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Television Viewing Habits and Behavior Problem Among Secondary Level Pupils

Dr. N.Vasuki

Associate Professor,Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore-43.

ABSTRACT

Television gives children a distorted image of the world, as children have difficulty in discriminating reality from fantasy on television. As evaluated in this study by using Problem Behavior Checklist (PBCL), television viewing time is positively associated with social problems, delinquent behavior, aggressive behavior, externalization, and total problem scores. Teachers and parents should pay more attention to mould the children properly who in turn will become good citizen for the nation.

KEYWORDS: Television viewing, Behavior-problems, Pupils

INTRODUCTION

Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. The results of the cultivation effect of television on children are widely studied, but the effects of television on human beings are too complicated to study thoroughly and then to specify cause-effect relationships. The behavior problem of children in school as well at home has been the focus of research by psychologists and educators. . By realizing the need and importance of TV Viewing and problem behaviour of the school going children the investigator selected the research problem, "Television Viewing Habits and Problem Behaviour among Secondary level Pupil".

OBJECTIVES OF THE STUDY WERE TO

Study the influence of 'gender' on Television Viewing Habits and Problem Behavior among Secondary level Pupils.

Explore the influence of' types of schools' on Television Viewing Habits and Problem behavior among Secondary level Pupils.

Study the impact of Television Viewing Hours (< 2 Hours and > 2 Hours) and Problem behaviors among Secondary level Pupils.

Find out the influence of economic status of parents on Television Viewing Habits and Problem behaviors among Secondary level Pupils.

METHODOLOGY

The investigator selected 300 pupils (135 boys and 145 girls) who are studying VIIth standard from four types of schools namely Government, Corporation, Government-aided and Matriculation. The investigator conducted the study by using three point scales of Problem Behavior Checklist (PBCL) to all 300 pupils selected for the study. The problem behaviour students were identified by their teachers. The investigator used Survey method for data collection and Simple Random Sampling was used in the selection of the sample. From the scores obtained by the pupils, through the above checklist the relative merits of influencing variables and the significance of the impact of Television Viewing and problem behavior was evaluated.

Table1: Analysis of Scores of Pupils – Table 2: Analysis of Scores of pupils – TV

TV Watching Hours	Problem Behaviour			't'- value
	Mean	S.D	No	
< 2 hours	87.04	14.17	160	2.16 *
> 2 Hours	97.32	15.07	140	

NS – Not Significant at 5% level

Table1 shows that there is no significant difference (P<0.05) among boys and girls in relation to their TV viewing and problem behaviour. Hence the null hypothesis was accepted. It might be due to the reason that both boys and girls give equal attention to TV viewing. The studies of Christakis (2007) on violent television viewing during preschool are associated with antisocial behaviour during school age was fall in line with the present study.

Table 2: Analysis of Scores of pupils – TV Viewing Hours

Gender	Problem Behaviour			't'- value
	Mean	S.D	No	
Male	86.71	15.18	150	0.55 NS
Female	87.17	13.98	150	

* Significant at 0.05 level

Table2 shows that there is a significant difference (P<0.05) in TV watching hours and behavior problems. It indicates that the problem behaviour is higher because their TV watching hours is more. The pupils are more aggressive by seeing violent characters shown in the cartoon programmes. The results obtained in this study fall in line with Elifo's (2002) study. His study found that positive significant relationship between the TV viewing and problem behaviour among school going children.

Table 3: Analysis of co-variance -Economic status of the Parents

Economic status	Problem Behaviour			F- value
	Mean	S.D	No	
< ₹ 5000	79.56	18.37	197	5.5*
₹5000 to ₹10000	80.58	20.43	74	
> ₹10000	92.21	20.11	29	

*** Significant at 0.05 levels**

Table3 portrays that the impact of TV viewing and problem behaviour of seventh standard pupils differ significantly (P<0.05) with regard to the type of schools. Hence the null hypothesis was rejected. The above table shows that the corporation schools (90.73) pupils having more problem behaviour followed by Government Schools (88.83), Matriculation Schools (86.49), and Government- Aided School (83.83) pupils. It may be due to the reason that nowadays, parents bother much about their job and income and they do not want to give quality time to their children.

Table 4: Analysis of co-variance - Type of schools

Type of schools	Problem Behaviour			F- value
	Mean	S.D	No	
Government	88.23	16.07	70	3.03 **
Government Aided	83.83	12.74	80	
Corporation	90.73	16.88	70	
Matriculation	86.49	11.97	80	

*** * Significant at 1% level.**

Table4 shows that there is a significant difference (P<0.01) in TV viewing and behavior problem of pupils in relation to the economic status of their parents. Hence the null hypothesis stated as

Ho6: "There is no significant difference between TV viewing and problem behavior in relation to Socio- economic status of the Parents" was rejected. It is inferred that the impact of economic status of parents on behavior problems was high on pupils whose parents' income is above ₹10000 pm (92.21) followed by ₹ 5000 to ₹10000 (80.58) and less than ₹5000 (79.56). Since the economic status is high they have more entertainment gadgets to play and spend time with television.

CONCLUSION

As evaluated by the Problem Behavior Checklist (PBCL), television viewing time is positively associated with social problems, delinquent behavior, aggressive behavior, externalization, and total problem scores. Teachers and parents should pay more attention to mould the children properly who in turn will become good citizen for the nation. Parents should limit the TV watching time for their children. Parents should treat TV as a privilege to be earned — not a right. Establish and enforce family TV viewing rules, such as TV is allowed only after chores and homework are completed.

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