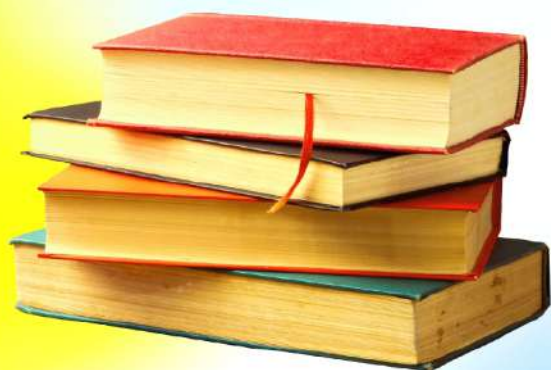


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FAMILY MEDIA HABITS OF THE SECONDARY STUDENTS IN THOOTHUKUDI DISTRICT WITH RESPECT TO GENDER AND HOME ENVIRONMENT

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Abstract

Social Media usage is pervasive in young children and in parents. Family media habits can affect children's school performance. The various forms of electronic media such as including the use of television, movies, videos, computer and video games, the Internet, music, and print media plays an important role in today's life. The main objective of the present study was to find out the family media habits and academic achievement of secondary students in Thoothukudi district with respect to gender and home environment. Survey method was adopted in this study. The Sample consists of 300 XI standard students in Thoothukudi district. Family Media Habit Scale (FMHS) was developed by Michael JeyaPriya,E(2018) for collecting data. The dimensions used for the present study was 'media use', 'parental monitoring' 'consistency', 'media effects', media knowledge', and 'alternative activities'. Mean,SD, and 't' test were the statistical technique used for analyzing the data. The Present study revealed that, there was a significant difference in the family media habits of the secondary school students in the dimension 'parental monitoring' with respect to gender and there was a significant difference in the family media habits of the secondary school students in the dimension 'media use' with respect to home environment.

Keywords: Family media habits, Media use, Parental monitoring,Consistency, Media effects, Media knowledge, Alternative activities

Introduction

The New era of modern technology has a significant contribution to modern style education. The use of multimedia and graphics much more prevalent these days in every field of education (Bhavana,2016). Social media usage is more prevalent in higher education settings as instructors use technology to encourage students to take part and create thorough, detailed learning through communication, critical thinking, and collaboration (Almin,Z.,Mansoor,A.,Hussain,S.R., &Hashmat,,F.2016). The overuse of social media such as Facebook, Youtube, Twitter, and WhatsApp by the students may result in mass failure in academic achievement (David,2014). The family media habits can be categorized as media use, parental monitoring,consistency, media effects, media knowledge, and alternative activities. Students are more likely to be faced with temptation to surf the web, chat with friends, and visit various social media websites rather than focus on getting their school work done in time (Almin,Z.,Mansoor, A.,Hussain,S.R.,&Hashmat,F.2016). The media refers to both the printed and electronic media . Print media includes newspaper,magazine,journals, advertising, pamphlets etc. Media is considered as the part f everyday routine. Parents who influence as models to their children are on the decline as a direct or indirect result of technological advertisement and alternations in house hold economics. Aside from their busy schedules, families of todays seems to tagther around rarely becaue each member has easy access to his or her own television, telephone, computer, mobile, music players . etc. This setup would imply that children are more inclined to interact less with their parents and spend time on their own. The various forms of electronic media that we have developed during the 20th century are potent. They can benefit or harm children and communities, dependent on the usage of media. Wise use of media can help develop knowledge and

skills, as well as provide engaging entertainment. However, unwise use can be harmful. The Media Quotient research clearly shows how family media habits affect children in a variety of ways. Parents with more knowledge are better able to maximize the benefits and minimize the harm of these technologies. Media Quotient can provide that knowledge and, in addition, offer suggestions for creating a healthier media diet. Parental monitoring of media has protective effects on a wide variety of academic, social and physical outcomes (Gentile, D.A., Reimer, R.A., Nathanson, A.I., Walsh, D.A,2014).

