



## Television viewing and Scholastic Performance

### KEYWORDS

Scholastic Performance, Cognitive activity, Television viewing, Multitask

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**ABSTRACT** *The relationship between Television viewing and scholastic performance (achievement in Hindi and English language) was examined in a group of 100 students (50 boys, 50 girls) studying in 6th to 8th grade from Utter Pradesh, India. Both among boys and girls TV viewing had significant negative correlations with scholastic performance. Those who spent more time in Television viewing showed poorer performance on Hindi and English language compared to less time spender. Significant grade differences were not observed between scholastic performance and TV viewing of the students. The overall trend of the present investigation is a clear indication that excessive TV viewing is harmful to the scholastic performance of the students.*

Television has become an effective medium for learning in most of Indian families. Family members as well as children watch television regularly for several hours. In absence of television, they feel uncomfortable in their homes. Latest development in the field of technology has changed the feeling of television viewing. Cable and satellite television is providing unlimited programs for children. Children spend much time in watching Television programs according to their demographic and other physical, mental and psychological needs (Riedout and Hamel, 2006).

It is believed that Television has the potential to be very effective educational tool for children. Research demonstrates that Television viewing is a highly cognitive activity, during which children are actively engaged in learning.

One of the compatible findings mentioned in many investigations on the effects of Television viewing on scholastic performance was that children who spent much time watching Television had more difficulties in task persistence and delay of gratification (Kubey and Donovan, 2001). Hershberger (2002) found that heavy Television viewing was associated with low performances in school.

It has been observed that Television viewing has more negative effect than positive one (Anderson and Huesmann, 2003; Joy and Shejwal, 2006), others have studied that Television viewing can have positive and pro social influences as well (Truglio et al., 2001; Hogan and Strasburger, 2008). While this lack of agreement and conformity among investigators exists, it is extremely necessary to continue study on Television influences from different perspectives, on diverse samples and in different parts of the world.

With the advancement of new technology and availability of satellite Television and digital network, Television viewing has become a possibility that is approachable to everyone. Gerbner and others (1994) argued that Television has become the popular symbolic environment into which every children of society are born and in that environment, all people are enjoying their lives.

Recent media report (K.F.F, 2010) states that adolescents and youths (in the age group of 8 to 18) are spending daily an average of 4.29 hours watching Television. Researcher have shown that children's exposure to Television during the preschool years is predictive of academic outcomes during adolescence (Bayder, et al., 2008). Anuradha (1994) reported that heavy TV viewing was inversely related to children's academic achievement.

There is lack of research on TV viewing of 6th to 9th grade students in India particularly in Utter Pradesh, the differences it has led to in there scholastic performances. An evaluation of the impact of TV viewing on the scholastic performance such as language acquisition and development of students may be an appropriate testing to understand how TV viewing is related with the various fields of their growth and formation. In the present investigation following problems have been raised:

- To investigate viewing habits of Television in 6th to 8th grade rural students.
- To investigate the relationship between Television viewing and performance on Hindi and English language in different grade students.

### The hypotheses of the study were:

- There would be a significant negative correlation between TV viewing and scholastic performance (acquisition of language).
- Boys and Girls would not significantly differ in scholastic performance (acquisition of language).
- Student who spent much time before Television would be poor compared to less time giver before Television.

### Method

#### Sample:

A sample consisted of 100 students (50 girls and 50 boys) of class 6th to 8th grade. They were selected through random sampling from Faizabad District of Uttar Pradesh.

#### Tools:

- A) Media Status Questionnaire: This questionnaire was prepared by the researcher to investigate demographic variables and media status in student's homes.
- B) Use of Media: The Daily Diary Method was used to know about student's daily media (Television) exposure, and habits.
- C) Performance in Hindi and English language: The annual examination performances were collected to evaluate student's performance in these literary subjects.

