

# **IMPACT OF WOMEN-ORIENTED TV PROGRAMMES ON SELF- CONCEPT, ADJUSTMENT AND ATTITUDE TOWARDS LIFE OF HIGH SCHOOL GIRLS**

## **SUMMARY OF Ph.D. THESIS**

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### **6.1 INTRODUCTION:**

The new millennium has witnessed a boon in the technology and has led to great expansion in all frontiers of knowledge and entertainment. The present millennium has witnessed revolutionary and drastic transformations in the field of technology. Communication and related technology has made the world a 'global village', as boundaries have vanished as a result of easy access to information through modern mass media. Every aspect of human life is now under the purview and influence of technology. It has helped us in resisting, controlling, adapting and harnessing nature for meeting immediate day to day needs and those that add to luxuries of life. In the recent years, there has been a definite policy shift in favour of adopting more of new communication technologies to accelerate the pace of development. Entertainment technologies are the most common medium for entertaining the masses all over the world. The widely used mediums of entertainment technology are print media, radio, television, cell phones and computers. Perhaps the most widely debated medium of communication all over the world is television. Exposure to television is almost universal. The role of television has ever been pivotal in every aspect of human life. In fact, no aspect of modern life can be conceived to be bereft of media impact. The recent television channel multiplication courtesy satellite technology has immensely influenced all arenas of human existence. Television as a medium of 'infotainment' is likely to act as an agent of social change. It is the most pervasive medium and master of image and

illusion. Media like Television, computers and easy access to internet has led to cultural fusion.

Television has arrived to become the sight and sound interpreter of the dialogue, making it comprehensible to everyone. If used properly, television can be the forum of a new age of interdependence. Television is the only mass medium fully capable of crossing geographical, cultural and political barriers to link men and nations in an evolving world community. With the advent of television and new information technology, also came an overall transformation of society—transformation in its thinking, perceptions, expressions, beliefs and attitudes. In fact, television has brought about change in the psyche of people. Television plays a significant role in making people aware about various social problems and issues. Television has made enormous changes in people's everyday lives over the last few decades. The impact of television on children and adolescents is becoming an important issue with researchers. The range of effects of television viewing is very wide. Evidence from research suggests that children learn from watching television and the programmes they watch can change their Behaviour, Adjustment patterns, Beliefs, Perceptions, Attitudes, bring improvement in Quality of life etc.

It has been observed that recently, television in India has incorporated a number of programmes based on women. Women-oriented TV programmes portray women as protagonists or the central characters. A large number of women-oriented TV programmes are being telecasted on various channels. These programmes present the woman of today i.e., liberated and independent. Television programmes help in throwing light on issues such as tensions in a struggle between traditional and modern portrayal of women, questions of gender, ethnicity, sexuality, power in the construction of femininity, etc.(Munshi, 2004). Television's active role in developing women in regional, national or international spheres has to be fully acknowledged. Women-oriented TV programmes are tremendously instrumental in inculcating attitudinal changes and freedom of choice among High School girls and women.

The concept of 'self' emerges from an awareness of being or becoming; self is both process and entity and gives our behaviour unity and stability. The core of personality is the self-concept. It reflects both personal and social expectations. It is an important integrating factor. The self-concept is the self as perceived and the values attached to these perceptions, or what a person refers to as 'I', 'me'. It includes the entire structure of one's being. Self-concept is not inherited rather it develops in an individual as a consequence of his interactions with the environment.

Adjustment is an important characteristic of living organism. Every organism tries to achieve some sort of working arrangement with his environment. Life is a continuous process of adjustment. Adjustment is a dynamic and ever-changing process, and not a static one. It involves the ability to solve one's problems in a socially acceptable and constructive way. The problem of adjustment has become a crucial one in today's world. It is of great significance as the quality of life depends on adjustment. Adjustment enables greater satisfaction in living.

Attitudes play a very significant role in human life. Attitude is a comprehensive and broad term covering almost all the important fields of human life. Attitudes influence the pattern of life as well as the success and happiness in living. There are three basic types of attitudes; attitudes about *ourselves*, attitudes towards *others* and things around us, and attitudes towards *life itself*. An attitude towards life denotes one's attitude towards various aspects and areas of life, namely social, political, religious, moral, educational, professional etc. The importance of attitudes in human life is universally acknowledged. Attitudes influence the behaviour of the individual by making him selectively oriented towards certain objects and issues of life. Attitudes determine the actions of human beings.

