

# Impact of Reality Shows on Adolescent's Personality



## Home Science

**KEYWORDS :** Adolescents, Reality shows, Impact on personality.

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### ABSTRACT

*The effects of reality shows are multi pronged, far reaching and unpredictable. Though not all reality shows are same but the ones which indulge in creating fake realities are the ones to blame the most. The main objective of the study was to see the positive and negative impact of reality shows on adolescent's personality. The present study was conducted in Lucknow Uttar Pradesh in the academic year 2014-2015. The study was conducted on 120 adolescents of residing in and studying in government and private schools. Simple random sampling technique was used to select the sample. Self constructed interview schedule was used to collect the data. The data analysis was done using 'F' test for independent groups, and following result was achieved. Academic outcomes show significant difference between students of Government and Private schools in positive feeling and outlet for competitiveness at the 0.05 level. The main result from the present study that the students of private schools were more positively affected with reality than students of government schools.*

### Introduction:-

Television's negative influence on the morality of its audience is more or less assumed. Arguments about the pernicious effects of sexually explicit images and violence in movies and television serials on the (mental and physical) health of today's youth are common. These arguments are often misinformed or represent a misinterpretation of research results (Slade, 2002). Adolescent sexual behaviour is influenced by a complex set of interactions of biology and genetics, individual perceptions, personality characteristics, media influence and socio-cultural norms and values. Adolescents on the verge of their first sexual experience tend to be quite young, and their limited knowledge and experience make them less confident and skilled at all planning ahead and taking the measures needed to avoid unsafe sex. Moreover, their young independence from their parents makes adolescents more susceptible to peer-pressures and norms, especially at younger ages. This issue is compounded through the influence the media plays in young peoples' lives. Sexual behaviour is strongly manipulated by culture, and television is an important part of an adolescent's culture (Ward, 2006). Although television content has little effect on a male's psychosocial health profile, females are affected. Increased amounts of television exposure might result in feelings of loneliness, self-esteem, weight satisfaction, perceived attraction, and more. Young female viewers are more likely than young male viewers to change the behaviours, beliefs, values, or attitudes based on the content of reality television shows (Hammermeister et-al, 2005). The views and roles displayed by reality television will be thought of as norms and the women will eventually practice and engage in the behaviours. If girls are already sexually active, watching reality television shows will likely cause them to expose themselves to sex in the media and increase their sexual activity (Bleakley et-al, 2008). The association between exposure to television and sexual behaviours found that high school students who watched television with a lot of sexual content were more likely to be having sex than other high school students who watched shows with little or no sexual content (Eitel et al., 2005). After witnessing the level of sexuality displayed in the media, adolescents believe they should be displaying the same level of sexuality in their lives. Thinking their peers are engaging in sexual activities or behaviour causes them to be more attracted to reality television programs and more interested in increasing their promiscuity. Young women who are attracted to reality television programs are more likely to endorse sexual empowerment views and traditional female roles (Cato & Carpenter, 2010).

### Objectives of this Study

- To study the positive impact of reality shows on adolescent's personality.
- To study the negative impact of reality shows on adolescent's personality.

### Testing of Hypothesis

Ho<sup>1</sup>: There exists no significant difference between types of school (government and private) and positive effect of reality shows.

S. No	Statements	Government school Mean± Standard deviation	Private school Mean± Standard deviation	F value	P value
1.	Provide knowledge	1.87 ± .343	1.73 ± .446	3.371	.069
2.	Makes emotionally strong	1.62 ± .490	1.60 ± .494	.034	.853
3.	Provide plate form to display talents	1.77 ± .427	1.67 ± .475	1.471	.228
4.	Makes confidence	1.77 ± .427	1.77 ± .427	.000	1.000
5.	Makes bold	1.60v ± .494	1.45 ± .502	2.723	.102
6.	Improve communication Skills	1.80 ± .403	1.68 ± .481	3.426	.067
7.	Opportunity to participate	1.62 ± .490	1.68 ± .469	.579	.448
8.	Exposure to unknown talent.	1.62 ± .490	1.55 ± .502	.542	.463

The result depicted in Ho<sup>1</sup> showed the difference between type of schools and positive impact of reality shows on adolescent's personality. Data showed that as the "p" value was more than 0.05 in all parameters. Thus the null hypothesis was accepted.

