

# Television Media and Children: A Sociological Insight on Rural Society in Punjab

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## Abstract

*The present paper deals with to understand the media forms of television and digital media as an influential agent of socialisation in contemporary society, especially among the children. The increasing accessibility of television and digital media, especially in the rural society of Punjab, have greatly impacted the patterns of childhood socialisation, cultural norms, religious practices, attitudes, and routine behaviour. During the study it is found that television continues to occupy a central place in children's everyday life especially in the village society in Punjab, despite the growth of digital media technologies. The present study also highlights that how language, lifestyle, ways of dealing and expressing, consumption patterns, and social attitudes of rural children shaped under the influence of television and digital media. The study also highlights the growing influence of cartoons and other entertainment programmes, social media content and advertisements on their overall behaviour and choices. Children try to imitate the language, expressions, communication styles, behavioural patterns as portrayed on television showing children's programmes having different cartoon characters, digital influencers and television personalities. The characters shown over the media often become the role models and heroes for the children influencing their perception, aspirations, interactions, and creating understanding towards the life. The media exposure also influences the children by creating their sense of clothing, food habits, toys, brands, merchandise and leisure activities. Advertisement and digital content inculcate the value of consumerism among the young generation, as the media content create new desires and demands within rural population. The study is theoretically drawn under the framework of Pierre Bourdieu, as we try to understand our problem in the light of the concepts given by Bourdieu i.e. the concept of habitus, cultural capital, social capital and symbolic power to understand that how media contributes to the formation of the cultural orientations and social behaviour among the rural children. Media as cultural institution has introduced the rural children with urban lifestyles, the market-oriented values, and new forms of social. The study tries to create an understanding towards the changing nature of childhood under the influence of television and digital media, and an attempt has been made to understand family relations, cultural identity, language patterns, and rural social structure in the light of modern television media. Therefore, the study tries to understand the contribution of television media in shaping contemporary rural childhood.*

**Keywords:** Television, socialisation, children, consumption patterns, advertisements, cartoon, language pattern, consumerism.

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## INTRODUCTION

Modern technologies have greatly impacted every aspect of society. The present society is called the information society where the form of information, speed of its transmission, medium through which the information passes from one end to another become important [1-27]. In the last thirty years the television has greatly impacted every walk of Indian society. Television has

changed itself from a boxlike structure to LCD, from LCD to smart LED form. Now the television has updated itself as per the change in the technology of the transmission of the signals i.e. from satellite system to internet-based setup. In their study Zubair et al [28]. (2025) held that media exposure influences the behavioural and interaction patterns of children as television programmes in the form of cartoons, games and online platforms have greatly shaped the communication ways, preferences, perspectives, choices of them. Children tried to impersonate the characters that they saw on screen and add them in their communication and social identity, as they got emotionally connected with them. Another important finding of the study is that on one side the media is enhancing their space for communication, collaboration, information, and connectivity with the outer world, however on the other side the excessive media usage leads to social withdrawal, reduced face to face interaction, and increased dependence on digital devices [1].

**Television and Socialisation-** There are many aspects that need to be explored, however in the present study an effort has been done to understand the influence the television has in the process of socialisation of the people of the rural society in Punjab.[2] The present study deals with the media forms i.e. television and digital media as the agencies of socialisation in contemporary society, especially among the rural children in Punjab. [3] The increasing accessibility of television and digital media, especially in the rural society, have greatly impacted the patterns of childhood socialisation, cultural norms, practices, attitudes, and routine behaviour. According to Jaggi R. [10] (2017) children today are growing up in highly media saturated vicinity where the television and digital entertainment shape their childhood experiences, cultural understanding, and social behaviour. Also, the cartoon programmes are popular among the children especially among the rural children as they provide entertainment, fantasy, imagination, and emotional engagement [4].

**Television Bridging Gaps Between Rural and Urban Societies-** It is important to understand that the media has reduced the distance between the rural and the urban, and also the reduction in the traditional isolation has been observed. The audio-visual aspect of media has brought the wider social groups and cultures close to them which previously were far from the children and their families staying in the rural setup [5].

**Television Shaping the Language and Other Cultural Traits regarding Children-** The study also focused upon to generate the understanding towards the shaping up of language, lifestyle, ways of dealing and expressing, consumption patterns, and social attitudes of rural children under the influence of television media. An attempt has been made to understand the growing influence of cartoons and other entertainment laden programmes, social media content and advertisements on their overall behaviour and choices [6]. Children imitate the media behaviour, communication styles, lifestyles, language, expressions, as portrayed on the screen through different cartoon characters, digital influencers and television personalities. The characters shown over the media influence the perception, aspirations, interactions, and create media slanted understanding towards the life [7].

**Television and Children's Consumption Choices-** The media exposure also influences the children's consumption choices, as media content influence their sense of clothing, food habits, toys, brands, merchandise and leisure activities [8]. Advertisements on television as well as on digital platforms such as YouTube, Facebook, Instagram etc. or other OTT platforms inculcate the consumerist values among the children [9]. The media content creates new desires and demands within rural population especially among the children. Television remains to be the most influential media forms for children despite the rise of digital media. Indian children's television, initially focussed on education and social development however with implementation of the liberalisation policy and satellite television in 1990s, the dedicated children's channels such as Cartoon Network, Pogo, Nick, Disney, and Hungama came into existence. Japanese animation programmes occupied the Indian children television market with Doraemon on Hungama TV in 2006 followed by Shin Chan in 2007 and Ninja Hattori on Nick [10].

