Television Viewing and Schoolgirls of Multan: A Uses and Gratifications Approach

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Abstract:
This research study focuses on the theory of Media Uses and Gratifications. Television uses and gratifications of schoolgirls of Multan were identified and prioritized. The aim of this study was not only to know the gratifications which schoolgirls obtain from television in this part of the world but also to explore their behavior and attitude towards the television. Television use behavior means the amount of time spent on television viewing, while television attitudes include affinity with the medium and perceived content reality. Survey method was used to collect data with the help of a Likert Scale type questionnaire. Pearson Chi-Square test was applied for statistical analysis. The results showed that there are nine motivations pass time/habit, companionship/social interaction, Arousal/Excitement, Specific Program content, Relaxation, Information/Learning, Escape/to Forget, Entertainment/Enjoyment, Para social Interaction, which schoolgirls obtain from television. The results showed that age of respondents, television use behaviors and attitudes have significant positive correlations with level of identification with viewing motivations.

Keywords: Uses and gratification; Television; Schoolgirls; Behavior; Attitude

I. Introduction
Modern society is information oriented (Stafford; Stafford; & Schkade, 2004). Information is flowing everywhere. Mass media is playing a very pivotal role in the dissemination of information. It is currently understood that the mass media are effective at information propagation, which increases knowledge (Valente; Poppe; & Merritt, 1996).

Today everybody understands the importance of media. And television is very central in the process of information dissemination. Television has become a part of almost every household. Even in a developing country like Pakistan, 55% household had a television in 2007.
Children are the most naïve creature in any home. Recent years have seen a sudden increase in electronic media marketed in a straight line at the children in our society. In spite of this overabundance of new media aimed at children, nothing is known about how this revolution has played out in young people’s lives. (Kaiser Family Foundation, 2003). During 1970’s there was an apprehension with the ways in which children of different ages judge and make use of the television content (Norma; Murray; & Wartella, 2007).

The most important aspect of children media use is why young people use media. This study especially emphasizes the use of television in the lives of children. Why do children watch television? Television must be offering them something. What that “something”, is. That something is the gratifications, which children draw from television, or on the other hand, television offers them. Moreover, that very gratification is actually the cause of their television use at the first place.

This study is aimed at finding out the uses and gratifications of schoolgirls in Multan. How the schoolgirls use television and what gratifications do they get out of television viewing. No such study has been conducted in Pakistan, especially in South Punjab. So it is direly needed to know that why schoolgirls watch television particularly in this area of Pakistan. What are the reasons which compel them for television viewing? Does television provide them some gratifications and if yes what those gratifications are? As girls are not suppose to go out of their houses for playing and indulge themselves in other activities and street sports in this region, so it is important to know that how do they spend their spare time? As television viewing is their sole source of entertainment, do they watch television to pass time, as a source of entertainment or is there some other reason which forces them for television viewing.

II. Uses and Gratifications: The Concept

The question is why individuals use media in the first place. Katz, Blumler and Gurevitch (1973) formulated this new idea. They called it the Uses and Gratifications approach. This perspective was designed to lend insight into the ways that people use media to meet their needs. It focused heavily on the individual motivations for media use (Sparks, 2009).

The focus of this research is to find out the motivations, which compel the schoolgirls to watch television. That is why Uses & Gratifications is the most applicable theory which can be applied to the current research.

According to Bryant & Oliver (2009), the principle elements of uses and gratifications include our psychological and social environment, our needs and motives to communicate, the media, our attitudes and expectations about the media, functional alternatives to using the media, our communication behavior and the outcomes or consequences of our behavior.

Katz, Blumler & Gurevitsch (1973) operationalized many of the logical steps that were only implicit in the earlier work. They were concerned with: (i) the social and psychological origins of (ii) needs, which generate (iii), expectations of (iv) the mass media or other sources, which lead to (v) differential patterns of media exposure (or engagement in other activities), resulting in (vi) need gratifications and (vii) other consequences, perhaps mostly unintended ones.
Why do children use media? There could be several reasons of children’s media use. However, Greenberg (1974) first provided the list of motivations for media use. This list was re-identified by Rubin (1979). Sparks (2009) also defined a list of motivations for children’s media use. Which covers almost all the motives for which children watch television?

