



## **Effect of Television Viewing on Values of School Students in relation to Types of Television Programmes.**

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**Abstract:** Nearly everyone in western affluent countries like India has access to television. Even while television is very popular, there are legitimate worries about the effects it has on young people. Both good and evil things may be done with it. As television offers a complete sensory experience, some experts claim that viewing TV results in a decrease in mental effort and a shallow processing of information. Given that they are helpless and susceptible to this influence, children must be protected for the benefit of their future. This study thus provides insight into the values that teenagers who watch television in grades 8 through 12 perceive. A standardized questionnaire designed by Dr. R.K. Ojha was used to collect value-related data. There were 250 students in the study's sample, 125 of whom were male and 125 of whom were female.

**Keywords:** Television Viewing, Types of Television Programmes

### **Introduction**

People's motivation to write has been greatly influenced by television, particularly those who, for whatever reason, were not able to finish their schooling. Watching TV makes people more inclined to seek adult education on their own (Hunt, 1981). The victims of violence are usually those who watch a lot of television. Because our senses pick up the majority of what we learn through behavioral modifications, people are more likely to become victims of violence (Wober, 1978).

Watching television causes viewers to become prejudiced against people of other races, which in turn makes them respect people of various castes and faiths. Pierce and Carew, 1978).

Newton Minow, the chairman of the Federal Communications Commission, described television in 1961 as a gigantic wasteland full with murders, violent crime, formula comedies about fantastical families, blood and thunder, mayhems, sadism, cartoons, and less advertising when discussing the effects of watching it. Thirty years later, Minow (1991) said, "I worry that my grand children will actually be harmed by television, but in 1961, I worried that my children would not benefit much from it.

"Pierce (1983) found that amount of television viewing by children and creativity was negatively related. Content analyses of television programming over the past 20-30 years have consistently indicated that the portrayal of the roles of men and women and various social or ethnic groups bear little relationship to the life circumstances of these individuals beyond the small screen (Berry, 1988; Gerbner and Signorielli, 1990; Greenberg, 1980; M. Williams and Condry 1989; Withey and Abeles, 1980).

### **OPERATION MEANING OF THE TERMS USED**

#### **Television Viewing**

In the present study, T.V. viewers are considered those students who watch T.V. more than 8 hours in a week. Non T.V. viewers are those students who watch T.V. less than 8 hours in a week.

#### **Type of television programmes**

In the present study the type of television programmes included social movies and suspense movies.



**Objectives of the study**

1. To study and to compare the value differences in-between the children (T.V. viewers) who watch Social Movies and the children (T.V. viewers) who watch Full of Suspense Movies.
2. To study and to compare the value differences in-between the children (T.V. viewers) who watch Sexy Movies and the children (T.V. viewers) who watch Religious Movies.

**Hypotheses of the study**

1. There exists no significant difference between the values of the children (T.V. viewers) who watch Social Movies and the children (T.V. viewers) who watch Full of Suspense Movies.
2. There exists no significant differences between the values of the children (T.V. viewers) who watch Sexy Movies and the children (T.V. viewers) who watch Religious Movies.

**DELIMITATIONS OF THE STUDY**

Due to shortage of time and limited facilities at the disposal of the investigator, the present problem was delimited in the following areas:

- i. Only expressed responses of the respondents were taken into the consideration for analysing data.
- ii. Only six components of values have been taken into consideration:- (a)Theoretical (b) Economics (c) Artistic (d) Social (e) Political (f) Religious

**Tool Used in the study**

Keeping in view of the problem in mind following tools were selected for investigation:

- i) Study of values by Dr. R.K. Ojha
- ii) Personal Data sheet prepared by the investigator himself.

**TABLE 1.1 : Means S.D's, SEM's and 't' ratios of the children (T.V. viewers) who like to watch 'Social Movies' and the children (T.V. viewers) who like to watch 'Full of Suspense Movies' usually on values and academic achievement.**

Variable	Who like to watch 'Social Movies' (27)			Who like to watch 'Full of Suspense Movies' (27)			't'
	Mean	S.D.	SE <sub>M</sub>	Mean	SD	SE <sub>M</sub>	
Theoretical	45.14	4.54	.875	42.66	6.14	1.183	1.69*
Economic	38.11	6.23	1.200	37.92	6.78	1.305	.10
Aesthetic	31.48	7.99	1.539	33.40	9.90	1.907	-.79
Social	47.40	6.27	1.208	43.37	5.97	1.150	2.42**
Political	42.88	5.46	1.052	42.96	5.71	1.100	-.52
Religious	35.40	7.05	1.357	51.59	55.65	10.711	-1.50

