
COMPARISON OF RELATION OF THE YOUTH TO THE MASS MEDIA IN 1965 AND 2015

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Abstract

The article deals with the relation of youth to the mass media in 1965 compared to 2015. Pre-research project 'Reading of youth in relation to the modern means of mass communication' conducted in 1965 served as a basis for this research. Selected questions from the pre-research are compared with replies from the current research and are statistically evaluated. The article does not reflect the political situation of the time and does not compare the political systems.

Keywords: mass media, 1965 pre-research, statistical method

1. Introduction

In 1965, was conducted a pre-research project called 'Reading of youth in relation to the modern means of mass communication'. The aim of the pre-research was to study relationship of youth to the means of mass communication of that time, not only in relation to reading. The pre-research used a set of open and closed questions. Some questions reflect the political situation of the given periods. When compared to the original responses and current responses we used only questions that have been relieved of the political situation. For the final comparison of the original pre-research responses with the ones from the current research, were used only questions that were free from politics and did not reflect political opinions of the given periods.

In the original pre-research, several assumptions were made:

1. Almost all other interests and activities of the youth are reflected in the effects of the mass media on the youth.
2. Mass media means rank second after sport as the most important sphere of interest of the youth.
3. The attitude of the youth to the modern means of mass communication is mostly relaxed and therefore there are almost no close and immediate relationships between the school and the interest in mass media means, or between the profession and the media. These relationships appear only on

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obligatory basis. Due to the staging attitude to modern means of mass communication it is not advisable to examine the depth of interest, but rather their main lines.

4. There is a close relationship between personal interests and interest in means of mass communication [1].

2. Method

In the original pre-research, two basic methods were used that were supplemented by standardized and semi-structured interview. A standardized interview was used to obtain quantified data on the ground that provides the data which are verified. Semi-structured interview was used as an in-depth method for further data explanation. It is aimed at individual phenomena.

In the current research, we mainly used the method of description and induction. The collection of data with regard to the diversity of technical devices in 1965 and 2015, took place exclusively electronically. For some questions, an additional answer (Internet) was added to the item list. After data collection, the data cleaning and their putting into the desired form was performed. Open questions had to be transformed to categorical questions. Evaluation was made using frequency and cross tables. Bar graphs were used for graphic representation of responses. For testing the statistical hypothesis, we used t-test and chi-square test. Using the t-test, we tested the hypothesis of average age and by the chi-square test, we tested the distribution of individual responses between men and women.

3. Results and discussion

Due to the absence the original data set comparison of responses was taken as descriptive methods. The following tables give the rank of the individual responses. Dark highlighted responses are responses which are different in the individual pre-research (except Table 4).

Table 6 shows an overall percentage of answers, due to high differences between the years 1965 and 2015.

Table 1. Which activity do you consider to be the most valuable?

No.	1965	2015
1.	sport	book
2.	movie	music
3.	television	theatre
4.	book	sport
5.	music	internet
6.	radio	movie
7.	journal	television
8.	newspaper	
9.	theatre	

Table 2. Which activity do you do most often in your free time?

No.	1965	2015
1.	sport	internet
2.	television	music
3.	movie	book
4.	book	movie
5.	radio	sport
6.	music	television
7.	newspaper	theatre
8.	journal	
9.	theatre	

Table 3. Which topics do you prefer when reading books, newspapers, magazines, watching TV, etc.?

No.	1965	2015
1.	adventure, criminology	humour, satire
2.	sport	present life
3.	humor, satire	love
4.	technics	sport
5.	foreign countries	music
6.	music	adventure, criminology
7.	love	philosophy
8.	history	international policy
9.	present life	history
10.	future life	foreign countries

Table 4. Who is your favourite book author?

No.	1965	2015
1.	May	Rowling
2.	Verne	Baričák
3.	Dumas	Matkin
4.	Jirásek	Bukowski
5.	Burroughs	Brown
6.	Čapek	Puzo
7.	Cooper	Tolkien
8.	Defoe	Coelho
9.	Hašek	Dostojevskij
10.	Dold-Mychajlyk	Dirie

Table 5. What types of TV programs do you prefer?

No.	1965	2015
1.	funny and competition	movies
2.	movies	funny and competition
3.	detective series	educational
4.	music	sport
5.	sport	music
6.	drama	detective series
7.	educational	news, publicist
8.	for youth	drama

Table 6. How often do you go to the cinema?

	1965	2015
at least once a week	40.0%	2.2%
more often than once a week	13.3%	1.5%
often less than once a week	46.7%	96.3%

Table 7. What is your favourite radio broadcasting?