## **6.2 EMERGENCE OF THE PROBLEM:**

Review of related literature was divided into five main heads namely research work on TV and children, research work on TV and women, research work on TV and family ,miscellaneous studies on TV and research work on

programme preferences. After scanning through a number of previous studies of TV on children, the researcher came to the conclusion that although studies have been done to see the impact of television on children's academic performance [Clark (1951), Greenstein (1954), Himmelveit (1958), Williams et al (1982)], personality of children [Roy (1963)], passive imagination [Cazenneure (1966)], time spent in TV viewing [Schramm (1973)], adjustment patterns of viewers [Dunn et al (1976)], role of parents' in children's television viewing [Feng (1976)], attitudes [Davidson et al (1979)], attitude of students towards instructional television series [Jones (1981)], role of ETV programmes in information gain [Seth (1983), Mishra (1984)], socialization of children (Krishnan 1990), inculcation of values and moral judgement [Kaur (1989)], children's TV viewing behavior [Anuradha (1991)], preferences of young children [Times of Chandigarh (2005)], role of TV in self-learning [Kapadia (1992)], on aggressive behavior [Redford (1995)], on reading skills [Comstock (1991)], creativity scores, participation in non-T.V. leisure activities [Wright and Huston (1995)], role of Total Television Teaching in improving achievement in mathematics [Singh (2001)], environmental awareness [Thakur (2003)] and study habits of children [Bahia (2004), Singh (2006)].

In the past, studies of TV on women have been done to see the impact of TV on gain in knowledge of farm women [Kaur (1970)], depiction of women on television [Pathak et al (1976)], viewing habits of women [Hobson (1982)], expectations of women viewers from TV programmes [Giltin (1988)], programme preferences of women viewers [Aggarwal et al (1983)], impact of TV on life-style of farm women, role of TV in enlightening rural women regarding social issues [Bhagat and Mathur (1989)], its relation with depression [Dittmar (1994)], conformity behaviour of adolescent girls [Chauhan (2001)], type of programmes shown on TV and role of TV in shaping women's place in the family, community and nation as a whole [Mankekar (2004), Walia (2009)].

Studies of TV on family reveal that TV act as the common denominator of many experiences [Brown et al (1959), Roucek (1965)], viewing patterns in the family [Mohr (1976)], viewing as related to the size of family [Jha (1978)], role of TV in strengthening family relations [Brody et al (1983)], impact of TV on

routine activities , rescheduling of family's daily chores [Yadava and Reddi (1988), Luthra and Mahajan (1993)] and challenging parental authority [Kaur (1997)].

Studies conducted on TV programme preferences reveal the likings of viewers regarding different genres of programmes [Chawla (1973)], viewing habits and programme preferences of rural viewers [Sangra et al (1979)], liking for entertainment programmes [Varalaksnehi and Sinha (1987), Ranjana (2003)], differences in programme preferences on the basis of sex [Morley (1988), Lull (1990)], most popular channel among the youth [Dyal (1992)], impact of soap-operas on the self-esteem of young girls [Montigny (1995)], the most popular serials on cable TV [Bhandare (2001)], effect of socio-economic status on different preferences and differences in TV viewing habits of boys and girls [Dhindsa (2004)].

Some other studies on TV indicated that television adversely affected the leisure time activities of viewers [McDonagh and Silvey (1950)], TV's role in bringing about social change [Albrecht (1954)], shaping attitudes, opinions, values [Klapper (1960)], its importance in the field of education [Lewis (1961)], its role as major communication link between different groups [Hirsch (1971)], gain in knowledge of farmers [Mishra (1967), Sekhon (1972)], role of television as a source of normative behaviour patterns [Tuchman (1979)], information, cultural development, increase in knowledge of viewers [UNESCO (1980)], role of TV in shaping social interaction of people [Austin (1985)], in changing conservative habits [Greenberg (1988)], perceptions, thinking of people [Akhileshwari (1990)], effect on aggressive behaviour of adults [Heusmann et al (1994)], shaping expectations and beliefs of viewers about the world [Burke (1995)], TV as a source of imparting sex education [Bajaj (2000)].

Young boys and girls of today had always been exposed to television. Television being an audio and visual medium, acted as powerful tool that influenced a young viewer's self-image [Parker (2000)]. But the researcher was unable to locate any work on effect of TV viewing on Self-concept.

Further the researcher could only locate two studies showing impact of TV viewing on adjustment. High amount of TV viewing caused low adjustment in children [Dunn et al (1976)]. In another study, TV viewing caused better health adjustment in male adolescents as compared to female adolescents (Tomar 2003).

