CHILDREN'S MEDIA USAGE HABITS OF FILM VIEWING

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Abstract: The present study was conducted to understand the children's media usage habits of film viewing. The study consisted of a sample of 93 school children of standard XI who were aged between 15-17 years. A media usage habits of film viewing tool was designed by consulting the experts in the field of media, child psychology and education. The research study was quantitative in nature. It was found that the percentage of boys were high in number in the media usage habits of film viewing in comparison to girls.

Keywords: Media usage habits, film viewing, gendered roles

1.0.0 Introduction

The use of modern technology has become very common among children. Children on a daily basis use various devices like computers, laptops, cellphones, radio, mp3 player or a television. Children in today's time spend a lot of time using media to listen to music, download films, or watch films on YouTube. Life has become very convenient these days with the launch of the smart phones in the markets. Today majority of children have with them a smart phone and getting access to watching films is no more a hassle and standing in long queues to buy tickets for films, or renting a CD for viewing a film are long gone.

The children who are in the age group of 13-20 spend 70 minutes per day on an average listening to radio which increases to 83 minutes to those who are aged between 20-30 and the minutes decline to 70, for people who are aged between 51-60, people who are aged over 60 listen to radio for 81 minutes per day (Marketing White Book, 2013-2014, p. 105).

The television infiltration in the households is 61% of the total number of 267.2 million households; the households having access to television is 168 million, with 149 million households having a connection to cable and satellite channels (Indian Readership Survey, 2014). According to FICCI & KPMG (2015) at the national level, general entertainment channels, films, news and music channels govern in the Hindi language; the regional languages program channel are generally favored in the states, whereas English channels are favored to a tiny minority of people across the nation. For example, in the year 2014, the English entertainment channels had a share of only 0.9% and English news channels a meagre 0.1% (FICCI & KPMG, 2015).

Sunderaj (2006) did a national-level survey with his team to study school-going children's TV viewing habits of 600 high school students from the metropolitan cities of Delhi, Kolkata, Chennai and Mumbai. Through discriminant analysis this study explored light and heavy viewers among both boys and girls, and studied how this motivated their behavior, opinions, and beliefs concerning television and their relationship with the members of their family. On a similar vein in an earlier survey, Bajpai and Unnikrishnan (1995) examined the impact of TV advertising on children and family relationships in Delhi. A mixture of methods like questionnaire-based surveys, group discussions, and personal interviews were used to survey 730 children of 5-15 years of age and also their teachers and parents as well. Bajpai and Unnikrishnan (1995) found that

children are regular television viewers; that they spend a good deal of their free time in front of the TV set; that most children watch adult programming; that TV viewing is adversely affecting their reading, writing and concentration skills; and that it is bringing about a major change in familial relationships by creating segregation between generations and individuals. (p. 20)

The study further indicated that

children are aware of products and brands in the marketplace and are looking to a well-equipped future home (they cannot envisage life without a television set), clothes have become more important than ever before and levels of dissatisfaction with what they have are now noticeably high...

Many children are beginning to believe that the India and the Indians they see in television ads are the only ones worth emulating and learning from. (p. 20)

On an average every Indian spends 127 minutes using media. The working people who belong to the age group of 51-60 spend the least amount of time on media i.e., 114 minutes, the 20-30 year old's and non-working single people spends 167 minutes. The usage of media peaks at around middle age (Marketing White Book, 2013-2014, p. 104).

1.1.0 Objective of the Study

The objective of this study is to understand how far the school children use media for film viewing.

2.0.0 Methodology

The study is carried out in Shamshabad district of Telangana state, India. The sample comprised of 93 children aged between 15-17 years of age from Standard XI and they were purposively selected. This research study is based on a descriptive research design to obtain information to understand how far the school children use media for film viewing. The study is purely quantitative in nature.

The media usage habits of film viewing is construed broadly with a set of five factors which are: i) print media, ii) broadcast radio, iii) live TV, iv) other media and v) cinema theatre. About 22 items are framed covering these five factors. The children's media usage habits of film viewing are considered on a five point Likert type scale. This scale has statements with five choices against each statement. These are 1 indicates "*never*", 2 indicates "*rarely*", 3 indicates "*sometimes*", 4 indicates "*often*" and 5 indicates *very* "*often*". The scoring ranges from 1 to 5. The minimum score of the questionnaire is 22 and the maximum score of the questionnaire is 110. For the purpose of interpretation, the scores of children were categorized into three ranges- high, medium, low. Since the data collected is of ordinal type , non-parametric statistical methods are adopted for analysis and interpretation of the data.