The study tries to create an understanding towards the changing nature of childhood under the influence of television and digital media, and an attempt has also been made to understand family relations, cultural identity, language patterns, and rural social structure in the light of modern television media. Therefore, the study tries to understand the contribution of television media in shaping contemporary rural childhood [11].

## **THEORETICAL FRAMEWORK**

The present study is theoretically guided by the perspective of Pierre Bourdieu, particularly his ideas mentioned in his work *On Television*. Bourdieu argued that television and media are not only meant for entertainment as they are the powerful cultural institutions shaping the perception, attitudes, behaviour, and lifestyle of the people [12]. Bourdieu used the concept of symbolic power to understand the functioning of the media, where media highlights the dominant cultural values and meanings. These dominant cultural values and meanings are imposed on the viewers in a subtle and gradual manner through media content. In Punjab, television and digital media become the agency of socialisation influencing the children's language, food habits, dressing sense, consumption patterns, and attitudes. Television has greatly influenced the children as they are found imitating the cartoon characters, media celebrities and advertisements, as their repeated representations on the television screen create their symbolic association with the kids [13]. Bourdieu's concept of cultural capital is also important to understand the ways of adoption of new forms of speech, fashion, and consumption patterns through television content. Therefore, the concepts of habitus, cultural capital, social capital and symbolic power to understand how media contributes to the formation of the cultural orientations and social behaviour among the rural children in Punjab [14].

As an institution, media has bridged the gap between the rural children and the urban lifestyles, the market-oriented values, and new forms of cultural capital. According to Bourdieu, the society is structured through the social fields such as family, region, politics, religion, education, media, peer groups etc. In these social fields individual interacts and acquire various forms of capital [15].

In contemporary society, the digital and the mass media have emerged as crucial social fields influencing children's overall development and everyday social experiences. The rural children are increasingly exposed to different media forms such as television, smartphones, social media, YouTube, online gaming, and different OTT platforms that significantly contribute to their identity formation and their overall world view [16]. The concept of habitus refers to the internalised dispositions, perceptions and behavioural patterns that came into existence through the process of socialisation and daily experiences. In the present study, we tried to understand that how media as an agent shapes the habitus of rural children of Punjab. The continuous exposure of rural children to different media forms and content influence their language, perception, behaviour, consumption, desires, cultural preferences, their overall lifestyle, social understanding and routine practices [17].

The idea of cultural capital is also taken into consideration to analyse the data, as the cultural knowledge, communication skills, educational resources and symbolic competencies played an important role in deciding the social positioning of the individuals in the society. The access to media provides children with new forms of cultural capital i.e. technological skills, media literacy, language, and awareness about the urban lifestyles [18]. The idea of social capital provides us the gaze to understand that how family networks, peer groups, schools, and their community impact children's media consumption. The children's experiences with their family members, friends, teachers, and other people around them, will help them in shaping their interpretation of media messages. The idea of symbolic power is also been used to understand that how media back the dominant culture and consumerism among the rural society. The perception of the young viewers towards the idea of success, beauty, gender roles, modernity, and social status is also been influenced through media representations. The traditional patterns of socialisation are greatly been influenced through these modern media forms. Therefore, the theoretical framework structured through the concepts of

Bourdieu enables the study to explore the media contribution towards the continuity and transformation of the rural social structures, cultural practices and children's social behaviour [19].

## METHODOLOGY

The present study is conducted in the State of Punjab and the information is drawn from the parents as our respondents. This research is exploratory in nature. For the purpose of the study both primary and secondary sources are used. Secondary data is collected from books, research journals, newspapers, magazines, government reports, Census reports etc. Primary data is collected through field work with the help of interviews, interview schedules of the selected sample and also through observations in the field. The data is analysed through the tools such as average, percentage as well as WAS (Weighted Average Score) [20]. The study is based on the data collected from the 360 respondents (Parents) from the rural areas of Majha, Malwa and Doaba, three culturally different regions of Punjab. From each of the three regions, based on the Census of India 2011, the district with highest penetration of television is been selected, and from each of the selected district two villages, one with highest penetration and one with lowest penetration of television have been selected. Television continues to occupy a central place in children's everyday life despite the growth of digital media technologies [21]. Therefore, we have deliberately taken television as the tool for the selection of the respondents (Table 1). From each of the selected village 60 respondents (as parents) have been taken and their distribution is as under:

## ANALYSIS

### Television in Making and Determining One's Views About One's Own Society and The Outside World

Based on the response given by the respondents regarding the idea of television being responsible in making and determining one's views about one's own society and the outside world certain assertions have been drawn which are as under-

The Table above depicted the response of the respondents regarding the notion that television can be held responsible in making and determining one's views about one's own society and the outside world. As per the response of the respondents across all the three regions i.e. Malwa, Majha and Doaba, it is evident that the majority of them with 90.2 per cent of the total respondents have agreed with the above stated idea (Table 2). Therefore, television is an important factor in determining one's mindset about the issues and situations happening in the outside world [22].

