



Uses Gratification Approach towards Media among Teenager; A Survey on the Perception of High School Students in Pakistan

Muhammad Naseem Anwar^{1*}, Mr. Mubashir Saeed², Mr. Zahir Ullah Khan³, Ms. Maria Zia⁴, Lareb Kanwal⁵

Abstract

This study explores how teenagers use various media platforms to obtain information and satisfy their needs. The research was conducted through a survey using a questionnaire to gather data from a stratified sample of respondents. The aim was to identify the preferred media platform, the reasons for media consumption, the time allocated for media consumption, and the proportion of students who own Android smartphones. The findings show that electronic media is the most frequently used platform by students, primarily for entertainment purposes like music, sports, dramas, and humor. During the daytime, print media is preferred, while social media is more popular during the wee hours of the night. The findings also revealed that students use electronic devices more for entertainment than for educational purposes. The majority of high school students use their electronic devices, including Android phones, and a significant proportion uses mobile phones at school. However, 31.1% of respondents lacked access to broadcast media for various reasons.

Keywords: Mass Media; Teenager; Andriod Smart Phone; Media Consume; Khyber Pakhtunkhwa

- 1 Lecturer, Department of Computer Arts, Hamdard University Islamabad Campus
- 2 Ms Scholar, Department of Media & Communication International Islamic University, Islamabad, Pakistan
- 3 Ms Scholar, Department of Media & Communication International Islamic University Islamabad, Pakistan
- 4 Head of Department, Computer Arts, Hamdard University Islamabad Campus
- 5 BS of Mass Communication, Rawalpindi Women University

*Corresponding author:

Muhammad Naseem Anwar

✉ journalistnaseem@gmail.com; naseem.anwar@hamdard.edu.pk

Lecturer, Department of Computer Arts, Hamdard University Islamabad Campus

Received: 06-April-2023, Manuscript No. Gmj-23-94512; **Editor assigned:** 08-April-2023, Preqc No. 94512; **Reviewed:** 22-April-2023, QC No.Q-94512; **Revised:** 25-April-2023, Manuscript No. Gmj-23-94512 (R); **Published:** 29-April-2023, DOI: 10.36648/1550-7521.21.62.365

Introduction

Teenagers in high school student consume different Mass Media platforms (like newspapers, radio, Television, and the internet to get information and news update. Therefore, Hussain, M.U., and Ahmad, S. (2016) advise figuring out how different media platforms are used along with the time that students, particularly university students, allot for using new media. This might be a typical day for media reception for most people. We frequently switch between various media platforms, including radio, television, printed newspapers, and computers with internet access, and mobile devices with internet access, to stay up to date on the most recent news [1, 2].

The generation of today uses a variety of mass media, most notably the mobile phone, as well as radio, television, newspapers, social networking sites, and other Internet-based content. A broad variety of media content is available to individuals of the current generation, including drama, movies, games, online activities,

social networking, music, sports, entertainment, news, and current events Therefore, Hussain, M.U., and Ahmad, S. (2016) advise figuring out how different media platforms are used along with the time that students, particularly university students, allot for using new media. With media reaching every corner of the world, the current study focuses on a population group in District Karak, Khyber Pakhtunkhwa. The district of Karak is a part of the Khyber Pakhtunkhwa Province of Pakistan [3].

Teenager habits are the customary Behaviors related to media consumption, including television, radio, movies, newspapers, magazines, books, social media, mobile phones, and more. Media habits, a type of automaticity in media consumption that arises when people repeat their behavior in stable circumstances, have been discovered, forgotten, and rediscovered by communication research [4].

The goal behind each activity determines the media aims.

Similarly to this, media is based on a variety of activities for a variety of goals. The dissemination of information via print, electronic, and social media, according to the expert, is the media's primary and most common function. However, the expert divided some spheres within the definition. In addition to information, the media also directs and shapes our daily lives, and we make choices based on what we see around us. In addition to acting as information sources for information, newspapers, magazines, books, television, radio, social media, and new media are all significant sources of educational information. We receive informal education from various talk show hosts. Additionally, the media offers us ways to pass the time through the use of social divisions, info graphics, cartoons, essays on consent-related issues, and more [5].

