
New Media access study among school children of Mysore

Dr Shailesh Raj Urs G B

Assistant Professor, D0SR in Journalism and Mass Communication,
Karnataka State Open University, Mysore. India

Abstract

The present paper explores the New Media access by the high school students of Mysore city, Karnataka state, India. Access to New Media determines the impact and influences upon the academic progress attained by the school going children. The observation with the comparisons between government and private schools are also dealt with.

Keywords: New Media, High School Students, Public Schools, Private Schools

Introduction:

Pew Research Center Internet project (2001:01) studied the Internet exposure among the older teens who were likely to use the Internet more than younger teens. The study revealed that teenagers were more likely to go online at school whereas younger children log on at home rather than at school. The study also recommended certain measures for the personal and academic growth and development of students in modern society through systematic Internet exposure.

National Center for Education Statistics (2002:02) assessed the Internet access in U.S. public educational institutions and observed that most educational institutions provided computers to students and tried to narrow the digital gap between the Internet haves and have-nots. The researchers pointed out that the Internet access at home could be a variable that predicts the amount of time spent on the Internet.

Kumar (2005:03) examined the emerging media ecology in India and pointed out that application of new media for multi purposes including education enhanced the status of modern society. The researcher observed that young generation increasingly gained the benefit of access to Internet and allied technologies which facilitated knowledge expansion and academic development of the students, researchers and other intellectuals of the society.

Jain et.al. (2008:04) carried out a study on the two mutually reinforcing applications of information and communication technologies including the Internet for socio-economic development of India. The study revealed that educational institutions, development organizations, NGOs and other agencies increasingly utilized the Internet based information resources and services to reach out to the people across

the country and enlist their active participation in the processes of education, organization and development.

Bajaj (2011:05) conducted a study on the presence, role and gratification of Internet in Indian society and delineated that demographic variables played a crucial role from the point of view of Internet exposure among the people in India. The study also revealed that Internet affinity of the users was primarily dependent on socio-demographic variables of the users. The researcher called upon the policy makers to put an end to digital divide and facilitate participatory communication democracy and development in India.

Ohri (2011:06) assessed the rise of the mobile web in modern society and observed that modern users gained the benefit of exposure to media including the Internet based on the demographic factors and gratification sought from the media. The study revealed that Internet exposure among the young generation had become a daily routine in modern society since the Internet use brought about a new phenomenon called 'habit formation'.

The objective of the current paper is to study the access of the new media by the school children of Mysore.

Hypothesis

The new media are not accessible to the high school students

Sample area

The present study approached the problem through a systematic survey method appropriate to the nature of the current investigation. A structured and pre-tested interview schedule was administered to the high school students in Mysore city of Karnataka state in order to gather primary data on the impact of new media among high school students with the sample size of 415 as listed in the below table. The data was collected from both Public and Private schools

Study Variables

Keeping the above hypothesis in view, the following variables were selected for the study on the basis of review of literature and discussion with subject experts.

Independent Variables

- a. Gender
- b. Age

- c. Educational Standard
- d. Type of Schools
- e. Economic Status
- f. Social Status

