

Effect of Cable TV on Educational Performance of Distance Learners

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Abstract

The era in which we are living can be characterized as the age of message uprising a cycle of profound and accelerating social and cultural changes often recognized to the crash of new media technologies. With the progress in technology, media studies need to be shifted towards those new technological gadgets that seem to become globally popular. Current study was proposed to discover the impact of cable television on the educational productivity of university distance learners. Objectives of the study were to what extent distance learners spend their time in watching TV, to find out the programmes which distance learners keenly watch, to find out the effect of programmes on their academic performance, to investigate the effect of programs on the educational performance of the distance learners, to analyze the effect of cable T.V on the life style of the distance learners. Population of the study comprised of distance learners of three public sector distance learning universities including International Islamic University Islamabad, Allama Iqbal Open University and Virtual University. Ninety distance learners were selected as sample of the study. On the basis of variables self developed questionnaire was prepared for the collection of data. Data were analyzed through percentages. Major findings of the study were most of the distance educational learners accepted that Cable TV effect their performance positively and in some cases negatively because it depends on use of viewers. Most of the learners agreed that the programmes they watch on TV will be helpful in their study and grades. The purpose of the respondents' for watching was greatly based upon relaxation, entertainment and the quantity of time they spend in watching TV effects their learning positively because it gives the information about science and real world. On the basis of current study it is recommended that during the academic year/semester seminars, conferences may be conducted by the university in order to make the learners aware how they could make the use of cable T.V positively in their lives.

Key Words: Cable TV, Educational productivity, Performance of distance learners

1.Introduction

Cable T.V is twenty first century technical development which has reached in almost all houses. A variety of channels are available on cable T.V which are not only affecting the attitude of people towards each other but also changing the life style of people. The effect of cable T.V on learners is sometimes positive while at other times negative (Henning, 2006). Cable T.V is a great source through which learners could get entertainment, education as well as any other informative new. People get motivation and

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they can actively participate effectively in solving the social, political and economical issues after knowing it through cable T.V (Mary, 2000).

In 2002, cable T.V has been given much importance as it is taken as a source of entertainment. People especially the learners not only save time for watching cable T.V from their busy routine but also makes it an important component of their routine. Cable T.V effects the psychological development of personalities of the individuals. Culture of different societies are been depicted when effects the life style of people living in Pakistani society (Nisar, 2002).

After researches the researcher conducted that during adolescence frequent television viewing was directly linked with subsequent risk and it causes learning difficulties. The young generation who watch television for about two or more hours in a day may results in prominent risk of negative attitude towards school, poor grades and homework and academic failure. Youth who watched 3 or more hours of television per day were the most likely to receive postsecondary education (Johnson, Cohen, et al, 2007). It was suggested that cable T.V has a long-term effect on people's thinking and on their academic progress (Fatima, 2000). Bar-On et al. (2001) have depicted possible negative behavioral (like aggressiveness, violence), health issues in learners due to cable T.V which has decreased their educational performance.

1.1 Statement of the Problem

Cable T.V is playing an important role in adopting new behavior and new fashion trends in youth that effects the academic achievement of the learners. This situation motivated the researcher to conduct an in-depth study on the effect of cable T.V on youth. It can be seen that youth are more inspired by the cable T.V. Viewers' whole life style is being adopted by local and foreign media. Cable T.V is a medium through which educational thoughts among the learners can be promoted. Television viewing is generally taken in positive as well as negative sense especially for the academic progress of learners. It can be seen as the channels from cable T.V is the prime source through which youth adopts new fashion trends, etc. There has been growing concern over the relationship between the media and rising violence etc in youth. The focus of this study was to analyze the effect of cable T.V on the academic performance of distance learners and on their behavior.

1.2 Objectives of Study

The objectives of the study were:-

1. To investigate the extent to which the distance learners spend their time in watching cable T.V
2. To find out the programs which distance learners keenly watch.
3. To find out the effect of those programs on the behavior of the distance learners.
4. To explore the effect of programs on the educational performance of the distance learners.