**Table 1.** Distribution of viewers (respondents).

| Categories                                                          |        |                    |                |    |                |    |             |    |            |    |           |    |                 |    | Total |
|---------------------------------------------------------------------|--------|--------------------|----------------|----|----------------|----|-------------|----|------------|----|-----------|----|-----------------|----|-------|
| Cultural Regions                                                    |        |                    | Malwa          |    |                |    | Majha       |    |            |    | Doaba     |    |                 |    | 03    |
| Districts<br>(Rural Households having Highest Television Ownership) |        |                    | Fategarh Sahib |    |                |    | Gurdaspur   |    |            |    | Jalandhar |    |                 |    | 03    |
| Villages                                                            |        |                    | Bhagatpura (H) |    | Ambe Majra (L) |    | Sherpur (H) |    | Jaswan (L) |    | Kotha (H) |    | Buraj Hasan (L) |    | 06    |
| Classification of No. of Television Viewers                         | Gender |                    | M              | F  | M              | F  | M           | F  | M          | F  | M         | F  | M               | F  | -     |
|                                                                     | Age    | Up to 25 Years     | 10             | 10 | 10             | 10 | 10          | 10 | 10         | 10 | 10        | 10 | 10              | 10 | 120   |
|                                                                     |        | 26-50 Years        | 10             | 10 | 10             | 10 | 10          | 10 | 10         | 10 | 10        | 10 | 10              | 10 | 120   |
|                                                                     |        | 51 Years and Above | 10             | 10 | 10             | 10 | 10          | 10 | 10         | 10 | 10        | 10 | 10              | 10 | 120   |
|                                                                     |        | Total              | 60             |    | 60             |    | 60          |    | 60         |    | 60        |    | 60              |    | 360   |
| Total No. of Viewers                                                |        |                    | 120            |    |                |    | 120         |    |            |    | 120       |    |                 |    | 360   |

H- Villages with highest television penetration

L- Villages with lowest television penetration

M- Male, F- Female

**Table 2.** Television can be held responsible in making and determining one's views about one's own society and the outside world.

| Responses |                |                 | Strongly Disagree | Disagree     | Neutral       | Agree         | Strongly Agree | Total        |
|-----------|----------------|-----------------|-------------------|--------------|---------------|---------------|----------------|--------------|
| Region    | Malwa          | Bhagatpura (H)  | 0                 | 0            | 3             | 48            | 9              | 60           |
|           |                | Ambe Majra (L)  | 1                 | 8            | 9             | 31            | 11             | 60           |
|           |                | Total           | 1<br>(0.8)        | 8<br>(6.7)   | 12<br>(10)    | 79<br>(65.8)  | 20<br>(16.7)   | 120<br>(100) |
|           | Majha          | Sherpur (H)     | 0                 | 0            | 7             | 53            | 0              | 60           |
|           |                | Jaswan (L)      | 0                 | 0            | 6             | 54            | 0              | 60           |
|           |                | Total           | 0<br>(0)          | 0<br>(0)     | 13<br>(10.8)  | 107<br>(89.2) | 0<br>(0)       | 120<br>(100) |
|           | Doaba          | Kotha (H)       | 0                 | 0            | 0             | 60            | 0              | 60           |
|           |                | Buraj Hasan (L) | 0                 | 0            | 1             | 58            | 1              | 60           |
|           |                | Total           | 0<br>(0)          | 0<br>(0)     | 1<br>(0.8)    | 118<br>(98.3) | 1<br>(0.8)     | 120<br>(100) |
|           | Grand Total    |                 | 1<br>(0.3)        | 8<br>(2.2)   | 26<br>(7.2)   | 304<br>(84.4) | 21<br>(5.8)    | 360<br>(100) |
| Gender    | Male           | 1<br>(0.6)      | 3<br>(1.7)        | 1<br>(0.6)   | 156<br>(86.7) | 19<br>(10.6)  | 180<br>(100)   |              |
|           | Female         | 0<br>(0)        | 5<br>(2.8)        | 25<br>(13.9) | 148<br>(82.2) | 2<br>(1.1)    | 180<br>(100)   |              |
|           | Total          | 1<br>(0.3)      | 8<br>(2.2)        | 26<br>(7.2)  | 304<br>(84.4) | 21<br>(5.8)   | 360<br>(100)   |              |
| Age       | Up to 25 years | 0<br>(0)        | 4<br>(3.3)        | 6<br>(5)     | 101<br>(84.2) | 9<br>(7.5)    | 120<br>(100)   |              |
|           | 26 to 50       | 1<br>(0.8)      | 2<br>(1.7)        | 8<br>(6.7)   | 103<br>(85.8) | 6<br>(5)      | 120<br>(100)   |              |
|           | 51 & above     | 0<br>(0)        | 2<br>(1.7)        | 12<br>(10)   | 100<br>(83.3) | 6<br>(5)      | 120<br>(100)   |              |
|           | Total          | 1<br>(0.3)      | 8<br>(2.2)        | 26<br>(7.2)  | 304<br>(84.4) | 21<br>(5.8)   | 360<br>(100)   |              |
| WAS       |                |                 | 3.93              |              |               |               |                |              |

*Note:* Figure in parentheses represents percentage of share in total number of respondents.

The gender-wise and the age-wise analysis also depicted the similar result as the majority respondents think that the television is an important factor responsible in determining one's viewpoint towards one's own as well as the outside world. During the fieldwork it was found that media has been playing an important role in reinforcing masculine and feminine stereotypes. According to Jaggi R [9] (2017, 2025) especially the Indian cartoon programmes strongly reinforce the gender stereotypes among the children. As in the Indian cartoons, the male cartoon characters dominate the narratives, whereas the female characters are often seen playing the supporting or the secondary stereotypical role. In the present study too, parents have shown their concern towards the value system propagated to through the cartoon or the child-oriented content over the television and the digital platforms. They aware us about the concerns regarding the foul language, disrespectful behaviour, violence shown over the TV and internet-based programmes [23].