Uses and gratifications have followed a rather unsystematic path of development for most of seventy years. Investigations of gratifications of mass media usage date back to Herzog (1940) study of appeals of a radio quiz program. From that day till today investigators are still trying to find out, understand and explain the motivations for media usage and their links to psychological needs, demographic characteristics, social processes, and other forms of communication behavior. The present investigation has developed from a uses and gratifications paradigm of television viewing.

Cognizant of the development and criticisms of the perspective, the current investigation attempts to further develop a line of uses and gratifications research begun by Rubin (1979) and continued by Palmgreen and Rayburn (1979). Greenberg identified and examined correlates and consequences of motivations for television viewing by British children and adolescents. Palmgreen and Rayburn (1979) adapted Greenberg's television use factors to examine differences between gratifications sought and those obtained. Rubin adapted Greenberg's television use scales and typologies to analyze their socio-demo-graphic factors, television behavior, and television attitude correlates for American children and adolescents.

In an attempt to transcend the limited application of motivation typologies which have hindered past uses and gratifications studies, and to expand systematic integration of findings, Rubin's (1979) television use scales are further expanded and refined in the present investigation. The current research focuses on yielding data which would provide insight not only about the motivations of television use among schoolgirls but also about schoolgirls’ television attitude and behavior.

III. Statement of the Problem

Many studies have been conducted around the globe to find out the uses and gratifications of media. This study is particular because it is directly focused on the schoolgirls and the reasons of their television viewing. Pakistani society has its peculiar taste and culture, and so does the South Punjab. So it was considered important to find out that how the children, especially girls at school age use television, and what needs are there which they try to gratify by using television, what are the factors which motivate them for television viewing.

IV. Research Questions

This study intends to answer the following questions:

i. What are the gratifications that schoolgirls of Multan obtain from television?
ii. How can we prioritize these gratifications?
iii. What is the effect of age on viewing motivations?
iv. What are the relationships between television viewing motivations and viewing behaviors?
V. Review of Literature

A rigorous review of literature was conducted to find out different dimensions of past research on Uses and Gratifications theory. It was pivotal to know that how different social scientists have applied this limited effects theory on various situations and what gratifications have been found out which usually force people for using different media. Katz et al. (1974) have elaborated the principal objectives and assumptions of the uses and gratifications research perspective. First, it attempts to examine how the mass media are used by individuals to gratify their needs. An active message seeking and message selecting, goal directed model of human behavior forms the basis of the functional paradigm. Second, a goal of the perspective is to describe and explain the reasons for specific media behavior, as well as to investigate why traditional variables, such as social categories, are related to communication behaviors. Third, the functions or consequences of mass media use are emphasized as a means to enhance explanation and understanding of mass communication influence.

It is quite obvious from the Katz’s elaborations that human beings use media for some purpose. This same concept was used by Stacks & Salwen (2009). They called this purpose as motive and analyzed that in all uses and gratification studies a common frame of analysis is used which is motive, in spite of diversity of context and interests. They describe motives as the general descriptions that affect people’s actions which they used to fulfill a need or desire.

This concept of Uses and Gratifications theory is as valid for children as it is for adults. Many researchers have investigated children’s motivations for media use. One such study was conducted by Voort, Beentjes et al. (1998). They conducted a national survey in Britain (N = 1309) and the Netherlands (N = 1355) they paid special attention to new forms of media (electronic games and the personal computer) as well as old forms of media (print media and television and video). Cross-national resemblances and dissimilarities in possession and utilization of media were established, both for the whole 6-17 age group and for subgroups formed in terms of gender, age and socioeconomic status. Particular attention was paid to points where British children and young people were clearly distinguished from their Dutch equals.

