



Traditional Media association study as a foundation for Media Literacy among the Mysore High School students

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Abstract

The media literacy studies have gained significance of late which has laid down a lot of thrust on the digital literacy more than traditional media association leading to literacy. The present study focuses on the traditional media literacy and association among the high school students amidst the digital media proliferation. The comparative study between Public and Private school is also dealt with. The study is done on the premise that the foundations of the traditional media association viz, Newspapers and magazines, will enhance the digital literacy and help develop democratic netizenship there by adding value and responsibility to citizenship. The study divulges that there is a need to intervene and promote positive utility of traditional media to foster democratic citizenship.

Keywords: Media Literacy, New Media, Traditional Media, Newspapers, Magazines, Digital Literacy, Netizen, Democratic Citizenship, Public School, Private School. High School.

Introduction

The traditional media viz, Newspapers, Magazines, have been considered as catalyst when used appropriately for the educational and overall development of the school children. However, today digital communications have become all pervasive and use of digital communication has altered the use of the traditional media by the young generations. This change is a testament to understand the future and prospects of Traditional Media. Amidst digital revolution the traditional media literacy and association among the school children makes an interesting study to probe in. Following literature review is a precursor towards understanding the significance of the Media literacy correlated to the traditional media association

Arnett, Larson and Offer (1995:01) studied the relationship between the adolescents and media services and amplified that adolescents were active media users in modern society. The researchers made systematic efforts to explain (i) the psychological needs that help shape (ii) why people use the media and what motivates people to (iii) engage in media use behaviors to (iv) derive gratification to (v) fulfill those

intrinsic needs, within the confines of a particular socio cultural environment. The study revealed that the audience who were exposed to the media contents responded to them differently based on the socio-demographic and psychological attributes.

Livingstone (2004:02) assessed the media literacy and the challenge of new communication technologies. The scholar raised three central questions currently facing the public, policy-makers and academy. The study revealed that media literacy campaigns should be launched to bridge the digital divide and facilitate greater utilization of new media services across the world.

Hobbs (2013:03) evaluated the strategic risk taking in informal learning with digital media literacy and reported that when elementary children are encouraged to view the city as a classroom and use digital media to explore and represent their neighborhoods, they can be inspired by the unpredictable events of daily life to ask naïve, critical and sometimes troubling questions. The scholar also called upon the stakeholders of new media management to widen the base of new media literacy and facilitate participatory communication and development in modern world.

Baboo (2013:04) explored the media literacy in the life worlds of Malaysian children and stated that the modern children grew up with new media such as television, video games, mobile phones, computers, Internet, tablets, iPads and iPods. The study also presented the modalities of new media management from human development point of view and suggested that the multimodal competencies, user experiences and meaning-making actions that the children construct should be taken into account to ensure that media literacy should be more widely acknowledged within home and school settings.

Santander et.al. (2014:05) examined the new media literacy education and pointed out that Internet had a positive impact on all levels, personal, family, professional and social. The study revealed that the influence of the media had not been accompanied by the promotion of media literacy. The scholars suggested that the development of the media skill among citizens, especially young people and children should be ensured in order to exercise a critical and active role in relation to the new media use patterns of students.

Norris (2001:06) studied the digital divide on the basis of cross-national differences and amplified the role of new media in civic engagement. The scholar also examined the political economy of new media management and pointed out that intervention of state was crucial for the development of new media literacy and management of new media for the development of the people.

Warschauer (2003:07) conducted a study on the role of new media in the process of inclusive development in the new millennium and delineated that most of the people in the developing nations

remained digital illiterates and intellectually malnourished. The scholar suggested that new media literacy campaigns and infrastructure development should be undertaken to overcome digital divide and enhance the participatory communication in modern society.

