



*Sociology & Cultural Research Review (SCRR)*  
 Available Online: <https://scrrjournal.com>  
 Print ISSN: [3007-3103](#) Online ISSN: [3007-3111](#)  
 Platform & Workflow by: [Open Journal Systems](#)



## **An Assessment of Digital Television Viewing Habit on Interaction Level Among Family Members**

**Dr. Qurat-ul-Ain Rana (Corresponding Author)**

Visiting Lecturer Department of Sociology, Faculty of Management & Social Sciences, Ghazi University Dera Ghazi Khan

**Dr. Muhammad Ali Tarar**

Chairman Department of Sociology Ghazi University, D.G. Khan

**Sajeel Ahmad Danish**

Visiting lecturer Department of Sociology, Faculty of Management & Social Sciences, Ghazi University Dera Ghazi Khan

### **ABSTRACT**

*In this study a relative structure for analyzing the impact of Digital Media television viewing on family interactions was described. Family interactions in this view are hypothesized to diverge as a function of television content impact for every family member. So, this study analyzed the "An Assessment Digital Television viewing habit on interaction level among family members" It is a case study of city D.G. Khan, Pakistan" field survey method including interviewing technique was used for data collection. It has targeted 200 families viewing television for at least one year and through convenience sampling the researcher gathered the responses of research participants duration of television interaction, impact of digital television viewing on family interaction, control over remote, preferred programs, effect of viewing on social activities, choice about watching time, time duration of viewing and limitations on media watching. The hypothesis investigated was "it is more likely that greater media exposure lesser the interaction among the family members". The other hypotheses studied were 'It is more likely that heavy viewers will be more status conscious than light viewers, that spending a lot of time in front of the Tv media will reduce time spent visiting friends and family, and that parents will choose what kind of media shows their children watch.*

**Keywords:** *Exposure, Attitude, Media, Violence, Aggression, Adolescent*

### **Introduction**

Digital media is now an essential part of every family. Family members are exposed to television from an early age in many of the world's nations, where nearly every room is equipped with one. It provides child care, comfort, education, and tells its audience what a good family should be like. Even so, most people do not consider television to be a significant part of their lives. It is an essential component of contemporary culture. Television is difficult to define, even by itself. Through cable, videotape, or even a computer, the characters and their movements on a television screen may be transmitted. Similar to this, one can watch live streaming videos on a computer screen. As a result, boundaries and distances between various forms of media, including print, electronic, social networking, etc., are becoming less significant. As a result, watching TV regularly ranks among children's most popular pastimes (Rideout, 2016). Determining the degree to which children's reading achievement is impacted by TV viewing is crucial.

The unique effects of pro-social content are investigated, as well as how anti-social steps must be learned and practiced for good behavior. "Wimmer (1993) talked about the worry about the social impact of media contents that was also displayed in the 1920s and critics mentioned that motion pictures have a bad effect on children. One of the heavily researched areas of mass communication is the investigation of the anti-social effects of television and movie viewing. Additionally, concerns about media communication and evidence of its effects date back as far as the history of media as a field. People in every society have always been curious about how media content affects them by bringing about an undercover change in their culture, values, and norms as well as in how they interact or behave. They have always been interested in the potential pro-social effects of others and worried about the impact, positive or negative, of a particular media message. The mass of humanity has access to new avenues and horizons thanks to media. The media are responsible for creating a global village. And no one can claim that they are not impacted by the media. Which form of media, though, is the most impactful

We are all generally aware of the following three basic categories of media:

- 1) Print media
- 2) Electronic Media
- 3) Social Media Networks
- 4) Digital Media

Print media, which only contained text and still images, served as the only source of information prior to the development of electronic media. However, as electronic media have developed, print media's dominance as a source of information has begun to wane. The visual effects of electronic media make it more potent. Humans continue to seek out better and better solutions in every area of life, as is their natural instinct. As a result, they have switched from print media to electronic media since the development of electronic media. The reason for this shift toward electronic media was straightforward: with electronic media, like television (TV), we can both hear and see the movement of the objects that are displayed on the screen. Electronic media also broadcast a variety of shows, including talk shows on various social and political topics, news, fashion, sports, cartoons, and dramas.

Therefore, the purpose of this study is to explore "Impact of Television Viewing Habit on Interaction Level among Family Members." D.G. Khan, Pakistan, is used as a case study. The Impact of T.V. Drama on the Dressings of Gents in the Rural Population of Southern Punjab of Pakistan and The Impact of Political Talk Shows of T.V. on the Viewers of Southern Punjab of Pakistan are two research articles this researcher conducted on the effects of television content in the years 2011 and 2012. The findings of the research articles demonstrated the public's exposure to television content.

