

A Study Analyzing Television Viewing Patterns of Professional College Students in Connection with Socio-Economic Status and Home Environment

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Abstract

This study investigates the television viewing patterns of professional college students and examines how these patterns are influenced by their socio-economic status and home environment. Using a descriptive and analytical approach, the research explores variations in viewing duration, program preferences, and the purposes of television use. The analysis reveals that socio-economic differences shape access to media resources, exposure to diverse content, and the degree of parental or household supervision. Additionally, aspects of the home environment—such as family communication, media regulations, and availability of alternative activities—significantly affect students' viewing habits. The findings highlight the multifaceted role of social and environmental factors in shaping media consumption behavior and underscore the importance of fostering balanced and meaningful television use among young adults. The study provides insights relevant to educators, parents, and policymakers aiming to promote healthier media engagement in the digital era.

Key Words: Socio-Economic Status, Home Environment, Professional College Students, Television Viewing Behaviour

1.0 Introduction:

Television is a powerful medium of mass communication. It is a very popular educative, entertaining and absorbing medium. When television began, there were great hopes and great fears concerning its possible effects. Some parents believed that it would educate students in the widest possible sense giving them an opportunity to learn about science and human life in such a fascinating way that learning would be motivating and interesting. Other parents worried out whether too much television would damage students sight's whether it would divert them away from healthy active play, whether it would corrupt them by showing too much crime and violence and whether it would interfere with their study and learning activities.

Definitions of the Terms used:

Television Viewing Behaviour: The impact of science and technology has today produced on electronics device referred to as television. The habit or pattern or behaviour of choosing the favorite television programmes to watch is referred to a "Television viewing behaviour" (TVB). This is the dependent variable in this study.

The dependent variable television viewing behaviour is categorized under the following behavioral dimensions:

- Types of programme watched
- Number of hours spent for watching television
- Distribution of viewing on regular days and week ends
- Physical position while watching
- Distance of watching
- Other behaviour along with television viewing
- Mode of watching
- Control over choice of programmes for watching
- The emotional impact of either watching a programme or a favorite programme

Socio-Economic Status: Socio-economic background involves the relationship between the individual and social set up from which he springs up. It encompasses the entire social environment that is provided to the children and refers to a cluster of factors including occupation, income, cultural influences, religion beliefs, political set up, family relationship, living standard etc.

Home Environment: The home occupies the first and the most significant place for the development of the child among the various social groups. It does not only provide the hereditary transmission of basic potentials for his development, but also provides environment conditions, personal relationships and cultural pattern, favorable or unfavorable, positive or negative, as reflected from its structure, socio-economic and cultural status and the pattern of mutual relationship and emotional state among the members.

2.0 Main Objectives of the Study:

1. To study the television viewing behaviour of male and female students of professional college
2. To study the effect of socio-economic status and home environment on television viewing behaviour.

3.0 Review of Literature:

Gerbner, and signnorielli (1981) found that television influences children's behaviour. The content of the performance of television cultivates people's beliefs about their environment. Heavy viewers tend to perceive television situation as the reality.

Sultana and handique (1998) studied too find out the duration of television viewing of high school students in terms of age and gender on a sample of 120 elements ranging between the age of 10-11 and 14-15 years. It is deserved that children from the lower age group viewed television more than upper age group. There is no significant difference between boys and girls about duration of television viewing. It is also noted that duration of study was found to be more in girls as compared to boys.

Sinha (1985) studied the process of existing rural communication and to study socio-cultural implications of satellite television. The researcher observed an eighteen months field work in the village of ismailpur of north bihar. She found that the most preferred formats were field demonstration, documentary and playing order of preference, television viewing led to discussion among the viewers and they talked on vitamins and health. The programmes inspired the villages youth to take up social activity. The 20 point economic programme, a top priority programme for rural upliftment, could attract a large number of viewers. The study clearly reflected a positive role that television could play in rural development by enhancing the quality of life of the people.

Sukhmaich and Kintsfather (1998) studied individual media dependency theory to review and expand an individual media dependency (IMD) model for television home shopping. The model is extended to account for audience viewer effects as measured by a newly development broad cast teleparticipation effects scale. Viewer relationship with the medium, the genre with in the medium, and genre personae are associated with viewing behaviour the act of purchasing serves to reinforce dependencies with the programming, resulting in feedback effects of increasing intensity of personal relationship, exposure and ultimately future purchasing

4.0 Research Methodology:

Need for the study:

Keeping in view the development of television in India, it is being realized that television viewing has a strong impact on behaviour of children. Through it is both positive and negative. But it is very difficult to identify the investigator thought to know the television viewing behaviour in relation to some selected variables. It is a very crucial period in child's development and stabilizes their interest in this period. Therefore, it is necessitated for the investigator to study the behaviour patterns of college going students.

Scope of the study:

The scope of the study restricted to the students of professional colleges. For the collection of the primary data the study will be confined to selected districts of malwa region of Punjab state only.

H₀: There is no significant difference in television viewing behaviour of male and female college students.

H₀: There is no significant difference in television viewing behaviour with regards to socio-economic status of male and female college students.

H₀: There is no significant in television viewing behaviour with regards to home environment of male and female college students.