The researcher could only locate a couple of studies on TV's effect on attitudes. Television was active in bringing about changes in the attitudes [Albrecht (1954) and Klapper (1960)].

The researcher was able to locate two studies on the themes depicted in daily-soaps [Mankekar (2004), Walia (2009)]. The researcher was able to locate only one study on Impact of women-oriented TV programmes on conformity behavior of adolescent girls [Chauhan (2001)]. She found that conformity behavior of 'regular' viewers was more than 'sometimes' and 'rare' viewers.

A large number of research works on TV was found in foreign countries. But these studies are very scanty in India. Consequently, the researcher felt the need to explore more in this area.

Researcher was unable to locate any work on the Impact of Women-oriented TV programmes on Self-concept, Adjustment and Attitude towards life.

Television is a phenomenon of a few decades which has already become a fact of modern life. The role of television has ever been pivotal in every aspect of human life. *In an era of speed, change and lack of permanency, the importance of TV could not be ignored [Lewis, (1961)].* The impact of television on children has not yet been assessed adequately. However, it is logical to believe that television does have impact on viewers.

The self is the most real aspect of one's experience, however, and it is the frame of reference, through which a person perceives, conceives and evaluate one's world. Self-concept, whether viewed as an association of psychological processes or an accumulation of attitudes and feelings, occupies

a conspicuous or central role in human existence. The concept of self emerges from an awareness of being or becoming; self is both process and entity and gives our behaviour unity and stability. The core of personality is the self-concept. It reflects both personal and social expectations. It is an important integrating factor. Self-concept is gaining great significance in the modern time; when man is struggling hard to find his place and identity in the society. This variable has become very popular with researchers.

The problem of Adjustment has become a crucial one in today's world, as people are becoming maladjusted in the society. They have forgotten to adapt to their society. It is of great significance as the quality of life depends on adjustment. Adjustment helps in attaining integrated and balanced personality. Adjustment implies proper degree of social feeling and acceptance of social responsibility. Adjustment enables greater satisfaction in living and smoother functioning in which the person's diverse psychological activities, such as learning, setting life goals, relating to others, meeting crisis or problem situations are more or less in harmony with one another. Adjustment is continuous process which produces a more harmonious relationship between an individual and his or her environment.

Attitudes are the threads which run through and colour the existence of human life. Attitudes and their organization are the products of individual's own reactions to his own experiences. They represent the way one feels or thinks acts or talks in a situation. Attitudes provide us with a personal outlook on the world through our feelings, biases, preconceived notions, ideas, fears, threats and convictions. Attitude towards life is a significant variable with the researchers of today. So the researcher took up these variables for her study.

Television and its impact on the masses is a topic of perennial interest and significance. It is felt that TV programmes exert a great amount of influence on the thinking, feelings and perceptions of its viewers; especially the young high school girls who are more vulnerable to change. When experiencing difficulties or conflicts, young girls can sometimes find examples and possible resolutions in the media's offerings. Although not all portrayals are accurate or beneficial when emulated, some portrayals of situations can show positive

approaches to resolutions. As well, as the media is becoming more inclusive with the characters and situations they portray, high school girls may be able to find positive role models and examples that may not be present in their daily lives. And consequently it may have some impact on their Self-concept, Adjustment patterns and Attitude towards life. There is a need to conduct a research in order to arrive at any conclusion with authenticity. There is ample scope for studying the Impact of Women-oriented TV programmes on high school girls in India.

### **6.3 STATEMENT OF THE PROBLEM:**

***“Impact of Women-oriented TV programmes on Self-concept, Adjustment and Attitude towards life of High school girls.”***

### **6.4 DELIMITATIONS:**

1. The study was delimited on a sample confined to the schools of Chandigarh only.
2. The present study was delimited to 700 class IX High School girls.
3. The present study was delimited to study ‘Impact of Women-oriented TV programmes’ only.
4. The present study was delimited with respect to variables of Self-concept, Adjustment and Attitude towards life.

### **6.5 OBJECTIVES OF THE STUDY:**

Objectives of the study were enumerated as follows.

- 1 To construct and standardize a scale on Attitude towards life.
- 2(a) To study the relationship of Impact of Women-oriented TV programmes and Physical Self-concept of the high school girls.
- 2(b) To study the relationship of Impact of Women-oriented TV programmes and Social Self-concept of the high school girls.



