Effectiveness of Media Literacy about Television entertainment programes among Adolescents in Kanyakumari District

[1]Ajantha Thamayanthi, [2]Dr. G. Balasubramania Raja

[1]Assistant Professor (T), [2]Professor, Department of Communication, Manonmaniam Sundaranar University, Tirunelveli, India.

Abstract - The aim of the paper is to develop media literacy among school students. Entertainment on television has undergone great changes during the last decades and is currently far more complex than earlier, today being part of everyday television .The study is divided in to two parts the first part deals about the influence of media entertainment on the behaviour of adolescents. The second part deals with the effect of media literacy intervention of the students. For this study six parents and six teachers   were selected to study the influence of entertainment programmes among adolescents and an experimental study was conducted by pre and post survey. The findings of the study reveal that media literacy intervention help the students to analyse the entertainment programme using knowledge and skills and get greater control over media content.

Keywords: Entertainment, Media Literacy, Intervention, adolescents, media content

I. INTRODUCTION

Teenage is the most vital and delicate stage of human life. Age 12 to 18 is called adolescence; this age group does more complex thinking. The positive and negative impact of television contents may vary from child to child. It might be harmful for one and useful for another (Cantor, 1998). Media literacy helps children look for the more positive media messages and less on the negative elements. In 1992, the National Leadership Conference on Media Literacy defined media literacy as "the ability to access, analyze, evaluate, and communicate messages in a variety of forms" (Aufderheide 1993). Potter (2004, 58-59) defines media literacy as "the set of perspectives from which we expose ourselves to the media and interpret the meaning of the messages we encounter." For Potter, the key to media literacy is to build good knowledge structures. In particular, individuals need to have a good deal of information about media industries, media messages, media effects, the real world and the self. Also, to sort through this information and organize it, people need skills of analysis, evaluation, grouping, induction, deduction, synthesis, and abstracting. The more we develop our knowledge structures, the more context we will have to help us understand what we see. The more people actively use the information in those knowledge structures during exposure to media messages, the more they will be able to use media exposures to meet their own goals and the more they will be able to avoid risks for negative effects. Media literacy is educating children to critically analyse the media messages in depth, with the basic knowledge of media industries, media effects, clarity of boundary between reality and fantasy and have knowledge to filter the positive media messages from the negative. Above all, building a strong knowledge structure creates a media literate person.

The three building blocks of media literacy are personal locus, knowledge structures and skills. These three are necessary to build a person's wider set of perspectives on the media. The personal locus is composed of goals and drives. The goals shape the information processing tasks by determining what gets filtered in and what gets ignored. The awareness of goal has high a degree of control over exposures and information processing. Knowing about this locus, one can gain control over the influence of media messages.

Knowledge structures are sets of organized information in a person's memory. Knowledge structures do not occur spontaneously; they must be built with care and precision. Information is the essential ingredient in knowledge structures.

Skills are tools that people develop through practice. The skills most relevant to media literacy are analysis, evaluation, grouping, induction, deduction, synthesis and abstracting.

Entertainment refers to the form of activity that holds the attention and interest of an audience, or gives pleasure and delight. It can be an idea or a taste, but is more likely to be one of the activities of events that have developed over thousands of years specially for the purpose of keeping audience's attention.

Significance of the study

The study on media literacy may create awareness among the adolescents regarding the programme they watch. There is a conflict in this transitional age group so as to choose right for them. Therefore media literacy will mould them to understand positive and negative influence of media and help them to apply their skills actively to build more elaborate and more useful knowledge structure.

Media literacy education will be a key to help the safety of children and their future.

Research problem

Calvin Sims stated "Media literacy is a basic skill set almost akin to being able to read. If you have all these media literacy capacity then you can do all sorts of other critical thinking". Parents and teachers are responsible for children's media education which is understood as the transmission of values, knowledge, skills and patterns of behaviour. They must act as the filters and monitor the influence of mediation agents in everyday life. It is the time for teachers and parents to help their children to increase the competency level of children by analyzing entertainment programmes. Although these elements have been discussed at length in an extent literature on this subject, there has been no broad based analysis on media literacy about news, advertisement and entertainment especially in India.

II. LITERATURE OF REVIEW

Suleimanu Vasini (2010) conducted a study on "Persived role of Entertainment Television in shaping social behaviour among teenagers", which attempts to examine whether the entertainment television programmes shape to a large extent, social behaviour of the teenagers. The findings of the study reveals that there was a significant relationship between the teenager's frequency of exposure to entertainment television and programmes, and its role in shaping their social behaviour.

