



Effect of TV Viewing on Study Habits Among High School Going Children

KEYWORDS

Study habits; Gender; Locality

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ABSTRACT A study was investigated on 120 high school going children to find out the effect of gender, locality, type of management and TV viewing hours on their study habits. Study habits inventory developed and standardized by Nagaraju (2001) was used to assess the study habits of the subjects. Results revealed that there are significant differences between boys and girls, rural and urban, government and private management school students and the amount of time spent on TV viewing on their study habits. Boys adopted better study habits than girls; students resided in urban locality were better in their study habits; subjects hailing private schools are good in their study habits and the student whose TV viewing hours are less possess good study habits.

Introduction

In contemporary world television is considered as an electronic carpet which seems to transport millions of persons each day to far off places. It is relatively a new medium that has made its impression on every aspect of mundane life. It is bouncing its signal on space satellites and uses oceanic cables to transmit live telecast to its beneficiaries. This electronic medium ensures its visibility without any global discrimination. It is reported that television made its visibility some more than sixty years ago. People were not only skeptical about it, but were also jealous, unkind and even hostile. Over a short span of time, however, it emerged as a remarkable medium of communication, entertainment and education. Over the past few decades it became a central dimension of our everyday activity and in our country it has grown at a phenomenal pace. In India, television was introduced 25 years after its invention and 30 years after its inception through Government efforts to introduce public service broadcasting. The idea was primarily education and access to rural population. Today, average Indian home has cable and satellite access and the viewer gets information from local, national and global networks. The sheer number of channels gives him options of multiple natures. It is a powerful medium with extraordinary reach. No one can doubt its potential as a catalyst of social change. Even the perforation of cable and satellite television channels has penetrated in all corners of the country cutting across demographic and geographic barriers. It is generally believed that television has become a very powerful medium and its contact, no doubt, can change the likes and dislikes, learning and social habits.

In recent years increased attention has been focused by many professionals with regard to its impact on human lives at any stage of development. Television is considered to be potentially strong agent for children, adolescents and other family members, especially with its combined effects of audio and visual. The impact is more on adolescents because they are more impressionable than adults. Adolescence is a period during which teenagers feel the pressure of constructing an adult identity. One way of dealing with this pressure is to assemble a set of aspirations for the future. Young viewers watch television as a way of wishful identification and therefore, prefer television portrayals. It is now readily apparent that television can have a profound impact on children as well as on adolescent's development and behavior. Television programmes are used to assist children and adolescents in various subject areas and are used along with other teaching materials, to give a well rounded approach to learning materials. This has proved successful as children prefer learn-

ing visually at a young age. Studies on various dimensions of television watching and its impact have been carried out by a host of investigators. Moderate amount of television viewing seems to be beneficial for reading. Besides, programs to promote literacy in young children have been found with positive impact on specific early literacy skills. Higher frequency television viewing is associated with attention problems and hyper-activity in pre-school children

Study habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise. A study habit means the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits. Learners learning character is characterized by his study habits. Study habits serve as the vehicle of learning. Generally students take over the study from their parents, brothers, sisters and others like friends, neighbors, etc. poor study habits create anxiety in the students. If the studies well, habits of good study make him to give a good performance. Classroom teachers should teach students good study habits and self-management skills together with appropriate self-attribution strategies. His success depends on hard work, proper study habits, utility of the effective time, etc.

For achieving good study habits, one must have the desire to learn with full working abilities and talents. All these are fulfilled in his assignment work, in class room interaction, for examination purpose. Besides, he must have good memory, self-discipline in studying and skill in assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skill of fixing it up in one's mind requires the development of good study habits. Over the past few decades a number of studies have shown that gender, locality, type of management and TV viewing hours have adversely affects the study habits of the students. (William, 1986; Verma, 1996; Chopra, 1996; Koolstra, 1999; Roberts, 2000; Anderson et al 2001; Nagaraju, 2001; Aisha Riaz et al, 2002; Boehnke et al, 2002; Naveen Kumar Reddy, 2003; Nandita and Tanima 2004; Guravaiah, 2004; Rajani, 2005; Eggerment and Steven, 2006; Miller, 2007; Noughi et al, 2008; Moses, 2008; Gokhan et al, 2009; Bhan and Gupta, 2010; Kalavani and Babu, 2011; Singh, 2011; Raja Kumar and Soundarajan, 2012 and Sunitha Acharaya, 2012). Based on the previous literature an attempt is made to find out the impact of gender, locality of residence, type of management and the number

of TV viewing hours on study habits of the high school going children.

OBJECTIVES

1. To find out whether is any significant difference between boys and girls with regard to their study habits.
2. To find out whether is any significant difference between rural and urban sample with regard to their study habits.
3. To examine the influence of type of management of subjects with regard to their study habits.
4. To investigate the effect of TV viewing on study habits among high school students.