- 2(c) To study the relationship of Impact of Women-oriented TV programmes and Temperamental Self-concept of the high school girls.
- 2(d) To study the relationship of Impact of Women-oriented TV programmes and Educational Self-concept of the high school girls.
- 2(e) To study the relationship of Impact of Women-oriented TV programmes and Moral Self-concept of the high school girls.
- 2(f) To study the relationship of Impact of Women-oriented TV programmes and Intellectual Self-concept of the high school girls.
- 2(g) To study the relationship of Impact of Women-oriented TV programmes and Overall Self-concept of the high school girls.
- 3(a) To study the relationship of Impact of Women-oriented TV programmes and Emotional Adjustment of the high school girls.
- 3(b) To study the relationship of Impact of Women-oriented TV programmes and Social Adjustment of the high school girls.
- 3(c) To study the relationship of Impact of Women-oriented TV programmes and Educational Adjustment of the high school girls.
- 3(d) To study the relationship of Impact of Women-oriented TV programmes and Overall Adjustment of the high school girls.
- 4(a) To study the relationship of Impact of Women-oriented TV programmes and Attitude towards Religious life of the high school girls.
- 4(b) To study the relationship of Impact of Women-oriented TV programmes and Attitude towards Family and Marital life of the high school girls.

- 4(c) To study the relationship of Impact of Women-oriented TV programmes and Attitude towards Professional life of the high school girls.
- 4(d) To study the relationship of Impact of Women-oriented TV programmes and Attitude towards Educational life of the high school girls.
- 4(e) To study the relationship of Impact of Women-oriented TV programmes and Attitude towards Moral life of the high school girls.
- 4(f) To study the relationship of Impact of Women-oriented TV programmes and Overall Attitude towards life of the high school girls.
- 5(a) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Physical Self-concept.
- 5(b) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Self-concept.
- 5(c) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Temperamental Self-concept.
- 5(d) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Self-concept.
- 5(e) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Moral Self-concept.

- 5(f) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Intellectual Self-concept.
- 5(g) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Self-concept.
- 6(a) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Emotional Adjustment.
- 6(b) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Adjustment.
- 6(c) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Adjustment.
- 6(d) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Adjustment.
- 7(a) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Religious life.
- 7(b) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Family and Marital life.
- 7(c) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Professional life.

- 7(d) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Educational life.
- 7(e) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Moral life.
- 7(f) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Attitude towards life.

## **6.6 HYPOTHESES FOR THE STUDY:**

- 1(a) There exists no significant relationship between Physical Self-concept and Impact of Women-oriented TV programmes of the High school girls.
- 1(b) There exists no significant relationship between Social Self-concept and Impact of Women-oriented TV programmes of the High school girls.
- 1(c) There exists no significant relationship between Temperamental Self-concept and Impact of Women-oriented TV programmes of the High school girls.
- 1(d) There exists no significant relationship between Educational Self-concept and Impact of Women-oriented TV programmes of the High school girls.
- 1(e) There exists no significant relationship between Moral Self-concept and Impact of Women-oriented TV programmes of the High school girls.

- 1(f) There exists no significant relationship between Intellectual Self-concept and Impact of Women-oriented TV programmes of the High school girls.
- 1(g) There exists no significant relationship between Overall Self-concept and Impact of Women-oriented TV programmes of the High school girls.
- 2(a) There exists no significant relationship between Emotional Adjustment and Impact of Women-oriented TV programmes of the High school girls.
- 2(b) There exists no significant relationship between Social Adjustment and Impact of Women-oriented TV programmes of the High school girls.
- 2(c) There exists no significant relationship between Educational Adjustment and Impact of Women-oriented TV programmes of the High school girls.
- 2(d) There exists no significant relationship between Overall Adjustment and Impact of Women-oriented TV programmes of the High school girls.
- 3(a) There exists no significant relationship between Attitude towards Religious life and Impact of Women-oriented TV programmes of the High school girls.
- 3(b) There exists no significant relationship between Attitude towards Family and Marital life and Impact of Women-oriented TV programmes of the High school girls.
- 3(c) There exists no significant relationship between Attitude towards Professional life and Impact of Women-oriented TV programmes of the High school girls.

- 3(d) There exists no significant relationship between Attitude towards Educational life and Impact of Women-oriented TV programmes of the High school girls.
- 3(e) There exists no significant relationship between Attitude towards Moral life and Impact of Women-oriented TV programmes of the High school girls.
- 3(f) There exists no significant relationship between Overall Attitude towards life and Impact of Women-oriented TV programmes of the High school girls.
- 4(a) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Physical Self-concept.
- 4(b) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Self-concept.
- 4(c) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Temperamental Self-concept.
- 4(d) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Self-concept.
- 4(e) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Moral Self-concept.
- 4(f) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Intellectual Self-concept.