To analyze the effect of cable T.V on the life style of the distance learners.

1.3 Research Questions

1. To what extent the distance learners spend their time in watching cable T.V?
2. Which sort of programs distance learners keenly watch?
3. What is the effect of programs on the behavior of distance learners?
4. What is the effect of programs on the academic performance of distance learners?
5. What is the effect of cable T.V on the life style of distance learners?

2.Literature Review

There is power of electronic media which influences human mind and its effect trains people about things they do. Different programs on different channels depict lifestyle of high society which effects on the behavior of learners especially and it is also changing the social and moral values of young generations (Sheher, 2003). The technical development of twenty-first century is T.V. Cable T.V has reached in almost all houses. A variety of channels are available on cable T.V which are not only affecting the attitude of people towards each other but also changing the life style of people. The effect of cable T.V on learners is sometimes positive while at other times negative. Basically, it depends upon the programs which learners keenly watch and the time spends by people for watching programs. Cable T.V plays vital role for spreading education, awareness in the form of entertainment or other type of fun programs. Few people remains attached with entertainment channels. Cable T.V gives some sort of effective programs which helps in the enhancement of the skills of learners like communication skills, leadership skills and gives awareness about their culture but learners normally prefer to watch programs which provide them entertainment instead of educational information especially when they want to get rid of educational activities or their studies (Henning, 2006). It can be seen that some types of programming are positively associated with the developmental outcomes (Wright et al, 2001). One longitudinal study found that adolescents who watched educational programs as preschoolers had a positive effect on their grades, behavior, creativity and social behavior during later years (Anderson, Huston, et al, 2001). There has been growing concern over the relationship between the media and rising violence and other antisocial behavior among youth (Thompson & Austin, 2003).

From 2002 onwards, cable T.V has been given much importance as it is taken as a source of entertainment. People especially the learners not only save time for watching cable T.V from their busy routine but also makes it an important component of their routine. Cable T.V effects the psychological development of personalities of the individuals. Culture of different societies are been depicted when effects the life style of people living in Pakistani society (Nisar, 2002).

Sauza (2008), depicted that thee medium which develops and inspires large population is mass media. She further highlighted that it is mass media which is mean of delivering message and it is a source for larger number of people particularly trendy magazines, newspapers and most importantly television. Zia in 2003 quoted that the cause for quick expansion of cable T.V in society is its low cost, easy access to satellite channels and more involvement of viewers in in entertainment programs. Cable T.V has become a common household facility due to the availability of cheap televisions in market. Nowadays the viewers have an easy access to a diversity of channels. We are living in the era which has commonly been characterized as the age of message uprising a cycle of profound and accelerating social and cultural change often recognized to the crash of new media technologies. With the progress in technology, media studies needs to be shifted towards those new technological gadgets that seem to have become popular globally. Cable TV has been put under analysis as it is the most readily accessible form of media and is gaining huge popularity among the masses in Pakistan. In early 80's cable T.V was silently introduced at small scale at Karachi. For subscribers the main hold were PTV dramas, English and Indians movies which was obtained by the video centers on rent. For the examination and availability of those programs on their T.V each household pay a

small monthly fee to the operator (Zia, 2003). In Gerbner's view this television word as "not a window on or reflection of the world, but a word in itself" (McQuail, 1993).

Through the medium of TV, more is known about the culture, geography and everyday life of foreign lands. TV has helped to make the world a smaller place, and make those distant places with the odd sounding names more well-known to normal people (Paddock, 2011).

