

H. C. Bugtong
M. L. D. Fang-asan

**MASS MEDIA HABITS OF BENGUET STATE UNIVERSITY
STUDENTS, FIRST SEMESTER 2006-2007**

ABSTRACT

This study was conducted to determine the characteristics of the respondents, to identify the mass media used by the BSU students, to determine their reasons for using a particular type of mass media, to determine the information they acquired from mass media, to determine the frequency and duration of exposure to mass media and to determine the information needs of BSU students. An interview schedule was used to gather data from 214 respondents chosen using quota sampling. Most of the respondents were single and belonged to the age range of 19 years old and below.

The most commonly used medium was the radio but the respondents used various other mass media to be informed, to be entertained and to complete school requirements. From the different mass media, the students acquired information on politics, showbiz, economy, religion, job opportunities, and agriculture. Majority of the respondents listened to the radio daily for around two to three hours. Less than half watched TV everyday and/or read newspapers.

It is concluded that most of the students of BSU are within the age group of regular college students; that students are multi-media users; that they have different reasons for using mass media and that they get varied information from mass media not only for academic requirements but also for general information. Mass media are a part of the students' daily lives.

It is recommended that teachers should design alternative learning activities to encourage students to read more or to use mass media. Mass media producers should continue airing, publishing, and posting more educational topics especially on agriculture. BSU may use radio as a medium in disseminating information from the school to BSU students or BSU employees. It is further recommended that a study on the mass media habits of

Benguet State University teachers should also be conducted.

INTRODUCTION

Have students become more mass media-oriented in the wake of technological advances which have tremendously increased access to information? One of the most striking developments in today's generation is the advancement of mass communication technologies like the internet, the World Wide Web, and instant global audio and visual communication.

Wikipedia (2006) defines mass media as "a term used to denote, as a class, that section of the media specifically conceived and designed to reach a very large audience". It was coined in the 1920s with the advent of nationwide radio networks and of mass circulation newspapers and magazines.

Hovland (1972) averred that mass media are so powerful in encouraging public participation, strengthening cultural and linguistic diversity, enhancing skills and giving voice to the poor and other marginalized groups.

Mass media contributed to the Protestant Reformation, the decline of Catholic Power in Europe, and the changing mode of interaction among American family members (Veronis, 2001). In the Philippines, Cardinal Sin's plea for help aired over the radio eventually led to the toppling down of President Marcos during the EDSA Revolution in 1986. The mass circulation of text messages also gathered a multitude of disappointed Filipinos a few minutes after the Senate's decision not to open the controversial envelope during the impeachment proceedings against President Joseph E. Estrada in 2000. This was the start of protest actions which culminated in the installation of Gloria Macapagal Arroyo as President of the Philippines.

The effects of mass media on behavior have also been the subject of several studies in the past. Bandura (1960) let nursery school children watch films in which an adult encountered Bobo, a three-foot tall pop-up clown. One group of preschoolers saw a version in which the adult beat up Bobo and was then rewarded for being a "strong champion". Others saw a version in which the adult assailant was scolded for being a bully and was spanked with a rolled up magazine. After watching the film, the children themselves then had a chance to "play" with Bobo. The children who saw the adult

model's aggression being rewarded treated the Bobo doll more violently than those who saw the model punished.

Mass media offer many benefits. For students, they are used as course references and as entertainment. Others even use them for enterprising activities like blogging. With possible influences of mass media, their availability and accessibility play a crucial role in people's lives.

In La Trinidad Valley, people can have access to at least 12 radio stations, 40 channels on cable television, five daily broadsheets, eight daily tabloids and four local weekly newspapers. Among those who have access to the aforementioned mass media are students of Benguet State University (BSU), an institution of higher education in the Cordillera Administrative Region.

For School Year 2006-2007, BSU had an enrollment of 6,311 distributed among eight colleges, with the College of Teacher Education (1,961) and College of Agriculture (1,635) having the most number of enrollees. The university uses both print and broadcast media to disseminate information to its students and other clients. A study on the mass media habits of students in BSU can give insights on how to maximize the use of varied communication channels for the attainment of university objectives.

