



Effect of Movies on Value Orientation in Senior Secondary Students

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ABSTRACT

Research was done to assess the orientation in value through movies among senior secondary students Durg district (C.G.). Measurement of Value Orientation by Movies' by Ojha and Ojha was administered on 100 senior secondary students (50 males and 50 females). Result of this study shows that senior secondary students values are highly oriented by movie viewing as only 0.84% students were found in negligible and very low value orientation range ; majority 56.5% students were in very high value orientation range and 26.5% students in high value orientation range. Only 9.17% and 7% students were in average and low value orientation range respectively. Among all the values , theoretical values were most and economic values were least oriented values. Both male and female senior secondary students were highly oriented by movies but significant difference were found only between political value , rest value have no significant difference between male and female senior secondary students.

KEYWORDS

Values are central part of any society because they influence in one way or another the human relationships in social , political , economic and other spheres of life. Values infiltrate individuals and groups in form of attitudes , motives , aspirations , evaluations and appear in conscious and non-unconscious behaviour. A value is a belief upon which man acts by preference (Allport , 1963).

There is an impact of TV and movies on children's and adolescents' values , personality and behaviour (Himmelweit ,et al 1988). Media offer entertainment , culture , news , sports and education. They are an important part of our lives and have much to teach. But some of what they teach may not be what we want children to learn.

Value orientation is a commitment of an individual to values which influence his behavior. Village (2001) concluded that movies and television have a powerful influence in developing value systems and shaping behaviour. Movies and television have a positive effect on social behavior of students. American Academy of Pediatrics in 1995 reported public health authorities strongly agree that exposure to sexualized and violent scenes and programming is adversely affecting the values and behavior of children.

Movies and television have more negative effect on emotional , creative , educational and moral behavior of students (Kothari and Choudhary , 1995). Himmelweit et al (1988) found that addicts of movies have stronger feelings of rejection and insecurity than in occasional viewers.

OBJECTIVES

To study the effect of movies on orientation of the following values among senior secondary students :

- Social values
- Aesthetic values
- Religious values
- Economic values
- Political values
- Theoretical values

HYPOTHESIS

- There will be no significant difference in percent age of senior secondary students in various ranges in each of the studied values.
- Male and female students of senior secondary school

do not differ significantly in their values oriented by movies.

- Science and non science faculty senior secondary school students do not differ significantly in their values oriented by movies.

MATERIALS AND METHOD

TOOL

Standardized questionnaire ' Measurement of Value Orientation Affected by Movies' by Ojha and Ojha initially constructed in 1958 and revised in 1995. This tool is based on six values – social, aesthetic, religious, economic, political, and theoretical. Orientation by movies of each value's value orientation can be individually calculated and then collectively value orientation of all values can be estimated through this tool among the senior secondary school students.

SAMPLE AND SAMPLING TECHNIQUE

The study was conducted on 100 students (50 males and 50 females ; 50 science , 50 non science) of senior secondary school students. To conduct the study, multistage stratified sampling method was employed. At the first stage, Durg district was purposefully selected. Durg district is divided into rural and urban areas and the urban area was selected at the second stage.

RESULT AND DISCUSSION

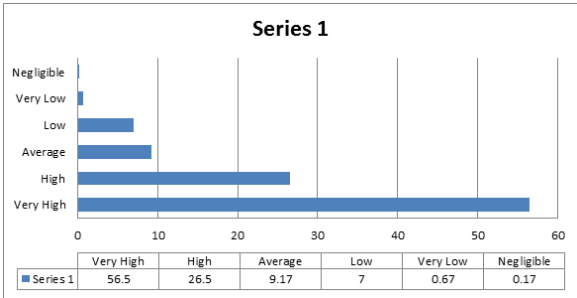
Table 1. Percentage of senior secondary students in various ranges in each of the studied values.

Range of value orientation	Social values	Aes- thetic values	Reli- gious values	Eco- nomic values	Po- litical values	Thoe- retical values	Total
Very high	31	58	68	8	85	89	56.5%
High	50	34	20	36	11	8	26.5%
Aver- age	14	8	7	20	3	3	9.17%
Low	5	0	5	31	1	0	7%
Very low	0	0	0	4	0	0	0.67%
Negli- gible	0	0	0	1	0	0	0.17%
Total	100	100	100	100	100	100	100.0

As shown in table-1 31% of senior secondary students were found in very high and 50% in high range of social value orientation; 58% of senior secondary students

senior secondary students were very high and 34% is highly oriented in aesthetic values; 68% of senior secondary students were in very high, 20% in high range of religious value orientation; 8% of senior secondary students were in very high, 36% in high, 20% in average and 31% in low category of economic value orientation; 85% of senior secondary students were in very high and 11% in high range of value orientation of political values; 89% of senior secondary students were in very high, and 8% is highly oriented in theoretical values.