Television enables distinguished instructors to reach a large mass of learners at the same time. Idiosyncratic specialty of television is the ability to present the information to the learners which other tools cannot do so. This is an important opportunity for learners who were unable to study at a university or at any other institutions (Bates, 1998). If learners are exposed to programs with high informational (news programs or documentaries) learners have a better opportunity to increase their knowledge and skills (Housden, 1991; Memory, 1992). Fatima (2000) suggested that cable T.V has a long-term effect on people's thinking. According to her research the culture and tradition is badly affected by new norms and taboos depicted in dramas and movies. She recommended that if we want to save our culture and values then we need to introduce our culture and values as realistic instead of glamorizing it and depicting the moralistic values for the development of community. Stroebele and Castro (2004) found that by watching cable T.V students' not only academic performance is negatively affected but also become the cause of gaining 163 calories in a day because they ate more.

3. Methodology

The design of the study was descriptive in nature. Three public sector universities of Rawalpindi and Islamabad, International Islamic University Islamabad, Allama Iqbal Open University and Virtual University were the population of the study. 90 distance learners from three universities were the sample of the study. 30 learners from each university has been selected by the use of simple random technique. Research questionnaire was developed as an instrument for data collection based on 30 closed ended statements. Data were collected through personal visits. Data were interpreted and presented in the form of tables. The responses were analyzed by using percentage.

4. Result and Discussion

Table 1 Gender, Age & Education

Variables	Variables	Frequency	Percentage
Males	---	36	40
Females	---	54	60
	Total	90	100
	(18-21)	36	40
Age	(22-25)	49	54.44
	(26-29)	5	5.55
	Total	90	100
	B.S	56	62.22
Education	Masters	26	28.88
	MS	8	8.88
	Total	90	100

Table 1 established that out of 90 respondents 40% were males and 60% were females. Out of 90 respondents, 40% respondents' age was (18-21), 54.44% respondents belonged to age group of (22-25) and 5.55% respondent's age was (26-29). Out of 90 respondents, 62.22% respondents were from B.S, 28.88% were of Master level and 8.88% respondents were from MS level.

Table 2 T.V sets

Variables	Variables	Frequency	Percentage
T.V sets in home	One	49	54.44
	Two	25	27.77
	More than two	16	17.77
	Total	90	100
T.V sets in bedroom	Yes	17	18.88
	No	73	81.11
	Total	90	100
Reasons of having T.V sets in bedroom	Nuclear family	13	17.64
	For entertainment	17	41.17
	T.V device attached with computer	11	5.88
	Due to separate room	49	35.29
	Total	90	100

Table 2 established that out of 90 respondents, 54.44% respondents have one T.V set at their home, 27.77% agreed that they have two T.V sets at home and 17.77% respondents agreed that they have more than two T.V sets at home. It also established that out of 90 respondents, 18.88% respondents agreed that they have T.V set in their room while 81.11% refused to have T.V in their room. It also illustrates that out of 90 respondents, 17.64% respondents that they have nuclear family system that is why they have T.V in their room 41.17% have T.V in their room for entertainment. 5.88% respondents said that they have T.V device attached with their computer for their room and 35.29% have T.V in their room due to separate room system.

Table 3 Time for Watching T.V

Time preferred for watching T.V	Variables	Frequency	Percent age
	Morning	0	0
	Noon	0	0
	Afternoon	2	2.22
	Evening	15	16.66
	Night	20	22.22
	Late night	4	4.44

	Whenever free	49	54.44
	Total	90	100
	1-3 hrs.	85	94.44
Watching cable	4-6 hrs	4	4.44
T.V approximately	7-9 hrs	1	1.11
	Total	90	100
	Frequently	12	13.33
Watching cable			
TV	Very frequent	7	7.77
late-night	Rarely	71	78.88
	Total	90	100

Table 3 established that out Of 90 respondents, 0% respondents agreed that they watch cable TV in the morning and noon time. 2.22% agreed to watch at afternoon, 16.66% watch at evening, 22.22% watch at night time, 4.44% watch at late night and 54.44% watch whenever they have some time. It showed that out Of 90 respondents, 94.44% respondents agreed that they remain watch cable TV for about 1-3 hours, 4.44% agreed that they watch T.V for about 4-6 hours and 1.11% respondents watch for 7-9 hours. And out Of 90 respondents, 13.33% respondents agreed that they remain frequent in watching cable TV late-night according to the table 7.77% watched cable TV rarely late-night.78.88% respondents watched cable TV rarely late-night.