In their research Montag et al. [5] (2024), discussed that how media influence children's behaviour, emotions, lifestyle, social interaction, and identity formation. The study highlighted the growing influence of social media and digital platforms on children as well as adolescents. In another important study titled Digital Media and Social Connection in the Lives of Children, Adolescents and Families have discussed about the influence the media have on the children, adolescents, their families, their social relationships, their emotions, identity building, and speech patterns in different societies. The research correlated the media with the identity formation and communication. It is through different screen applications and online gaming that the children are constructing their identities. The situation became more tense during the Covid-19, where the physical interaction was largely replaced with the meeting through online platforms [24].

From the above discussion it is drawn that the majority of the respondents have shown their agreement towards the idea that television through its programmes influence the mindset of the common public. The respondents told us that children tend to assume the outside world in the same sense as shown to them through television programmes. (Wagner, [11] 1983), Also, Gerber et al. [6] (2007) summed up by showing that the media exposure leads to the public slant which directly and indirectly helps in opinion building of the society. In another analysis done by Waterman [25] (2001) in which the researcher has tried to draw a pattern between nation building and the use of mass media.

The weighted average score of 3.93 also supported the above drawn assertions. Althusser in his analysis have stated that the *repressive state apparatus* is replaced with the *ideological state apparatus* i.e. public is controlled by controlling the ideas rather than through military form of control. Therefore, media industries perform their role on behalf of the government by controlling the ideological base. In another study stated that the television presents serious issues as entertainment. Therefore, the seriousness of the issues is solely dependent upon the television media that how it presents the issue before its viewers [26].

The study supplements our findings above, as the study reveals that the children are being targeted by the television industry as they are made more brand conscious consumers for tomorrow. The programme Teletubbies sold to 40 countries is designed to glue the children on the television screens. Therefore, the children form a vulnerable group that are largely focused by the corporate world through television by inculcating the desired values to them through different programmes. According to the kind of content shown over the television screens to the audience, for which television can be held responsible for generating the monochrome unitary culture which is presenting glitzy, seductive and hedonistic content. In another the study conducted in which the researcher mentioned the concern regarding the homogenising character of television. Television media is creating homogenised world on the one hand and destroying the indigenous culture on the other. Barber [2] (2010) also stated that the taste of material things either consumable or non-consumable are greatly decided on the terms of logos, sponsorship, brands, trademarks, jingles and especially advertising slogans. Therefore, from the above discussion it is drawn that the television has promoted a homogenised urban way of material and non-material requirements among the individuals putting aside the diversity in the village society impacting the routine lifestyle, festivals, eating habits, clothing sense especially among the young generations in the village society [27].

### Television Inculcating Moral Values and Education

In this part the idea of inculcation of the moral values and education among the younger generation through television content is being discussed. The detailed analysis is as under:

From the above table it is drawn that television content inculcates moral-based and value-based education to the younger generation. Across all the regions of Punjab, the majority of the respondents have shown their agreement towards the above idea. On the basis of the regional variations i.e.

Malwa, Majha and Doaba we have drawn that the majority of them with 58.3 per cent, 65 per cent and 74.2 per cent respectively have agreed with the above stated statement (Table 3).

Based on the gender and age, we have drawn that the majority of the male and the female respondents, and respondents across all the age groups have given their affirmation regarding television as the best source to provide moral and value education to the younger generation.

The age-wise analysis of the response given by the respondents have drawn that the majority of the respondents belonging to the age cohorts i.e. up to 25 years and 26-50 years, with 85.8 per cent and 67.5 per cent respectively, have shown their agreement towards the above-mentioned statement. However, the majority of respondents belonging to the age cohort of 51 years and above, with 54.2 per cent have tendered their disagreement towards the idea stated above.

The weighted average score of 3.33 has indicated the trend towards the agreement of the respondents towards the statement that television is the best source to inculcate the values and moral education among the younger generation. In one of the studies by Arya and Verma [16] (2024), an analysis is made that how Indian animation films for children use mythological themes, characters and narratives to entertain, educate and transmit cultural values. The content of the animated Indian films is drawn from the mythological sources such as Ramayana, Mahabharata, Puranas, Panchatantra stories and folktales. These stories are simplified and transformed into the animated setups, to make them understandable and attractive to the kids. Along with entertainment, the study considers mythological animated films to be a medium to transmit moral lessons, cultural identity, religion, beliefs and practices to the new generation [28].

### **Television's Impact on Local Language**

As per the response given by the respondents, certain assertions have been drawn regarding the idea that television through its programmes that mostly are broadcasted in Hindi as well in English, have made possible the using of words from these languages into their local Punjabi dialect by the people in their routine talks. The detailed analysis is as under:

The respondents were asked the question regarding the impact of the television on their local dialect for which we have received their response as mentioned in table above. The respondents were given the statement that most of the television programmes are being telecasted in Hindi and English that had an impact on the local Punjabi dialect, which led to the introduction of many words from English and Hindi in their local language (Table 4).

