

A Descriptive Study to Assess the Impact of Television Watching on Behavior among School Going Children in Selected Schools at Guntur, Andhra Pradesh, India

K. Nirusha¹, V. Sunny Daniel², U. Bhanu Priya³

Department of mental health nursing, AICCEDs College of Nursing Azamgarh, U.P, India

Abstract: *The television is a landmark of scientific invention and an amazing device that has become an integral part of our life and it has revolutionized the world of communication a part of having lots of advantages, excessive television watching leads to multiple health problems among children age between 4 to 16 years, such problems are violent behavior, aggressive behavior, miss behavior with others, temper tantrums, odd behaviors. "A Descriptive study to assess the impact of television watching on behavior among school going children in selected schools at Guntur". Objectives of the study were to identify the behavioral problems of school going children watching television. To associate the selected demographic variables with mean differed levels of behavioral problems among school going children watching television and to formulate a pamphlet. . Methods and approach used in the study were descriptive design and sample was selected by Stratified random sampling technique. Behavior modification scale was used. Data was processed by using descriptive and inferential statistics, results of the study was revealed that 66(66%) had habit of watching television For more Than 3 hours per day 34(34%) had habit of watching television 3 hours per day non of then had habit of watching television 2hours per day and not watching television 39 (39%) children were watching action shows 33 (33%) children were watching reality shows 25 (25%) were watching horror programs. 3 (3%) of children were watching cartoons. 80(80%) children were having moderate behavioral problems 20(20%) children were having mild behavioral problems. The study was concluded that the school going children behavior was affected by watching television.*

Keywords: television watching, behavior, school going children

1. Introduction

Children are the most valuable asset for any society. They are the builders of the future of any nation. "Children health-Tomorrow's wealth". Children are priceless resources. In 1984, World Health day rightly spotlighted the basic-truth indicating that we must safe guard the healthy bodies and minds of the children. Their well being is the basic concern of every nation. A healthy child brings happiness to the family eternal joy to the parent and thrill to the society and hoe to the nation. The values we impart to our children today, consciously and unconsciously, will have a major impact on society tomorrow. If we stop the teaching of values to children, risk losing an integral piece of our culture. Play is one of the important aspects that allows child to understand the value unconsciously. And it also allows children to use their creativity while developing imagination physical and emotional strength the amount of play time has been reduced both at school and at home. Watching television is one of the reasons for reducing play amount in children.

During 20th century play articles were replaced by electronic materials such as television, video games, and computers. The television is a landmark of scientific invention and an amazing device that has become an integral part of our life and it has revolutionized the world of communication. According to same studies children at the age of 6 years watch television daily for 3-4 hours on an average. In many instances television can be effective especially the educational and wild life programs to improve or broaden the child knowledge and understanding about the world

around him/her and also introduces them to different cultures and communities of the world. A part of having lots of advantages, excessive television watching leads to multiple health problems among children age between 4 to 16 such problems are violent behavior, aggressive behavior, miss behavior with others, temper tantrums, odd behaviors. The fifteen per cent of five-year-olds who spend at least three hours in front of the television each day are at a slightly higher risk of anti-social behavior by the age of seven. The link between television viewing and behavioral problems could be down to sleeping problems or a lack of physical activity, while some children's temperament could influence their screen-watching habits.

The television watching time survey conducted by university of Kansas showed that 54% of kids have a TV in their bedroom. 44% of kids say they watch something different when they're alone than with their parents (25% choose MTV) 66% of children (ages 10 to 16) surveyed say that their peers are influenced by TV shows 62% say that sex on TV shows and movies influences kids to have sex when they are too young 77% say there is too much sex before marriage on television.

More than 70 percent of children ages 8 to 18 have TVs in their bedrooms. According to the University of Michigan Health System more than 35 percent have cable or satellite-TV access. Criticism of the effects of TV on children is documented but with your guidance, TV can also be a positive influence in your child's life. Children's television viewing had reached an eight-year high. Children ages 2 to 5 watched TV for more than 32 hours a week. Kids ages 6 to 8

spent 28 hours per week in front of the tube, most likely because they were in school, explains Nielsen. The Kaiser Family Foundation also conducted research on the media habits of children ages 8 to 18. Kaiser found that on average, this age group spends 4½ hours each day watching TV in various forms, including on their mobile phones and the Internet.