As the country battles the Coronavirus, the Pakistan Telecommunication Authority (PTA), which is gathering data from telecom operators, has noticed a net rise in internet usage of almost 15% from the previous week. The rise in online activities by enterprises and organizations, as well as the adoption of a "work from home" policy by individuals and groups, are to blame. According to the PTA website, Pakistan had 173.2 million mobile customers in January 2021 [6] Mobile users increased by 6.9 million (or 4.2%) between January 2020 and January 2021. In Pakistan, 77.7% of people were connected to a mobile network in January [6].

But there are many reasons the researcher settled on this subject for the study. It was found that understanding a society's media usage is important in today's world for a variety of reasons, including determining consumer and business behavior. It is important from the standpoint of media effect studies as well. It's crucial to monitor how adolescents act and behave at school, and it's been noted that the Karak district's society has never been examined in terms of how they use the media. However, their media consumption is consistent with advances in technology and the growth of the media sector. This study was primarily concerned with the population of the Karak district. The media usage of high school students was carefully examined.

Statements of the problem

It is the twenty-first century and technological advancement in all spheres including media and communication-is at an all-time high. Everybody's media consumption habits are changed by it, but young people are particularly affected. The cost of electronic devices was quickly reduced by technological advancement, which ultimately increased the number of Pakistanis who use mass media. The smart device has been demonstrated to greatly enhance media consumption, particularly among adolescents. Another reality is that users of media are impacted by them, albeit it is unclear how. Investigating its consumers' media preferences is the first stage, something that has never been done in Karak. The media habits of high school pupils in Karak Tehsil were the focus of this study.

Importance of the research

This study is crucial for readers, students, and researchers to better comprehend the media usage Behaviors of high school students in Tehsil Karak. This area is given less attention than

the intermediate, graduate, and postgraduate levels. This study can be useful if you want to know more about Tehsil Karak high school students' media usage patterns. Future scholars will benefit from this study even if they wish to investigate how media affects students of the same age. Because they will teach from this survey a lot of other important facts as well as the forms of media that high school kids utilize most frequently. Additionally, this study will provide government organizations with knowledge of the media usage patterns of high school pupils in Karak Tehsil, supporting them in formulating the next educational policies.

Objectives of the study

- To find out which media formats are most popular with high school pupils.
- Why need to learn high school students use the media that they do?
- To find out when high school pupils are allowed to use media.
- To determine the proportion of high school pupils who own Android phones.

Research Questions

RQ 1: What are the media trends among Tehsil Karak's high school students?

RQ 2: How much time do kids in high school spend utilizing different media platforms?

RQ 3: Do high school students utilize the media for education or other purposes?

RQ 4: Do high school students own Android phones, and if so, how do they use them?

Literature review

The habit concept has drawn attention in this regard recently. Habits are natural mental processes that conserve cognitive resources by relying on pleasurable prior experiences, say social psychologists. 2010's LaRose. Research by Panda and Sahu [7], indicates that online demonstrations are the main reason college students use the Internet. He found evidence of new media use by college students for entertainment. Additionally, he found that most college students spent three hours per day using new media, compared to one hour per day watching television and less time per day reading newspapers. The study focused on college students' media usage patterns. 5100 college students from all over the United States who enrolled between 1992 and 1994 made up the sample size for the pilot project that was surveyed. In addition to the "uses and gratification theory," he also used the "social cognitive theory" (SCT). The sampling techniques were convincing sampling. The main conclusion was that readers of electronic media, such as music, television, radio, and movies, were more numerous than readers of print media, such as newspapers, magazines, and books. Print media readers spent 4.3 hours per week reading, while 31.8 hours per week were spent using electronic media. The majority of respondents utilized the Internet for at least four hours, with another majority

using it for up to four hours (Kamalipour & Yahya R, et al., 1998 per day online, 3.1 hours watching television, 2.4 hours listening to the radio, 1.5 hours reading a book, 0.7 hours reading the newspaper, and 0.6 hours reading magazines.

Internet browsing, online chatting, and electronic games are increasingly favoured by next-generation students in developing nations (like India), according to a survey on "media preference of the next-generation college students [8].

In recent years, the popularity of social networking sites (SNS), which are on the internet, has increased as a result of digital technologies like tablets, smartphones, notebook computers, and others. Modern technology is being used more often. In today's world, digital technology is a must. (2007) Boyd and Elliott

There are currently many social media platforms being used, including blogs, Facebook, Instagram, LinkedIn, Twitter, and YouTube. One of the most well-known websites is Facebook. Over 500 million people use Facebook, the majority of who also use other social networking sites, according to Boyd & Ellison in 2007. About 250 million of these members also visit the website at least once every day.

