

Educational Crusades on Television and its Impact on Motivational Level of Parents to Continue Education of their Children: A Case of Sargodha

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Abstract

Television has been extensively used in educational crusades throughout the world. The purpose of this study is to assess the role of specific campaigns targeted at the Pakistani audience and their effect on parents' motivation and intention to enroll their children in school. Five prominent national cable television channels were chosen, and data on ongoing and previous educational campaigns on these channels were gathered, as well as a questionnaire for conducting a survey of parents. A total of 300 respondents have been chosen for the survey. According to the findings, the majority of parents agree that education is critical for their children's future. Additionally, television-based campaigns provide parents with motivation to invest in their children's education. The majority of parents believe they were influenced more by journalists, government officials, and showbiz celebrities than by the dissemination of material facts and figures, dramatic acts, educational lectures, and other global techniques used in these educational campaigns. Among Chosen channels viewers believe that Duniya News should broadcast more educational content. The majority of respondents preferred ascribed roles to the achieved roles depicted in television campaigns.

Keywords: *Educational Crusades, Parents' commitments for children education, Motivation through media*

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Introduction

Given the complexity of motivation, researchers have proposed a variety of theories of achievement motivation (e.g., self-determination theory, social cognitive theory, self-theories, expectancy-value theory). Despite the proliferation of motivational theories, researchers agree that academic motivation is associated with positive academic and health-related skills and outcomes, including self-regulation, persistence, critical thinking, academic achievement, school completion, career success, psychological well-being, and physical health (Guay et al., 2008; Archambault et al., 2009; Lai, 2011; De Naeghel et al., 2012; Cerasoli et al., 2014; Kriegbaum et al., 2015; Lazowski & Hulleman, 2016; Yilmaz et al., 2017; Camacho et al., 2020). The current study examines the effect of media educational campaigns on the motivational level of parents.

Motivation has long been recognized as a significant non-study of human behaviour. Numerous authors argue that it is appropriate to define motivation as an internal force that emerges, regulates, and sustains all of an individual's significant actions (Martinelli & Bartholomeu, 2007). In this sense, it is appropriate to refer to the existence of multiple motivations or motivations in distinct contexts, such as educational motivation or political motivation. Concerning motivation for academic achievement, this would be a subset of a more generalized construct of motivation for achievement, which would be contained within a still larger construct of motivation (Todorov & Moreira, 2005).

Education is the process of changing an individual's behavior in a desired direction in order to accomplish a specific goal. Education is a necessary component of a society's awareness and development (Koç, 2008). Motivation is a critical concept in this process (Civci, 2012). Motive and motivation are not synonymous terms. The motive is defined as the overarching factor that encompasses requests, demands, interests, and drives, whereas the incentive is defined as the force that motivates, directs, and sustains goal-directed behavior. Motivation is critical in educational activities that aim to shape human behaviors. Additionally, it is a necessary condition for individuals' learning processes. Numerous motivational accounts, concepts, and theories have been proposed (Gayef & Sarkaya, 2012).

The belief that schools are the most critical component of the educational process is a widely held belief throughout the world (Fidan, 2012). A school is a learning environment. A school is a communal setting. If a school can ensure that teachers foster positive attitudes, it is a working environment. A school is a location where the principal, teachers, and students spend the majority of their time. As a result, a school serves as a socialization environment for these individuals (Ozdemir, 2015).

Parental involvement in children's performance is viewed as critical by many policymakers and practitioners for the child's development in school and beyond. In

recent years, parental involvement has been "advertised" in the western world as a nearly universally accepted "vehicle" for the success of children's education, particularly at the lower levels of education, and thus as a key indicator of educational quality. In several developed countries, the concept of parental involvement in education has become a primary focus of educational policies and reforms (Miksic, 2015).

