

# ROLE OF T.V REALITY SHOWS IN SOCIAL DEVELOPMENT OF B.Ed AND M.Ed STUDENTS

**Mr. DEEPAK MATHIL\***

*Assistant Professor, Deepak Mathil S/O Ram Shanker*

*M.No. 09466334900*

*E.Mail. - dmcdlu@gmail.com*

*Assistant Professor Dept. of Commerce*

*Guru Nanak Khalsa College Abohar (Punjab)*

## ABSTRACT

It is universal accepted truth that the actions emphasize a particular concept better than words or it can be said that what is experience practically makes one learn the best. Perhaps it is due to this fact that most of the teaching community prefers to use such teaching process that involves a repeated use of practical aids. Television is one of such most practical aids, frequently used for the purpose of Leaching and learning. Researchers have proved that effect of audio-visual through sensory organs on learning.

**1% was learned = Taste, 1.5% was learned = Touch, 3.5% was learned = Smell, 11% was learned = Hearing, 83% was learned — Sight**

Television has a uniqueness that is shared by no other communication media and its 'Reality Shows impact on behavior is similarly unique. **George Cornel** described America's passion for 'Reality Shows' as 'Electronic Religion'.

When someone. Ponders over the questions as to what 'Television's Reality shows' are the answer they come to mind are an art form', a means of telling stories. 'A business', 'an entertainment' a gateway of knowledge' and possibly several others phrases, but of course, these are not the real definitions of "Television's reality shows.

'Reality Television' frequently portrays a modified and highly influenced formed of reality, with participants put in exotic locations or abnormal situation, sometimes coached, to act in certain scripted ways off screen "story edited" or "Segment producers" and with the portrayal of events and speech manipulated and contrived to create an illusion of reality through editing and other post - production technique. TV academy of chairman and CEO **John Shaffner (2008)** said, "Reality television has become such an integral part of television and our culture, so it only made sense for us to create this new highly competitive category".

**KEY WORDS:** *Social Experiment, Commercialization and Reality Shows, Developments, Personality, Social Educational.*

## INTRODUCTION

In many reality television shows, the viewer and the camera are passive observers following people going about their daily personal and professional activities; this style of filming is often referred to as, "Fly on the wall" or "Factual Television"

## TYPES OF REALITY SHOWS

**ELIMINATION / GAMES SHOWS:-** Another type of reality TV is "reality — competition", or so called "reality game shows", in which participants are filmed competing to win a prize, often while living together in a confined environment. In many cases, participants are removed until only one person or team remains who / which is than declared the winner. A well known example of a reality — competition show is the globally — syndicated Big Brother.

## **DATING BASED COMPETITION**

Dating — based competition shows follows a contestant choosing one out of a group of suitors. Over the course of either a single episode or an entire season, --Mambo' suitors are eliminated until only the contestant and the final suitors remains. The Bachelor, Boy meets Boy, Farmer wants a wife, Flavor of love and Love New re York and Rock of love were the example of dating based competition.

## **JOB-SEARCH**

In this category, the competition revolves around a skill that contestants were pre-screened for. Competitors perform a variety of tasks based around that skills, are judged, and are then kept or removed by a single expert or a panel of experts. The show is usually presented as a job search of some kind, in which the prize for the winner includes a contract to perform that kind of work. Top stars' a reality — television show, it was the first such "Job search" show.

## **FEAR — CENTRIC**

Possibly introduced in the mid **1990s** with Australia's who Dares wins, than in the US with MTV's Fear (**2000**) and in India Fear Factor (**2008**), fear centric shows place people in situations or locations aimed at generating emotions of fright, panic or revulsion.

## **SPORTS**

Most of these programs create a sporting competition among athletes attempting to establish their name in that sport. The club (**2002**) was one of the first shows to immerse sport with reality TV, based around a fabricated club competing against real clubs in the sport of Australian Rules football; the audience helped select which players played each week by voting for their favorites. The Big Break was a reality show in which aspiring golfers competed against one another and were eliminated. The contender, a boxing show, unfortunately became the first American reality show in which a contestant committed suicide after being eliminated from the show.

In sports shows, sometimes just appearing on the show, not necessarily winning, can get a contestant job. The owner of UFC declared that the final match of the first season of ultimate fighter was so good; both contestants were offered a contract.

## **SOCIAL EXPERIMENT:**

Another type of reality programme is the social experiment that produces drama, conflict, and sometimes transformation. **Wife swap (2003)** is a notable example. People with different values agreed to live by each other's social rules for a brief period of time and sometimes learn from the experience. Other shows in this category include TV's Holiday showdown, oxygen's The Bad Girls Club (lifestyle and actions), and channel 4's Secret Millionaire. Faking it was a series where people had to learn a new skill and pass themselves off as experts in that skill. Shattered, was a controversial **2004** U.K. series where contestants competed for how long they could go without sleep.

