

New Media interposition on the reading habits of school children- A selective study

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Abstract

This research paper makes an effort to trace the influence and effect of new media on the reading habits of school children in Mysore city of Karnataka State, India. The distractions of new media convergent technologies have impacted the habits of school children in many ways. However, the study focuses mainly on the New Media interposition on the reading habits of school children.

Key words:

New Media = Internet convergent digital technologies and gadgets such as computers, tabs and smart phones. Public School= Government Schools. Private Schools=Run by private institutions stipulated by the government policies and rules. Interposition= Replacement, putting in between two things or coming in between something.

Introduction

W.Russell Neuman (1991) suggests that whilst the “new media” have technical capabilities to pull in one direction, economic and social forces pull back in the opposite direction. The people have witnessed the evolution of a universal interconnected network of audio, video and electronic text communications that have blurred the distinction between interpersonal and mass communication and between public and private communication.

Lev Manovich identified eight propositions of new media such as: association of cyber culture with new media. Computer technology oriented distribution platform of new media, new media as digital data controlled by software, new media mix between cultural conventions and the conventions of software, new media as the aesthetics carrying modern communication technologies, faster execution of information services by the new media, new media as metamedia and new media as parallel articulation of similar Ideas. These features have led to the creation of remarkably similar images and spatial structures.

Studies have also revealed that all is not well as far as adolescents in India and abroad are concerned. Adolescents have also become victims of circumstances especially in a developing country like India. They are subjected to series of disorders and diseases mainly due to lack of care, guidance and counseling. Prominent among the behavioral and adjustment problems of adolescents include- unhealthy food habits, unhealthy dietary patterns, eating disorders, reduction of reading habits, drug addiction, juvenile delinquency, sexual misconduct, aggressiveness, neuroticism, desensitization, gullibility, indiscipline, indecency, violence, rebelliousness, high risk behavior, attention deficit, mental stress, unhealthy life styles, strained human relations, suicidal tendencies, moral bankruptcy, low self esteem, poor body image, lack of interaction with parents and siblings, disruption of societal institutions, anti-social activities, displacement of healthy activities and the like (Shailesh Raj Urs 2015).

The current paper aims to study the new media interposition on the school children's reading habit.

Hypothesis

Reading habits of the school students has not been replaced by New Media

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 leading to interposition of new media

Reading habit has been replaced by New Media.

Variables	Sub variables		Responses			Total	Test statistic
			Agree	Neutral	Disagree		
Gender	Boys	F	140	37	35	212	P=0.9960 CC=0.160 Df=2 Chi-square=4.687
		%	66.04	17.45	16.51	100	
	Girls	F	146	38	19	203	
		%	71.92	18.72	9.36	100	
Age	13years	F	63	14	6	83	P=0.4583 CC=0.093 Df=4 Chi-square=3.631
		%	75.90	16.87	7.23	100	
	14years	F	103	27	21	151	
		%	68.21	17.88	13.91	100	
	15years	F	120	34	27	181	
		%	66.30	18.78	14.92	100	
Education l Standard	8 th standard	F	63	16	13	92	P=0.2346 CC=0.115 Df=4 Chi-square=5.559
		%	68.48	17.39	14.13	100	
	9 th standard	F	96	34	23	153	
		%	62.75	22.22	15.03	100	
	10 th standard	F	127	25	18	170	
		%	74.71	14.71	10.59	100	
Types of School	Public School	F	136	41	26	203	P=0.5439 CC=0.054 Df=2 Chi-square=1.218
		%	67.00	20.20	12.81	100	
	Private School	F	150	34	28	212	
		%	70.75	16.04	13.21	100	
Economic Status	High	F	7	5	1	13	P=0.0009 CC=0.207 Df=4 Chi-square=18.666
		%	53.85	38.46	7.69	100	
	Middle	F	214	38	34	286	
		%	74.83	13.29	11.89	100	
	Low	F	65	32	19	116	
		%	56.03	27.59	16.38	100	
Social Status	Forward	F	103	19	10	132	P=0.0007 CC=0.231 Df=6 Chi-square=23.384
		%	78.03	14.39	7.58	100	
	Backward	F	104	18	28	150	
		%	69.33	12.00	18.67	100	
	Minorities	F	36	14	7	57	
		%	63.16	24.56	12.28	100	
	SC/ST	F	43	24	9	76	
		%	56.58	31.58	11.84	100	
Total			286	75	54	415	P(Overall)=2.2344
	%		68.92	18.07	13.01	100	

Table provides the opinion of the respondents about the impact of new media on them. It reads: “Reading habit has been replaced by New Media”. A majority of the adolescent boys (66.04%) and

adolescent girls (71.92%) have stated that reading habit was replaced by new media in modern times. There is non-significant association ($P=0.9960$; $CC=0.160$) between the gender and impact of new media on adolescents.

A majority of the adolescents representing the 13 years age group (75.90%), 14 years age group (68.21%) and 15 years age group (66.30%) have stated that reading habit was replaced by new media in modern times. There is non-significant association ($P=0.4583$; $CC=0.093$) between the age and impact of new media on adolescents.

A majority of the adolescents representing the 8th standard (68.48%), 9th standard (67.75%) and 10th standard (74.71%) have stated that reading habit was replaced by new media in modern times. There is non-significant association ($P=0.2346$; $CC=0.115$) between the class and impact of new media on adolescents.

A majority of the adolescents representing the high income group (53.85%), middle income group (74.83%) and low income group (56.03%) have stated that reading habit was replaced by new media in modern times. There is a **significant** association ($P=0.0009$; $CC=0.207$) between the economic status and impact of new media on adolescents.

A majority of the adolescents representing the forward communities (78.03%), backward communities (69.33%), minorities (63.16%) and SC/ST's (56.58%) have stated that reading habit was replaced by new media in modern times. There is a **significant** association ($P=0.0007$; $CC=0.231$) between the social status and impact of new media on adolescents.

A majority of the adolescents of public school (67.00%) and private schools (70.75%) have stated that reading habit was replaced by new media in modern times. There is non-significant association ($P=0.5439$; $CC=0.054$) between the type of school and impact of new media on adolescents.

Overall, a majority of the adolescents (68.92%) regardless of gender, age, class, economic status, social status and type of school have stated that reading habit was replaced by new media in modern times. There is non-significant association ($P=2.2344$) between the demographic features and impact of new media on adolescents.

Hypothesis testing

The hypothesis “Reading habits of the school students has not been replaced by New Media” stands disproved as per the data analysis.

Conclusion

There is a strong evidence that constructive parental and teacher support, guidance and counseling would help school children cultivate reading habits, acquire cognitive skills, improve vocabulary, develop communication skills, emulate role models, cultivate pro-social behaviors, increase good mannerisms, maintain cordial human relations, enrich problem solving ability, enhance academic competence, gain social identity, earn leadership qualities and grow as healthy citizens of the society. A substantial amount of research has been done and a considerable body of knowledge has accumulated concerning the growth and development of school children in general. The extent to which one ought to be concerned about the welfare and development of adolescents is duly emphasized in the findings and recommendations of the studies conducted by various researchers all over the world. We need to know more about what factors influence the personality of school children what preventive measures are effective in preventing the unhealthy behavioral patterns of adolescents and what kind of healthy practices are required to improve the growth and development of school children in general

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