METHODOLOGY

Locale and Time of the Study

The study was conducted at Benguet State University, La Trinidad Benguet from September to October 2006.

Benguet State University is located at the heart of La Trinidad, the capital of Benguet Province (Fig.1). It is five to six kilometers away from Baguio City, the Summer Capital of the Philippines.

BSU has eight colleges offering 16 degree, five post baccalaureate and four pre-baccalaureate non-degree programs. There were 4,985 registered students during the study period.

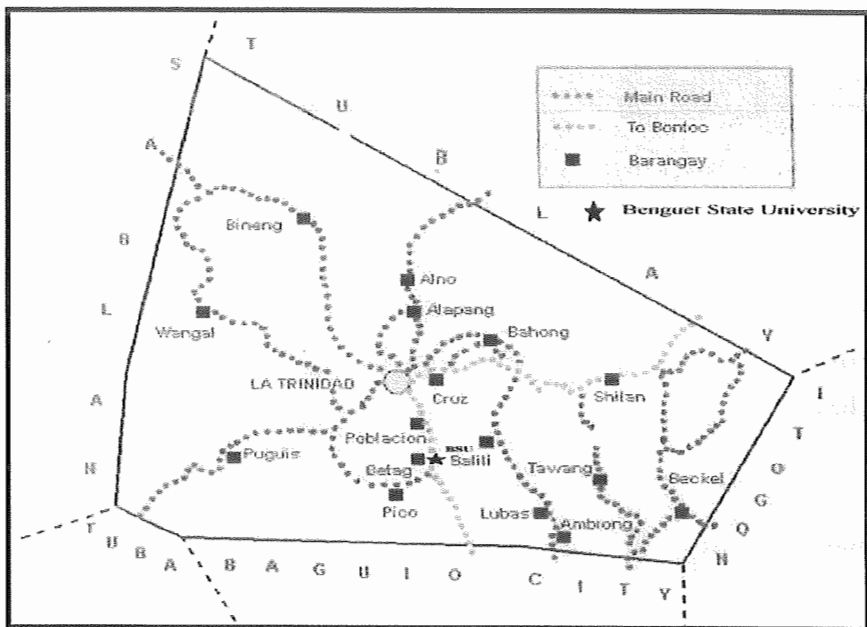


Fig. 1. Map of La Trinidad showing the locale of the study

Respondents of the Study

The respondents of the study were 220 BSU students that were chosen using quota sampling. Five males and five females were taken from every year level of each course at the College of Agriculture (CA) and College of Teacher Education (CTE) which are the highest in terms of student population and faculty.

Table 1 presents the distribution of respondents according to degree program and curricular year. It shows there were only twenty (20) Agricultural Education respondents because the program is being phased out so there are no more 1st and 2nd year students.

Data Collection

An interview schedule was used as the primary tool for obtaining data. The researcher interviewed all the respondents with the help of a research assistant.

The researcher crosschecked the validity of mass media information by determining which were actually accessible in the locality.

Table 1. Distribution of respondents according to degree program and year

DEGREE PROGRAM	CURRICULAR YEAR				TOTAL (N=214)
	1st	2nd	3rd	4th	
BSA	10	10	10	10	40
BSAB	10	10	10	9	39
BSDC	10	9	8	8	38
BSAE	-*	-*	10	10	20
BEE	10	10	10	10	40
BSE	10	10	10	10	40
TOTAL	50	49	58	57	214

**There were no enrollees in first and second years.*

Data Analysis

The data gathered from the respondents were tabulated, consolidated, categorized, and interpreted according to the objectives of the study. Frequencies and percentages were used. Cross tabulations were subjected to the chi-square test.

RESULTS AND DISCUSSION

Socio-Demographic Profile of the Respondents

Table 2 shows the respondents' socio-demographic profile in terms of sex, age and civil status. Slightly more than half of the respondents were female and almost all (97.66%) were single. Majority (68.22%) belonged to the age range of 19 years old and below. The youngest was 15 years old and the oldest was 23.

