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KEYWORDS	ABSTRACT
<p>Knowledge, TV Reality Show, Attitude, Behavior, Students</p>	<p>The aim of this study is to provide systematic review on tv reality show and behavior of university students. With reality TV's popularity rising globally, young adults, particularly university students are significantly impacted by the content they consume. Reality shows often depict aspirational lifestyles, dramatic conflicts, and unique social dynamics, which can shape viewers' attitudes, behaviors, and social expectations. For this purpose, articles from Web of science, Scopus, PubMed, EBSCO were extracted. Moreover, thesis, books and articles were also utilized in this study. The knowledge attitude practice theory is discussed in the article. Moreover, social learning theories are discussed in detail. Tv reality shows are discussed in detail. Knowledge, attitude, and practices are important for the student behavior related to TV reality shows. The findings reveal that exposure to reality shows is linked to shifts in social behaviors, including increased competitiveness, appearance-consciousness, and shifting perceptions of relationships &amp; social norms. The educational programs that teach about media literacy and critical thinking can help students understand potential impact of TV reality shows on their attitudes and behavior.</p>
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## INTRODUCTION

The effects of television have been examined for ages, in various populations and age groups, with its significant impact on behaviors over television shows, dramas, serials, interviews or reality TV shows (Faiz, Azeem & Thakur, 2022). The phrase "global entertainment media" is a portmanteau that consists of three separate words: global, entertainment, and media. According to The Oxford English Dictionary, phrase "of or relating to the whole world" captures meaning of the word "global."

Everything that is "intended to bring amusement or enjoyment" to other people is considered to be "entertainment," and the term "entertainment" refers to "an event, performance, or activity designed to entertain others." When talking about forms of mass communication, word "media" is used to refer to both channels via which information is dispersed & end product. The term "global entertainment media" refers to forms of media entertainment that are produced, distributed, sold, exhibited, and enjoyed in a variety of nations throughout the world. The production of these media commodities is aimed at entertaining viewers while producing cash for corporations involved in media industry (Subramaniam & Tiwari, 2014; Sharma & Agarwal, 2015). The examples of global entertainment media that are discussed in this book mostly center on television & movies; still, these are by no means the only examples.

These audiovisual objects and items reflect the political economics and cultural norms of many different nations, ranging from the largest to the smallest, the wealthiest to the poorest, and the most colonial to the most postcolonial of those states. They hold significance in both the commercial and artistic spheres at the same time. Movies and television shows, and other forms of media production, are the output of an intricate system of labor division that involves a diverse range of individuals. It's fascinating to see how many individuals believe they couldn't survive without entertainment provided by movies and television. Consumers use various forms of media not only to unwind after a stressful day at work, to visualize or empathize with lives of others, or to release pent-up emotions, but also because these products convey cultural symbols that speak to values and beliefs of other cultures (Badaoui & Patrick, 2012). The people are able to gain insight about themselves as well as other cultures by being familiar with the iconography of those cultures as it is portrayed in various forms of media, such as film and television. The term "entertainment" can refer to variety of different forms of media. The dominating framework of society's customs is members' consensus on what types of the thoughts, emotions, and acts are valued and what types are not regarded at all in that culture (Mirrlees, 2013).

This underlying structure is influenced in part by popular media like movies and television series. Those who have been avid viewers of television programming for the past five to seven years, which describes that majority of people on planet, are in a position to comprehend the structure of reality shows that are broadcast all over the world (Sharma & Agarwal, 2015). He has vast experience in varieties of reality shows that are broadcast on television all over the world. In twenty-first century, many of most popular series on these channels are reality competitions centered on various aspects of the entertainment, culinary, and honors industries. Commonly observed impacts include changes in attitudes toward social relationships, increased emphasis on appearance and social status, and a stronger inclination towards materialism or conflict-driven communication (Faiz, Azeem & Thakur, 2022). For example, these channels often broadcast episodes of cooking competition series from a wide variety of nations, such as Master Chef World, India, Pakistan, United Kingdom, United States of America, Australia & South Africa. The sensationalized content of entertaining shows American Talent shows, Roudies, the Real World, Indian Idol, laughter Challenge, Big Boss, The Champion, Pakistan Idol, etc., and award shows such as the IPPA, LUX Style, Oscar, IFFA, and ITA award shows, attract viewers.