The research focused on Pakistani youth demography and the following topics. He discovered that 67.1% of students spend more than four hours each day on social media, as opposed to 25.2% of students who utilize traditional media. The results show that people who use traditional or social media are more interested in "Local News," or being up to date on local events, with a 31.4% interest rate. Following that, 27.33 percent of respondents say they prefer entertainment news, and 23.2% say they prefer news on disaster relief efforts. The results also showed that while only 21.1% of social media users mention Twitter as their primary news source, 64.8% of them respect Facebook the most. On the other hand, conventional media consumers have favored radio (9.5%), newspapers (33.8%), and television (50.7%) [8].

Theoretical Framework

The "Uses and Gratification Theory" has application to this study. Purposes and Pleasure Elihu Katz, Michael Gurevitch, and Jay Blumberg created a theory in the 1970s. They claimed that the media's audience is not passive, in contrast to the previous powerful effects theory of mass communication, but rather active. As a result, Blumler and Katz assert that those who consume mass media choose the form of exposure that best meets their psychological and social needs. What do people do with the media, in Katz's theory of uses and gratification? Jadmalki was used in conjunction with the uses and gratification theory in a July 2010 study on the media habits of young people in the Middle East and North Africa (MENA). They used the hypothesis in their research [9], their investigation focused on "media habits among college students."

This study's foundation is the "Uses and Gratification Theory," which describes why, how and how students use media and what they do with it. UGT has heuristic value today because it offers communication researchers a "perspective through which many ideas and theories about media choice, consumption, and even impact can be viewed." It assumes that audience members

engage with media in more ways than just passively watching it. The audience, on the other hand, is in charge of how much media they take in and actively participates in how they interpret and apply it to their own lives. UGT holds that audiences are the ones who select the media that best satisfies their needs and desires for gratification, in contrast to other theoretical perspectives. Uses and gratifications theory is a method for understanding why and how people actively seek out certain media to meet particular needs (UGT). What impact do media have on individuals? The main topic of UGT is: Why do people use media for the things they do? The idea clarifies how and why media consumers decide on a specific media platform to suit their demands. (1994, Wimmer and Dominick)

Research Methodology

By outlining the steps to investigate a research problem and the research justification for the application of procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, the research methodology chapter gives the reader the chance to critically evaluate a study's overall validity and reliability. The research approach explains the two main questions. The first question is: How was the data compiled or created? Additionally, how was it examined? In October 2004 [10].

Research approach

The descriptive approach served as the study's framework. In the current investigation, which was quantitative, the survey approach was employed. The researcher develops a questionnaire based on his study topics. The cross-sectional study was conducted to meet the demands of the on-going investigation. The main goal of the study was to assess the "Media Habits of High School Students in Tehsil Karak" (District Karak) on both male and female high school students from private and public schools. The survey was the best approach as a result. The questionnaire was created using the study's goals and research objectives as a guide. There were questions with many choices but no clear answers. The questionnaire was handed out by hand to male and female high school students from both private and public Tehsil Karak high schools. A total of 160 people participated in the survey that was used to gather the data, and the sample was chosen using the stratified sampling method. The data was tabulated and examined using SPSS version 21 [11-16]. The data were presented as frequencies, charts, and percentages using cross-tabulation (chi-square).

Study's sample size

Male and female ninth- and tenth-graders from both public and private Tehsil Karak high schools participated in this study. Students enrolled in public and private high schools in Tehsil Karak from 2021 to 2022 made up the population of this study. The element taken from the entire research population is referred to as a sample, which is a subset of the population [17-19].

Size of the sample

The sample size is the percentage of the research population that is chosen from the overall population. 160 male and female high

school students from private and public (9th and 10th grade) schools in Tehsil Karak made up the study's sample [20].

Descriptive Analysis

The researcher put all the data of the online questionnaires in SPSS and then applied descriptive analysis to find out the perfect and possible answer to the research question of the current study.

Sampling strategies

Stratified sampling techniques were employed in this study as the sampling strategy. The students were divided into various groups to gather the data. Male and female students are divided into two categories, such as those attending public and private high schools for boys.