- 4(g) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Self-concept.
- 5(a) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Emotional Adjustment.
- 5(b) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Adjustment.
- 5(c) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Adjustment.
- 5(d) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Adjustment.
- 6(a) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Religious life.
- 6(b) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Family and Marital life.
- 6(c) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Professional life.
- 6(d) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Educational life.

6(e) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Moral life.

6(f) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Attitude towards life.

## **6.7 DESIGN OF THE STUDY:**

The 'Descriptive survey' method was used in the present investigation. The present study aims to study relationship of Impact of Women-oriented TV programmes with Self-concept along with its dimensions namely Physical, Social, Intellectual, Temperamental, Educational and Moral self-concept, Adjustment along with its areas namely Emotional, Social and Educational Adjustment and Attitude towards life along with its dimensions namely Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life. Correlational technique was employed to determine the relationship of Impact of Women-oriented TV programmes with Self-concept along with its dimensions, Adjustment along with its areas and Attitude towards life along with its dimensions.

The present study was correlational in nature and the generalizations derived from the correlations are stable and valid for the total sample. However, in a very large sample, the true position of extreme groups is not forcefully depicted through correlations. The presence of divergences of results in a very few scores at the extreme ends is likely to be subdued and at the most, can cause slight variations in the degree of correlations. Therefore, t-ratios were calculated on the basis of extreme cases i.e. High and Low groups on the variable of Impact of Women-oriented TV programmes.

In order to categorize subjects in terms of High and Low Impact of Women-oriented TV programmes groups, Kelley's method was used. Top 27% cases formed the High group and bottom 27% cases formed Low group.



## 6.8 SAMPLE FOR THE STUDY:

High School girls studying in class IX of Government schools of Union Territory of Chandigarh formed the population for the present investigation. Data were collected from High School girls studying in class IX in various Government schools of Chandigarh. The technique employed for sampling was 'multi-stage randomization of clusters' at school and section levels. Initially, out of total 103 Government schools in the boundary of Union Territory; Fourteen (14) Government schools were randomly selected. Out of each of the school thus selected, two sections were selected from class IX randomly. Further, in co-educational schools, only girl students were taken from the selected sections. While in girls' school, all the students were taken from the selected sections.

## 6.9 TOOLS USED:

In the present study, following tools were employed for the collection of required data:

- Checklist on Impact of Women-oriented TV programmes prepared by the investigator by adapting the checklist developed and standardized by **Kaur (2001)** to get scores on Impact of Women-oriented TV programmes.
- Self-concept questionnaire by **Saraswat (1992)** to measure Self-concept.
- Adjustment Inventory for School Students by **Sinha and Singh (1993)** to measure Adjustment.
- Attitude towards life constructed and standardized by the **Investigator** herself was used to measure Attitude towards life.

## 6.10 PROCEDURE ADOPTED FOR DATA COLLECTION:

The tools mentioned above were employed for data collection. The data were collected from High School girls studying in class IX of Government schools in two sittings, with the permission of the

Principals of schools. In the first sitting, Checklist on Impact of Women-oriented TV programmes and Self-concept questionnaire were given to the students. In the second sitting, Adjustment inventory for school students and Attitude towards life scale were given to the students. The tests were administered according to the instructions and norms given in the manuals. The data consisted of:

- Scores on Impact of Women-oriented TV programmes.
- Scores on Self-concept and its dimensions namely physical, social, intellectual, temperamental, educational and moral self-concept.
- Scores on Adjustment scores and its areas namely emotional, social and educational adjustment.
- Scores on Attitude towards life and its dimensions namely attitude towards religion, family and marriage, profession, education and morals.

#### **6.11 STATISTICAL TECHNIQUES USED:**

The following statistical techniques were used to analyze the data.

- Descriptive statistics such as mean, median, standard deviation, skewness and kurtosis were computed to describe the nature of distribution of scores on the variables of Impact of Women-oriented TV programmes, Self-concept along with its dimensions namely Physical, Social, Intellectual, Temperamental, Educational and Moral Self-concept. Adjustment along with its areas namely Emotional, Social and Educational Adjustment. Attitude towards life along with its dimensions namely Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life.
- Pearson's Product-moment method of correlation was employed to determine the relationship of dependent variables of Self-concept along with its dimensions namely Physical, Social, Intellectual, Temperamental, Educational and Moral Self-concept. Adjustment along with its areas namely Emotional, Social and Educational Adjustment. Attitude towards life along with its dimensions namely

Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life, with independent variable of Impact of Women-oriented TV programmes.