## **DEVELOPMENTS**

"Development means a progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience".

### **E.B. Hurlock (1959)**

Development is a continuous process that goes from womb to tomb. It does not end with the end in a particular phase of life.

"Development of an individual is the result of his interaction with his social environment," - **Erickson (1950)**.

## **PERSONALITY**

Deep within lies in every individual a powerful urge to grow and blossom out as a person - to be distinguished from sub-human species. Born as a helpless infant to totally dependent upon its mother for survival, the human body grows, matures and develops, learn and comes to be reckoned as a person. Among several persons in this world, the quest of everyone is to become a person.

"Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information." - **Watson (1930)**

"Personality is that which permits a prediction of what a person will do in a given situation." **Cattell (1970)**

"Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment." **Allport (1948)**

## **SOCIAL EDUCATIONAL LEVEL**

Metro-sexual relationship, it is a significant social phenomenon due to social development and attraction for opposite sex. Boys and girls of this age try to attract and hold the attraction of each other through their style of dress, manner of talking and other forms of social behavior.

Peer group acceptance, during this stage group loyalty becomes very much pronounced. It crosses the limit of the gauge but extends it to the school, the community, the province; cooperation reaches its peak and during this period B.Ed and M.Ed student's are in mood for sacrifices their own interest for the greater cause of the group, society and nation.

### REVIEW OF RELATED LITERATURE

**Verma (2007)** in his study conducted on the topic "Impact of watching international T.V. programmes on adolescents in India," Examined the psychological effects of watching television programmes on adolescents in India aged 15-18 years were interviewed. Attitude relating to violence, drugs, smoking, Alcohol consumption, sex and modeling were examined before and after viewing television. Results revealed changes in attitude following viewing with shift away from Indian social

**Chauhan (2007)** conducted the study on the topic of "Impact of Television on the personality development of Adolescent." The sample was consisted of 100 adults from two different cities. The study had revealed that there were notable impacts of television's show on the various aspect of personality (physical, social, intellectual and emotional) of adolescents.

**Meng & Lugalambi (2007)** The objective of the study to find the relationship between reality show's violence and physical aggression in conflict situation, It was found that children who normally view a relatively large amount of violence on reality shows expected others to be physically aggressive to conflict situation more than children who normally view a relatively small amount of violence on reality shows.

**Eron (2008)** in his study conducted on the topic, "Relationships of television viewing habits and aggressive behavior in children." The important objectives of the study were to get information about T.V. habits, (a) length of time watched (b) extent of violence in favourite programmes was obtained from parents in individual interviews having to do with psychosocial antecedents of aggressive behavior in their children. It was found that significant positive relationship between violence ratings of favourite programmes reported by mothers and fathers and aggressive behavior of boys are rated in colleges. Also there was significant negative relation between total times watched by boys as reported by mothers.

**Stahl (2008)** in his study conducted on the topic "Effect of long term viewing of television violence on cognitive, physiological and behavioral responses to real life violence." The objectives of the study were to find the relationship between television violence viewing an expectation of other physical aggression in conflict situations. It was found that children who normally view a relatively large amount of television violence.

**Hellman (2010)** claims that the audience is the 'new king' in the relationship between the media and its consumers. The change in the television environment has forced broadcasters to become audience oriented. Two main reasons are identified to substantiate this perspective.

**Black (2012)** Open-ended questions as a research method allow for divergent and unpredictable responses. The participants are given the opportunity to answer the questions in any way they may want to. Since open-ended questions do not have structured or specified answers, they can elicit underlying ideas, feelings, sentiments and suggestions that researchers may not even have considered".

### STATEMENT OF THE PROBLEM

*Role of T.V Reality Shows in Social Development Of B.Ed And M.Ed Students.*

### OBJECTIVES OF THE STUDY

1. To compare the gender differences in the perceptions of television reality shows of B.Ed and M.Ed students.
2. To compare the gender difference in social development of B.Ed and M.Ed students.
3. To compare the location of residence in the perceptions of television reality shows of B.Ed and M.Ed students.
4. To compare the location of residence in social development B.Ed and M.Ed students.
5. To find out the relationship between television reality shows and social development of B.Ed and M.Ed students.

### HYPOTHESES

1. There is no significant difference in the mean score of television reality shows between boys and girls of B.Ed and M.Ed students.
2. There is no significant difference in the mean score of television reality shows between rural and urban B.Ed and M.Ed students.

