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## Analysis of girl's (18-25 years) response on the basis of effective use of media and their choices of programmes viewed in t.v. at Sultanpur district in Uttar-Prades

**Khushbu, Sanghamitra Mohapatra and Aarti Singh**

### Abstract

The present research entitled "Analysis of adolescent girls response on the basis of effective use of media and their choices of programmes viewed in television at Sultanpur district of Uttar-Pradesh". Media are the collective communication outlets or tools that are used to store and deliver information or data. The relationship of the media and the adolescent girls is important because whatever image girls have in our country is influenced by media. It is thus vital to utilize the media for improving the status of adolescent girls in India and divulging their role in national development. It is survey type research and data was collected through the questionnaire and it was carried out on a sample of One twenty College going girls, while random sampling techniques was applied to select sample units. Collected data was analyzed in term of frequency and percentage of statements. Findings show that the majority of the respondents show the agreements with these influences of social media. 36.66 per cent responded connect social media in educational institution computer labs, mainstream responded as informative links share, respondents face main problem during use of social media are unwanted messages, social media is beneficial for adolescent girls in the field of education, social media deteriorating social norms, social media is affecting negatively on study of girls. Study confirmed that media is significantly correlated with adolescent girl's.

**Keywords:** media, communication, adolescent girls, social media

### Introduction

Media is a means of transmitting the message, thought, opinion and view point. In the beginning, man used horse and other animals to send the message to the receiver. It took time to deliver the message and the probability of spoiling the message was on the top. Now man has entered the age of science and technology and explored the further space. The media is considered as the most potent and influential means in this regard as it has the capacity of persuading and moulding opinion. The relationship of the media and the adolescent girls is important because whatever image girls have in our country is influenced by media. It is thus vital to utilize the media for improving the status of adolescent girls in India and divulging their role in national development. Media is an important tool that affects all aspects of our life. It can work for the development of adolescent girls, women and gender equality. Right information given by the media can empower the rural women and girls and protect them from various problems. Various new media tools such as blogs, Facebook, Social sites and Internet are used for empowering adolescent girls and women by education, information, awareness, economic empowerment and self-decision-making. Internet can be easily used for empowerment of girls and women. Media can play its role to aware people about the techniques to empower both rural and urban adolescent girls and take their contribution in social development of the society.

Media is a channel to express the opinion to others. Print, broadcast and telecast media are three main kinds serving for education. Radio, television, newspaper, internet, books, journals etc. are different forms of media. Adolescent girls mostly spend leisure time by watching television, listening programmes of their interest on radio and reading newspaper to get information or reading journals or books to pass their time. Media is a channel to transfer social values to people. It is a good source of informal education.

Media writers can help people to aware them about their problems, reasons of their problems and suggestions to get solutions about their problems.

Singhal and Rogers (2001) <sup>[8, 9]</sup> observed that radio is playing a significant role in reaching, informing and educating people. Radio is still a dominant medium with wide access. Computers and Internet have started influencing the way we learn. All these media are very powerful to teach and enrich.

Pandian and Sivakumar (2002) <sup>[7]</sup> revealed that the mass media is a very powerful instrument, which if properly used, can cause unprecedented social change and educational advancement. Television as a mass media can play a significant role in transfer of technology. Emery *et al.* (1965) stated that television is an electronic magic carpet that transports millions of persons each day to faraway places. Television is the twentieth century miracle of the technological revolutions that has been transforming much of the world for almost two centuries and their impact on our social, political and cultural life has been profound. Television is a versatile and dynamic audio-visual device that broadens the intellectual horizon.

Singh (2005) <sup>[10]</sup> observed that the impact of newspapers, television and other forms of mass media on successful diffusion of environmental knowledge has been the focus of a number of studies over the last decades (e.g., At water,

Salmen and Anderson 1985, Fortner and Lyon 1985, Bowman 1978, Bowmen and Hanaford 1977, Rubin, Harris, Jones and Sachs 1970s) and a spectacular rise in public concern for the environment.

Arunachelvan and Viswanathan (2006) <sup>[11]</sup> found in a study that 37.06 per cent respondents listen to radio for education, 35.08 per cent watch TV for education, while 40 per cent use internet always to gather information about study.

### Methodology

The sample for the study will comprise of 120 girls in the age group of 18 to 25 years using media. Data collected and information gathered from the survey will be analysed by using frequency and percentage. The survey method was used for collection of data with the help of prepared questionnaire. The survey was conducted on girls of two respective rural and urban colleges only during the working hours.

### Results and Discussion

The result of the objectives which were set for the study derived through the use of required methodology and standard tools have been presented. To find the meaningful interpretation of the raw scores, the data is analyzed by using frequency and percentage

**Table 1:** Distribution of respondents on the basis of effective uses of media

S. No.	Effective uses of media	F Rural (n=60)	P (%)	F Urban (n=60)	P (%)	F Total (N=120)	P (%)
1.	Print media (Newspaper, magazines etc.)	25	41.66	3	5	28	23.33
2.	Electronic media (Radio and TV)	16	26.66	13	21.66	29	24.16
3.	New media (Internet and digital technologies)	9	15	10	16.66	19	15.83
4.	Social media (Facebook, Twitter, Instagram and You Tube etc.)	10	16.66	34	56.66	44	36.66

The Table and Figure indicate that 23.33 per cent of the respondents used print media, 24.16 per cent of the respondents used electronic media and 15.83 per cent of the respondents used new media whereas only 36.66 per cent of the respondents used social media. The table and figure also

shows that maximum percentages of the respondents were used social media. It is clear from the table and figure that maximum numbers of the respondents from the village used only print media and maximum numbers of the respondents from urban area used only social media.

**Table 1:** Distribution of respondents according to their choices of programmes viewed in Television

S. No.	Programmes viewing in television	F Rural (n=60)	P (%)	F Urban (n=60)	P (%)	F Total (N=120)	P (%)
1.	Women oriented	14	23.33	1	1.66	15	12.5
2.	Fiction	17	28.33	0	0	17	14.16
3.	Education	15	25	36	60	51	42.5
4.	News	14	23.33	23	38.33	37	30.83

The Table and Figure indicate programmes viewed in television by the respondents. It is clear from the table that 12.5 per cent of the respondents viewed women oriented programme in television, 14.16 per cent of the respondents viewed fiction programme in television and 42.5 per cent of the respondents viewed on education programme in television whereas only 30.83 per cent of the respondents viewed on news and sports cricket programme in television. The table and figure also shows that maximum percentages of the respondents were viewed on programme in television related to education.

### Conclusion

Media are the collective communication outlets or tools that are used to store and deliver information or data. The study revealed that majority of the respondents used media and social networking sites for downloading, chatting, uploading and to learn something new. The college going girls used

media mostly for entertainment, and also for gaining knowledge and collecting information regarding friends. Majority of girls of rural and urban area both accepted that media play an important role in their education because of media they were continuing their study.

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