### Procedure:

All the tools were administered on each selected student individually. Media exposure was evaluated by the daily diary format, filled by students for one week. All students were asked to fulfill Media Status Questionnaire. Demographic and other relevant variables were assessed by this questionnaire. Other necessary information was taken from the respective schools. Mean, S.D, t-test, ANOVA and correlation

were used to analyze the data.

### Results:

TV viewing habits of the students is presented in table 1. Results of table 1 indicate that urban girls were more habitual to watch TV than boys. Urban boys expended 116.90 Minutes per day with television whereas girls used TV for longer duration (125.06 Minutes) per day. 8th grade students watched much television (M= 138.30 min. per day) than their counterparts. As children becomes older they tend to watch much Television. 13 years old children were found much engaged with television (M= 126.35 min.) per day.

**Table 1: Television viewing of students**

Variables		Mean of TV viewing per day (minutes)	S.D.	t-value/ F ratio
Gender	Boys	116.90	49.53	0.43
	Girls	125.06	89.73	
Grade	6th	114.94	54.11	1.63
	7th	109.10	50.90	
	8th	138.30	75.70	
Age	11+	110.24	44.42	1.08
	12+	119.75	51.02	
	13+	126.35	62.23	

Analysis revealed that Television viewing time were different with all the variables. No significant interaction of TV viewing and gender and age were found. Figure 1 shows the clear picture of these differences.

Co relational analysis revealed a significant negative correlation between TV viewing and scholastic performance (Hindi and English Language performance) both among boys ( $r = -0.47, -0.54$ ) and girls ( $r = -0.01, -0.09$ ). Similarly, a significant negative correlation was obtained between TV viewing and grade and age of the students. It is very much clear from the correlations that the time spent with television was dangerous for language skills in students. These correlations are presented in table 2

**Table 2: Correlation between TV viewing and language performance**

Variables		Correlation on Hindi language	Correlation on English language
Gender	Boys	-0.47**	-0.54**
	Girls	-0.01	-0.09
Grade	6th	-0.24	-0.15
	7th	-0.20	-0.08
	8th	-0.04	-0.19
Age	11+	-0.29*	-0.26
	12+	-0.11	-0.31*
	13+	-0.18	-0.13

\*\* $p < 0.01$ , \* $p < 0.05$

It is clear from above table 2 that correlation between television viewing and performance on Hindi and English language were negative. Television viewing is more harmful for boys than girls, because boys Hindi and English performance was significantly correlated with television viewing whereas girls correlations was not significant. A significant association between TV viewing and Grade and age were not found.

### Discussion:

The main aim of the present study was to explore the relationship of the scholastic performance of 6th to 8th grade students with their TV viewing. The results supported the proposed hypotheses. Results indicated that there were no significant difference between gender and time spend with Television. In India less data is available about gender differences and TV viewing. Various western studies have reported gender difference in television viewing (Roberts & Foehr, 2003). They showed that Boys spend more time with television than girls. The findings of the present study proved the similarity with earlier studies (Anuradha, 1994; Ennemoser and Schneider, 2007). Several studies have also observed that, over time, heavy media use was negatively associated with educational achievement (Fetler, 1984; Sharif and Sargent, 2007).

With increasing age and grade student's television viewing time have also changed. Younger students watched less Television than older students. Older students viewed television for various purposes with more developed capacities but younger children treat Television as a medium of entertainment. The relationship was not significant.

The time spend with television was inversely associated with scholastic performance in Hindi and English language. Zimmerman and others (2007) also found negative correlation between younger children's media viewing and their language development. When children and other viewers watch television they never like to make conversation with each other in Hindi or English because they feel disturbance. Disturbance in Television viewing creates irritation and aggression in children. Due to minimum conversation, children do not found any positive sign for language development (Christakis, et al., 2009).

Entrance of new media into the homes of children displaced children's Television viewing. Children today watch as much Television as children two decade ago. In fact, it appears that children who are heavy TV users are often heavy video game players and music listeners. In addition, many children have become master multitasker. Most children use media when do their home work "some" or "most of the time". Researchers have yet to determine if multitasking with media have a negative affect on scholastic performance, however.

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