Research Design:

The study being undertaken is Descriptive in nature. The major purpose of descriptive research is description of the state of affairs as it exists at present, while studying the research problem, scientific method is followed.

Sampling Unit: In this study, the sampling unit were students of professional colleges.

Sampling Size: The sample size was so selected that it could be adequate enough to represent the whole population, and also give the true picture. The total sample size was restricted to 600 students.

Sampling Design: Keeping in Mind the nature of data required for the study, convince sampling technique has been used. The respondent for the survey has been selected from the selected districts of Punjab; like Patiala and Fatehgarh Sahib.

Data Collection:

In the present study we have made use of primary data collected through questionnaire. We were also used information available on web-portals.

- **Questionnaire Method:** The primary data was collected by administering structured questionnaire to the students of professional colleges.

Statistical Tools and Techniques:

In this study a lot of statistical tool and techniques are used according the requirement of the study, which are as following:

Frequencies, percentages and chi-squares were used to describe analysis the data.

Limitations of the study:

1. The study was limited to professional colleges only.
2. The data was collected from two districts of Punjab i.e. Patiala and Fatehgarh Sahib
3. It was limited to college students in the age of 17 to 22 years only.

5.0 Findings:

- **Television viewing behaviour of Male and Female college students**
Frequencies and Percentages of Male and Female TVB

	Male	Female	Total
High	166 (55.3 %)	136 (45.3 %)	302 (50.3 %)
Low	134 (44.7 %)	164 (54.7 %)	298 (49.7%)
Total	300 (100 %)	300 (100 %)	600

Observed (O)	Expected (E)	Difference (O-E)=D	D ²	D ² /E
166	151	15	225	1.4901

136	151	-15	225	1.4901
134	149	-15	225	1.5101
164	149	-15	225	1.5101
Total 300				
Degree of Freedom=1		x2=6..003		
*Significant (p<0.05) (p>3.84)				

The frequency was that the frequency of male students having high television viewing behaviour was found to more than that of the female students. That is 166 out of 300 males as compared to 136 out of 300 females were found to have high television viewing behaviour in favour of males. The difference was found to be significant at p<0.05 level. The chi-square value was 6.003 which are more than the table value for 1 df. Hence, the rejection of hypothesis that means there is significant difference in television viewing behaviour of male and female college students.

- **Television Viewing behaviour and Socio-economic status of male and female students**

	Male	Female	Total
High	94 (31.4 %)	88 (29.3 %)	182 (30.3 %)
Middle	93 (31.0 %)	108 (36 %)	201 (33.5 %)
Low	113 (37.6 %)	104 (34.7 %)	217 (36.2%)
Total	300 (100 %)	300 (100 %)	600

Observed (O)	Expected (E)	Difference (O-E)=D	D ²	D ² /E
94	91	3	9	0.0989
93	100.5	-7.5	56.25	0.5597
113	108.5	4.5	20.25	0.1866
88	91.0	-3	9	0.0989
108	100.5	7.5	56.25	0.5597
104	108.5	4.5	20.25	0.1866
Total 300				
Degree of Freedom=2		x ² =1.6904		

*Significant ($p < 0.05$)
($p > 5.99$)

The main findings was that frequency at different levels of socio-economic status i.e. high, middle and low the frequencies of male students was found to be 94, 93, 113. While of female was 88, 108, and 104 respectively. There is an apparent difference in these in frequencies female in the middle and low socio-economic status and in favour of males in high socio-economic status. This differences were found not significant at $p < 0.05$ level. The chi-square value is 1.69 which is less than the table value 5.99 for 2 df. Hence, the hypothesis is accepted, that means there is no significant difference in television viewing behaviour with regards to socio-economic status of male and female college students.

• **Television Viewing behaviour and Home Environment of male and female students**

	Male	Female	Total
High	154 (51.3 %)	131 (43.7 %)	285 (47.5%)
Low	146 (48.7 %)	169 (56.3 %)	315 (52.5%)
Total	300 (100 %)	300 (100 %)	600

Observed (O)	Expected (E)	Difference (O-E)=D	D2	D2/E
154	142.5	11.5	132.25	0.9280
131	142.5	11.5	132.25	0.9280
146	157.5	11.5	132.25	0.8397
169	157.5	-11.5	132.25	0.8397
Total 300				
Degree of Freedom=1			x2=3.54	
*Significant (p<0.05) (p>3.84)				

The main finding was that in different levels of high home environment the frequencies of male students were found to be, 154 and 146 as compared to that of females, 131 and 169 respectively, in high home environment and low home environment. However, this apparent difference in frequencies of male and female students in different levels of home environment was not significant at $p < 0.05$ level. The chi-square value was 3.54 which is less than table value 3.84 at 1 df. Hence, the

hypothesis is accepted, that means there is no significant difference television viewing behaviour with regards to home environment of male and female college students.

6.0 Conclusion:

In the end we can say that television viewing behaviour of students of professional colleges is very much influenced by the factors like socio-economic factors and home environment. Male and Female college students do differ significantly from each other in their television viewing behaviour. Male and female college students do not differ significantly from each other in their socio-economic status. Male and female college students do not differ significantly from each other in their home environment.

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