On asking the above-mentioned statement, majority of the respondents across all the regions of Punjab with 86.4 per cent of them have conveyed their agreement towards it. Along with this on analysing the response of the respondents on the basis of their regions we have drawn that majority of them from Malwa, Majha and Doaba with 95.8 per cent, 73.3 per cent and 90 per cent respectively have shown their agreement towards the above-mentioned statement.

The analysis of the response given by the respondents on the basis of their age and gender has conveyed that the majority of the respondents have shown their agreement to the above stated statement. The weighted average score of 3.89 indicates the feeling of agreement among the respondents.

During the fieldwork the respondents has randomly told us that the younger generation especially the children usually pick up the lines from the cartoon programmes while having their routine conversation. According to them, the children are picking up Hindi words and lines to express in both the forms i.e. as their vocabulary and also during the pronunciation of Punjabi words. As per their response the respondents have also told us that even the Punjabi language spoken in the programmes on Punjabi channels are different from their local dialect. Most of the people think that speaking in

local dialect will show them rustic or backward. We have drawn this while talking to the people in Fatehgarh area (in Malwa region of Punjab), where their local dialect is *Puadi* (a dialect in Punjabi language) and here people avoid speaking in *Puadi* with the outside people. The case is strong with the children, where the children in the village are avoiding using the local dialect with the outside people, as they prefer to speak in their local dialect only with their fellow villagers. Also, the digital media has doubled the influence of the media on the children's language and communication. In the study by McDool et al. [15] (2016), it is evident that the digital media has influenced the language and communication of the children. Children's interaction styles, communication patterns, their vocabulary along with their social behaviour are greatly impacted by the media content. In our study too, the respondents have conveyed us that under the influence of media content the children have started using shortforms in their conversations, to which only the same age children can understand. In another study by Jaggi R. [10] (2017), it is drawn that television influences children language, communication style, vocabulary, and social interaction. Children are often seen imitating the speech pattern, expression, and behavioural styles of the cartoon characters they saw over the television screens.

**Table 3.** Television content inculcates moral and value education to the younger generation.

| Responses |                | Strongly Disagree | Disagree     | Neutral      | Agree         | Strongly Agree | Total        |              |
|-----------|----------------|-------------------|--------------|--------------|---------------|----------------|--------------|--------------|
| Region    | Malwa          | Bhagatpura (H)    | 8            | 10           | 5             | s23            | 14           | 60           |
|           |                | Ambe Majra (L)    | 7            | 20           | 0             | 22             | 11           | 60           |
|           |                | Total             | 15<br>(12.5) | 30<br>(25)   | 5<br>(4.2)    | 45<br>(37.5)   | 25<br>(20.8) | 120<br>(100) |
|           | Majha          | Sherpur (H)       | 12           | 14           | 2             | 32             | 0            | 60           |
|           |                | Jaswan (L)        | 0            | 14           | 0             | 46             | 0            | 60           |
|           |                | Total             | 12<br>(10)   | 28<br>(23.3) | 2<br>(1.7)    | 78<br>(65)     | 0<br>(0)     | 120<br>(100) |
|           | Doaba          | Kotha (H)         | 0            | 13           | 0             | 47             | 0            | 60           |
|           |                | Buraj Hasan (L)   | 1            | 17           | 0             | 42             | 0            | 60           |
|           |                | Total             | 1<br>(0.8)   | 30<br>(25)   | 0<br>(0)      | 89<br>(74.2)   | 0<br>(0)     | 120<br>(100) |
|           | Grand Total    |                   | 28<br>(7.8)  | 88<br>(24.4) | 7<br>(1.9)    | 212<br>(58.9)  | 25<br>(6.9)  | 360<br>(100) |
| Gender    | Male           | 24<br>(13.3)      | 43<br>(23.9) | 0<br>(0)     | 88<br>(48.9)  | 25<br>(13.9)   | 180<br>(100) |              |
|           | Female         | 4<br>(2.2)        | 45<br>(25)   | 7<br>(3.9)   | 124<br>(68.9) | 0<br>(0)       | 180<br>(100) |              |
|           | Total          | 28<br>(7.8)       | 88<br>(24.4) | 7<br>(1.9)   | 212<br>(58.9) | 25<br>(6.9)    | 360<br>(100) |              |
| Age       | Up to 25 years | 2<br>(1.7)        | 12<br>(10)   | 3<br>(2.5)   | 93<br>(77.5)  | 10<br>(8.3)    | 120<br>(100) |              |
|           | 26 to 50       | 9<br>(7.5)        | 28<br>(23.3) | 2<br>(1.7)   | 72<br>(60)    | 9<br>(7.5)     | 120<br>(100) |              |
|           | 51 & above     | 17<br>(14.2)      | 48<br>(40)   | 2<br>(1.7)   | 47<br>(39.2)  | 6<br>(5)       | 120<br>(100) |              |
|           | Total          | 28<br>(7.8)       | 88<br>(24.4) | 7<br>(1.9)   | 212<br>(58.9) | 25<br>(6.9)    | 360<br>(100) |              |
| WAS       |                | 3.33              |              |              |               |                |              |              |

*Note:* Figure in parentheses represents percentage of share in total number of respondents.