Chart 1. Percentage of senior secondary students in various ranges of value orientation.



As shown in chart 1, 56.5% of senior secondary students were found in the category of very high value orientation followed by 26.5% senior secondary students in high value orientation range. Only 9.17% and 7% senior secondary students were in average and low value orientation range respectively and 0.67% and 0.17% senior secondary students were found in very low and negligible value orientation range respectively.

Table 2. Comparison of value orientation among male and female senior secondary students.

S.No.	Orientation in Values	Male Mean S.D.	Female Mean S.D.	t	P
1.	Social	28.9 6.91	30.08 4.10	1.04	>0.05
2.	Aesthetic	28.12 5.68	29.66 6.26	1.29	>0.05
3.	Economic	26.7 5.97	25.82 5.48	0.60	>0.05
4.	Religious	28.98 9.64	30.36 7.29	0.81	>0.05
5.	Political	28.24 4.013	26.2 4.104	2.513	<0.05
6.	Theoretical	28.74 4.88	28.48 4.95	0.2645	>0.05

Although insignificant difference was found on t-scores, comparison of the Mean scores of male and female senior secondary students shows that females have higher orientation than males in social, aesthetic, and religious values, whereas males have higher value orientation than females in economic, political and theoretical values.

Table 3. Comparison of value orientation among science and non science faculty senior secondary students.

S.No.	Orientation in Values	Science Mean S.D.	Non science Mean S.D.	t	P
1.	Social	29.48 6.54	29.5 4.73	0.016	>0.05

2.	Aesthetic	29.42 6.03	28.36 5.97	0.88	>0.05
3.	Economic	26.7 5.41	25.82 6.03	0.604	>0.05
4.	Religious	28.86 9.54	30.48 7.39	0.949	>0.05
5.	Political	27.82 4.69	26.62 3.52	1.447	<0.05
6.	Theoretical	27.78 5.44	29.44 4.17	1.71	>0.05

Table 3, shows insignificant difference on t-score, comparison of the Mean scores of science and non science faculty senior secondary students shows that science students have higher orientation than non science students in aesthetic, economic, and political values, whereas non science students have higher value orientation than science students in religious and theoretical values. Social value is same in both science and non science faculty senior secondary students.

CONCLUSION

This study proves that movies are orienting the values of senior secondary students. This can be estimated from the result that majority(56.5%) senior secondary students were found in the category of very high followed by 26.5% in high value orientation range. Only 9.17% and 7% senior secondary students were in average and low value orientation.

Results have shown that 81% of senior secondary students were in very high and high social value orientation range, which indicates that movies are highly orienting social values, this may be because many movies show and give importance to Indian social value.

Khothari and Choudhary(1995) found in his study that movies help in shaping the viewers attitude and their perception of social norms in a slight but an ingenious way. Rushton(1982) stated that movies are a powerful pro-social teacher of children and adolescents.

Results of the present research show that 92% of senior secondary students are highly oriented in aesthetic values. Movies have started the trend of plastic beauty where-in the present generation is encouraged to resort to cosmetic procedures to correct even minor flaws of their body sometimes with disastrous results. For some youth , their opinions , values , talk and behaviour is also affected by what movies show as glamorous and the in-thing.

The present study concludes that orientation of religious values was found 88% in high and very high range, it shows that movies highly influences the religious values of senior secondary students.

On analyzing the economic values, it was found that 8% was in very high, 36% was in high, 20% was in average, 31% was in low, 4% was in very low and 1% was in negligible value orientation range. This is the only value in which such a scattered distribution was found. This indicates that movies are highly influencing senior secondary students' economic values accredited to greediness prevalent in the society today.

In theoretical value 89% senior secondary students were found to be very highly oriented. Movies make them aware of the different social problems prevailing in the society like corruption, illiteracy etc.

Movies are contributing towards exposure of new ideas and values which may or may not be appropriate for the particular age group watching it. The need of the hour is to make the youth aware of what they are watching.

Movies give exposure to modern ideas and different survival skills which are necessary for overcoming the challenges of the fast paced life of the modern generation in these times.

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