**H<sub>0</sub><sup>2</sup>: There exists no significant difference between types of school (government and private) and negative effect of reality shows**

S. No	Statements	Government school Mean± Standard deviation	Private school Mean± Standard deviation	F value	P value
1.	Use abusive words	1.58 ± .497	1.62 ± .490	.137	.712
2.	Shows drugs and alcohol	1.62 ± .490	1.55 ± .502	.542	.463
3.	Show violence	1.67 ± .475	1.40 ± .494	9.077	.003
4.	Presents way of crime and Violence	1.68 ± .469	1.35 ± .481	14.768	.000
5.	Show declining moral Standard	1.50 ± .504	1.32 ± .469	4.252	.041
6.	Display personal problems Openly	1.38 ± .490	1.55 ± .502	3.387	.068
7.	Show intimate scene	1.50 ± .504	1.45 ± .502	.296	.587
8.	Wastage of time and energy	1.47 ± .503	1.33 ± .475	2.226	.138

Results showed that students of government school showed more ways of crime and violence and they showed violence more than students of private school. Difference were also seen in declining moral standards which was seen more in government students while private school students display their personal problems openly than students of government school.

**Methods and Materials****Sample**

The sample for the study consisted of 120 respondents. 60 respondents were boys and 60 respondents were girls. The simple

random sampling technique was used to select the sample from the selected area of Lucknow city.

**Research design**

The research design followed in present study was cross sectional research design.

**Tool**

A self- constructed pretested interview schedule was used to collect general and specific information about the respondents was used to collect the relevant information.

**Result and Discussion**

Table 1: Distribution of the respondents on the basis of positive impact on reality shows.

S. No	Positive Impact	Government school						Private school					
		Boys N- 28		Girls N-30		Total N-58		Boys N-32		Girls N-30		Total N-62	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Provide knowledge	23 (82.1)	5 (19.9)	25(83.3)	5(16.7)	48 (40)	10 (8.4)	26 (81.3)	6 (18.8)	28 (93.3)	2 (6.7)	54 (45)	8 (6.7)
2	Makes emotionally Strong	16 (57.1)	12 (42.9)	22(73.3)	8(26.7)	38 (31.7)	20 (16.7)	11 (34.4)	21 (65.6)	24 (80.0)	6 (20.0)	35 (29.2)	27 (22.5)
3	Provide platform to display talent	20 (71.4)	8 (28.6)	24 (80.0)	6(20.0)	44 (36.7)	14 (11.7)	18 (56.3)	14 (43.8)	23 (76.7)	7 (23.3)	41 (34.2)	21 (17.5)
4	Makes confident	18 (64.3)	10 (35.7)	22 (73.3)	8 (26.7)	40 (33.4)	18 (15)	26 (81.3)	6 (18.3)	29 (76.7)	1 (3.3)	55 (45.9)	7 (5.9)
5	Makes bold	12 (42.9)	16 (57.1)	17 (56.7)	13 (43.3)	29 (24.2)	29 (24.2)	11 (34.4)	21 (65.6)	20 (66.7)	10 (33.3)	31 (25.9)	31 (25.9)
6	Improves Communication skills	21 (42.2)	7 (25.0)	20 (66.7)	10 (33.3)	41 (34.2)	17 (14.2)	17 (53.1)	15 (46.9)	25 (83.3)	5 (16.7)	42 (35)	20 (16.7)
7	Opportunity to Participate	16 (57.1)	12 (42.9)	21 (70.0)	9 (30.0)	37 (30.9)	21 (17.5)	18 (56.3)	14 (43.8)	30 (100.0)	-	48 (40)	14 (11.7)
8	Exposure to unknown Talent	13 (46.4)	15 (53.6)	23 (76.7)	7 (23.3)	36 (30)	22 (18.4)	11 (34.4)	21 (65.6)	21 (70.0)	9 (30.0)	32 (26.7)	30 (25)

The above table discuss the positive impact of reality shows. Result showed that most of boys respondent of both government and private school (82.1% and 81.3%) and (83.3% and 93.3%) girls respondents of government and private school said that watching reality shows provide knowledge. More than half percent (57.1) boys respondents of government school and less than half percent (34.4%) boys respondents of private school said that watching reality shows makes emotionally strong whereas (73.3% and 80.0%)girls respondents of both government and private school said that watching reality shows makes emotionally strong. More than seventy percent (71.4%) boys respondents of government school said that watching reality shows provide plate form to display talent whereas (80% and 76.7%) girls respondents of both schools said that watching reality shows provide plate form to display talent.(64.3% and 81.3%) boys respondents of both government and private school said that watching reality shows makes confidence whereas (73.3% and 76.7%) girls respondents of both government and private school

said that watching reality shows makes confidence. More than sixty percent (65.6%) boys respondents of private school said that watching reality shows not makes bold and (57.1%) boys respondents of government school said that that watching reality shows makes bold whereas (56.7% and 66.7%) girls respondents of both schools said that that watching reality shows makes bold. 66.7% and 83.3% girls respondents in both schools said that watching reality shows improve communication skills. More than fifty percent (57.1% and 56.3%) boys respondents of both schools said that watching reality shows opportunity to participate whereas (70%) girls respondent of government school said that that watching reality shows opportunity to participate. More than fifty percent (53.6% and 65.6%) boys respondents of both schools said that watching reality shows not exposure to unknown talent whereas (76.7% and 70.0%) girls respondents of both schools said that watching reality shows exposure to unknown talent.

