

THE IMPACT OF ELECTRONIC MEDIA ON ACADEMIC PERFORMANCE OF FEMALE STUDENTS

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ABSTRACT

This study investigates the impacts of electronic media on academic performance of female students in university of sargodhaPakistan using questionnaire as a tool for obtaining data while Frequencies distribution of data was conducted to know comprehensively about data layout. It targeted 152 female students between 20 to 25 years age. The study recorded the respondent's consumption patterns, level of viewing, preferred channels, favorite watching time, respondents residents pattern and marital status. Two third of the sample size opined that electronic media help in cognitive development of students. Furthermore majority of the respondents 105(59.0%) believed that electronic media help in solving academic problems of the students. Apart from these positive effects negative impacts of electronic media outweigh the positive impacts; like 80.2% of the respondents argued that electronic media negatively affect female academic performance. Similarly a sizable sample size were of the view that electronic media leads young female towards delinquencies. 120 (78/9%) disclosed that excessive use of electronic media cause low academic grades. This study recommended that female viewers are required to be alert regarding the use of electronic media. Efforts should be made for the enhancement of media literacy at mass level. There is need for improving the quality of programs contents for student's especially female viewers.

Keywords: Electronic media, performance, literacy, academic performance.

INTRODUCTION

The sole effort of mankind in this social life is to learn more about the facilities and bounties of life spread around her, to know them weigh them and make the most of them. Women could not appreciate very well the blessing of life without deep insight into their origin, use and mechanism, and all this then was not possible without the electronic media. The electronic media not only give her light but enlightenment, also facilitate her through a specific mechanism to reach to the peak in her social life, beyond clouds, cross the surface of earth and to very depth of the seas. It is now a universal truth that T.V and other means of electronic media is a powerful source of not only providing information but also educate and entertain the masses. While scientific research also proved the fact that T.V certainly some impacts either good or bad (Jennifer 2008).

According to Berkowitz & Rawlings (1963) "Electronic Media" can be define those communication means based on electronic or electromechanical means of production and most often distinguished from print media. The main electronic sources used by general public normally include radio, television, sound recordings, video recordings and internet. It indicates the primary means of communicating with large group of people. There are four basic functions of electronic media which generally include to inform, entertain, educate and the most important to influence public opinion. They further argued that 20th century is heavily dominated by communication technology. The main mean of mass communication grew in succession as the century unfolded. Motion pictures arrived on scene in the first decade of this century.

Regular radio broadcasts started in 1920s. Television entered the arena in 1940s, followed by cable television in 1950s, and satellite television in 1970s. Lastly the personal computer gave access to Internet in 1980s. It transformed the interconnected computer networks through World Wide Web by the 1990s.

Pakistan is in rapid progress toward information technology. Some decades ago radio and T.V were considered as the main sources of information. Today, we have more than 77 Satellite TV Channels, 2346 cable operators, 28 landing TV Channels from abroad like BBC, CNN, Sky, Star etc. and more than 129 FM Stations(on air and in some cases licenses issued) including 46 Radio Channels. The investment this year is expected US\$ 1.5 billion. This growth has made available more knowledge and up to date information in all spheres of life to the general public. TV started its test transmissions in 1964. Pakistan Television Corporation was incorporated as a joint stock company in 1967 and in 1984 it was converted into a corporation under the Companies Ordinance. PTV has been a great source of entertainment (Zafaret al., 2013).

The objective of Pakistan electronic media regulatory authority (PEMRA) was to regulate the electronic media i.e. Radio and TV. This was necessitated by the decision to allow a large number of private TV and radio channels. The Ordinance also gives a Code of Conduct for media broadcasters/ cable TV operators. "This Regulatory Body was established under the PEMRA Ordinance 2002, having the following goals in mind" (i) Improve the standards of information, education and entertainment.(ii) Enlarge the choice available to the people of Pakistan in the media for news, current affairs, religious knowledge, art, culture, science, technology, economic development, social sector concerns, music, sports, drama and other subjects of public and national interest.(iii) Facilitate the devolution of responsibility and power to the grass roots by improving the access of the people to mass media at the local and community level.(iv)Ensure accountability, transparency and good governance by optimization of the free flow of information (Khan, 2010).