### **Problem Statement**

Researchers have studied the effects of television on viewers, focusing on how they behave or interact (Bukhari, 2002; M, Malik, 2001; A. Naseem, 2001). The researcher came to the conclusion that television does have an effect on viewers, either directly or indirectly, after studying and reviewing earlier research, but D.G. Khan Pakistan, had not previously seen any research on the subject. According to Schiller (1976), "bringing programmes is bringing new lifestyles while exposure to international television programmes could exchange youth values." As a result, whenever new communication technologies are introduced to society, concerns about the impact of the media are always brought to light. According to Schiller (1976) cultural invasion is

the process of imposing cultural institutions and norms on dependent as well as independent less developed or modern states.

### **Study Objectives**

1. To the effect of digital television on families by highlighting this study's findings.
2. To investigate the relationship between television viewing and variations in family member interaction
3. To explore how people's domestic tasks are impacted by using digital media.
4. To find out whether television viewing habits affect communication patterns among family members.
5. To recommendations for media professionals, TV viewers, and policy makers

### **Sampling Technique**

The researcher wanted to gather data from a large population, but due to time and financial constraints, only 200 D.G. Khan Digital Media viewers were chosen as a sample for the research/study. D.G. Khan was chosen by the researcher because it is a historically significant city in southern Punjab. Its population is diverse, including Siraikis, Panjabis, Pthans, Bluchis, Sindhes, Afghani refugees, and Kashmiri refugees, among others. They practise different religious sects and speak both their mother tongue and other languages.

### **Literature Review**

The primary goal of this study was to determine the effect of television viewing behaviour on family contact in D.G. Khan, Pakistan. The review of pertinent studies completed by various researchers in various nations is presented below. It was discovered that D.G. Khan, Pakistan did not have any studies of a similar nature on how watching television affects family contact. Numerous research, according to Bryant and Bryant (2001), suggest the possibility of family interaction mediating the effects of television. Children's deliberation about programme material has been shown in experimental settings to impact observations of families in the real world, to enhance critical screening abilities, and to increase memory of knowledge from educational programmes. Despite these potential benefits, there isn't much data to support the idea that parents actually do these practises. Co-viewing in settings with little interaction is frequently the norm, which limits the learning that interaction might support. Bandura (1977) encourages clichéd behaviour and learning from television for attitudes viewed as pleasant and reasonable in his Social Learning Theory. It illuminates how humans learn through observation of others in their surroundings through both replication and classification. Gerber and Gross (1976), the formation of a worldview distorted in the direction of televised images among heavy watchers, describe the cultivation of perspective. Although it may be wrong, this viewpoint has become the social reality for serious television viewers. The cultivation viewpoint and the social learning theory both provide a theoretical link between content revelation and its results.

Evidence demonstrates that depictions do have effects, according to Signorielli (1990). For instance, youngsters who watch television more than the typical person have a tendency to think more conventionally about gender roles. Children are exposed to concepts on television such as "guys are born with more aims than women" and "women are happiest at home raising children." Another possibility is to think of actual family images. Heavy viewers are more likely to feel negatively about being single, express pro-family sentiments, and believe that families in real life show concern and care for one another. On the other hand, regular viewers of soap operas have a tendency to overestimate the number of dishonest children, successful marriages, divorces,

