THE IMPACTS OF ELECTRONIC MEDIA ON ACADEMIC PERFORMANCE OF FEMALE STUDENT

Ullah, Shakir ✉

Rural Sociology, the University of Agriculture, Peshawar, Pakistan

shakirsoc@yahoo.com

Ali, Madad

Rural Sociology, the University of Agriculture, Peshawar, Pakistan

Nisar, Muhammad

Rural Sociology, the University of Agriculture, Peshawar, Pakistan

Farid, Tahir

Sociology, University of Peshawar, Peshawar, Pakistan

Ali, Iqtidar

Management Science, Islamia College University, Peshawar, Pakistan

Alam, Sadiq

Political Science, Qurtaba University, Peshawar, Pakistan

Abstract

This study investigates the impacts of electronic media on academic performance of female students in university of agriculture Peshawar Pakistan 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 (Zafar*et 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.

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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.

Functions of Electronic Media

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.

Livingstone (2002) discovered that television is still an important medium for children and they use television actively. However, while children regard it primarily as a source of entertainment and many parents often see media, particularly for young children, as an important educational tool that can assist children's intellectual development. Signorielli and Morgan (2001) highlight that Buckingham and Sefton-Green, writing about the Pokemon phenomenon, point to the potential pedagogic value of non-educational programs for children as well (i.e. those not particularly produced for educational aims), that show children how to learn. They argue that education should be distinguished from learning. Children can learn skills from popular culture (e.g. Pokemon) such as how to behave, what to want and to feel and how to respond. This type of learning is distinguished from 'official' educational knowledge. Viewed from this perspective the 'learning' that takes place via television makes it one of the major players in the socialization process alongside more traditional socializing agents such as the family, school and peer groups reflecting society's values and culture.

Kaufman (2001) observed that most of the children spend their time watching TV and playing video games rather than reading and writing while he collected Statistics from the U.S Department of Education which shows that student's achievement in both has been declining in recent times. Bushman and Anderson (2001) further revealed by that child having in excessive habits of television use score lower that those light viewers.

MacKay & Covell (1997) warned that the media also constantly portrays women as objects for the Advertisement of products and services. The objectification of women involves their representation as objects of men's desires and fantasies, rather than subjects of their own individual desires and fantasies. A straightforward effect of sex in media is sexual arousal, the drive that energizes or intensifies sexual behavior. The less explicit sitcoms, showing teenagers considering being sexually active also contradict and consequently weaken family-taught values against premarital sex.

THEORITICAL FRAMEWORK OF THE STUDY

Social Learning theory

The principal theme of this theory is associated with the social context of learning. Bandura has emphasized the fact that people who observe responses of individuals tend to exhibit the same when placed in similar settings. According to Bandura, behaviors and responses that are repeated, perceived as real, distinct, functional and salient are more likely to be attended to, thus more likely to be learned. When observing an event, which receives some kind of reward like social approval, pleasant experience and when the observer feels confident to perform, it's symbolic imitation is facilitated. The social cognitive principle has

been widely employed to explain the television effects on a variety of social issues such as aggression, life styles, alcohol attitudes and behavior. It also stresses the importance of viewer's cognitive activities when consuming television messages (Bandura, 1977).

Any person's socialization process is influenced by innumerable factors such as family, school, environmental factors etc. Direct experience and participation are important parameters which shape the youth's impressions of the perceived structure of their environment. However, these forms of experience are usually limited to the immediate environment. Electronic media, particularly television, plays a crucial role in bringing the outside world into homes. As an important institution, mass media enters the socialization process of an individual.

The Social Learning Theory explains how environment influences the behavior of an individual. DeFleur and Sandra (1989) stated "despite general in nature, Social Learning Theory is particularly relevant to study the impact of mass communication because the description and portrayal of social life is a frequent subject in media contents". The most common (and pervasive) examples of social learning situations are television programs. Such as watching a particular program for example fashion show make us motivated to adopt that particular style which will further win the admiration and attraction of people. Depending upon the component processes involved (such as attention or motivation), users may model the behavior shown in the program and adopt the same thing.

Actions of characters in the audio-visual media can serve as a model for others to imitate. Modelling Theory is also useful for describing the application of general Social Learning Theory which explains how new behaviors are acquired by people from media portrayals. An individual observes a character, identifies him/her as a model and remembers actions of model and performs them when confronted with similar circumstances (DeFleur and Sandra, 1989). Literature has shown that viewers acquire attitudes, emotional responses and new styles of conduct from media especially from films and television (Bandura, 1973 and Liebert, 1973). The theory clearly establishes that the media can serve as agents in the socialization process

Cultivation Theory

This study has used Cultivation Theory by George Gerbner as a guide in exploring the consequences/effects. the theory states that heavy exposure to mass media namely television creates and cultivates attitudes more consistent with a media conjured version of reality than with what actual reality is. The Cultivation Theory asserts that heavy viewers' attitudes are cultivated primarily by what they watch on television. Gerbner views this television world as "not a window on or reflection of the world, but a world in itself" (McQuail,

1993: 100). Cultivation Theory, in its most basic form, suggests that television is responsible for shaping or 'cultivating' viewers' conceptions of social reality. The combined effect of massive television exposure by viewers over time subtly shapes the perception of social reality for individuals and, ultimately, for our culture as a whole.

