

DOI: 10.5281/zenodo.20386985

## IMPACT OF MULTIMEDIA USAGE ON EDUCATIONAL ASPIRATIONS OF ADOLESCENT STUDENTS

Ch. Baby Prasuna<sup>1\*</sup>, T.G.Amuthavalli<sup>2</sup>, C.Vani<sup>3</sup>, Devasena<sup>4</sup>, P. Preethi Vineela<sup>5</sup>

<sup>1</sup>Assistant Professor, Dept. of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

<sup>2</sup>Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

<sup>3</sup>Department of Communication & Journalism, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

<sup>4</sup>Assistant Professor, School of Engineering and Technology,

Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

<sup>5</sup>Research Scholar, Department of Home Science, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

Received: 01/03/2026

Accepted: 26/04/2026

Corresponding Author: Ch. Baby Prasuna

### ABSTRACT

*Educational aspirations are shaped not only by academic performance but also by the environment in which students grow. Multimedia has the power to influence these aspirations by presenting models of success, offering new career possibilities, and encouraging innovative thinking. However, it can also create unrealistic expectations or foster materialistic attitudes if not guided properly. To study the impact of multimedia usage on Educational aspirations of Adolescent Students, 600 students from 9th class were selected randomly in Tirupati and Chittoor districts. Multimedia scale prepared and standardized by the investigator was used for the collection of relevant data for the study. Mean, SD and 't' values were calculated. The study revealed that there is no significant difference in the Multimedia usage of adolescent students with reference to the variables - Locality, Type of Management and Medium of institution. The study also found that there is a significant influence of gender on multimedia usage of adolescent students. There is a strong positive Correlation of multimedia usage and educational aspiration of adolescent students.*

---

**KEYWORDS:** Multimedia, Educational Aspirations and Adolescent Students.

---

## 1. INTRODUCTION

In today's competitive world, students are expected to perform multiple roles with efficiency, creativity, and adaptability. Multimedia, when used positively, can enrich classroom experiences, enhance motivation, and broaden intellectual horizons. It provides access to diverse knowledge sources, interactive simulations, and global perspectives that can inspire higher educational goals.

Educational aspirations represent the goals, ambitions, and expectations that adolescents hold regarding their academic achievement and future learning opportunities. They reflect not only the desire to succeed in school but also the broader vision of career, social mobility, and personal development. Aspirations are shaped by family background, peer influence, socio-economic conditions, and increasingly, exposure to multimedia and global information networks.

Educational aspirations are shaped not only by academic performance but also by the environment in which students grow. Multimedia has the power to influence these aspirations by presenting models of success, offering new career possibilities, and encouraging innovative thinking. However, it can also create unrealistic expectations or foster materialistic attitudes if not guided properly. Adolescence is a stage where young people begin to shape their vision of the future, and education often becomes the foundation of those dreams.

At this age, students aspire not only to achieve good grades but also to pursue learning that connects with their personal interests, talents, and career goals. Their aspirations are influenced by family expectations, peer groups, teachers, and the broader social environment. Many adolescents see education as a pathway to independence, social recognition, and economic stability. At the same time, their ambitions reflect a desire for self-discovery – wanting to explore subjects that inspire them, develop skills that matter, and prepare for meaningful roles in society.

### 1.1. Impact of Multimedia usage on Educational Aspirations

Multimedia usage in education significantly enhances students' aspirations by making learning more engaging, accessible, and motivating. It fosters curiosity, improves comprehension, and often raises ambitions toward higher studies and career goals.

#### 1. Enhanced Engagement and Motivation

1. Multimedia tools (videos, animations, simulations, podcasts) make abstract concepts

easier to grasp.

2. Students feel more motivated to pursue subjects that once seemed difficult, boosting confidence and aspirations for advanced education.

#### 2. Personalized Learning Experiences

1. Adaptive multimedia platforms allow learners to progress at their own pace.
2. This personalization encourages students to set higher academic goals since they feel supported in their unique learning journey.