Dependent Variable

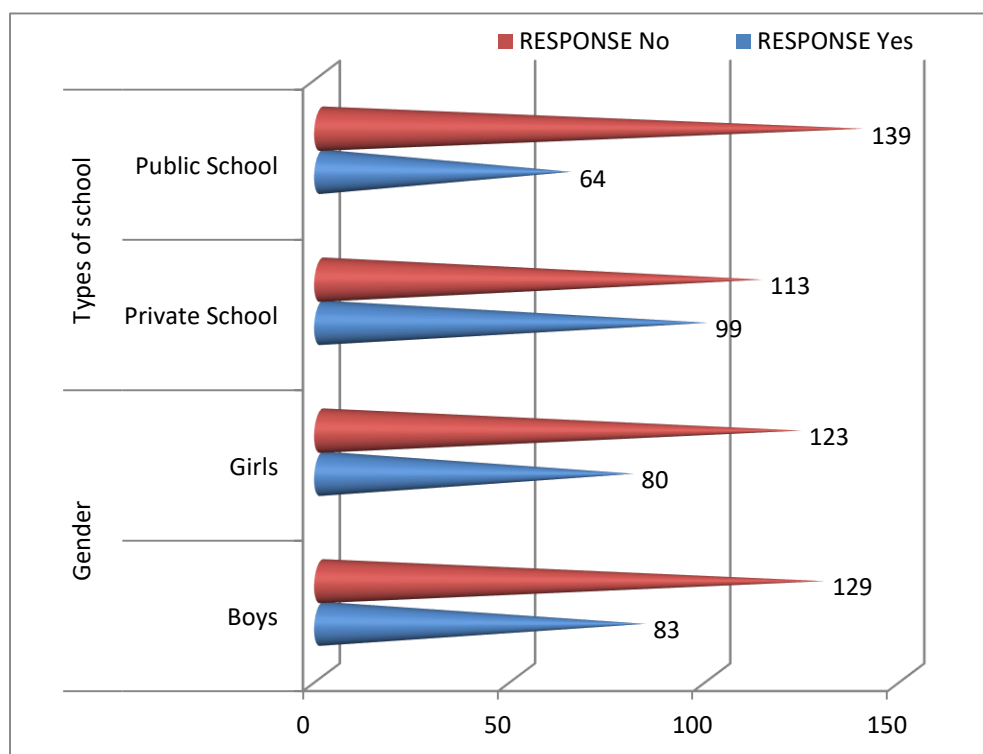
- a. Impact of new media

Access to Desktop among the Respondents

Independent Variable			RESPONSE		Total
			Yes	No	
Gender	Boys	F	132	80	212
		%	62.26	37.74	100
	Girls	F	112	91	203
		%	55.17	44.83	100
Types of school	Private School	F	134	78	212
		%	63.21	36.79	100
	Public School	F	111	92	203
		%	54.68	45.32	100
Total		F	245	170	415
		%	59.04	40.96	100
$X^2=5.777, P=0.4486$ and $N=415$					

Table provides the opinion of the respondents about the availability of desktop to them. The respondents were asked to endorse any one of the two responses – yes or no. A majority of the adolescent boys (62.26%) and adolescent girls (55.17%) have opined that desktop was available to them as a source of communication. There is slight difference regarding the availability of desktop to the male respondents and female respondents in the study areas. A majority of the private school respondents (63.21%) and public school respondents (54.68%) have opined that desktop was available to them as a source of communication. There is slight difference regarding the availability of desktop to the private school respondents and public school respondents in the study areas. Overall, a majority of the respondents (59.04%) have stated that desktop was available to them as a source of communication. There is non-significant association ($X^2=5.777, P=0.4486$) between the gender and type of school of respondents and availability of desktop as a source of communication in the study areas.

Access to Laptop among the Respondents



Access to Smart phone among the Respondents

Independent Variable			RESPONSE		
			Yes	No	Total
Gender	Boys	F	123	89	212
		%	58.02	41.98	100
	Girls	F	109	94	203
		%	53.69	46.31	100
Types of school	Private School	F	130	82	212
		%	61.32	38.68	100
	Public School	F	94	109	203
		%	46.31	53.69	100
Total		F	224	191	415
		%	53.98	46.02	100
$X^2=23.215, P=0.0007$ and $N=415$					

Access to Net/Note book among the Respondents

Independent Variable			RESPONSE		
			Yes	No	Total
Gender	Boys	F	50	162	212
		%	23.58	76.42	100
	Girls	F	56	147	203
		%	27.59	72.41	100
Types of school	Private School	F	67	145	212
		%	31.60	68.40	100
	Public School	F	39	164	203
		%	19.21	80.79	100
Total		F	106	309	415
		%	25.54	74.46	100
$X^2=13.149, P=0.0407$ and $N=415$					

Table provides the opinion of the respondents about the availability of Net book to them. The respondents were asked to endorse any one of the two responses – yes or no. A majority of the adolescent boys (76.42%) and adolescent girls (72.41%) have opined that Net book was not available to them as a source of communication. There is slight difference regarding the availability of Net book to the male respondents and female respondents in the study areas. A majority of the private school respondents (68.40%) and public school respondents (80.79%) have opined that Net book was not available to them as a source of communication. There is slight difference regarding the availability of Tablet to the private school respondents and public school respondents in the study areas. Overall, a majority of the respondents (74.46%) have stated that Net book was not available to them as a source of communication. There is a **significant** association ($X^2=13.149, P=0.0407$) between the gender and type of school of respondents and availability of Net book as a source of communication in the study areas.

Access to Search Engine among the Respondents

Independent Variable			RESPONSE		
			Yes	No	Total
Gender	Boys	F	137	75	212
		%	64.62	35.38	100
	Girls	F	114	89	203
		%	56.16	43.84	100

Types of school	Private School	F	130	82	212
		%	61.32	38.68	100
	Public School	F	123	80	203
		%	60.59	39.41	100
Total		F	253	162	415
		%	60.96	39.04	100
X²=6.420, P=0.3779 and N=415					