Arnett (1995) emphasized the responsibility of media in the socialization of youngsters. First, a typology of adolescent media exercise was accessed, including entertainment, identity formation, high sensation, coping, and youth culture identification. Then, these five uses were conversed relative to adolescent socialization. Another result was that there is often a lack of mixing in the socialization of adolescents, in the sense that they may receive different socialization messages from media (and peers) than they do from the adult socializes in their direct environment.

Johnston (1995) identified four motivations adolescents report for viewing graphic horror films: stab watching, thrill watching, independent watching, and problem watching. The dispositional characteristics of fearfulness, empathy, and sensation seeking are found to be related to different viewing motivations, providing a viewing-related personality profile for the four different types of adolescent viewers. The four viewing motivations are found to be related to viewers’ cognitive and affective responses to horror films, as well as viewers’ tendency to identify with either the killers or victims in these films. Directions for future research addressing the role of viewing motivations in
the relationship between violent media, cognitive and affective responses, and subsequent behavioral aggression are discussed.

Roe (2000) proved that European adolescents’ usage of mass media fluctuate considerably by gender, family life, social economic status, and education. Latest studies show that more boys than girls like to have a television in their personal room, and substance inclinations were noticeably different. In some studies, the mother’s education had been more directly associated to patterns of electronic media usage than the father’s, and adolescents’ dedication to school had been shown to envisage music fondness.

Myrtek et.al. (1996) demonstrated a new process for accumulating physiological, psychological, and behavioral data on television viewing in the home environment on a normal school day, using specific ambulatory monitoring devices which were able to store 23-hour records. 50 eleven-year-old boys were taken as subjects. The mean time spent watching TV was 123 minutes per day, during which the boys mostly watched entertainment and action shows. Heart rate as compared to the other programs was low for entertainment and high for action shows. Boys with high TV consumption read fewer books, showed fewer activities outside home, likelihood for reduced school-related homework, and reduced interest in hobbies.

Brown et al. (1990) showed that Blacks and girls used television and radio more than Whites and boys did; television use was reduced with age, on the contrary radio consumption augmented. They did a survey of 2,056 12- to 14-year-olds from 10 southeastern U.S. cities. Availability of cable television and videocassette recorders was irrelevant to frequency of television or radio use. Lack of interaction with parents, either because the mother was doing some job or because no father was in the home, usually increased the time that adolescents spent with radio and television.

Review of literature shows that quite a large number of studies were conducted on children and adolescents’ uses and gratifications of media. But no researcher has ever conducted an exclusive research on girl’s motivations of television use. Roe (2000) proved that gratifications fluctuate noticeably because of gender. It means that the gratifications which girls obtain from media could be different from the gratifications which boys obtain from the same media.

Likewise Brown, Childers, Bauman & Koch (1990) showed that Blacks and girls used television and radio more than Whites and boys did. They hypnotized that girl’s television and radio use would be different from blacks and boys. They also noticed that television use was reduced with age, on the contrary radio consumption augmented. Myrtek et.al. (1996) demonstrated a new process for accumulating physiological, psychological, and behavioral data on television viewing for this study 50 eleven-year-old boys were taken as subjects.

All the above mentioned studies show that a research to find out girls motivations was needed. Because no such study has been conducted before in Pakistani perspective.

Different researchers identified different motivations in different audience members. Like Rubin, Perse & Barbato (1988) developed and authenticated an apparatus that could be used to determine motivations individuals have for interpersonal
communication. A 28-item scale was offered along with preliminary information about the scale's construct validity. Conclusions specified that there were six important motives: pleasure, affection, inclusion, escape, relaxation, and control.

Rubin (1979) explored the relationships between child and adolescent television viewing motivations and different socio-demographic characters, television viewing levels, program fondness, and television attitudes. Six viewing impulses were identified by him: learning, passing time or habit, companionship, escape or forget arousal, and relaxation. Bradley (1973) attempted to answer the question, "Why do so many people spend so much time watching television?" The analysis of the questionnaire revealed that the major reasons children watch television are: for arousal, for companionship, to relax, to forget, as a habit, to learn, and to pass time.