#### 3. Improved Academic Performance

1. Studies show that multimedia integration at the secondary school level improves comprehension and retention.
2. Better performance often translates into stronger aspirations for higher education and professional careers.

#### 4. Exposure to Global Knowledge

1. Multimedia connects students to diverse perspectives and global resources.
2. This exposure broadens horizons, inspiring aspirations beyond local opportunities, such as international education or research.

#### 5. Development of 21st-Century Skills

1. Multimedia fosters digital literacy, creativity, and problem-solving.
2. These skills align with modern career paths, motivating students to aspire toward technology-driven professions.

### *Traditional vs. Multimedia-Enhanced Learning*

Aspect	Traditional Learning	Multimedia-Enhanced Learning
Engagement	Passive, text-heavy	Interactive, visually rich
Comprehension	Limited to reading	Improved via visuals/simulations
Motivation	Often declines	Increased curiosity & enthusiasm
Accessibility	One-size-fits-all	Personalized, flexible pace
Aspirations	Local, limited	Broader, global, ambitious

### 1.2. Challenges & Considerations

1. Digital Divide: Unequal access to devices/internet can limit benefits.
2. Overreliance: Excessive multimedia use may reduce critical thinking if not balanced with traditional methods.
3. Content Quality: Poorly designed multimedia can mislead or demotivate learners.
4. Multimedia usage raises educational aspirations by making learning more interactive, personalized, and globally connected. When implemented thoughtfully, it

not only improves academic performance but also inspires students to aim higher in their educational and career journeys.

### **Necessary Skills to Strengthen Educational Aspirations**

1. To manage challenges and achieve aspirations, adolescents must develop key skills:
2. Self-awareness: Understanding strengths, weaknesses, and interests to set realistic goals.
3. Time management: Balancing academic responsibilities with personal life.
4. Resilience: Coping with setbacks and maintaining motivation.
5. Critical thinking: Evaluating opportunities and making informed decisions about education and careers.
6. Goal-setting and planning: Breaking long-term aspirations into achievable steps.
7. Emotional intelligence: Managing stress, building confidence, and maintaining positive relationships that support learning.

Educational aspirations are central to adolescent development, guiding academic effort and shaping future opportunities. They are influenced by family, peers, socio-economic conditions, and increasingly by multimedia exposure. While challenges such as stress, distractions, and value conflicts may hinder aspirations, the development of emotional intelligence, resilience, and critical skills can empower adolescents to pursue their goals effectively. Strong educational aspirations not only enhance academic achievement but also contribute to value orientation, preparing adolescents for responsible adulthood in a rapidly changing world.

### **1.3. Need of the Study**

Educational aspirations reflect educational goals of an individual sets. Scope for Personalize learning is more popular now a days. M-Learning, E-learning and flipped class rooms are a boon for the learners which certainly has a positive orientation for student's Educational Aspirations if adapted properly. The usage of Multimedia is certainly a boon considering its functions. It also becomes a bane if misused.

The attractive features and the continuously available updated versions of smart educational Apps make the youth crave for one. The primary duty during adolescence is learning of late it is observed that the adolescents use multimedia on smart phones more for Entertainments than for any purposeful activity, leading to affected spoken & written language, emotional and behaviour problems, socialization & Family time reduced.

Teenagers were found distracted with less or no Educational aspirations. The smart phone role in the life of adolescents ignited the idea of the proposed study.

By exploring their social, psychological situations, the research aims to study the impact of multimedia usage on the Educational aspirations of adolescent students.

## **2. REVIEW OF THE LITERATURE**

Singh and Gupta (2016) conducted a study on the effectiveness of multimedia approach in teaching science to secondary school students in India. The study found that multimedia approach significantly improved the students' achievement in science and helped develop a positive scientific attitude. Kaur and Singh (2015) investigated the effect of multimedia approach on the development of scientific attitude among secondary school students in India.