For the purpose of standardizing and establishing the reliability of the tool the researcher adopted test and re-test method. The duration between the test and re-test was 20 days. The sample selected for the pilot study was 40 school children from a government school of Shamshabad district in Telangana. The statistical analysis of the pilot test comprising 40 school children revealed that the mean score of sample was 44 and the standard deviation was 2.8. In the second pilot test, mean score was 45 and standard deviation was 2.6. The reliability coefficient (r) was found to be 0.75. Since the value of the reliability coefficient (r) was found significant the test was used in the study.

The distribution of sample with respect to children's media usage habits of film viewing is presented below.

			Media Usage Habits of Film Viewing			Total	
			(MUH-FV)				
			Low	Moderate	High		
	Boys	Count	5	8	33	46	
		% within Gender	10.9%	17.4%	71.7%	100%	
Gender		% within MUH-FV	45.5%	20.5%	76.7%	49.5%	
		Count	6	31	10	47	
		% within Gender	12.8%	66.0%	21.3%	100.0%	
	Girls	% within MUH-FV	54.5%	79.5%	23.3%	50.5%	
Total		Count	11	39	43	93	
		% within Gender	11.8%	41.9%	46.2%	100.0%	
		% within MUH-FV	100.0%	100.0%	100.0%	100.0%	

3.0.0 Distribution of Children with respect to their Media Usage Habits of Film Viewing (MUH-FV).

From this table the following inferences are drawn. 11.8% of children have low media usage habits of film viewing, 41.9% of children are with moderate media usage habits of film viewing and 46.2% of them are with high media usage habits of film viewing.

The gender wise analysis reveals that 10.9% of boys are with low media usage habits of film viewing, 17.4% of them are with moderate media usage habits of film viewing and 71.7% of boys have high media usage habits of film viewing. The percentage of girls with low media usage habits of film viewing is 12.8%; 66.0% are with moderate media usage habits of film viewing and; 21.3% of the girls have high media usage habits of film viewing.

A cursory look at the above table indicates that there are differences between the responses of boys and girls with respect to media usage habits of film viewing. In order to know whether boys and girls differ significantly with respect to media usage habits of film viewing, it was felt desirable to examine the differences between boys and girls with respect to their media usage habits of film viewing with appropriate statistical test. For this purpose, the following hypothesis is formulated.

Boys and girls differ significantly with respect to their media usage habits of film viewing.

The above hypothesis is translated into a null form and it was tested with Mann-Whitney non-parametric statistical test. The results are furnished below.

3.1.0 Children's Media Usage Habits of Film Viewing: Mean Ranks and Mann-Whitney-U

	Gender	N	Mean Rank	Sum of Ranks
	Boys	46	57.70	2654.00
MUH-FV	Girls	47	36.53	1717.00
	Total	93		

Statistical Test	Value
Mann-Whitney	589.000
Wilcoxon W	1717.000
Z	-4.160
Assymp. Sig. (2- tailed)	.000

From the above table it is observed that the mean rank of boys is 57.70 and for girls it is 36.53. From the Mann-Whitney test statistics analysis, it is found that the U value is 589, the Z score is -4.160 and p value is .000. The p value is a measure of the strength of the evidence of data against null hypothesis. The smaller the p value the stronger the sample evidence for rejecting null hypothesis. The p value indicates that there is only 0% of chance to accept the null hypothesis. Hence, the sample results are not consistent with the null hypothesis that is true. Since the p value is small enough it is concluded that the sample is incompatible with the null hypothesis that one can reject the null for the entire population. Hence, it can be inferred that boys and girls differ significantly with respect to their media usage habits of film viewing. In other words on the basis of the strong evidence (p value <0.05 i.e. .000) the null hypothesis is rejected and alternative hypothesis is accepted therefore, it is concluded that the difference between boys and girls with respect to media usage habits of film viewing is statistically significant.

4.0.0 Conclusion

This study shows that the percentages of boys are high with respect to the usage of media for film viewing in comparison to girls. The reason that the boys are high in number in comparison to girls may be that the girls did not have access to print media, TV and mobile phones. The boys on the other hand had access to print media, mobile phones and TV in their respective homes. More number of boys also see cinemas in theatres during weekends with their family and friends in comparison to girls. Gendered roles don't allow girls to think, explore, act freely and go beyond routine work.

It is a hope that in future the research will also take into consideration a broad range of measurement techniques that was employed in this study. The current constraint of this study did not include the college students and it also did not engage a varied sample of cultures and age ranges to permit comparative findings which would add to the range of this research study.

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