### LITERATURE REVIEW

As a result of either a lack of time or a lack of knowledge on the kind of shows that are suitable or unsuitable for their children to watch on television, parents are paying less attention to children than they used to. This trend is expected to continue. In today's society, it is not unusual for families to get together in front of the television to watch programs like reality shows and serials. Students' psychological & social development can be hindered as result of their exposure to reality television (Frisby, 2003). As emotional quotient of young people is high, it stands to reason that anything that speaks to their sentiments will do well with this demographic. In India, there is a gap between the generations, and as a result, young people are upset and unsure of who they should look up to and try to resemble. While they watch the show, they are in fact experiencing the effects that the show has on their body. Girls of today are influenced by the clothing they see worn by reality TV stars and by cultural celebrations like Valentine's Day, Friendship Day, Rose Day, Mother's Day, and other days honoring female figures in society. Girls are also influenced by clothes that they see worn by reality TV stars.

The competitors on reality shows are increasingly polished in their appearance. Reality television has had a significant influence on the young of today, not only in manner in which they live their lives but in a variety of other ways (Best, 2004). This influence has been substantial. It is not possible for young people to participate in the reality show, which would normally give them opportunity to demonstrate their capabilities and strengths. Without a program to guide them in the proper way, girls are likely to make decisions that aren't in their best interests. Young ladies frequently choose to disregard the fact that there are several excellent shows now airing and instead turn off the television. They don't even make an effort to stay current on news on TV. They are completely and utterly dependent on reality TV shows that cover topics such as fashion and violence. The long-term effect of this is that the social and moral goals of young women are likely to suffer as a result. Influence of Reality Television on People and How It Affects Their Personality Reality television exerts a significant amount of effect on young women. Reality television has had and will continue to have a substantial effect on development of identities among modern young women. This effect is likely to continue.

### Knowledge

The age-old proverb "knowledge is power" is finally being acknowledged for what it really is: an essential asset for the success of any business or professional endeavor. As direct result of this, many workers choose to keep information to themselves (Bock, Zmud, Kim & Lee, 2005). Their expertise sets them apart from the other professionals working in their field and demonstrates the value they bring to the company. Workers are concerned that bragging about accomplishments may hinder their chances of being promoted, according to number of studies, including one that was conducted by (Kelloway & Barling, 2000; Uriarte, 2008). Because institutional memory is created whenever employees share information with one another, understanding this concept is of utmost significance from the point of view of the entire organization. The reason for this is that private and confidential information is essential to growth and continued existence of a business (Kim & Lee, 2013; Sigala & Chalkiti, 2015; Connelly, Zweig, Webster & Trougakos, 2012). Because firms do not own the intellectual property (IP) linked with their employees' ideas and knowledge (Donate & Sánchez de

Pablo, 2015), they are unable to compel their people into engaging in knowledge management. According to (Cabrera & Cabrera, 2005), organizations ought to offer incentives to staff members who take part in knowledge management in meaningful way. Creating a culture in the workplace that encourages people to take steps that are beneficial to knowledge management is one tactic that can be utilized.

