

Access and Consumption of Electronic Media Among School Children of Ujjain City

Dr. Manik Samvatsar Dange

Professor, Deptt. of Home Science

Govt. P.G. College,

Ratlam, M.P.

Km. Monika

Research Scholar, Deptt. of Home Science

Govt. Degree College,

Ujjain, (M.P.)

Email: rkrohitkumar214@gmail.com

Abstract

Electronic media is a daily presence in the lives of most young children, and this includes television, mobile phone and computer which are widely used by children. This study aim to find the how much access and consumption of electronic media among children of Ujjain City. These data were collected from 400 children of Ujjain City, (M.P.). The study was limited on access and consumption of electronic media of Ujjain area. The access of television was 100% among children while the consumption of electronic media, mobile phone was 76.78% among children for 1-2 hours.

Keywords:*Electronic media, T.V., Mobile phone, Computer children, school, Rural and urban*

Reference to this paper should be made as follows:

Received: 27.05.2019

Approved: 16.06.2019

Dr. Manik Samvatsar Dange

Km. Monika,

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RJPSSs 2019, Vol. XLV, No. 1, pp. 28-37

Article No.4

Online available at:

<http://rjpsss.anubooks.com/>

Introduction

Electronic media is an integral part of children's lives in the twenty-first century. The world of electronic media, however, is changing dramatically. Television, which dominated the media world. Through the mid-1990's. Now computers in an arena crowded with cell phones, internet, video-games, instant messaging, iPads, interactive multiplayer videogames, virtual reality sites, web social networks, and e-mail.

In today's society, electronic media are thoroughly integrated into the fabric of life, with television, computer, and mobile phone central to both work and play while these media outlets on provide education and entertainment to children.

Twenty-first century has witnessed a marked increased in the usage of electronic media like, computer, television and mobile phone especially among the school going children, thereby reducing the exposure to media has increased in a culture of media, spending more time with television, computer, and mobile phone than they do in any other activity.

In the era of globalization, changing media technologies have dramatically transformed the media and health culture of children. Electronic media is not only the daily tool of communication, information and entertainment for children but they have become an integral part of their lives. As the electronic media increasingly gets more intimately interwoven with modern day living there are rising concerns about the way it affects us and our children the way it affects us and our children in particular. In such a scenario, the intellectual and moral growth of children is a major concern. Because it invades every sphere of our children's life, the media has developed into an important educational tool in modern era and its role in shaping children's perception about the society.

Media technology is an important part of children' lives in the twenty first century and play very important role in creating awareness related various aspects of life and personality as found by Mehmood, (2000). The world of electronic media, however, is changing dramatically, Television, which dominated the media world through the mid 1990's, now competes with cell phones, iPads, video games, instant messaging, interactive multiplayer video games, web social networks, and e-mail. Children learn skills, values and patterns of behavior from the media both directly and indirectly.

The electronic media mainly consist of television, computer and mobile phones. The audience being passive simply accepts what is put in front of them, but the present view approaches the audience as active. We learn skills, values and patterns

of behavior from the media both directly and indirectly. The electronic media offer dazzling potential as tool for learning, especially through interactive educational programming. There is no doubt that electronic media have a pervasive influence on children from a very early age, and that it will continue to affect children's emotional and social development.

Electronic media are giving children many ways to express themselves and to have fun, which of course, comes with a costly price. Electronic media have been changing throughout the past decades, affecting not only the communication methods amongst children, but also their social and psychological behavior.

In today's society, electronic media are thoroughly integrated into the fabric of life, with television, computer, mobile phones, and video games, central to both work and play. While these media outlets can provide education and entertainment to children, many researches are concerned with the negative impact electronic media is having on children may be the most vulnerable between birth and school age to certain negative effects of media use such as obesity, aggression, fear, and sleep disturbances. It is now just children in bad neighborhoods or with "bad" friends who are likely to be exposed to bad things when they go out on the street.

Mobile Phones

Mobile phones play an essential role in communications throughout the world. The technological revolution that many children have experienced has drastically changed the way interact and communicate with one another. Today, we are very familiar with smart phones and other mobile devices. Information communication technology (ICT) has widely spread. At the end of 2012, It was reported that the number of internet users in Japan was 96.52 million (Ministry of Internal affairs and Communications, 2013a) This trend also affect children, and 75.9% of students in 4th - 6th grades of elementary school (9-12 years old) use personal devices.

Mobile phone has become the modal form of children communication. According to one study, 75% of U.S. 12-17 yearolds owned a cell phone in 2010, compared with 45% in 2004 (*Lenhart, Ling, Campbell and Purcell, 2010*). Cell phones are becoming more common at the elementary school level as well in 2010, 31% of 8 to 10 yearolds had access to a cell phone (*Rideout, Eoehr and Roberts, 2010*)

Computer

The computer has provided some wonderful opportunities for our children. Never before have had they had access to such a powerful tool for conducting

school research, learning about new things, finding new recreation and entertainment, and communicating with their friends both around the corner and around the globe. Studies of general computer users suggest that some children's may experience psychological problems such as social isolation, depression, loneliness, and time mismanagement related to their computer use and failure at school.