- t-test was used to test the significant difference between groups with High and Low Impact of Women-oriented TV programmes on the variables of Self-concept along with its dimensions namely Physical, Social, Intellectual, Temperamental, Educational and Moral Self-concept. Adjustment along with its areas namely Emotional, Social and Educational Adjustment. Attitude towards life along with its dimensions namely Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life.

## **6.12 FINDINGS:**

1. There existed positive and significant relationship between Impact of Women-oriented TV programmes and Overall Self-concept of the High School girls.
2. Positive and significant relationship also existed between Impact of Women-oriented TV programmes and the six dimensions of the Self-concept namely Physical, Social, Temperamental, Educational, Moral and Intellectual Self-concept.
3. There existed positive and significant relationship between Impact of Women-oriented TV programmes and Overall Adjustment of the High School girls.
4. Positive and significant relationship was also found between Impact of women-oriented TV programmes with the three areas of Adjustment namely Emotional, Social and Educational Adjustment. Low score on the Adjustment inventory meant better Adjustment and High score meant low Adjustment.
5. There existed positive and significant relationship between Impact of Women-oriented TV programmes and Overall Attitude towards life of the High School girls.
6. Positive and significant relationship was also found between Impact of women-oriented TV programmes and the five

dimensions of the Attitude towards life namely, Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life.

7. There existed positive and significant difference between High and Low groups of Impact of Women-oriented TV programmes of High School girls on the variable of Overall Self-concept. Overall Self-concept of High group of Impact of Women-oriented TV programmes was significantly more than that of Low group.
8. There existed positive and significant difference between High and Low groups of Impact of Women-oriented TV programmes of High School girls with respect to the various dimensions of Self-concept namely Physical, Social, Temperamental, Educational, Moral and Intellectual Self-concept. Self-concept of High group of Impact of Women-oriented TV programmes was significantly better than that of Low group with respect to all the dimensions.
9. There existed positive and significant difference in Overall Adjustment between High and Low groups of Impact of Women-oriented TV programmes of High School girls on the variable of Overall Adjustment. Overall Adjustment of High Impact of Women-oriented TV programmes group was significantly better than that of Low group.
10. There existed positive and significant difference between High and Low groups of Impact of Women-oriented TV programmes of High School girls with respect to the various areas of Adjustment namely Emotional, Social and Educational Adjustment. Emotional, Social and Educational Adjustment of High group of Impact of Women-oriented TV programmes was significantly better than that of Low group.
11. There existed positive and significant difference between High and Low groups of Impact of Women-oriented TV programmes of High School girls on the variable of Overall Attitude towards life. Overall Attitude towards life of High Impact of Women-oriented TV programmes group was significantly more than that of Low Impact of Women-oriented TV programmes group.

12. There existed positive and significant difference between High and Low groups of Impact of Women-oriented TV programmes of High School girls with respect to the various dimensions of Attitude scale namely Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life. Attitude towards Religious, Family and Marital, Professional, Educational and Moral life of High group of Impact of Women-oriented TV programmes was significantly more than that of Low group.

### **6.13 SIGNIFICANCE OF THE STUDY:**

Today is the age of technology and communication. Entertainment technologies are the most common medium for entertaining the masses globally. Audio-visuals, televisions and computers have made the people aware of latest developments in the field of music, dance, drama, theatre and films. Boys and girls, men and women belonging to different contexts and locations have access to a variety of entertainment media. This medium has now become an integral and inseparable part of the life style of all sections of society. Permutation, combination and inter mixing of various forms of entertainment in different languages are clearly visible in both public and private domains. Entertainment media promote aesthetic sense among the users and are increasingly seen as stress relievers by all the sections of society. Several innovations have been made which help people access different mediums related to visuals, audio and audio-visuals.

In the educational sector, the new millennium is marked with techno-savvy revolution. In fact, use of means of communication has digitized the domain of implicit and explicit knowledge. These kind of technical changes have made textual materials available in both print and digital version. Now days, education is not just the information gathered through textbooks; it has become a broader area including the technology and communication. The role and significance of media like television cannot be ignored to study the

behavior of students. The students are learning a lot many traits by viewing television.