Living Arrangement

Table 3 presents the living arrangement of the respondents which refers to the type of housing they were residing in. This also indicated with

whom the respondents shared their residence.

Table 2. Socio-demographic profile of the respondents

CHARACTERISTICS	NUMBER OF RESPONDENTS	PERCENTAGE
Gender		
Male	104	48.6
Female	110	51.4
TOTAL	214	100
Age		
19 and below	146	68.22
20 and above	68	31.78
TOTAL	214	100
Civil Status		
Single	209	97.66
Married	5	34
TOTAL	214	214

Table 3. Living arrangement of the respondents

LIVING ARRANGEMENT	NUMBER OF RESPONDENTS	PERCENTAGE
With family in own house	85	39.72
With family in an apartment	30	14.02
With family in a boarding house	14	6.54
With family members in a boarding house	75	35.05
Alone in a boarding house	8	3.74
Dormitory	2	.93
TOTAL	214	100.00

Out of 214 respondents, 85 or 39.72% stayed with their family in their own house in Baguio City, La Trinidad, or in Tublay. BSU is in the heart of La Trinidad which is traversed by several jeepneys, taxis and buses daily, hence it is fairly accessible from any point in the locality. On the other hand, both Baguio City and Tublay are approximately six kilometers

from BSU and are easily accessible through public transportation. Many of the respondents (75 or 35.05%) live in boarding houses with members of the family like siblings or even cousins. Only eight lived alone in boarding houses.

Types of Mass Media Used

Table 4 presents the types of mass media used by the respondents which include radio, television, newspapers, magazines, books and the internet. These are grouped in subsequent discussion in this study as broadcast media (radio and television), printed media (newspapers and magazines), and educational media (books and internet). Samples of these media being used by students are shown in Figures 2 to 11.

The high frequency of multiple responses for each mass medium indicate that majority of the respondents used four or more mass media. The leading mass media mostly used by the respondents were the radio (97.66%), books (83.64), and television (82.71%). Many of the respondents also used their cellular phones as radio. The internet and newspaper had equal number of users at 168 or 78.50%. Internet was used at the virtual library, computer laboratory room located at the College of Agriculture, computer shops and boarding houses. The least used was the magazine but still it was used by more than half of respondents. Magazines were read at the library or borrowed from friends.

This finding implies that indeed the students of today are mass-media oriented or that they are taking advantage of the technological advances in communication.

Table 4. Types of mass media used

TYPES OF MASS MEDIA	NUMBER OF RESPONDENTS	PERCENTAGE
Radio	209	97.66
Television	177	82.71
Newspapers	168	78.50
Magazines	122	54.50
Books	179	83.64
Internet	168	78.50

**Multiple response*

Types of Mass Media Used According to Degree Program

The types of mass media used by students classified according to degree program are presented in Table 5. All respondents from the different degree programs used varied mass media.

As shown in the table, the leading mass medium used by students in all degree programs except for BSDC was the radio. For BSDC, the internet had the highest number of users followed by radio and books. This may be attributed to the teachers' encouragement for students to use the internet.

The medium that had the least number of users in all degree programs was the magazine. Those who read magazines did so at the library or borrowed from friends. All other media had varying ranks in different degree programs.

Statistical analysis indicates that the observed differences are not statistically significant.

Table 5. Types of mass media used according to degree program

TYPES OF MASS MEDIA	DEGREE PROGRAM											
	BSA (N=40)		BSAB (N=39)		BSDC (N=35)		BSAE (N=20)		BEE (N=40)		BSE (N=40)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Radio	38	95	38	97.44	34	97.14	19	95	40	100	40	100
Television	28	70	32	82.05	33	94.29	18	90	32	80	34	85
Newspapers	25	62.5	31	79.49	33	94.29	17	85	31	77.5	31	77.5
Magazines	19	47.5	26	66.67	29	82.86	10	80	16	40	22	55
Books	30	75	29	74.36	34	97.14	18	90	33	82.2	35	87.5
Internet	27	67.5	29	74.36	35	100	18	90	32	80	27	67.5