3. There is no significant difference in the mean score of social development between boys and girls of B.ED and M.ED students.
4. There is no significant difference in the mean score of television reality shows between rural and urban B.ED and M.ED students.
5. There is no significant correlation between television reality show and social devolvement.

### **METHODOLOGY**

In research there are various methods and procedures to be applied.

- (1) Historical method
- (2) Experiment method
- (3) Descriptive method

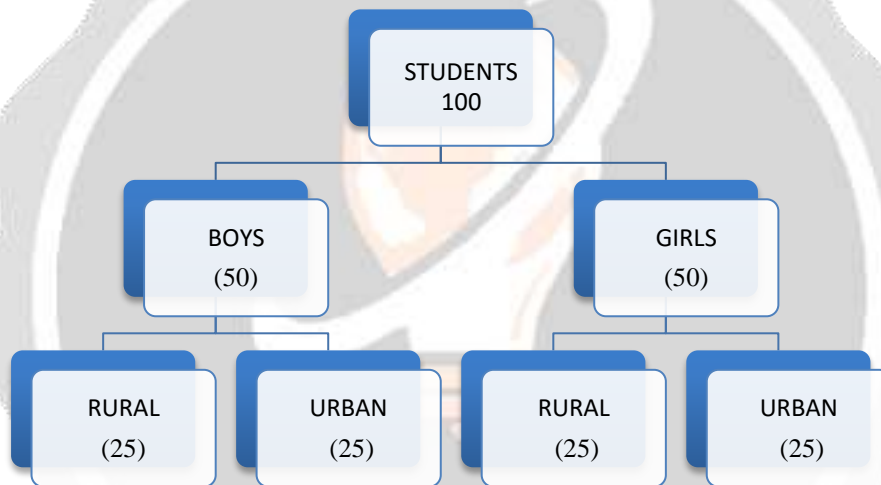
### **DESIGN OF THE STUDY**

The present study is comprised to Normative Survey Design. Data was collected from Sirsa city with the help of a questionnaire. The responses were in multiple choices.

### **POPULATION**

There are several method of sampling such as random sampling, stratified sampling, purposive sampling, out of which in the present study random sampling was employed. The sample consisted 100 B.Ed and M.Ed students from Sirsa city. Out of 100 students 50 boys and 50 girls selected from rural and urban area.

### **SAMPLE DESIGN**



### **TOOLS TO BE USED**

For collection data required for the study, questionnaire prepared by Poonam(2012) was used. This is not a standardized tool yet it is prepared with the help of experts in the field of psychology.

### **SCORING KEY**

There are 20 questions each and there are four options given to the respondents. He/she has to select any one of them. There are some negative statements also. The scoring a questionnaire was made as 4,3,2,1. Therefore the maximum score of 20 questions was 80 and minimum score is 20.

### **DATA COLLECTION**

The investigator visited the schools and before the distribution of the questionnaire, the investigator explained to the pupils the purposes of the questionnaire and gave proper instructions to them. They were told that it was not an examination and no marks would be given for that. The students were told to read the items of the questionnaire and were asked to clarify their doubts regarding any questions. Later they were told to tick the appropriate responses.

### **STATISTICAL TECHNIQUES**

After the collection of data, the following statistical techniques have been employed to analyze to obtain the data:

1. Descriptive statistics such as Mean and Standard Deviation.
2. 't' test to find out the significance of the difference between means of two groups.
3. Correlation

### **DELIMITATIONS OF THE STUDY**

To trim an investigation to a manageable size, a researcher may confine his attention to events that occurred during a given segment of time or in a given place or to the relationship between two or more clearly identified variables.

Goods and Scates, "Obliviously any particular research deals with only a very small part of the totality of aspects of the entire universe. To delimit a study adequately so that the reader (as well as the researcher) himself may know what it deals with and what it does not i.e. to make clear the vast multiplicity of objects, conditions, events, aspects (intentionally) included in the study and which hopefully are not reflected in under degree in the conclusions." In the words of John W. Best, "Delimitations are the boundaries of the study."

Keeping in view the time, money and resources available, the present study is delimited under these specifications:

1. The study was done only on social development of B.Ed and M.Ed students.
2. The study was conducted on the sample of
  - (i) 100 B.Ed and M.Ed students, out of which 50 were M.Ed and 50 were B.Ed. 25 boys and 25 girls were chosen randomly.
  - (ii) The study was limited to colleges of Sirsa district only.

