

**Impact
Factor
3.025**

ISSN 2349-638x

Refereed And Indexed Journal

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

UGC Approved Monthly Journal

VOL-IV

ISSUE-XII

Dec.

2017

Address

• Vikram Nagar, Boudhi Chouk, Latur.
• Tq. Latur, Dis. Latur 413512 (MS.)
• (+91) 9922455749, (+91) 8999250451

Email

• aiirjpramod@gmail.com
• aayushijournal@gmail.com

Website

• www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

**A Study of Secondary School Students Mass Media Behaviour (Television)
And Study Habits In Relation to Their Academic Achievement**

Smt. Jyotishree C. Hiremath

Assistant Professor,
Vijayanagar College of Education,
Vidyanagar, Hubli

Introduction

Television is considered as an electronic carpet which seems to transport millions of persons each day to far off places. (Syed, 2010). It is relatively a new medium that has made its impression on every aspect of mundane life. It is bouncing its signal on space satellites and uses oceanic cables to transmit live telecast to its beneficiaries. This electronic medium ensures its visibility without any global discrimination. It is reported that television made its visibility some more than sixty years ago. People were not only skeptical about it, but were also jealous, unkind and even hostile. Over a short span of time, however, it emerged as a remarkable medium of communication, entertainment and education. It needs to be mentioned that it found its space in all countries of the world and has transformed our planet into a 'gigantic electronic village' bringing various people and continents close (Bushan, 1992). Over the years it became a central dimension of our everyday activity and in our country it has grown at a phenomenal pace. In India, television was introduced 25 years after its invention and 30 years after its inception through Government efforts to introduce public service broadcasting. The idea was primarily education and access to rural population. Today, average Indian home has cable and satellite access and the viewer gets information from local, national and global networks. The sheer number of channels gives him options of multiple natures. It is a powerful medium with extraordinary reach. No one can doubt its potential as a catalyst of social change. Even the perforation of cable and satellite television channels has penetrated in all corners of the country cutting across demographic and geographic barriers.

It is generally believed that television has become a very powerful medium and its contact, no doubt, can change the likes and dislikes, learning and social habits. In recent years increased attention has been focused by many professionals with regard to its impact on human lives at any stage of development. Television is considered to be potentially strong agent for children, adolescents and other family members, especially with its combined effects of audio and visual. The impact is more on adolescents because they are more impressionable than adults. Adolescence is a period during which teenagers feel the pressure of constructing an adult identity. One way of dealing with this pressure is to assemble a set of aspirations for the future. Young viewers watch television as a way of wishful identification and therefore, prefer television portrayals Boehnke, Munch, and Hoffman, (2002). It is now readily apparent that television can have a profound impact on children as well as on adolescent's development and behaviour. Television programmes are used to assist children and adolescents in various subject areas and are used along with other teaching materials, to give a well rounded approach to learning materials. This has proved successful as children prefer learning visually at a young age. Studies on various dimensions of television watching and its impact have been carried out by a host of investigators. Moderate amount of television viewing seems to be beneficial for reading. Besides, programmes to promote literacy in young children have been found with positive impact on specific early literacy skills (Moses, 2008). Higher frequency television

viewing is associated with attention problems and hyper-activity in pre-school children Miller, (2007). Television viewing is believed to effect adolescents' judgments, romantic relationship and sexuality. The first and most obvious reason for this is the frequent references on television to dating, romance and sex Eggerment & Steven (2006). Television programming may be used as a tool in the construction of aspirations. Positive television viewing seems to be in agreement to enhance reading and comprehension skills among younger children with higher grades (Boehnke, et al., 2002; Anderson, et.al. 2001; Razel and Broek 2001). Studies report that continuous watching of television amounts to low performance in school subjects (Caldas, and Bankston,1999). Trivedi (1991) revealed the TV viewing influence the children as well as adults. This study includes general viewing habits, social relations and some associated problems like mutual interaction and talks. Kubey and Csikszentmihaly (1990) have reported that television viewing seems to be a passive activity and that it required little concentration on their part as compared to a variety of other leisure time activities. Television viewing seems to have maintained its dominant position in today's youth leisure time. Although the introduction of computers and the internet seems to have drastically altered home access to media entertainment, still television continues to persuade children to devote substantial portions of their time to its programming (Roberts, 2000 and Koolstra, 1999). William (1986) and Gunther (1955) have revealed that televised programmes hardly affect the attitude of children. Teenagers are reported develop specific identity-related preferences and seek opportunities to watch television in a private context (Arnett, 1995). Parker (1961) has established that television has considerably reduced the time to be spent for other activities. Besides, results have shown that television correspondingly reduces the interests in reading newspaper/s and magazine/s. The review reveals that a plethora of investigations has been carried out on children and a few studies are reported to have been carried out on adolescents to see which type of programmes they intend to watch and through which programmes they get influenced. What sort of impressions is carried out by these adolescents during viewing television? What are the preferences of children about television programmes? What types of programmes are mostly liked by these children at this stage of development? Besides, which study habits these children adopt and how they prepare for their studies & examination? These questions motivated the investigators to peep into the existing scenario of children's television watching. It is against this background that the present investigators feels that there is a need to conduct a study on adolescents to see the influence of television viewing on their study habits.