* *Multiple response*

Pearson chi square (15) = 7.6850 Pr = 1.000

Broadcast Media Used by the Students



Fig. 2. *Student boarders watching television provided by the owner of boarding house*

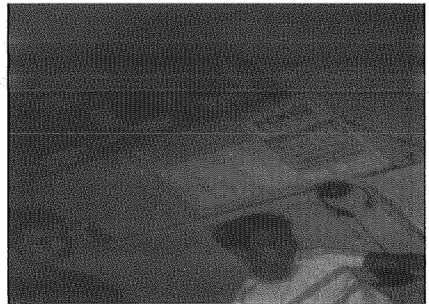


Fig. 3. *Radio with speaker used in a boarding house*

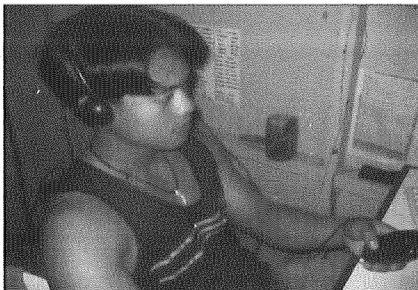


Fig. 4. *Students using cellular phone as radio*

Print Media Used by the Students



Fig. 5. *Students reading magazines in the library*



Fig. 6. *Students reading newspapers in the library*

Educational Media Used by the Students

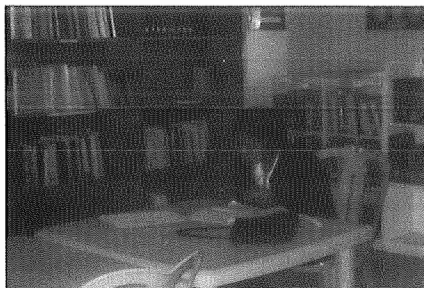


Fig. 7. Student reading book in the library

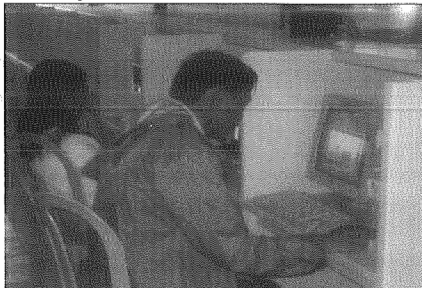


Fig. 8. Students surfing the net in the library



Fig. 9. Students surfing the net in the computer laboratory (ICT) College of Agriculture

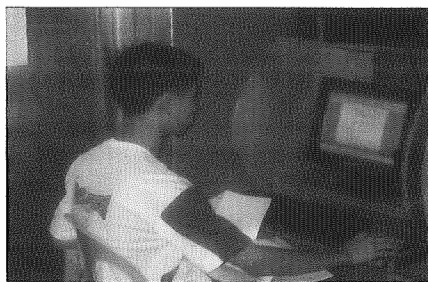


Fig. 10. Student surfing the net in a computer shop

Types of Mass Media Used According to Curriculum Year

Table 6 presents the types of mass media used according to curriculum year. The radio still had the most number of users among all curriculum year levels. It is observed however that for fourth year students, both the radio and books ranked first (rank 1.5) in terms of number of users. Statistical analysis also indicates that the differences are not statistically significant.

Types of Mass Media Used According to Gender

The radio ranked first for both male and female respondents. For the female respondents, second was books followed by television then newspa-

pers. For the males, second was internet followed by television then books. It is also noted that only the magazine had less than 50 percent users among males. All the other media were used by more than half of the respondents in both male and female groups (Table 7).