A research was also conducted by George- Okoro, T. G. (2008), in Covenant University on the effects of movies with sex content on teenage sexual attitudes and values. The study attempted at investigating the effects of explicit sexual contents in movies e.g. sexual gestures, postures, cues and how teenagers view this as positive or negative and in what ways these movies affect their attitudes and values about sex. The study design was an experiment that had 74 participants (34 in the control group and 40 in the experimental group) from Iganmode Grammar School, Ota, Ogun State. The result of the study showed that there was a significant relationship between movies with sex contents and teenage sexual attitudes and values.

Van den Broek (2008) made a study on "To game or not to game: examining differences in presence, arousal and intended aggression after playing or observing a violent video game", This exploratory study examined the difference in intended aggression after playing (active) and observing (passive) a violent video game. Results of the study indicate that participants in the active condition were significantly more aroused and perceived greater feelings of presence. However, these variables were not correlated to intended aggression and no differences on intended aggression were found between conditions. Laurie Trotta Valenti (2014) conducted a study on "Media Literacy for University Film and Media Students: Teaching Onscreen Violence and Social Responsibility to Future Entertainment Industry Professionals" This experimental pre and Post tests design study extended the field of media literacy research to pre-professionals in the entertainment industry. Specifically, it investigated the effects of lecture, film screenings and focused discussions on media literacy, general awareness, comprehension, critical thinking and attitudes about filmmakers' responsibility after a unit of instruction on media violence designed specifically for university film majors. Results showed positive changes in comprehension and filmmaker responsibility attitudes across treatment groups and significant positive differences in media awareness and critical thinking among students across treatment groups. Results did not align with treatment groups: the students who watched film clips and participated in focused discussions gained knowledge.

III. RESEARCH METHODOLOGY

Objectives of the Study

1. To study the influence of Television entertainment programme among the adolescents.

2. To understand the critical analysis of entertainment programme.

3. To determine the understanding of entertainment programme among adolescents after attaining media literacy intervention.

Hypothesis Formulated

Ho_1 There is no significant difference in the critical analysis of TV entertainment programs among the pre test of experimental and control group.

Ho_2 There is no significant difference in the critical analysis of TV entertainment programs among the post test of experimental and control group.

The present study involved quantitative research (experimental method) and qualitative research (focus group discussion). The researcher conducted a focus group study to understand the influence of media and need for media literacy among the adolescents'. The study was conducted among six parents and six teachers of the students in kanyakumari district. The sample of the study was selected by purposive sampling method. From the focus group discussion important issues were identified in the area of entertainment programme and media literacy. Important variables like influence of entertainment programmes on students and the need of media literacy to analyse entertainment programmes were discussed. Based on the data gathered by focus group discussion an experimental study of media literacy was planned.

For the experimental design the population of the present study consisted of class IX students of A and B division in SMRV Higher Secondary School Nagercoil.. The sample comprised of 100 students from A and B, the divisions of class IX of one school. The students were randomly assigned to two groups, 50 students in experimental group and 50 in control group with 25 boys and 25 girls. To confirm whether the two groups the experimental and control group were regarded to be homogenous by the analysis of quarterly examination marks obtained, if the scores of the students lying between fifty one to ninety percent were arranged in ascending order. Fifty students with the score lying in the range of fifty to seventy percent were randomly selected and Fifty (25 boys and 25 girls) students with score lying in range seventy one to ninety percent were selected. Fifty duplets of each group students were arranged in ascending order of their quarterly achievement scores. One student from each duple was

randomly assigned to control group and the other to the experimental group. In this way, the two groups i.e. control and experimental were formed.

Questionnaire consisted of 30 factors. Pre and post survey were conducted, the two groups before and after treatment were compared. The media literacy training was given eight days (45 minutes per day), Retention test was done after one month of training. Each question was scored using a five-point Likert scale. Secondary data collected from various books, journals, reviews and websites. After the data had been collected, it was processed & tabulated directly in to SPSS 20.0 Software. Cronbach's Alpha reliability was done to find out the reliability of the data. The data reliability score alpha is .666 which is at an acceptable level. The Kaiser-Meyer-Olkin, Bartlett's Test of Sphericity is the measure of sampling adequacy, which varies between 0 and 1.The values closer to 1 are better and the value of 0.6 is the suggested minimum.