and extramarital affairs (Signorielli 1990). All things considered, these findings suggest that media representations reinforce and reflect beliefs about the role of the family in society. Considering the influence of portrayals is necessary due to shifting social standards, values, and television depictions. Television watching with families is common, according to Van Evra (1998). According to reports, between 65 and 85 percent of adolescent viewing occurs with family members, with parents accounting for more than half of that time. While early studies linked co-viewing to mediation, research quickly revealed that co-viewing was more erratic than anticipated and most likely had a modelling impact on kids rather than a mediative one (Singer and Singer 2001). With teens, who are most in need of it, co-viewing was somewhat more common and exhibited similar goals than overt coaching. The younger child definitely dominates television viewing with their older siblings because they follow their older siblings' choices and rely on their explanations. According to Lindlof (1987), there is a growing body of observational research that shows how meaning interpretation is successful against the backdrop of family viewing. The majority of study on television viewing has focused on how young children acquire their impressions of the media. Although there has been little experimental observation of interaction, the available evidence suggests that both adults and children can develop interactive progressions associated to television. Very young children pick up skills from television while watching it, such as naming or spotting familiar items, repeating tags, increasing questions, and connecting television shows to personal experiences. For these adolescents, watching television resulted in an intellectual interaction or interpretive learning. Younger children questioned the main characters' identities, new devices that they were unfamiliar with, and the medium they viewed. The work of Jack McLeod and Steven Chaffee (1973) is the source of the most frequently used measure of family communication in mass communication research. Steven Klein (1993) discusses the political economy of the creation of children's television as well as the commercialization of childhood. Evra, Van (1998), These conclusions are supported by observational and interview data. Mothers noted that interpretation declarations were frequently used. They describe several exchanges in which they talk to their kids about things that don't exist in reality; they even make complex distinctions between the implausible and the upsetting images, like immorality and poverty. According to Singer and Singer (2001), television causes problems for most families when it comes to controlling how much, when, and what is seen on television. Restrictive mediation is a phrase that has been used to describe the control of television viewing in terms of explicit guidelines about the frequency and nature of exposure. The most trustworthy finding is the absence of regulations, which is reported by between 19 to 69 percent of households, varying depending on the children's ages, educational levels, and whether the mother or kid replied. Parents typically make more of an effort to regulate the amount of time that teenagers spend watching television and the shows that older kids choose to watch. It is simple to overlook the recognised norms that permit viewing in addition to the family's explicit television viewing guidelines. For instance, children may never watch television on the weekends because they have learned that if their parents catch them "goofing off too much," they would be assigned other responsibilities. Although it is unclear whether this could be considered a family rule, such behaviours reduce the number of viewing settings.

### **Designing research**

#### **Study**

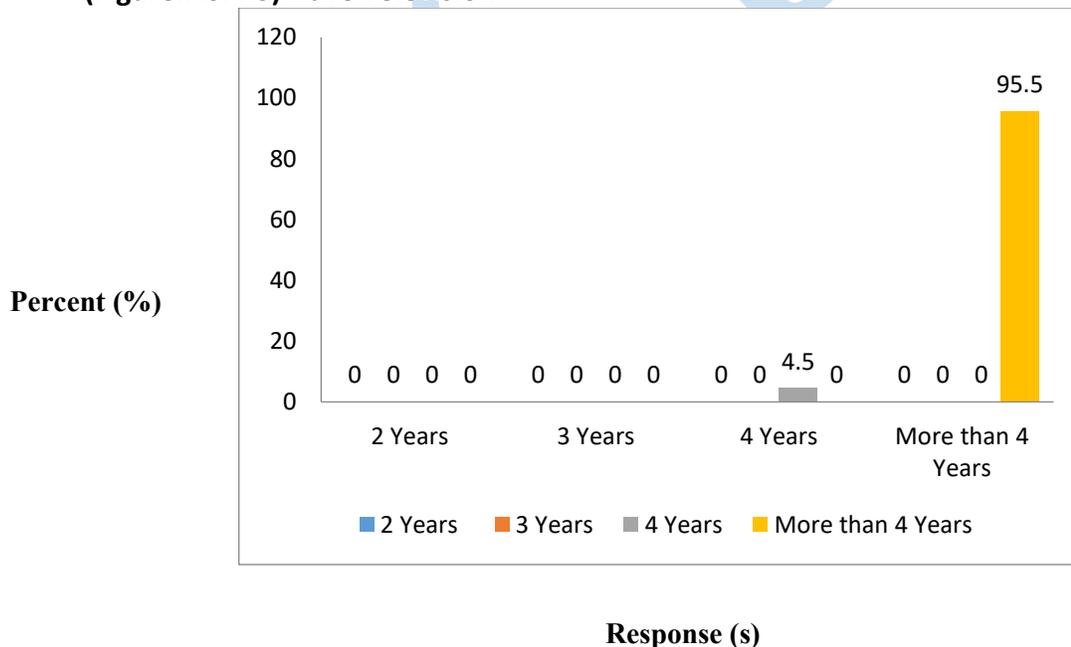
In this study, the researcher used the survey method to collect quantitative data for a sizable number of people acting as a representative of varied and dispersed populations. By studying digital television viewing habits, survey technique, data collecting, and support encourage consumers of television toward a rational and methodical analysis. For this reason, the research considered data that was selected using a quantitative scale or scales. The researcher used a practical sampling technique to get the data while taking Rojer into account. 200 populations, including Siraikis, Panjabis, Pthans, Bluchis, Sindhes, Afghani refugees, and Kashmiri refugees, among others, have different religious sects and communicate both in their mother tongue and other languages, according to D. Wimmer and Joshep. R. Dominick's 1993 study, "Sample is Representative of the Population." for the research/study, 200 samples Analysis of data with SPSS