Table 6. Types of mass media used according to curriculum year

TYPES OF MASS MEDIA	DEGREE PROGRAM								TOTAL (N=214)
	1st YEAR (N=50)		2nd YEAR (N=49)		3rd YEAR (N=58)		4th YEAR (N=57)		
	No.	%	No.	%	No.	%	No.	%	
Radio	47	94	48	97.96	58	100.0	56	8.25	209-NS
Television	41	82	35	71.43	49	84.48	52	81.23	177-NS
Newspapers	31	62	33	67.35	54	93.10	50	87.72	168-NS
Magazines	19	38	26	53.06	37	63.79	40	70.18	122-NS
Books	40	80	35	71.43	48	82.76	56	98.25	179-NS
Internet	32	64	37	75.51	48	82.76	51	84.47	168-NS

* *Multiple response* Pearson chi square (15) = 15.3657

Pr = 0.293 *NS* = No significance

Table 7. Types of mass media used according to gender

TYPES OF MASS MEDIA	GENDER			
	MALE (N=104)		FEMALE (N=110)	
	NO. OF RESPONDENTS	%	NO. OF RESPONDENTS	%
Radio	103	99.03	106	96.36
Television	84	80.77	93	84.55
Newspapers	78	75.00	90	81.82
Magazines	48	46.15	74	67.27
Books	82	78.85	97	88.18
Internet	85	81.73	83	75.45

* *Multiple response* Pearson chi square (5) = 4.3162

Pr = 0.505 *No Significance*

Types of Mass Media Used According to Age

The findings presented in Table 8 show that while there were slight differences, statistical analysis indicates that there was a homogenous distribution of respondents across the types of mass media used and across the two age brackets. This means that age did not affect the use of the different mass media among students. This is expected since the respondents were all college students who more or less belonged to one age bracket.

Table 8. Types of mass media used according to age

TYPES OF MASS MEDIA	AGE			
	19 AND BELOW (N=146)		20 AND ABOVE (N=68)	
	NO. OF RESPONDENTS	%	NO. OF RESPONDENTS	%
Radio	141	96.5	67	98.52
Television	119	82.50	57	83.82
Newspapers	109	74.65	59	86.76
Magazines	77	52.74	44	64.71
Books	113	11.40	66	97.06
Internet	107	73.29	60	88.24

* Multiple response Pearson chi square (5) = 1.9973 Pr = 0.850

Types of Mass Media Used According to Living Arrangement

Table 9 presents the types of mass media used by students in different living arrangements. It shows that the number of users of each medium is higher among those who lives with their families in their own houses and those who lived with their families in an apartment. The family is composed of the father, mother and siblings. Family members refer to sibling or a relative. The number of users of mass media among those living in boarding houses was lower. This implies that access to mass media was greater for those living with their families. It is observed though that the two dormitory residents used all the mass media. This is an indication that all mass media are accessible in the BSU dormitory.

Table 9. Types of mass media according to living arrangement

TYPES OF MASS MEDIA	LIVING ARRANGEMENT											
	WITH FAMILY IN OWN HOUSE (N=85)		WITH FAMILY IN AN APARTMENT (N=30)		WITH FAMILY MEMBERS IN A BOARDING HOUSE (N=75)		WITH FAMILY IN A BOARDING HOUSE (N=14)		ALONE IN A BOARDING HOUSE (N=8)		DORMITORY (N=2)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Radio	85	100	30	100	71	94.67	14	100	7	85.50	2	100
Television	85	100	29	96.67	48	64.00	11	78.57	2	25	2	100
Newspapers	82	96.47	27	90	44	58.67	9	64.29	4	50	2	100
Magazines	63	74.12	18	60	27	36.00	9	64.29	3	35.50	2	100
Books	81	95.29	23	76.67	54	72.00	12	85.71	7	85.50	2	100
Internet	83	97.65	24	80	46	61.33	7	50	6	75	2	100

* *Multiple response* Pearson chi square (25) = 13.77 Pr = 0.966

Reasons for Using Broadcast Media and Print Media

Table 10 presents the reasons for using broadcast media (radio and television). The leading reasons were: to be informed and to be entertained. These are also the Table leading reasons for using printed media (newspapers and magazines) as shown in Table 11. These support the findings of Anno (2003) that the main reasons in using broadcast and print media were to be informed and to be entertained.