On the basis of previous literature available it could be easily hypothesized that there are nine categories of gratifications, which are as Time pass/Habit, Companionship/Social Interaction, Arousal/Excitement, Program content, Relaxation, Information/Learning, Escape/to Forget, Entertainment/Enjoyment, Para social Interaction.

VI. Statistical Hypotheses

On the basis of literature reviews following statistical hypotheses were formulated:

H1: Significant association will be observed between identification with each motivation and age of the respondent.

H2: Significant association will be observed between identification with each viewing motivation and amount of television viewing.

VII. Method

The self-report has been the most extensively used method of investigation for Uses & Gratifications research. (Saiwen & Stacks, 1996). The type of survey used for data collection is analytical survey. According to Wimmer & Dominick (2003), analytical surveys are used to portray and give details about why certain situations exist. As the key rationale of this research is to determine why schoolgirls watch television and how different demographic factors affect the gratifications which they get from television. Therefore, analytical survey is the best survey technique for this study. Contextual design of cross sectional design survey is selected. Because it allows the researcher to sample enough cases within particular groups or contexts to describe accurately certain characteristics of those contexts (Singleton, Jr. & Straits, 2005).

Questionnaire

The instrument of questionnaire will be used to gather data. The questionnaire used in this study will be a highly structured data collection instrument. Which will allow the researcher to assemble a set of data for each respondent against a consistent suit of questions? Through the help of this questionnaire, the researchers will yield a data matrix, which will contain the data values associated with the replies to the series of questions comprising the questionnaire (Wilson & McClean, 1994).

Population

In conducting scientific research, researcher searches for, awareness or information about a complete set of related objects or events, which are frequently called population (Stephan and Philip, 1974). In this research all the schoolgirls (from public
and private schools which are offering classes from preschool to matriculation or O’ levels) between ages 03 to 18, residing in the city of Multan, are defined as the population.

Sampling technique
Cluster sampling technique is used to select the appropriate sample. According to Singleton (2005), if the intended population is so large that it is either unfeasible or not viable to list all the members, the researcher can get hold of a sample in steps using a method called cluster-sampling technique. Taking this consideration in account the researchers at the first stage, divided the schools of Multan into four sub groups, depending upon their fee structure. At second stage, three schools from each group were selected. Finally fifteen girls from each school were selected.

Sub groups
The schoolgirls included in this research are between ages 03-18. Fifteen schoolgirls from each school have been selected. These fifteen girls are again divided into three sub groups based on Swiss Psychologist Jean Piaget’s (1896-1980) theory of Cognitive Development (Newcomb, 1996). Group one, named as “preschool” included girls between ages 3 to 6, group two named “younger school age” included girls between ages 7-12, and group three named as “adolescents” have girls between ages 13-18. (See Table 1)

Table 1: Showing Stages of Cluster Sampling Technique

<table>
<thead>
<tr>
<th>Total Schools</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>12</th>
<th>Stage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Structure</td>
<td>Govt. Schools</td>
<td>Less than 1000</td>
<td>Less than 2500</td>
<td>More than 2500</td>
<td>3+3+3+3</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Sub groups of schools</td>
<td>S1</td>
<td>S2</td>
<td>S3</td>
<td>S4</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>No. of girls from each school</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>No. of girls from each sub-group</td>
<td>G1</td>
<td>G2</td>
<td>G3</td>
<td>G1</td>
<td>G2</td>
<td>G3</td>
</tr>
</tbody>
</table>

Group 1: Girls from age group 3-6
Group 2: Girls from age group 7-12
Group 3: Girls from age group 13-18

VIII. Findings
Primary objectives of the survey have been to answer the following questions: what are the gratifications that schoolgirls of Multan obtain from television? How can we prioritize these gratifications? What is the effect of age on viewing motivations? What are the relationships between television viewing motivations and viewing behaviors?