No.	1965	2015
1.	music	music
2.	for youth	funny
3.	dramas	sport
4.	news, publicist	educational
5.	funny	dramas
6.	sport	for youth
7.	educational	continued reading
8.	detective programs	detective programs

Table 8. If you had enough money, you would immediately buy:

No.	1965	2015
1.	motorcycle	house
2.	car	car
3.	holiday	holiday
4.	clothes	flat
5.	house	notebook
6.	household equipment	camera
7.	books	books
8.	sports equipment	villa in warm countries
9.	recorder	smartphone
10.	television	musical instrument

3.1. Results in 2015

Due to changes in political situation, there have been significant changes in the mass media as well as in people's behaviour. Ritzer writes about educational economics since 1965 [2].

Pre-research conducted in 2015 can be processed in more detail using several statistical methods. For the purpose of this article, a graphical representation of the individual responses with conclusions whether the distribution of the different responses between men and women is the same or not (if it is possible to analyse the performance) is provided. Our data set consists of 134 records; of which 47 were men and 87 were women.

The first tested hypothesis was the verification of the respondents' age: Hypothesis H0 - the average age is 20; Hypothesis H1 - the average age is not 20. The respondent is not a teenager.

Using t-test, we calculated the value of the test and significance. Table 9 shows the results of the test.

Table 9. T-test for age.

	Test Value = 20					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Age	1.104	0.133	0.272	0.112	-0.09	0.31

We can conclude that the average age is 20 year. This value is statistically significant.

The next step was comparison of the answers between men and women. Figure 1 shows the distribution of each answer with chi-square tests. The distribution of answers to question no. 4 between men and women is significant. Men and women responded differently.

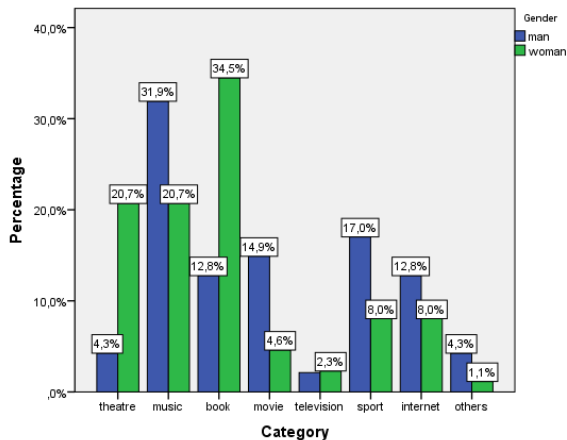


Figure 1. Q4 – Which interest activity do you consider to be the most valuable?

Table 10. Chi-Square Test for Q4.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.596	7	0.004

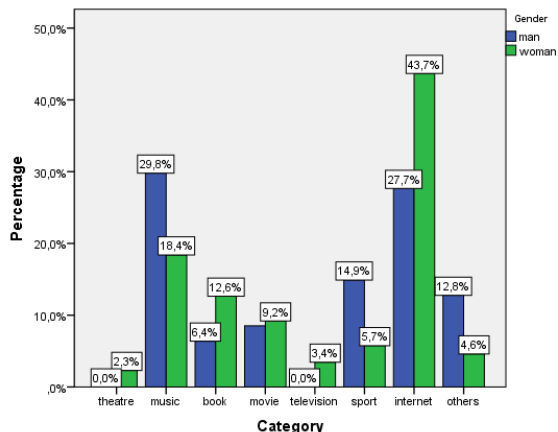


Figure 2. Q5 – Which interest activity do you do most often in your free time?

Table 11. Chi-Square Test for Q5.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.268	7	0.066

The distribution of answers to question no. 5 between men and women is not significant. Men and women responded equally.

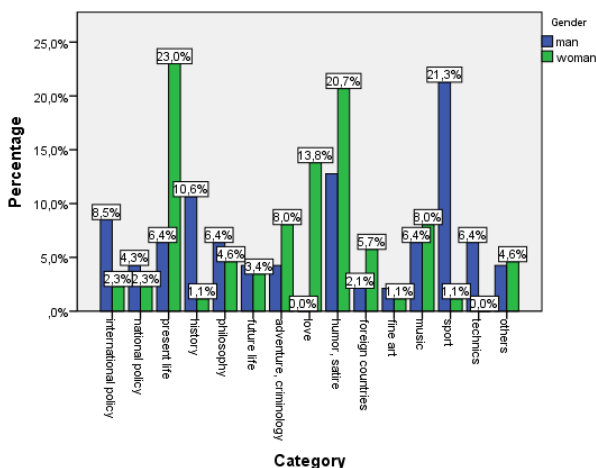


Figure 3. Q6 – Which topics do you prefer when reading books, newspapers, magazines, watching TV, etc.?

