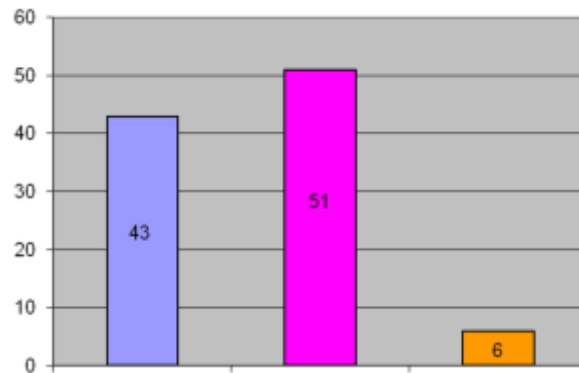
Graph no. 4



The Reason For Students' Use Of The Internet

Given the school's existing collaboration with multiple school magazines, it seems logical to inquire about the students' preferred and most frequently read periodicals. We obtained responses from 100 pupils who were canvassed regarding their preferred school magazine. Out of the total number of students, 43 students, or 43% of them, stated that they read the magazine "Morning Bird." Similarly, 51 students, or 51% of them, declared that they enjoy reading Ok Kids magazine. Additionally, 6 students, or 6% of them, reported reading Ladybird magazine. To enhance comprehension of these results, we are also providing graphical representations below.

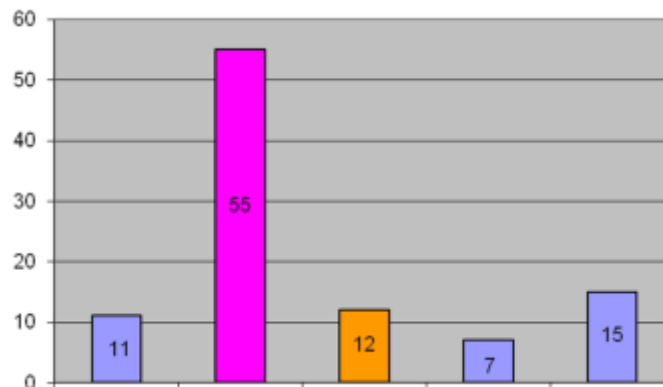
Graph no. 5



The Magazines Most Read By Students

For the subsequent inquiry directed towards a group of 100 students, "Which television programs do you view during the evening?" we obtained the ensuing responses: Out of the total number of students, 11 students, or 11% of them, reported watching documentary shows. Additionally, 55 students, or 55% of them, watch various movies or series. Furthermore, 12 students, or 12%, listen to music, while 7 students, or 7%, watch cartoons. Lastly, 15 students, or 15% of them, watch other types of shows. To enhance comprehension of these results, we have also provided graphical representations below.

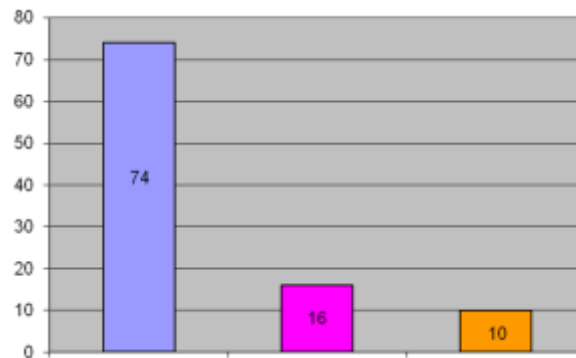
Graph no. 6



TV Shows That Are Watched During the Evenings

In response to the question "What is the duration of your online conversations with friends?" we collected data from a sample of 100 students and obtained the following responses: A total of 74 students, accounting for 74% of the respondents, reported spending one hour talking with friends. Additionally, 16 students, representing 16% of the respondents, revealed that they spend 2 hours talking with friends. Lastly, 10 students, comprising 10% of the respondents, indicated that they spend more than 2 hours engaged in conversations with friends. To enhance comprehension of these results, we have included graphical representations below.

