



Use and effects of mass-media on adolescent students

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Abstract

The modern world is changing rapidly due to the advancement in the field of science and technology; if we say that this world is an e-world would not be wrong. We disseminate the live information quickly to the others through the mass-media (television, radio, internet, mobile, movies, video games, newspaper, magazines and other electronic and print media). It has copiously influenced each and every aspect of the society; specially the adolescent students; its play a significant role in today's world. A lot of time is being spent on a medium of mass-media by the students which have affected their total personality and especially the performance. This mass-media has both positive and negative effect on the students. The present study is a sincere attempt to ascertain that what type of media is abundantly used by the students and what is the huge effect of mass-media on students and how can we (parents, teachers, counselors, administrators of education and others well-wishers/stake-holders of the society) control over the students negatively influence by media? A sample of two hundred students was used to collect relevant information by applying self-made questionnaire and descriptive method and simple percentage statistical technique was used to analyze the data and it was found that students were highly affected by mass-media both positively and negatively; students spend their most of the time on media on destructive subjects instead of constructive and their academic performance and health was found highly effected by media.

Keywords: mass-media, adolescent, personality

Introduction

In this modern age; mass-media plays a very vital and crucial role in the lives of the people of the modern world. Ocharo (2015) ^[16] stated that mass-media are diversified media technologies that are intended to reach a large audience by mass communication. It a powerful tool which has positive and negative effects on the students. Chakravarty (2017) ^[4] stated that mass-media has a huge positive and negative influence on all the aspects of teenagers' life. All the stakeholders of education today are shouting and under stress that the students are wasting their most of the time on watching different means of mass-media especially on internet as it is the extremely accessible in the present times which has adversely and hugely affected their children health, habits, psychology of behavior and academic performance. Excessive use of mass-media distorted their body image, became violent, victim of risky sexual behavior (mass-media may prompt children to engage in sexual activities at an early age. Sarah, 2015) ^[24], obesity and academically poor. Rather (2013) ^[20] noted that wrong and excessive use of mass-media has negative effect on academic performance and health of the young. Easy excess and wrong use of mass-media leads the children and young to poor performance in all aspects of development of personality, abnormality and unethical activities. Mumi (2010) ^[15] stated that mass-media is a boon if used properly and a curse if used wrongly. The present investigation has objective to find out the use and effects of mass-media by/on the students and to ascertain the concerns of the parents towards use of mass-media by their children and to find out some preventive measures to overcome this problem.

Statement of the problem

Mass media now-a day is a powerful tool to broadcast and transform the information which is indispensable for all the segments of the society but especially for the students (adolescents) which is rapidly and highly influences the life and performance of the students; school authorities and parents complained each other about children for not doing home work and spending their most of the time on internet, television and computer in watching/doing useless things; therefore, in this paper an attempt was made to find "Use and Effects of Mass-Media on Adolescent Students." "

Definition of operational/key words

Mass-Media-the mass media is a diversified collection of media technologies that disseminate information to the large numbers of people in a short time.

Adolescent: - A.T. Jersild (1965) ^[9] "adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically." Adolescence comes roughly in between the years from 12 to the early 20,s. in this period, great changes occur in all developmental dimensions of the individual.

Personality: Allport (1975) ^[1] "Personality is the dynamic organization with in the individual of those psycho-physical systems that determines his unique adjustment to his environment."

Limitations of the study

1. The present study confined to the private senior secondary schools situated only in city of Gohana

(Sonepat) Haryana.

- The study limited to the intermediate (12th) class students only.
- The study bounded to the male and female students.

Objectives of the Study

- To find out the medium of mass-media abundantly is used by the students.
- To know the effects of mass-media on the students.

Hypotheses of the Study

- Students do not use any mass-media abundantly.
- Mass-media influences the personality of the students.

Methodology

Sample: - to collect the pertinent data; incidental sampling method was used to select students of 12th class from all streams from three four private senior secondary schools; two hundred students (100 male and 100 female) were selected for this purpose of the study.

Research Tool, Statistical Technique and Data Collection

Self made questionnaire was used to collect pertinent information from the respondents and simple percentage technique used to analyze the data. The self made questionnaire (open and closed ended) distributed to the students and guided/cleared them how to response on the questionnaire. Each and every question had been clarified before the students so that they might understand the terminology used in the questionnaire. Closed ended questions were used to ensure that the given answers are relevant and open ended questions was provided space for relevant explanation by the respondents; an unstructured interview was conducted to take the view of the parents on using mass-media by their children.

