

# Impact of new media on extracurricular activities of school children in Mysore

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## Abstract

The current research paper explores the impact of new media on extracurricular activities of school children in Mysore city of Karnataka State, India. The onslaught of new media convergent technologies has altered the activities of adolescences and school children in particular. There is a need by all stake holders of education sector to ponder on the result of this microscopic study.

## 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. Extracurricular activities= wide range of activities other than academics such as sports, cultural, club activities etc.**

## Introduction

The new media technologies are basically digital, networkable, compressible and interactive. Broadly speaking, the Internet, websites, computer multimedia, video games, augmented reality, CD-ROMS and DVDs constitute the gamut of 'new media'. Practically, the term 'new media' refers to on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, and creative participation. The new media are also known for real-time generation of new and unregulated content. The new media entered the world during the fag end of 20th century. The world also witnessed a different kind of parallel relationship between social changes and computer design. Andrew L. Shapiro (1990) argues that the "emergence of new, digital technologies signals a potentially radical shift of who is in control of information, experience and resources"

## Draft National Youth Policy, 2001-2014

There was no government policy specifically for the empowerment of adolescents. However, this policy provided adequate space for the development of youth in India. The issues and concerns of youth were specifically addressed by the policy. It intended to cater to the welfare of Indian adolescents. The thrust areas of the policy included empowerment, gender equity an inter-sectoral approach to the youth welfare in the country. This policy actually made a distinction between the age of adolescence (13 - 35) and the age of attainment of maturity (20 – 30 years), marking a shift towards distinguishing between these different phases of human development. The National Youth Policy of 2014 defines “Youth” as persons in the age group between 15 and 29 years.

**The objective of the current paper is to study the impact of the new media on the school children’s extra-curricular activities.**

## **Hypothesis**

**New media exposure has reduced extra-curricular activities of the 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**

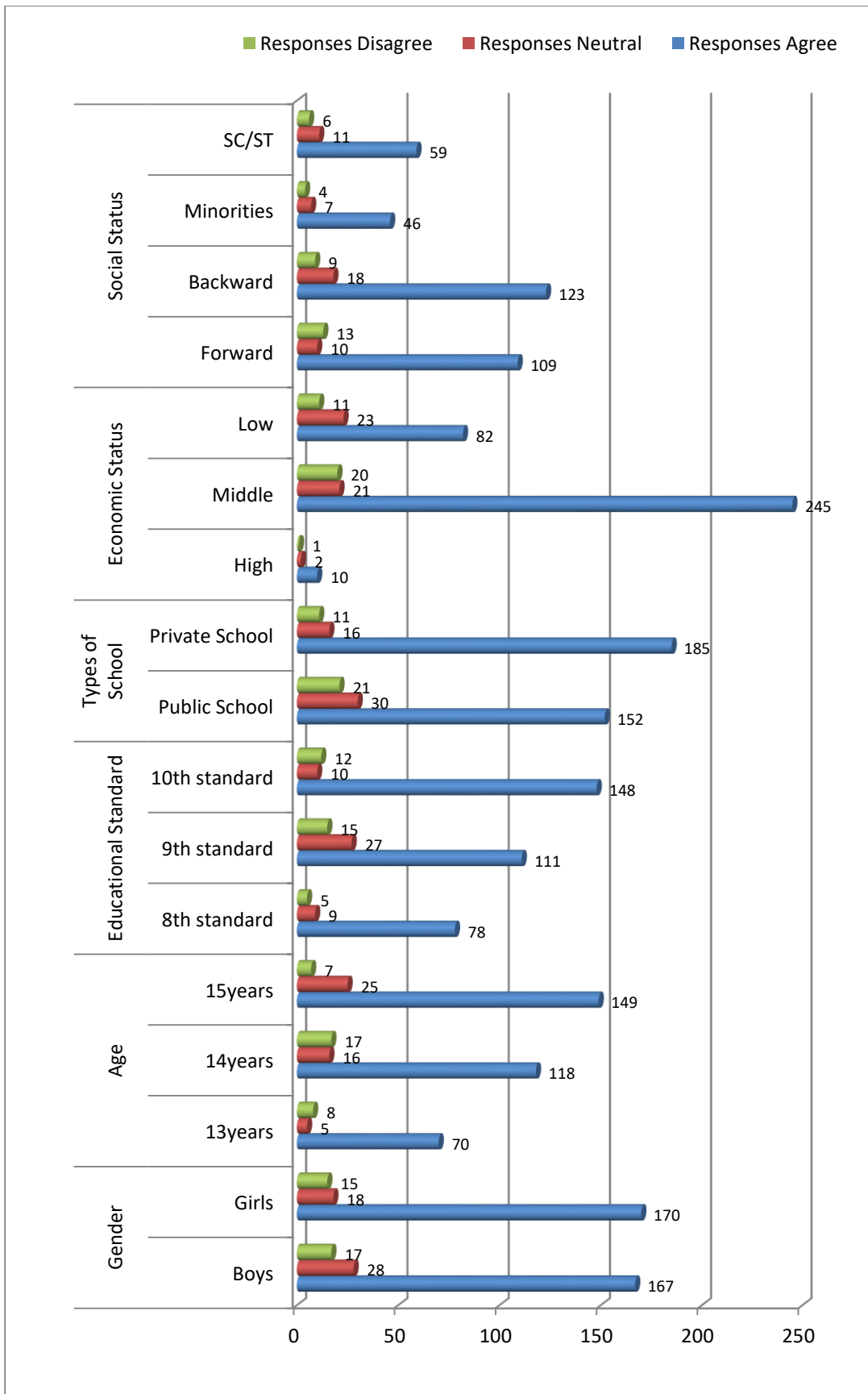
- a. Gender
- b. Age
- c. Educational Standard
- d. Type of Schools
- e. Economic Status
- f. Social Status

