



TELEVISION VIEWING HABITS OF THE STUDENTS OF BHARATHIDASAN UNIVERSITY

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Abstract

In 1956, the general conference of UNESCO held in New Delhi proposed that a pilot project should be implemented in India to study the use of TV as a medium of education rural uplift and community development. At least in 1956 an agreement was signed between AIR and UNESCO for starting the project as an experiment in order to assess the value of different types of educational Television Programmes suitable for group viewing in rural and urban communities in such a way that results of such an assessment may be useful not only for India but also for other Asian Countries in the use of Television for community for education.



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1. Introduction:

Human being living unorganized and unstructured life in the ancient time has now entered into the age of revolution of information and communication technology. This has been happened because of the development of science and technology. Science and Technology has played a very important role in the development process of mankind. The role of science and technology is inexpressible in words. Various tremendous inventions have been done under the umbrella of science and technology. The very important invention is the invention of Television. The television has entirely changed the life of the people all over the world. The Indian people are also highly influenced by the television.

Television is an electronic media which has influenced to the lives of people in many ways. Syed and Mattoo (2012) noted that, "Television is considered as an electronic carpet which seems to transport millions of persons each day to far off places. While kinder (1959) observed that, "Television has literally captured the country. Its expansion has been much more dramatic than that of radio or the automobile. It has become an important part of our

way of life so much, so that it is difficult to say whether it is a luxury or necessity.” Moreover, television is also being used in the field of education too. Moharana (1989) noted that, “In recent years television is being utilized increasingly by developed as well as developing countries to meet the growing demand for education and to improve and enrich instruction”. While Behera (1991) observed that, “Educational Television has the potentiality of creating interest and motivation in both children and adults”. Thus, the television has become an important part of our lives. Now we cannot imagine our life without television.

The television is now considered as a very important tool for the development of children, particularly for the knowledge generation. But on the other hand it is also being said that television affects the children, their study and their development. So many questions emerged regarding the uses of television. Raghotham and Sashidhar (2013) highlighted that, “The impact of television, a powerful media, used by very large number of children is a matter of great concern to psychologists, community health personnel, paediatricians, educationists, parents, planners and social scientists”.

In these perspectives, many questions are raised regarding the television viewing habits of the students. How many students watch television? At what time they watch television? How they watch television? Which channels and programmes are most popular among the students? In these regards, it becomes not only important but also essential to answer such questions scientifically. Thus, investigator decided to conduct the present investigation.

2. Review of Related Literature:

The review of past researches gives direction to conduct their research systematically and successfully. Moreover, it also helps to bridge the research gaps. Thus, the investigator tried to review the past researches.

Kunst (1987) conducted his research concentrated on the three IQ groups of urban middle school students in Pittsburg. He found that, hours of viewing were lowest for males and females in sixth, seventh and eighth grade in a gifted/scholar academic placement of the three academic placements. Moreover the two most frequently viewed programme types were cartoon type programmes and comedy type programmes.

Grinder (1990) studied the television viewing habits of the students in the light of their academic achievement and ability. He found that, subjects assigned to low achievement and ability groups not only tend to watch more television but also select different categories of programmes. O’Brien (1994) tried to study the relationship between children’s television viewing habits and intelligence. He found that there was no significant difference between

male and female IQ scores. Miron (1999) tried to find out the relationship between fantasy in children television and preschoolers' creativity in solving problems. He concluded that, there was a significant effect of programming and problem modality on solution modality, effectiveness and creativity. Teija, Carola and Eva (2013) studied the TV viewing habits of the students along with the computer use and their sleep habits. They found that the computer use and television viewing predicted significantly shorter sleep duration and later bedtimes.

In India, many researches have been undertaken. Abrol and others (1991) conducted one study on television viewing among children of Delhi schools. The findings revealed that, the majority of the mothers restricted to their children's TV viewing. Anuradha and Bharathi (2003) worked on television viewing behaviour among elementary school children. It was found that the intensity of behaviour problems were greater for those children who watched TV for more than 250 minutes.

