

## **New Media and Media Students: an Approach and Use Pattern Analysis**

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### **ABSTRACT**

The study analyses the approach of media students to different new media platforms and the way they use these platforms. It aims to analyse how seriously students approach new media facilities by applying a methodology which is a mix of both quantitative (questionnaire survey and percentage analysis) and qualitative (focus group discussion analysis) methods to identify patterns of Internet usage among students. As there is a relation between use and gratification, we can determine a relationship between approach and use patterns, as approach determines the media and how it is to be used.

**Keywords:** Approach, 'fluid or liquid' medium, pattern, 'snack' medium, use

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### **1. INTRODUCTION**

The idea of the digital divide is considered to be the cornerstone of the new media scenario. The term digital divide according to the Glossary of Statistical Terms<sup>1</sup> refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard to their opportunities to access information and communication technologies (ICTs), and to their use of the Internet for a wide variety of activities. However, what is the approach of the class of people who are above the digital divide towards new media? Are they approaching the medium as a chit-chat technology or as a communication tool to move towards sustainable development?

### **2. ABOUT THE STUDY**

#### **2.1 Background to the Problem**

The description offered by Oblinger and Oblinger (2005) in their study of the net generation students - as digitally literate, connected, multi-tasking individuals who are likely to be visually oriented learners - essentially illustrates their common portrait.

Much recent research has expanded this picture with empirical data; in particular, a good deal of data has been collected on approach and patterns of student technology use. For example, recent research on Facebook has shed light on the role that social networking tools play in creating and maintaining relationships across online and offline contexts

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<sup>1</sup> <http://stats.oecd.org/glossary/detail.asp?ID=4719>

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(Ellison *et al.*, 2006; Golder *et al.*, 2006). A number of research studies provide specific details on patterns of students' computer use and attitudes toward computer use, both across campuses and on individual campuses (Kvavik *et al.*, 2004; McEuen, 2001; Mitra *et al.*, 2001).

A recent report on college students' use of technology provides another typical picture; students were observed using multiple programmes at once, logging in to an instant messaging programme while working on papers and browsing Web pages while working on an assignment. Students were often observed congregating in the computer labs in groups ranging from two to seven people. Socialising fits into college students' work environment, both online and offline (Jones, 2002: 18)

According to the researcher's personal observations of class room teaching and supervision of projects, a tendency of pedagogical plagiarism is being widely observed among graduate and post-graduate students. Multiple window browsing and experiencing multi-entertainment is a tendency which is quite visible in the current entertainment-savvy generation.

According to a study by Lohnes and Kinzer (2007) students prefer to have a higher component of ICT utilisation in various academic processes. However, most of the studies are not enthusiastic about students' attempts to use ICT for developmental purposes.

The researcher's observation is that even if they are adept in different technologies and software for video/image, word processing and communication tool production and manipulation, they are seriously lacking an attitude to put more effort and a commitment to think about total development. It was this observation that led to the researcher to analyse and confirm the approach and use pattern of new media by media students.

## **2.2 Problem Statement**

The study will analyse the approach of media students to different new media platforms and the way they use these platforms. This study aims to analyse the seriousness of their approach to new media facilities, by applying a methodology which is a mix of both quantitative (questionnaire survey and percentage analysis) and qualitative (focus group discussion analysis) methods to identify the pattern of Internet usage among students.

## **2.3 Aim and Objectives of the Study**

This study aims to analyse the approach of media students to new media platforms in the light of the Uses and Gratifications theory. As there is a relation between use and gratification, we can find a relation between approach and use because approach determines the media and how it is to be used.

- To recognise the method media students use to approach new media
- To find how media students use the weblogs
- To find how media students utilise social networking websites
- To find whether media students are just seeking entertainment from the Internet as in the case of general users
- To determine if the approach and use patterns of Indian new media students are the same as those of students across the globe

## 2.4 Hypotheses

- H1: Even if a majority of media students access blogs in the Internet, they do so for entertainment purposes as most of them access blogs on sports or entertainment or cinema.
- H2: Media students are reluctant to comment on posts in the blogs they visit regularly.
- H3: Only a minority of media students have their own blogs in the Internet, even if they are regular Internet users
- H4: Even if most students are actively accessing social networking sites, their main aim is to seek friendships and build relationships.