Methods for Data Collection

To gather the information for this research project, surveys were used. Data for this study were gathered via a series of questionnaires. Male, female, and government students from Tehsil Karak (district Karak) were handed the questionnaire in that order. The questionnaire contained closed-ended and multiple-choice questions to gather data [21, 22].

Techniques for Data Analysis

The data were analyzed using the SPSS (Statistical Package for Social Science) version 21 computer program after being gathered. This application transferred the data and produced them as frequencies, charts, percentages, and cross-tabulations based on the data that had been entered into the database (chi-square) [23-27].

Results and Discussions

This study was a descriptive type of research. For this study, the researcher took a quantitative approach. This study looked at the media habits of high school students in Tehsil Karak from both public and private schools. The main goals of this study were to find out how many high school students use media, which types of media they use more frequently, how long they spend on media on average, why they use particular media, and whether or not they own an Android phone or other smart device. The researcher gathers data for this purpose from various high schools and the union council of Tehsil Karak, which is also the population of this study [28-30].

Using a questionnaire with a variety of questions based on the research questions, the survey method was used to collect the data. Using stratified sampling methods, the questionnaire was given to 160 male and female students from both public and private high schools. The statistical package for the social sciences (SPSS) version 21 software was used to further analyze the collected data. Cross tabulation (chi-square) was used to generate the data. The tables from the statistical package for the social sciences (SPSS) are in the annexures. Based on statistical findings, each table is discussed below (Table 1).

As per the data shown in the table. 4.1 Which one of the 160 respondents? Males made up 50% of the respondents. The

Table 1. The statistical package for the social sciences (SPSS) is in the annexures.

Gender * Class Cross tabulation					
			Class		Total
			9th	10th	
Gender	Male	Count	38	42	80
		% within Gender	47.50%	52.50%	100.00%
		% within Class	47.50%	52.50%	50.00%
		% of Total	23.80%	26.30%	50.00%
	Female	Count	42	38	80
		% within Gender	52.50%	47.50%	100.00%
		% within Class	52.50%	47.50%	50.00%
		% of Total	26.30%	23.80%	50.00%
Total		Count	80	80	160
		% within Gender	50.00%	50.00%	100.00%
		% within Class	100.00%	100.00%	100.00%
		% of Total	50.00%	50.00%	100.00%

Table 2. Which one of the 160 respondents?

Do you use media (Newspapers, magazines, Books, Television, Radio, Facebook, Whatsapp, Twitter, and TikToketc)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	160	100	100	100

Table 3. For how many years have you been using media?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	39	24.4	24.4	24.4
	2 years	53	33.1	33.1	57.5
	3 years	64	40	40	97.5
	More than 3 years	4	2.5	2.5	100
	Total	160	100	100	

remaining 50% of respondents were female, which suggests in 47.5 percent of 9th-class male high school students and 52.5 percent of 9th-class female high school students were identified [31,32]. 52.5 percent of 10th-class male high school students were identified, and the remaining 47.5% of 10th-class female high school students were identified (Table 2).

The 160 respondents, as shown in the table, all consume media. The response was fully appreciated. There were fifty percent of male and female students from government high schools (of the ninth and tenth classes). In contrast, male and female students from private high schools made up the remaining fifty percent (Table 3).

According to the preceding table, respondents consumed media 24.4% of the time within the previous year, 33.1% of the time within the previous two years, 40.0% of the time within the previous three years, and 2.5% of the time for more than three years (Table 4).

This table shows that students in government and private high schools in Tehsil and District Karak consume print media 5.6

percent of the time, electronic media (broadcasts) 47.5 percent of the time, and social media 46.9 percent of the time (**Table 5**).

The aforementioned table reveals that 6.9 percent of students attending government and private high schools in Tehsil and District Karak read newspapers, 0.6 percent read magazines, and 92.5 percent read books frequently (**Table 6**).

According to Table 6, government and private high school students who chose to read newspapers, magazines, books, or anything else chose to read in the morning 23.8 percent of the time, 53.1 percent chose to read in the afternoon, 19.4 percent chose to read in the evening, and 3.8 percent chose to read late

at night (**Table 7**).

The aforementioned table reveals that respondents spend an average of one hour per day reading newspapers, magazines, books, and other publications; 53.8 percent spend an average of two hours per day reading; 10.0 percent spend an average of three hours per day reading; [33-36] and 0.6 percent spend an average of more than three hours per day reading (**Table 8**).