Apart from a lack of strategic policy direction, three critical issues have been identified as affecting parents' involvement levels in less developed countries: societal perceptions of education, the beliefs and importance placed on education, and the ability of parents to engage in relevant educational activities (Donkor, 2010). In terms of parental attitudes and beliefs, some studies indicate that some parents, particularly those living in impoverished areas, continue to doubt the importance of their children's education. Negative perceptions and cultural beliefs about education held by community members demotivate them in their support for school-aged children. Parents' involvement in school activities and even some home-based activities was limited due to a lack of knowledge. These three factors appear to have a greater impact on parental involvement in less developed countries' deprived districts (Pobbi, 2020). Pakistan, for example, is confronted with the same issues regarding child education. The purpose of this study is to investigate issues of motivation through consistent electronic media campaigns that are also backed by the government.

Scope of Study

In the field of education various areas has been covered by researchers like curriculum, pedagogies, use of technology, learning environment etc. However, in third world countries parents play a vital role in children education. Pakistan is also among countries where role of parents plays a decisive role in the education choices of children. Media in Pakistan is playing a vital role in spreading awareness among masses. This research will help the future researches to provide some basic guidelines while combining the studies of motivational level of parents and the educational campaigns.

Objectives

- 1) To investigate the existence of the direct or indirect relation between the motivational level of parents to send their children to school and educational campaigns.
- 2) To investigate the level of impact of motivational campaigns to the parents living in rural areas.
- 3) It will also investigate that how many percent of parents change their minds after watching educational campaigns.

Literature Review

Prior research indicates that academic motivation typically decreases throughout the school years. This downward trend appears to be consistent across grade levels and a variety of motivational constructs (Lazowski & Hulleman, 2016; Scherrer & Preckel, 2019). According to Green et al., (2007), involvement is motivated by three distinct sources of motivation. These are parents' involvement-related motivational beliefs, parents' perceptions of invitations to participate, and parents' perceptions of the forms and timing of participation that appear feasible (Green et al., 2007). These are subjective norms (Donkor, 2010; Donkor et al., 2013; Yeboah, 2013). As well as parents' attitudes and beliefs about their children's education. Education was not deemed important or valuable by parents; parents preferred that their children worked as unpaid workers in the family business/farm; and family simply did not permit schooling (Pobbi, 2020). Bracke and Corts (2012) add that parents' involvement in their children's education is shaped by their neighbors' involvement.

Parents also actively influence student academic motivation. According to the self-determination theory, the fulfillment of students' psychological needs for competence, autonomy, and relatedness also depend on: (a) the way parents organize the environment (i.e., definitions of rules, guidelines, and expectations); (b) parent autonomy-support and respect for children's perspectives; and (c) the extent to which parents are involved and establish positive, caring relationships with their children (Grolnick et al., 2009). In addition, researchers have relied on reports from significant adults, namely parents and teachers, as reliable sources to assess student motivation and academic performance (Saçkes et al., 2016; Allerhand, 2018; Badura et al., 2020).

Consistent with Perry & Langley (2013); Alghazo (2013) conceptual framework of Planned Behavior and Parental Involvement is used to investigate Parental Involvement in less developed children. Alghazo (2013) framework is based on Ajzen's Theory of Planned Behaviour (Bandura, 2001).

The present study used the theory of planned behaviour to establish a link between parental involvement and parent abilities and perceptions, as well as societal factors, which had been an unresolved gap in previous Parental Involvement theories.

TV Advertising's Impact on School Going Children in Pakistan

Television Stations and online venues have grown rapidly in recently few years. This also led advertisers to directly market to the children and youth. As they are great media users and they are one of the early adopters of this technology, advertising campaigns and media marketing using newer media and technology. These methods are efficient pathways into children's home and lives (Jabbour, 2013).

Family and Life Style in Pakistan

In Pakistan, there exists joint family system mostly. There exist some isolated family systems but they also are dependent on a joint family system somehow. The joint family system in Pakistan is mostly consists of a father, mother, children, grandfather, grandmother, uncle, aunties and their children. This trend of joint family system is undergoing an immoderate change through media but according to Pakistani people, it is not worthy change. It is observed that joint family system creates some sort of emotional connection in relations which cannot be finding in such a strong state while living in nuclear family. This is the condition of family in which the children demand everything from their parents, the totally depend on them and elders. So, in this condition, whatever the children need and desire for, ask for it to their parents, and the parents in love of children do so (Romaha et al., 2009).

