



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(9): 791-799
www.allresearchjournal.com
Received: 20-07-2016
Accepted: 18-08-2016

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An evaluation study on usage of new media as pedagogical tool among high school teachers in Karnataka

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Abstract

New media changed the definition and form of media. In the 21st century new media is powerful tool to reach out people quickly and easily and effectively. The age of new media and other new communication technologies have brought the change in individual's life. People of all age are at the status of transition in regard to the usage of new media technology. New media usage is possible with the electronic communication, which is possible through the use of computer technology. New media includes websites, Streaming, Chat rooms, Internet, Email, Social Networking, DVD and CD-ROM's, Virtual reality environment, Internet telephony, Mobile computing etc. The new media has made communication easier across the world. It is enabling new cultures in our society. New media is not just medium of entertainment but its positive usage can construct the personality and individuality. Now a days, new communication technology makes teaching and learning more flexible. New media technologies offer teachers and students a more flexible approach to teaching and learning. Net books, Tablets, Cell phones, iPods, E-readers and even Palmtop computers are increasingly becoming the tools of choice for today's educators, and it is easy to use. It can increase the level of understanding of students. Even teaching can be effective with new media. The pictures, graphics, videos can demonstrate and illustrate the theory well. The present study seeks to find out to what extent high school teachers use new media in Karnataka. How powerful the new media is as teaching tool? The researchers have used the survey method with multi stage sampling. 360 samples are taken for this study. The study revealed that majority of the teachers expressed new media was helpful in their day to today teaching. The study also reported that majority has agreed new media make teaching easy ever before. The study would be helpful to teachers, researchers and users of new media technologies.

Keywords: New media, social media, internet, usage as pedagogical tool, high school teachers

Introduction

Twenty first century can be termed as era of technology. The inventions of advanced science and technology made all frictions come true. 21st century is witnessing the changing definitions of media. Basically, new media is meant for accessing any information any time any where through digital device. New media has provides a platform for people to express, share across the globe. New media introduced online networking and social networking. Social media like Face book, Twitter, blogs, Wikipedia, Podcast etc., provide instant connectivity, community building. New media lessens the work of human.

It has increased the communication between people across the world. It has allowed people to express themselves through blogs, websites, pictures, and other user-generated media. Introduction of social online networking sites has facilitated communication in the fastest and impressive way. Here users can create a profile and connect that profile to others to form an explicit personal network. Through the social networks shorten the distance between the largest geographically apart areas even. Members of such networks can easily form the groups of same interest and can be friends instantly. People are getting fascinated by new media to either create network of people to assist in job search and even in companion search.

As said above, new media is eventually marking in all the fields and all the sectors of life. It is emerging as the effective pedagogical tool also. Initially, it was believed that new media is suitable for higher education only. But, later developments of new media reached all the levels of education.

In the other way the development of education is to be measured by the incorporation of new media as a pedagogical tool. High school teachers use this new media in various forms like Net books, tablets, Cell Phones, iPods, E-readers, Smart boards and Palmtop Computers. One of the main reasons for this is, the huge financial investment is being made by educators and government in media and technology around the world.

There are two major approaches to using media and technology in schools. First, students can learn “from” media and technology, and second, they can learn “with” media and technology. Learning “from” media and technology is often referred to in terms such as instructional television, computer-based instruction, or integrated learning systems. Learning “with” technology is referred to in terms such as cognitive tools and constructivist learning environments. Regardless of the approach, media and technology have been introduced into schools because it is believed that they can have positive effects on teaching and learning. (Thomas C. Reeves, 1998) [18]. The purpose of present study this report is to summarize the evidence for the effectiveness and impact of new media as a pedagogical tool for high school teachers in Karnataka.

Review of literature

The present investigation was designed to study An Evaluation Study on Usage of New Media as Pedagogical Tool among High School Teachers in Karnataka. It was also intended to know what the rate do the teachers have credibility on new media. Keeping the above aspects in view, the relevant literatures have been reviewed and presented below:

Thomas C. Reeves (1998) [18], this research indicates that media and technology are effective in schools as phenomena to learn both from and with and it is found that media and technology have many other advantages in terms of repeatability, transportability and increased equity of access. In addition, although the research evidence is sparse, the cost-effectiveness, cost-benefit, and return-on-investment of media and technology may be of great benefit under certain conditions, especially in developing countries.

Helen Harper (2002) [11], this study shows the role of teachers’ in adopting new pedagogical tools in urban and remote schools in the Northern Territory. The discussion is illustrated through case study material on Northern Territory teachers who had taken up using a web based early literacy called ABRACADABRA. It is found that the teachers did not embrace using the new tool purely on the basis of their ability and willingness to use it.

Richard Kern, Paige ware and Mark Waschauer (2004), this study summarizes what knowledge has been gained about learning and instruction in long distance online exchanges, focusing on different themes. In each area this research has indicated that there is no single effect of using online communication, but rather that processes and results very widely depending on a range of logistical, pedagogical and social factors.

Diane Wishart, Leard & Brett Lashua (2006) [19], This article explores ways youth, traditionally silenced, engaged with popular culture to voice experiences and challenge dominant narratives of public schools and daily lives. And says how educators use popular culture as critical pedagogy with inner city youth. Two case studies are presented here. One study highlighted how a school used popular theatre and critical literacy to connect with students’ experiences. The second

focused on narratives in students’ rap songs. These case studies highlight the risks, challenges, and potential for building respectful and reciprocal relationships with students.