## 3. LITERATURE REVIEW

It is assumed, and to an extent proven, that students are one of the largest segments of Internet users in India. According to a study released in 2010 by Boston Consulting group, there are currently 81 million Internet users in India.<sup>2</sup> As per the report, India is in third place in Asia and fourth place in the world in number of Internet users. India has around 13% of Internet users in Asia and 7.36% in comparison to the world, even though only 5.3% of the Indian population is using the Internet. The majority of Internet users in India fall under the age group of (19-40). Though there is more Internet usage in the major cities of India, Internet penetration into rural areas has also increased. Internet in India is mainly used for e-mailing (95%), job searching (73%), chatting (62%), social networking (51%), while the exception is the visit to websites related to mathematics (48%).

According to the study 'Internet in India, Summary Report of I-Cube 2006' jointly conducted by IMRB and IAMAI India<sup>3</sup>, Internet users in India can be divided into six exhaustive segments based on demography. This study states that the main segments of Internet users in India are as follows: school children at 14% in the age group of 12-17 years; college students at 23% in the age group of 18-23 years and young men at 27%, in the age group of below 35 years. This clearly indicates the importance and the overwhelming representation of youth in Internet use in India.

Findings from the study on digital media and learning<sup>4</sup> by the University of Southern California and the University of California, Berkeley (2008), reveal that most youth use online networks to extend the friendships that they navigate in the familiar contexts of school, religious organisations, sports, and other local activities. They can be in constant contact with their friends through private communications like instant messaging or mobile phones, as well as in public ways through social network sites such as MySpace and Facebook. With these friendship-driven practices, youth are almost always associating with people they already know in their offline lives. The majority of youth use new media to 'hang out' and extend existing friendships in these ways.

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<sup>2</sup> The Boston Consulting Group, The Internet's New Billion, 2010. (<http://www.bcg.com/documents/file58645.pdf>)

<sup>3</sup> IMRB (Indian Market Research Bureau) and IAMAI (Internet and Mobile Association of India) (2006). [http://www.mycitybaroda.com/upload/article/internet\\_india\\_article.pdf](http://www.mycitybaroda.com/upload/article/internet_india_article.pdf)

<sup>4</sup> Living and Learning with New Media: Summary of Findings from the Digital Youth Project, The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning, November 2008.

D'Elia (2007) conducted a survey of 4,032 youth in grades 5 through 12 to determine the impact of their use of the Internet on the use of the public library. Results indicate that 100% of the youth have access to the Internet from one or more locations, and that although one quarter of the youth access the Internet at the public library, the public library is the least frequently used source of Internet access. For youth without Internet access at home, the public library is also the least used alternate source of access. Approximately 69% of the youth report that they have visited a public library during the school year. Having Internet access at home did not affect whether or not youth visited the library; however, Internet access at home appears to have affected the frequency at which youth visit the library. Youth without Internet access at home visited the library more frequently, whereas youth with Internet access at home visited the library less frequently. Use of the Internet also appears to have diminished youth's need to use the public library as a source of personal information; however, use of the Internet appears not to have affected their use of the public library for school work or for recreation. Among youth, use of both the Internet and the public library appears to be complementary activities.

According to a study done by Neelamalar and Chitra (2009), the main purpose of Internet usage of the respondents was for mailing and browsing the net at 33% and 26% respectively. Mailing and browsing the Internet are the two traditional reasons for using Internet from the time of Web 1.0. (Web technologies in the 1990s) and to a larger extent has been adopted as the routine by Internet users worldwide. Only 17% of respondents report social networking sites as their main purpose of Internet usage. The other responses are downloading content, buying goods online, studying and reading e-books. According to the same study, hours spent on social networking sites is less than 1 hour for 70% of the respondents while there are no respondents using the social networking sites for more than 7 hours. However, 22% responded with a moderate use of 1-2 hours and a very low 6% of respondents used the Internet for 3-5 hours.

However, we are seriously lacking a perspective on the usage pattern of new media among students, especially media students. This study aims to analyse how seriously students approach new media facilities based on the Uses and Gratifications theory. A pattern of internet usage among students is expected to emerge from this study.

#### **4. METHODOLOGY**

As the study deals with the approach and use pattern of new media by media students, an objective observation of the perception of students has to be recorded. As perception is connected with personality and many other personal traits, findings need both subjective and objective validity. An application of a quantitative method to collect data is essential and a qualitative method also has to be applied for subjective information. The questionnaire survey and focus group discussion were decided as the quantitative and qualitative methods respectively.