However, appears to corroborate parent's perceptions that home computer use is related to better academic performance. For example, early home computer use studies found that high school students who used educational software at home scored significantly higher than other students on computer literacy tests. Home computer use has been linked to improvements in general academic performance as well.

Television

Television is the most powerful and influential medium of communication around the globe. Due to its powerful effect, most cartoon channels rely on television to make children entertain by give more programs. In the same manner, overall television viewing influences the life style of children in different manners Television can play a very important and vital role in the process of learning of young children from a very early age. Television medium is considered and have always been identified as the most powerful and greatly active in shaping and modeling the behavior of children towards the gender roles in the society. Children today are much interested in cartoons over the years and cartoons have become almost a necessity for most children, without which the parents find it very difficult to manage their children. The children who watch too much cartoons as television are more likely to have mental and emotional problems, eye problems and unexpectedly the risk of physical, social and behavioral problems increases. Cartoons are the most frequent and easily accessible source of entertainment which we provide to our children.

Television is a daily presence in the lives of most young children and video games on consoles are also widely used by children. But how does exposure to television affect children's development? Researchers and children's advocates agree that television and other type of media are not appropriate activities for young children, and that older children should be carefully monitored, and kept within safe time limits, when viewing or playing on any such media. *(KFF, 2005)*.

Time spent watching television or playing a computer game is time not spent engaged in a creative activity or interactive with other people. Television viewing is an especially passive experience, offering no opportunity to interact or respond. When the amount of time spent in front of the television or sitting at a game console

is prolonged, it can displace social activities such as play, or even conversation spending too much time with electronic media can be an isolating experience, with a negative impact on the development of social skills. **(AAP, 2001)**.

Television is one of the communication media is an important tool for all ages as it brings the world and other various opportunities within it to the entertaining and comfort zone of the viewers. Most homes have television and this could be easily accessed by individuals via phones, iPads, cables or satellites. Television provides customers with every type of information they need ranging from work leisure, entertainment, education and so forth. With the emergent of this media, and the production of various programs, television has caught the attention of most people especially the children within the primary school age when compared to other forms of media. This if not properly addressed on time, will affect the whole children well being.

Television is one of the most accessible media to most people including young children; this is because much of television programs are geared towards school children's interests. Murray, (2003) explained that television as a form of media open up a new world for children by giving them the opportunity to travel the whole world, learn about different cultures, and gain exposure to ideas and concepts and gain exposure to ideas and concepts in their own community. Television itself is good but the content of television is what has raised a lot of concern to many parents, educators of young children, organization and researchers due to the boundless access to various type of information which could affect children's development, behavior and learning **(Anderson and Pempek, 2005)**. One of the greatest concern of parents and educators of young children is the viewing habit of children. This if not properly addressed will affect them at this foundational level of their lives.

Objectives and Methods of Study

The study was done on 400 school children both girls and boys residing from rural and urban locality of Ujjain city (M.P.) and to find out the access and consumption of electronic media among children. To finding the results, structured media use questionnaire was used and purposive sampling method was used for study.

Results and Discussion

Findings and results of access and consumption of electronic media was given under the tables.

Electronic Media accessed by children (N=400)

Type of Media	Frequency	Percent
Television	400	100
Mobile phone	366	91.5
Computer	170	42.5

Findings show that the majority 100% respondents had access to television, about 91.5% respondents had access to mobile phone and 42.5% respondents had access to the computer. This implies that television and mobile phones are widely spread and available among children of Ujjain compared to the computer.

Time spent by respondents on consumption of Electronic Media (N=400)

Type of Media	No. of hours spent	Frequency	Percent
Television	30 minutes	15	3.75
	1 - 2 hours	173	43.25
	2 - 3 hours	163	40.75
	Above 3 hours	49	12.25
	Total	400	100.00
Mobile phone	30 minutes	44	12.02
	1 - 2 hours	281	76.78
	2 - 3 hours	37	10.11
	Above 3 hours	4	1.09
	Total	366	100.00
Computer	30 minutes	25	14.71
	1 - 2 hours	129	75.88
	2 - 3 hours	14	8.24
	Above 3 hours	2	1.18
	Total	170	100.00

Among 400 respondents living in Ujjain observation show that most of respondents 173 (43.25%) spend between 1-2 hours watching TV. On regards to consumption of mobile phone 281 (76.78%) spend 1-2 hrs. Majority of children spend 1-2 hours on electronic media use. As the findings show that mostly children spend 1-2 hours on mobile phone when they had less consumption of television and computer compared of television and computer compared than mobile phone for 1-2 hours.

Access of Electronic Media among Children

Type of Media	Gender	
	Boys	Girls
Television (n=400)	200 (50%)	200 (50%)
Mobile phone (n=366)	197 (53.83%)	169 (46.17%)
Computer (n=170)	116 (68.24%)	54 (31.76%)

Table show that majority of children have access of electronic media. The access of television was among boys 50% and girls 50% whereas the access of mobile phone in boys 53.8% and girls 46.17% and computer access in boys 68.24% and 37.76 in girls.