On the basis of findings of the present study following educational implications may be laid down:

- As there existed positive and significant relationship between Impact of Women-oriented TV programmes and Overall Self-concept of the High School girls and also its dimensions namely Physical, Social, Temperamental, Educational, Moral and Intellectual Self-concept. This is an encouraging finding for the Makers and Script-writers of Women-oriented TV programmes to produce such programmes in future also that are useful in boosting Self-concept among young girls and give positive message to viewers. They should conceive and choose the contents very carefully as the programmes do exert positive influence on the Self-concept of young viewers as supported by the results of present investigation. So, the producers and script-writers should conceive more such Women-oriented TV programmes which help in boosting Self-concept of young girls. This finding is important for the Curriculum framers to include content which is Women-oriented in the language subjects, which may boost the Self-concept of High school girls on the same justification that watching Women-oriented TV programmes improves Self-concept of the young girls. Teachers can help the young girls to use the content of these TV programmes in the plays and dramas of school, which may further help in improving the Self-concept as either the girls may be enacting those roles or may be watching their peers in the plays. Further this finding has implication for parents also to guide their wards to watch Women-oriented TV programmes that help the young girls in having better Self-concept. Parents have to involve themselves with children in the activity of watching Women-oriented TV programmes and help them in interpreting the messages given in these programmes correctly. They can discuss the positive qualities of lead characters and inspire the young girls to watch these programmes and follow the example of positive characters.

- As positive and significant relationship was found between Impact of Women-oriented TV programmes and Overall Adjustment of the High School girls and also with the three areas of Adjustment namely Emotional, Social and Educational Adjustment. This finding of the present study indicates that Adjustment of high school girls improves as a result of watching Women-oriented TV programmes. This is an encouraging finding for the Producers and Script-writers of Women-oriented TV programmes to produce such serials that help the young girls to be more adaptive in situations of life. Curriculum framers can include some contents of the inspiring women-oriented stories in the subjects of languages, history and civics which may further help the High school girls to enhance their Adjustment. Teachers can organize group-discussions, debates and symposiums on the topic of Women-oriented TV programmes. So that, girls may critically think about the subject matter of these programmes and which may further make the process of Adjustment more clear to them and help them in having better Adjustment. The most important responsibility lies with the Parents. They have also to monitor and check which Women-oriented TV programmes are being watched by their kids. They can also watch quality Women-oriented TV programmes with their children. Parents need to take an active role in helping young girls understand and interpret the messages portrayed in the media positively. They need to engage in active, critical viewing to mediate the negative effects of media. Open dialogue can help girls gain a better grasp of how they have to adapt in most challenging situations of life by following example of heroines of these programmes. Moreover, girls are more likely to make positive choices if they are informed about the dangers associated with attempting to attain unrealistic negative attributes.
- As there existed positive and significant relationship between Impact of Women-oriented TV programmes and Overall Attitude towards life of the High School girls and also with the five dimensions of the Attitude towards life namely Attitude towards Religious life, Family and Marital

life, Professional life, Educational life and Moral life. Hence, this is an encouraging finding for the Producers and Script -writers of Women-oriented TV programmes to produce more such serials in future also that help in inculcating positive Attitudes among its viewers. Curriculum framers can also incorporate some of the inspiring contents of Women-oriented TV programmes in language subjects to inculcate positive Attitudes among students. Teachers can organize co-curricular activities like drama based on the contents of Women-oriented TV programmes to improve the Attitudes of young girls. Parents also have a significant role to play by becoming co-viewers of their children and help them in imbibing positive attitudes by watching women-oriented TV programmes as suggested by findings of the present study. They need to engage in active, critical viewing to mediate the negative effects of media. Discussions of parents will help girls gain a better grasp of realistic, positive Attitudes towards life. Parents have to involve themselves with their children and help them in choosing the programmes that stress on importance of having positive Attitudes in life.

