

Role of Media and Telecommunication on Behavioral Patterns among School Going Children of Selected Educational Institutes of Pune, Maharashtra, India

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ABSTRACT

Introduction: Media experiences have become an integral part of the weave of everyday life. It is difficult to think of any area not included in the media embrace. In both the public and the private sphere, we are consumed by a flood of images and sounds which carry insistent and powerful messages.

It is not always easy to provide clear, consistent structure for children, but providing it often helps keep the children safe and grows to be responsible adults. The communication theories suggest that heavy exposure to consistent and recurrent messages on television and the internet at a young age adversely affect the mental development of the child.²

Objectives of the study: To assess the exposure level of media and telecommunication in school going children.

- To determine the impact of media and telecommunication on behavioral patterns of school going children.
- To determine the relationship between behavioral patterns of school going children and selected demographic variables.

Research design: The present study is a descriptive study, using stratified random sampling technique. The population comprised of male and female students in the age group of 9 to 14 years studying from 5th to 9th standards. A total number of students from each division of the selected educational institutes was 785, 634, and 630, respectively. From each class 12 students were selected under the study. So the total number of students selected under the study from each school was 60 that comprised of 180 schools going children, being the target population. The stratification is done on the basis of class-wise distribution from 5th to 9th standards.

Result: The result shows that there is a highly significant relationship between the impact of media and telecommunication on behavioral pattern of the school going children. The moderate (43.22) impact of television and internet use is been analyzed. There is a highly significant relationship between the medium of education and pocket money obtained by school going children. The calculated value is greater than the table value. The standard 9th is the most affected class (61.25%)

with the use of television and internet followed by standard 8th (61%). A fair amount of deviations are seen in standard 7th (57.88%), standard 6th (54.29%) and standard 5th (53.07%).

Conclusion: Therefore it can be concluded that there is a mild impact of television and internet surfing on the behavioral pattern of school going children. The results obtained are highly significant showing a change in the behavior of the children. Exposure and use are significantly higher in the 8th and 9th standard students followed by the other standards.

Keywords: Behavioural pattern, Selected educational institute, School going children, Telecommunication and media.

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INTRODUCTION

Media and telecommunication are capturing huge audiences belonging to all age groups with high rapidity and now every observer has high naturally turned to the question of its effects on the society and individual.¹ Television and internet have totally changed the values of human beings, their thinking, management of time and living lifestyle, and it has become an unavoidable and unremitted factor in shaping what we are and what we will like to become. Several authors pointed out that to reduce the negative effects of television viewing and internet surfing on children parents should control its excessive use.²

Exposure to mass media is almost universal and its impact is reflected in the classroom behavior of children. The impact of television and the internet in children and child development is becoming an important issue with parents, teachers, and educationists. Evidence from research suggests that children learn from watching television programs and surfing the internet, they see can change their behavior. Programs with violent and aggressive themes tend to make children more aggressive and disobedient. Cultural sex role, social stereotypes and the unlimited and vast information depicted on the television and the internet can also influence children perception of society.²

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The proper and timely development of various cognitive skills is an important and essential requisite for the academic achievement of a student. When children spend a large amount of their time in front of television and computer screen does it contribute to or inhibit their cognitive abilities? Displacement hypothesis states that if TV and internet viewing increases the amount of time spent on other activities correspondingly decreases.³

Today an exponential advancement has taken place in the electronic media. Television and the internet are important media especially for children who are easily attracted to the media. It is observed in the society that the lifestyle, culture and life-related visions of today's children and teenagers are very much influenced by the lifestyles and world they get to view from mass media. This is explained by social learning theory, which posits that children can learn new behaviors by observing and imitating the characters and people featured on TV and the internet. According to cultivation theory, heavy exposure to television and the internet can alter a person's perception of social reality in a way that matches the mass media world.⁴

OBJECTIVES

- To assess the exposure level of media and telecommunication in school going children.
- To determine the impact of media and telecommunication on behavioral patterns of school going children.
- To determine the relationship between behavioral patterns of school going children and selected demographic variables.