Selection of Topics

The topics for the present study are to measure the knowledge about how to view the entertainment programmes. Types of genres, scripted entertainment, elements of drama, kinds of drama, comedy, tragedy, farce, melodrama, musical unscripted entertainment, reality show, types of reality show, examples of stereo type, long term effect, values in entertainment messages, skills: cognitive, emotional, aesthetic and moral skills to becoming media literate with entertainment programme.

IV. DATA ANALYSIS

Table 1 Television viewing by respondents

Days	Groups	Less than 1 Hour	1-2 hour	2-3 hours	more than 3 hrs	Total
Week days	Experimental	6	39	5	0	50
	Control	7	35	8	0	50
Week end	Experimental	0	9	29	12	50
	Control	0	8	32	10	50

Source: Primary data.

The above table provides the opinion of the respondents about the duration of television programs of the two groups. A majority of the respondent, in experimental of 39 percent and in control group 35 % have stated that they watch television programmes for about 1-2 hours during

week day. A majority of 29 % of experimental and 32 % of control group stated that they watch television for about 2-3 hours during weekends

Analyzing entertaining programmes using skill factors

Table 2 KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.506
Bartlett's Test of Sphericity	Approx. Chi-Square	798.547
	df	496
	Sig.	.000

The test of Kaiser Meyer Olkin shows a measure of .506 as a sampling adequacy for the application of factor analysis.

The results of Principal Component Analysis to extract the number of variables are given in Table:3.

Table 3 Total Variance Explained

Components	Extraction Sums of Squared Loading		
	Total	Percentage of Variable	Cumulative Percentage
1	2.975	13.154	13.154
2	2.300	10.172	23.326
3	2.049	9.063	32.389
4	1.954	8.641	41.030
5	1.708	7.551	48.581
6	1.308	5.783	54.364
7	1.456	6.439	60.803
8	1.508	6.667	67.471

Extraction Method: Principal Components Analysis

From the Table 3 above, it is clear that eight factors can be extracted together which account for 67.471 per cent of the total 28 variables. These variables are summated to 8 factors.

The table 2 also presents the Rotated Component Matrix table by using Varimax Method with 18 iterations, which is used to assign factors which have higher loadings.

Table 4 Analysing entertaining programmes using skills

Factors	Components							
ENTERTAINMENT	F1	F2	F3	F4	F5	F6	F7	F8
Understand characters	**.849**	.029	.132	-.062	.022	.055	.030	-.126
Theme of story	**.719**	.133	.093	-.113	.212	-.013	-.208	-.077
Actors acting skill	**.695**	.029	.029	-.173	.382	-.005	.346	.233
Characters overcome difficulties	**.667**	-.103	-.115	.300	.222	.214	.392	.280
Justification to favourite character	**.539**	.112	.068	-.233	.049	.236	.401	-.120
Find out elements	.411	-.030	.132	.264	-.023	.004	-.085	.143
Reality and fantasy	.087	**.759**	-.018	-.181	.183	.324	-.034	.270
Drama a step ahead real world	-.134	**.667**	-.122	.194	.088	.068	.082	-.023

Real people in unreal situation	.161	**.638**	.517	.040	.116	-.004	.120	-.034
Melodrama is an exaggerated drama	.502	**.635**	.078	.069	-.071	-.266	.005	-.106
Documentary portrays cultural world	-.047	**.512**	-.051	.020	-.444	-.133	.220	.158
Good guy fail no feelings	.124	.007	**.774**	.251	.215	-.107	-.109	.120
Aggressive hero	.020	-.096	**.704**	.026	-.039	-.007	.050	.192
Believe in magical creative	.093	-.092	**.632**	.209	.162	.445	-.226	-.213
Recall personal experiences	.104	.009	**.561**	-.124	-.065	.135	.188	-.128
Put in position of different characters	.071	.154	.487	-.330	-.006	.083	-.035	.380
Uses of camera shots	-.113	.236	.160	**.718**	.099	.218	.201	.084
High key light for sad scene	.165	.326	.107	**.646**	.235	.074	-.046	.267
Sound bridging unite shots together	-.047	.117	.045	**.596**	.092	.105	.058	.075
Close-up convey intimacy	.126	.234	.016	.432	.100	-.431	.173	.147
Time and location of story	.331	.092	.224	-.057	**.743**	-.144	.096	.186
Attention to languages	.028	.439	-.151	.414	**.651**	-.068	-.219	-.102
Scary music heighten fear	.200	.355	.330	.272	.404	-.298	.170	-.055
Level of violence higher in media world	.249	.072	.021	.031	-.047	**.699**	-.142	-.023
Alcohol consumption and smoking are social status	-.165	.042	.079	.061	-.101	**.628**	.195	.090
Nobody blame media	-.080	.108	.222	-.344	.264	.469	.465	.016
Moral elements in story	-.106	.356	.227	.455	.058	.114	**.627**	-.067
Immoral elements attract audience	.064	-.083	-.021	.030	.002	.082	**.587**	.120
Shape teenagers world view	.145	.091	-.009	.288	.017	-.032	-.094	**.883**
Ethical responsibilities of programmes	.226	.446	-.172	.305	-.224	-.047	.097	**.555**