Andrew White (2007) [1], this paper aims to explore the potential uses of CD-ROMs in multicultural education through an analysis of the development of a digital archive of political posters relating to the Northern Irish conflict. And it is found that as a pedagogical tool, CD-ROMs strike a good balance between the limitations of the codex book and the anarchic nature of the World Wide Web.

Ellen Middaugh and Joseph Kahne Oakland (2012), the study says that Service-Learning, a popular approach to citizenship education in the US provides youth with opportunities to define and address public needs while reflecting on the knowledge, skills, and relationships needed to do such work. It also assumes that these outcomes are best learned through experience. Specifically, it examines how the integration of new media into service learning may facilitate or challenge the core pedagogical goals of this approach to civic education and the implications for the practice of supporting youth civic engagement in school settings.

Therese Keane, Catherine Lang, Chris Pilgrim, (2012) [17], the present investigation explores two different schools’ approaches to implementing an iPod program and a Net book program to a year level of students. The research findings are presented in a thematic style, and provide an insight into how each device is used in a variety of subjects and at home. The paper concludes with some recommendations to inform school principals and leaders about the effectiveness of these devices as an educational tool.

Jacqueline S. McLaughlin, Darin S. Munsell (2012) [12], this research says that technology is helping undergraduate biology instructors re-define their pedagogical “toolboxes” for the 21st century classroom. This article will review what is meant by multimedia learning and multimedia instruction; present one example of a new type of multimedia learning tool, “research module,” that is being used in American high school and undergraduate classrooms; describe research-based parameters to follow when creating a research-based pedagogical activity; and highlight evidentiary support for the benefits and success of these multimedia modules.

Kristen Purcell Director of Research, Judy Buchanan, Linda Friedrich (2013) [13], the study concludes that, A survey of 2,462 teachers finds that digital technologies are shaping student writing in myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting, encouraging teens to write more often in more formats than may have been the case in prior generations.

Meenaxi Upadhyaya (2013) [14], this study was conducted to examine hoe do teachers use new media as a teaching tool to reach the students and it is found that teachers are using various new media techniques for delivering lectures and connecting with the students on the Internet. But there are some lacunae present in the complete use of these practices by the teachers.

Statement of the problem

For understanding the background of the research topic, “An Evaluation Study on Usage of New Media as Pedagogical Tool among High School Teachers in Karnataka”. Literature

review of the relevant studies has been carried out. There are no enough studies done about this. Hence, with this advantage the study is done with the following objectives.

Objective

- To evaluate whether male teachers or female teachers using new media for teaching.
- To know which mode of schools are using new media as a pedagogical tool.
- To study which age group teachers are more comfortable with the usage of new media for teaching.
- To find out whether new media is effective as pedagogical tool for high school teachers.
- To study for which subject new media is more suitable.
- To evaluate the growth in understanding level of students.
- To know the shortcomings of new media as a teaching tool.

Scope and Significance of the study

New media has changing the definition of teaching. New media tools like Internet, Websites, Social networks, CD-ROM's, Net book's, Tablets, Cell phones, iPods, E-readers, Smart boards, palmtop computers are increasingly becoming the choice for educators in the present era and it is easy to use with the utmost effect. It can increase the level of understanding capacity of students. Teaching became impressive through new media. The pictures, graphics, videos can demonstrate and illustrate the theory well. This study will help to know that what percentages of teachers rank this new media as an effective teaching tool.

Methodology

The research design of this study was sampling. Its overall objectives are to study the usages of new media as a pedagogical tool for high school teachers in Karnataka. For this study 360 samples were taken, and categorized in 3 different categories depending on age ranging from 23-30, 30-40, 40-50, and 50-60. The data collected and analyzed with the help of statistical tools like percentage, average, ratios and weighted averages to make projections and to draw meaningful conclusions and further substantiated through statistical tests.

Data Analysis

Table 1: Total number of respondents of the study

Gender	No.	Percentage
Male	154	42.77
Female	206	57.22
Age		
23-30	92	25.83
31-40	163	45.27
41-50	73	20.27
51 and above	32	8.88
Mode of Institute working in		
Government	81	22.5
Government Aided	120	33.33
Private	159	44.16

The close analysis of table no.1 shows the total number of respondents. There are 154 (42.77%) male teacher and 206 (57.22%) female teachers. Teachers are ranging in the age from 23 to 51 and above. Majority 163 (45.27%) of the teachers are in age group of 31-40, followed by 92 (45.27%)

are in the age group of 23-30, 73 (20.27%) in the age group of 23-30, only 32 (8.88%) in the age group of 51 and above. Respondents are from different kind of mode of Institution. Majority, 159 (44.16%) teachers are from Private School, followed by 120 (33.33%) from Aided School and 81 (22.5%) teachers are from Government high schools.

Table 2: Use of Computers for Teaching.