Lorenz et.al. (2012:08) analyzed the e-safety strategies and noted that children who used new media had changed significantly in the new millennium in terms of attitudes and behaviors. The study reported that new media had enabled the students to become more personalized, social, open, self-regulated and oriented towards ripping, remixing, sharing, following, reflecting. The scholars suggested that new media research should be carried out adequately to bridge digital divide and promote new media literacy and use patterns.

Methodology

The researcher chose two different zones of Mysore city in consultation with the officials of the Department of Public Instruction. The high school students were selected on the basis of incidental sampling and stratified sampling methods since these methods also produce reliable data according to media researchers. About 480 high school students were approached for the purpose of primary data collection. But only about 415 high school students (212 boys and 203 girls) representing both public and private schools were retained for the study since they furnished complete information. The Cochran formula for sampling is widely used by the researchers across the globe which is as follows.

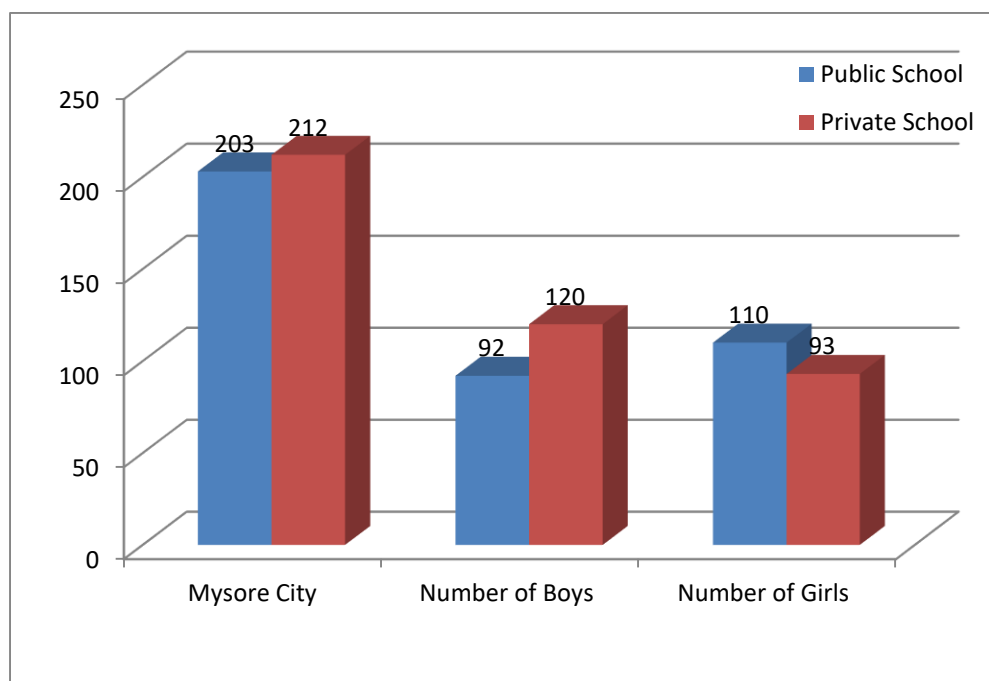
$$n = \frac{Z^2 pq}{e^2} = \frac{(1.96)^2 (.5) (.5)}{(.05)^2} = 385$$

This is valid where n is the sample size, z^2 is the abscissa of the normal curve that cuts off an area α at the tails ($1-\alpha$ equals the desired confidence level, e.g., 95%), e is the desired level of precision, P is the estimated proportion of attribute that is present in the population and we assumed $P= .5$ (maximum variability), and q is $1-P$. The value for Z is found in statistical tables which contain the area under the normal curve.

Morgan Table was followed by the researcher to select about 415 high school students representing both public and private high schools of Mysore city. The sample size was divided among the five zones by following the proportionate stratified random sampling technique.