Significance of the present study

Media are also increasingly used as a means of communication and as a way to connect with others. Social networking sites, text messages, e-mails, and Internet instant messaging all facilitate communication and increase family members' sense of connectedness (Pettigrew, 2009). Students who spent much time in watching television has been linked with a lower likelihood of eating fruits and vegetables and a highly likelihood of eating junk foods (Bhavana.2016). The higher levels of screen time are associated with less sleep, more attention problems and lower academic performance and involvement (Gentile, D.A., Reimer, R.A., Nathanson, A.I., Walsh, D.A. 2014). Kubey (1990) found family conversations decreased by 40% when watching TV as compared to all other non-television activities. Dempsey (2005) also reported that families interact more when engaged in activities other than watching TV, and that for every 1 hour increase in TV viewing, adolescents spend 6 minutes less in conversation with their parents. The impact media have on family communication and connection may therefore be an important factor in understanding the relationship between media and the family. Continuous media usage by the students affect the family meal time and academic growth. Decrease in screen time will influence in sleep time, school performance, prosocial and aggressive behavior of the students. So the present study focus on the family media habits of secondary students.

Objectives of the study

4. To find out the level of family media habits among secondary students.
5. To find out the differences, if any, in the family media habits of the secondary students with respect to gender in total and in different dimensions.
6. To find out the differences, if any, in the family media habits of the secondary students with respect to home environment in total and in different dimensions

Hypotheses of the study

4. Family media habits of the secondary students are moderate.
5. There is no significant difference in the family media habits of the secondary students with respect to gender in total and in different dimensions.
6. There is no significant difference in the family media habits of the secondary students with respect to home environment in total and in different dimensions.

Population and sample

The population for the present study was identifies as the secondary students in Thoothukudi district among the population, 300 students were selected as the sample. Simple random sampling was adopted by the investigator.

Statistical Techniques used in the present study

Family Media Habit Scale (FMHS) was developed and validated by Michael JeyaPriya, E (2018). The dimension used for the present study was media use, parental monitoring, consistency, media effects, media knowledge, alternative activities. Mean, SD, and 't' were the statistical technique used for carrying out the analysis of data.

Data Analysis and Interpretation

Table -1. Showing the percentage level of family media habits of the secondary students

Variable	Number	Low		Medium		High	
		No	%	No	%	No	%
Family Media Habits	300	41	13.67	206	68.66	53	17.67

Interpretation of table.2.

From the above table it is inferred that 68.66% of the secondary students have medium family media habits and 17.67% and 13.67% of the secondary students have high and low level of family media habits respectively.

Figure.1.Showing percentage level of family media habits of the secondary students

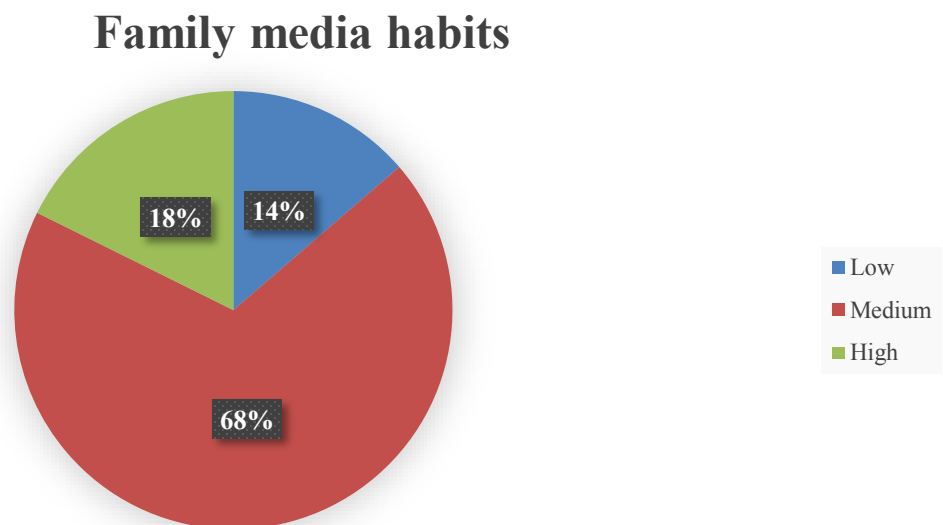


Table-2. T-test showing the mean difference in Family media habits of the secondary students in different dimensions with respect to Gender

Dimensions	Category	Number	Mean	SD	CR Value	Table Value	Remarks 0.05 level
Media use	Male	152	26.25	4.906	1.941	1.96	NS
	Female	148	27.30	4.497			
Parental Monitoring	Male	152	20.75	4.105	2.242		S
	Female	148	21.74	3.555			
Consistency	Male	152	23.89	4.095	1.373		NS
	Female	148	23.27	3.777			
Media effects	Male	152	24.16	4.751	0.460		NS
	Female	148	24.41	4.573			

