



ORIGINAL RESEARCH PAPER

Mass Communication

IMPACT OF TELEVISION ON THE SOCIAL BEHAVIOUR OF HIGH SCHOOL CHILDREN- AN EXPERIMENTAL STUDY

KEY WORDS: Television, Children, Social behaviour, impact

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ABSTRACT

Since the Television was introduced to India in 1959, it has become a part and parcel of our life. Many people cannot imagine their life without this idiot box. Almost every Indian household has a Television set; many are having two or more also. Children who brought up with Television are more vulnerable to its influence because children begin to notice and start reacting to television in their very early age. Studies have proved that Television has replaced the parents in the sense; it has become the virtual parent of most of the children. Social behaviour consists of activity elicited by stimuli emanating from people or activity which in itself, possess stimulus values for people. For example how children tackle parents, siblings, teachers, peer group etc. Since Television is accompanied beyond its limits, obviously there is reflection of its influence in terms of child's social behaviour. Especially children grow up and reach to their high school level which is very crucial period personally and academically. Role of television is more. This research paper attempts to investigate the impact of television on the social behaviour of high school children. The questionnaire method is used to collect primary data from high school students. The data will be analyzed, interpreted and concluded.

Introduction:

In the present day television plays an extremely noteworthy role in the lives of people of all age groups. Television is not only the most admired media of information, education and entertainment, but also became a cohort of individuals who favour solitariness. Television watching has become an obsession to almost all people and it is more so among urbanities. Children spend much of their time gluing to television sets, watching every programmes including advertisements. Children would like to watch every programme telecasted whether it is interesting to them or not. Advertisements are the most fascinating for children, from which they get knowledge of the new products right from smaller items to bigger and costly products introduced into the market. They attempt to copy the behaviour patterns of the models. The introduction of the provision of several channels left the child with number of alternate programmes to prefer in between. Intense viewing and observation of the programmes influences their interests, attitudes and behaviour of the children and nurture them to be an independent with individually. Television acts as a prevailing tool in bringing behavioural variation in children.

Review of Literature:

Maccoby (1954) reported certain children react to frustrating home environment with a greater use of television. In this context of Emery (1959) and Forsey (1963) observed that there are innumerable personal values which the media caters, particularly when the personality dynamics and tensions generated by personal relationships are considered. Maccoby also reported that, middle class children subjected to restrictions and frustrations watch television more than those who are less frustrated with their parents. Among children of a lower socioeconomic level, the degree of parental frustration is not a differentiating factor.

Bogart (1958) reported 'since lower class parents and children are heavy viewers themselves, the lower class frustrated children cannot further increase viewing time.

Schram et al., (1961) reported that, among children, intelligence is less strongly related to the number of hours spent on watching television on Sundays than on week days. They also reported that TV may contribute to a faster start in learning, leading to an enriched and more extensive vocabulary and wider store of symbolic and vicarious experiences.

David Krech et al., (1962) Today mass media is the most powerful and influential media. It has immense effect on children and their learning styles. In early years, children are attracted to the colourful variety of programmes. They derive pleasure, adopt and

are influenced by the programmes. They allow the child to reflect the beliefs, norms and values of the exposed programmes. "This may push the child, change their already existing attitudes by coercing them to modify their behaviour towards the object or programmes on Television.

Himmelweit et al. (1962) also reports that, because of Television viewing, 'general knowledge' declined in brighter children, but dullards are benefited by it. However, this focus on cognitive domain is only an aspect of the three aspects or areas of personality. Emphasis in this area neglecting the other two. More importantly affective dimension demands special concern in this field of research.

Hammelweit (1962) comparative report on leisure time activities before and after Television's advent into the society, reported that, the child's leisure time activity was more diversified before the advent of television. There was an involvement, in outdoor play and social activities. Initially less use was made of television when it became available.

Trivedi (1991) revealed the television viewing influence the children as well as adults. This study includes general viewing habits, social relations and some associated problems like mutual interaction and talks.

Kubey and Csikszentmihaly (1990) have reported that television viewing seems to be a passive activity and that it required little concentration on their part as compared to a variety of other leisure time activities. Television viewing seems to have maintained its dominant position in today's youth leisure time. Although the introduction of computers and the internet seems to have drastically altered home access to media entertainment, still television continues to persuade children to devote substantial portions of their time to its programming.