Hypothesis H1 anticipated significant relationships with level of identification with each viewing motivation and age of the respondent. The data collected supports this hypothesis. Pearson Chi-Square test was applied for statistical analysis. The results show that there exists a very significant relationship between the viewing motivations and age of the respondent. The p-value, for all the data related to amount of time spent on television viewing when tested with viewing motivations by applying Pearson Chi-Square, is less than 0.05. This means that the two variables under analysis have strong relationship. Moreover, the direction of this relationship is positive. (See Table 2)
The data shows that support for this hypothesis was received for all the television use motivations. Significant associations were observed between age of the respondent and the following motivations: Time pass/habit viewing (M1), companionship/social interaction viewing (M2), arousal/excitement viewing (M3), program content viewing (M4), relaxation viewing (M5), Information/learning viewing (M6), escape/to forget viewing (M7), entertainment/enjoyment viewing (M8), Para social interaction viewing (M9). The age of the respondent was measured by simply asking the respondents the following question: “what is your age? 3-6 7-12 13-18”

Table 2: Relationship between Age and Viewing Motivations

* Represents the Rank Correlation Value
( ) Represents the p–value of Chi-Square test association between two attributes

Hypothesis H2 anticipated significant relationships with level of identification with each viewing motivation and amount of time spent on television viewing. The data collected supports this hypothesis. Pearson Chi-Square test was applied for statistical analysis. The results show that there exists a very significant association between the viewing motivations and amount of time spent on television viewing. The p-value, for all the data related to amount of time spent on television viewing when tested with viewing motivations by applying Pearson Chi-Square, is less than 0.05 which means that the two variables under analysis have strong relationship. Moreover, the direction of this relationship is positive. (See Table 3)

The data shows that support for this hypothesis was received for all the television use motivations. Significant association was observed between amount of time spent on television viewing and the above mentioned categories of motivation from M1 to M9.

The amount of time spent on television viewing was measured by asking the respondents two questions; 1) How much do you watch television daily (AT1)? And 2) How much did you watch television yesterday (AT2)?”

Table 3: Relationship between Amount of Time Spent on Television Viewing and Viewing Motivations

<table>
<thead>
<tr>
<th></th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>M4</th>
<th>M5</th>
<th>M6</th>
<th>M7</th>
<th>M8</th>
<th>M9</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT1</td>
<td>0.321*</td>
<td>0.156*</td>
<td>0.276*</td>
<td>0.105*</td>
<td>0.302*</td>
<td>0.034*</td>
<td>0.308*</td>
<td>0.245*</td>
<td>0.193*</td>
</tr>
<tr>
<td></td>
<td>(0.000)</td>
<td>(0.002)</td>
<td>(0.013)</td>
<td>(0.000)</td>
<td>(0.002)</td>
<td>(0.000)</td>
<td>(0.000)</td>
<td>(0.002)</td>
<td>(0.001)</td>
</tr>
<tr>
<td>AT2</td>
<td>0.064*</td>
<td>0.045*</td>
<td>0.254*</td>
<td>0.036*</td>
<td>0.286*</td>
<td>0.174*</td>
<td>0.312*</td>
<td>0.151*</td>
<td>0.126*</td>
</tr>
<tr>
<td></td>
<td>(0.000)</td>
<td>(0.005)</td>
<td>(0.000)</td>
<td>(0.003)</td>
<td>(0.039)</td>
<td>(0.044)</td>
<td>(0.000)</td>
<td>(0.002)</td>
<td>(0.011)</td>
</tr>
</tbody>
</table>

* Represents the Rank Correlation Value
( ) Represent the p–value of Chi-Square test association between two attributes.

This study also intends to answer the following questions:

What are the gratifications that schoolgirls of Multan obtain from television? And how can we prioritize these gratifications?

Table No.4 shows the means and frequencies of gratifications provided by television. Means are obtained by dividing the total number of identification of each
gratification by each unit of the sample divided by total number of units in the sample, which are 180.
Frequency is the number of times one gratification occurs in the data obtained from 180 schoolgirls.