Gender	Yes	%	No	%
Male	76	21.12%	78	21.66%
Female	140	38.88%	66	18.34%
Total	216	60%	144	40%
Age				
23-30	59	17.81	33	9.17
31-40	109	18.58	54	15.00
41-50	38	14.46	35	9.72
51 and above	10	8.68	22	6.11
Mode of Institute working in				
Government	45	12.5	36	10
Aided	49	13.61	71	19.72
Private	122	33.89	37	10.28

The analysis of table no.2 says that out of 360 teachers, a great majority (60%) of the teachers uses computers for teaching and 40% of teachers not at all use computers for teaching. It is interesting to note that out of 216 teachers who are using computers for teaching, among them 140 (38.88%) female teachers and only 76 (21.12%) male teachers.

Similarly, out of 163 teachers of 31-40 age group 109 (18.58%) use computers for teaching and 54 (15.00%) teachers do not use computer for teaching. Out of 92 teachers of 23-30 age group 59 (17.81%) use computer for teaching and 33 (9.72%) teachers do not use computers for teaching. Out of 73 teachers of 41-50 age group 38 (14.46%) use computers for teaching and 35 (9.17%) do not use computers for teaching. Out of 32 teachers of 51 and above age group only 10 (8.68%) teachers use computer for teaching and 22 (6.11%) do not use computers for teaching. Similarly, out of 159 private school teachers, 122 (33.89%) use computers for teaching and 37 (19.72%) do not use computer for teaching. Out of 120 aided school teachers 49 (13.61%) use computers for teaching and 71(10.28%) do not use computer for teaching. Out of 81 government school teachers 45(12.5%) use computer for teaching and 36(10%) do not use computer for teaching.

Table 3: Use of Internet for Teaching.

Gender	yes	%	No	%
Male	69	19.16	85	23.61
Female	127	35.27	79	21.94
Total	196	54.44	164	45.55
Age				
23-30	49	13.61	43	11.94
31-40	103	28.61	60	16.67
41-50	36	10	37	10.28
51 and above	8	2.22	24	6.67
Mode of Institute working in				
Government	30	8.33	51	14.17
Aided	44	12.22	76	21.11
Private	122	33.89	37	10.28

The analysis of table no.3 says that out of 360 teachers, more than of the respondents 196 (54.44%) of the teachers use internet for teaching and 45.55% of teachers not at all

use internet for teaching. It is interesting to note that out of 196 teachers who are using internet for teaching, among them 69 (19.16%) female teachers and only 79 (21.94%) male teachers.

Similarly, out of 163 teachers of 31-40 age group 103 (28.61%) teachers use internet for teaching and 60 (16.67%) teachers do not use internet for teaching. Out of 92 teachers of 23-30 age group 49 (13.61%) teachers use internet for teaching and 43 (11.94%) teachers do not use internet for teaching. Out of 73 teachers of 41-50 age group 36 (10%) use internet for teaching and 37 (10.28%) do not use internet

for teaching. Out of 32 teachers of 51 and above age group only 8 (2.22%) teachers use computer for teaching and 24 (6.67%) do not use internet for teaching.

Similarly, out of 159 private school teachers, 122 (33.89%) use internet for teaching and 37 (10.28%) do not use internet for teaching. Out of 120 aided school teachers 44 (12.22%) use internet for teaching and 76 (21.11%) do not use internet for teaching. Out of 81 government school teachers 30 (8.33%) use internet for teaching and 51 (14.17%) do not use internet for teaching.

Table 4: Usage of New Media.

Gender	yes	%	No	%
Male	75	20.83	79	21.67
Female	156	43.33	50	13.89
Total	231	64.16	129	35.56
Age				
23-30	68	18.89	24	6.67
31-40	112	31.11	51	14.17
41-50	41	11.39	32	8.89
51 and above	10	2.78	22	6.11
Mode of Institute working in				
Government	44	12.22	36	10
Aided	51	14.17	69	19.17
Private	136	37.78	23	6.39

The analysis of table no.4 says that out of 360 teachers, more than of the respondents 231 (64.16%) of the teachers use new media for teaching and 129 (35.56%) of teachers not at all use new media for teaching. It is interesting to note that out of 231 teachers who are using new media for teaching, among them 156 (43.33%) female teachers and only 75 (20.83%) male teachers.

Similarly, out of 163 teachers of 31-40 age group 112 (31.11%) teachers use New Media for teaching and 51 (14.17%) teachers do not use New Media for teaching. Out of 92 teachers of 23-30 age group 68 (18.89%) teachers use New Media for teaching and 24 (6.67%) teachers do not use New Media for teaching. Out of 73 teachers of 41-50 age

group 41 (11.39%) use New Media for teaching and 32 (8.89%) do not use New Media for teaching. Out of 32 teachers of 51 and above age group only 10 (2.78%) teachers use New Media for teaching and 22 (6.11%) do not use New Media for teaching.

Similarly, out of 159 private school teachers, 136 (37.78%) use new Media for teaching and 23 (6.39%) do not use New Media for teaching. Out of 120 aided school teachers 51 (14.17%) use New Media for teaching and 69 (19.17%) do not use New Media for teaching. Out of 81 government school teachers 44 (12.22%) use New Media for teaching and 36 (10%) do not use New Media for teaching.

Table 5: Frequency of usage of New Media for teaching.