According to this table, 87.5% of respondents read newspapers, magazines, books, and other publications for educational purposes, 10.6% read for news and information, and 1.9% read for sports and entertainment (**Table 9**).

Table 4. Which one is your favourite media platform?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Print media (Newspapers, Magazines, Books, etc.)	9	5.6	5.6	5.6
	Electronic media (Television, Radio, etc.)	76	47.5	47.5	53.1
	Social media (Facebook, YouTube, Twitter, Whatsapp, TikToketc)	75	46.9	46.9	100
	Total	160	100	100	

Table 5. Which type of print media you are using frequently?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspapers	11	6.9	6.9	6.9
	Magazines	1	0.6	0.6	7.5
	Books	148	92.5	92.5	100
	Total	160	100	100	

Table 6. Which specific time have you chosen for reading newspapers, magazines, books, or any other reading stuff?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	38	23.8	23.8	23.8
	Afternoon	85	53.1	53.1	76.9
	Evening	31	19.4	19.4	96.3
	Late night	6	3.8	3.8	100
	Total	160	100	100	

Table 7. How much average time do you spend reading newspapers, magazines, books, and others on daily basis?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour	57	35.6	35.6	35.6
	2 hours	86	53.8	53.8	89.4
	3 hours	16	10	10	99.4
	More than 3 hours	1	0.6	0.6	100
	Total	160	100	100	

Table 8. For what purpose do you read?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	140	87.5	87.5	87.5
	Information and news	17	10.6	10.6	98.1
	Entertainment and sports	3	1.9	1.9	100
	Total	160	100	100	

Table 9. How do you access the print (Newspapers, Magazines, Books, etc)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Home	110	68.8	68.8	68.8
	schools Library	36	22.5	22.5	91.3
	Online Websites	1	0.6	0.6	91.9
	Any other	13	8.1	8.1	100
	Total	160	100	100	

According to the table above, 68.8% of respondents have access to print media like books, magazines, and newspapers. 22.5 percent of respondents have access to print media at home, 0.6 percent has access to print media via online websites, and 8.1 percent have access to print media at education academies (Table 10).

According to the data presented in the table, students attending government and private high schools in Tehsil and District Karak used television 61.9% of the time, radio 6.3 percent of the time, and broadcast media were unavailable to 31.9 percent of respondents.

More detail is available in annexure No 1, 2 pages No 57, 80 (Table 11).

According to Table 11, 1.9% of respondents from government and private high schools indicated that they would use broadcast

media in the morning, 16.3% indicated that they would use broadcast media in the afternoon, 46.9% indicated that they would use broadcast media in the evening, and 30% indicated that they would not use broadcast media at all (Table 12).

According to the table, respondents spend an average of one hour per day consuming broadcast media (such as radio, television, etc.), 22.5% spend two hours per day consuming broadcast media, and 13.8% spend three hours per day consuming broadcast media while respondents do not have access to broadcast media (Table 13).

According to the data in this table, 3.1% of respondents used broadcast media for educational purposes, 11.3% used broadcast media for news and information, 55.6% used broadcast media for sports and entertainment, and 30% of respondents did not provide any information about the purpose for which they used broadcast media (Table 14).

Table 10. Which type of broadcast media (electronic media) you are using frequently?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Television	99	61.9	61.9	61.9
	Radio	10	6.3	6.3	68.1
	No Access	51	31.9	31.9	100
	Total	160	100	100	

Table 11. What specific time of day did you specify for using broadcast media (Television, Radio, etc.)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	3	1.9	1.9	1.9
	Afternoon	26	16.3	16.3	18.1
	Evening	75	46.9	46.9	65
	Late Night	8	5	5	70
	No Response	48	30	30	100
	Total	160	100	100	

Table 12. How much time do you spend on utilizing broadcast media (electronic media) daily?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour	54	33.8	33.8	33.8
	2 hours	36	22.5	22.5	56.3
	3 hours	22	13.8	13.8	70
	No Response	48	30	30	100
	Total	160	100	100	

Table 13. For what purpose do you watch/listen to broadcast media (electronic media) channels?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	5	3.1	3.1	3.1
	Information and News	18	11.3	11.3	14.4
	Entertainment and Sports	89	55.6	55.6	70
	No Response	48	30	30	100
	Total	160	100	100	

Table 14. How do you access the broadcast media (Television, Radioed)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Home	108	67.5	67.5	67.5
	Hujar	3	1.9	1.9	69.4
	Online streaming	1	0.6	0.6	70
	No Response	48	30	30	100
	Total	160	100	100	

According to the table above, 67.5 percent of respondents have access to broadcast media like radio, television, and so on. 1.9% of respondents have access to broadcast media at home, 0.6 percent have access to broadcast media via online streaming, and 30.0% have no answer regarding how they access to broadcast media (**Table 15**).

