

INFLUENCE OF ELECTRONIC MEDIA ON CHILDREN'S PERSONALITY DEVELOPMENT

RASHID MENHAS^{1*}, HAFIZA FOUZIA TABBASAM², NORINA JABEEN²

¹Sociology Department Pir Mehr Ali Shah Arid Agriculture University Rawalpindi- 46300, Pakistan, ²Rural Sociology Department University of Agriculture Faisalabad, 38040, Pakistan. Email: rashidminhas33@gmail.com

Received: 16 May 2014, Revised and Accepted: 10 June 2014

ABSTRACT

In the present age world is becoming global village due to modern information and communication systems. The exchange of thoughts and feelings via the spoken or written word is of course, a strong force for group cohesiveness. In complex societies, the electronic media are strategic devices for maintaining (or changing) group identities and loyalties. Electronic media have pervasive influences and are powerful agents of personality development. Personality is conceptualized as a set of stable Knowledge, structures that individuals use to interpret event in their social world and to guide their behavior". The study was conducted in district Gujranwala in Pakistan to investigate the respondent's perception regarding the impact of electronic media on children personality. Through multistage sampling technique, 120 respondents were selected. A structured interview schedule was used for the data collection. After collection of the data, appropriate statistical techniques were applied to draw conclusion. The results show that majority of the respondents agreed that electronic media play a vital role in the development of children's personality, attitudes and behaviour. However, due to the danger of access of children to vulgar, sex obsessed and violent movies, majority of respondents were in favour of negative impact of electronic media on the attitude of their children.

Keywords: Electronic media, Personality development, Children, Attitude, Pakistan, Behaviour, Influence.

INTRODUCTION

The word personality is derived from a word 'persona' which means a mask or false face used by actors, but the popular view of personality stems from certain features of an individual, which are more or less superficial or external. These features are speech, quality of voice, manner of dress, charm, beauty, gestures, mannerisms etc. Thus, a personality may be adjudged as good or bad, strong or weak, solely based on one or two such features. Personality can be defined as the organization of an individual distinguishing characteristics, traits, or habits, which include individual's unique way of thinking, feelings and behaving 1. Human life is a learning process, which begins almost immediately after one's arrival in the world. This learning has to be in the context of society, starting with narrow confines of mother or nurse and widening to larger and larger dimension of community as time passes. At present children's socialization (the personality development of children) is depending mainly on three major social agents; Family, School and Media. Media influences social components of human personality. It mainly focuses how human feelings and emotions can be altered or changed. It is the media, which connect people with machines, and in turn create awareness in the society. Radio and television played a vital role in creating awareness. From birth to death all type of communication play an important part in our life 2. The movies, radio and TV are actually classrooms without walls. The audience is passive who simply accepted what was put in front of them-the present view approaches the audience as active. They are consumers of media products; they shop around, consider alternatives and make choices on everything from cosmetics to candidates for public office. We learn skills, values, and behaviors from the media both directly and indirectly. The electronic media offer dazzling potential as tool for learning, especially through interactive educational programming 3. Radio, television, movies, video games, cell phones, and computer networks have assumed central roles in our children's daily lives. The media has demonstrated potentially profound effects, both positive and negative, on children's cognitive, social, and behavioral development. Considering the increasing exposure of children to newer forms of media, we decided to review the current literature

on the effects of media on child health in both the Western countries and India. It is widely accepted that media has profound influence on child health, including violence, obesity, tobacco and alcohol use, and risky sexual behaviors. Simultaneously, media may have some positive effects on child health. We need to find ways to optimize the role of media in our society, taking advantage of their positive attributes and minimizing their negative ones. We need to understand better how to reverse the negative impact of media and make it more positive 4. The vulnerability of very young children in this vital period of physical and social development contributes to a heightened sense of 'moral panic' about the intrusion of new and complex forms of electronic media. Anxieties about social change have always accompanied the introduction of new media into society, making it especially necessary for investigators to use the best available evidence 5.

The objective of the present study was to assess the impact of electronic media on children personality development.

METHODOLOGY

Methodology is a system of explicit rules and procedures on which research is based and against which claims for knowledge are evaluated. The major objective of methodology is to explain various tools and techniques employed for the collection, analysis and interpretation of data relating to research problem under investigation.

Study Area

The present project was designed to study the impact of electronic media on personality development of children in urban areas of Rawalpindi.

Sampling

Multistage sampling technique was used in this study. At first stage, Satellite town was selected conveniently. At second stage, two union councils were selected randomly and at the final stage, a sample of 120 respondents were selected through purposive sampling technique from two union councils (60 from each).

Data Collection and Analysis

A comprehensive questionnaire was constructed for data collection, which based upon open ended and close-ended questions. Collected data was analyzed through appropriate statistical techniques.

RESULTS AND DISCUSSIONS

Analysis and interpretation of data are the most important steps in scientific research. Without these steps, generalization and prediction cannot be achieved which is the target of all scientific research.

Table 1: Percentage distribution of respondents with regard to Cable Network they have at their home

Cable Network	Frequency	Percent
Yes	89	74.2
No	31	25.8
Total	120	100.0

Table 1 reveals that the majority 74.2 percent of the respondents were have Cable network at their homes. Whereas 25.8 percent of the respondents have not facility of Cable network at their homes. 6 Studied that 53% of children have Cable network in their bedrooms.