Positive Role of Media

Media are being used to target global problems such as overpopulation, illiteracy, women's inequality, environmental destruction, and AIDS (Singhal, 2004). Bandura and his colleagues have designed dramatic serials on television and radio to inform and motivate people to change their behavior to alter detrimental societal norms and practices. For example, a serial drama was aired to address family planning issues in a region in Kenya. Compared to the control region (with additional statistical controls), contraception use in the broadcast region increased by 58% and family size declined 24% (Westoff& Rodriguez, 1995). Thus, media models can activate, channel, and support pro-social behavior (Bandura, 1986). Media can be use more positively like to address specific issued as substance abuse (Perry *et al.*,1992). Most television channels (government and non-government-owned) give more broadcasting time to entertainment. Their programs on entertainment cover talent shows, talent quests, popular drama series, music, travel programs and reality shows (Kimmel, 1996).

Apart from positive impacts media has been label for its negative impacts over the lives of people and especially on socialization and cognitive development of people. Like Carnagey& Anderson and Carnagey (2003) discovered the fact that exposure to media violence is consider as a risk factor both at individual and societal level, in the case of individual high exposure to media violence definitely effect normative belief and individual are more likely to accept aggressive behavior and cognitive script that can drive aggressive behavior automatically. Further they dig out the same fact at societal level that excessive use of violent media can increase the proportion of the people that endorse pro-violence attitudes, belief, experiences and thereby increase the frequency of aggression inducing provocation because aggression and

violence are multi-determined, media violence is best viewed as one of the many causal risk factors that increase the likelihood of aggression. According to Anderson & Bushman, (2001) that still, the effects of media violence on aggression are larger than the effects of calcium intake on bone mass or of lead exposure on IQ in children.

Mark (2003) that a significant negative effect of the media influence is the creation of an unhealthy habit of consumerism for high-end products or overt connections to extravagant materialistic consumptions. Viewers tend to visualize another life style that encompasses the important aspects of luxury, comfort and superiority. This new life style phenomenon, which focuses on the enjoyment of life, is simply another form of hedonism; lifestyle where the sole aim of life becomes living and behaving in ways that bring pleasure. The belief holds that we can pursue only pleasure, that is, pleasure is what we ought to pursue. Mark (2001) explained that violence on television may have behavioral and emotional effects. Behavioral effects may lead to aggression and the encouragement of people to take steps to protect themselves, while emotional effects produce shock, disgust or excitement. Cantor & Wilson (2003) has also observed that among late adolescents and adults, media campaigns sometimes seem to exacerbate negative target attitudes (i.e., boomerang effects) and behaviors instead of inducing positive change.

LITERATURE REVIEW

Newton (2009) describe his finding that media producers in the local entertainment industry draw on the same symbolic systems present in American Idol in order to equate the same representations of Western performances among local talents and to generate the same kind of entertainment value and appeal. Most often in view of its entertainment value and appeal—these programs generate large audiences of viewers. The influences of television’s entertainment programs are social and cultural in nature. Layers of personal, social and cultural contexts determine the shape, scope and degree of the contribution that television is likely to make. While, a viewer’s gender, age or class can make a difference in perspective, television viewing itself can make a similar and interacting difference. Viewing can help define what it means, for example, to be an adolescent female member of a specific social class.

Newton and Minow (2009) have identified some functions of electronic media following is a brief description of some of the functions of the electronic media: First it provides reliable, verifiable, adequate and complete information’s further objectivity is expected in arranging information for the population. Second it provides education further it can become a powerful and economical tool for education and has a great potential if used imaginatively and with vision. The media can also be used to raise awareness and educate the masses to overcome various social problems and development of civic sense. Third it is consider as the power of electronic media that it Influence Public Opinion. Electronic media have a great potential to influence and analyze various national and international issues, suggest various options, weigh the best option to arrive at the correct solutions to guide their audience. And finally electronic media can cater for a wide range of entertainments for tastes and requirements of almost all the segments of the society.