This table shows that 22.5 percent of students in government and private high schools in Tehsil and District Karak used Facebook, 27.5 percent used YouTube, 2.5 percent used Twitter, and 14.4 percent used any other social media platforms like TikTok, snack videos, etc. while 33.1% respondents have no access to social media sites (**Table 16**).

Table 4.16 shows that government and private high school students who were asked to choose when they would use social media sites like Facebook, YouTube, and Twitter, among others, chose to do so in the morning, 8.8 percent chose to use social media sites in the afternoon, 19.4 percent chose to use social media sites in the evening, 38.1 percent chose to use social media sites late at night, and 33.1% had no access to social media sites (**Table 17**).

According to the aforementioned table, respondents spend an average of one hour per day on social media sites like Facebook, YouTube, Twitter, and others; 31.9 percent spend two hours per day on social media sites; 7.5% spend three hours per day on social media sites; 1.9 percent spend more than three hours per day on social media sites; and 33.1 percent do not have access to social media at all [37].

More detail is available in annexure No 1, 2 pages No 64, and 87 (**Table 18**).

According to the data presented above, 61.6 percent of respondents from government and private high schools in Tehsil and District Karak favoured using an Android phone to access social media sites, 5.6% favored using a PC or laptop to access social media, and 33.1% lacked access to smart devices (**Table 19**).

This table shows that 10.0% of respondents of government and private high schools students of Tehsil and District Karak were using an android phone at school, 12.5% of respondents cannot use an android phone and other smart gadgets at school while

Table 15. Which types of social media sites do you use more frequently?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	36	22.5	22.5	22.5
	YouTube	44	27.5	27.5	50
	Twitter	4	2.5	2.5	52.5
	Any other	23	14.4	14.4	66.9
	No Access	53	33.1	33.1	100
	Total	160	100	100	

Table 16. How much average time do you spend on social networking sites (Facebook, YouTube, Twitter, etc) in a day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	1	0.6	0.6	0.6
	Afternoon	14	8.8	8.8	9.4
	Evening	31	19.4	19.4	28.8
	Late Night	61	38.1	38.1	66.9
	No Response	53	33.1	33.1	100
	Total	160	100	100	

Table 17. For what purpose do you are using social networking sites (Facebook, YouTube, Twitter, Whatsapp. etc.)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	18	11.3	11.3	11.3
	Information and News	14	8.8	8.8	20
	Entertainment and chatting	67	41.9	41.9	61.9
	Any other	8	5	5	66.9
	No Response	53	33.1	33.1	100
	Total	160	100	100	

Table 18. What tools do you prefer for using social media sites?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Android phone	97	60.6	60.6	60.6
	Pc/Laptop	9	5.6	5.6	66.3
	other smart gadgets	1	0.6	0.6	66.9
	No Response	53	33.1	33.1	100
	Total	160	100	100	

Table 19. Are you using an android phone or other smart gadgets at school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	10	10	10
	No	91	56.9	56.9	66.9
	No Response	53	33.1	33.1	100
	Total	160	100	100	

Table 20. How much average time do you spend using any electronic gadgets on a routine day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour	41	25.6	25.6	25.6
	2 hours	48	30	30	55.6
	3 hours	16	10	10	65.6
	More than 3 hours	2	1.3	1.3	66.9
	No Response	53	33.1	33.1	100
	Total	160	100	100	

Table 21. For what purpose do you use an android phone and other electronic gadgets?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	19	11.9	11.9	11.9
	Facebook	20	12.5	12.5	24.4
	YouTube and TikTok	28	17.5	17.5	41.9
	Any other	40	25	25	66.9
	No Response	53	33.1	33.1	100
	Total	160	100	100	

33.1% of respondents have no access to android phone and other smart gadgets (**Table 20**).