Gender	daily	%	Leisurely	%	Whenever needed	%	On special class	%
Male	42	11.6	3	0.83	28	7.77	2	0.55
Female	56	15.21	13	3.61	73	20.27	14	3.88
Total	98	26.81	16	4.44	111	28.04	16	4.43
Age								
23-30	18	19.57	7	7.61	35	38.04	8	8.70
31-40	57	34.36	8	4.91	42	25.77	5	3.07
41-50	19	26.03	00	00	19	26.03	3	4.11
51 and above	5	15.625	00	00	5	15.625	00	00
Mode of Institute working in								
Government	12	14.81	0	0.00	29	35.80	3	3.70
Aided	18	15.00	7	5.83	20	16.67	5	4.17
Private	68	42.77	8	5.03	52	32.70	8	5.03

The analysis of table no.5 reveals that out of 231 New Media users' teachers, 111 (28.04%) teachers use New Media whenever needed. Out of them 73 (20.27%) female teachers and 28 (7.77%) male teachers use whenever needed. And 98 (26.81%) teachers use New Media daily. Out of them 56 (15.21%) female teachers and 42 (11.6%) male teachers use daily. 16 teachers use New Media Leisurely among them 13 (3.61%) female teachers and 3 (0.83%) male teachers use New media Leisurely. 16

teachers use New Media on special class. In which, 14 (3.88%) female teachers and 2 (0.55%) male teachers use New Media on special Classes

Similarly, 112 teachers of 31-40 age groups use New Media for teaching. Out of them 57 (34.36%) use daily, 42 (25.77%) use whenever needed, 8(4.91%) use leisurely and 5 (3.07%) use new media on special classes. Like was 92 teachers of 23-30 age group 35 (38.04%) use whenever needed, 18 (19.57%) use daily, 8 (8.70%) use on special

class and 7 (7.61%) use leisurely. Out of 73 teachers of 41-50 age group 19 (26.03%) use daily and same number of teachers use whenever needed, 3(4.11%) use on special classes. Out of 10 teachers of 51 and above age group only 5 (15.625%) use daily and same number of teachers use whenever needed. Similarly, out of 136 private school teachers, 68 (42.77%) use daily, 52 (32.70%) use whenever needed, equal number

of teachers i.e. 8 (5.03%) use leisurely and on special classes. Out of 51 aided school teachers 20 (16.67%) use whenever needed, 18 (15.00%) use daily, 7(5.83%) use leisurely and 5(4.17%) use on special classes. Out of 44 governments school teachers 29 (35.80%) use whenever needed, 12 (14.81%) use daily, 3(3.70%) use on special classes.

Table 6: Number of Respondents who use different forms of New Media and their percentage.

Gender	Net books	Tablets	Cell phones	IPods	e-readers	Palmtop	Smart boards
Male	17	3	3	4	0	2	51
%	11.04	1.95	1.95	2.60	0.00	1.30	33.12
Female	54	6	13	0	1	12	78
%	26.21	2.91	6.31	0.00	0.49	5.83	37.86
Age							
23-30	23	2	7	0	0	11	29
%	25.00	2.17	7.61	0.00	0.00	11.96	31.52
31-40	26	3	6	4	0	2	72
%	15.95	1.84	3.68	2.45	0.00	1.23	44.17
41-50	16	3	2	0	1	1	24
%	21.92	4.11	2.74	0.00	1.37	1.37	32.88
51 and above	6	1	1	0	0	0	4
%	18.75	3.125	3.125	0	0	0	12.5
Mode of Institute working in							
Government	19	2	8	1	1	4	12
%	23.46	2.47	9.88	1.23	1.23	4.94	14.81
Aided	17	4	0	0	0	8	26
%	14.17	3.33	0.00	0.00	0.00	6.67	21.67
Private	35	3	8	3	0	2	91
%	22.01	1.89	5.03	1.89	0.00	1.26	57.23

The analysis of table no.6 shows that 156 female teachers use different type of new media for teaching. Out of them 78 (37.86%) use Smart Boards, 54 (26.21%) use Net Books, 13 (6.31%) Cell Phones, 12 (5.83%) Palmtop, 6 (2.91%) Tablets and 1 (0.49%) E-Readers. Similarly out of 75 male teachers 51 (33.12%) use Smart Boards, 17 (11.04%) use Net Books, 4(2.60%) Ipods, 3 (1.95%) Tablets and Cell Phones and 2(1.30%) Palmtop. Similarly, among teachers of 31-40 age groups, 72 (44.17%) use Smart Boards, 26 (15.91%) use Net Books, 6 (3.68%) use Cell Phones, 4 (2.455) use Ipods, 2 (1.23%) use Palmtops. Like was in 23-30 age group 29 (31.52%) use Smart Boards, 23 (25%) use Net Books, 11 (11.96%) use Palmtop, 7 (7.61%) use Cell Phones, 2 (2.17%) use Tablets. In 41-50 age group 24 (32.88%) use Smart Boards, 16

(21.92%) use Net Books, 3(4.11%) use Tablets, 2 (2.74%) use Cell Phones, 1 (1.37%) use E-readers and Palmtop. In the age group of 51 and above 6(18.75%) use Net Books, 4 (12.5%) use Smart Boards, 1 (3.12%) use Tablets and Cell Phones. Similarly, in private school teachers, 91 (57.23%) use Smart Boards, 35 (22.01%) use Net Books, 8 (5.03%) use Cell Phones, 3 (1.389%) use tablets and Ipods, 2 (1.26%) use palmtops. Among 51 aided school teachers 26 (21.67%) use Smart Boards, 17 (14.17%) use Net Books, 8 (6.67%) use palmtops, 4 (3.33%) use tablets. Out of 44 governments school teachers 19 (23.46%) use Net Books, 12 (14.81%) smart Boards, 8 (9.88%) use Cell Phones, 4 (4.94%) use Palmtop, 2 (2.47%) use Tablets, 1 (1.23%) use Ipods and E-readers.