## **Dependent Variable**

a. Impact of new media

**New media exposure reduces time for extra-curricular activities of the students**

Variables	Sub variables	Responses			Total	Test statistic	
		Agree	Neutral	Disagree			
Gender	Boys	F	146	35	31	<b>212</b>	<b>P=0.9182</b> <b>CC=0.020</b> <b>Df=2</b> <b>Chi-square=0.171</b>
		%	68.87	16.51	14.62	<b>100</b>	
	Girls	F	143	33	27	<b>203</b>	
		%	70.44	16.26	13.30	<b>100</b>	
Age	13years	F	63	11	9	<b>83</b>	<b>P=0.4645</b> <b>CC=0.092</b> <b>Df=4</b> <b>Chi-square=3.589</b>
		%	75.90	13.25	10.84	<b>100</b>	
	14years	F	101	23	27	<b>151</b>	
		%	66.89	15.23	17.88	<b>100</b>	
	15years	F	125	34	22	<b>181</b>	
		%	69.06	18.78	12.15	<b>100</b>	
Educationa l Standard	8 <sup>th</sup> standard	F	62	14	16	<b>92</b>	<b>P=0.0853</b> <b>CC=0.139</b> <b>Df=4</b> <b>Chi-square=8.177</b>
		%	67.39	15.22	17.39	<b>100</b>	
	9 <sup>th</sup> standard	F	97	33	23	<b>153</b>	
		%	63.40	21.57	15.03	<b>100</b>	
	10 <sup>th</sup> standard	F	130	21	19	<b>170</b>	
		%	76.47	12.35	11.18	<b>100</b>	
Types of School	Public School	F	124	46	33	<b>203</b>	<b>P=0.0005</b> <b>CC=0.188</b> <b>Df=2</b> <b>Chi-square=15.203</b>
		%	61.08	22.66	16.26	<b>100</b>	
	Private School	F	165	22	25	<b>212</b>	
		%	77.83	10.38	11.79	<b>100</b>	
Economic Status	High	F	10	2	1	<b>13</b>	<b>P=0.6939</b> <b>CC=0.073</b> <b>Df=4</b> <b>Chi-square=2.228</b>
		%	76.92	15.38	7.69	<b>100</b>	
	Middle	F	204	44	38	<b>286</b>	
		%	71.33	15.38	13.29	<b>100</b>	
	Low	F	75	22	19	<b>116</b>	
		%	64.66	18.97	16.38	<b>100</b>	
Social Status	Forward	F	91	19	22	<b>132</b>	<b>P=0.4576</b> <b>CC=0.116</b> <b>Df=6</b> <b>Chi-square=5.700</b>
		%	68.94	14.39	16.67	<b>100</b>	
	Backward	F	99	30	21	<b>150</b>	
		%	66.00	20.00	14.00	<b>100</b>	
	Minorities	F	40	8	9	<b>57</b>	
		%	70.18	14.04	15.79	<b>100</b>	
	SC/ST	F	59	11	6	<b>76</b>	
		%	77.63	14.47	7.89	<b>100</b>	
<b>Total</b>			<b>289</b>	<b>68</b>	<b>58</b>	<b>415</b>	<b>P P(Overall)=2.62</b>
		%	<b>69.64</b>	<b>16.39</b>	<b>13.98</b>	<b>100</b>	