Data was collected through a questionnaire survey from 200 students who were the sample group. These consisted of an equal number of male and female journalism/communication students. The study was expected to reveal the extent journalism students use the Internet and new media as a tool for journalism. A focus group was established and

analysed to understand and support the pattern of approach and use as per the survey results.

According to communication studies, a medium is the channel which people can communicate or extend their expressions to others. Examples of medium include the newspaper, radio and television. In McLuhan's terms (1964) a medium is an extension of man that facilitates expression of the message.

#### **4.1 Quantitative Research Method: Questionnaire Survey Method**

An equal number of males and females were respondents for the survey. Out of a total of hundred females, 64 (64%) were in the age group of 18-21 and 36 (36%) were in the age group of 22-25; of the total of 100 males, 74 (74%) were in the age group of 18-21 and 26 (26%) were in the age groups of 22-25. A questionnaire with 15 questions including open-ended and close-ended questions was used to collect data from the sample of 200 media students. The responses were tabulated, analysed and compared with the hypotheses.

#### **4.2 The Focus Group Discussion**

The focus group discussion (FGD) is a rapid assessment, semi-structured data gathering method, in which a purposively selected set of participants gathered to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator (Kumar, 1987).

This qualitative research technique was originally developed to give researchers a better understanding of the data collected through quantitative surveys. The focus group discussion has become extremely popular because it provides a rapid method of learning about the target audience (Debus, 1988). In media studies, focus groups have been used to obtain insights into target audience perceptions, needs, problems, beliefs, and reasons for certain practices.

The FGD is the applied qualitative research method for the present study. The sampling of the method is fully dependent on the response of the sample population to the questions in the quantitative method, that is, the questionnaire survey. A set of 12 media students were selected as the ideal sample (the responses that closely matched the hypothesis, and neutral and expected responses) for the focus group analysis.

The objective of the FGD was to obtain in-depth information on the approach and use pattern of the media students as the primary objective. Analysis of the methods, character, approach and choices of media students who had enormous access to the new media technologies available in India was the secondary objective.

##### *4.2.1 Questions*

The questions for the focus group discussion were as follows:

1. What do the new media students generally prefer to do with new media technologies?
2. Why is there a lack of interest to engage with the opportunities available with new media as a platform for showcasing individual opinions and attitudes on political, economic and developmental issues.

3. What do the media students prefer to do with platforms with very high visibility such as blogs, social networking websites and online communities.
4. What keeps media students away from providing the primary responses to serious developmental, political and economic issues?

Apart from the neutral answers, the following independent variables were considered for filtering the 12 from a total of 200 students. The 12 participants of the focus group discussions gathered in a common point in Manipal, the higher education destination in Karnataka, India where students from 52 countries across the globe pursue higher studies. A new media professional with high academic qualifications and industry experience moderated the discussion. The discussion was recorded and the researcher captured their access to new media technologies shown in Table 1.

**Table 1.** Focus group sample

Age	Gender	Access to new media technologies
18-21: 6	Male: 6	2-3 hours per day
22-25: 6	Female: 6	More than 3 hours a day

## 5. ANALYSIS OF FINDINGS

### 5.1 Data from Questionnaire Survey

*H1: Even if a majority of media students access blogs in the Internet, they do so for entertainment purposes as most of them access blogs on sports or entertainment or cinema.*

Forty-six females (71.87%) in the age group of 18-21, and twenty-nine females (80.55%) in the age group of 22-25 read one or more blogs regularly (Table 2) while fifty-nine males (80.82%) in the age group of 18-21, and eighteen males (66.66%) in the age group of 22-25 read one or more blogs regularly (Table 3).

**Table 2.** Regular female readers of one or more blogs

Students who participated	Age group	Number of students	Regular visitors of blogs (one or more)	
			Number	%
100 (females)	18-21	64	46	71.87
100 (females)	22-25	36	29	80.55

**Table 3.** Regular male readers of one or more blogs

Students who participated	Age group	Number of students	Regular visitors of blogs (one or more)	
			Number	%
100 (males)	18-21	73	46	80.82
100 (males)	22-25	27	29	66.66

Of the fifty-nine males who accessed blogs regularly, 16 (27.11%) read sports blogs, followed by 14 (23.72%) who read music, 26 (44.06) movie and 6 (10.16) photography (Table 4). Out of the forty-six females who accessed blogs regularly, 14 (30.43%) accessed fashion blogs, 13(28.26%) music, 15 (32.60%) film and 4 (8.69%) photography blogs regularly (Table 5). From the above data, it is obvious that media students read blogs for the purpose of entertainment.