The capability of knowledge management (KM) is becoming increasingly dynamic in the quickly developing and highly competitive service industry, where competitors can easily imitate service innovation (Cabrera, Collins & Salgado, 2006). Research following research (Sarwer & Czerand, 2004), authored by the same researchers, highlights significance of human factors in achievement of goals related to knowledge management (KM). The purpose of the study is to shed light on what it takes to foster KM behavior in the workplace, with an emphasis on the leadership qualities that are most likely to inspire the sort of loyalty and enthusiasm among employees that, in turn, boosts output. Specifically, the goal of the study is to shed light on the leadership qualities that are most likely to inspire the kind of loyalty and enthusiasm among employees that increases output. The purpose of this exercise is to motivate employees to convert their implicit understanding (Alwin, 1973), into more explicit knowledge that can be put into practice. In this linking, significant amount of research has been done to investigate whether or not an organization may gain a competitive advantage through the accumulation of knowledge; nevertheless, the additional work needs to be done to define how information can be created, saved, shared, and employed inside an organization (Lilley, 2003).

### Attitude

The inter-relatedness of attitudes and behavior has been evaluated both conceptually & practically (Joshi, Herman & Polivy, 2004). Theories of the connection between attitudes and behavior were considered “guiding” or “influential” and that this process was one-to-one, ignoring the presence of other potential variables that might impact this relationship. It is now widely believed that other factors may change attitude-behavior relationship with the knowledge being one such intervening variable (Shove, Pantzar & Watson, 2012). The relationship between knowledge, attitudes, and behavior is theoretically important, particularly when knowledge and attitudes are impacting deleterious behavior or are needed to boost positive behavior. The close relationship that exists between a person's beliefs and their actions has been demonstrated by research that is both the theoretical and empirical in nature (Shove, 2017). Moreover, some students report a greater sense of competition, modeled after the competitive formats typical of many reality shows. In the beginning, attitudes were thought of as being “guiding” or “influential”, and the interaction between the two was believed to be direct and one-to-one, with no other aspects being taken into consideration in certain circumstances.

It is now commonly acknowledged that the attitude-behavior relationship is flexible owing to a variety of circumstances. Knowledge is one such intervening component that is believed to be able to affect the link, and this is one of reasons why it is generally accepted (Halkier, Gerro, & Martens, 2011). Because of this, the purpose of this study is to focus an emphasis on the significance of certain

aspects in cultivating KM behavior in workplace. This impact poses unique challenges, as students may experience internal conflict when merging differing worldviews. This could help students better interpret the content they consume, fostering more balanced perspectives that consider both personal and cultural values in developing a healthy and resilient self-identity. When knowledge and attitudes either donate to undesirable behavior or are required to promote desirable behavior, the connection between them is extremely crucial, at least in theory. This is because knowledge and attitudes can either contribute to undesirable behavior, can promote desirable behavior (Halkier, & Jensen, 2011).

### Practice

The conceptual side of term "a practice" as routine form of behavior that consists of several elements, all of which are interconnected to one another: forms of bodily activities, forms of mental activities, "things" and their use, a background knowledge in the form of understanding, knowhow, emotional states & knowledge of what motivates people. "A practice" is routine form of behavior that consists of several elements, all of which are interconnected to one another (Hilgard, & Bower, 1975). For instance, driving requires not only the car and the infrastructure for transporting people and goods, but also embodied knowledge of how to drive safely and efficiently, and understanding of a wide range of concepts. These concepts range from specific rules and regulations, such as speed limits, to more abstract symbols & conventions, like when and how to flash one's headlights, and even larger cultural understandings and their affective and normative engagements. Driving requires all of these things so as to function properly. This dizzying range of components of practice is categorized into the broad categories thanks to two key schemas that have been presented, one by (Macaulay, Griffin, Gronewold, Williams & Botvin, 2005) and the other by (Botvin, Baker, Dusenbury, Tortu & Botvin, 1990).