**Data Analysis and Interpretation**

**Table # 1 Have Television**

Sr. No	Have Digital Media	Strength	Ratio
1.	2 Years	0	00%
2.	3 Years	0	00%
3.	4 Years	09	04.50%
4.	More than 4 Years	191	95.50%
5.	Total	200	100%

**(Figure.No.4.3) Have Television**



**Interpretation**

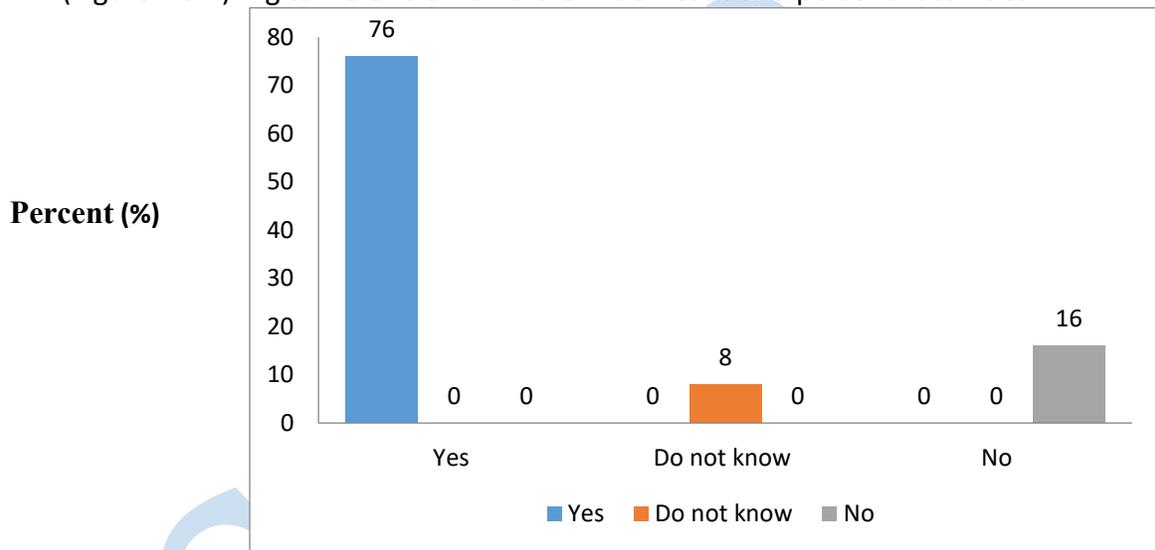
The table and bar chart illustrates that 95.5% viewers are watching television more than 4 years and only 4.5% respondents have television exposure for 4 years. So, all the research participants

were equipped with expensive viewing of television which was too good to study television impact on them.

**Table # 2 Digital Television is hurdle in domestic and Personal activities**

Sr. No	Digital Television is hurdle	Strength	Ratio
1.	Yes	152	76%
2.	Do not know	16	08%
3.	No	32	16%
4.	Total	200	100%

