

THE IMPACT OF ELECTRONIC MEDIA ON YOUTH BEHAVIOR REGARDING INFORMAL EDUCATION IN PESHAWAR, KPK

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ABSTRACT

This study was concerned with the main objectives on affects of electronic media which contributed in the learning process of youth as a strong agent of socialization. A sample size of 329 students of Graduate level was selected systematically from Institute of Business and Management Sciences, Agriculture University Peshawar and Institute of Management Sciences, Hayatabad, Peshawar. The collected data was analyzed through Chi- square test to determine the relationship among youth behavior (dependent variable) and independent variable (informal education) Media extends knowledge of youth showed significant ($p = .005$). Rising knowledge level of youth in diverse spheres ($p = .000$). There was a strong relationship ($P = 0.05$) between media's strive to present programs to extend intellectual foundations. A strong significant relationship was found between media's role on rising knowledge level of youth in diverse spheres of life, ($P = .000$). Different programs and talk shows, debates, and other programs expand youths understanding about various phenomena. Movies and advertisements are catalyst to develop and increase smoking habit in youth proved a significant strong relationship ($P = .002$) with behavior. Youth consider hero's as role model and tries to imitate them in style. The study concluded that media played a pivotal role in disseminating knowledge to youth as it works as catalysts in upbringing the latest information to the recipients and has succeeded in determining a position of trust among the viewers. The most influential source of communication in mass level has grave affects on youth and reshapes their behavior. The study recommended that electronic media should focus on its programs to bring more reality and standard, making it more trustworthy, valid and reliable. It will be beneficial for youth, researchers and policy makers.

Key Words: Electronic, Media, Youth, Behavior

INTRODUCTION

Background:

Electronic media is playing a strong role in construction, reconstruction of ideas, opinion and reframing the various understandings of every individual throughout life. Every passing day the world is going to be socially revolutionized. Individuals have great influences on different sources of communication, performing a very strong role not only in the development of mature persons' thinking but also in youngsters' thinking. A majority of people watch TV, use internet, & listen to radio and get exposure. The same case is with youth/youngsters, who accept more influence – negative or positive.

However, there exist a considerable number of young people who draw inspiration from the contents of media material (Curtis, 2012).

Mass media as an agent of socialization has a deep affect on viewers of all ages. Electronic and print media composed of huge organizations communicate with viewers. Electronic media is in action as socialization agent in various ways. Aware us about events introduce us to a variety of people having diverse cultures and give a range of point of view on current issues of national and international significance. Media is a tool through which we are able to get aware of all the products and services and making us enable to live a standard and conducive life (Fisher, 2009).

Although Majority of us acknowledges that the media has a lion share in youth socialization. We need to be aware that the level of influence depends on the accessibility and pervasiveness of media. The attitude, personal liking and disliking of the youth are often influenced by the TV Commercials. Teenagers are not mature enough like adults; therefore they can easily be inspired by the mediums like internet, Tele vision, radio and social media. In the language of communication, these mediums are working as 'sender' & the youngsters are playing the role of 'receiver' (Fatmi, 1995).

The Internet is an information highway established in U.S. Department of Defense back in 1968. They made first network for central processing unit computers to communicate with those on distance (Shoemaker, 1996). University and college Teachers used that networking and further provide it to private and public companies.

Mosaic, a Minnesota University student developed and started Internet. Gradually, it evolved to include, graphics, hypertext links audio and video features incorporated on the web. Readers can access unlimited source of information anytime and anywhere they want through browsers (Gigli, 2004).

Electronic Media & the World Situation

The media is a commonly used term that includes a way of communication system in modern times. For instance: television, radio, cinema, newspaper, magazines, advertisement, and interactive multimedia system. It also includes cell phones, computer, video games, and pagers, and the virtual reality i.e. the Internet. It is difficult to define media because it is changing continuously with the expansion of new forms and technologies (Cohen & Kennedy, 2007).

In this research our focus will be on the organizations and agencies specialized in the information and images of our environment, communication of ideas to communities and us which projects images about communities and individuals. The media communicate values, emotions, and opinions, as well as ideas and information. In the last 75 years, media innovations like radio motion picture, recorded music, television and the Internet have become an important agent of socialization. Television, in particular, is a critical force in the agent of socialization of children and youth (Robin & paul, 2007).