Reasons for Using Educational Media

Table 12 presents the reasons for using educational media. Books and internet were mostly used for the completion of school requirements and for information.

Kinds of Information Acquired from Broadcast Media

The information that the respondents acquired from mass media were divided into two (2) groups: general information and academic information (Table 13). General information includes politics, crimes, and others while academic information refers to those that are related to their courses in school. The leading topic was on politics. New songs or music

got 18.69% on radio. Most of the respondents said that they wanted Pop, RNB but most of them preferred country music. On academic, agriculture was the most sought information.

This finding is similar to that of Siado (1982), where radio programs have provided not only the students but also the community, a vital medium for information and self-development ranging from profitable farming techniques and wise utilization of agricultural and financial resources to nutrition and health guidance topics.

Table 10. Reasons for using broadcast media

REASONS	BROADCAST MEDIA			
	RADIO (N=209)		TELEVISION (N=177)	
	NO.	%	NO.	%
To be entertained	128	61.24	120	67.80
To engage in a hobby	12	5.74	4	2.26
To be informed	136	65.07	144	81.26
To complete school requirements	2	.96	6	3.39
Available	2	.96		

* *Multiple response*

Table 11. Reasons for using print media

REASONS	PRINT MEDIA			
	NEWSPAPERS (N=168)		MAGAZINES (N=122)	
	NO.	%	NO.	%
To be entertained	44	26.19	36	29.51
To engage in a hobby	6	3.57	2	1.64
To be informed	98	58.33	66	54.10
To complete school requirements	4	2.38	4	3.28

* *Multiple response*

Table 12. Reasons for using educational media

REASONS	EDUCATIONAL MEDIA			
	BOOKS (N=179)		INTERNET (N=168)	
	NO.	%	NO.	%
To be entertained	16	8.94	14	8.33
To engage in a hobby	6	3.35	2	1.19
To be informed	76	42.46	82	48.81
To complete school requirements	84	46.93	86	51.19

* *Multiple response*

Table 13. Kinds of information acquired from broadcast media

INFORMATION	EDUCATIONAL MEDIA			
	RADIO (N=209)		TELEVISION (N=177)	
	NO.	%	NO.	%
General Information				
Crimes	26	12.44	46	25.99
Politics	44	21.05	50	28.55
Health	10	4.78	14	7.91
Showbiz	20	9.57	32	18.08
New songs/ music	20	19.14	5	2.82
Economic situation	26	12.44	13	7.34
Weather	16	7.66	37	20.90
Academic information				
Agriculture	36	17.22	10	5.65
Teaching techniques	6	2.87	-	-

* *Multiple Response*

Kinds of Information Acquired from Print Media

Table 14 presents the kinds of information they acquired from print media. Most of the respondents were interested more in job ads. They said that because they were students, they looked for part time jobs while some graduating students looked for overseas work. Showbiz was ranked as the leading topic acquired from magazine. The respondents added that almost all that were featured in magazines were celebrities and business tycoons. For academic information, agriculture is still the leading information acquired.

Table 14. Kinds of information acquired from print media

INFORMATION	PRINT MEDIA			
	NEWSPAPERS (N=168)		MAGAZINES (N=122)	
	NO.	%	NO.	%
General Information				
Crimes	23	13.69	-	-
Politics	24	14.29	-	-
Health	18	10.71	13	10.66
Economic situation	6	3.57	-	-
Showbiz	30	17.86	41	33.61
Sports	22	13.10	-	-
Jobs available	33	19.64	3	2.46
Academic information				
Agriculture	4	2.38	-	-

* *Multiple Response*

Kinds of Information Acquired from Educational Media

Table 15 shows the kinds of information acquired from educational media. For general information, the economic situation was the leading topic from reading books, while eighteen respondents surfing the net for God's word. For academic information, agriculture is still the most sought information.