(Figure.No.2) Digital Television is hurdle in domestic and personal activities



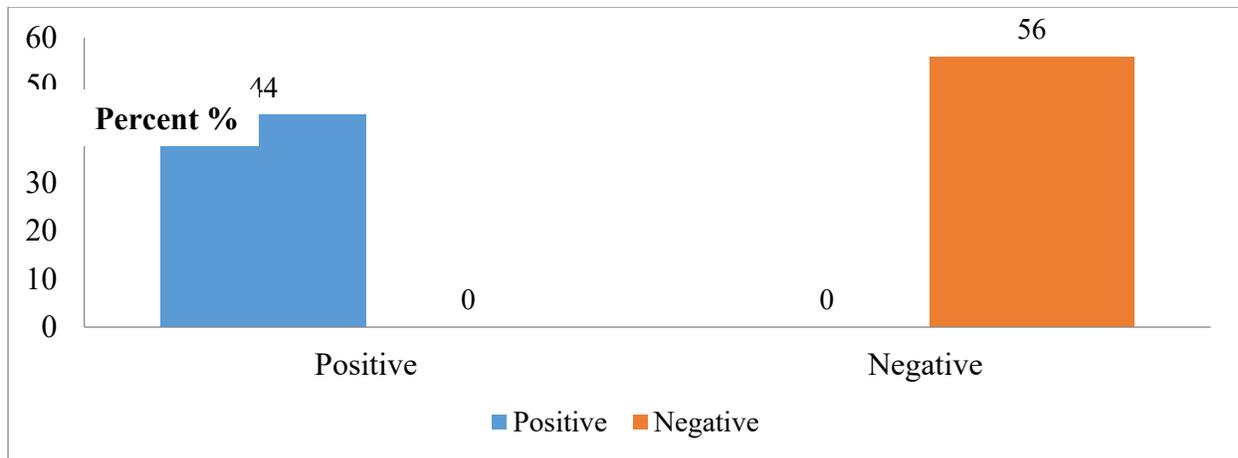
**Interpretation**

Given table and bar chart shows that 152 (76%) respondents consider television a barrier in their daily activities at home as well as outside the home whereas 32 (16%) do not blame television as hurdle in their domestic and personal activities.

Table # 3 What do you think media would bring which change sinteraction of you and your family?

Sr. No	Digital Media would bring change	Strength	Ratio
1.	Positive	88	44%
2.	Negative	112	56%
3.	Total	200	100%

(Figure.No.3) What do you think digital media would bring which change in interaction of you and your family?



### **Interpretation:**

The provided table and graph show that 112 (56%) respondents believe their digital television viewing habits will have a negative impact on their relationships with their families, while 88 (44%) respondents believe their digital television viewing habits will have a positive impact on their relationships with their families.

### **Summary**

It is commonly believed that digital television content has an impact on viewers' attitudes, values, and even future prospects. It has consistently been assumed to be somewhat accurate with inconsistent concentrations, depending on a variety of other factors, including social and cultural values. D.G. Khan, a historic city in Pakistan with distinctive cultural identities, is a wonderful chance to investigate the effects of television viewing behaviour on the degree of family engagement.

**Reduction in Direct Interaction:** Households with heavy individual DTV viewing often experience lower levels of face-to-face communication among family members.

**Content Matters:** Families who watch educational, cultural, or discussion-based programs together report more positive interaction than families who watch purely entertainment or reality shows separately.

**Generational Gaps:** Differences in viewing preferences between parents and children can create barriers to joint engagement, leading to fragmented family time.

**Opportunity for Bonding:** Structured co-viewing schedules and selective program choices can transform DTV into a tool for family bonding rather than isolation.

Therefore, it is concluded in this study that watching digital television has the effect of making people passive members of their family, preventing viewers from engaging in healthy physical activities, and preventing them from leaving the house either by themselves or with their families to go shopping or on outings.

### **Recommendations:**

**Encourage Co-Viewing:** Families should schedule shared viewing sessions with programs suitable for all members to enhance discussion and bonding.

**Limit Individual Screen Time:** Set limits on solo digital TV usage, especially during family meals or evenings.

Promote Interactive Content: Choose programs that provoke thought, conversation or joint activities, such as documentaries, cultural shows or educational series.

Create Media-Free Zones/Times: Establish certain hours or spaces in the home without screens to encourage direct communication, reading, or games.

Parental Guidance and Mediation: Parents should actively guide children's viewing choices discuss program content, and involve children in decision-making to improve social interaction.

Periodic Evaluation: Families should review their viewing habits and interaction levels regularly to ensure a healthy balance between entertainment and communication.

### References

Rideout, V. (2016). Measuring time spent with media: the Common-Sense census of media use by US 8-to 18-year-olds. *J. Child. Media* 10, 138–144. doi: 10.1080/17482798.2016.1129808

Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.

Bryant, J., and Bryant, J. A., eds. (2001). *Television and the American Family*, 2nd edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Signorielli, N. (1990). *A Sourcebook on Children and Television*. Westport, CT: Greenwood Press.

Singer, J., and Singer, D. (2001). *Handbook of Children and Media*. Thousand Oaks, CA: Sage.

Van Evra, J. P. (1988). *Television and Child Development*, 2nd edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Wimmer, R. D., & Dominick, J. R. (1993). *Qualitative Research Methods*. Mass Media Research. (pp. 63-64, 139-161, 342, 512).

Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.

Lindlof, T., ed. (1987). *Natural Audiences: Qualitative Research of Media Uses and Effects*. Norwood, NJ: Ablex.

Malik, N. (2003). *The impact of cable TV transmission on the resident of Multan*. Unpublished master's thesis, department of Mass

Communication, Bahauddin Zakariya University, Multan. Pakistan

McLeod, J. M., and Chaffee, S. (1973). "Interpersonal Approaches to Communication Research." *American Behavioral Scientist* 16:469–49

Kline, S. (1993). *Out of the Garden*. London: Verso.