Media Knowledge	Male	152	15.34	3.527	0.404		NS
	Female	148	15.17	3.617			
Alternative Effects	Male	152	25.80	5.610	0.637		NS
	Female	148	25.41	4.994			
Total	Male	152	20.75	15.437	0.651		NS
	Female	148	21.74	14.125			

Interpretation of table.2. It is inferred from the above table that there is no significant difference in the family media habits of the Secondary students in total and in the dimensions such as ‘media use’, ‘consistency’, ‘media effects’, media knowledge’, and ‘alternative activities’ with respect to the variable gender. But it is found that the calculated value is higher than the table value (1.96) in the dimension ‘parental monitoring’. So it is inferred that there is a significant difference in the family media habits of the secondary school students in the dimension ‘parental monitoring’ with respect to gender. The mean of the female students(21.74) are better than the male students(20.75) in the dimension ‘parental monitoring’.

Figure.2. showing the mean difference in family media habits of the secondary students in different dimensions with respect to gender.

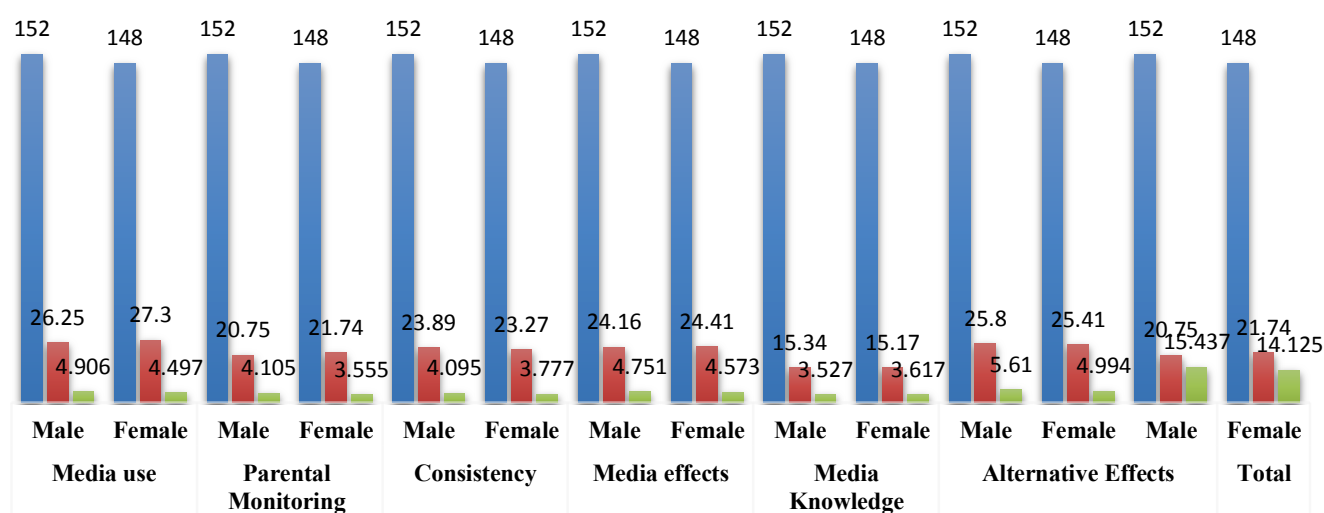


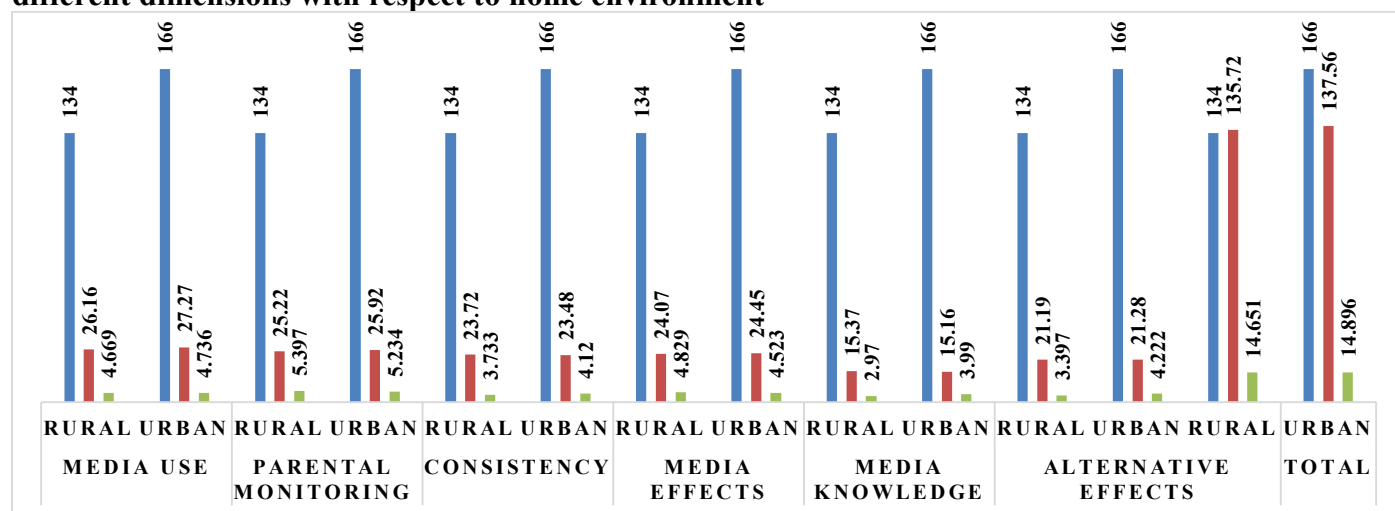
Table-2. T-test showing the mean difference in Family media habits of the secondary students in different dimensions with respect to Home environ

Dimensions	Category	Number	Mean	SD	CR Value	Table Value	Remarks 0.05 level

Media use	Rural	134	26.16	4.669	2.031	1.96	S
	Urban	166	27.27	4.736			
Parental Monitoring	Rural	134	25.22	5.397	1.129		NS
	Urban	166	25.92	5.234			
Consistency	Rural	134	23.72	3.733	0.516		NS
	Urban	166	23.48	4.120			
Media effects	Rural	134	24.07	4.829	0.681		NS
	Urban	166	24.45	4.523			
Media Knowledge	Rural	134	15.37	2.970	0.505		NS
	Urban	166	15.16	3.990			
Alternative Effects	Rural	134	21.19	3.397	0.220		NS
	Urban	166	21.28	4.222			
Total	Rural	134	135.72	14.651	1.071		NS
	Urban	166	137.56	14.896			

Interpretation of table.3. It is inferred from the above table that there is no significant difference in the family media habits of the Secondary students in total and in the dimensions such as, 'parental monitoring', 'consistency', 'media effects', media knowledge', and 'alternative activities' with respect to the variable home environment. But it is found that the calculated value is higher than the table value (1.96) in the dimension 'media use'. So it is inferred that there is a significant difference in the family media habits of the secondary school students in the dimension 'media use' with respect to home environment. The mean of the urban students (27.27) are better than the rural students (26.16) in the dimension 'media use'.