Source: Primary Data

Table 4 clearly shows that in the first column the variables namely 'Understand characters', 'Theme of story', 'Actors acting skill' and 'Characters overcome difficulties' and 'justification to favourite character' have higher loadings of 0.849, 0.719, 0.695, 0.667 and 0.539 respectively and it can be suggested that factor one is the combination of these five factors and have the variance of 13.154 per cent and it can be named as 'story of characters'.

From the second column it can be seen that the variables of 'Reality and fantasy' 0.759, 'Drama a step ahead real world' 0.667, 'Real people in unreal situation' 0.638, 'Melodrama is a exaggerated drama' 0.635, and 'Documentary portrays cultural world' 0.512 have higher loadings with a variance of 10.172 and it can be combined and called as 'Knowledge about Real World'.

The third column shows that the factors ' No ill feelings for hero's failure' 0.774, 'Aggressive hero' 0.704, 'Believe in magical creative' 0.632, and 'Recall personal experiences' 0.561 have high loadings with a variance of 9.063, and are summated and named as 'Emotional Skills'.

The fourth factor namely 'Uses of camera shots' 0.718, 'High key light for sad scene' 0.646 and 'Sound bridging unite shots together' 0.596 have high loadings with a

variance of 8.641 are combined together to be called as 'Use of artistic elements'.

From the fifth column it can be seen that the variables of 'Time and location of story', 0.743, 'Attention to languages' 0.651 and 'Scary music heighten fear' 0.404 have higher loadings with a variance of 7.551 and it can be combined and called as 'Attention to aesthetic elements'.

The sixth column shows that the factors 'Level of violence higher in media world' 0.699 and 'Alcohol consumption and smoking are social status' 0.628 have high loadings with a variance of 5.783 and are summated and named as 'Anti-social behaviour via media'.

In the seventh column only two variables such as 'Moral elements in story' 0.627 and 'Immoral elements attract audience' 0.587, which have higher loading are included with variance of 6.439 and named as 'Morality elements'.

In the last column only two variables 'Shape teenager's world view' 0.883'and 'Ethical responsibilities of programmes' 0.555 with variance of 6.667 are named as 'Media influence on teens'.

Thus 28 factors are reduced into eight variables and are given different names by using factor analysis. 'story and characters', 'knowledge on real world, 'Emotional skill',

'use of artistic elements', 'Attention to aesthetic elements, 'Antisocial behaviour and media', 'Morality elements' and 'Media influence on teens'. Thus the above factors have been identified and it plays a good role in analyzing entertainment programmes using the skill factors.

Table 5 Analysis of entertainment using skills

Analysis of Entertainment		Mean	SD	N	Mean Difference	t	p
Under standing Characters	Post	2.79	.75	50	.080	.843	.406
	Pre	2.71	.76				
Knowledge about Real World	Post	2.62	.85	50	.030	1.65	.104
	Pre	2.59	.90				
Cognitive Skill	Post	2.70	.80	50	.055	1.24	.255
	pre	2.65	.83				
Emotional Skill	Post	2.40	.62	50	.055	.719	.506
	pre	2.35	.70				
Use of Artistic Elements	Post	2.41	.62	50	.600	.885	.383
	Pre	2.35	.60				
Attention to Aesthetic Elements	Post	2.28	.89	50	.0400	.550	.600
	Pre	2.24	.88				
Aesthetic Skill	Post	2.34	.760	50	0.32	.718	.4915
	Pre	2.29	.74				
Anti Social Behaviour via Media	Post	2.95	.64	50	.40	1.14	.284
	Pre	2.91	.79				
morality Elements	Post	2.09	.77	50	.060	.683	.542
	Pre	2.03	.81				
Media and Teens	Post	2.54	.82	50	.080	.704	.485
	Pre	2.46	.83				
Moral Skill	Post	2.52	.75	.50	.060	.845	.438
	Pre	2.49	.81				