MATERIALS AND METHODS

A descriptive survey research approach was used to conduct the following study. In the present study, the population comprised of male and female students in the age group of 9 to 14 years studying from 5th to 9th standards. Duration of the study was 12 months. The study was conducted in selected educational institutes of Pune. Total three schools were selected by the researcher in which two were English medium schools and one being Marathi medium of education. These educational institutes were selected by the following method. First, all the educational institutes of Pune were enlisted as per the lists are taken from the Zilla Parishad.

Then with the help of lottery method, the desired number of institutes was selected. Prior permission was taken through proper channel from the concerned authority. From each class 12 students were selected under the study. So the total number of students selected under the study from each school was 60 that comprised of 180 schools going children, being the target population.

The stratification is done on the basis of class-wise distribution from 5th to 9th standards. The school going children of both the genders from 9 to 14 years studying in Marathi and English schools included in the study. Children below 9 years and above 14 years were excluded from the study.

The school going children who are approachable for the study of both the genders from 9 to 14 years studying in Marathi and English schools and who can understand and speak English, Hindi and Marathi were included in the study. Children who are not cooperative and willing to participate in the study below 9 years and above 14 years and who are making use of other types of media and telecommunication except television and internet were excluded from the study.⁵

OBSERVATIONS AND RESULTS

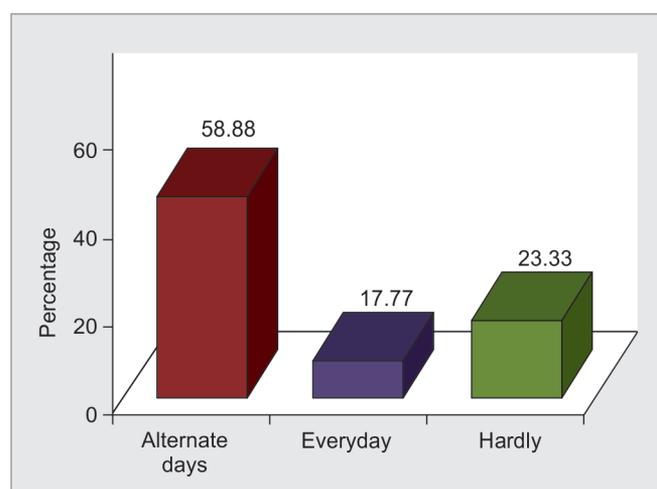
The majority of students belong to the Hindu religion (82%). Most of them are males (65%), belong to English medium (67%) and fall in the age group 12 to 14 (53%). A few of the school going children enjoy being at home (41%), and their fathers are a businessman (41%), receive pocket money 401 to 600/month (43%), a few students enjoy being at home (41%) and use the pocket money for surfing the internet (36%).

Graph 1 represents that maximum number of students (58.88%) perform internet surfing on alternate days.

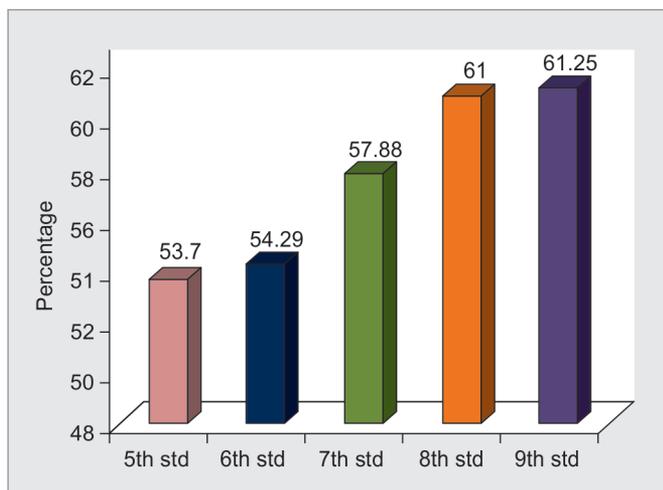
The data presented in Table 1 shows that there is a mild change (43.95) in a behavioral pattern in school going children.