Table 2: Percentage distribution of respondents with regard to Internet they have at their home

Internet	Frequency	Percent
Yes	79	65.8
No	41	34.2
Total	120	100.0

Table 2 reveals that the majority 65.8 percent of the respondents were have Internet connection at their homes. Whereas 34.2 percent of the respondents have not facility of Internet connection at their homes. 6 Studied that almost 58% family has Internet at their home and 87% DVD player has at their home.

Table 3: Percentage distribution of respondents with regards to the time they have facility of television at their homes

Time period	Frequency	Percent
Up to 5	37	30.8
6 to 10	55	45.8
11 & above	28	23.3
Total	120	100.0

Table 3 shows that large number of respondent i.e. 45.8 percent started the use of PTV from 6 to 10 years. 30.8 percent of respondents had television connection from up to 5 years. Only 23.3 percent of respondents had television connection from 11 & above years.

Table 4: Percentage distribution of respondents with regard to the resistance they face about the availability of electronic media

Face resistance	Frequency	Percent
Yes	70	58.3
No	50	41.7
Total	120	100.0

Table 4 shows that majority of respondents i.e., 58.3 percent reported that they had face resistance about installing these available connection. 41.7 percent of the respondents reported that all of the member enjoyed this facility and were in favor of availability of these connections. 7 Concluded that majority of i.e. 88.0 percent of respondents had resistance in using electronic media.

Table 5 indicates that a large number of respondent i.e. 93.3 percent thought that media had great effect on their children's personality, While 6.7 percent of the respondents reported that there was no effect on their children's personality because they kept watch on their children and did not allow them to follow bad activities.

Table 5: Percentage distribution of respondents with regard to their attitude about the impact of media on their children's personality

Effect	Frequency	Percent
Yes	112	93.3
No	8	6.7
Total	120	100.0

Table 6: Percentage distribution of respondents with regard to the extent to which their children's personality is affected by the media

Extent	Frequency	Percent
To great extent	89	74.2
To Some extent	24	20.0
Not at all	7	5.8
Total	120	100.0

Table 6 reveals that a large number of respondents i.e. 74.2 percent points out that media is affecting the personality of children to great extent. While 20.0 percent of respondents said that media is affecting their children's personality but to some extent and remaining 5.8 percent of the respondents were of the opinion that media is not affecting children's personality at all. 8 reported that media is very much linked to personality formation especially in child hood (age 1 to 18) media has great impact what we view /hear/ read is added to end fantasized to create long term memories that destroy and terminate the good character of the young.

Table 7: Percentage distribution of respondents regard to their attitudes about the positive or negative impact of media on the personality of children

More Positive impact than negative	Frequency	Percent
Yes	28	23.3
No	92	76.7
Total	120	100.0

Table 7 reveals that majority of the respondents i.e. 76.7 percent believed that media has negative impact on the personality of children. Only 23.3 percent of respondents responded in a positive way and said that electronic media has positive impact on children's personality. 9 Studied that electronic media played a vital role in the development of children's personality, attitudes and behaviour. But due to the danger of accessed of children to vulgar, sex obsessed and violent movies, majority of respondents were in favour of negative impact of electronic media on the attitude of their children. Therefore, it is suggested that efforts be made to keep children away from all such Programmes which can ruin the personalities of their children.

CONCLUSION

Social institutions such as the school, the media, the religion and the family carry out personality development, the process in which the individual is integrated as a functioning member of society. Although these forces, among others, are central to an individual's explicit personality development. The electronic media are often the implicit teachers of societal norms, expectations, values and beliefs. The media socialize children not only through the lessons they teach but also by providing topics of conversation and common experiences that can share with others. Thereby creating the mediated background against with personality development takes place. The electronic media is an especially significant social force in the lives of children and adolescents. This is because the media provide young people with "scripts" for living that explain the types of behavior that are acceptable and appropriate in various situations. Nowadays, new types of electronic media emerged as video games, cable network, music videos and the internet. The proliferation of new media has expanded the opportunities for children to be exposed to media at home. Current pathological theory suggests that the interactive nature of many of these new media may affect children'

behavior more powerfully than passive media such as television. The electronic media often provide positive and pro-social models that validate communication behaviors. They offer examples of communication's behavior; roles and issues that help children better understand their own communication patterns, perceptions and beliefs.

REFERENCES

1. George, W. 2003. Impact of Electronic Media. International Addition. www.icpf.org.
2. James, K. 2009. The Sociology of Child Development. Harper and Row, New York.
3. Lemish, M. 2008. The Mediated Playground: Media in Early Childhood. The International Handbook of Children, Media and Culture. Sage, Los Angeles. pp. 152-167.
4. Mehmood, J. 2000. Role of communication in creating Awareness about environmental pollution. Unpublished M.Sc. thesis, dept. of Rural Sociology, Univ. of Agriculture, Faisalabad Pakistan.
5. Munni, K. 2010. Effect of Electronic Media on Children. From the Department of Pediatrics, Advanced Pediatric Center, Postgraduate Institute of Medical Education and Research, Chandigarh, India.
6. Niaz, M. 2004. An Impact of Electronic Media on the Development of Children's Personality. Department of Agricultural Education, University of Agriculture, Faisalabad-Pakistan.
7. Omens, R. 2003. Impact of Electronic Media. Internet addition. Google books.com.
8. Samia, R. 2007. Impact of mass media on personality development of children. Department of Rural Sociology, University of Agriculture Faisalabad.
9. Susan, K. 2008. The impact of media technologies on child development and wellbeing. Journal of Psychology, 77: 560-570