The American Psychological Association passed a resolution in February of 1985 informing broadcasters and the public about the dangers violence on the television has on children. Three major effects have been proven by psychological research caused by children seeing violence on television are that the child may become less sensitive to the pain and suffering of others. As a result, a tremendous amount of childhood involvement with electronic media can limit social interact.

The television-viewing habits hypothesized to impact on sleep included the amount, timing and location of television viewing (especially late evening viewing and the presence of a television in the child's bedroom). The role of television in the family lifestyle; the content, especially in regard to violent themes, of television programs typically viewed; the extent and nature of parental restrictions on television viewing; and the use of television by the parent and child as a sleep aid. The types of sleep disturbances that were hypothesized to be most likely related to television-viewing habits included bedtime refusal, delayed sleep onset or difficulty settling, shortened sleep duration, and frequent night waking, especially because of nightmares. Finally we hypothesized that daytime sleepiness, as defined by parent and teacher observations of behaviors commonly associated with daytime somnolence in children also would be affected by television viewing.

The average child watches over 40000 commercials per year. In addition to potentially damaging a child's self esteem, many ads also likely to contribute health problems, given that the most common products marketed to children include sugared cereals ,candies ,sodas, and snack foods.

2. Problem Statement

“A Descriptive Study To Assess The Impact Of Television Watching On Behavior Among School Going Children In Selected Schools At Guntur.”

Objectives

- To identify the behavioral problems of school going children watching television.
- To associate the selected demographic variables with mean differed levels of behavioral problems among school going children watching television
- To formulate a pamphlet.

3. Materials and Methodology

Study Design- Descriptive research design with Exploratory Approach

Setting of the study- elected schools at Guntur.AP

Sample -school going children

Sample size- 100 school going children

Sampling technique-Stratified random sampling technique

Criteria for selection of sample

Children who are

- Age group between 6 to 15 years.
- Willing to participate in the study.
- Available at the time of data collection.

4. Description of the Tool

The tool consists of two parts, part-A and part-B

Part A:

It consists of demographic variables such as Age of the child, gender, Educational status of the child, educational status of the parents, birth order, television watching hours per day, number of hours of playing, type of television program watched by the child and academic performance of child.

Part B:

It consists of child behavioral check list to identify behavioral problems of the children's. The check list is having

List of behavioral components of child behavior checklist

S No	Components	Number of items
1	Violent and destructive behavior	15
2	Temper tantrums	4
3	Misbehaves with others	6
4	Self injuries behaviors	9
5	Repetitive behaviors	7
6	Odd behaviors	8
7	Hyper active behavior	18
8	Fears	4
	Total	71

Scoring Procedure

“Child behavior Checklist” consists of 71 behavioral components. These statements marked as “frequently” ‘occasionally’ “never”

Scoring process of child behavior check list

Frequently	Occasionally	Never
2	1	0

Score interpretation

Level of behavioral problems	Score	Percentage
Mild behavioral problems	1-47	1-33%
Moderate behavioral problem	48-95	34-66%
Severe behavioral problems	96-142	67-100%

Ethical consideration

Permissions are obtained from school ethical committee

5. Data analysis

The data obtained was analyzed by using descriptive and inferential statistics

6. Results

Section-I

Frequency and percentage distribution of demographic variables of children watching television among school going children

- out of 100 school going children primarily 30 (30%) children were age between 7 to 10 years, secondarily 25(25%) were aged between 11 to 13 years, there after 24(24%) were aged between 14 to 16years, 21(21%) were aged between 4 to 6 years.
- With regards to gender majority 52(52%) children were female, 48 (48%) were males.
- In consideration to education majority 47(47%) children were studying primary further 29(29%) children were studying lower primary and 24(24%) were studying upper primary
- out of 100 school going children majority 56(56%) of children's parents were un educated, where as 44(44%) of children's parents were educated.
- In consideration to television watching habit majority 66(66%) were had habit of watching television for more than 3 hours per day, 34(34%) had habit of watching television 3 hours per day and none of them had habit of watching television 2hours per day and less than that.
- Out of 100 school going children majority 66(66%) were not at all playing in a day, whereas 34(34%) of children's plays 2 hours per day and no children had habit of playing 3 hours and more than 3 hours
- out of 100 school going children 39 (39%) children were watching action shows, 33 (33%) children were watching reality shows, 25 (25%) were watching horror programs and only 3 (3%) of children were watching cartoons.
- With consideration to birth order of child 52 (52%) children were 2nd, 48(48%) were 1st child in family and none of them are in 3rd and 4th place in their birth order.
- With concern to academic performance 38(38%) children were below average 28 (28%) of children were average and 14% of children were above average performing in their academics.