**Table 2: Distribution of the respondents on the basis of negative impact on reality shows.**

S. No	Negative impact	Government school						Private school					
		Boys N- 28		Girls N-30		Total N-58		Boys N-32		Girls N-30		Total N-62	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Use abusive language	23 (82.1)	5 (17.9)	13 (43.3)	17 (56.7)	36 (30)	22 (18.4)	18 (56.3)	14 (43.8)	16 (53.3)	14 (46.7)	34 (28.4)	28 (23.4)
2	Show violence	17 (60.7)	11 (39.3)	13 (43.3)	17 (56.7)	30 (25)	28 (23.4)	13 (40.6)	19 (59.4)	12 (40.0)	18 (60.0)	25 (20.9)	37 (30.9)
3	Shows drugs and alcohol	16 (57.1)	12 (42.9)	17 (56.7)	13 (43.3)	33 (27.5)	25 (20.9)	22 (68.8)	10 (31.3)	15 (30.3)	15 (50.0)	37 (30.9)	25 (20.9)
4	Presents way of crime And violence	13 (46.4)	15 (53.6)	13 (43.3)	17 (56.7)	26 (21.7)	32 (26.7)	16 (50.0)	16 (50.0)	9 (30.0)	21 (70.0)	25 (20.9)	37 (30.9)
5	Shows declining moral standards	13 (46.4)	15 (53.6)	11 (36.7)	19 (63.3)	24 (20)	34 (28.4)	9 (28.1)	23 (71.9)	8 (26.7)	22 (73.3)	17 (14.2)	45 (37.5)
6	Display personal Problems openly	17 (60.7)	11 (39.9)	18 (60.0)	12 (40.0)	35 (29.2)	23 (19.2)	17 (53.1)	15 (46.9)	22 (73.3)	8 (26.7)	39 (32.5)	23 (19.2)
7	Shows intimate scene	16 (57.1)	12 (42.9)	14 (46.7)	16 (53.3)	30 (25)	28 (23.4)	17 (53.1)	15 (46.9)	9 (30.0)	21 (70.0)	26 (21.7)	36 (30)
8	Wastage of time and energy	9 (32.1)	19 (67.9)	8 (26.7)	22 (73.3)	17 (14.2)	41 (34.2)	12 (37.5)	20 (62.5)	12 (40.0)	18 (60.0)	24 (20)	38 (31.7)

The above table discuss the negative impact of reality shows. Result showed that more than half percent (82.1 and 56.3) boys respondents of both government and private schools and 56.7% and 56.3% girls respondents of both government and private schools said that watching reality shows use abusive language. More than half 60.7% boys respondents of government school and less than half 40.6% boys respondents of private school said that watching reality shows show violence whereas (66.7%) girls respondent of government school and (40.0%) girls respondents of private school said that watching reality shows show violence. More than half percent (57.1 and 68.8) boys respondents of both government and private schools said that watching reality shows show drugs and alcohol whereas(56.7%) girls respondent of government school and (30.0%) girls respondents of private schools said that reality shows show drugs and alcohol. Less than half percent (46.4) boys respondent of government school and half percent (50.0) boys respondent of private school said that watching reality shows presents way of crime and violence whereas 56.7% girls respondent of government school and 70.0% girls respondent of private school were not said that watching reality shows presents way of crime and violence. More than half percent (53.6 and 71.9) boys respondents of both schools were not said that watching reality shows show declin-

ing moral standards whereas (63.3% and 73.3%) girls respondent of both schools were not said that watching reality shows show declining moral standards. Most of the half percent (60.7 and 53.1) boys respondent of both schools said that watching reality shows display personal problems openly whereas 60.0% and 73.3% girls respondents of both schools said that watching reality shows display personal problems openly. More than half percent (57.1 and 53.1) boys respondent of both schools said that watching reality shows show intimate scenes whereas 46.7% and 30.0% girls respondents of both government and private schools said that watching reality shows show intimate scenes. Less than half percent (32.1 and 37.5) boys respondent of both government and private schools said that watching reality shows wastage of time and energy whereas 26.7% and 40.0% girls respondents of both schools said that watching reality shows wastage of time and energy.

**Conclusion**

It can be concluded from the present study that the students of private schools were more positively affected with reality shows than students of government school. Thus, reality shows displays matter in a holistic way and its upon individual how he takes it, what he/she learner from there shows.

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