Frequency of Using Broadcast Media

The frequency of using broadcast media is presented in Table 16. Most (71.49%) of the respondents listened to the radio and almost half watched television everyday. It shows that less than 50% of the respondents used broadcast media once a week or one a month.

Table 15. Kinds of information acquired from educational media

INFORMATION	EDUCATIONAL MEDIA			
	BOOKS (N=179)		INTERNET (N=168)	
	NO.	%	NO.	%
General Information				
Crimes	4	2.23	6	3.57
Health	-	-	4	2.38
Showbiz	-	-	2	1.19
New songs/ music	-	-	8	4.76
Economic situation	14	7.82	6	3.57
God's Word	12	6.70	18	10.71
Academic information				
Agriculture	38	21.22	6	3.57
Teaching techniques	8	4.47	-	-

** Multiple Response*

Table 16. Frequency of using broadcast media

FREQUENCY	BROADCAST MEDIA			
	RADIO (N=209)		TELEVISION (N=177)	
	NO.	%	NO.	%
Daily	153	73.21	93	52.24
Every other day	17	8.13	26	14.69
Once a week	39	18.66	49	27.68
Once a month	-	-	9	5.08

** Multiple response*

Frequency of Using Print Media

Table 17 presents the frequency of using print media. More than one fourth of the respondents said that they used print media once a week. This was when they had assignments, got bored or just wanted to kill their time. Less than one fourth of the respondents said that they read daily. Those who do not read regularly said that reading makes them sleepy because they easily got bored.

Table 17. Frequency of using print media

FREQUENCY	PRINT MEDIA			
	NEWSPAPERS (N=168)		MAGAZINES (N=122)	
	NO.	%	NO.	%
Daily	27	16.07	3	2.46
Every other day	39	23.21	12	9.84
Once a week	60	35.71	45	36.88
Once a month	51	30.36	63	51.64

* *Multiple response*

Frequency of Using Educational Media

The frequency of using educational media are presented in Table 18. Of 214 respondents, 71 or 33.18% read books daily, while slightly more than half surf the net once a week. These were when they had an assignments or when they wanted to kill time. This is similar to the study of Dapljan (2005) where the respondents used the virtual library in the university once a week or once a month. Furthermore, Pongdad (2006) reported that students used internet occasionally or when the need arises.

Table 18. Frequency of using educational media

FREQUENCY	EDUCATIONAL MEDIA			
	BOOKS (N=179)		INTERNET (N=168)	
	NO.	%	NO.	%
Daily	71	39.66	21	12.5
Every other day	34	18.99	12	7.14
Once a week	54	30.17	112	66.67
Once a month	15	8.38	9	5.36

* *Multiple response*

Duration of Exposure to Broadcast Media

A total of 63 or 29.44% of the respondents listened to the radio 1-2 hours while 33.64% watched television from 2-3 hours per viewing (Table 19). They said that they spent more hours in listening or watching especially when they liked the songs, the story of the radio drama or movies.

Table 19. Duration of exposure to broadcast media

DURATION OF EXPOSURE	BROADCAST MEDIA			
	RADIO (N=209)		TELEVISION (N=177)	
	NO.	%	NO.	%
Less than 1 hour	39	18.66	19	10.73
1-2 hours	63	30.14	57	32.20
2:01-3 hours	59	20.23	72	40.68
3:01-4 hours	30	14.35	22	12.43
4:01-5 hours	-	-		3.95

**Multiple response*

Duration of Exposure to Print Media

Table 20 presents the duration of exposure to print media. Majority of the respondents read newspapers and magazines for less than 1 hour in one sitting. They chose only the part of the print media which they were interested in because reading the whole newspapers and magazines was very tiring.

Duration of Exposure to Educational Media

The duration of exposure to educational media is shown in Table 21. For books, 73 or 40.78% read one to two hours because the respondents said that they are get sleepy when they read. Other's said that they read books just for the sake of quizzes and exams. On internet, there were two respondents who spent five to six hours not only for the assignment but a combination of playing online games, and chatting with friends in one sitting.