Table 12. Chi-Square Test for Q6.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.326	14	0.000

The distribution of answers to question no. 6 between men and women is significant. Men and women responded differently.

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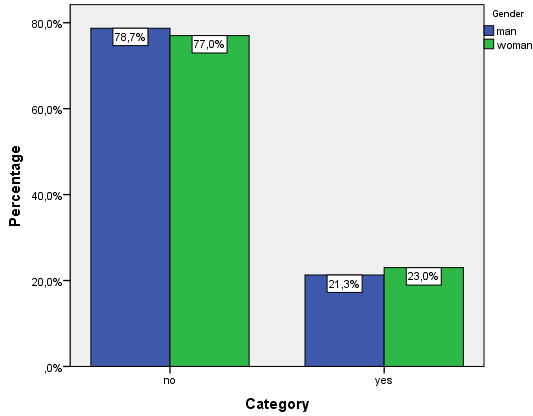


Figure 4. Q10 – Do you subscribe a printed newspaper?

Table 13. Chi-Square Test for Q10.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.051	1	0.821

The distribution of answers to question no. 10 between men and women is not significant. Men and women responded equally.

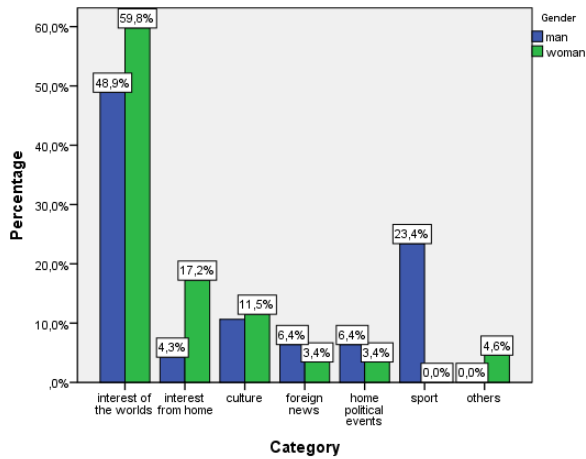


Figure 5. Q11 – What do you prefer when you read the newspaper? (including the Internet).

Table 14. Chi-Square Test for Q11.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.413	6	0.000

The distribution of answers to question no. 11 between men and women is significant. Men and women responded differently.

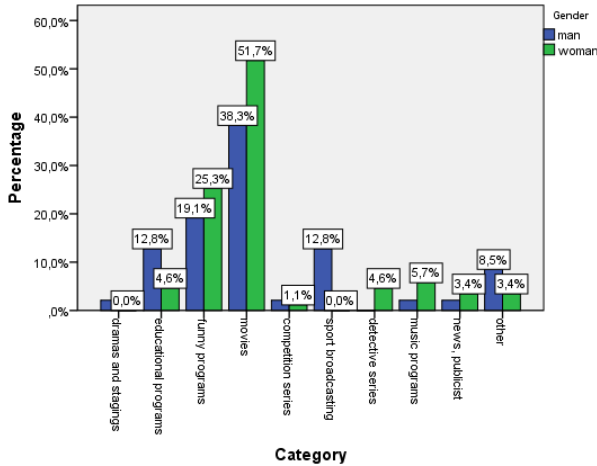


Figure 6. Q14 – What types of TV programs do you prefer?

Table 15. Chi-Square Test for Q14.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.277	9	0.008

The distribution of answers to question no. 14 between men and women is significant. Men and women responded differently.

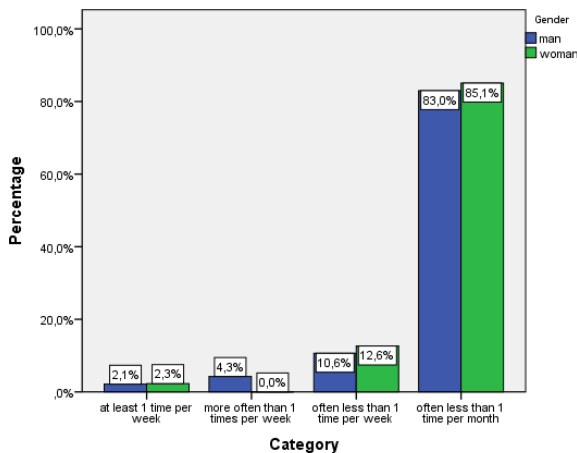


Figure 7. Q15 – How often do you go to the cinema?