**Table 4.** Television programmes broadcasted in hindi and english lead to use the words from these languages in the local punjabi dialect.

| Responses |                |                 | Strongly Disagree | Disagree     | Neutral    | Agree         | Strongly Agree | Total        |
|-----------|----------------|-----------------|-------------------|--------------|------------|---------------|----------------|--------------|
| Region    | Malwa          | Bhagatpura (H)  | 0                 | 0            | 0          | 40            | 20             | 60           |
|           |                | Ambe Majra (L)  | 1                 | 3            | 1          | 30            | 25             | 60           |
|           |                | Total           | 1<br>(0.8)        | 3<br>(2.5)   | 1<br>(0.8) | 70<br>(58.3)  | 45<br>(37.5)   | 120<br>(100) |
|           | Majha          | Sherpur (H)     | 3                 | 7            | 2          | 29            | 19             | 60           |
|           |                | Jaswan (L)      | 11                | 6            | 3          | 40            | 0              | 60           |
|           |                | Total           | 14<br>(11.7)      | 13<br>(10.8) | 5<br>(4.2) | 69<br>(57.5)  | 19<br>(15.8)   | 120<br>(100) |
|           | Doaba          | Kotha (H)       | 0                 | 6            | 0          | 54            | 0              | 60           |
|           |                | Buraj Hasan (L) | 0                 | 4            | 2          | 54            | 0              | 60           |
|           |                | Total           | 0<br>(0)          | 10<br>(8.3)  | 2<br>(1.7) | 108<br>(90)   | 0<br>(0)       | 120<br>(100) |
|           | Grand Total    |                 | 15<br>(4.2)       | 26<br>(7.2)  | 8<br>(2.2) | 247<br>(68.6) | 64<br>(17.8)   | 360<br>(100) |
| Gender    | Male           |                 | 10<br>(5.6)       | 12<br>(6.7)  | 2<br>(1.1) | 101<br>(56.1) | 55<br>(30.6)   | 180<br>(100) |
|           | Female         |                 | 5<br>(2.8)        | 14<br>(7.8)  | 6<br>(3.3) | 146<br>(81.1) | 9<br>(5)       | 180<br>(100) |
|           | Total          |                 | 15<br>(4.2)       | 26<br>(7.2)  | 8<br>(2.2) | 247<br>(68.6) | 64<br>(17.8)   | 360<br>(100) |
| Age       | Up to 25 years |                 | 4<br>(3.3)        | 11<br>(9.2)  | 2<br>(1.7) | 88<br>(73.3)  | 15<br>(12.5)   | 120<br>(100) |
|           | 26 to 50       |                 | 6<br>(5)          | 10<br>(8.3)  | 3<br>(2.5) | 81<br>(67.5)  | 20<br>(16.7)   | 120<br>(100) |
|           | 51 & above     |                 | 5<br>(4.2)        | 5<br>(4.2)   | 3<br>(2.5) | 78<br>(65)    | 29<br>(24.2)   | 120<br>(100) |
|           | Total          |                 | 15<br>(4.2)       | 26<br>(7.2)  | 8<br>(2.2) | 247<br>(68.6) | 64<br>(17.8)   | 360<br>(100) |
| WAS       |                |                 | 3.89              |              |            |               |                |              |

*Note:* Figure in parentheses represents percentage of share in total number of respondents.

### Television and Consumerism

In this the idea of television content promoting consumerism among the villagers especially among the children has been analysed. The detailed analysis is as under:

On analysing the information provided by the respondents regarding the statement that television through its content promoted consumerism among the village society especially among the young generation. Regarding this the majority of the respondents have shown their agreement towards the statement. The identical results are obtained while analysing the response of the respondents on the basis of their region, gender and age, as majority of them have agreed with the statement. Also, the weighted average score of 4.05 indicates the same (Table 5).

Television affects the buying tendencies and the choices for the goods among the consumers by promoting them through its programmes and ad films. In this the majority of the respondents across the regions of Punjab with 91.9 per cent of them have shown their agreement. The study by Smythe [21] (1977) can be quoted here, as the media delivers the audience attention to the advertisers and by doing this the media in a way shape the behaviour of the media publics in a particular way. Also, consider the ad companies as the consumers of the audience, as television tend to gather the audience before the screen leading the ad companies to sell their products. Thus, it is drawn that television through its programmes leads its viewers to buy particular products as shown over it.

Television programmes and ads influence the choices of the kids regarding toys, clothes, merchandise and also to the gender specific goods. In this regard many of the respondents have told us that due to the promotion of the goods on the television through ads or other programmes sometimes they buy or want to buy the things which they in actual do not want to through these means of communication like television the people are pushed in the line of consumers as their brain is tuned with the perspective of making them brainwashed consumers. Media in the form of television is creating misinformed consumers. Also, stated that the main aim of the television is to sell the attention of the viewers to the corporate houses doing business of buying, selling and providing services. By doing this they promote consumerism. The studies discussed above reaffirm our results, thus leading to draw the idea that television through its programmes has promoted values of consumerism and from which village children are no immune.

### **Television and influence on demand of things by children**

In this part assertions have been drawn on the basis of the response given by the respondents regarding the idea that children demand the things that they saw while watching television. The detailed analysis is as under:

On analysing the above table, we have drawn that the majority of the respondents across different regions i.e. Malwa, Majha and Doaba regions of Punjab, with 96.7 per cent of them have agreed with the statement that children demand the things which they have seen while watching their favourite programmes over the television screens (Table 6). Similar results are observed on analysing the response of the respondents on the basis of their region, gender and age. The results obtained by us are also endorsed due to the weighted average score of 4.20 which shows the majority of the respondents inclined towards the statement that children most of the times demand the things which they have seen on the television i.e. while watching their favourite programme. The study by Montag et al. [5] (2024) focused upon the designing of the media platforms that include the notifications to retain the users, entertainment content, algorithm-oriented recommendations, and ads. Through media, children try to quench their emotional and social needs. Media platforms have created consumerist attitudes and have made the children brand conscious regarding food, clothing, and lifestyle choices. Fear of missing out is another important reason for continuity of usage of media especially the digital media platforms.

