

A Study on the Impact of Television Programs on the Quality of Life of Higher Secondary Level Students

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Abstract

The present research study investigates "The Impact of Television Programs on the Quality of Life of Higher Secondary Level Students." For the purpose of this study, the researcher selected a sample comprising 200 students (100 boys and 100 girls) from higher secondary schools. To collect data, the researcher utilized two standardized instruments: the 'Quality of Life Scale' developed by S. Sharma and N. Nasreen, and the 'Television Program Scale' developed by Pradeep Kumar Mishra and Ajit Kumar Shankhdhar. The survey method was employed in this research work. The research findings revealed a significant difference in the quality of life between male and female students at the higher secondary level. Furthermore, a significant difference was observed regarding the impact of television programs on the male and female students of these higher secondary schools.

Keywords: - Students, Quality of Life, Television Programs

INTRODUCTION

Education is a refined and vital aspect of human life. Just as food is essential for physical development, education is essential for social development. Education unveils an individual's latent potential, grants them a glimpse of the divine, provides opportunities to realize human values, and paves the way for self-realization. The objective of education is to create an environment that enables an individual to progress toward the full development of their innate capabilities.

The concept of "Quality of Life" has emerged from various disciplines, such as the social sciences, economics, and biology. Firstly, it draws attention to the positive aspects of people's lives; in doing so, it addresses the limitations inherent in these disciplines. Secondly, it expands upon the traditional objective measures of health, prosperity, and social functioning. The concept of Quality of Life was developed to identify and measure the various elements constituting health and well-being. Generally, an individual's quality of life refers to the nature of their attitude whether positive or negative—towards themselves, society, and their family. Based on this premise, an individual's quality of life can be assessed. Furthermore, quality of life can also be viewed through the lens of how effectively one's basic life necessities are being met. In a school setting, it is often observed that certain students—regardless of their specific circumstances or the surrounding environment—manage to establish a sense of 'harmony'; they remain cheerful and maintain an exemplary lifestyle. Such students are characterized by a high quality of life. Conversely, there are students who despite having access to every conceivable amenity—constantly become disheartened over trivial matters and habitually blame others. Their lives lack harmony, and their relationships with fellow students and teachers remain strained. These individuals may be categorized as possessing a low quality of life.

Television leveraging the judicious application of science and technology serves as a pivotal ally in the realms of both educational and social development. Highlighting the significance of Information and Communication Technology (ICT) in education, Garg (2005) observes: "In the current era of information and technology, ICT is being successfully utilized on a massive scale to render education high-quality, effortless, and universally accessible." Through the unprecedented decision to launch "EduSAT" a satellite dedicated exclusively to education the Ministry of Human Resource Development (MHRD) of the Government of India, in collaboration with ISRO, has unveiled vast possibilities for the dissemination of education, thereby fostering hope for the realization of the vision of 'Education for All' and the universalization of all forms of teaching and training.

Quality of Life

The concept of Quality of Life originated from various disciplines, such as the social sciences, economics, and biology. First, it draws attention to the positive aspects of people's lives; in doing so, it addresses the limitations inherent in these disciplines. Second, it expands upon the traditional objective measures of health, well-being, and social functioning. The evolution of the "Quality of Life" perspective can be traced to the identification of specific health components—for instance, the notion that "she enjoys good health." Within the conceptual framework, Quality of Life comprises three primary dimensions, each with its own sub-dimensions:

- (i) Existence
- (ii) Relatedness
- (iii) Possession

The dimension of "Psychological Existence" encompasses various aspects such as psychological health, adjustment, cognition, and emotion.

Television Programs

In the contemporary era, radio and television broadcasts are available in every region of the country. While educational programs broadcast via radio can only be heard, those broadcast via television can be simultaneously heard and viewed. Due to its dual audio-visual capabilities, television exerts a far greater influence on the learning process than does radio. In a study examining the growing impact of television on education, Mani (2000) observes: "Television has secured a significant position within society, as it serves as a captivating medium replete with novel possibilities—one that can be utilized equally effectively for both education and entertainment." Expressing his views on educational television, Joshi (1986) states: "Television can be employed as an excellent medium for imparting education to children."

As an audio-visual aid, television facilitates the learning process for children. Among the various communication media that have made significant contributions to the field of education, television holds a preeminent position. Indeed, the primary credit for ushering in a global communication revolution is widely attributed to television. Television derives its meaning from two Greek words 'tele' and 'vision' wherein 'tele' signifies 'from a distance' and 'vision' implies 'to see.' Based on this etymology, the popular definition of television is 'seeing from a distance,' or *Doordarshan*. While the broadcasting of television programs commenced in the United States of America as early as 1920, it arrived in India on September 15, 1959. In India, television broadcasting was initiated with the specific aim of fulfilling educational and social objectives. Whereas the primary objective of television broadcasting in other nations was entertainment, its inception in India was underpinned by educational goals.

REVIEW OF PREVIOUS RESEARCH:

Henry et al. (2021), in their study, sought to investigate the relationship between occupational stress and quality of life among teachers. For this study, they selected a sample of 3,238 urban teachers. They conducted this study in two parts. The first group consisted of teachers suffering from occupational stress, while the second group comprised those who were satisfied with their profession. Their findings concluded that teachers who suffer from low income and a lack of amenities tend to show little interest in teaching students, resulting in low-quality academic outcomes. Conversely, the second group—teachers satisfied with their profession produced educational outcomes that were of a higher standard compared to the others.