Thus, cultivation research is in the effects tradition. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant. They emphasize the effects of television viewing on attitude rather than the behavior of viewers. Heavy watching of television is seen as 'cultivating' attitudes which are more consistent with the world of television programs than with the everyday world. It argues that the mass media cultivate attitudes and values which are already present in culture. Media maintains and propagates these values amongst members of a culture, thus binding it together. For heavy viewers, television virtually monopolizes and subsumes other sources of information, ideas and consciousness. Gerbner says that the effect of all this exposure to the same messages produces what he calls cultivation or the teaching of a common worldview, common roles and common values. Cultivation research looks at the mass media as a socializing agent and investigates whether television viewers come to believe the television version of reality the more they watch it. Gerbner and his colleagues contend that television drama has a small but significant influence on the attitudes, beliefs and judgments of viewers concerning the social world. Judith van Evra argues that by virtue of inexperience, young viewers may depend on television for information more than other viewers do (Evra, V,1990, p. 167).

In the light of these theories the finding of this study can be generalize. Based on the social learning and cultivation theory, the present study hypothesized that characters and their actions in media programs serve as model for heavy viewers especially students who then act to do the same in their real life. Their real life can be affected either positively or negatively in the light of the contents of these programs. Social learning theory argued that mass media is an important agent of socialization while the study found that it help in the socialization process and students especially female imitate new ways of education from electronic media channels. Similarly cultivation theory describe the effects of electronic media especially television, it argued that television has long-term and significant effects over the viewers. It argued that electronic media and especially TV are responsible for shaping the perception of social reality. The same facts are discovered in this study such as delinquent and aggressive behavior and drug culture are adverse effects of viewing television and movies.

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 Agriculture Peshawar-Pakistan constitutes the universe for this study. Within the university 3 departments namely department of rural 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 Agriculture Peshawar" 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 Rural Sociology	$20=N_i$	$n/N*N_i$	12
Institute of developmental studies	$100= N_2$	$n/N*N_i$	60
Institute of business and management studies	130	$n/N*N_i$	80
Total	250		152

$$n_i = \frac{n}{N} \times N_i$$

Where

n= required sample size

N= population size

N_i= size of i^{th}strata

n_i = sample size to be taken from i^{th}strata

It indicates that to select a sample size of 152 female 12 are taken from sociology department. 60 respondents from Institute of developmental studies and 80 from Institute of business and management studies. This proportional allocation procedure has been adopted from (Chaudry and Kamal, 2004).

Data Collection and analysis

A well thought out questionnaire, ensuring the induction of all the aspects of the study has been designed through Likert scale for data collection. Further the collected data has been analyzed through simple frequency distribution using SPSS 20th version.

RESULT AND DISCUSSION

Table 2 shows the age, resident, marital status and religious education of the respondents like most. 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

S.No	Specification	Frequencies	Percentage
1.	Age of the respondents		
	20-22	73	48.1
	23-25	60	40.0
	25 and above	19	12.0
	Total	152	100%

2.	Resident of the respondent:		
Rural	55	36.2
Urban	97	63.8
Total	152	100%
3.	Marital status:		
Married	15	9.8
Unmarried	137	90.2
Divorced	00	00.0
Total	152	100%
4.	Religious education		
Simply know Quran	102	67.0
Understand Quran by translation	27	18.0
Understand Quran by nazria	23	15.0
Also student of madrassa	00	00.0
Total	152	100%

Table 3 shows 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.

Table 3 Consumption of Electronic Media

S.No	Specification	Frequencies	Percentage
1.	**You have access to electronic media**		
	YES	145	95.0
	NO	07	05.0
	Total	**152**	**100%**
2.	**Access to which form of electronic Media:**		
	Local TV	24	16.4
	Radio	0 5	3.2
	Internet	28	18.1
	TV and Radio	05	3.2
	TV and Internet	67	44.1
	All the sources	23	15.0
	Total	**152**	**100%**
3.	**For how many hours watch TV daily:**		
	Up to 2 hours	50	32.8
	Up to 3 hours	50	32.8
	Up to 4 hours and above	52	34.4
	Total	**152**	**100%**
4.	**At which time you are watching TV:**		
	Day time	20	13.2
	Evening time	48	31.3
	Night time	84	55.4
	Total	**152**	**100%**
5.	**Which type of channel you like most:**		
	Entertainment	23	15.1
	News	05	3.3
	Sport	09	5.9
	Religious	04	2.5
	Mix channel	103	68.0
	All	06	3.9
	Total	**152**	**100%**

Table 4 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.