Section II

Frequency and percentage of children according to their level of behavioral problems with specified behavior problems items.

Majority 67(67%) of children were having violent and destructive behavior, another major problem is 62(62%) hyper activity, secondarily 57(57%) were misbehaving with others, thirdly 55(55%) were having temper tantrums, Fourthly 44(44%) self injuries, fifthly 33(33%) had fears, furtherly only 10(10%) of children were having repetitive behavior and odd behaviors.

Frequency and percentage distribution of children according to their overall behavioral problems

Behavioural problem	Frequency	Percentage
Mild	20	20%
Moderate	80	80%
Severe	0	0%

The above Table shows that 20(20%) students having mild behavioral problems with the mean score 80(80%) children were having moderate behavioral problems.

Section III

Association of violent behavior with their selected demographic variables

There is a significant association between violent behavior with age $\chi^2=38.9$ Df=6 P=0.02 , number of television watching hours $\chi^2 = 64.9$ df=2 p= 0.001 and number of playing hours $\chi^2 =64.9$, Df= 2, P=0.002, academic performance $\chi^2=35.2$ Df=4 P=0.002. There is no significant association with gender, educational status, and educational status of the parent, birth order and type of television program watched by the child.

Association Between Hyper Active Behavior With their selected demographic variables of school going children

There is a significant association between hyper activity with child television watching time $\chi^2 = 65.7$ df=2 p= 0.002 ,playing time $\chi^2 = 68$ df=2 p=0.001 and academic performance $\chi^2 = 22.4$ df= 4 p= 0.001. There is no association between age, gender, educational status of child and parents, type of television programme watched by the child and birth order.

Association of overall behavioral problems with their demographic variables.

There is significant association between behavioral problems with age $\chi^2 = 9.58$ p= 0.02 and there was no significant association with gender, education status of child, education status of parents, birth order, academic performance.

7. Discussion

The purpose of the study was to identify the behavioral problems of school going children watching television, and to associate the selected demographic variables with mean differed levels of behavioral problems among school going children watching television, to formulate a pamphlet.

A descriptive design was carried on 100 school going children, 50 students from SIMS my school and 50 students from Indian concept school by using random sampling technique to identify the behavior of school going children watching television. The study is based on "Johnson's behavioral system modal" which could be relevant to the behavioral problems assessment in school going children's. Quantitative approach was used for this study. The child behavior check list was used to observe the behavioral problems of children's. demographic variables such as Age of the child, gender, Educational status of the child, educational status of the parents, birth order, television watching hours per day, number of hours of playing, type of television program watched by the child and academic performance of child. .

The study findings is supported by Vassey, Judith A (2004) study to explore the recommendation to limit television viewing sample of 180 parents and their children aged 6-13 years (school-age children). The researcher found that most of the children reported spending more than 3 hours per day

watching television. Although virtually all the parents reported having guidelines for children television viewing, few had rules restricting the time children spend watching television.

8. Conclusion

The study was conducted to assess the impact of television watching on behavior of school going children.

A descriptive research design is used. The results shows that 66% of children watches television more than 3 hours per day 34% children watches television 3 hours per day 0% of children watches 2hours per day 0% of children watches no television per day. 39 (39%) children watches action shows 33 (33%) children wear watching reality shows 25 (25%) watches horror programs.80% of the children wear having mild behavioral problems

9. Recommendations

- An experimental study can be conducted with a view to prevent behavioral problems among children.
- A similar study on a large sample may help to draw more definite conclusions and make generalization.
- A self instructional module on prevention of television watching may help to educate the parents.
- A study can be considered among gatekeepers to assess their knowledge regarding behavioral problems among children.

10. Limitations

The researcher felt difficulty to observe the child behavior

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Author Profile

Nirusha Kotapati Msc(N) nursing lecturer, AICCEDs, college of nursing Azamgarh U.P-INDIA

Sunny Daniel Vundrajavarapu, Msc (N) nursing lecturer, AICCEDs, college of nursing Azamgarh U.P-INDIA.

Bhanu Priya Ullangula, Msc(N), MBA(hosp.admn),Ph.D, Vice-principal AICCEDs, college of nrtising azamgarh U.P-INDIA