Elaboration Likelihood Model (ELM)

According to (Rücker & Pinkwart, 2016), states of mind are framed or altered by method in order to influence in two directions. One is the generally mindful course, in which individuals concentrate on examining the salient insect data displayed (referred to as the focal course), and the other is the less astute course, in which states of mind can be altered as a result of regular relations, connections, and signals (known as the fringe course). The purpose of this study is to ascertain the motivation and willingness of lower middle-class parents to enroll their children in school. Pakistan is a country with a low literacy rate, and governments frequently run campaigns to educate parents about the value of education and the importance of sending children to school. Electronic media is used to disseminate information. It is critical to enquire about the influence of such campaigns on parents and to evaluate their productive outcomes.

Cultivation Effects in Advertising

The cultivation effect is a term that refers to the amount of exposure and the cultivated effects on developing minds. Advertisements, if repeated over time to a large number of television viewers, will undoubtedly result in some cultivated knowledge, ideas, perceptions, and beliefs, which will ultimately result in purchase requests, particularly in the case of children exposed to advertisements. Frequent exposure to advertisements for a particular item frequently aids in recalling and recognizing the item. Children believe advertisements to be genuine. For them, it is a reality regardless of whether it is fabricated or cultivated. This effect aids the advertiser in marketing the product, and by targeting children rather than adults, it becomes much easier to be successful and accomplish the goal. The first-order cultivation effect was observed in those who were

frequent television viewers. The majority of television viewers believe that the world is a cruel place. Thus, increased exposure to media messages can lead an individual to believe in the reality depicted by the media on their own terms. As a result, heavy viewers begin judging life and making decisions based on the balance of probabilities established following exposure to media reality. George Gerbner also coined the term "Double Dose Effect." He stated that when a person who is already a heavy television viewer and believes what television tells him comes across a significant event in his own life or the life of someone he knows, he affines his belief in media reality to social reality (Miller, 2005).

Regardless of whether parents are unable to assist their children in a particular field of knowledge or expertise, they can still play a critical role by empowering students' feelings of capability and control and promoting positive mentalities (Grolnick & Bellas, 2009). Ronald Ferguson's 'exploration-based tips for high-achievement child rearing' propose that parents promote reading at home, converse with their children about reading materials in ways that encourage youngsters to appreciate learning, and create opportunities at home for children to examine and apply what they are learning in school, among other activities. Ferguson also recommends that parents establish clear and firm rules regarding homework, television viewing, and other daily activities, and that they actively seek out-of-school opportunities and extracurricular activities that supplement classroom instruction, energize inquiry and innovation, and develop children's exceptional abilities (Ferguson, 2007) additionally, the current research is examining the relationship between exposure to television advertisements emphasizing the importance of school education and parents' intention and motivation. Television, according to cultivation theory, can play a critical role in raising awareness about social issues.

Use of Television for Prompting Education

The investigations unambiguously demonstrate that, under ideal conditions, television is one of the most effective media for acquiring attractive changes in the information, comprehension, disposition, and behaviour of viewers. If we give the false impression that children can learn negative lessons from television, then it stands to reason that they can also learn positive lessons. A similar medium that enables children to absorb product data from a business should also enable them to absorb science concepts from an instructional programme. Additionally, a medium that influences children to act violently as a result of exposure to violent programming should be able to influence them to engage in social behaviour as a result of witnessing genius social programming (Fisch, 2007). MacGregor (2007) emphasizes the importance of Television is a powerful medium with important roles to play in education - in the dissemination of news and