Electronic media has opened new dimensions in education; it became an essential part of students' lives and a major point of interest. Education is no longer a constriction for

all strata of society living either in urban area or in rural. All types of media viz. Television, Radio, newspaper, and the Internet are equally important in education. Youngsters regularly gain knowledge of important things via these media sources, which alter their course of life (Jeans & Stephen, 2001).

Use of Internet, Cable, video and movies have become popular culture in youth, and are well-liked sources of information and entertainment, and favorite leisure activities. The growing popularity and use of these media sources are raising questions about how media can promote social, cognitive developments (Nizert, 2004).

Electronic media technology became basic necessity of every individual's life in of modern times. The world of electronic media is progressing significantly. In 1990s the world was dominated by the media channels like Television and computer, but nowadays the trend has progressed some steps ahead. This modern arena is now surrounded greatly by the social media channels like internet websites, iPods, android cell phone, virtual social networks, computer 3D games and online stores. The youngster being the major market to target for sale is positioned by the intelligent minds through commercials which are very lucrative and attractive to them (Morgan, 2008).

It is argued media offer entertainment part and informal curriculum about social behavior that is taught through the social content of entertainment in media, and students are as expected to learn this as they are to learn the formal curricula in their educational institutes. Student's learning about the social world depicted in media is affected by what media transmit. They make ideas and are most likely to learn when they are actively engaged with external objects such as programmable bricks, computer programs, videogames, and movies (Terry, 2006).

In these modern times, we must know that the values and beliefs we practice, our suppositions lead us to certain decisions, our education and experiences, or what we know for a truth or reality. We depend on mass media for the current affairs and about what is important for us and what we should know about. We trust the media as an authentic source for information, daily news, education and entertainment. Considering that as a powerful tool has great impact on us, we ought to know how it really works (Kendall, 2006).

LITERATURE REVIEW

Bandura (1986) in his theory described the functioning of human beings as the mix of personal interaction in a community, behavior and influences of the social environment (Pajares, 2002). According to the theory it is depicted that the environmental factors are not the only cause to manipulate any one's behavior, but that the individual positively engage in every move and opinion they wished. Here the individuals are thought to be more pragmatic, self organized, self maintained and govern by rule of law as compared to the social animal produced and framed by the forces existing in the environment or which is obscured or masked by the inside wishes or desires (Pajares, 2002).

According to Social Cognitive Theory, an individual has been inherited with power to decide his or her own way of life. It includes planning for the future, carefulness and

cautiousness, learning explicitly, self-governing mechanism and self-reflection. Among these the explicit learning capacity intends to focus on observational learning idea which is done by observing other individuals and learning from it. The self-governing mechanism teaches the individuals how to control one own self and correct the direction of their behavior. This ability capitalizes the individual to decide whether to accept the new behavior or reject it (Pajares, 2002).

The study Youth and Interactive Media conducted by Wartella (2000) demonstrate that nature of behavior, attitude, learning process, education, mind capability, language and societal development changes as the electronic media intervene. Therefore, this study provides support to the current study that the socialization process can be changed by the intervening of the electronic media.

Hepburn (1998) described that many factors play role in changing the living pattern of the youth as well how political dynamism exists between the new and old fashion. It focuses on the two sources which can be regarded as the main competitor among the learning sources for the youth i.e. the television and the school. Therefore, the current study is also preceded by this study which also propagates that the E-Media changes the attitude and behaviors of the youth as well as these plays the role of socializing factors.

Cultivation concept stresses that media's display of social reality lean to be cyclic and stereotyped (Morgan, 1990). Regular exhibit to such images cultivate in the viewers consciousness the idea that certain characteristics of objects are the norm. Under this theory, young women would be likely to assume a 'mainstream' view of social reality, as showed on television. In this situation, the mainstream view is the socially acknowledged ideal body shape.

RESEARCH METHODOLOGY

Target population for the present study was the under graduate students of public sector universities of Peshawar city: The University of Agriculture, Peshawar and Institute of Management Sciences, Hayat Abad Peshawar.