Source: Primary data

The above table shows the pre test and post test performance of the control group. A paired T-test was conducted to overall pre test of control group. (M=2.65, SD = .8352) and post test (M =2.70, SD = .8028) scores overall MD = .055, t = 1.249, p = .255. The 'P' value is greater than .05. This shows there is no significance difference between post test and pre test of control group. The result shows there is no significant difference among adolescents in analyzing entertainment using cognitive skills.

While analyzing entertainment using emotional skills from the table also shows the pre and post test performances of control group. A paired T-test was conducted to overall post test of control group. (M = 2.40, SD = .6280) and pre test (M = 2.35, SD = .7090) scores over all (MD = .055) t = .719 and P = .506. The 'P' value is greater than .05. These shows there are no significant differences between post test and pre test. The result suggests that there is no

significant differences among adolescents are analyzing entertainment using emotional skills.

The table shows the analysis of entertainment using aesthetic skills include two components "Use of artistic elements and Attention to aesthetic elements". A paired samples T-test was conducted to over all post test (M = 2.34, SD = .76015) and pre test (M = 2.29, SD = .7457). Scores over all (MD = 0.32, t = .718 and P = .4915. The 'P' value is greater than .05. There is no significant difference between post test and pre test. The result suggests that there is no significant difference among adolescents in analyzing entertainment using aesthetic skills.

The analysis of entertainment using Moral skills include three components "Anti social behaviour and media, Morality elements and Media and teens" A paired sample T-test was conducted to overall post test (N = 2.52, SD = .7510) and pre test (M = 2.49, SD = .8160) scores over all (MD = .060, t = .845, and P = .438. The P value is greater

than .05. There is no significant difference between Post test and Pre test of control group. The result suggests that there are no significant differences among adolescents in analyzing entertainment using Moral skills.

Table 6

The t-test results of two groups' post- test and pre-test scores related to Media entertainment

Media content	Tests	Experimental[a]		Control[b]		Mean Difference	t	Sig (2-tailed)
		M	SD	M	SD			
Entertainment programs	Post	4,6	.09	2.4	.15	2.13	23.1	.00
	pre	2.4	.16	2.3	.12	.125	1.24	.25

Source: Primary data

P ≤ .05 [a]n = 50, [b]n = 50, M = Mean, SD= Standard Deviation

The above table indicates the mean score value of pre and post test of two group in analyzing media content entertainment using skills.

The average pre test score of entertainment in experimental group was M = 2.44 and the average pre test score of control group was M = 2.32. The mean difference between these two group M=-.125. (P > 0.05) 'P' value is greater than 0.05. The result of the 't' test analysis indicated that there is no significant relationship between two groups. The average post test score of experimental group was M = 4.625 and control group M = 2.49. The mean difference M = 2.13 (P < 0.05) 'P' value is less than 0.05. This indicates that both groups are different in post test. The experimental group attained skills to analyse entertainment programs.

Hence, it is concluded that there is significant difference in the post test of experimental group while analyzing entertainments after attending the media literacy training.

Difference among the retention scores with regard to media contents and media issues

Media content		Mean	SD	N	Mean Difference	t	Sig (2-tailed)
				50	.18	2.6	.04
				50	.20	2.4	.04
Entertainment	Ret	4.62	.09	50	.02	2.8	.60
	Expt	4.60	.10				
				50	.12	0.5	.03
				50	.03	.3	.72
				50	.18	2.9	.04
				50	.06	.59	.58

Source: Primary data

In the analysis of mean score of the post and retention test of experimental group regarding entertainment are M = 4.62 and M = 4.60. The average mean score value M =0 .02 and 'P' value is greater than 0.05. This shows that there is no significant difference between two tests. This shows the effect of media literacy training

V. FINDINGS

1. Most of the parents felt that the children were inattentive, lose concentration and become drowsy in class because of watching TV late night, which affects their study pattern.
2. Most of the teachers felt that the students gave up the habit of reading books and they live in the world of imagination.
3. Most of the parents felt their children love to look like models.
4. Most of the parents felt that heavy TV viewing affected their children's eye sight.
5. Parents and teachers insisted the need media literacy in curriculum.
6. A majority 48.6% of the respondents watch TV programmes up to 1-2 hours during week days.
7. The respondents of 36.1% watch TV programmes up to 2-3 hours and 36.5% watch TV programme for about 3-4 hours during weekends.
8. The media literacy training increases the knowledge about genre.
9. The knowledge about elements of drama improves considerably after attaining media literacy training.
10. The knowledge about characters of entertainment programme improves after attaining media literacy training.
11. The knowledge about portray of violence in the programmes improves considerably after attaining media literacy training.