Table 4 With Whom they like to watch T.V

	Variables	Frequency	Percentage
	Alone	37	41.11
	With family	33	36.66
With whom they	With friends	13	14.44
like to watch T.V	Others	7	7.77
	Total	90	100

Table 4 established that out Of 90 respondents, 41.11% respondents agreed that they watch cable TV alone, 14.44% watched cable TV with friends.7.77% respondents watched cable TV with other people.

Table 5 Programs/shows like to watch

	Variables	Frequency	Percentage
	Drama	37	41.11
	News	32	35.55
Programs	Fashion shows	5	5.55
frequently watch	Music/Movies	7	7.77
	Islamic Programs	5	5.55
	Others	4	4.44
	Total	90	100
	For more information	30	33.33
Reasons why they	For entertainment	36	40

like these programs	Good quality of shows	24	26.66
	Total	90	100
	Fashion shows	11	12.22
Shows like to watch	Talk shows	42	46.66
	Music shows	23	25.55
	Other	14	15.55
	Total	90	100

Table 5 established that out Of 90 respondents, 41.11% respondents agreed that they watch dramas, 35.55% agreed that they watch news, 5.55% watch fashion shows, 7.77% watch movies/ music programs, 5.55% watch Islamic programs and 4.44% watch other programs. Above mentioned table established that out Of 90 respondents, 33.33% respondents agreed that they watch these programs for information according to the table 40% watch these programs for entertainment and 26.66% respondents watch these programs because of good quality of shows. Out Of 90 respondents, 12.22% respondents agreed that they like to watch fashion shows according to the table 46.66% agreed that they watch talk shows, 25.55% respondents watch music shows and 15.55% agreed they watch other shows.

Table 06 Link between exposure to media violence and violent behavior of the youngsters

	Variables	Frequency	Percentage
Link between exposure to media violence and violent behavior of the youngsters	Strongly Agree	21	23.33
	Agree	50	55.55
	No opinion	17	18.88
	Disagree	2	2.22
	Strongly disagree	0	0
	Total	90	100

Table 6 established that out Of 90 respondents, 23.33% respondents agreed that T.V creates Link between exposure to media violence and violent behavior of the youngsters according to the table 55.55% agreed, 18.88% gave no opinion, 2.22 disagreed and 0% strongly disagreed that T.V creates Link between exposure to media violence and violent behavior of the youngsters.

Table 7: There is a link between exposure to media violence and violent behavior of youngster

	Variables	Frequency	Percentage
There is a link between exposure to media violence and violent behavior of youngster	Violent people are display as hero	3	3.33
	People more influence by media	44	48.88
	Youngsters more imitate violent behavior from media	25	27.77

No opinion	18	20
Total	90	100

Table 7 indicated the view of 90 respondents about the statement there is a link between exposure to media violence and violent behavior of youngster 3.33% respondents were agreed on the fact that violent people are display as hero, 48.88% agreed that people more influence by media, 27.77% agreed that youngsters more imitate violent behavior from media and 20% gave no opinion.

Table 8: You like to copy the styles from Actors and actresses

	Variables	Frequency	Percentage
Copy the styles from Actors and actresses	Yes	18	20
	No	72	80
	Total	90	100

Table 8 indicated that out of 90 respondents 20% respondents were agreed that they copy the styles from Actors and actresses and 80% disagreed.