Sampling and sample size

Sampling criteria and procedure engage to select a sample from a detailed list of sampling units/segments (Neuman, 2004). In the present study a sample size of 329 respondents were selected from two universities of Khyber Pakhtunkhwa province; 243 students from the University of Agriculture, Peshawar and 86 students from Institute of Management Sciences Hayatabad, Peshawar on random basis.

Table 1: Sample Size

S.No	Institution	Total population	Sample size
1	Institute of Business and Management Sciences The Agriculture University Peshawar (IBMS)	1270	243

2	Institute of Management Sciences Hayatabad Peshawar (I M Sciences)	870	86
	Total	2140	329

Data collection

As a tool of data collection structured questionnaire was considered to be very useful for reliable response rate for the collection of data.

Data Analysis

After collection of data it was analyzed through proper statistical techniques. Researcher coded and entered in 20 version SPSS software for its analysis. . At Uni-variate level simple frequency and percentage was used, while at bi-variate level Chi-Square 2 Test statistics was applied to determine the relationship between dependent and independent variables.

Bi-variate Analysis

This study uses Bi-variate analysis to measure the association between independent variables (Media as source of informal education, ethical values, political vision, fashion trends) and dependent variables (youth's behavior).

Chi-square test

Chi-square (X^2) test was used to test the hypothetical association. The test was adopted in a manner as by Tai (1978: 353).

$$(X^2) = \sum \sum \frac{(f_{ij} - F_{ij})^2}{F_{ij}}$$

Where

(X^2)= Chi square is used for two categorical variables

f_{ij} = the observed frequencies in the cross-classified category at ith row and jth column

F_{ij} = the expected frequency for the same category, assuming no association between variables under investigation

The formula simply directs one to take squared summation of the frequencies for each cell, divided by the expected frequency. The resulting frequency is distributed as chi-square with relevant degree of freedom. The degree of freedom is calculated as follows;

Df = (r-1)(c-1)where

Df = Degree of freedom

r = the number of rows

c = the number of columns

The suppositions for the test were that the subject for each group was chosen randomly

the groups were independent, and each observation qualified for one and only one category. Furthermore, the sample size must be fairly large that no expected frequency is less than 5, for r and $c > 2$, or < 10 , if $r = c = 2$. These assumptions, however, were violated several time in the data therefore, Fisher Exact Test which also is known as Exit Chi-square Test was used instead of simple Chi-Square, to overcome the violation of Chi-Square assumptions. The relationship developed by Fisher to overcome such desecration is given in equation below (Baily, 1982).

$$\text{Fisher Exit Test Probability} = \frac{(a+b)!(c+d)! (a+c)! (b+d)!}{N! a! b! c! d!}$$

Where a, b, c and d were the observed numbers in four cells of contingency table and “N” the total number of observations.

Conceptual Framework

Independent variables	Dependent variable
Media as source of Informal education	Influence of Electronic Media on Youth Behavior

RESULTS AND DISCUSSION

Informal education

Informal education is a learning process outside of formal institutions like family, peer group, media and other sources. Observations and experience's of an individual shapes perceptions and mindset of people in any environment. The information and whole learning through electronic media is much valuable to youth.

Informal Education and Youth Behavior

Societal dynamics can be detected from the youth behavior, fluctuation and variations change ascendancy of the nations. Change in priorities of youth change priorities of nations. Informative contents and news have comparative less impact on youth while infotainment and entertainment has more influences on youth behavior. Pakistan electronic media Regulatory Authority (PEMRA) rating depict viewers interest in entertainment rather news (PEMRA, 2012).

Table 4.19 showed that number of factors affects youth behavior; one of them is Media, which informally alter the youth behavior and its relation toward watching television for personal information. Preferring television for personal information was found non-significant with Youth behavior ($P = .788$). Television pograms are trust worthy for youth to get information because here it indicated a strong relationship ($P = 0.009$). Mass media has developed a high value in dissemination of knowledge and information since