**Table 4.** Male blog visitors by blog categories

Regular visitors of blogs (one or more blogs regularly)	Age group	Fashion		Music		Movie		Photography	
		No.	%	No.	%	No.	%	No.	%
59 males	18-21	16	27.11	14	23.72	26	44.06	6	10.16

**Table 5.** Female blog visitors by blog categories

Regular visitors of blogs (one or more blogs regularly)	Age group	Fashion		Music		Movie		Photography	
		No.	%	No.	%	No.	%	No.	%
46 females	18-21	14	30.43	13	28.26	15	32.60	4	8.69

*H2: Media students are reluctant to comment on posts in the blogs they visit regularly.*

Of those who accessed blogs, only 13 males (22.03%) and 11 females (23.91%) commented on blog posts which they read at least once in a while (Table 6). From the above data, it is obvious that media students are reluctant to comment on blog posts which they access regularly.

**Table 6.** Male and female blog visitors who comment on blog posts

Regular visitors of blogs (one or more blogs regularly)	Age group	Comment on blogs	
		No.	%
46 females	18-21	11	23.91
59 males	18-21	13	22.03

*H3: Only a minority of media students have their own blogs in the Internet, even if they are regular Internet users*

Of the total of 200 students, only 21 males and 17 females owned a blog. Among the 21 blogs owned by males, 16 (76.19%) were personal blogs, 3 (14.28%) were movie blogs and 2 (9.5%) were photography blogs. Among the 17 blogs owned by females, 15 (88.23%) were personal blogs, 1 (5.88%) was a photography blog and 1 (5.88%) responded that she cannot categorise her blog (Table 8).

The data show that media students are reluctant to make use of the opportunity to make known themselves in a platform which showcases their individual opinions.

**Table 7.** Male and female blog visitors who own one or more blogs

Regular visitors of blogs (one or more blogs regularly)	Age groups	Number of students who own a blog	
		No.	%
100 (females)	18-21 & 22-25	17	17
100 (males)	18-21 & 22-25	21	21

**Table 8.** Male and female blog owners by blog category

Number of students who own a blog	Personal blog		Movie		Photography		No categorisation	
	No.	%	No.	%	No.	%	No.	%
21 males	16	76.19	3	14.28	2	9.5	0	0
17 females	15	88.23	0	0	1	5.88	1	5.88

*H4: Even if most students are actively accessing social networking sites, their main aim is to seek friendships and build relationships.*

Ninety-one of the 100 males and 93 of the 100 females are members of one or more social networking websites (Table 9). Of the 91 males, 75 (82.41%) access social networking websites to find and maintain friendships; of the 93 females, 84 (90.32%) access social networking websites for the same reason. Only 5 (5.49%) of the 91 males and 4 (4.3%) of the 93 females are members of political or art or media or cultural communities in any of the social networking websites. None of the female media students followed up on their community activity regularly and seriously while one male did this regularly. This particular respondent followed a media community in a social networking website.

**Table 9.** Male and female membership in social networking websites and political blogs

Students who participated	Number of students with membership in any social networking site		Number of students with membership in any political blog	
	No.	%	No.	%
100 (males)	91	91	5	5.49
100 (females)	93	93	4	4.3

**Table 10.** Female use of e-mail

Age group	Females who use e-mail			
	Casual		Formal	
	Communicating to friends & relatives/ forwarding funny information		Jobs/assignments/ Academics/Applications	
	No.	%	No.	%
18-21	46	71.87	18	28.12
22-25	24	66.66	12	33.33

**Table 11.** Male use of the email

Age group	Males who use e-mail			
	Casual		Formal	
	Communicating to friends & relatives/ forwarding funny information		Jobs/assignments/ Academics/Applications	
	No.	%	No.	%
18-21	53	71.62	21	28.37
22-25	17	65.38	9	34.61

Of the 64 females in the age group 18-21 who use e-mail, 46 (71.87%) are using it for casual purposes (communicating to friends or relatives about casual and funny information) while only 18 (28.12%) females in this age group are using e-mails for formal communication (jobs/assignments/academics/applications)(Table 10).