Table 9: Distance learners adopt more fashion from cable T.V

	Variables	Frequency	Percentage
Distance learners adopt more fashion from cable T.V	Easy trap fashion from actors	15	16.66
	More concerned about their beauty	20	22.22
	Because of immaturity and adopt fashion easily	50	55.55
	Want to be superior	5	5.55

Total	90	100
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Table 9 indicated that out of 90 respondents to the statement that distance learners adopt more fashion from cable T.V 16.66% respondents agreed that they easy trap fashion from actors, 2.22% are more concerned about their beauty, 55.55% adopts because of immaturity and adopt fashion easily and 5.55% wants to be superior that's why they adopt fashion.

Table 10: Media is increasing fashion trend in youth

Variables		Frequency	Percentage
Media is increasing fashion trend in youth	Strongly agree	53	58.88
	Agree	33	36.66
	No opinion	2	2.22
	Disagree	1	1.11
	Strongly disagree	1	1.11
	Total	90	100

Table 10 showed media is increasing fashion trend in youth and out of 90 respondents 58.88% strongly agreed, 36.66% agreed, 2.22% gave no opinion, 1.11% disagreed and 1.115 strongly disagreed.

Table 11: Inspired by the fashion trends in movies and dramas

Variables		Frequency	Percentage
Inspired by the fashion trends in movies and dramas	Strongly agree	9	10
	Agree	22	24.44
	No opinion	21	23.33
	Disagree	23	25.55
	Strongly disagree	15	16.66
	Total	90	100

Table 11 showed that they are inspired by the fashion trends in movies and dramas out of 90 respondents 10% were strongly agreed, 24.44% agreed, 23.33% gave no opinion, 25.55% disagreed and 16.66% strongly disagreed.

Table 12: Media is showing fashion trends that match to our culture

	Variables	Frequency	Percentage
Media is showing fashion trends that match to our culture	Agree	15	16.66
	Undecided	17	18.88
	Disagree	58	64.44
	Total	90	100

Table 12 indicted that media is showing fashion trends that match to our culture and for this out of 90 respondents 16.66% were agreed, 18.88% were undecided, 64.44% disagreed with it.

Table 13: cable TV affects education and other activities

	Variables	Frequency	Percentage
cable TV affects education and other activities	Positive	42	46.66
	Negative	48	53.33
	Total	90	100

Table 13 indicated that cable TV affects education and other activities and out 90 respondents 46.66% gave positive response, 53.33% gave negative response.

Table 14: Cable T.V affects education and other activities

	Variables	Frequency	Percentage
Cable T.V affects education and other activities	Time wastage	44	48.88
	Depends on the viewer	20	22.22
	Informative	26	28.88
	Total	90	100

Table 14 indicated that how cable T.V affects education and other activities and out 90 respondents 48.88% were in response that it is wastage of time, 22.22% depends on the viewers and 28.88% agreed that it is informative.

Table 15: Programmes will be helpful in the study

	Variables	Frequency	Percentage
Programmes will be helpful in the study	Strongly agree	10	11.11
	Agree	29	32.22
	No opinion	24	26.66
	Disagree	22	24.44
	Strongly disagree	5	5.55
	Total	90	100

Table 15 indicted that programmes will be helpful in the study 11.11% strongly agreed on it, 32.22% agreed, 26.66% gave no opinion, 24.44% disagreed and 5.55% strongly disagreed.

Table 16: CGPA while watching cable T.V

Variables		Frequency	Percentage
CGPA while watching cable T.V Grades since they have been involved in using cable T.V	2.00-2.50	20	22.23
	2.60-3.00	22	24.44
	3.10- Above	48	53.33
	Total	90	100
	Excellent	26	28.88
	Good	44	48.88
	Average	18	20
	Poor	2	2.22
Total		90	100

Table 16 indicated that cable TV affects on the CGPA of learners 90 respondents 53.33% said their CGPA is above than 3.10 while 24.44 said their CGPA is between the range of 2.60-3.00 and 22.23 said their CGPA is between 2.00-2.50. The grades since they have been involved in using cable T.V 28.88% said that they got excellent grades, 48.88% said that they got good grades, 20% said their grades were average and 2.22% said their grades were poor.