Table 7: Duration of using New Media for teaching

Gender	For a while	%	As per the need	%	Complete class	%	Always	%
Male	3	0.83	58	16.11	7	1.94	7	1.94
Female	20	5.55	99	27.5	27	7.5	10	2.7
Total	23	6.38	157	53.61	34	9.4	17	4.7
Age								
23-30	8	8.70	35	38.04	20	21.74	5	5.43
31-40	14	8.59	81	49.69	10	6.13	7	4.29
41-50	1	1.37	33	45.21	2	2.74	5	6.85
51 and above	0	0	8	25	2	6.25	0	0
Mode of Institute working in								
Government	1	1.23	28	34.57	11	13.58	4	4.94
Aided	8	6.67	29	24.17	9	7.50	5	4.17
Private	14	8.81	100	62.89	14	8.81	8	5.03

The analysis of table no.7 speaks about duration of using new media. It is found that 157 (53.61%) teachers use New Media As per the need. Out of them, 99 (27.5%) female

teachers and 58 (16.11%) male teachers use as per the need. 34 (9.4%) teachers use New Media for Complete Class. Out of them 27 (7.5%) female teachers and 7 (1.94%) male

teachers use for complete class. Likewise, 23 (6.38%) teachers use New Media for a while in which 20 (5.55%) female teachers and 3 (0.83%) male teachers use for a while. Similarly, 17 (4.7%) teachers use New Media always. Among them 10 (2.7%) female teachers and 7 (1.94%) male teachers use New Media always. Similarly, 112 teachers of 31-40 age groups 81 (49.69%) use as per the need, 14 (8.59%) use for a while, 10 (6.13%) use Complete Class, 7(4.29%) use Always. Like was 92 teachers of 23-30 age group 35 (38.04%) use as per the need, 20 (21.74%) use Complete Class, 8(8.70%) use For a while, 5 (5.43%) use Always. Out of 73 teachers of 41-50

age groups 33 (45.21%) use as per the need, 5 (6.85%) use Always, 2 (2.74%) use Complete Class, 1 (1.37%) use For a While. Out of 10 teachers of 51 and above age group 8 (25%) use As per the need, 2 (6.25%) use complete class. Similarly, out of 136 private school teachers, 100 (62.89%) use as per the need, 14 (8.81%) use For a while and Complete Class, 8 (5.03%) use Always. Out of 51 aided school teachers, 29 (24.17%) use As per the need, 9 (7.50%) use for Complete Class, 8(6.67%) use for a while, 5 (4.17%) use always. Out of 44 governments school teachers 28 (34.57%) use as per the need, 11 (13.58%) use Complete Class, 4 (4.94%) use always, 1 (1.23%) use for a while.

Table 8: Teachers who feel New Media makes teaching easy and effective

Gender	yes	%	No	%
Male	73	20.27	2	0.55
Female	146	40.55	10	2.77
Total	219	60.83	12	3.33
Age				
23-30	68	73.91	00	00
31-40	102	62.58	10	6.13
41-50	41	56.16	0.00	0.00
51 and above	8	25	2	6.25
Mode of Institute working in				
Government	42	51.85	2	2.47
Aided	45	37.50	6	5.00
Private	132	83.02	4	2.52

The analysis of table no.8 shows about the teachers who feel New Media makes teaching easy and effective. Out of 231 new Media users 219 (60.83%) teachers feel that New Media makes teaching easy and effective. Out of them 146 (40.55%) female teachers and 73 (20.27%) male teachers feel that New Media makes teaching easy and effective and 12 (3.33%) do not feel. Out of them 10 (2.77%) female teachers and 2 (0.55%) male teachers do not feel the same. Similarly, 102 teachers of 31-40 age groups 102 (62.58%) feel New media makes teaching easy and effective and 10 (6.13%) feel that New Media do not make teaching easy and effective. Like was 68 teachers of 23-30 age group all of them feel that new media makes teaching easy and effective. Out of 41 teachers of 41-50 age groups all of them i.e 41

(56.16%) feel that New Media makes teaching easy and effective. Out of 10 teachers of 51 and above age group 8 (25%) feel that new media makes teaching easy and effective and 2 (6.25%) feel new media do not make teaching easy and effective. Similarly, out of 136 private school teachers, 132 (83.02%) feel that new media makes teaching easy where as 2 (2.47%) feel that it do not make teaching easy. Out of 51 aided school teachers, 45 (37.50%) feel it makes teaching easy and 6 (5.00%) feel that it does not make teaching easy. Out of 44 governments school teachers 42 (51.85%) feel it makes teaching easy and 2 (2.47%) feel that it does not make teaching easy.