Table 1. Distribution of Study Area and Sample

| Type of School | Mysore City | Number of Boys | Number of Girls | Total Respondents |
|----------------|-------------|----------------|-----------------|-------------------|
| Public School | 203 | 92 | 110 | 202 |
| Private School | 212 | 120 | 93 | 213 |
| Total | 415 | 212 | 203 | 415 |

Table 2. Distribution of Study Area and Sample**Table.3 Newspaper Reading among the Respondents**

| Independent Variable | | | RESPONSE | | Total |
|----------------------|----------------|---|----------|------|-------|
| | | | Yes | No | |
| Gender | Boys | F | 196 | 16 | 212 |
| | | % | 92.45 | 7.55 | 100 |
| | Girls | F | 192 | 11 | 203 |
| | | % | 94.58 | 5.42 | 100 |
| | Private School | F | 200 | 12 | 212 |

| | | | | | |
|--|----------------------|----------|--------------|-------------|------------|
| Types of school | Public School | % | 94.34 | 5.66 | 100 |
| | | F | 188 | 15 | 203 |
| | | % | 92.61 | 7.39 | 100 |
| Total | | F | 388 | 27 | 415 |
| | | % | 93.49 | 6.51 | 100 |
| X²=1.282, P=0.7334 and N=415 | | | | | |

Table No.03 provides the opinion of the respondents about the availability of newspapers to them. The respondents were asked to endorse any one of the two responses – yes or no. A majority of the adolescent boys (92.45%) and adolescent girls (94.58%) have opined that newspapers were available to them as a source of communication. There is slight difference regarding the availability of newspapers to the male respondents and female respondents in the study areas. A majority of the private school respondents (94.34%) and public school respondents (92.61%) have opined that newspapers were available to them as a source of communication. There is slight difference regarding the availability of newspapers to the private school respondents and public school respondents in the study areas. Overall, a majority of the respondents (93.49%) have stated that newspapers were available to them as a source of communication. There is non-significant association ($X^2=1.282$, $P=0.7334$) between the gender and type of school of respondents and availability of newspapers as a source of communication in the study areas.

Table 4. Magazines Reading among the Respondents

| Independent Variable | | | RESPONSE | | Total |
|--|-----------------------|----------|-----------------|--------------|--------------|
| | | | Yes | No | |
| Gender | Boys | F | 106 | 106 | 212 |
| | | % | 50.00 | 50.00 | 100 |
| | Girls | F | 107 | 96 | 203 |
| | | % | 52.71 | 47.29 | 100 |
| Types of school | Private School | F | 120 | 92 | 212 |
| | | % | 56.60 | 43.40 | 100 |
| | Public School | F | 93 | 110 | 203 |
| | | % | 45.81 | 54.19 | 100 |
| Total | | F | 213 | 202 | 415 |
| | | % | 51.33 | 48.67 | 100 |
| X²=5.138, P=0.1619 and N=415 | | | | | |

Table No.04 provides the opinion of the respondents about the availability of magazines to them. The respondents were asked to endorse any one of the two responses – yes or no. A majority of the adolescent boys (50.00%) and adolescent girls (52.71%) have opined that magazines were available to them as a source of communication. There is slight difference regarding the availability of magazines to the male respondents and female respondents in the study areas. A majority of the private school respondents (56.60%) and public school respondents (45.81%) have opined that magazines were available to them as a source of communication. There is slight difference regarding the availability of magazines to the private school respondents and public school respondents in the study areas. Overall, a majority of the respondents (51.33%) have stated that magazines were available to them as a source of communication. There is non-significant association ($X^2=5.138$, $P=0.1619$) between the gender and type of school of respondents and availability of magazines as a source of communication in the study areas.

Conclusion

There are very few studies, which dealt with the new media literacy, new media management and new media consumption patterns with special reference to India. The presents study reveals that; foundations of the traditional media association viz, Newspapers, magazines, has had mixed impact and there is a need to intervene and educate the students about the positive utilization of the traditional media. A special emphasis has to be laid down to access and promote traditional media utility for overall development of the school children at Mysore leading to strong foundation of Media and Information Literacy.

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