Table 1: Number and Percentage of the students watching television channels and others means of Mass-Media

S. No	Name of the Channels	Male (100)	Female (100)	Total out of 200	Total %
01	Entertainment	77	84	161	80.01
02	Kids	03	11	14	7.1
03	Knowledge	32	23	55	27.1
04	Life Style	21	47	68	34
05	Movies (English)	12	05	17	8.1
06	Movies (Hindi)	79	47	126	63
07	Music and Audio	82	65	147	73.1
08	News (English)	02	05	07	3.1
09	News (Hindi)	19	11	30	15
10	Regional	01	01	02	01
11	Shopping	03	09	12	06
12	Spiritual	02	11	13	6.1
13	Sports	79	06	85	42.1
14	Internet	89	68	167	83.1
15	Computer	63	39	102	50.2
16	Mobile	89	83	172	86
17	News Paper	62	49	111	55.1
18	Radio	02	00	02	01

Analysis, Findings and Discussions

The above description of the table shows that the most of the students are spending their most of the time on watching entertainment and music and audio channels; which is not much useful for them and they are spending less time on news, knowledge, spiritual channels which may be very useful for them to build up their career and to inculcate moral values and to inform them about their culture and civilization which supports the findings of Reena (2008) ^[21] that students are spending their most of time on watching movies, music and others entertainment channels in comparison of others informative channels and it was found that there was a significant difference in the achievement and knowledge between the students watching entertainment and informative channels; the students who were watching informative channels were significantly good in terms of achievement and knowledge. The average time spent by the students on watching television programs was 15 hours per week which supports the findings of Dietz (1985) ^[7] that excessive television watching may have a deleterious effect on learning and academic performance. It also supports the findings of rice (1988) ^[22] stated that watching television took time away from reading and school work especially children had a significant deleterious effect on academic performance. It was found that mostly students did not want to watch religious, news and knowledge channels; they wanted to watch television but they did not want to listen radio which is same to the findings of Sheoran (2008) ^[27]. It was also found that students wants to read newspaper only in Hindi but mostly out of them attracted by the hot gossips about film stars and color pages but few students wants to read newspaper for knowledge; they did want to read English news paper which supports the findings of Young (2006) ^[30] that mostly students do not read newspaper which is a huge drawback for their communication skill and knowledge. They want to use internet/television and smart phones for this purpose which supports the findings of Kaur (2009) ^[12] that young people prefer internet as a source of news and information, rather than listening to radio or reading newspapers.

According to the respondents, the most used mean of media is the internet instead of other mediums/means of media; 83.1% students used internet on their computer and mobile; but mostly they used this mean of communication and information merely watching movies, face-book, whatsapp, chatting, twitter and other social media and it was found that only 12% students used this medium for their academic and knowledge purpose only for preparing their assignments which supports the findings of Mihai (2017) ^[13] that those who spend more than 3 hours in front of their computer or smart-phones are wasting their time which should be used for education, for reading books of general culture. It also supports the findings of Oye (2012) ^[18] notes that most of the younger students use social networking sites mainly for socializing activities, rather than for academic purpose. Shana (2012) ^[26] found that students use social network mainly for making friends and chatting only 26% of the students used this site for academic purpose. Asemah and Edegoh (2013) ^[2] who noted that face book is the most used new media by students but on non-academic work. Jeong (2005) ^[8] the internet addiction is significantly and negatively related to students' academic performance.

The excess use of mass-media especially internet and television has negative effects on the teenagers; it was found that the students who used internet, smart phone, television excessively were victim of obesity which supports the findings of Candian Paediatric Society (2002) ^[3] that excessive television watching and using computer contributes to the increased incidence of childhood obesity as they eat high fat and energy snack foods and affect a child's postural development. It was also found that those students were more aggressive those who spent their excessive time on playing video games, watching movies and other unethical site on the internet which supports the findings of Josephson (1995) ^[11] that watching television programming is an increase in violent behavior by children and lead them to depression.

It was found that the excessive use of mass-media was hugely affected negatively the academic performance and health of the students which supports the findings of Yang (2003) ^[29] that effect of media depends large on the degree of usage. It also supports the findings of Okpanchi (2013) ^[17] that students who spend more time on social media are likely to perform poorly in their academics. Moon (2011) ^[14] mass-media has both negative and positive influences on teenagers; it can be used in a more positive way to put better influences on teenagers. Chakravarty (2017) ^[4] stated that it is fashionable to blame the media for everything that ails society today. If it is used rightly, media can change the lives for good. Cirino (1972) ^[5] mass-media is a good way to promote positive message and information to teens.