Shabi and Udofia (2009) explained that as Obama in his speech pinpointed those children cannot achieve unless they raise their expectations and turn off television sets. Active learning from books is better than passive learning such as watching televisions and playing games. Shechtman (2008) argued that exposure to pro-social media could (a) increase the accessibility of pro-social thoughts and scripts, providing adaptive alternatives to aggression, (b) reduce risky thinking (e.g., believing the world is hostile) that can foster aggression, (c) reduce the likelihood of imitating aggression by avoiding its glamorization and

showing realistic consequences, (d)increase the likelihood of pro-social behavior by showing that it is rewarded, (e)increase empathy and perspective taking toward victims of aggression. Further Nathanson and Cantor, (2000) perhaps "re-sensitizing" individuals by increasing their normal negative emotional response to violence.

Anonymous (2008) In one of his study found that students who watched four or more hours of television decline their grades from 36 to 29 while the students watching an hour or less per weekday mostly increased their grades from 20 to 29 percent. Cotton (2008) also argued that a major category of social media activity is social networking. Social networking websites, such as Facebook, MySpace, and Twitter, have become an integral part of U.S. college students' lives. Escobar and Anderson (2008) found that most of the adolescents adopt smoking habits from movies the same is the case for alcohol use from television and movies further their findings reveal that the excessive use of media have an obvious result of promoting obesity because it reduce the time given to exercise and it also is the cause for increasing the consumption habits of high calories non nutritious food, while this is more true for the girls only. Schmidt and Vandewater (2008) concluded that children who are excessive viewer of television are found to loss their attention as compare to the children watch less the media, Apart from the negative effects of electronic media over viewers. They further found educational programs are positively associated with academic outcomes while the entertainment programs negatively effects academic performance. Lenhart *et al.*, (2007) probe out that it has also some medical advantages like those who use internet have access to information related to physical exercise and other healthy tips.

Jackson *et al.*,(2006) explained that access at home computer having positive impacts on reading score while access at home internet have a same impacts on reading score and overall GPA among low income students. Andrews *et al.*,(2006) found that positive media could promote pro-social behavior. Antisocial cognition, including beliefs supportive of crime, anger, and criminal identity (Andrews *et al.*, 2006), is one of the main risk factors for aggression and other crime. Huesmann *et al.*,(2002) have same findings that and his research shows that these cognitions are easily learned and conditioned but are resistant to change. Kaiser Family Foundation (2006) found that in a recent American study, only 38% of parents believed that television mostly helped children's learning, but they were relieved to make use of media, because they saw advances in the educational quality of media content. The Hindu (2004) explained that we are holding by the strong clutches of technology change is rapid in every sphere of life same is the case of reading habits that are in constant change. The reading habit is fast vanishing into thin air. Students now lack the skill of reading. Instead they spend more hours on electronic media. Browsing the net, playing with funky handsets and passing non-stop SMSs seem to be the order of the day, it is an archaic idea for most of the school children to read a book in library or at home. The WHO (2003) study further noted that "films have created a yearning for romance" and that to be labeled „boyfriend" or „girlfriend" implies "popularity, coolness and modernity". Findings also showed that „gangster" films are particularly popular with college students and dialogues from these films are used in everyday conversations with friends; when combined with the right kind of accessories (such as motorbikes and mobile phones) this not only becomes a style statement but an indicator of belonging to a youth sub-culture. All such activities are adversely affecting their studies.

RESEARCH METHODOLOGY

The present study is an attempt to explore the Impacts of Electronic Media on Academic Performance of Female Students. This section illustrates the methodological ways that will be used in concluding the

study. It is mostly comprised of the following sub steps within the domain of major steps known as research design.

Universe of the Study

The University of sargodhaPakistan constitutes the universe for this study. Within the university 3 departments namely department of sociology, institute of development studies and institute of business and management studies had been selected for data collection. The main reason for selecting “the University of sargodha” is the easy accessibility of researcher to population and availability of big chunk of female viewers of electronic media. Population comprised of all those female students who are enrolled in BS degree program.