information, including about instructional issues, approaches, and advancements; in the production of dramatizations, cleaner musical shows, and other programming customized with instructional messages; and in the delivery of modified instructional assistance to the general public and schools. The educational value of television is a well-studied subject. 'Instructive television is comparable throughout the industrialized world. According to Zechowski (2006) the class is defined by a blend of formal classroom guidelines and advancement programming. Additionally, instructional television in the developing scene includes programming that has a direct impact on the personal satisfaction of its viewers. Similarly, Calvert & Kotler (2003) examined the correlation between instructional and non-instructional most popular projects and discovered the beneficial effects of instructional projects, particularly in the social and enthusiastic realm. The purpose of this study is to ascertain the motivational level of parents in the aftermath of being exposed to television instructional crusades. The primary objective of this study is to ascertain the effect of private television channels' educational campaigns on viewers' cognitions in terms of motivational levels. The hypothesis is significant in terms of comprehending the media and establishing a correlation between exposure to campaigns and parental motivation for their children's education. In this section, various procedures and ideas will be analyzed in order to ascertain the general population's media consumption styles, along with suggestions for their decision-making and a less difficult openness to a diverse range of media content.

Methodology

Present researched used survey research design to collect data from parents of school going children. In order to collect data a detailed questionnaire was prepared and data was collected from 300 respondents. Respondents were selected from rural residents of Sargodha (Punjab). The All respondents were chosen using convenient sampling technique.

Findings and Discussions

Table 1 Exposure to the Educational Motivational Programs on Private Television Channels

Frequency	GEO	EXPRESS	DUNYA	SAMAA	ARY
V. Frequently	42.7	27	17.7	17.7	29.3
Frequently	24.7	22.7	29	23.7	24.7
Often	19.7	20.3	20.3	10	14

Very often	2.3	10.7	19	18.3	7
Never	10.7	19.3	14	34.3	25

Exclusive analysis or data in Table 1 shows that 42.7% respondents prefer to watch educational motivational programs on GEO, 24.7% of respondents frequently watched GEO while 10.7% respondents don't like to watch GEO and 19.7% watched GEO normally and only 2.3% watch rarely.

Table 1 shows that 27% respondents prefer to watch educational motivational programs on EXPRESS. 22.7% of respondents frequently watched EXPRESS while 19.3% respondents don't like to watch EXPRESS and 20.3% watched EXPRESS normally and only 10.7% watch rarely. Table 1.1 shows that only 17.7% respondents prefer to watch educational motivational programs on DUNY A. 29% of respondents frequently watched DUN YA while 14% respondents don't like to watch DUNYA and 20.3% watched DUNYA normally and only 19% watch rarely.

Table 1 shows that only 13.7% respondents prefer to watch educational motivational programs on SAMAA. 23.7% of respondents frequently watched SAMAA while 34.63% respondents don't like to watch SAMAA and 10% watched SAMAA normally and only 18.3% watch rarely. Table 1.1 shows that 29.3% respondents prefer to watch educational motivational programs on ARY. 24.7% of respondents frequently watched ARY while 25% respondents don't like to watch ARY and 14% watched ARY normally and only 7% watch rarely.

Table 1 indicates time spent by viewers on watching educational motivational programs on private TV channels. Finding shows that overall viewers take interest to watch GEO more frequently 29% as compared for ARY. 19.1% followed by EXPRESS 16% followed by DUNYA 14.7% and SAMAA was being watched with interest by viewers by least percentage which is 14%.

Table 2 Motivation Level of Parents after Exposure to Campaign

Frequency	Politicians	Govt. Officials	Education Specialists	Showbiz Celeb.	Players	Journalists	Educationalists
V. frequently	15	34	22	19	35.7	25.7	18.7
Frequently	32.7	27	21.3	20.7	13	30.7	25.3

Some what	2.3	19.3	24	16.7	7.7	9	25
Rarely	8.3	7.3	21	15.3	9	8.3	10.7
Never	31.7	12.3	11.7	28.3	34.7	26.3	20.3