Table 9: New Media is suitable for the subjects.

Gender	Languages	Science	Maths	Social science	Physical education	Drawing	All subjects
Male	19	66	22	41	5	12	71
%	9.22	32.04	10.68	19.90	2.43	5.83	34.47
Female	33	39	16	35	3	4	15
%	21.43	25.32	10.39	22.73	1.95	2.60	9.74
Age							
23-30	6	31	19	16	1	7	33
%	6.52	33.70	20.65	17.39	1.09	7.61	35.87
31-40	30	58	15	37	5	5	36
%	18.40	35.58	9.20	22.70	3.07	3.07	22.09
41-50	11	11	2	19	0	3	13
%	15.07	15.07	2.74	26.03	0.00	4.11	17.81
51 and above	5	5	2	4	2	1	4
%	15.625	15.625	6.25	12.5	6.25	3.125	12.5
Mode of Institute working in							
Government	3	13	4	5	0	3	28
%	3.70	16.05	4.94	6.17	0.00	3.70	34.57
Aided	11	16	4	9	2	0	30
%	9.17	13.33	3.33	7.50	1.67	0.00	25.00
Private	38	76	30	62	6	13	28
%	23.90	47.80	18.87	38.99	3.77	8.18	17.61

The analysis of table no.9 shows that 156 female teachers 39 (25.32%) feel that New Media is suitable for Science subject, followed by 35 (22.73%) for Social Science, 33 (21.42%) for languages, 16(10.39%) for maths, 15 (9.74%) for All Subjects, 4 (2.60%) for drawing, 3 (1.95%) for Physical Education. Similarly out of 75 male teachers 71 (34.47%) for All subjects, 66 (32.04%) for Science. 41 (19.90%) for Social Science, 22 (10.68%) for maths, 19 (9.22%) for Languages, 12 (5.83%) for Drawing, 5 (2.43%) for Physical Education.

Similarly, among teachers of 31-40 age groups, 58 (35.58%) teachers feel that New Media is suitable for Science subjects followed by 37 (22.70%) for Social Science, 36 (2.09%) for All subjects, 30 (18.40%) for languages, Equal number of teachers i.e. 5 (3.07%) for Physical education and Drawing. Like was in 23-30 age group 33 (35.87%) for All subjects, 31 (33.70%) for Science, 19 (20.65%) for maths, 16 (17.39%) for Social science, 7 (7.61%) for Drawing, 6 (6.52%) for languages and only 1 (1.09%) for Physical

Education. In 41-50 age group 19 (26.03%) for Social Science, 13 (17.81%) for all subjects, equal numbered teachers i.e. 11 (15.07%) for Science and Languages, 3 (4.11%) for drawing, 2 (2.74%) for Maths. In the age group of 51 and above 5 (15.62%) teachers think that it is suitable for Languages and science, 4 (12.5%) for All subjects and Social Science, 2 (6.25%) for social science and Physical Education and 1 (3.125%) for Drawing.

Similarly, in private school teachers, 76 (47.80%) for Science, 62 (38.99%) for Social Science, 38 (23.90%) for languages, 30 (18.87%) for Maths, 28 (17.61%) for All subjects, 6 (3.77%) for Physical education. Among aided school teachers 30 (25.00%) for all subjects, 16 (13.33%) for Science, 11 (9.17%) for languages, 9 (7.50%) for social Science, 4 (3.33%) for maths, 2 (1.67%) for Physical education. Out of governments school teachers, 28 (34.57%) for all subjects, 13 (16.05) % for Science, 5 (6.17%) for Social Science, 4 (4.94%) for maths, 3 (3.70%) each for Science and Drawing.

Table 10: Respondents who think students are receptive to New Media.

Gender	Sometimes	%	Always	%	Rarely	%	occasionally	%
Male	17	4.72	53	14.72	1	0.27	4	1.11
Female	52	14.44	65	18.0	18	5	21	5.83
Total	69	19.16	118	32.77	19	5.2	25	6.94
Age								
23-30	27	29.35	22	23.91	10	10.87	9	9.78
31-40	31	19.02	65	39.88	7	4.29	9	5.52
41-50	11	15.07	22	30.14	1	1.37	7	9.59
51 and above	00	00	9	28.125	1	3.125	00	00
Mode of Institute working in								
Government	8	9.88	23	28.40	1	1.23	12	14.81
Aided	19	15.83	23	19.17	4	3.33	5	4.17
Private	42	26.42	72	45.28	14	8.81	8	5.03

The analysis of table no.10 speaks about the respondent teachers who think students are receptive to New Media. 118 (32.77%) teachers think that students are always receptive to New Media. It includes 65 (18.0%) female teachers and 53 (14.72%) male teachers. 69 (19.16%) think that students are sometimes receptive to New Media. It includes 52 (14.44%) female teachers and 17 (4.72%) male teachers. 25 (6.94%) teachers feel that students are occasionally receptive to New Media, inclusive of 21 (5.83%) female teachers and 4 (1.11%) male teachers. 19 (5.2%) teachers feel that students are rarely receptive to New Media, it includes 18 (5%) female teachers and 1 (0.27%) male teachers.