Access to Social network among the Respondents

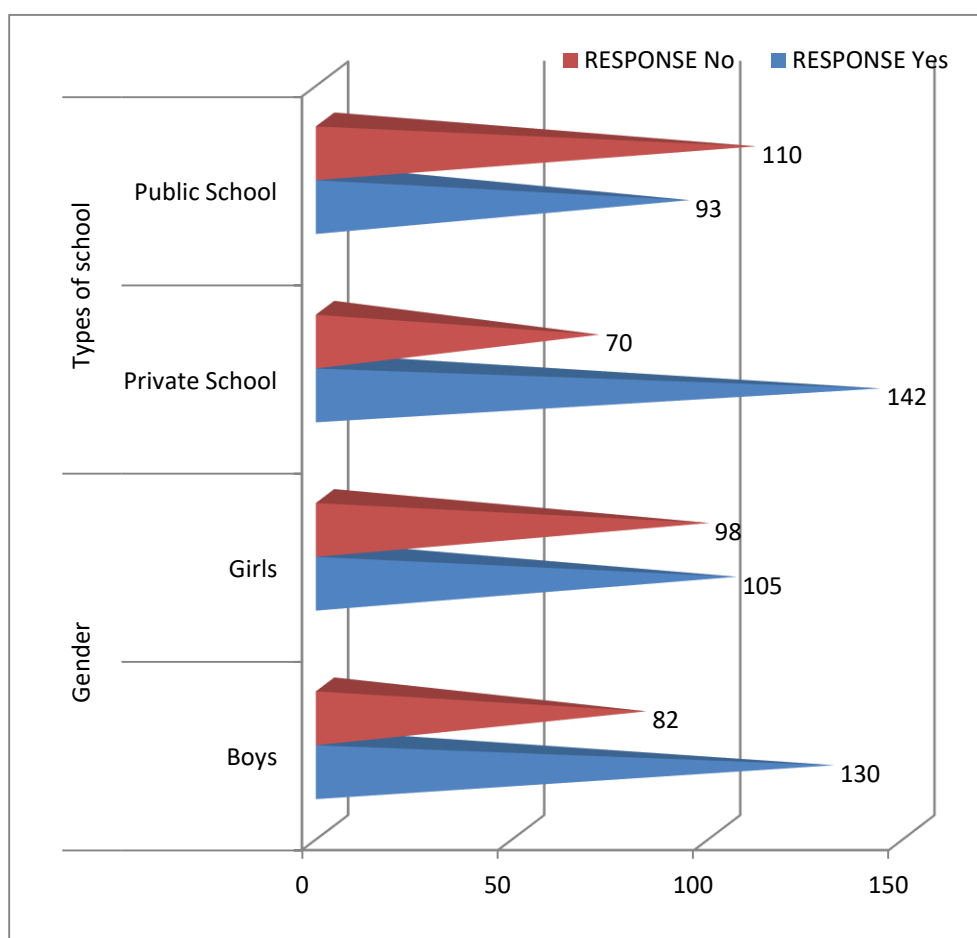


Table provides the opinion of the respondents about the availability of Social network to them. The respondents were asked to endorse any one of the two responses – yes or no. A majority of the adolescent boys (61.32%) and adolescent girls (51.72%) have opined that Social network was available to them as a source of communication. There is slight difference regarding the availability of Social network to the male respondents and female respondents in the study areas. A majority of the private school respondents (66.98%) and public school respondents (45.81%) have opined that Social network was available to them as a source of communication. There is slight difference regarding the availability of Social network to the private school respondents and public school respondents in the study areas. Overall, a majority of the

respondents (56.63%) have stated that Social network was available to them as a source of communication. There is a **significant** association ($X^2=26.080$, **P=0.0002**) between the gender and type of school of respondents and availability of Social network as a source of communication in the study areas.

Hypothesis testing

The new media are not accessible to the high school students

The data analysis from the above tables clearly states that some of the new media are not accessible to the high school students of Mysore city. Hence, the hypothesis stands disproved according to the data analysis.

Conclusion

The media institutions are the fourth estate of democracy. New media is considered as the fifth estate of democracy. Communications media as informal centers of learning educates society and students through the process of dissemination of information and entertainment. Media is considered as the common mans university. The social and economic status of the people decides the media access and reach. Cultivating healthy media habits in this age of globalization and competitiveness is essential. Communication gap hinders the progress of individuals in the era of knowledge society. Active media access acts as a catalyst of development for students and others in terms of education, health, modernization, mobility and personality development. Over use of new media carry addiction and inflict a narcotic effect among the heavy users.

REFERENCES

1. Pew Research Center (2001) Tracking online life: How women use the Internet to cultivate relationships with family and friends. www.pewInternet.org
2. National Center for Education Statistics. (2002). *Internet access in U.S. public schools and classrooms: 1994-99*, www.nces.ed.gov
3. Kumar, S (2005) Understanding the Emerging Media Ecology, *The Hindu*, October 11.
4. Jain, R., Dey, A., Abraham, R and Padmanabhan, V (2008) Two Mutually Reinforcing Applications of ICT for Socio-Economic Development of India, In Ashwini Saith, M.Vijayabhaskar and V.Gayathri (eds), *ICTs and Indian Social Change*, New Delhi: Sage Publications, pp.93-112
5. Bajaj, V (2011) India puts tight leash on Internet free speech, *The New York Times*, April 28, p.B3
6. Ohri, K (2011) Rise of the Mobile Web, *Afaqs Reporter*, 8(2):34-35
7. Shailesh Raj Urs thesis "Impact of New Media on School Going Children: A Study of Select Secondary Schools in Mysore City" submitted to University of Mysore, India