Exclusive analysis of data in Table 1 shows that 15% respondents highly motivated to see politicians in educational motivational programs. 32.7% of respondents motivated to see them in such programs while 31.7% respondents have no reaction to them in such programs and only 8.3% remains normal and 12.3% were almost unmotivated. Table 1 show that 34% respondents highly motivated to see Govt. Officials in educational motivational programs. 27% of respondents motivated to see them in such programs while 12.3% respondents have no reaction to them such programs and 19.3% remain normal and only 7.3% were almost unmotivated. Table 1 shows that 22% respondents highly motivated to see Educationist in educational motivational programs. 21.3% of respondents motivated to see them in such programs while 11.7% respondents have no reaction to them in such programs and 24% remain normal and 21% were almost unmotivated. Table 1 shows that 19% respondents highly motivated to see Showbiz Celebrities in educational motivational programs. 20.7% of respondents motivated to see them in such programs while 28.3% respondents have no reaction to them in such programs and 16.7% remain normal and 15.3% were almost unmotivated.

Table 3. shows that 35.2% respondents highly motivated to see Players in educational motivational programs. 13% of respondents motivated to see them, in such programs while 34.7% respondents have no reaction to them in such programs and only 7.7% remain normal and 9% were almost unmotivated. Table 5.2 shows that 25.7% respondents highly motivated to see journalists in educational motivational programs. 30.7% of respondents motivated to see them in such programs while 26.3% respondents have no reaction to them in such programs and 9% remain normal and only 8.3% were almost unmotivated. Table 1 shows that 18.7% respondents highly motivated to see educationist and educational motivational programs. 25.3% of respondents motivated to see them in such programs, while 20.3% respondents have no reaction to them in such programs and 25% remain normal and only 10.7% were almost unmotivated.

Table 3 shows the level of information taken out by viewers after watching different educational motivational programs on private TV channels. Finding shows that overall, 34.7% of viewers were more satisfied by given coverage of DUNYA as compared to EXPRESS 19.3% followed by GEO 18.3% followed by SAMAA 17.3% and ARY was least interested and satisfied by viewers with percentage of 7.3% which shows that DUNYA is showing more quality content in their educational campaigns.

Table 3 Motivational Level after Exposure to the Educational Motivational Programs on Private Television Channels

Frequency	GEO	EXPRESS	DUNYA	SAMAA	ARY
V. Frequently	22.7	21.7	36.3	11.7	32.7
Frequently	24	27.7	11	22.7	9
Some what	10.7	14.7	18	16.3	21
Rarely	18.3	11.7	17.7	19	8.3
Never	24.3	24.3	17	30.3	29

Exclusive analysis of data in Table 3 shows that 22.1% respondents highly motivated on social/educational messages on GEO. 24% of respondents motivated on social/educational messages on GEO while 24.3% respondents don't get any motivation on GEO and 10.1% rarely motivated on such social/educational messages GEO and 8.3% almost motivated from social/educational messages from GEO. Table 3 shows that 21.7% respondents highly motivated on social/educational messages on EXPRESS. 27.7% of respondents motivated on social/educational messages on EXPRESS while 24.3% respondents don't get any motivation on EXPRESS and 14.7% rarely motivated on such social/educational messages EXPRESS and 11.7% almost unmotivated from social/educational messages from EXPRESS.

Table 3 shows that 36.3% respondents highly motivated on social/educational messages on DUNYA 11% of respondents motivated on social/educational messages on DUNYA while 17% respondents don't get any motivation on DUNYA and 15% are rarely motivated on such social/educational messages DUNYA and 17.7% almost unmotivated from social/educational messages from DUNYA. Table 3 shows that 11.7% respondents highly motivated on social/educational messages on SAMAA. 22.7% of respondents motivated on social/educational messages on SAMAA while 30.3% respondents didn't get any motivation on SAMAA and 16.3% rarely motivated on such social/educational messages SAMAA and 19% almost unmotivated from social/educational messages from SAMAA. Table 3 shows that 32.7% respondents highly motivated on social/educational messages on ARY. 9% of respondents motivated on social/educational messages on ARY while 29% respondents don't get any motivation on ARY and 21% rarely motivated on such social/educational messages ARY and only 8.3% almost unmotivated from social/educational messages from ARY.