Pre test of control group and experimental group
There is no significant difference in the critical analysis of TV entertainment programs among the pre test of experimental and control group. Ho$_1$ is accepted.
Post test of control group and experimental group
There is significant difference in the critical analysis of entertainment programmes among the control group and experimental group. Ho$_2$ is rejected.
Pre test – post test control group
There is no significant difference between mean source of pre and post test of control group in analyzing entertainment programmes..
Pre test – post test experimental group
There is significant difference between pre and post test of experimental group in analyzing entertainment programmes.
The experimental group student's critical analysis skills about media entertainment programmes increased than control group by media literacy training.
post test-Retention test experimental group
There is significant difference between post test and retention test of experimental group in analyzing entertainment programmes.

The results revealed that, the media literacy training in analyzing entertaining programs is highly effective. The score of post test of experimental group is higher than control group. The results supports the following findings of the study of Laurie Trotla Valenti (2014) who found that media literacy training has positive differences in media awareness and critical thinking among students across treatment group. According to Paul Mihailidis, (2008) "Beyond Cynicism: How Media Literacy Can Make Students More Engaged Citizens" found that classes

in media literacy make students more knowledgeable about media messages- This dissertation used a sample of 239 University of Maryland undergraduates to a pre-post/control quasi-experiment. This methodology and the finding also support the present study.The results of the study seems to be consistant with the study of Hobbs,2011.these studies shows that media literacy course help them to critically analyze the media messages.

VI. CONCLUSION

The primary aim of the study in outline is to provide literacy and educate the adolescents through media literacy training. Children are constantly bombarded by media messages. To make the program attractive and entertaining many elements of life are exaggerated.. It was conducted to find out the effectiveness of media literacy on the behaviour of adolescents in Kanyakumari district. The studies of De Abreu,et al.,2013; Duran,et al., 2008; Schmidt,2012; shows the positive significant differences in understanding and analyzing media literacy issues after instruction. The purpose of the study is to investigate the influence of media among adolescents and how to analyze the entertainment programmes critically. The focus group discussions shows that students, parents and teachers felt the need of media literacy.

The findings of the study further reveal the need of media literacy for the adolescents and help to conduct an experimental study on effectiveness of media literacy training. In this study the media literacy training is more effective among the treatment group of the students. They gain knowledge and skills to critically analyze the, entertainment programs. The finding shows that adolescence gain knowledge to analyze the media entertainment content using cognitive, emotional. Aesthetic and moral skills.,They can access, analyze and evaluate the media messages, and can able to identify the intention of media messages, on who send the message and target audience. The media literate person were updated with current events, different sources for information and advocated to give equal importance to all categories of news and media messages. The media literacy training helps the students to get out of automatic processing stage and built strong knowledge structure and skills to analyze media messages and more control over media.

From this study media literacy training proved more effective on the behaviour of adolescents, the students became media literate and have the capacity to perceive positive effects of media and leave the negative aspects. The adolescents cannot escape by avoiding the media messages, but through developing the critically analyzing skills, one can to filter the media messages to overcome this situation. Media literacy education helps children to deal with Media literacy education courses helps children to become media literate. The findings of the study shows the influence of television programme on poor academic performance, health issues. The media literacy training improve the critical analysis skill of students. They gain knowledge to understand the entertainment programmes. The practice can succeed them in life to have bright future. It is confident that it may be adopted and followed in curriculum and might spark numerous innovative studies on media literacy in the days ahead.

Scope for future Research

This work may through insight for further research in the area of media literacy. Several recommendations for additional research have emerged naturally from the present study. The study of media literacy can be extended to different departments like health department, agriculture department, environmental studies..this can be done for attitude change and in reducing negative effects of media. Media literacy can be increased by constant coaching in schools may give better results for the society.

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