Similarly, Among 112 teachers of 31-40 age groups, 65 (39.88%) Always, 31 (19.02%) Sometimes, 9 (5.52%) Occasionally, 7 (4.29%) Rarely. Like were 92 teachers of 23-30 age groups 27 (29.35%) Sometimes, 22 (23.91%) Always, 10 (10.87%) Rarely, 9 (9.78%) Occasionally. Out of 73 teachers of 41-50 age groups 22 (30.14%) Always, 11 (15.07%) Sometimes, 7 (9.59%) Occasionally, and only 1 (1.37%) Rarely. Out of 10 teachers 9 (25%) Always and 1 (3.125%) Rarely.

Similarly, out of 136 private school teachers, 72 (45.28%) Always, 42 (26.42%) Sometimes, 14 (8.81%) Rarely, 8 (5.03%) Occasionally. Out of 51 aided school teachers, 23 (19.17%) Always, 19 (15.83%) Sometimes, 5 (4.17%) Occasionally, 4 (3.33%) Rarely. Out of 44 governments school teachers 23 (28.40%) Always, 12 (14.81%) Occasionally, 8 (9.88%) Sometimes, and 1 (1.23%) Rarely.

Table 11: Teachers who observed improvement in understanding level of students due to New Media.

Gender	yes	%	No	%
Male	75	20.83	00	00
Female	148	41.11	8	2.22
Total	213	61.94	8	2.22
Age				
23-30	67	72.83	1	1.09
31-40	105	64.42	7	4.29
41-50	41	56.16	00	00
51 and above	10	31.25	00	00
Mode of Institute working in				
Government	44	54.32	00	00
Aided	48	40.00	3	2.50
Private	131	82.39	5	3.14

The analysis of table no.11 shows about the teachers who observed improvement in understanding level of students due to new media. Out of 231 New Media users teachers 213 (61.94%) observed improvement in understanding level of students. 148 (41.11%) female teachers and interestingly all male teachers of New Media users 75 (20.83%) male teachers say they observed improvement in student's understanding level and 8 (2.22%) they said no for the same. Similarly, 112 teachers of 31-40 age groups 105 (64.42%) say they observed improvement in student's understanding level and 7 (4.29%) said no for the same. Like was 68 teachers of 23-30 age group 67 (72.83%) said they observed improvement in student's understanding level and 1 (1.09%) said no for the same. Out of 41 teachers of 41-50 age groups

all of them i.e 41 (56.16%) said they observed improvement in student’s understanding level. Out of 10 teachers of 51 and above age group all of them i.e. 10 (31.25%) said they observed improvement in student’s understanding level. Similarly, out of 136 private school teachers, 131 (82.39%) said they observed improvement in student’s understanding

level and 5 (3.14%) said no for the same. Out of 51 aided school teachers, 48 (40.00%) observed improvement in student’s understanding level and 3 (2.50%) said no. Out of 44 governments school all of them i.e 44 (54.32%) observed improvement in student’s understanding level.

Table 12: Respondents who feel New Media has shortcomings.

Gender	yes	%	No	%
Male	67	18.61	8	2.22
Female	111	30.83	45	12.5
Total	178	49.44	53	14.72
Age				
23-30	60	65.22	8	8.70
31-40	81	49.69	31	19.02
41-50	32	43.84	9	12.33
51 and above	5	15.625	5	15.625
Mode of Institute working in				
Government	41	50.62	3	3.70
Aided	45	37.50	6	5.00
Private	92	57.86	44	27.67

The analysis of table no.12 the above table shows about the New Media shortcomings. Out of 231 teachers nearly of the teachers i.e. 178 (49.44%) feel that new media has shortcomings. Out of them 111 female teachers (30.83%) and 67 (18.61%) male teachers feel it has shortcomings. Whereas, 53 teachers do not feel any shortcoming in New Media. It includes 45 (12.5%) female teachers and 8 (2.22%) male teachers.

Similarly, 112 teachers of 31-40 age groups 81 (49.69%), Like was 68 teachers of 23-30 age group 60 (65.22%), Out of 41 teachers of 41-50 age groups 32(43.84%), Out of 10 teachers of 51 and above age group 5 (15.625) said new media has shortcomings.

Similarly, out of 136 private school teachers, 92 (57.86%), Out of 51 aided school teachers, 45 (37.50%), Out of 44 governments school, 41(50.62%) said New Media has shortcomings

Table 13: Shortcoming of New Media as a pedagogical tool.