The Graph 2 bar diagram represents that 9th standard students have maximum (61.25%) and 5th standard students have minimum (53.7%) impact of media and telecommunication on their routine lifestyle.

The data presented in Table 2 indicates the number of children falling under various scores as mild, moderate and severe. The table shows that majority numbers of



Graph 1: The Fig.1 bar diagram represents that maximum number of students (58.88%) perform internet surfing on alternate days



Graph 2: Bar diagram represents that 9th standard students have maximum (61.25%) and 5th standard students have minimum (53.7%) impact of media and telecommunication on their routine lifestyle

students have a mild impact of media and telecommunication on their behavioral patterns.

The data presented in Table 3 depicts that there is a highly significant relationship between the medium of education and pocket money obtained by school going children. The calculated value is greater than the table value.

Thus the analysis and interpretation of the data reveal that there is a highly significant relationship between the use of media and telecommunication on behavioral

patterns of school going children as moderate impact of television and internet use is been analyzed.

DISCUSSION

As the present study is aimed to assess the impact of media and telecommunication on behavioral patterns of school going children a descriptive survey approach was considered to be the most suitable method. It shows that majority number of school going children watch television (76.11%). Maximum of them surf the internet for 0.5 to 1 hour (62.22%), surf internet (58.88%). So it could be concluded that the majority of them are indulged in using media and telecommunication on a regular basis. There is a mild impact of media and telecommunication on the behavioral pattern of the school going 113 (62.77%) children whereas 67 (37.22%) students have a moderate impact of media and telecommunication on behavioral pattern of school going, children. Results show that there is a significant association between selected demographic variables such as the medium of education and pocket money obtained by children.

It can be concluded that there is mild impact 113 (62.77%) of media and telecommunication on the behavioral patterns of the school going children whereas 67 (37.22%) students have a moderate impact of media and telecommunication on behavioral pattern of school going children.

Table 1: Description of total behavioral pattern score of school going children

N = 180

Variable	Max. score	Range	Mean score	S. D.	Mean %	Remark
Behavioral pattern	59	0-75	43.95	5.56	58.6	Mild change in BP

The data presented in Table 1 shows that there is a mild change (43.95) in a behavioral pattern in school going children

Table 2: Scoring of the impact of media and telecommunication on behavioral patterns of school going children in mild, moderate and severe categories

N = 180

Sr. no.	Range in impact	Total	%
1	Mild	113	62.77
2	Moderate	67	37.23
3	Severe	0	0
	Total	180	100

The data presented in Table 2 indicates the number of children falling under various scores as mild, moderate and severe. The table shows that majority numbers of students have a mild impact of media and telecommunication on their behavioral patterns

Table 3: Relationship between behavioral pattern and demographic variables

N = 180

Sr. no.	Demographic variable	Calculated value (χ^2)	χ^2 Table value	df	Result
1	Age	1.800595	6.634897	1	NS
2	Std.	3.24	13.2767	4	NS
3	Occupation of father	3.46	9.21034	2	NS
4	Occupation of mother	4.57	9.21034	2	NS
5	Medium of education	15	6.634897	1	p < 0.01**
6	Pocket Money Amount	16.47	11.34487	3	p < 0.01**

Note: NS: not significant, **: Highly significant



CONCLUSION

Therefore it can be concluded that there is a mild impact of television and internet surfing on the behavioral pattern of school going children. The results obtained are highly significant showing a change in the behavior of the children. Exposure and use are significantly higher in the 8th and 9th standard students followed by the other standards.

Thus, the researchers found it satisfactory in assessing the impact of media and telecommunication on the behavioral pattern of school going children.

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