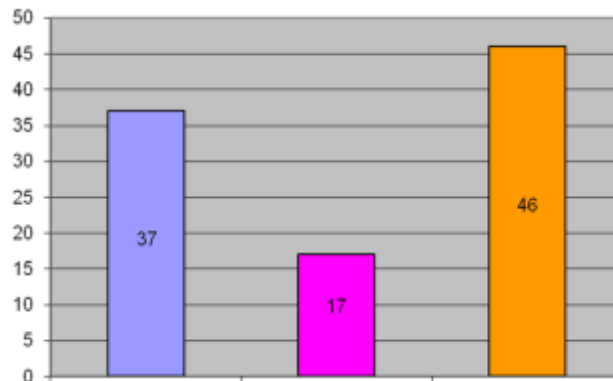
Graph no. 7



How Long Do Students Spend Talking with Friends On The Computer?

In the previous inquiry, we surveyed a sample of 100 students and posed the question, "Do your parents partake in viewing the same television programs as you?" The responses obtained are as follows: Out of the total number of students, 37 of them, which is equivalent to 37%, stated that they watch the shows in the company of their parents. On the other hand, 17 students, accounting for 17%, mentioned that their parents do not watch the programs they watch. Additionally, 46 students, representing 46%, declared that their parents occasionally watch the shows they watch. To enhance comprehension of these findings, we have included graphical representations below.

Graph no. 8



Do children and their parents watch the same shows?

CONCLUSIONS

Emerging modes of communication exacerbate the challenge of determining the veracity of information, as it has become increasingly arduous to access the fundamental sources of certain online content. Many people perceive the internet as a social gathering place, akin to a café. However, it is also a strong tool for gathering and analyzing opinions, as well as a possible platform for experimenting with discussion and promoting equality amongst individuals with different private and common interests. On the contrary, it is indeed true that, while there may not be a completely inclusive public sphere, the internet, at least in its current phase, is available to a limited audience.

An advantageous aspect of cyberspace is its capacity to facilitate interactive communication that allows individuals with unique perspectives to engage in dialogue rather than just the masses. It appears that there is a form of communication that enables the creation of democratic places that were before unknown. However, it is important to acknowledge that we are currently in a transitional phase when traditional media still play a significant role. Moreover, the convenience of accessing traditional media contributes to the

continued high frequency of its usage. Television remains the dominant medium for creating and distributing representations that are unmatched in both quantity and quality compared to other developing media.

The results of a questionnaire conducted with elementary school children at "Future School" in Gjilan reveal that the influence and impact of media in shaping their overall development is significant, if not dominant. The media plays a crucial role in their lives, shaping their perspectives in various areas, including scientific and social aspects.

The values are significant and exert a favorable influence on the intellectual development of children, particularly through educational and scientific programs featured in the media. However, it is necessary to enhance and update these values, and this requires time.

Throughout the implementation of research activities in the classroom, we have observed the responses of schoolchildren to the influence of the media. In general, we believe that this effect plays a beneficial role for youngsters. The pupils' responses to the questionnaire provided the most compelling evidence. According to this research and the viewpoints of the participants, it is evident that the media plays a significant role and has a substantial influence on youngsters. It is a widely utilized information source that has a good impact on enhancing their learning achievement. They allocate a portion of their time to utilizing these forms of media. The information obtained from the media enhances the quality of learning, despite the fact that a significant portion of the media is dedicated to entertainment, such as various films and particularly those that engage children through music and diverse genres.

However, the amount of time they spend consuming media is rather brief, as the majority of them, approximately 78%, do not spend more than one hour on the internet. School magazines play a significant role in this domain, as students dedicate a substantial amount of their time to reading them, and the information they acquire from these magazines is both captivating and appealing.

The role of parents in safeguarding their children's rights in relation to the media is highly significant, and their influence on their children is good. A substantial proportion of parents actively monitor the programs their children watch and closely observe their television viewing habits.

We believe that the influence of media on children is significant and plays a constructive role in shaping their own rights.

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