## MAJOR FINDING AND CONCLUSIONS

### HYPOTHESIS - I THERE IS NO SIGNIFICANCE DIFFERENCE IN THE MEAN SCORE OF TELEVISION REALITY SHOWS BETWEEN BOYS AND GIRLS OF B.ED AND M.ED STUDENTS.

TABLE. 4.1

#### SIGNIFICANCE OF GENDER DIFFERENCE IN MEAN SCORES OF TELEVISION REALITY SHOW

	Gender	N	Mean	S.D.	T
Television Reality shows	Boys	50	55.33	5.50	.387
	Girls	50	57.33	7.30	

**FROM TABLE - 4.1** It is evident from the table 4.1 that the mean score and std. deviation of boys are 55.33 and 5.50 respectively and the mean score and std. deviation of girls are 57.33 and 7.30. The 'T' value is 0.387. The 'T' value is not significant at 0.05 levels. Hence the null hypothesis that there is no significant difference in the mean score of television reality shows between boys and girls of B.ED and M.ED students is accepted.

### HYPOTHESIS .II THERE IS NO SIGNIFICANT DIFFERENCE IN MEAN SCORES OF TELEVISION REALITY SHOWS BETWEEN RURAL AND URBAN B.ED AND M.ED STUDENTS.

TABLE. 4.2

#### SIGNIFICANCE OF LOCATION OF RESIDENCE DIFFERENCE IN MEAN SCORES OF TELEVISION REALITY SHOW

	Residence	N	Mean	S.D.	T
Television Reality shows	Rural	50	57.96	5.44	0.244
	Urban	50	58.36	6.15	

**FROM TABLE - 4.2** It is evident from the table 4.2 that the mean score and std. deviation of boys are 57.96 and 5.44 respectively and the mean score and std. deviation of girls are 58.36 and 6.15. The 'T' value is 0.244. The 'T' value is not significant at 0.05 levels. Hence the null hypothesis that there is no significant difference in the mean score of television reality shows between Rural and Urban of B.ED and M.ED students is accepted.

### HYPOTHESIS. III THERE IS NO SIGNIFICANT DIFFERENCE IN MEAN SCORES OF SOCIAL DEVELOPMENT BETWEEN BOYS AND GIRLS B.ED AND M.ED STUDENTS.

TABLE. 4.3

#### SIGNIFICANCE OF GENDER DIFFERENCE IN MEAN SCORES OF SOCIAL DEVELOPMENT

	Gender	N	Mean	S.D.	T
Social Development	Boys	50	56.3	5.80	1.619
	Girls	50	58.3	5.71	

**FROM TABLE - 4.3** It is evident from the table 4.3 that the mean score and std. deviation of boys are 56.3 and 5.80 respectively and the mean score and std. deviation of girls are 58.3 and 5.71. The 'T' value is 1.619. The 'T' value is not significant at 0.05 levels. Hence the null hypothesis that there is no significant difference in the mean score of social devolvement between boys and girls of B.ED and M.ED students is accepted.

### HYPOTHESIS. IV THERE IS NO SIGNIFICANT DIFFERENCE IN MEAN SCORES OF SOCIAL DEVELOPMENT BETWEEN RURAL AND URBAN STUDENTS.

**TABLE. 4.4**  
**SIGNIFICANCE OF LOCATION OF RESIDENCE DIFFERENCE IN MEAN SCORES OF SOCIAL DEVELOPMENT**

	Residence	N	Mean	S.D.	T
Social Development	Rural	50	56.56	6.50	0.496
	Urban	50	55.68	5.41	

**FROM TABLE - 4.4** It is evident from the table 4.4 that the mean score and std. deviation of boys are 56.56 and 6.50 respectively and the mean score and std. deviation of girls are 55.68 and 5.41. The 'T' value is 0.496. The 'T' value is not significant at 0.05 levels. Hence the null hypothesis that there is no significant difference in the mean score of social development between boys and girls of rural and urban students is accepted.

**HYPOTHESIS.V THERE IS NO SIGNIFICANT CORRELATION BETWEEN TELEVISION'S REALITY SHOWS AND SOCIAL DEVELOPMENT OF B.ED AND M.ED STUDENTS.**

**TABLE. 4.5**  
**COEFFICIENT OF CORRELATION BETWEEN TELEVISION REALITY SHOWS AND SOCIAL DEVELOPMENT**

Residence	N	Correlation
Boys	50	0.960
Girls	50	0.954
Rural	50	0.950
Urban	50	0.959

**FROM TABLE - 4.5** The coefficient of correlation between television reality shows and social development of boys adolescent is 0.960, which positive and significant. This means that television's reality shows and social development are positively and significantly correlated.