since its inception. There was a strong relationship ($P=0.05$) between media's strive to present programs to extend intellectual foundations to youth. Media is replacing the role of family institution for socialization has been proved non significant ($P= .151$) in relation with youth behavior. A non significant relationship was found between the notion that media is the only source of entertainment ($P=.157$). A strong significant relationship was found between media's role on rising knowledge level of youth in diverse spheres of life, ($P=.000$). Different programs and talk shows, debates, and other programs expand youths understanding about various phenomena. Movies and advertisements are catalyst to develop and increase smoking habit in youth proved a significant strong relationship ($P=.002$) with behavior. Youth consider hero's as role model and tries to imitate them in style. Tobacco companies linked advertisement with opposite gender and bravery. It attracts youth to have such behavior. Also a strong and significant relationship was found between movies and deviance in youth ($P=.000$) with youth behavior. Media has a negative role which is responsible to create deviance among youth. They violate expected standardized values or norms of any specific society. Electronic media made it possible to access to that content or material which is considered to be illegal, taboos, sub standardized or prohibited in certain cultures, like using drugs, sexual contents on internet.

Table 2: Frequency and percentage distribution of responses on Media as source of informal education (Bi- Variate analysis)

Attributes		Youth Behavior			Chi- Squire P= Value
Informal Education	Agree	Disagree	Don't Know		
1	I prefer to watch television for my personal information				$\chi^2=1.71$ (.788)
	Agree	187 (76.3)	57 (23.3)	1 (.04)	
	Disagree	52 (70.3)	22 (29.7)	0 (0.00)	
	Don't Know	7 (70)	3 (30.0)	0 (0.00)	
2	Media is trustworthy for all sort of information				$\chi^2=13.44$ (0.009)
	Agree	158(48.0)	145(44.1)	0(0.00)	
	Disagree	111(45.1)	34(41.5)	0(0.00)	
	Don't Know	16(6.5)	9(11.0)	1(100.0)	
3	Media strives to disseminate knowledge among masses				$\chi^2= 14.64$ (0.005)
	Agree	31(53.3)	37(45.1)	1(0.6)	
	Disagree	67(27.2)	13(15.9)	0(0.00)	
	Don't Know	48(19.5)	32(39.0)	0(0.00)	

4	Media is replacing the role of family institution socialization				2 =6.725 (.151)
	Agree	135(54.9)	48(58.5)	0(0.00)	
	Disagree	72(29.3)	18(22.0)	0(0.00)	
	Don't Know	39(15.9)	16(19.5)	1(100.0)	
5	Media is only the source of entertainment				2 =6.618 (.157)
	Agree	107(43.5)	26(31.7)	0(0.00)	
	Disagree	132(53.7)	50(61.0)	1(100.0)	
	Don't Know	7(2.8)	6(7.3)	0(0.00)	
6	Media program extends my intellectual horizons				2 = 20.978 (0.000)
	Agree	162(65.9)	40(48.8)	1(100.0)	
	Disagree	52(21.1)	13(15.9)	0(0.00)	
	Don't know	32(13.0)	29(35.4)	0(0.00)	
7	Watching movies or advertisements increase smoking in youth				2= 16.840 (0.02)
	Agree	159(64.6)	45(54.9)	0(0.00)	
	Disagree	71(28.9)	24(29.3)	0(0.00)	
	Don't know	16(6.5)	13(15.9)	1(100.0)	
8	Movies create deviant behavior in our youth				2 = 30.426 (0.000)
	Agree	188(76.4)	47(57.3)	0(0.00)	
	Disagree	46(18.7)	18(22.0)	0(0.00)	
	Don't know	12(4.9)	17(20.7)	1(100.0)	

Source: Field Survey 2013. Frequencies are shown in number of tables and number in parenthesis stand for percentage proportion of subjects, while last column is showing P Value (Pearson Value)

CONCLUSION

The present study concluded that media has played a pivotal role in disseminating knowledge in masses as it works as catalysts in upbringing the latest information to the recipients and has succeeded in determining a position of trust among the viewers. The most influential source of communication in mass level has grave affects on youth and reshapes their behavior. It has become the essential element in our daily life keep us inform about current situation around us. Youth is being greatly influence because it reshapes their inclinations and vision about personal, intellectual, national, international, political and social life. We are witnessing an unusual progression in communication technology over the last three decades, and our youth were experiencing remarkable social and cultural change. This radical change has caused

socio-psychological intrusion among youth. Furthermore, electronic media has influenced the way we think about life in general and interpersonal human relations in particular.

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