The study revealed that multimedia approach positively influenced the students' scientific attitude, which in turn enhanced their achievement in science. Reddy and Jha (2017) conducted a study on the use of multimedia approach in teaching physics to secondary school students in India. The study showed that multimedia approach had a significant impact on the students' achievement in physics and helped develop a positive attitude towards the subject. Kumar et al. (2018) investigated the effectiveness of multimedia approach in teaching biology to secondary school students in India. The study found that multimedia approach significantly improved the students' achievement in biology and helped develop a positive attitude towards the subject.

### **2.1. Objectives of the Study**

1. To study Multimedia usage by the adolescent students with reference to Gender, Locality, Type of School management and Medium of instruction.
2. To study the impact of Multimedia usage of adolescent students on educational aspirations with reference to demographical variables.

### **2.2. Hypotheses of the Study**

1. There will be no significant difference in the multimedia usage of adolescent students with reference to Gender, School management, educational status of Parents, Occupation of the Parents, and Locality.
2. There will be no significant relationship between multimedia usage and educational

aspirations of adolescent students.

### 3. METHODOLOGY

The present study employed descriptive survey method. The study is limited to 600 adolescent Students studying 9th class selected in Tirupati and Chittoor district of Andhra Pradesh. The study is limited to the variables such as Gender, Locality, Type of Management and Medium of Instruction. A simple random sampling technique was used to select the sample.

#### Research Tool

1. The Multimedia usage Tool was prepared by the Investigator and the reliability and validity

were established.

1. Educational Aspiration scale was developed and standardized by Dr. T.Pradeep Kumar (2012).

### 4. ANALYSIS AND INTERPRETATION OF DATA:

Objective -1: To find out the multimedia of Adolescent students with regard to the following variables Gender, Locality, Type of school Management and Medium of Instruction

Hypothesis - 1a: There is no significant difference between boys and girls in their multimedia.

**Table 1: Gender wise difference of multimedia usage by the Adolescent students.**

**S- Significant at 0.01 level**

Variable	Gender	N	Mean	Std. Deviation	t-value	p value
Multimedia Usage	Boy	283	124.23	13.80	3.873	0.179
	Girl	317	125.72	13.26		

In table 1, the obtained 't' value 3.873 is greater than the table 2.53 at 0.01 level. Therefore, it is significant at 0.01 level. Hence the hypothesis - 1a. is rejected. It may be inferred that the gender has significant influence in their multimedia usage. Girls

are having more awareness on multimedia than boys.

Hypothesis - 1b: There is no significant difference in the multimedia usage of rural and urban students studying in secondary schools.

**Table 2: Locality wise difference in multimedia usage by the Adolescent students.**

**NS- Not Significant at 0.05 level**

Variable	Locality	N	Mean	S.D.	t-value	p value
Multimedia Usage	Rural	74	124.47	13.54	0.370	0.111
	Urban	526	125.10	13.54		

It is evident from table -2, the obtained 't' value 0.370 is less than the table value 1.96 at 0.05 level . Therefore, it is not significant at 0.05 level. Hence the hypothesis - 1b. is accepted. It may be inferred that the locality did not have any significant influence in their awareness on multimedia Both rural and urban

area adolescent students are having same level of multimedia.

Hypothesis - 1c: There is no significant difference in the multimedia. of Government and Private secondary school students.

**Table 3: Type of School wise difference of Multimedia usage by the Adolescent students.**

**NS- Not Significant at 0.05 level**

Variable	Type of school	N	Mean	S.D.	t-value	p- value
Multimedia Usage	Government	277	124.26	13.13	1.266	0.206
	Private	323	125.67	13.84		

Table - 3 clearly shows that, the obtained 't' value 1.260 is less than the table value 1.96 at 0.05 level . Hence the hypothesis-1c. is accepted. It may be inferred that the type of management did not have any significant influence in their awareness on

multimedia. Government and Private school adolescents are having same level of multimedia.

Hypothesis - 1d: There is no significant difference in the multimedia. of Telugu and English Medium school students.