Table 17: Maintaining the grades after using cable T.V

Variables		Frequency	Percentage
Maintaining the grades after using cable T.V	Strongly agree	30	33.33
	Agree	48	53.33
	No opinion	7	7.77
	Disagree	4	4.44
	Strongly disagree	1	1.11
	Total	90	100

Table 17 indicted that they are maintaining the grades after using cable T.V 33.33% were strongly agree, 53.33% were agree, 7.77% gave no opinion, 4.44% were disagree and 1.11% were strongly disagree.

Table 18: Main purpose for watching cable T.V

Variables		Frequency	Percentage
Main purpose for	Entertainment & Relaxation	51	56.66
	To know about other countries and culture	11	12.22

watching T.V	cable			
	Education and guidance	1		1.11
	To pass time	12		13.33
	News and information	9		10
	To know about current situation of Pakistan	6		6.66
	Total	90		100

Table 18 indicted that the main purpose for watching cable T.V varies for instance 56.66% were of the fact that they watch entertainment & relaxation, 12.22% watch to know about other countries and culture, 1.11% watch for education and guidance, 13.33% watch to pass time, 10% for news and information and 6.66% watch to know about current situation of Pakistan.

Table 19: Amount of time spends in watching T.V affects their learning

	Variables	Frequency	Percentage
Amount of time spends in watching T.V effects their learning	Positive	53	58.88
	Negative	37	41.11
	Total	90	100

Table 19 indicated that the amount of time spends in watching T.V affects the learning and out 90 respondents 58.88% gave positive response and 41.11% gave negative response.

Table 20: Watching T.V affects their learning

	Variables	Frequency	Percentage
Watching T.V affects their learning	Information about science & real world	44	48.88
	Time wastage	36	40
	Source of entertainment & relaxation	10	11.11
	Total	90	100

Table 20 indicated that response about the statement of watching T.V impacts their learning out 90 respondents 48.88% said that watching T.V impacts their learning by giving them information about science & real world 40% said it is wastage of time and 11.11% said that T.V affects their learning by becoming the source of entertainment and relaxation.

5.Conclusion

Media is a most powerful tool of message. Cable TV has become an obligation across Pakistan and it is accessible in almost every home where the facility of cable is available. The present study examined the effect of cable TV on the educational

performance of distance learners. The study analyzed that cable TV has positive as well as negative effects on learners' behavior and education. It can be seen that most of the distance learners are tilted towards informative programs which helps in the development of educational trends. It also makes the learners aware about their social, economical issues and different techniques through which they could resolve it. But on the other hand Cable TV promotes fashion among learners. Respondents were strongly decided that dramas, fashion shows promote fashion trends in youth. Cable T.V promotes new fashion trends, norms and culture among distance learners because of which they it can be said that the effect of cable T.V is negative. Changing in the life style of learners for the sake of adoption of style of hero, heroines affect them badly economically and socially. Most of the learners watched cable TV and they were agreed that there is a link between contact to media violence and violent behavior of youth because people are being influenced by media. Through this research the researchers came to know that cable T.V is not effecting the academic performance negatively as majority of learners do not spend more time in watching T.V and when they spend time the mostly watch informative programs.

6.Recommendations

1. On the basis of the study following recommendations were drawn:
2. The results of the study have depicted that in Pakistan the effect of cable television on educational performance of the learners not more because do not watch more cable T.V. But those learners who watched cable T.V very frequently may give their more time to study.
3. Learners have been influenced by modern values. To minimize and resist the effects of those newly self created values local channels and programs may be strengthened in order to promote better content.
4. Channels may produce and broadcast quality programs that could help in the promotion of Pakistani values, traditions and improve the image of Pakistan at international level.
5. During the academic year/semester seminars, conferences may be conducted by the university in order to make the learners aware how they could make the use of cable T.V positively in their lives.
6. Teachers may be trained so that they may become able to highlight about positive and negative effects of cable T.V in front of learners and to guide them in suitable way.

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