Indian Animation and Japanese Anime- In a study by Arya and Verma [16] (2024) the cartoon characters like Chota Bheem become the cultural icons and role model for the children. These mythology-based characters present stereotypical gender roles, exaggerated heroism and commercially driven narratives. The popular animated characters become the brands and influence the child's choices regarding toys, merchandise, clothing and overall consumption behaviour. In another study by Jaggi R. [8] (2014), the growing popularity of Japanese animated programmes on Indian children television has been observed. These programmes have made a deep impression on cultural, economic, and social aspects of Indian children as well as on media market. The Japanese cartoon characters like Doraemon, Shin Chan, and Ninja Hattori have transformed the children's television viewing patterns in India. This has provided exposure to new culture, lifestyle, and social values

through global television networks. The Japanese Anime has impacted the children as they emotionally identify them with the characters shown in these. Also, the programmes were dubbed in Hindi and other local languages. These anime characters appeared on toys, rakhis, cakes, bedsheets, festival related items, school bags and other children related goods. The Japanese animation bridged the gap between global and local cultures through localisation, dubbing, merchandising and absorption into everyday life. They have shifted the narrative from mythology to everyday conversations.

**Table 5.** Television through its programmes has promoted consumerism.

| Responses |                |                 | Strongly Disagree | Disagree    | Neutral    | Agree         | Strongly Agree | Total        |
|-----------|----------------|-----------------|-------------------|-------------|------------|---------------|----------------|--------------|
| Region    | Malwa          | Bhagatpura (H)  | 1                 | 6           | 2          | 22            | 29             | 60           |
|           |                | Ambe Majra (L)  | 1                 | 6           | 2          | 22            | 29             | 60           |
|           |                | Total           | 2<br>(1.7)        | 6<br>(5)    | 5<br>(4.2) | 50<br>(41.7)  | 57<br>(47.5)   | 120<br>(100) |
|           | Majha          | Sherpur (H)     | 5                 | 8           | 0          | 19            | 28             | 60           |
|           |                | Jaswan (L)      | 0                 | 1           | 2          | 57            | 0              | 60           |
|           |                | Total           | 5<br>(4.2)        | 9<br>(7.5)  | 2<br>(1.7) | 76<br>(63.3)  | 28<br>(23.3)   | 120<br>(100) |
|           | Doaba          | Kotha (H)       | 0                 | 6           | 0          | 54            | 0              | 60           |
|           |                | Buraj Hasan (L) | 0                 | 2           | 0          | 51            | 7              | 60           |
|           |                | Total           | 0<br>(0)          | 8<br>(6.7)  | 0<br>(0)   | 105<br>(87.5) | 7<br>(5.8)     | 120<br>(100) |
|           | Grand Total    |                 | 7<br>(1.9)        | 23<br>(6.4) | 7<br>(1.9) | 231<br>(64.2) | 92<br>(25.6)   | 360<br>(100) |
| Gender    | Male           |                 | 4<br>(2.2)        | 6<br>(3.3)  | 0<br>(0)   | 98<br>(54.4)  | 72<br>(40)     | 180<br>(100) |
|           | Female         |                 | 3<br>(1.7)        | 17<br>(9.4) | 7<br>(3.9) | 133<br>(73.9) | 20<br>(11.1)   | 180<br>(100) |
|           | Total          |                 | 7<br>(1.9)        | 23<br>(6.4) | 7<br>(1.9) | 231<br>(64.2) | 92<br>(25.6)   | 360<br>(100) |
| Age       | Up to 25 years |                 | 4<br>(3.3)        | 10<br>(8.3) | 1<br>(0.8) | 79<br>(65.8)  | 26<br>(21.7)   | 120<br>(100) |
|           | 26 to 50       |                 | 2<br>(1.7)        | 7<br>(5.8)  | 3<br>(2.5) | 79<br>(65.8)  | 29<br>(24.2)   | 120<br>(100) |
|           | 51 & above     |                 | 1<br>(0.8)        | 6<br>(5)    | 3<br>(2.5) | 73<br>(60.8)  | 37<br>(30.8)   | 120<br>(100) |
|           | Total          |                 | 7<br>(1.9)        | 23<br>(6.4) | 7<br>(1.9) | 231<br>(64.2) | 92<br>(25.6)   | 360<br>(100) |
| WAS       |                |                 | 4.05              |             |            |               |                |              |

*Note:* Figure in parentheses represents percentage of share in total number of respondents.