This finding corroborates the findings of Pongdad (2006) that majority of students spend one to two hours exploring the net.

Information Needs

The information needs by the respondents are presented in Table 22. It shows that 41 or 19.16% needed information on new inventions such as games in the computer and new agricultural technologies

Table 20. Duration of exposure to print media

DURATION OF EXPOSURE	PRINT MEDIA			
	NEWSPAPERS (N=168)		MAGAZINES (N=122)	
	NO.	%	NO.	%
Less than 1 hour	118	70.24	78	63.93
1-2 hours	39	23.21	39	31.97
2:01-3 hours	10	5.95	3	2.46
3:01-4 hours	1	.60	2	1.64

*Multiple response

Table 21. Duration of exposure from educational media

DURATION OF EXPOSURE	EDUCATIONAL MEDIA			
	BOOKS (N=179)		INTERNET (N=168)	
	NO.	%	NO.	%
Less than 1 hour	70	39.11	20	11.90
1-2 hours	73	40.78	94	55.95
2:01-3 hours	19	10.61	44	26.19
3:01-4 hours	10	5.59	8	4.76
4:01-5 hours	7	3.91	2	1.19

*Multiple response

Table 22. Information needs of the respondents

INFORMATION	NUMBER OF RESPONDENTS	PERCENTAGE
General Information		
Politics	18	8.41
Weather	17	7.94
Health	29	13.55
Crimes	21	9.81
Showbiz	13	6.07
Government programs	33	15.42
New inventions	41	19.16
Academic Information		
Agriculture	43	20.09
Entrepreneurial venture	16	7.48
Historical events	5	2.34
Teaching techniques	11	5.14

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study on mass media habits of Benguet State University Students First Semester 2006-2007, was conducted to determine the characteristics of the respondents, to identify the mass media used by the BSU students, to determine their reasons for using a particular type of mass media, to determine the information they acquired from mass media, to determine the frequency and duration of exposure to mass media and to determine the information needs of BSU students.

Interview schedule was used to gather data. There were 214 respondents chosen using quota sampling, five males and five females from every year level of each course at the two biggest colleges in BSU: College of Agriculture (CA) and College of Teacher Education (CTE).

Most of the respondents belonged to the age range of 19 years old and below. Slightly more than half were female and majority of them were single.

The respondents used mass media such as radio, television, newspapers, magazines, books and internet. Almost all of them listened to radio. To be informed and to be entertained were their reason in using broadcast and print media while they used educational media for school requirements.

Politics was the leading information that the respondents acquired from broadcast media; job ads and showbiz information for print media; and economic and religious information for educational media. For academic information, agriculture was the most sought after.

Three fourths of the respondents listened to the radio while almost half watched television everyday. More than one fourth of them read newspapers once a week. Books which includes English and Tagalog pocket-books were read daily by 33.18% while the internet was used by more than half once a week.

Broadcast media were used for one to two hours and two to three hours for radio and television respectively. Because majority of the respon-

dents said that print media made them sleepy, they read only for less than 1 hour. Others said that they read books one to two hours because of quizzes and exams.

New inventions led the respondents need for general information and more on agricultural development for academic information.

Conclusions

Based on the results, the following conclusions were derived:

1. Most of the students of BSU are single and within the age group of regular college students.
2. BSU students are multi-media users with the radio as the most commonly used medium.
3. BSU students use mass media for varied reasons: to be informed, to be entertained and to complete school requirements.
4. BSU students get varied information from mass media not only for academic requirements but also for general information.
5. Mass media are a part of the students' daily lives.

Recommendations

Based on the conclusions, the following were recommended:

1. Teachers should design alternative learning activities to encourage more students to read more or to use mass media.
2. Mass media producers should continue airing, publishing, and posting more educational topics especially on agriculture and health information.
3. BSU administration may use radio as a medium in disseminating information from the school concerning BSU students or BSU employees.

4. A study on the mass media habits of Benguet State University teachers should be conducted to determine the insights that may be used in maximizing the use of mass media in the teaching-learning process.

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