While Syed and Matto (2012) conducted their study on influence of Heavy and Low Television watching on study habits of secondary school students. The results revealed a significant difference between the mean scores of heavy and low TV viewers on study habits.

Thus, it could be concluded that, some very important studies have been conducted regarding television habits. In light of these researches the investigator decided to conduct the study on television viewing habits of the students of the Bharathidasan University, Trichy.

3. Statement of the Problem and Operational Definitions

After thorough discussion, the investigator finalised the topic as follows:

Television Viewing Habits of the Students of Bharathidasan University

The title of the present research investigator tried to study the television viewing habits of the students of the Barathidasan University, Trichy.

The terms used in the title of the study are having certain meaning. The operational definition of some important terms are given below:

Television

For the present study television means an electronic device which is being used by the people for various purposes mainly for entertainment and knowledge generation.

Habits

For the present study habit means the way of teaching of the students which includes timings, frequents and methods of watching Television.

Students

For the present study students refer to those who are studying in different courses of the Bharathidasan University, Trichy.

4. Objectives of the Study

The following are the major objectives of the present investigation

- i. To study the major objectives of the present investigation
- ii. To study how much time spend by the student for viewing television
- iii. To study at what time student watch television
- iv. To Study which channels are most popular among the student.
- v. To study which programmes are being watched by the students.
- vi. To study how student view television.

5. Questions under the study

Investigation tried to find out the answer of the following question

- i. What are the objectives of the students behind viewing television?
- ii. How much time spends by the student for viewing television?
- iii. At what time students use to watch television?
- iv. Which channels are most popular among the students?
- v. Which programmes are most popular among the students?
- vi. How students view television?

6. Importance of the study

Every investigation has its own and unique importance. As similar to this present investigation is also having its own and unique importance.

The availability and uses of television are being increased day by day. Television is becoming common to all. The present investigation is undertaken on this issue, it implies the importance of the investigation.

It is being said that the television affects adversely the study of students. In these perspectives, it becomes very essential to study the habits of the students regarding watching television with this background. The investigator focused on the students who are studying higher education in the Bharathidasan University, Trichy and tried to find out their habits regarding watching television.

Through this present study television viewing habits of the students could be identified scientifically. This investigation would give scientific answer of some important questions. How much time students spend with television at what time they watch television? Why are they watching television?" How do they watch television?

From the present investigation, some important suggestion could be made for the students, parents, teachers and others wherever it is necessary.

At the outset, the present investigation is having vivid importance.

7. Delimitation of the Study

Following are the major delimitation accepted for the present investigation.

- i. For the present investigation investigator made questionnaire was applied for the data collection. The reliability of the questionnaire was based on the suggestions of two experts only.
- ii. This investigation was based on the responses of 40 students, selected by using random sampling method.
- iii. The findings of the study are based on the information given by the students.

8. Population and Sample

The entire student studying in the Bharathidasan University, Trichy was the population of the present investigation. But because of lack of time it was not possible for the investigator to collect the data from all the subjects. Thus, the question of selecting sample was emerged before investigator. After in-depth discussion investigator decided select 20 male and 20 female students randomly. Accordingly, total 40 students were selected as the sample for the present investigation.

Sample Selected For the Study

Details	Total
Male Students	20
Female Students	20
Total	40

The details regarding sample selected for the study are given. It indicates that total 40 students were selected under the present investigation.

9. Research Tool

For the collection of necessary data various research tools are available i.e. opinionative, questionnaire, interview schedule, check list, rating scale, observation scale and various tests. Tools could be categorized as readymade tools and investigator made tools. For the present investigation, investigator decided to prepare one questionnaire for collection of necessary data.

After reviewing the related literature investigator prepared one questionnaire in which total twenty questions were included. That questionnaire was given to two experts for their expert opinions and suggestions. Both the experts found questionnaire adequate. One expert did not give any suggestion regarding the same. While one expert suggested to change the nature of these questions No.3,11 and 14. Apart from this questionnaire was found appropriate. In this way the questionnaire was finalised, in which total twenty questions were remained.