Of the 36 females who use e-mails in the age group 22-25, 24 (66.66%) are using it for casual purposes (communicating to friends or relatives about casual and funny information), while 12 (33.33%) females in this age group are using e-mail for formal communication (jobs/assignments/academics/applications).

Of the 74 males who use e-mails, in the age group of 18-21, 53 (71.62%) are using it for casual purpose (communicating to friends or relatives about casual and 'funny' information), while only 21 (28.12%) males in this age group are using e-mails for formal communication (jobs/assignments/academics/applications).

Of the 26 males who use e-mails, in the age group of 22-25, 17 (65.38%) are using it for casual purpose (communicating to friends or relatives about casual and 'funny' information), while only 9 (34.61%) males in this age group are using e-mails for formal communication (jobs/assignments/academics/applications)(Table 11).

Observations from Table 10 and 11 clearly exhibit the approach and use of social networking sites by media students. To the media students, (i) the e-mail is an alternative to written communication for casual and formal use, (ii) social networking is used to find

and maintain relations, mostly friendships, (iii) browsing is used for assignments and job-seeking, while (iv) blogs are strictly for personal diary writing with the intention of having it published. As the Internet is a single piece of virtual reality, all its elements will be used for entertainment and personal purposes in the current times, times in which Apple and BlackBerry are not just fruits.

**Table 12.** Focus Group responses to questions

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<i>Question: 1</i>	<i>What do the new media students generally prefer to do with new media technologies?</i> Preference is for entertainment. Lack a serious approach to events, persons and incidents. A comparative lack of general knowledge and reluctance to spent time for activities offering less entertainment.
<i>Question: 2</i>	<i>Why is there a lack of interest to engage with opportunities offered by new media for showcasing individual opinions and views on political, economic and developmental issues?</i> Generally do not bother about matters which do not affect them directly. Reluctant to think, process and write or to refer to information sources. Presence of numerous possibilities for better entertainment. Comparatively less challenging and visibility is not assured. These are serious issues which they prefer not to approach and make comments. Their preference is not to be serious about things.
<i>Question: 3</i>	<i>What do the media students prefer to do with platforms with very high visibility such as blogs, social networking websites and online communities?</i> Prefer to upload photographs (preference is for natural, self and friends' photographs in blogs). Prefer to seek, find and maintain relationships. Prefer to know trends in fashion and appearance. Prefer to spend time having fun on the premise that students need more entertainment because when student days are over, life will become more serious. Even if serious matters are found in blogs, their friends are not likely to respond to such posts and messages. Social networking websites offer games, videos and other entertainment. Globally, teenagers are not accessing blogs because blogs have become too serious.
<i>Question: 4</i>	<i>What makes these students keep away from providing primary responses to serious developmental, political and economic issues?</i> The process is too boring. Their philosophy to life is different. Better resources are available. Blogs provide less entertainment. Moreover, they lack confidence and knowledge to offer opinions on such issues; insufficient awareness on such issues is another problem. Blogs lack visibility.

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## **5.2 Data from Analysis of Focus Group Discussion**

The responses to the questions posed to the students in the focus group are contained in Table 12.

## 6. DISCUSSION

The findings of the study clearly show that modern day media students pursue entertainment in all forms of new media. The data from the questionnaire survey support the observation that they keep themselves away from blogging, which is a comparatively serious and effort-demanding activity. Subjective data collected through focus group discussion also supports this view. To the question ‘Why is there a lack of interest to engage with opportunities offered by new media for showcasing individual opinions and views on political, economic and developmental issues?’, the responses of new media students that they prefer to detach themselves from matters not directly affecting them and a reluctance on their part to think seriously and seek knowledge on these matters again clearly show that these media are considered too serious and that students prefer to use these media for entertainment.

More than creatively interfering in societal issues, using the possibilities of new media platforms and elements, they prefer to have more fun and use it for personal joy and opportunities. Apart from the data supporting this observation from the questionnaire survey, the responses to the question in the focus group discussion, “What do the media students prefer to do with platforms with very high visibility such as blogs, social networking websites and online communities?” further compounds this view. The students preferred to upload photographs, seek relationships, keep abreast with fashion, play games and have a fun time. Blogs are considered too serious for them.

Media students’ approach to new media is not serious. They consider text (newspapers, magazines, books, websites, knowledge repositories, e-mail and SMS etc.) as serious media and television and other visual media as ‘snack media’ and the Internet as a ‘fluid or liquid medium.’ This actually questions the possibilities of convergence. The fundamental disconnect (Australia, 2008) that occurs in multi-utility gadgets such as the mobile phone, also occurs here between different media elements in new media platform and media students.