The above table shows that 25.6% of respondents of government and private high school students of Tehsil and District Karak were averagely time spends on using electronic gadgets on were daily basis one hour, 30.0% of respondents were an averagely time spends on using electronic gadgets were daily basis two hours on daily basis, 10.0 % respondents were averagely time spends on using electronic gadgets were daily basis three hours, 1.3% respondents were averagely time spends on using electronic gadgets were daily basis more than three hours while 33.1% respondents have no access to electronic gadgets (**Table 21**).

This table represents that 11.3% of respondents of government and private high school students of Tehsil and District Karak were using android phones and other smart gadgets for the education purpose, 12.5% of respondents were using android phones and other smart gadgets for information and news, 17.5% respondents were using android phone and other smart gadgets for entertainment and sports, 25.0% respondents were using android phone [38-40].

Conclusions and Recommendations

The descriptive approach was the foundation of this study. For this study, the researcher took a quantitative approach. The purpose of this study was to determine the media habits of high school students in Tehsil Karak from both public and private organizations. The main goals of this study were to find out how many students in high schools were using media, what kind of media they were using more frequently, how much time they were spending on media on average, why they were using particular media, and whether or not they were using their own

Android phones or other smart devices at school.

The questionnaire, which included a variety of questions based on the research questions, was used to collect the data using the survey methods. 160 male and female students from both public and private high schools received the questionnaires. The researcher collects data for this purpose from various high schools, the union council of the Tehsil, and District Karak. Students from both public and private high schools in Tehsil and District Karak were the subjects of this study. Strategies for stratified sampling were used by the researcher. The statistical package for the social sciences (SPSS) version 21 software was used to further analyze the collected data.

Finding

The student data indicates that social media and broadcast media are fierce rivals for the title of most popular media platform among high school students. The majority of respondents (47.5%) were found to consume broadcast media, while 46.7% said they preferred social media.

The analysis showed that high school students use different media platforms for particular purposes. The research found that while 87.5 percent of students read print media for educational purposes, 55.6 percent of students read print media for entertainment and sports. 17.5% of those who used social media for chatting and entertainment on electronic devices used YouTube and TikTok.

This study also discovered that 53.8% of respondents spent an average of two hours per day reading print media, 33.8% spent an average of two hours per day watching broadcast media, 33.9% used social media on a daily average, and 30.0% used electronic devices.

According to the student's dates, high school students selected the ideal time to use different media platforms. According to the research, 28.8% of high school students in Tehsil and District Karak used their electronic devices (android phones) to access social media. Respondents preferred to read print media in the morning 46.9% of the time and access social media in the late evening 38.1% of the time. 10.0% of the high school students in Tehsil and District Karak who responded reported using an Android phone.

The student data revealed that they did not have access to any electronic devices, including Android phones, social media, or broadcast media. The results show that 33.1% of respondents did not have access to social media or other electronic devices, and 31.9% did not have access to broadcast media.