- As there existed positive and significant differences in High and Low groups of Impact of Women-oriented TV programmes of High School girls on the variable of Overall Self-concept. Overall Self-concept of High group of Impact of Women-oriented TV programmes was significantly more than those of Low group. Similar results were found with respect to the various dimensions of Self-concept namely Physical, Social, Temperamental, Educational, Moral and Intellectual Self-concept. Hence, this is an encouraging finding for Producers and Script-writers of Women-oriented TV programmes to make more and more programmes which are useful in inculcating Self-concept among the young girls. The negative and harmful elements should be kept to the minimum in these programmes. They should make such programmes that portray characters having a strong Self-concept, as these characters exert positive influence on the Self-concept of young girls which may help in enhancing their Self-concept. Curriculum



framers can include some inspiring contents based on Women-oriented TV programmes and incorporate them in the subjects of languages to improve and strengthen the Self-concept of High school girls. Teachers can guide their students to groom themselves and enact the role of lead characters of these serials in the plays and dramas of school functions to develop and enhance their Self-concept. Parents have the most important role to play by discussing the contents of Women-oriented TV programmes with their children very frankly. They have to facilitate their children to understand the messages given in Women-oriented TV programmes positively. They have to guide them in selection of these programmes that help in improving their Self-concept. They can also become co-viewers and give the required guidance to their wards. They have to interpret the meaning of views presented in women-oriented TV programmes for better comprehension of their wards.

- As there existed positive and significant differences in High and Low groups of Impact of Women-oriented TV programmes of High School girls on the variable of Overall Adjustment. Overall Adjustment of High group of Impact of Women-oriented TV programmes was better than that of Low group. Similar results were found with respect to the various areas of Adjustment namely Emotional, Social and Educational Adjustment. Producers and Script-writers of Women-oriented TV programmes have to conceptualize these programmes keeping in mind that they do improve Adjustment of the viewers, as based on the encouraging findings of the present investigation. They should produce such programmes in coming time also, helping young girls to adapt to their environment more positively and effectively. Curriculum framers can include some of the motivating contents of Women-oriented TV programmes in language subjects to improve Adjustment of students. Teachers can organize co-curricular activities like dramas and mimes based on stories of these programmes to enhance Adjustment of students. Parents also have a major role to play by helping the girls to watch right kind of programmes stressing on importance of

Adjustment. They have to monitor what their wards are watching on TV and become co-viewers with them so as to help imbibing positive aspects only and mediating the negative aspects of TV viewing. Parents can help their children to choose such programmes that portray characters who are well-adjusted, as it will help in improving their Adjustment.

- As there existed positive and significant differences in High and Low groups of Impact of Women-oriented TV programmes of High School girls on the variable of Overall Attitude towards life. Overall Attitude towards life of High group of Impact of Women-oriented TV programmes was more than those of Low group. Similar results were found with respect to the various dimensions of Attitude scale namely Attitude towards Religious life, Family and Marital life, Professional life, Educational life and Moral life. This finding is very important for Producers and Script-writers of Women-oriented TV programmes, as they have to carefully choose the contents of their programmes. Because these programmes influence the Attitudes of young girls as supported by the present study. They should produce such programmes which portray the characters having positive Attitudes. Curriculum framers can also incorporate one or two inspiring stories of these programmes in the language subjects to improve the positive Attitudes among students. Teachers can organize group discussions, debates and plays based on the stories of these programmes. Teachers can also organize role-play sessions in the school, where they ask students to enact their favourite TV characters of Women-oriented TV programmes. These programmes can help the students in imbibing positive attitudes by following the lead characters in these serials, as supported by the present study. The major duty lies with the Parents to help their wards in interpreting the messages given by TV programmes in a positive manner. They have to frankly discuss with their wards what is right and wrong in the Women-oriented TV programmes for the betterment of children. They have to eradicate the negative aspects of these programmes and stress on the positive

aspects only. They have to help children in selecting such programmes that help in inculcating positive attitudes in them.

The findings of the present study indicate that watching Women-oriented TV programmes helps in improving Self-concept, Adjustment and Attitude towards life of High School girls. But it does not mean that students should be involved in watching these programmes all the time. The students should be guided by their parents to watch these programmes to the extent that it may not adversely affect the studies and outdoor activities of students.

#### **6.14 SUGGESTIONS FOR FURTHER STUDIES:**

A research work is meant for developing new dimensions and forwarding innovative steps in related field of work, keeping the enormity of the comprehensiveness of problems in the area of impact of TV viewing.

A few suggestions for further research are given below:

- The present study focused on High School girls studying in class IX of Government schools of Chandigarh. It can be replicated with different levels of education like at Primary level, College level or University level outside Chandigarh.
- The present study was conducted on 700 High School girls only. The study may be extended to a larger sample and including High School boys as well.
- The present study focused on Women-oriented TV programmes. It may be replicated by including some more type of TV programmes.
- The present study may be extended to cover some other Psychological variables like Self-esteem, Motivation, Emotional Maturity and Personality also.
- The sample of the present study concentrated on High School girls only. It may be extended by taking up young professionals and middle-aged people as well.