The schema developed by (Baranowski, Cullen, Nicklas, Thompson & Baranowski, 2003) and the schema developed by (Fairchild & McDaniel, 2017), were both published. According to him, the elements of practice can be categorized as understandings, which include knowledge and practical interpretation; "procedures," which include rules, principles, and instructions; and "engagements," which include a variety of ends and projects, and affective and normative orientations. "Materials," "Competence," and "Meanings" are the three categories that are included in "radically simplified" schema that (Whitford, 2002), has proposed. Given these effects, universities and policymakers in Pakistan may consider integrating media literacy and critical analysis skills into their educational programs and inclination towards materialism or conflict-driven communication. The emphasis that places on material factors draws attention to the interdependence of practices with a diverse assortment of goods including instruments, technological advancements & infrastructures (Greppi, 2006). The phrase "competence" is used to attract our attention to necessary abilities & information for carrying out a practice, whereas the term "meanings" refers to allied norms, cultural conventions, and expectations.

Both terms are used to direct our attention to the necessary abilities and information for carrying out a practice. Finding out what components make up a practice, how those components are ordered within the practice, and how those components are interconnected with one another and with other

practices is one of the most important aspects of analysis. These kinds of models of the practice components have been responsible for a significant amount of progress in terms of methodological and analytical development (Andrejevic, 2004). Further research is recommended to examine the specific behavioral changes and long-term impacts of reality TV on the young adults in Pakistan, providing insights for educators, parents, and media regulators. The distinction between practice as an entity and practice as performance is a helpful analytical tool that was introduced by (Reiss & Wiltz, 2004), both note out that this distinction was made by Schatzki. For instance, we are able to think of the activity of driving as a distinct entity on its own. A practice is term that can be used to describe something.

### Social Learning Theories

As a result of the ongoing nature of the study being conducted on the process of learning, it is not possible to provide a comprehensive summary of the findings. As a direct consequence of this fact, a number of authors have collectively referred to them as the "Current Learning Theories School." (Krcmar & Kean, 2005). The modification of behavioral theories, the improvement of the gestalt theories, and the merging of gestalt and the behavioral theories are all instances of these types of theories. The majority of more recent research on learning is carried out in such a way that it is not restricted to the limitations of any one specific field. This is because learning is so widespread and important. As a result, contemporary learning theories are increasingly incorporating concepts and principles drawn from a variety of disciplines, including biology, neurophysiology, mathematics, statistics, physics, and chemistry. The Social Learning Theory, which was developed by Bandura, and the Double Loop Learning Theory, which was developed by Argyris, are both examples of the learning theories that have been demonstrated to have a great deal of value in the field of training and development.

The most support was given to Bandura's theory of social learning since it gave an explanation of social learning that was both the comprehensive and succinct at the same time (Hodkinson, 2008). Bandura's theory attempts to explain human behavior by describing it as the result of an ongoing interplay between cognitive components, behavioral variables, and environmental factors. The theory's overarching goal is to provide an explanation for human behavior. Learning takes place both immediately as a result of experienced responses, which is part of what is referred to as the "operant view of learning," and indirectly as a result of vicariously seeing the ramifications on the social environment of the activities of other people. Both of these views of learning are considered to be direct. When (Greppi, 2006), attempts to explain his theory of the modeling, he takes into consideration the following four separate components or sub-processes: attention, retention, motor reproduction, and motivational processes. In this connection, these processes provide an illustration of how the observational learning and modeling are obtained as well as kept up throughout time (Andrejevic, 2004).

### Knowledge, Attitude, Practices & Behavior

In the context of cannabis use, the knowledge-attitude-behavior triangle has not gotten a great deal of attention; nevertheless, a harms-avoidance strategy has been applied in earlier research on the use of marijuana by adolescents. The levels of adolescent drug awareness, support for drug use,

and actual drug use were evaluated as part of a study on the connection between parenting styles & adolescent substance misuse. These shows often depict highly dramatized interactions, conflicts, and lifestyle choices that may impact viewers' perceptions of the social norms, relationships, and personal identity. The study focused on relationship between parenting styles and teen substance abuse. It was discovered that attitudes are connected to both drug literacy and the intake of drugs. Another study involving adolescents found that drug education led to a shift in their perceptions about the use of drugs, which in turn led to a reduction in number of cigarettes and cannabis they smoked (Hill, 2005).