10. Method of Data Collection

The data collection process may affect to the results of the study so it becomes very essential to collect the necessary data carefully. Investigators also kept this point in their mind and tried to collect the data carefully. For this investigators followed the certain process.

First of all, investigators contacted the students personally who were present on the campus of the Bharathidasan University. After meeting the students the purpose of the on hand investigation was clarified before them. After establishing the rapport with the respondents, the questionnaire was given to them. They were requested to give information freely on the questionnaire. No time limit was given to the subjects for giving information. But maximum in 20 minutes questionnaire was collected from every respondent.

11. Statistical Technique Used

For the analysis of the collected data various statistical techniques namely t-test, F-test, correlation and chi-square are available. But looking to the data collected for the present investigation, investigator felt no need to use any statistical technique for the analysis of the data. Only frequency distribution tables were prepared and the percentages were calculated.

12. Analysis and Interpretation of Data

Question wise analysis and interpretation of the data collected on the basis of questionnaire prepared by the investigator.

In response of the first question (Do you watch television?) all the students answered that they had been watching television. This result is quite obvious that all students are watching television.

Investigator tried to study the objectives of the students behind watching television under question No.2. to No. 20. On the basis of the questions and responses the analysis of the results received. Major findings are identified by the investigator.

13. Major Findings

Following are the major findings of the present investigation

- i) The main objective of the students behind watching television was to know global knowledge. Of course 30% of the students were watching Television for the entertainment.
- ii) Out of the total students 60% were watching TV sometimes. while the ratio of watching television by the students regularly and rarely were 25% and 15% respectively.
- iii) Maximum 40% students were watching television for 2 to 3 hours.
- iv) Majority of the students were watching television in the Evening time. Of Course 15% students were watching television at late night.

- v) The most popular channel among the student was discovery channel. Moreover, next to discovery channel, students were found watching news Channel.
- vi) Cinema comedy programme was the most popular programme among the students.
- vii) 40% of the student was reading books while watching television and 75% students were watching television while taking rest.
- viii) Maximum 45% of the students were watching television with their family members. But 35% of the students were watching television with their friends.
- ix) 75% of the students could not be remained on the same channel for a long.
- x) There was no conflict found in the family of students regarding watching television among 65% of the students. Of course 35% of the students admitted that they had a conflict regarding watching TV.
- xi) 80 % of the teachers of the students were found giving suggestions to them regarding watching television. While 35% parents were also giving suggestions regarding watching television.
- xii) 38% of the students had accepted that they can't get up early because of watching Television.
- xiii) The Ratio of Students watching advertisement on television was 45% while 58% students were purchasing things on the basis of watching of advertisement on television.
- xiv) 25% of the Students wanted to change their habits.

14. Educational Implications:

Some very important and interesting findings have observed through present investigation .These findings are having useful for educational implications.

- i) It was found that majority of the students were watching TV for getting global knowledge this is a very positive finding, but students should take care in this regard.
- ii) It was observed that 40% of the students were watching TV for 2 to 3 hours. Every students should try to reduce the time for watching TV as for as possible.
- iii) The teachers of the students should advise to their students to fix the time for watching television programmes and to fix the time to concentrate on their studies.
- iv) The Parents of the students should monitor their sons and daughters without knowing that their students are being watched by them. This message is conveyed to the parents by the teacher at the time of parents & teachers meetings or college counselling sessions.
- v) The teachers should encourage their students to watch the educational programmes.
- vi) Due to the disciplinary problems, the students are advised that they should not be allowed to watch Television with their friends in their homes.

vii) The teachers and Parents should encourage the students to watch news channels on the television in their home to develop their communication skills.

15. Conclusion:

In the Present age television has become an integral part of our life. We cannot escape from its effects. But television is a good servant and a bad master. It should be used rationally. In these regards it becomes necessary to know the students habit regarding watching television have made a small but scientific attempt in this direction and reached to some very important findings. Investigator would like to conclude with the following words that the present investigation would help the students, parents and teachers in many aspects.

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