**Table 4: Medium of Instruction wise difference of Multimedia usage by the Adolescent Students.**  
**NS- Not significant at 0.05 level**

Variable	Medium of instruction	N	Mean	S.D.	t-value	p value
Multimedia Usage	Telugu	21	120.57	15.09	1.535	0.125
	English	579	125.18	13.45		

In the table 4, the obtained 't' value 1.535 is less than the table value 1.96 at 0.05 level. Hence the hypothesis-1d. is accepted. It may be inferred that the Medium of Instruction did not have any significant influence in their multimedia.

Objective 2: To study the impact of Multimedia

usage of adolescent students on educational aspirations with reference to demographical variables.

Hypothesis 2: There will be no significant relationship between multimedia usage and educational aspirations of adolescent students.

**Table 5: Correlation between Multimedia usage by adolescent students and their Educational Aspirations.**  
**\*\*Significant at 0.01 level**

Variables		Multimedia Usage	Educational Aspirations
Multimedia Usage	Pearson Correlation	1	0.21
	N	600	600
Educational Aspirations	Pearson Correlation	0.21	1
	N	600	600

The table - 5 presents the correlation between multimedia usage and educational aspirations of adolescent students. The Pearson correlation coefficient between multimedia usage and educational aspirations is 0.21. The significance value is 0.611, which is much greater than 0.01. This indicates that there is no statistically significant relationship between multimedia usage and educational aspirations. Therefore, the null hypothesis stating that there would be no significant correlation between multimedia usage and educational aspirations of adolescent students is accepted.

## 5. MAJOR FINDINGS

- There is a significant influence of gender on the of multimedia usage of adolescent students.
- The variables like Locality, Type of school management and Medium of instruction was not significantly influenced on multimedia usage of adolescents.
- There is no significant relationship between Multimedia usage and Educational Aspirations of adolescent students.

## 6. EDUCATIONAL IMPLICATIONS

Teachers use multimedia to create dynamic lessons, breaking down barriers between school and the real world.

- Platforms and tools (like YouTube for Education or India resources) provide ways to incorporate simple projects like creating name animations or video introductions, fostering creativity and community.
- Develop educational multimedia that caters to diverse interests, using varied content like images, videos, and interactive elements to keep both genders engaged.
- Tailor interventions to address the unique needs and challenges of students. Promote inclusivity by ensuring that educational programs consider the diverse backgrounds of students, fostering a supportive learning environment for all.

## 7. CONCLUSION

This study reveals that there is a significant influence of gender on multimedia usage of adolescent students. There is no significant difference

in the multimedia of adolescent students with reference to the variables - Locality, Type of Management and Medium of Instruction. There is no

significant correlation between Multimedia usage and Educational aspirations of adolescent students.

**Funding Acknowledgement:** The author gratefully acknowledges the financial support provided to this research publication by the Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA), under the Multi-disciplinary Education and Research Universities (MERU) Grant sanctioned to Sri PadmavatiMahilaVisvavidyalayam, Tirupati for facilitating the Research Project titled "Impact of Multimedia Usage on Educational Aspirations and Value Orientation of Adolescent Students".

## REFERENCES

- Aggarwal, J. C. (2004). *Psychology of learning and development* (1st ed.). Shipra Publications.
- Bhatia, K. K. (2004). *Psychological foundations of education*. Kalyani Publications.
- Boering, E. G., & Others. (1980). *Foundations of psychology*. Asia Publishing House.
- Bordens, K. S., & Horowitz, I. A. (2008). *Social psychology* (3rd ed., p. 40).
- Boren, D. M. (2019). *Teacher well-being: Principals supporting a smooth ride*. Leader.
- Bradburn, N. M. (1969). *The structure of psychological well-being*. Aldine.
- Eunice Azyu, & Dr. N. Pramod Kumar. (2025). Educational aspiration of secondary school students: A study. *IJCRT*, 13(9).
- Gupta, R., & Kaur, J. (2020). A study on educational aspirations of secondary school students in relation to intelligence. *International Education and Research Journal*, 6(9), 129-130.