The coefficient of correlation between television's reality shows and social development of girl's secondary school students is 0.954, which is positive and significant. This means that television's reality shows and social development are positively and significantly correlated.

The coefficient of correlation between television's reality shows and social development of urban secondary school students is 0.950, which is positive and significant. This means that television's reality shows and social development are positively and significantly correlated.

The coefficient of correlation between television's reality shows and social development of rural secondary school students is 0.959, which is positive and significant. This means that television's reality shows and social development are positively and significantly correlated.

The coefficient of correlation between television's reality shows and social development of boys and girls secondary school students is 0.956, which is positive and significant. This means that television's reality shows and social development are positively and significantly correlated.

### **FINDINGS OF THE STUDY**

The findings of the present study threw a valuable light on the impact of television reality shows on the perceptions of B.Ed and M.Ed students towards their social development.

The following conclusion had been draw:

6. There is no significant difference in the mean score of television reality's shows between boys and girls of B.ED and M.ED students.
7. There is no significant difference in the mean score of television reality's shows between rural and urban B.ED and M.ED students.
8. There is no significant difference in the mean score of social development shows between boys and girls of B.ED and M.ED students.
9. There is no significant difference in the mean score of television reality's shows between rural and urban B.ED and M.ED students.
10. Television's reality shows and social development are positively and significantly Co-related each other in B.ED and M.ED students.

### **SUGGESTION**

1. The present study can be conducted on the school students. The study can be repeated on children and details.

2. The present study was delimited to Sirsa district only. The same can be extended to wider geographical area.
3. A study can be undertaken to analyze the effect of television's reality shows on the concept formation of B.Ed and M.Ed students towards opposite sex.
4. The research can be undertaken to study the role of Govt. in improving the standard of television's reality shows keeping in mind the needs of adult students.
5. The research can be undertaken to study the impact of television's reality shows on the academic achievement of graduate students.
6. The study can be undertaken to study the impact of television's reality shows on the self discipline of senior secondary school students.

## REFERENCES

- Allport, G.W. (1948) *Personality, A psychological interpretation*, Constable and company ltd: London.
- Baldwin, J.M. (1986) *Encyclopedia of Philosophy and Psychology*, Cosmo Publications.
- Baron, R.A. and Barry H. (1980), *Psychology understanding behaviour*, Holt, Rinehart and Wintson.
- Best, J.W. and Kahn, J.V. (2003) *Research in Education*, Prentice Hall of India: New Delhi.
- Bigge, L.J., and Hunt, M.P. (1968) *Psychological Foundation of Education*, Harper and Row: New York.
- Bruner, J.S.(1965) *Handbook of Classroom Learning*, New York: Holt,.
- Bach, M.B. (1988-92) *Fifth Survey of Research in Education Vol-II*.
- Cattell, R.B. (1987) *Personality Pinned Down*, *Psychology To-day*, Quoted by H.C. Roediger et al.(1973), *Psychology* (2nd ed.), Little Brown and Co.: Boston..
- Chandra, V. (2000) *Television and Indian Culture*, Indian Publishers Distributors: New Delhi.
- Chauble, S.P. (2002) *B.Ed and M.Ed students and our behaviour with them: Education Track Vol. 1. P.(28-30)*. Neelkamal Publication: Hydrabad.
- Chohan, S.S. (2001) *Advanced Educational Psychology*, Vikas Publishing House:New Delhi.
- Crow, L.D. and Crow, A. (1973), *Educational Psychology* (3<sup>rd</sup> Indian Reprint). Eurasia Publishing House: New Delhi. p.83.
- Ericson, E. (1950) *Childhood and Society*, Norton: New York. p.263. Eysenek, H.J. (1971) *Dimensions of Personality*, Routledge and Kegan Paul Ltd.
- Gates, Al. (1953) *Educational Psychology: New York*.
- Gerret, H.E. (1968) *General Psychology*. Eurasia Publishing House, (Ind. Reprint) : New Delhi
- Gupta, S.P. (1991) *Statistical Method*, Sultan Chand & Sons: New Delhi. , Kaul, L. (2003) *Methodology of Educational*, Ashish Publishing House: New Delhi.
- Maddi, S.R. (1976) *Personality Theories: A Comparative Assessment*, Homewood, Dorsey : Illinois, p.9.
- Mohanty, P.C. (2004) *Mass Media and Education*, Ashish Publishing L. House: New Delhi.
- Piaget, J. and Inhelder, B. (1958) *The Growth of Logical From Childhood to Adolescent* (Trans. by Anne Parson and Stanley Milgram), Basic Books: New York. 1-4; 1