Figure.3. showing the mean difference in family media habits of the secondary students in different dimensions with respect to home environment



Major findings of the present study

1. Family media habits of the secondary students are moderate.
2. There is no significant difference in the family media habits of the Secondary students in total and in the dimensions such as 'media use', 'consistency', 'media effects', media knowledge', and 'alternative activities' with respect to the variable gender.
3. There is no significant difference in the family media habits of the Secondary students in total and in the dimensions such as, 'parental monitoring', 'consistency', 'media effects', media knowledge', and 'alternative activities' with respect to the variable home environment.
4. There is a significant difference in the family media habits of the secondary school students in the dimension 'media use' with respect to home environment.
5. There is a significant difference in the family media habits of the secondary school students in the dimension 'parental monitoring' with respect to gender.

Conclusion

Social media, which is an essential product of Computer and Internet Technologies, has a growing usage level day by day. Family media habits involve the media use', 'parental monitoring', 'consistency', 'media effects', media knowledge', and 'alternative activities'. The increase in sophistication reflects a change in the student's mind, interest, and understanding. Nowadays, students are more active in social media; proper monitoring will help to guide the students in the appropriate media usage. Proper media habits should be trained even from the early stage of school life itself, which allows them to think about the pros and cons of the media. High levels of Internet users have been associated with lowered time spent with other human beings, lower communication, and increased depression and loneliness. So student's soft skills should be improved to increase to increase their self-confidence to face the society. So proper healthy media diet will help the students to focus on their studies without any distraction, aggressive attitudes, and fear.

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