Table 4 Effect of Electronic Media

S.No	Specification	Frequencies	Percentage
1.	The attraction of some TV programs some time compels you to leave your assign academic home work:		
	Agree	55	36.1
	Disagree	78	46.0
	Don't know	07	12.5
	Total	**152**	**100%**
2.	Due to watching television you cannot manage your study time:		
	Agree	26	17.1
	Disagree	94	61.8
	Don't know	32	21.1
	Total	**152**	**100%**
3.	Electronic media is promoting social change:		
	Agree	145	95.3
	Disagree	02	1.3
	Don't know	05	3.4
	Total	**152**	**100%**

4.   Electronic media is promoting women right:

Agree	87	57.2
Disagree	60	39.4
Don't know	05	3.3
Total	**152**	**100%**

5.   Electronic media influence your social development positively:

Agree	51	33.5
Disagree	87	57.2
Don't know	14	9.3
Total	**152**	**100%**

6.   You receiving guidance from your parents regarding the use of electronic media

Agree	60	39.4
Disagree	75	49.3
Don't know	17	11.3
Total	**152**	**100%**

Table 5 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.

Table 5 Electronic Media & Education

S.No	Specification	Frequencies	Percentage
1.	**Exposure to electronic media influences cognitive development of students:**		
Agree		125	82.2
Disagree		17	11.5
Don't know		10	6.5
Total		**152**	**100%**
2.	**Electronic media help in solving academic problems of students:**		
Agree		105	69.0
Disagree		28	18.0
Don't know		19	13.1
Total		**152**	**100%**
3.	**TV programs play vital role in changing female behavior towards education:**		
Agree		113	74.3
Disagree		28	18.0
Don't know		12	7.7
Total		**152**	**100%**
4.	**Electronic media helps in your studies:**		
Agree		112	73.8
Disagree		28	18.4
Don't know		12	7.8
Total		**152**	**100%**
5.	**Electronic media helps in learning new ways of education:**		
Agree		148	97.4
Disagree		2	1.3
Don't know		2	1.3
Total		**152**	**100%**

Table 6 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.

Table 6 Electronic Media & Education II

S.No	Specification	Frequencies	Percentage
1.	**Electronic media helps in socialization process of individual:**		
	Agree	140	92.1
	Disagree	8	5.2
	Don't know	4	2.6
	Total	152	100%

2.   Electronic media is beneficial for students in their curricular activities

Agree	100	65.7
Disagree	35	23.1
Don't know	17	11.2
Total	152	100%

3.   Electronic media negatively affect female academic performance:

Agree	122	80.2
Disagree	23	15.1
Don't know	7	4.6
Total	152	100%

4.   Electronic media helps in your studies:

Agree	112	73.8
Disagree	28	18.4
Don't know	12	7.8
Total	152	100%

5.   Electronic media leads young female towards delinquencies:

Agree	112	73.7
Disagree	23	15.1
Don't know	17	11.2
Total	152	100%

6.   Excessive watching of TV may lead to physiological and psychological problems:

Agree	140	92.1
Disagree	8	5.3
Don't know	4	2.6
Total	152	100%

7.   Electronic media is promoting smoking and drug culture among female:

Agree	113	74.3
Disagree	17	11.3
Don't know	22	14.4
Total	152	100%

8. Excessive use of electronic media cause low academic grades

Agree	120	78.9
Disagree	25	16.4
Don't know	7	4.6
Total	152	100%

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.

RECOMMENDATIONS

Electronic media is the most dynamic and influencing communication vehicles. Therefore, female viewers are required to be careful about its use. Policy-makers should also be careful while formulating rules and regulations.

Student's especially graduate levels female are not much literate about media. Majority of them are not mature enough that how to utilize its different forms like television and internet. It is therefore recommended that efforts should be made for enhancing mass literacy in general and literacy for students in educational institutions in particular about media use.

The producers of programs for television have great responsibility in today's world.   the researchers feels that this issue should be taken seriously and best effort should be made to sensitize producers and broadcasters for improving the quality of whatever they are bringing to young generation especially female.

To minimize and resist the negative effects of electronic media on young female it is suggested that local channels should be strengthened and programs should have better content reflecting values and norms of Pakistani society. These channels should produce and broadcast such a quality programs that could help in the solving their academic problems and bring improvement in overall academic development of female students, help in this regard can be sought out from renown educationists and educational psychologists.

FUTURE RESEARCH

This section presents some recommendations for future research regarding the effects of electronic media on academic performance of female students.

This study has provided a baseline study on the effects of electronic media on academic performance especially on female students. It has explored only some factors and analyzed the effects on female students in particular. However, the researcher has planned to work in future on more specific aspects and evaluate effect on female belong to different socio-economic and demographic background. There is a need to judge the impact on female students belonging to different social classes, income levels, qualifications and according to their maturity status. Similarly, some other dimensions like family norms, specific cultural values, etc. can also be investigated.

The present research did not study the impact of specific programs of foreign or local television on the viewers. So a combination of content analysis and a survey in a study may be more interesting and valuable. Therefore, the researchers are interested in conducting such a study in future for publication.

Electronic media has spread all over the country due to its easy access, low cost and availability of satellite channels. Electronic media requires systematic studies based on a variety of methods. The validity and reliability measures of this research cannot be generalized to all of the student population as it only targeted female.

One can also find the effects of electronic media on low or high grades achievements among students in Pakistan. This is also very important to take into account gender difference in general and also in different environments because functions and effects of media contents may vary for boys and girls or for males and females to a large extent.

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