Gender	Content	%	Speed	%	Limitation	%	Cost	%	Others	%
Male	23	6.3	6	1.6	10	2.7	36	10	1	0.2
Female	35	12.5	14	4.7	15	4.1	25	7.7	13	3.6
Total	58	16.11	20	5.55	25	6.9	61	16.94	14	3.8
Age										
23-30	21	22.83	14	15.22	11	11.96	16	17.39	5	5.43
31-40	30	18.40	6	3.68	10	6.13	35	21.47	5	3.07
41-50	15	20.55	3	4.11	3	4.11	11	15.07	4	5.48
51 and above	2	6.25	00	00	1	3.125	2	6.25	00	00
Mode of Institute working in										
Government	24	29.63	9	11.11	2	2.47	4	4.94	4	4.94
Aided	11	9.17	8	6.67	10	8.33	15	12.50	7	5.83
Private	33	20.75	6	3.77	13	8.18	45	28.30	3	1.89

The close observation of above table shows the different shortcomings of New Media as a pedagogical tool. It is found that, 61 (16.94%) Cost, includes 25 (7.7%) female teachers and 36 (10%) male. 58 (16.11%) Content, including 35 (12.5%) female teachers and teachers 23 (6.3%) male. 25 (6.9%) limitations including 15 (4.1%) female teachers and 10 (2.7%) male teachers. And 20 (5.55%) Speed including 14 (4.7%) female teachers and 6 (1.6%) male teachers. 14 others (3.8%) including 13 (3.6%) female teachers and 1 (0.2%) male teachers. Similarly, among teachers of 31-40 age groups, 35 (21.47%) Cost, followed by 30 (18.40%) Content, 10 (6.13%)

limitation, 6 (3.68%) Speed, 5 (3.07%) Others. Like was in 23-30 age group, 21 (22.83%) Content, Followed by 16 (17.39%) Cost, 14 (15.22%) Speed, 11 (11.96%) limitation, 5 (5.43%) Others.

Similarly, in private school teachers, 45 (28.30) Cost, 33 (20.75%) Content, 13 (8.18%) Limitations, 6 (3.77%) Speed, 3 (1.89%) Others. Among aided school teachers 15 (12.50%) Cost, 11 (9.17%) Content, 10 (8.33%) Limitation, 8 (6.67%) Speed, 7(5.83%) Others. Out of governments school teachers, 24 (29.63%) Content, 9 (11.11%) Speed, equal number of teachers i.e. 4 (4.94%) Cost and Others, 2 (2.47%) Limitation.

Table 14: Teachers rating New Media as a pedagogical tool.

Gender	Good	%	Bad	%	Excellent	%
Male	42	11.6	4	1.1	30	8.3
Female	75	20.8	5	1.3	75	20.8
Total	117	32.5	9	2.5	105	29.1
Age						
23-30	30	32.61	2	2.17	37	40.22
31-40	60	36.81	3	1.84	48	29.45
41-50	24	32.88	14	19.18	3	4.11
51 and above	3	9.375	1	3.125	6	18.75
Mode of Institute working in						
Government	30	37.04	11	13.58	3	3.70
Aided	26	21.67	1	0.83	25	20.83
Private	61	38.36	5	3.14	69	43.40

The analysis of table no.14 says about the rating of New Media as a pedagogical tool. Totally 117 (32.5%) teachers rate New Media it as Good as pedagogy with the inclusive of 75 (20.8%) female teachers and 42 (11.6%) male teachers. Similarly, 105 (29.1%) teachers rate it as excellent, including 75 (20.8%) female teachers and 30 (8.3%) male teachers. Interestingly, very less number of teachers i.e. Only 9 (2.5%) teachers rate it as bad among them 5 (1.3%) female teachers and 4 (1.1%) male teachers included.

Similarly, 112 teachers of 31-40 age groups, 60 (36.81%) Good, 48 (29.45%) Excellent, 3 (1.84%) Bad. Like were 92 teachers of 23-30 age groups 37 (40.22%) Excellent, 30 (32.61%) Good, 2 (2.17%) Bad. Out of 73 teachers of 41-50 age groups 24 (32.88%) Good, 14 (19.18%) Bad and 3 (4.11%) Excellent.

Similarly, out of 136 private school teachers, 69 (43.40%) Excellent, 61 (38.36%) Good, 5 (3.14%) Bad. Out of 51 aided school teachers, 26 (21.67%) Good, 25 (20.83%) Excellent, 1 (0.83%) Bad. Out of 44 governments school teachers 30 (37.04%) Good, 11 (13.58%) Bad, 3 (3.70%) Excellent.

Conclusion

New Media is changing even the education systems. Implementation of new Media as a pedagogy was profitable for the students at the higher level. So as so it has the same effect on high school students also. The study was about the Usage of New Media as Pedagogical Tool among High School Teachers in Karnataka. The study included Male teachers, female teachers of the age ranging between 23 to 50 and above. Teachers were selected depending on the mode of institution in which they are working like Government school, private Schools, aided schools. The following results are found from this research.

Majority of the female teachers' i.e. 156 (75.73%) teachers and nearly half of the male teachers i.e. 75 (48.70%) male teachers use New Media for teaching. It is observed that female teachers use the New Media more as compared to male teachers. Teachers from the age group 31-40 age group 112 (68.71%) use New Media for teaching. Followed by 68 (73.91%) from the age group 23-30, similarly 41 (56.16%) teachers of 41-50 age group, only 10 (31.25%) teachers from age group 51 and above use New Media for teaching. It is seen that teachers from the age group 31-40 are more using the New Media as a pedagogical tool. Similarly, 136 (85.53%) private school teachers, 51 (42.5%) aided school teachers, 44 (54.32%) government school teachers use New Media for teaching. It can be said that Private School

teachers use New Media for teaching more than other teachers.

Majority of the teachers opined that New Media is using for the subjects Science followed by Social Science, languages, mathematics, All subjects, Drawing and physical Education.

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