Recent reports on blogging show that teenagers in the BRIC countries (Brazil, Russia, India, China) and the United States (Lenhart, 2010) stay away from blogging while people above 35 years of age are the ones who are serious about blogs. The responses of media students who participated in the survey and focus group discussion support this view.

According to the observations in a study conducted by Reader (1941) in two US rural magazines - *The Farm Science Reporter* and *Iowa Farm Economist* - 70% of the respondents indicated their preference for illustrated articles, and established the popularity of images and illustrations in publications. A similar finding emerged from Swanson’s (1955) study of readers using the contents of 130 US dailies. He grouped all newspaper contents under two broad classes of form - whether the content was a photograph, cartoon, feature, and advertisement or a subject matter topic such as health, crime and science. He found that relative to form, cartoons and photographs were most read while literary materials, general news and non-news information were the last read. Under subject matter, it was found that topics like war, defense, fire disasters, human interest, weather, individuals, major crimes, social significance, consumer information and scientific information were read in that order of preference. The last read subjects were finance, agriculture, country correspondence, religion/church/morals etc. Blumler and McQuail’s (1968) study reported the most comprehensive list of motives for media; they reported that media use is motivated by the

following gratification: surveillance, guidance, anticipated communication, excitement, reinforcement and so on.

Though the study does not deal with use and gratification, the findings of the above study clearly reveal the tendency of using the media as a snack and for seeking entertainment. As the Internet is a highly fluid medium, this tendency dominates the approach and use pattern of new media by media students. This is clearly established by the present study. The present generation of media students have a priority of uses for all new media platforms.

## **7. CONCLUSION**

Knowledge of how the current media students use new media technologies is important for an understanding of changes to new media culture and to pursue better methods for educating students on the possibilities and effective methods of use of new media platforms for development. This may contribute to a better understanding of the circumstances that determine media-related social and cultural differences and to educate the students about their role in bridging the digital divide.

Such knowledge could improve the way in which technology is adapted to leisure and learning activities among media students and perhaps lead them to better use of new media technologies. This is of great importance in a developing country like India, which seeks to convert its society from an agrarian to an information society. The study will be relevant to all other developing countries because electronic media in general and new media in particular unifies the taste of youth around the globe. It will be helpful to stimulate creative and useful applications of media technology.

## **8. RECOMMENDATIONS**

This study was conducted on an affluent set of students who own laptops or desktops and have individual access to Internet. Most were urban students who access information and communication technologies. Thus the results of the study are limited and cannot be extrapolated to the general population. The study can be further expanded by conducting it in all states and union territories in India. Perhaps the entire media students community can be divided into urban and rural and the approach and use patterns of both the communities of media students can be studied by applying methodologies such as factor analysis. This will give a clear picture of the approach of media students towards the possibilities of new media. The setbacks can be identified and solutions can be sought to prepare them to make use of new media platforms and to be responsible media professionals of the future.

Most of the aspiring media professionals are now seeking jobs in the animation or entertainment industry and this is quite alarming for the future of journalism and media professionalism. Today's entertainment savvy generation is not lacking any essential life skills, tools or apparatus for individual and freelance journalism and most of them are not migrated 'netizens'. They have access to the Internet; they know how to use it; they know how to shoot pictures or videos and edit them; they know how to add special effects and music; they are blessed with millions of new colours and fonts which their previous

generation had never experienced. Even in the midst of this plentitude of choices, they appear disinterested in serious affairs of society.

The researcher's observations on why they prefer maintaining this type of an approach toward a medium with such possibilities are supported by several studies on the education system which conclude that the content is too academic. The study points towards the approach - formed uses and their pattern. A change in approach and a better method to educate them to change that approach may be a solution to the problem.

The emerging media schools are largely industry-oriented and are lacking a vision on educating students about the relation between knowing the society better to use the media effectively. The media schools should advocate an education that develops media students into media professionals, not technicians.

Theories are a generalisation of the science behind actions and activities. Therefore teaching theory alone or techniques alone may not meet the requirements for today's media students if they are to be future media professionals with a commitment to society. Educational researchers must pace their activities for a suitable solution in this regard. Hence this study can be further expanded by using an inter-disciplinary approach to identify the actual problems and seek real solutions.

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