The above table shows that on theoretical values, the mean of the children (45.14#.875) who watch social movies is is more than that mean score of the children (42.66–1.183) who watch full of suspense movies. The 't' ratio comes out to be 1.69 which is notable at .10 level. The result shows that the children (T.V. viewers) who watch social movies are higher on theoretical value than that of the



children (T.V. viewers) who watch social movies are higher on theoretical value than that of the children (T.V. viewers) who watch full of suspense movies. On social values, the mean of the children (47.40:41.208) who watch social movies is is more than that mean score of the children (43.37+1.15) who watch full of suspense movies. The 't' ratio is 2.42 which is notable at .02 level. The result indicates that the children (T.V. viewers) who watch social movies are higher on social values than that of the children (T.V. viewers) who watch full of suspense movies. On economic value, artistic value, political value religious value and academic achievement no notable difference was observed in-between the children (T.V. viewers) who like to watch social movies and the children (T.V. viewers) who like to watch full of suspense movies. Thus it can be concluded that the children who watch social movies and the children who like to watch social movies and the children who like to watch full of suspense movies are similar on economic value, artistic value, political value, religious value and academic achievement.

Thus the hypothesis, “No notable difference exists in-between the children (T.V. viewers) who like to watch social movies and the children (T.V. viewers) who like to watch full of suspense movies on values.” has been partly accepted. The another the children, “No notable difference exits in-between the children (T.V. viewers) who like to watch social movies and the children (T.V. viewers) who watch full of suspense movies on academy achievement.” has been accepted.

**TABLE -1.2 : Means S.D's, SEM'S and 't' ratios of the children (T.V. viewers) who like to watch 'Social Movies and the children (T.V. viewers) who like to watch 'Religious Movies' usually on values .**

Variable	Who like to watch 'Social Movies' (27)			Who like to watch 'Religious Movies' (61)			't'
	Mean	S.D.	SE <sub>M</sub>	Mean	SD	SE <sub>M</sub>	
Theoretical	45.14	4.54	.875	42.98	5.67	.726	1.75*
Economic	38.11	6.23	1.200	35.73	5.79	.742	1.73**
Aesthetic	31.48	7.99	1.539	32.26	7.58	.971	-.44
Social	47.40	6.27	1.208	45.59	5.26	.674	1.41
Political	42.88	5.46	1.052	44.19	5.173	.662	-1.07
Religious	35.40	7.05	1.357	38.73	6.49	.832	-2.16***

The above table depicts that on theoretical value, the mean score of the children (45.144,875) who watch social movies is is more than that mean score of the children (42.986.726) who watch religious movies. The 't' ratio is 1.75 which is notable at .10 level. The result indicates that the children (T.V. viewers) who watch social movies are higher on theoretical value than that of the children (T.V. viewers) who watch religious movies. On economic value, the mean score of the children (38.11+1.20) who watch social movies is is more than that mean score of the children (35.73.742) who watch religious movies. The 't' ratio is 1.73 which is notable at .10 level. The result indicates that the children (T.V. viewers) who watch social movies are higher on economic value than that of the children who like to watch religious movies. On religious value, the mean of the children (38.734,832) who like to watch religious movies is is more than that mean score of the children (35.404.1357) who watch social movies. The 't' ratio is -2.16 which is notable at .05 level. The result shows that the children (T.V. viewers) who like to watch religious movies are higher on religious value than that of the children (T.V. viewers) who watch social movies. On artistic value, social value, political values, and academic



achievement, no notable difference was observed in-between the children (T.V. viewers) who like to watch social movies and the children (T.V. viewers) who like to watch religious movies. Thus it can be concluded that the children (T.V. viewers) who watch social movies and the children (T.V. viewers) who watch religious movies (all) are similar on artistic value, social value, political value and academic achievement.

Thus, the hypothesis, “No notable difference exists in-between the children (T.V. viewers) who watch social movies and the children (T.V. viewers) who watch religious movies on values.” has been partly accepted. Another hypothesis, "No notable difference exists in-between the children (T.V. viewers) who watch social movies and the children (T.V. viewers) who watch religious movies on academic achievement.” has been accepted.

### RECOMMENDATIONS FOR FURTHER STUDIES

Some suggestions for the further studies are:

1. This study was only confined to evaluate the impact of T.V. viewing on students but an investigation in the attitude of parents and teachers towards T.V. viewers habit of their children/students can also be studied.
2. Further study can be conducted on higher Academic achievement and low academic achievement with their T.V. viewing pattern.
3. Further investigation can also be made on retention power and reading habit in relation to T.V. viewers behaviour.
4. A close study can also be conducted on eyesight of children and their T.V. viewing habit.

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