Statement of the Problem

The problem undertaken for the present investigation can be stated as: **A Study of Secondary School Students Mass Media Behaviour (Television) and Study Habits in Relation to their Academic Achievement.**

Objectives

1. To study the significant difference between male and female students with respect to mass media behaviour and its dimension i.e., Television.
2. To study the significant difference between male and female students with respect to study habits and its dimensions.
3. To study the significant difference between male and female students with respect to academic achievement.
4. To study the significant relationship between study habits and its dimensions with mass media behaviour and its dimension (Television).

5. To study the significant relationship between mass media behaviour with academic achievement of students.
6. To study the significant relationship between study habit and its dimensions with academic achievement of students.

Variables of the Study: The variables considered in the study are:

- i. Mass media behaviour
- ii. Study habits
- iii. Academic Achievement
- iv. Gender

Research Design

Research design concerns with the planning of the study. The present study is a descriptive type of survey research method.

Hypotheses of the Study

- i. There is no significant difference between male and female students with respect to mass media behaviour and its dimension i.e., Television.
- ii. There is no significant difference between male and female students with respect to study habits and its dimensions.
- iii. There is no significant difference between male and female students with respect to academic achievement.
- iv. There is no significant relationship between study habits and its dimensions with mass media behaviour and its dimension (Television).
- v. There is no significant relationship between mass media behaviour with academic achievement of students.
- vi. There is no significant relationship between study habit and its dimensions with academic achievement of students.

Research Tools Used: In the present study the data was collected by using the following tools:

- a. Mass Media Scale - by Haseen Taj and Narayanaswamy (1992)
- b. Study Habit Inventory - by Mukhopadhyaya and Sansanwal (1983)
- c. Academic Achievement - Students Academic Performance

Sample

By using random sampling technique 500 students have been selected from secondary schools located in Dharwad District.

Data Collection

The data was collected from 500 secondary school students of Dharwad District. The collected data was systematically pooled for analyses.

Statistical Technique

The following statistical technique was used for analyzing the data as per the objectives of the study stated earlier.

1. Differential Analysis
2. Correlation Analysis

Data Analyses

Table-1: Results of t-test Between Male and Female Students with Respect to Mass Media and its Dimension (Television)

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Mass media behaviour	Male	209.64	28.81	-6.0470	<0.05	S
	Female	227.05	35.33			
Television	Male	153.83	28.57	-0.9293	>0.05	NS
	Female	156.20	28.60			

- A significant difference was observed between male and female students with respect to mass media behaviour scores ($t=-6.0470$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female students are significantly higher on mass media behaviour as compared to male students.
- A non-significant difference was observed between male and female students with respect to dimension of mass media behaviour i.e. television scores ($t=-0.9293$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female students have similar television scores.

Table-2: Results of t-test Between Male and Female Students with Respect to Study Habits and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Study habits	Male	86.12	8.18	-0.5449	>0.05	NS
	Female	86.63	12.31			
Task orientation	Male	17.95	3.74	-2.3485	<0.05	S
	Female	18.83	4.54			

From the results of the above table, it can be seen that the following:

- A non-significant difference was observed between male and female students with respect to study habits scores ($t=-0.5449$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female students have similar study habits scores.
- A significant difference was observed between male and female students with respect to dimension of study habits i.e. task orientation scores ($t=-2.3485$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female students are significantly higher on dimension of study habits i.e., task orientation as compared to male students.

Table-3: Results of t-test Between Male and Female Students with Respect to Academic Achievement

Gender	Mean	SD	t-value	p-value	Signi.
Male	68.83	3.88	-5.1083	<0.05	S
Female	71.29	6.58			

From the results of the above table, it can be seen that a significant difference was observed between male and female students with respect to academic achievement scores ($t=-5.1083$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female students are significantly higher on academic achievement as compared to male students.

Table-4: Results of Correlation Coefficient Between Study Habits and its Dimensions with Academic Achievement of Students

Variables	Correlation between academic achievement of students with			
	r-value	t-value	p-value	Signi.
Study habits	0.7281	23.6774	<0.05	S
Construction	0.3361	7.9568	<0.05	S
Task Orientation	0.3710	8.9052	<0.05	S
Interaction	0.4514	11.2780	<0.05	S
Recording	0.2106	4.8038	<0.05	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement and study habits and its dimensions ($r=0.7281$, $p<0.05$), construction scores of students ($r=0.3361$, $p<0.05$), task orientation scores of students ($r=0.3710$, $p<0.05$), interaction scores of students ($r=0.4514$, $p<0.05$) and recording scores of students ($r=0.2106$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and study habits and its dimensions i.e., task orientation, interaction and recording of students are dependent on each other.