Table 16. Chi-Square Test for Q15.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.825	3	0.281

The distribution of answers to question no.15 between men and women is not significant. Men and women responded equally.

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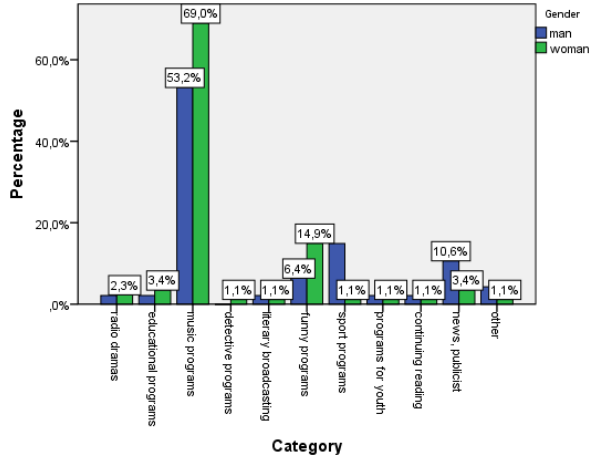


Figure 8. Q17 – What is your favourite radio broadcasting?

Table 17. Chi-Square Test for Q17.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.991	10	0.055

The distribution of answers to question no. 17 between men and women is not significant. Men and women responded equally.

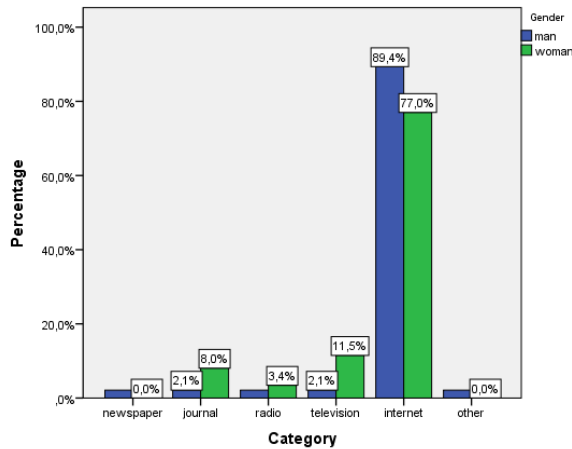


Figure 9. Q18 – If you had to choose only one means of mass communication, it would be: ...

Table 18. Chi-Square Test for Q18.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.504	5	0.091

The distribution of answers to question no. 18 between men and women is not significant. Men and women responded equally.

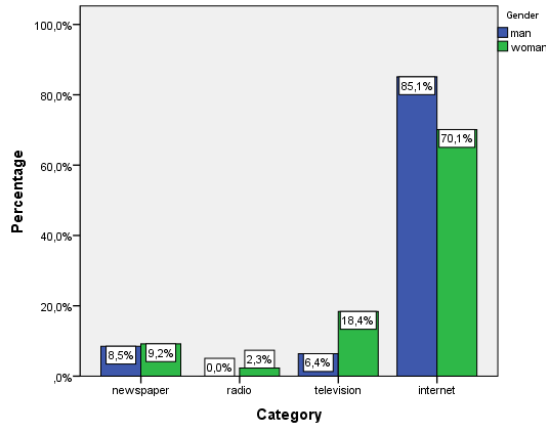


Figure 10. Q19 – Which mass communication means do you prefer in obtaining latest news?

Table 19. Chi-Square Test for Q19.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.109	3	0.164

The distribution of answers to question no. 19 between men and women is not significant. Men and women responded equally.

4. Conclusions

As shown in the comparison of selected questions from 1965 and 2015 in various tables and graphs, a diversity of young people’s relationship to modern mass communications means can be observed.

Major overall differences are in the perception of the current film, literature and radio production (shown only for literature in Table 4).

We can conclude that the Internet as a modern mass communication means is preferred by young people. Children in pre-primary education use tablets, mobile phones or computers intuitively, too [3]. Modern mass media communication tools, such as the Internet, alongside with modern technical devices are also used by young people when acquiring a second language [4].

The emergence of new mass media means is opening the question of copyright. For example, for the images published on the Internet, we can use steganography [5].

Future research may reveal the distribution of responses within the regions of the Slovak Republic and draw specific conclusions from the point of view of demography.

Acknowledgement

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