References

- 1 Ahmed MU, Hussain S (2012) New Media Trends among ODL Students in Pakistan and their Impact on Learning.
- 2 Schnauber A, Wolf C (2016) Media habits and their impact on media platform selection for information use 5: 105-127.
- 3 Alam A (2018) The role of media in Bangladesh MSS, fifth batch department of political science university of Dhaka.
- 4 Syed Abdul Siraj (2015) principles of journalism, chapter no first, Allama Iqbal Open University mass communication book course code 430.
- 5 Bughio AR (1988) Sindhi Sahafat JilrtaqaEinTarikh (1st Ed.). University of Sindh, Jamshoro: Institute of Sindhology.
- 6 Mezzera M, Sial S (2011) Media and Governance in Pakistan: A controversial yet essential relationship.
- 7 Boyd D, Ellison N (2008) Social network sites: Definition, history, and scholarship. J Com Med Commun 13: 210-230.
- 8 Ponkey ME (2013) An attitude of Senior Journalist in Pakistan and Perception the Modern and Traditional Journalism in Pakistan. Int J Asian Social Sci 2.
- 9 Ricchiardi S (2012) Challenges for independent news media in Pakistan. Retrieved from Washington DC.
- 10 Yusuf H, Schoemaker E (2013) The media of Pakistan: Fostering inclusion in a fragile democracy. Policy Briefing 9.
- 11 Pakistan Bureau of Statistics (2017) U.S. Bureau of Census: Demobase Pakistan.
- 12 The results of the census are preliminary (2017) Area figures for districts are computed using geospatial data.
- 13 District education office male, female Karak (2021) EMIS education management information system Karak.
- 14 All private schools association Karak (2021) PSEMIS private school education management information system Tehsil Karak.
- 15 Din N U (2019) Media Landscape, European journalism centre.
- 16 Verplanken wood (2006) beyond frequency: Habit as a mental construct. British J Soc Psy 45: 639-656.
- 17 Malik (2010) Media habits of MENA youth, a three-country survey.
- Assistant Professor of Journalism and Media Studies. Department of Social and Behavioural Sciences at the American University of Beirut.
- 18 Kamalipour Yahya R, Robinson Willian, Nortman Michael L (1998) College students and media habits.
- 19 Ahmed MU, Hussain S (2012) New Media Trends among ODL Students in Pakistan and their Impact on Learning.
- 20 Roberts DF, Foehr UG, Rideout VJ, Brodie M (1999) Kids & media @ the new millennium. Menlo Park, CA: Kaiser Family Foundation.
- 21 Robinson JP (1969) Television and Leisure Time: Yesterday, Today, and (maybe) tomorrow. Public Opinion Quarterly 33: 210-222.
- 22 Turrow J (1999) The Internet and the Family: The View from the Family, the View from the Press. The Annenberg Public Policy Center of the University of Pennsylvania.
- 23 Lzenberg N, Lieberman D (1998) The Web Communication Trends, and Children's Health. Clinical Pediatrics 37: 397-404.
- 24 Robinson JP (1990) The Time Squeeze American Demographics I Love My TV. American Demographics 12: 24-27.
- 25 Panda KC, Sahu NK (2003) Use of the Internet in the Engineering College of Orissa: An analysis. Conference, Mapping Technology on Libraries and People. Ahmedabad, India: Proceedings of the 1st International Conference on Mapping Technology on Libraries and People 619-631.
- 26 Yuan E (2011) News consumption across multiple media platforms Information Commun Soc 14: 998-1016.
- 27 Bruner GC (1997) Cyber marketing: essentials for success. J Mark 61: 112-113.
- 28 Erdogan TEZCI and Mustafa ICEN (2017) High Schools Students' Social Media Usage Habits. J Edu and Practice 8: 2000-2017.
- 29 LaRose R (2010) The problem of media habits. Communication Theory 20: 194-222.
- 30 Boyd DM, Ellison NB (2007) Social network sites: Definition, history, and scholarship. J Computer Med Commun 13: 210-230.
- 31 Coyle C, Vaughn H (2008) Social networking: Communication revolution or evolution? Bell Labs Technical J 13: 13-17.
- 32 Wang Chen, Liang (2011) The relationship between Facebook and the well-being of undergraduate college students. Cyber psychology Behavior Social Networking 14: 183-189.

Limitations of the study

Due to limited resources, the current study was limited to one Tehsil (Karak) of district Karak

It will be best if the researcher collects data from the whole Tehsil from District. The other best way to conduct the same study/ issue is to address the problem.

Acknowledgment

None

Funding source

None

- 33 Jagboro KO (2003) a Study of Internet Usage in Nigerian Universities: A Case Study of Obafemi Awolowo University, Ile-Ife, Nigeria 8.
- 34 Putnam RD (1995) Bowling Alone Revisited The Responsive Community (spring) 18-33.
- 35 Zulqarnain A (2018) Social and traditional media usage: a demographic analysis of Pakistani youth. Global Media Journal: Pakistan Edition 10: 1-27.
- 36 Blumler JG, Katz E (1974) Uses of Mass Communications: Current Perspectives on Gratifications Research, Sage, Beverly Hills CA.
- 37 Abend Gabriel (2008) The Meaning of Theory. Sociological Theory 173-199.
- 38 Wimmer DR, Dominick RJ (1994) Mass Media Research; An Introduction (4th Ed). Belmont, CA: Wadsworth.
- 39 Ball-Rokeach SJ, De Fleur ML (1976) A dependency model of mass media effects. Commun Res 3: 3-21.
- 40 Kallet Richard H (2004) How to Write the Methods Section of a Research.