Pattern use of Electronic media among Boys and Girls

Type of Media	Time spent in hours	Gender	
		Boys	Girls
Television (n=400)	30 minutes (n=15)	9 (60%)	6 (40%)
	1-2 hours (n=173)	63 (36.42%)	110 (63.58%)
	2-3 hours (n=163)	91 (55.8%)	72 (44.17%)
	above 3 hours (n=49)	37 (75.51%)	12 (24.49%)
Mobile Phone (n=400)	30 minutes (n=15)	30 (68.18%)	14 (31.8%)
	1-2 hours (n=173)	141 (50.18%)	140 (49.8%)
	2-3 hours (n=163)	22 (59.46%)	15 (40.54%)
	above 3 hours (n=49)	4 (100%)	0
Computer (n=170)	30 minutes (n=15)	17 (68%)	8 (32%)
	1-2 hours (n=173)	85 (65.81%)	44 (34.11%)
	2-3 hours (n=163)	12 (85.7%)	2 (14.29%)
	above 3 hours (n=49)	2 (100%)	0

The table shows that majority of children time spent on electronic media for 1-2 hours. Boys who use computer 1-2 hours are 65.8% and it is more than girls whereas girls use television 63.58% is more than boys the mobile phone is used by boys 50.18% more than girls.

Access of Electronic media among different habitats

Type of Media	Gender	
	Boys	Girls
Television (n=400)	200 (50%)	200 (50%)
Mobile phone (n=366)	188 (51.37%)	178 (48.6%)
Computer (n=170)	136 (80%)	34 (20%)

The table shows that the access of mobile phone and computer in Urban are more than rural area. The access of mobile phone in urban is 51.37% and computer 80%. Whereas the access of television has been found same in both area.

Pattern use of Electronic Media among different habitat

Type of Media	Time spent in hours	Gender	
		Boys	Girls
Television (n=400)	30 minutes (n=15)	8 (53.33%)	7 (46.6%)
	1-2 hours (n=173)	91 (52.6%)	82 (47.20%)
	2-3 hours (n=163)	81 (49.6%)	82 (50.31%)
	above 3 hours (n=49)	20 (40.8%)	29 (59.18%)
Mobile Phone (n=400)	30 minutes (n=15)	30 (68.18%)	14 (31.8%)
	1-2 hours (n=173)	130 (46.26%)	151 (53.7%)
	2-3 hours (n=163)	24 (64.8%)	13 (35.15%)
	above 3 hours (n=49)	4 (100%)	0
Computer (n=170)	30 minutes (n=15)	20 (80%)	5 (32%)
	1-2 hours (n=173)	100 (77.52%)	29 (22.48%)
	2-3 hours (n=163)	14 (100%)	0
	above 3 hours (n=49)	2 (100%)	0

Above table shows that majority of children in rural and urban spent 1-2 hours on electronic media devices. Computer and television are more used in urban to compare with rural, the use of computer and television in urban for 1-2 hours is 77.52% and 52.6% respectively. While the use of mobile phone 53.7% is more in rural area to compare with urban.

Access of Electronic media among school

Type of Media	Gender	
	Boys	Girls
Television (n=400)	200 (50%)	200 (50%)
Mobile phone (n=366)	170 (46.45%)	196 (53.55%)
Computer (n=170)	44 (25.8%)	126 (74.12%)

Above table shows, that the access of computer and mobile phone by government school children is less to compare public school. The access of mobile phone and computer among children in public school is 53.55% and 74.12% respectively, whereas the access of television in government and public school has same.

Pattern use of Electronic media among school

Type of Media	Time spent in hours	Gender	
		Boys	Girls
Television (n=400)	30 minutes (n=15)	11 (73.33%)	4 (26.6%)
	1-2 hours (n=173)	97 (56.07%)	76 (43.9%)
	2-3 hours (n=163)	72 (44.17%)	91 (55.8%)
	above 3 hours (n=49)	20 (40.8%)	29 (59.18%)
Mobile Phone (n=400)	30 minutes (n=15)	25 (56.8%)	19 (43.18%)
	1-2 hours (n=173)	129 (45.9%)	152 (54.09%)
	2-3 hours (n=163)	12 (32.43%)	25 (67.57%)
	above 3 hours (n=49)	4 (100%)	0
Computer (n=170)	30 minutes (n=15)	7 (28%)	18 (72%)
	1-2 hours (n=173)	31 (24.03%)	98 (75.9%)
	2-3 hours (n=163)	4 (28.57%)	10 (71.43%)
	above 3 hours (n=49)	2 (100%)	0

Data shows that most of the public and government school children have been used electronic media for 1-2 hours. The use of television for 1-2 hours has been seen more in government school's children's (56.07%) whereas the use of television for 2-3 hours has been seen more in public school's children (55.83%). Rest of electronic media like mobile phone and computer are used more by public school children, which is 54.09% and 75.97% respectively.

Conclusion

In this Study find that access of television has been found more than other electronic media devices and majority of children, spent 1-2 hours on electronic media devices. The consumption of electronic media, was found in urban more than rural whereas the consumption of electronic media, with reference of sexes, have been found in boys more than girls and public school have access of electronic media more than government school.

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