Frequency is defined as the number of times that an event occurs within a given period or the property or condition of occurring at frequent intervals. The frequency of motivations for television viewing means that how frequently television is seen to gratify some particular need. The data collected from 180 schoolgirl shows that schoolgirls watch television to gratify nine different needs. The number of times one motivation for watching television is identified by the schoolgirls that is taken as the frequency of that particular motivation. The data reveals that pass time viewing or viewing as a habit is the greatest motivation that compel schoolgirls to watch television. The remaining motivations in descending order are as follows: Companionship/Social Interaction, Escape/to Forget, Information/Learning, Relaxation, Specific Program content, Arousal/Excitement, Entertainment/Enjoyment, Para social Interaction. Para social interaction is the least frequently occurring motivation for television viewing.

### Table 4: Television Viewing Motivations: Means and Frequencies

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Motivations</th>
<th>Mean</th>
<th>Rank</th>
<th>Frequency %</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pass Time/as a Habit</td>
<td>3.042</td>
<td>3</td>
<td>19.990</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Companionship/Social Interaction</td>
<td>2.886</td>
<td>6</td>
<td>15.804</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Arousal/Excitement</td>
<td>2.715</td>
<td>8</td>
<td>8.921</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Specific Program content</td>
<td>2.754</td>
<td>7</td>
<td>9.049</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Relaxation</td>
<td>2.929</td>
<td>5</td>
<td>8.627</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Information/Learning</td>
<td>2.959</td>
<td>4</td>
<td>9.724</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Escape/to Forget</td>
<td>3.321</td>
<td>2</td>
<td>14.550</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Entertainment/Enjoyment</td>
<td>2.619</td>
<td>9</td>
<td>8.605</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Para social Interaction</td>
<td>3.406</td>
<td>1</td>
<td>3.730</td>
<td>9</td>
</tr>
</tbody>
</table>

### IX. Discussion

Uses and gratifications theory says that audience use media to gratify their needs. Why do children use television? Either they have some specific needs which are gratified by the television? Many researchers have explored these areas of children uses and gratifications of television.

This research also aims to continue the path of uses and gratifications research which has been led by numerous researchers. The principle research questions of this study were what are the gratifications that schoolgirls of Multan obtain from television? How can we prioritize these gratifications? What is the effect of age on viewing motivations? What are the relationships between television viewing motivations and viewing behaviors? Amount of viewing is the viewing behaviors, while television attitudes include affinity with the medium and perceived content reality.

In the city of Multan the schoolgirls obtain nine different gratifications from television, that are pass time/habit, companionship/social interaction, Arousal/Excitement, Specific Program content, Relaxation, Information/Learning, Escape/to Forget, Entertainment/Enjoyment, Para social Interaction.
More over several portraits of types of viewers seem to emerge from this investigation. **Social** viewers are younger, have a definite affinity with the medium, see it as being somewhat realistic, do not view excessive amounts of television, and avoid news and talk shows. **Entertainment** viewers are of all age levels, watch a good deal of television, perceive it to be realistic, and prefer or avoid no programs in particular. **Escapist** viewers are younger, view moderate levels of television, exhibit a great affinity with the medium, regard its content to be only mildly realistic, and reveal no particular program preferences. **Program content** viewers are of all age levels, watch ample quantities of television, are not particularly attached to the medium, see it as being somewhat realistic, and seem varied in their program viewing with no observable preferences. **Informational** viewers watch fairly substantial amounts of television, are moderately attached to the medium, see its content as being more realistic than any other type of viewer, and prefer talk and game shows. **Relaxation** viewers exhibit affinity with the medium, view moderate levels of television, do not regard it to be realistic, and prefer comedies. **Companionship** viewers watch considerable amounts of television, are attached to the medium, perceive it to be only somewhat realistic, prefer adventure-dramas, and avoid talk shows. **Arousal** viewers are younger, watch high levels of television, are more attached to the medium than other types of viewer, regard it to be quite realistic, prefer sports and adventure-drama programming, and avoid public affairs programming. **Pass time** viewers are younger, prefer comedies, shun news and talk programming, view larger quantities of television than any other type of viewer, exhibit a great affinity with the medium, and perceive it to be only somewhat realistic. **Para social interaction** viewers can be from any age group, will prefer drama, view larger amount of television content, exhibit a great affinity with the medium, and perceive it to be very realistic.