When investigating the connections between knowledge, attitudes, and behaviors, researchers frequently rely on the cross-sectional studies. This is mostly due to the fact that these studies are extremely convenient, and also because they may be used to test hypotheses that can direct the interventional investigations. It is possible to use cross-sectional research for the mediation analysis provided that confounding factors are controlled for and the causal connection between variables can be deduced from the constructs that are being analyzed (Reiss & Wiltz, 2004). As a method of controlling for potentially confounding characteristics, we incorporated age, gender, and duration of cannabis usage into the mediation model; however, none of these variables were found to be statistically significant. This review of drug knowledge, attitude, and disorder included the findings of nine epidemiologic research that looked at all three factors simultaneously and incorporated those studies' findings into its overall analysis. In this drive, according to the findings of the study, "a lack of knowledge on the risks of substance use has contributed to the increasing cases of substance use disorders."

### The World of Reality Television

People, according to the sensitivity theory, spend their lives trying to accomplish 16 fundamental (end)goals and the joys that come along with them, focusing their attention on the goals that are the most important to them and have most significance (which varies depending on the person). Shortly after primary objective has been accomplished, desire will resurface, and it will need to be satiated in a different way. For example, hunger might return a few hours after a meal has been consumed. A vindictive person who has gone a few days with little to no confrontation may get inspired to pick a quarrel or get into an argument with someone else. For university students, who are in a formative stage of developing their beliefs, values, and self-concepts, regular exposure to reality TV can affect their behavior in various ways. People look for methods to fulfill most fundamental basic impulses on a recurrent basis since these desires swiftly reassert themselves and, as a result, can only be satiated for a short period of time. Krucmar and Kean (2005), one of the reasons why cultures exist is to make it possible for individuals to continually experience the 16 different delights and end goals that have been identified.

### Uses and Gratifications of Media Exposure

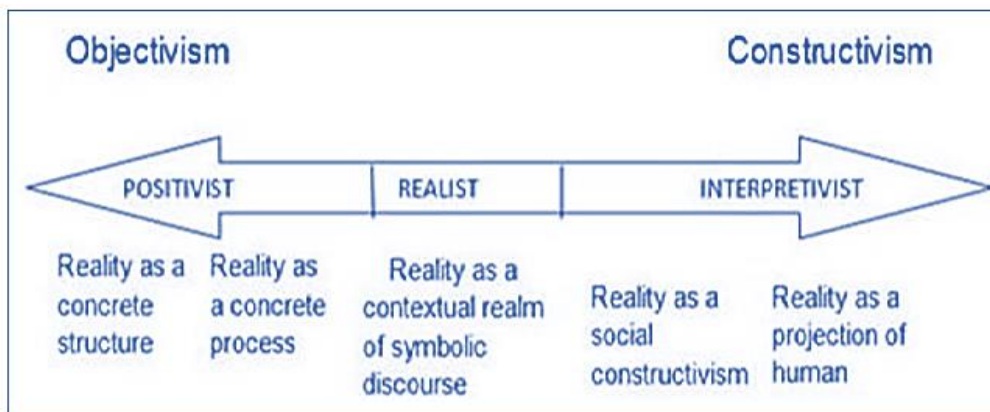
It's safe to say that reality TV has grown into an integral part of what viewers watch each weeknight. In actuality, there are two main factors that contribute significantly to the success of reality TV shows. One of the main reasons for this is greater authenticity of reality shows. First, it has the ability to attract enormous audiences that can compete with the audience size of popular fictional shows,

and it also has the capacity to compete for niches that are more narrowly targeted. This is because it may capture interest of a wider range of individuals (Sayre, & King, 2003), has done extensive research in critical theory and popular culture to answer the question of why reality television is so compelling to its viewers. Several ideas have been developed and tested in an effort to answer the question of what it is about reality programming that pulls in viewers (Shim & Paul, 2007), are also curious about reality television because they want to know if it influences viewers' thoughts, beliefs, and attitudes about the world. Researchers can learn more about the demographics of reality TV viewers and the effects of this genre of programming by delving into psychological underpinnings and driving forces behind this interest. They will be able to grasp the phenomena on a deeper level as a result of this.