The above tables provide the opinion of the respondents about the impact of new media on them. It reads: “New media exposure reduces time for extra-curricular activities of the students”. A majority of the adolescent boys (68.87%) and adolescent girls (70.44%) have stated that new media had reduced their time for extra-curricular activities in modern times. There is non-significant association ( $P=0.9182$ ;  $CC=0.020$ ) 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 (66.89%) and 15 years age group (69.06%) have stated that new media had reduced their time for extra-curricular activities in modern times. There is non-significant association ( $P=0.4645$ ;  $CC=0.090$ ) between the age and impact of new media on adolescents.

A majority of the adolescents representing the 8<sup>th</sup> standard (67.39%), 9<sup>th</sup> standard (63.40%) and 10<sup>th</sup> standard (76.47%) have stated that new media had reduced their time for extra-curricular activities in modern times. There is non-significant association ( $P=0.0853$ ;  $CC=0.139$ ) between the class and impact of new media on adolescents.

A majority of the adolescents representing the high income group (76.87%), middle income group (71.33%) and low income group (64.66%) have stated that new media had reduced their time for extra-curricular activities in modern times. There is non-significant association ( $P=0.6939$ ;  $CC=0.073$ ) between the economic status and impact of new media on adolescents.

A majority of the adolescents representing the forward communities (68.94%), backward communities (66.00%), minorities (70.18%) and SC/ST's (77.63%) have stated that new media had reduced their time for extra-curricular activities in modern times. There is non-significant association ( $P=0.4576$ ;  $CC=0.116$ ) between the social status and impact of new media on adolescents.

A majority of the adolescents of public school (61.08%) and private schools (77.83%) have stated that new media had reduced their time for extra-curricular activities in modern times. There is a **significant** association ( $P=0.0005$ ;  $CC=0.188$ ) between the type of school and impact of new media on adolescents.

Overall, a majority of the adolescents (69.64%) regardless of gender, age, class, economic status, social status and type of school have stated that new media had reduced their time for extra-curricular activities in modern times. There is non-significant association ( $P=2.62$ ) between the demographic features and impact of new media on adolescents.

## Testing of hypothesis

**The above data analysis proves that “New media exposure has reduced extra-curricular activities of the school students”**

## Conclusion

According to the Census Report of India – 2011 adolescents numbering over 200 million comprise nearly one fourth of the total population. Adolescents in the age group of 10 – 19 years of age constitute 25.0 % of India’s billion person population according to the UN ‘Adolescents in India’, In India, school curriculum emphasizes more on subject learning, thus neglecting other components of human development particularly life skills, problem solving, developing competence and dealing with psycho – social difficulties due to certain constraints. The Constitution of India has guaranteed several safeguards and provisions for the development of human resources in India including the adolescents.

The Government of India, ministry of Human Resources Development and the respective state governments need to intervene, plan and execute several developmental programmes for the benefit of lower and higher education at the macroscopic level taking into account this microscopic research analysis. This sample study is just a minute pointer towards the impact in question on the larger population. There is also a need for longitudinal and select random empirical studies across the larger population of the Nation.

## References:

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