The data showed that pass time viewing or habitual viewing is the greatest gratification, which schoolgirls of Multan obtain from television. The list in descending order is provided here: pass time/habit, companionship/social interaction, Arousal/Excitement, Specific Program content, Relaxation, Information/Learning, Escape/to Forget, Entertainment/Enjoyment, Para social Interaction. We can see that the place of entertainment is very below on this ladder of priority list. It means that perhaps the media has educated the children so much that they are very less interested in entertainment, or it can also be elaborated that children consider themselves better entertained when they are fulfilling their needs. That is why the gratification of mere entertainment is far below as compared to other gratifications.

It is obvious that if a child is spending larger amounts of time in television viewing then he knows more about the gratifications television is offering him/her. Because when the child is spending more time with television, he/she is consuming more television content. And familiarizing with more programs on television and this way knows that which program is fulfilling which one of his needs.

This investigation has treated such concepts as information and escape as motivations for using television. It is possible, though, to regard these as gratifications received by using television. This is a problem of definition and function which has confounded all uses and gratifications investigations, and points to an enigma of uses and gratifications research.
Greenberg (1974) described a linear paradigm of this research perspective which proceeds from gratifications sought (e.g., need realization) to the mass medium or its content, from which gratifications are obtained (e.g., need satisfaction). This conception of a linear, unidirectional “process” would seem to be of less than optimum heuristic value. This paradigm is quite similar to that which has guided more behavioristic media effects research. It has been a difficulty, then, for both media effects and uses and gratifications research perspectives, both of which have psychological and sociological roots.

The conception of intervening or mediating variables within the mass communication process is still unidirectional. Mass communication researchers need to recognize and examine the interactive nature of the social system, media system, and audience. McQuail et al. (2010) identified medium-person interaction, referring to people attending to the mass media or their content to satisfy certain needs. Greenberg (1974) argued that the same interaction occurs with regard to the gratifications sought. Uses and gratifications researchers, then, have recognized that individuals are active components of the system, although as Rubin (1985) argued, investigators have not actually examined individuals as active participants in the process. The conception of the paradigm, though, is still linear and unidirectional. The cyclical nature of uses and gratifications was recognized by Swank (1979), who proposed that the causal link between expectations and behavior is bidirectional; there is a reciprocal relationship between gratifications sought (i.e., motivations or expectations) and gratifications obtained from the mass media.

Similarly, McQuail et al. (2010) argued that gratification of needs can be either, or both, a motivation or consequence of mass media use. Interactive links between uses or motivations, gratifications or consequences, and media and content need to be explored. The relationships may be visualized in a triangular fashion, with bidirectional connectors between motivations and media, media and consequences, and motivations and consequences. This interactive, triangular paradigm would seemingly provide increased heuristic potential for the uses and gratifications perspective to explain the role and semantics of mass communication for the individual and society. An additional problem with uses and gratifications research has been its failure to recognize that need gratification may be manifest or latent. Mass media practitioners have recognized this dual function. Researchers have also developed this functional concept (Merton, 1957). An individual who seeks television news programming to gratify an informational need, for example, may also be unexpectedly entertained or agitated. This conceptualization may question the basic structure of uses and gratifications methodology, inasmuch as a central supposition of the approach is that individuals can verbalize their motivations.

In the present study, respondents were indeed able to verbalize their reasons for viewing television, and the open ended questions provided construct validity for the television use scales. While manifest or intended motivations can be verbalized, it may not be possible to express latent or unintended motivations. This could account for much of the unexplained variance in television use factors in uses and gratifications investigations.

Uses and gratifications investigations are now at a point in their development where these obstacles to effective and meaningful explanation of the mass communication process must be addressed. Methodology of this research perspective
must be adaptive to the current needs of the field of mass communication. In addition, as was an objective of the present investigation, uses and gratifications research must proceed in a direction of synthesis, integration, and replication within similar and divergent social and cultural background.

References