HYPOTHESES

Based on the above objectives the following hypotheses are formulated for the present study:

1. There would be significant difference between boys and girls with regard to their study habits.
2. There would be significant difference between rural and urban students with regard to their study habits.
3. There would be significant difference between the government and private school going children with regard to their study habits.
4. There would be significant impact of TV viewing on study habits among school going children.

TOOL

A bio-data schedule was prepared seeking information about the respondents, sex, locality, class of study, type of school, number of TV viewing hours per day etc.

Study Habits inventory developed and standardized by Nagaraju (2001) was used in the present study to assess the study habits of the subjects. The inventory consisted of 98 items and the items were divided into nine areas (1.Home environment and planning of work; 2. Reading and note taking; 3. Planning of subject; 4. Habits of concentration; 5. Preparation for examination; 6. Tuition and social environment; 7. Audio-Visual programmes; 8. General habits and attitudes and 9. School environment) with 5 point scale. (Always; Often; Sometimes; Seldom and Never). The test is a combination of both positive and negative items. On the whole higher the score indicates well in study habits. The description of the sub factors of the test are given below:

SAMPLE

The present study comprised 120 children, studying 9th and 10th classes in and around Tirupati rural and urban mandal high schools, chittoor district of Andhra Pradesh. Subjects from each mandal were divided into two groups, i.e., boys and girls and the schools were selected randomly. (4 government and 4 private schools) The subjects were within the age range of 13 to 15 years. Of the 120 subjects, 60 were boys and 60 were girls. From each category 60 from rural and 60 from urban were taken into consideration.

PROCEDURE

The subjects were met personally in their respective schools along with their class teacher (not less than twenty). Brief introduction was given, explained the purpose of the test and mobilized them that this test is no way concerned to their subjects. Study habits inventory questionnaire along with the bio-data was distributed and asked to fill the particulars. After completion of the bio-data, the subjects were directed how to mark either "always", "often", "sometimes", "seldom" and "never" per each item. The investigator checked them to find out whether the students were responding to the questionnaire properly or not. The time taken to complete the test was approximately 70 minutes. To test the hypotheses, the collected data is subjected to statistical treatment, 't' test was applied to compare the boys and girls, rural and urban, government and private management school children and TV viewing 1 to 2 hours and more than 2 hours. The influences of each variable on study habits of the students are investigated

and the results are presented in following tables.

RESULTS AND DISCUSSION

Table-I: Significance of the difference between the means for Gender, Locality, Type of Management and TV viewing Hours.

| Variable | N | Mean | S.D | t- value |
|-----------------------------------|----|-------|------|----------|
| Gender Boys | 60 | 45.51 | 5.65 | 3.15** |
| Girls | 60 | 48.85 | 5.92 | |
| Locality Rural | 60 | 43.14 | 5.85 | 3.06** |
| Urban | 60 | 47.22 | 6.21 | |
| Type of Government | 60 | 37.96 | 4.17 | 3.80** |
| Management Private | 60 | 42.23 | 5.31 | |
| TV viewing (1 to 2 hours per day) | 60 | 47.09 | 5.75 | 2.08** |
| (More than 2 hours per day) | 60 | 45.03 | 3.96 | |

** Significant at level 0.05 level

Table-1 shows the means and SDs obtained by the boys and girls along with 't' values. The obtained 't' value 3.15, significant at 0.05 level, indicating that boys and girls are differ in their study habits. The obtained mean difference clearly showing that girls are good in their study habits than boys. Hence the framed hypothesis that there would be significant difference between the boys and girls with regard to their study habits was accepted. The obtained 't' value 3.06, for locality is significant 0.05 level, indicating that rural and urban students are differ in their study habits; urban students are better in their study habits than rural students. In case of the government and private school going children they significantly differ with each other. ($t = 3.80 < 0.05$) suggesting that private school children are formulated better study habits than government school children. The same way the obtained means and the 't' value of the two categories of TV viewers are compared. The obtained 't' value 2.08, significant at 0.05 level, indicating that TV viewing plays predominant role on their study habits. Students whose viewing hours are inbetween 1-2 hours per day are possess better study habits than the students whose TV viewing hours are more than 2 hours per day. Studies of William, 1986; Kubey and Csikszentmihaly, 1990; Verma, 1996; Caldas, and Bankston, 1999; Koolstra, 1999; Roberts, 2000; Razel and Broek, 2001; Sunitha and Devi, 2001; Nagaraju, 2001; Boehnke, et al, 2002; Eggerment and Steven, 2006; Miller, 2007; Moses, 2008; Gokhan et al, 2009; Bhan and Gupta, 2010; Kalavani and Babu, 2011, Sunitha Acharaya, 2012 and Nagaraja and Viswanatha Reddy, 2013 are collaborating with the present findings.

Conclusion

The results of the present study indicate that:

- Girls are good in their study habits than boys.
- Urban students are better in study habits than rural subjects.
- Private school going children possess good study habits than government school children.
- Children who habituated to TV viewing i.e., more than two hours have poor in their study habits.

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