Table 4 Motivation to Send Children School?

Frequency	Percent
Very often	46.7
Often	10.7
Some what	18.3
Rarely	24.3

Table 4 shows that 24.3% respondents not in favor to send their children to school. 22.7% were in more favor while 24% respondents sent their children usually, 10.7% sent them normally and 18.3% were rarely want to send them.

Table 5 Effects on Emotions by Viewing Programs on TV Channels

Frequency	Modification in ascribed rank	Modification in Achieved Level
	%	%
V. Frequently	36	22.7
Frequently	24	21.3
Somewhat	13	27
Rarely	4.3	14.7
Never	22.7	14.3

Table 5 shows that 36% respondents have highly effects on their emotions with viewing programs on TV channel according to their ascribed rank. 24% have normal effect on the other hand 22.7 have noting effect 13% think they have to normal effect and only 4.3% respondents have less affected. Table 1.5 also shows that 22.7% respondents have highly effects on their emotions while viewing programs on TV channel according to their achieved rank. 21.3% have normal effect on the other hand 14.3 have noting effect 27% think they have to normal effect and 14.7% respondents have less affected.

Conclusion

The study concludes that the majority of parents are motivated by television educational campaigns. Among the selected channels, Geo News has been found to be more effective at raising awareness and motivating parents to enroll their children in school.

The findings regarding the impact and acceptability of educational messages by parents indicate that parents are highly motivated to engage in social/educational activities. Responding to the study's central question, to what extent are parents willing to send their children to school as a result of exposure to motivational television campaigns, the majority of respondents are in favor of sending their children to school. It demonstrates how critical television is in persuading parents to invest in their children's education. The results indicate that all selected channels had a similar effect, with Geo News having a greater influence on parents' attitudes toward the importance of education and learning for their children's future.

Parent satisfaction with motivational campaigns indicates that the majority of parents are satisfied with the way such programmes are produced and broadcast on television, although cable television access is limited in some rural areas. These findings corroborated the study's research hypothesis: "It is more likely that television has a positive effect on parents' motivation to send their children to school." Additionally, it reflects the government's recent efforts to improve school education infrastructure and staff development.

Additionally, the findings of this study indicate that the majority of parents are satisfied with the steps taken by the government to promote education through various initiatives. Television has evolved into a source of information about educational syllabuses, fees, facilities, laws, rules and regulations, and scholarships. According to the findings regarding the various sources of motivation depicted on television, the majority of parents receive motivation from government officials depicted in educational motivation campaigns, as opposed to journalists or other sources of motivation. These findings also corroborate the study's hypothesis that the majority of parents are satisfied with the government's efforts to improve school education in Pakistan's rural areas.

According to the study's findings, watching television shows has a significant impact on the parents' emotions. In general, educational campaigns highlight success stories, career milestones, and other factors that serve as positive motivation for parents concerned about their children's future. As a result of their exposure to such campaigns, parents' emotions are heightened. The study's findings on ascribed vs. achieved roles indicate that when parents see achieved roles as a result of exposure to educational television campaigns, they experience emotional satisfaction. Furthermore, the findings revealed a difference in rural residents' motivation levels as a result of exposure to various television educational campaigns.

Another important aspect of the study is the effect of celebrities on parents' motivational levels, and the findings show that different types of celebrities provide varying degrees of motivational attention to parents. Celebrities and educators are more likely to inspire and motivate parents. Respondents express a strong desire for Showbiz Celebrities to appear in educational motivational programming. According to the findings, television

educational crusades can play a significant role in motivating parents to enroll their children in school. The current study focuses on rural areas of Pakistan, where children drop out of school at a higher rate due to a variety of factors, most notably poverty and a lack of understanding about the importance of education.

Educational programmes that include celebrities, educators, and government officials may be an effective motivator. If Pakistan wants to increase its literacy rate, it should focus on rural areas. Because television has a wide audience, it can be used to spread the word about the government's efforts to promote school education more frequently.

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