Table-5: Results of Correlation Coefficient Between Mass Media Behaviour and its Dimension with Academic Achievement of Students

Variables	Correlation between academic achievement of students with			
	r-value	t-value	p-value	Signi.
Mass media behaviour	0.8800	41.2963	<0.05	S
Television	0.2365	5.4268	<0.05	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement and mass media behaviour of students ($r=0.8800$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and mass media behaviour of students are dependent on each other.
- A significant and positive correlation was observed between academic achievement and dimension of mass media behaviour i.e. television scores of students ($r=0.2365$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and dimension of mass media behaviour i.e., television of students are dependent on each other.

Major Findings

- The female students are significantly higher on mass media behaviour as compared to male students.
- The female students are significantly higher on dimension of study habits i.e., task orientation as compared to male students.
- The female students are significantly higher on academic achievement as compared to male students.

- The academic achievement and study habits and its dimensions i.e., task orientation, interaction and recording of students are dependent on each other.
- The academic achievement and mass media behaviour of students are dependent on each other.
- The academic achievement and dimension of mass media behaviour i.e., television of students are dependent on each other.

Conclusion

The results further reveals that low TV viewers have a good amount of learning motivation; are seen to have a desire to learn quickly and retaining of information for a long time. The table further reveals that female group of subjects' exhibit good habit in memorizing and remembering the facts for a longer period. In remaining areas of study habits both the groups under investigation. have been found similar in budgeting time, physical conditions, reading ability, note taking, taking examination and health. It is revealed that male and female group of subjects are more or less similar in majority of the areas of study habits. The results are in agreement with the findings of the earlier researchers: (Brain, and Stephanie, 2007; Nary, 2004; Rideout, 2003; Voort, 2001; Koolstra and Voort, 1996; Gupta, et.al., 1994; Susan, 1988) .

To conclude, it is revealed that female students plan their time for studies properly, adjust the study periods and maintain record of all activities. This planning helps them to adjust other activities according to their own needs which help them to gain success. Female are also to have: good amount of learning motivation; desire to learn quickly and retention ability for a long time. But on the other hand, male subjects possess good study habits of taking examinations i.e. they arrange ideas properly and follow logical pattern. They prepare an outline and arrange the ideas properly, following a logical pattern of presentation, uses simple language and place headings and sub headings properly. In remaining areas of study habits both the groups have been found to be similar. So, it is concluded that (male and female group) more or less do not differentiate themselves in majority of the areas of study habits,

References:

1. Anderson, D. R. *et al.* (2001): Early Childhood Television Viewing and Adolescent Behavior: The Recon Tact Study. *Monographs of the Society for Research in Child Development.* 66, (1), Pp. 1-147.
2. Anderson, D. R *et al.* (2001): Early Childhood Television Viewing and Adolescent Behavior. *Monographs of the Society for Research in Child Development.* 66, (1), P. 264.
3. Arnett, J. J. (1995). Adolescents' Uses of Media for Self-Socialization. *Journal of Youth and Adolescence*, 24: Pp. 519-533.
4. Beentjes, B. J. (1988): Television's Impact on Children's Reading Skills: A Review of Research. *Reading Research Quarterly*, 23, Pp. 389-413.
5. Bushan, C. (1992): Educational Communication by Television. *Bharatia Shikshan.* 2, (8). Bombay: S. Cmela Mergh.
6. Koolstra, C. (1999): Longitudinal Effects of Television on Children's Leisure-Time Reading: A Test of Three Explanatory Models. *Human Communication Research*, 23, Pp. 4-35.
7. Moses, A M. (2008): Impact of Viewing on Young Children's Literacy Development. *Journal of Early Childhood Literacy*, 8, (1), Pp. 67-102.
8. Mrunalini, T. (1997): *Education and Electronic Media.* New Delhi: APH Publishing Corporation.
9. Nary, S. (2004): Exploring Pathways from Television Viewing to Academic Achievement in School Age Children. *The Journal of Genetic Psychology Issue:* 165,(4), Pp. 367 – 382.

10. Roberts, D. F. (2000). Media and Youth: Access, Exposure, and Privatization. *Journal of Adolescent Health*, 27(2): Pp. 8-14.
11. Syed, N.A (2010) Influence of TV Watching on Study Habits and Academic Achievement of Secondary School Students in Relation to Socio-Economic Status. *Unpub. M.Phil. dissertation*, University of Kashmir.
12. Trividi, H. (1991). *Mass Media and News Horizons Impact of Television and Video on Urban Milleiu*, New Delhi: Concept Publishing Company.