Sample Size

A sample size 152 respondents have been randomly selected from the total population size i.e. 250. This determination of sample size has been adopted under the criteria adopted by (Sekaran, 2003). The distribution of population and sample size is given in Table 1. For distribution of sample size among 03 departments the following formula of proportional allocation has been applied.

Table 1: Sample size calculation Department	Population	Formula	Sample for strata
Department of Sociology	20=N ₁	$n/N*N_1$	12
Department of Education	100= N ₂	$n/N*N_2$	60
Institute of business and management studies	130	$n/N*N_3$	80
Total	250		152

RESULT AND DISCUSSION

Out of total 152 (100%), 73 (48%) respondents were of the age between 20-22. A sizable size of the sample being 60 (40%) out of 152 (100%) were of the age between 23-25. While only 19 (12%) respondents were of the age 25 and above. Similarly 55 (36.2%) of the respondents belong to rural area while 97 (63.8%) were urban dwellers. A considerable size of sample 137 (90%) were unmarried and only 15 (9.8%) were found married. Further 102 (67%) of the respondents simply understand Quran, 27 (18%) of the respondents understand Quran by translation 23(15%) understand Quran by nazria.

Table 2 Sample distribution

Specification	Frequencies	Percentage
Age of the respondents		
20-22	73	48.1
23-25	60	40.00
25 and above	19	12.00
Total	152	100%

Findings show that a major part of the sample respondents out of 152(100%) 145 (95%) have access to electronic media while the rest not. 24 (16.4%) of the respondents have access to local TV, 5(3.2) of the respondents listening to radio, 28(18.1%) have access to internet, 5(3.2%) of the respondents have access to both TV and radio, majority of the respondents 67(44.1) have access to both TV and internet and only 23(15%) have access to all these sources of electronic media. Out of total 152(100%) 50(32.8%) of the respondents watch TV up to 2 hours. Similarly 50(32.8%) watch TV 3 hours and majority of the respondents 52(34.4%) are extensive viewers who watch TV upto to 4 hours. Anonymous (2008) In one of his study found that students who watched four or more hours of television decline their grades from 36 to 29 while the students watching an hour or less per weekday mostly increased their grades from 20 to 29 percent. Further 20(13.2%) respondents watch TV at daytime, 48(31.3%) watch TV at evening time and major part of them 84(55.4%) watch TV at night time. In addition to this 23(15.1%) respondents like entertainment channels, 5(3.3%) like news, 9(5.9%) like sports, 4(2.5%) like religious channels, majority 103 (68.0%) like mix channels and only 6(3.9%) of the respondents like all the channels. Vandewater (2008) study discovered that entertainment programs negatively effects academic performance while educational programs are positively associated with academic performance.

Findings illustrate that out of total 152(100%) 55(36.1%) were of the view that the power of attraction of some TV programs compels us some time to leave the assigned academic homework, while a major proportion 78(46%) of the respondents denied this statement, in addition 7(12.5%) don't know about this statement. 26(17.1%) of the respondents endorsed that due to watching television programs we cannot manage our study time while a sizable proportion of the sample respondents 78(46%) negated this statement, similarly the rest of them don't know about this. Among the whole respondents 145(95.3%) of the respondents stated that electronic media is an important agent of social change. Only a few 2(1.3%) were disagree with this statement while the rest of the respondents 5(3.4%) don't know about this. Further majority 87(57.2%) of the respondents were of the view that electronic media is promoting women right, 5(3.3%) don't know and the rest of them don't agree with statement. Data below shows that 51(33.5%) of the respondents stated that electronic media influence our social development positively while major proportion 87(57.2%) don't agree about this in addition the rest of them don't know about this. 60(39.4%) of the respondents stated that we are receiving guidance from our parents regarding the use of electronic media while sizable proportion of the respondents being 75(49.3%) are not doing so and the rest of the respondents don't know about this.