Parents complained that their children limit time for physical activities, studying, spending time with family and friends. They are more interesting in spending their time on internet and television rather than academic work and if they are being tried to control/stop for using means of mass-media they become angry and aggressive. Sheoran (2008) ^[27] found that parents did not allow their children to watch television excessively as they did not have proper interest in their study. Their eye-sights, posture and health are badly affected by the excessive use of internet on television/computer and phones which supports the findings of sunder (2010) ^[28] that excessive use of mass-media is profound reason of many diseases which leads them to abnormality.

Mihai (2017) ^[13] found positive aspects of mass-media especially internet that it was a rapid access and spread of information; improves the memory and ability to argue and debate and has effects upon the multi-tasking ability and stimulates attention and increasing decision-making ability. Chakravarty (2017) ^[4] noted that use of mass-media develop awareness and social skills, inspire them for doing great jobs, help them to develop communication skills. Sara (1978) ^[23] stated that a proper assessment of the influence of mass-media on young people continues to be one of the significant challenges to educators and parents today. Research in this are invariably reveals the difficulties in arriving at sound conclusions due to the complexity of causal relationships. The positive values in today's mass-media are also significant. Young people today, without leaving home, can hear the world's best music and musical performances, see outstanding drama and dances programs, hear political and governmental leaders of the nation and the world analyze major issues of the day and learn of scientific and educational advances and

problems. Mass media bring information, inspiration and enrichment that potentially improve the quality of our living. Mass-media has a number of positive effects despite negative effects on performance and health of the users. Preiss (2007) ^[19] found mass-media plays a major role in enhancing positive child development, increase in knowledge and can serve as a mean of learning in children. Johnson (1971) ^[10] found it as the major source of knowledge and values if used in a right way.

Implications of the Study

The present investigation may serve a lot of students, teachers and parents and other stake-holders of education to know about the negative effects of excessively use of mass-media by the students and help them to take preventive measures for excessive use of this mean of communication by the teenagers and to identify some measures that enhance the positive influences and reduce the negative ones. It will also help the researchers, psychologist, teachers and policy makers to decide how to overcome on this social problem and how to inspire the students for other activities which are useful for their all round development and how to use media in a right way to enhance their academic and other performances.

Conclusions and Recommendations

From the above analysis, findings and discussions; it can be concluded that excessive use of mass-media has negative effects on students' academic performance and health which supports the findings of Seo (2004) ^[25] that mass-media might have is both positive and negative, but mainly negative. The paper, therefore, formulate the following recommendations:-

1. Students should make aware about the advantages and disadvantages of using mass-media. Students should be train to how to use the means of communication in a proper way?
2. Students should be made what types of programs/channels are useful for them and when and how much time they should spend on using mass-media.
3. Students should be educated that how to protect your eyes from the dangerous beam of computer and other electronic devices of communication. They should also be trained how to keep posture of the body/sit during using mass-media. Students should reduce their exposure to social media and pay more attention to their studies.
4. Parents should navigate, watch and monitor their children that what type of programs/activities; he/she watching on mass-media. They should also negotiate some limits, rules and restrictions that how much your child will use mass-media and you should also ban some apps, shows and games for your children with explanation. They can help their children to differentiate between fantasy and reality.
5. Parents should not allow their children to have television, computer or video game in his/her room; these should be kept in common place and access. Smart phone should not be provided to the teenagers.
6. Parents should discuss the pros and cons of mass-media with their children and motivate them to watch useful and limited informative programs and also tell them harms of excessive use of mass-media for their health.

7. Parents should encourage their children to participate in social and physical activities; discuss some family and social issues with them and keep them busy in constructive activities.
8. It is important to be aware of mass-media and the impact it has on teenagers, especially for parents; if they are more aware, they can be more understanding and helpful towards their children and will be aware that how it is affecting their children. They should spend more time with their children and encourage them for outdoor activities.
9. Teachers should encourage students to pay more attention on their studies rather than using mass-media; they should also encourage them for taking parts in curricular and extra-co-curricular activities.
10. Government should conduct media awareness programs in institutions and society through using all the means of media (print, electronic and traditional) for children, parents, teachers and other group of the society; broadcast only such programs/activities on the means of mass-media which should be informative for all the categories of the society and should ban all those channels which are broadcasting vulgar, superstitious and unethical programs. Government must implement strong censorship on all the means of mass communication.

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