Shah (2021) conducted a study examining the post-viewing reactions of students, teachers, and parents to television programs. In this study, the researcher showed television programs to children at a primary school; subsequently, the children were asked to read a few lines and were then engaged in classroom activities. The parents, teachers, and students involved in the study believed that watching television programs enhanced the children's interest in their studies. The students also felt that watching television helped them develop a better understanding of storylines and the ability to analyze characters. Meanwhile, the teachers were of the opinion that watching television programs led to an overall improvement in the children's study habits.

Vimuri (2022) conducted a study involving 400 students from both private and government higher secondary schools to assess their levels of stress and quality of life. The study concluded that students attending government schools experienced lower levels of stress and enjoyed a higher quality of life compared to students attending private schools.

Vasu (2022), following a study on the impact of television on children, concluded that television programs exert a profound influence on children and students. Children utilize television programs primarily as a source of entertainment and information. Television appears to function as a catalyst for socialization, although the duration of this influence remains indeterminate. It is responsible for reducing the time devoted to studies and sports, watching films, participating in social events, engaging in conversation, and sleeping.

Problem Statement

"A Study on the Impact of Television Programs on the Quality of Life of Higher Secondary Level Students"

Objectives

The objectives of the study are as follows:

1. To conduct a comparative study of the quality of life among male and female students at the higher secondary level.
2. To conduct a comparative study of the impact of television programs on male and female students at the higher secondary level.

Hypotheses

The hypotheses of the study are as follows:

1. There is no significant difference in the quality of life between male and female students at the higher secondary level.
2. There is no significant difference in the impact of television programs on male and female students at the higher secondary level.

RESEARCH METHODOLOGY

Sample

For the present research study, the researcher selected a sample comprising 200 students (100 boys and 100 girls) from higher secondary level schools.

Tools

To collect data for the present study, the researcher utilized the following questionnaires:

- **Quality of Life:** - The Quality of Life Scale a standardized tool developed by S. Sharma and N. Nasreen was employed.
- **Television Programs:-** The Television Programs Scale a standardized tool developed by Pradeep Kumar Mishra and Ajit Kumar Shankhdhar was employed.

Research Method

The descriptive survey method was utilized in this research work.

Data Collection

To collect data, the researcher obtained permission from the school principals and administered the 'Quality of Life Scale' and the 'Television Programs Scale' to the students in a cordial and conducive environment.

Data Analysis

In the present study, the collected data were analyzed using the Independent t-test to test the formulated hypotheses.

RESULTS AND DISCUSSION:

1. A Comparative Study of Quality of Life Among Higher Secondary Level Students.

The objective of this research study was to conduct a comparative analysis of the quality of life among higher secondary level students (boys and girls) in the Raipur district. The obtained data were analyzed using the t-test. The details of the data analysis are presented in Table 01.

Table 01 Summary of Mean Scores for Quality of Life Among Higher Secondary Level Students (Boys and Girls)

Quality of Life	N	M	SD	't' value	df	Inference
Male Students	100	48.42	8.72	11.54*	198	Significant
Female Students	100	32.37	7.64			

*Level of Significance: .01

Table 1 reveals that, among students at the Higher Secondary level, the mean score for Quality of Life is 48.42 with a standard deviation of 8.72; conversely, among female students, the mean score for Quality of Life is 32.37 with a standard deviation of 7.64. Furthermore, the calculated 'z' value is 11.54, which is statistically significant at the 0.01 level of significance (with df = 198). Consequently, the null hypothesis **"There is no significant difference in the Quality of Life between male and female students at the Higher Secondary level"** is rejected.

The mean Quality of Life score for male students at the Higher Secondary level is 48.42, which is significantly higher than the mean score of 32.37 observed among female students. In other words, it can be concluded that the mean Quality of Life score for male students at the Higher Secondary level is higher compared to that of female students. Therefore, it can be stated that a significant difference in Quality of Life was found between male and female students at the Higher Secondary level.

2. To conduct a comparative study on the impact of television programs on male and female students at the Higher Secondary level.

The objective of this research study was to conduct a comparative analysis of the impact of television programs on male and female students at the Higher Secondary level within the Raipur district. The collected data were analyzed using the 't-test'. The details of the data analysis are presented in Table 02.

Table 02 Summary of Mean Scores regarding the Impact of Television Programs on Male and Female Students at the Higher Secondary Level

Impact of Television Programs	N	M	SD	't' value	df	Inference
Male Students	100	44.57	5.26	14.17*	198	Significant
Female Students	100	39.47	7.63			

* Level of Significance: 0.01

Table 2 reveals that, for male students at the higher secondary level, the mean score regarding the impact of television programs is 44.57, with a standard deviation of 5.26; conversely, for female students, the mean score regarding the impact of television programs is 39.47, with a standard deviation of 7.63. Furthermore, the calculated 'z' value is 14.17, which is statistically significant at the 0.01 level of significance (critical value = 1.98). Consequently, the null hypothesis **"There is no significant difference in the impact of television programs on male and female students at the higher secondary level"** is rejected.

The mean score regarding the impact of television programs on male students at the higher secondary level is 44.57, which is significantly higher than the mean score of 39.47 observed for female students. In other words, it can be concluded that the mean score regarding the impact of television programs on male students at the higher secondary level is greater than that observed for female students. Therefore, it can be stated that a significant difference was found in the impact of television programs on male and female students attending higher secondary schools.

CONclusions

1. A significant difference was found in the quality of life of male and female students attending higher secondary schools.
2. A significant difference was found in the impact of television programs on male and female students attending higher secondary schools.

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