Findings describe that Out of total 152(100%) 125(82.2%) of respondents stated that exposure to electronic media influences cognitive development of students 17(11.5%) respondents were disagree and 10(6.5%) don't know. Carnagey& Anderson and Carnagey (2003) discovered the fact that exposure to media violence is consider as a risk factor both at individual and societal level, in the case of individual high exposure to media violence definitely effect normative belief and individual are more likely to accept

aggressive behavior and cognitive script that can drive aggressive behavior automatically. 105(59%) respondents were of the view that electronic media can solve academic problems of students, 28(18%) were disagree and the remaining 19(13.1%) don't know. Further 113(74.3%) of the respondents stated that TV programs play vital role in changing female behavior towards education, 28(18.0%) were found disagree and 12(7.7%) responded don't know. This line can be supported by Bandura (1986) that media models can activate, channel, and support pro-social behavior. 112(73.8%) opined that electronic media helps in our studies, 28(18%) denied this statement and the rest of them don't know. Majority of respondents being 148(97.4%) expressed that electronic media helps in learning new ways of education, only 2(1.3%) were disagree and rest of them don't know. Newton and Minow (2009) finding support this statement that media can become a powerful and economical tool for education and has a great potential if used imaginatively and with vision.

Findings further portray that majority of the respondents being 140(92.1%) were of the view that electronic media helps in socialization process of individual while 8(5.2%) were found disagree with this statement and the rest of the respondents don't know. Signorielli & Morgan (2001) highlight the „learning“ that takes place via television makes it one of the major players in the socialization process. 100(65.7%) of the respondents opined that electronic media is beneficial for students in their curricular activities while 35(23.1%) were disagree and 17(11.2%) stated don't know about this. 122(80.2%) of the respondents were of the view that electronic media negatively affect female academic performance while 23(15.1%) were disagree and the rest of the respondents don't know. Majority of the respondents 112(73.7%) of the respondents stated that electronic media helps in our studies similarly 28(18.4%) were found disagree and the rest of the respondents don't know. 112(73.7%) expressed that electronic media leads young female towards delinquent behavior, 23(15.1%) were found disagree and 17(11.2%) have no knowledge about it. The WHO (2003) study noted that “films have created a yearning for romance” and that to be labeled „boyfriend“ or „girlfriend“ implies “popularity, coolness and modernity”. Findings also showed that „gangster“ films are particularly popular with college students and dialogues from these films are used in everyday conversations with friends; when combined with the right kind of accessories (such as motorbikes and mobile phones) this not only becomes a style statement but an indicator of belonging to a youth sub-culture. Majority of the respondents 140(92.1%) stated that excessive watching of TV may lead to physiological and psychological problems only 8(5.3%) were disagree with and the rest of them don't know. Escobar and Anderson (2008) found that the excessive use of media have an obvious result of promoting obesity because it reduce the time given to exercise and it also is the cause for increasing the consumption habits of high calories non nutritious food, while this is more true for the girls only. 113(74.3%) of the respondents were of the view that electronic media is promoting smoking and drug culture among female a small proportion 17(11.3%) were found disagree and the rest of the respondents don't know. Escobar and Anderson (2008) found that most of the adolescents adopt smoking habits from movies the same is the case for alcohol use from television and movies. It was also found among the respondents that majority 120(78.9%) stated that excessive use of electronic media cause low academic grades only 25(16.4%) were disagree and the rest of the respondents 7(4.6%) don't know about this. The same fact had been found by Bushman and Anderson (2001) that child having in excessive habits of television use score lower that those light viewers.

CONCLUSION

It is concluded from the study findings that Media especially TV plays an important role in our daily life, it has some positive as well as negative impact. Social behavior is the product of environment, media is way to development but most of our adolescents female adopt negative traits from electronic media. Research

finding support the fact that electronic media a powerful agent of socialization it can educate and aware the masses and it can help students in their studies better than any other source. But its negative impacts outweigh the positive impacts. It is found in this research finding that if on one side electronic media help students for solving their academic problems, help in learning new ways of education and if it is beneficial for students in their curricular activities on other hand it also negatively affect their academic performance, lead most of the students to delinquency, smoking behavior are its obvious result. Its negative consequences can be observe in form of physiological and psychological problems and finally study finding show that extensive viewer of media programs cause low academic grades among most of the female students.

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