### RESEARCH METHODOLOGY

Research articles for this study were extracted from web of science, Scopus, EBSCO, PubMed, and other renowned data bases. Theses, unpublished and published articles, books, reports were also used to collect the data for the existing study. Before going into depth, it is crucial to explain the philosophies to develop the knowledge. For quantitative studies positivism is mainly recognized with the philosophical theory which can be derived from natural phenomena by the application of law derived from experience instead of the explanations. Positivists often argue that only by theory scientific knowledge can be modified and can be proved falsified by testing hypothesis deduction (Gudjonsson, Sigurdsson, Bragason, Einarsson, & Valdimarsdottir, 2004). Thus, only positive evidence and measurable events are accepted by positivists and those objects that can be seen, measured, and reckoned as evidences. The process equates very closely with the world's conventional, scientific and empirical view. The positivism is specifically related to the use of quantitative data analysis approaches and techniques such as questionnaires and experiment data collection.

Figure 1 The Philosophical View

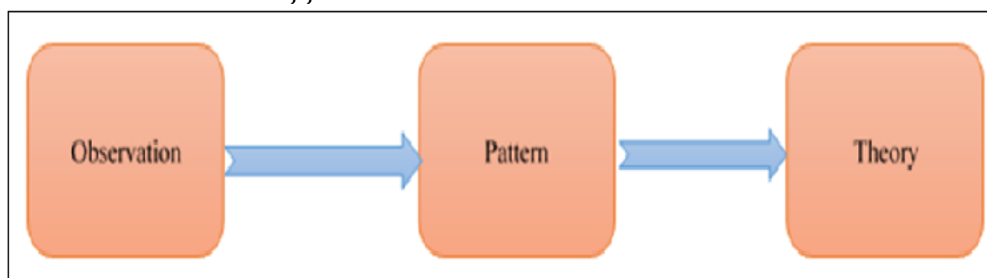


Phenomenology is mainly concerned with the study of structures of consciousness as experienced from the first-person point of view, and structure of experience involves intentionality, perceptions, desires, thoughts, memories and fancy to the social exchanges (Katz, Blumler & Gurevitch, 1974).



According to (Weaver, 1991), phenomenology reflects the social reality that, in making advances in the science, subjective processes towards imagination and intuition which is crucial for the logic of positivism. Thus, it tends to generate qualitative data, acquire small samples, and is associated with theories development. Furthermore, phenomenology focuses on qualitative data collection methods like group discussion, in-depth interviews, participation, ethnography, and observation, which consent the researcher to better understand & explore issues concerned. Research approach: inductive is don't have the hypothesis and followed in the development of the theory (Costa & McRae, 1992).

Figure 2 Inductive Research Approach



### CONCLUSION

Whether the knowledge attitude and practices that student obtain from watching the TV reality shows in everyday life on behaviour that is being developed by the psychological, social and moral aspects of the student. Whether do the factors have a significant impact on the students' behaviour. In order to achieve objectives KAP theory is being applied. The first objective about the impact of knowledge on students' behaviour by means of TV reality shows in study area. In order to achieve the first objective of the study the research find the significant with reference to the impact of knowledge obtained from TV reality shows on behaviour by the means of social psychological and moral aspects of behaviour. Knowledge, attitude, and practices are important for student behavior related to TV reality shows, here are some recommendations as educational programs that teach about media literacy and critical thinking can help students understand the potential impact of TV reality shows on their attitudes and behavior. Schools can incorporate these programs into the curriculum to help students build media literacy skills and encourage critical thinking. Encourage parental involvement: the parents play an important role in shaping their children's attitudes and behavior. Encouraging parents to have open communication with their children about their media habits and to monitor their TV reality show viewing can help to mitigate any negative effects of these shows.

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