**Table 6.** Children demand the things that they saw while watching their favourite programmes over the television.

| Responses |                |                 | Disagree   | Neutral    | Agree         | Strongly Agree | Total        |
|-----------|----------------|-----------------|------------|------------|---------------|----------------|--------------|
| Region    | Malwa          | Bhagatpura (H)  | 0          | 2          | 28            | 30             | 60           |
|           |                | Ambe Majra (L)  | 3          | 2          | 24            | 31             | 60           |
|           |                | Total           | 3<br>(2.5) | 4<br>(3.3) | 52<br>(43.3)  | 61<br>(50.8)   | 120<br>(100) |
|           | Majha          | Sherpur (H)     | 5          | 0          | 32            | 23             | 60           |
|           |                | Jaswan (L)      | 0          | 0          | 60            | 0              | 60           |
|           |                | Total           | 5<br>(4.2) | 0<br>(0)   | 92<br>(76.7)  | 23<br>(19.2)   | 120<br>(100) |
|           | Doaba          | Kotha (H)       | 0          | 0          | 60            | 0              | 60           |
|           |                | Buraj Hasan (L) | 0          | 0          | 53            | 7              | 60           |
|           |                | Total           | 0<br>(0)   | 0<br>(0)   | 113<br>(94.2) | 7<br>(5.8)     | 120<br>(100) |
|           | Grand Total    |                 | 8<br>(2.2) | 4<br>(1.1) | 257<br>(71.4) | 91<br>(25.3)   | 360<br>(100) |
| Gender    | Male           |                 | 3<br>(1.7) | 0<br>(0)   | 104<br>(57.8) | 73<br>(40.6)   | 180<br>(100) |
|           | Female         |                 | 5<br>(2.8) | 4<br>(2.2) | 153<br>(85)   | 18<br>(10)     | 180<br>(100) |
|           | Total          |                 | 8<br>(2.2) | 4<br>(1.1) | 257<br>(71.4) | 91<br>(25.3)   | 360<br>(100) |
| Age       | Up to 25 years |                 | 4<br>(3.3) | 1<br>(0.8) | 89<br>(74.2)  | 26<br>(21.7)   | 120<br>(100) |
|           | 26 to 50       |                 | 4<br>(3.3) | 1<br>(0.8) | 87<br>(72.5)  | 28<br>(23.3)   | 120<br>(100) |
|           | 51 & above     |                 | 0<br>(0)   | 2<br>(1.7) | 81<br>(67.5)  | 37<br>(30.8)   | 120<br>(100) |
|           | Total          |                 | 8<br>(2.2) | 4<br>(1.1) | 257<br>(71.4) | 91<br>(25.3)   | 360<br>(100) |
| WAS       |                |                 | 4.20       |            |               |                |              |

*Note:* Figure in parentheses represents percentage of share in total number of respondents.

### Media Immersion and Excessive Media Engagement

Another important assertion is regarding the media immersion and excessive media engagement is that prolonged engagement with the media platforms lead to reduction of the child's awareness of the real-world happenings, that also affect their interaction with other family members, peer groups, and traditional rural culture. In another study, the researchers highlighted the increasing integration of smartphones, tablets, television, and digital platforms.

The study by Zubair et al. [28] (2025) suggested for parental supervision and media literacy to have the proper utilization of these devices, as in the present times the digital media and television has

become the powerful tool for socializing and they provide communication skills, information and critical thinking to the young generation.

Importance of elderly supervision, media literacy, and parental guidance- These are very important to regulate child's media usage. The study by Montag et al. [5] (2024) talked about the role of the parents, schools, and policy makers to regulate children's media usage. It highlighted the importance of parental supervision, digital literacy, emotional guidance and responsible media engagement. In their critical analysis of influence of social media on child development, examines the impact of new media on children's cognitive, social and emotional development. According to them, the digital media provides academic opportunities, digital literacy, enhanced communication skills, technological skills, and social connectivity, especially to the young generations. However, these are also laden with the risk factors related to excessive and uncontrolled social media usage, reduced attention, cyberbullying, emotional breakdown, social isolation, and negative social comparison. In their study Zubair et al. [28] (2025) tried to analyse the relationship between television as well as digital media and the social development of the children aged between 8 and 12. The research raised the issue of technological advancements and enhancing access to modern information and communication technologies in the form of television, smart phones, tablets, social media, and other digital devices that are shaping the children's attitudes, behavioural patterns, communication skills. It is also found that the children are not only using these devices for entertainment purposes but also for communication, learning and social interaction.

## CONCLUSION

From the above discussion it is concluded that television has played an important role in making and determining one's views about one's own society and the outside world. Along with this the television has played an important role in reinforcing gender stereotypes among the children. The television content has created the concern among the parents regarding the usage of foul language, disrespectful behaviour, violence on television screen. Children tend to assume the outside world as shown to them on television. Along with this television has inculcated moral values and education to the children. Television content in the form of mythological animated programmes inculcates moral values and exposure to the traditional culture to the younger generation. Television programmes broadcasted in Hindi and English language lead to use the words from these languages in the local Punjabi dialect by the children. Even children opt to avoid their local dialect with the outsiders, as they thought that speaking in local dialect will showcase them as backward and rustic.

Media platforms have created consumerist attitudes and have made the children brand conscious regarding toys, food, clothing, and lifestyle choices. The Japanese anime has taken the space in the Indian children television market, as they provide the exposure to new culture, lifestyle, and social values through global television market shifting the narrative from mythology to everyday conversations. The excessive media immersion led to reduction of child's awareness of the real-world happenings, that also affect their interaction with other family members, peer groups, and traditional rural culture. To tackle this the parental supervision and media literacy is the remedy. Television and digital media if used properly have the capacity to provide communication skills, information, and critical thinking to the young generation in Punjab.

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