Objectives:

- To study the television viewing among high school children
- To analyze the impact of television on the social behaviour of high school children
- To compare the impact of TV between controlled group and experimental group

Hypothesis:

H7. *The television programmes have not impacted the social behaviour of the experimental group.*

Statement of the problem:

Most of the earlier studies in this area on television and its impact on children with regard to their violent, aggressive behaviour and television viewing habits. On the contrary not much work was done especially in affective dimensions. Hence the present study is an attempt to observe the impact of television watching on social behaviour of high school children which is carried over to their life styles. With this background the study is undertaken with the title **"Impact of Television on the social behaviour of high school children: An experimental study"**.

Research Design:

The study adopted experimental method which was conducted in Bangalore urban and Bangalore rural with the sample size 120 high school children. Experimental research is one of the major research methods adopted by the social scientists to understand the effects of products and services on the users.

Before the experimental conditions were administered, the high school students completed three practice trials using familiar objects such as infotainment programmes, edutainment programmes and advertisement programmes. The purpose of the practice trials was to ensure that the high school children understood the experimental task. The experimenter introduced certain variables and examined the effects of television programmes on the high school students of Bangalore urban and rural areas. Based on 12 parameters of social behaviour, the researcher has tried to understand and analyse the impact of television on their social behaviour. The parameters selected for the study are socialization, disciplined learning, academic performance, scientific temperament, social mobility, emotional intelligence, interpersonal relationship, positive social behaviour, attitude, healthy practices, emulation of role models and career development.

Data Analysis and Discussion:

Table: 1 Profile of the respondents

Gender	Frequency	Percentage
Male	60	50%
Female	60	50%
Age		
13yrs	40	33.3%
14yrs	40	33.3%
15yrs	40	33.3%
Class		
8 th std	40	33.3%
9 th std	40	33.3%
10 th std	40	33.3%
Control group	60	50%
Experimental group	60	50%

N (Total) - 120

Gender: The above table reflects that, the proportion of boys and girls are equal i.e., 50% of them girls and around 50% boys.

Age: The next segment of the table is referred to the age wise distribution. 33.3% of them from the age 13yrs, around 33.3% belong to the age group 14yrs further 33.3% of them belong to the age group 15yrs

Class: 33.3% of the respondents selected from class 8th standard, 33.3% of them from class 9th and 33.3% from 10th standard students were selected for this experimental study.

Last part of the table shows that 50% of the respondents are from Urban area which was considered as experimental group whose televiewing is more than 4 hours in a day and 50% of the respondents are from interior rural area who does not have facility to watch television even if they have, they can watch only one hour and less. So this group was considered as control group.

Major findings of the study:

- A majority of the members of the experimental group (90.0%) have stated that television programmes had facilitated

improved socialization among them.

- A majority of the members of the experimental group (83.33%) have stated that television programmes had facilitated enhanced disciplined learning among the students.
- A majority of the members of the experimental group (86.67%) have stated that television programmes had facilitated improvement of academic performance among the students.
- A majority of the members of the experimental group (86.67%) have stated that television programmes had enhanced scientific temperament among the high school students.
- A majority of the members of the experimental group (73.33%) have stated that television programmes had facilitated better social mobility of high school students.
- A majority of the members of the experimental group (76.67%) have stated that television programmes had facilitated healthy emotional intelligence of students.
- A majority of the members of the experimental group (80.3%) have stated that television programmes had facilitated good interpersonal relationship with their friends and family.
- A majority of the members of the experimental group (96.67%) have stated that television programmes had facilitated positive social behaviour among high school students.
- A majority of the members of the experimental group (86.67%) have stated that television programmes had facilitated positive adoption of healthy practices among the respondents.
- A majority of the members of the experimental group (100%) have stated that television programmes had facilitated better emulation of role models by the high school students.
- A majority of the members of the experimental group (90.0%) have stated that television programmes had facilitated better career development of high school students.

Testing the Hypothesis:

- **H7. The television programmes have not impacted the social behaviour of the experimental group.**

The data analysis presented in this research clearly indicates that the high school children representing the experimental group have gained considerable benefits as compared to the control group. It is evident from the experimental research that television had made good difference in the lives of the high school students representing and experimental group. Hence, the above hypothesis stands disproved according to the data analysis.

Conclusion:

With a legitimate grounds and a precise focus on this study tried to find out the impact of television on the social behaviour of high school children in Bangalore urban and rural areas. As television viewing has become a regular uninhibited phenomenon among children and an issue of mass apprehension for the elder generation, the present study gains significance. From the above study we can conclude that Television has positively benefited the experimental group. Because of television viewing children have improved their responses towards the stimuli sent by the society. That may include their parents, friends, neighbours, peer group, teachers and society at large. The result further reveals that experimental group have a good amount of learning about emotional and behavioural patterns from television programmes than the control group. But any media for that matter have both positive and negative influence on the audience. It is in the hands of users to use positively television is not the exception.

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