



WATCHING TELEVISION PROGRAMMES - PERCEPTIONS OF GOVERNMENT AND PRIVATE SCHOOL GOING CHILDREN

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ABSTRACT

The study focused on perceptions of school going children (government and private of twin cities of Hyderabad and Secunderabad) on watching television programmes. For this purpose, the researcher collected data using a questionnaire and based on random sampling technique. The analysis was based on simple averages and the results are described in tables. The study concludes that majority (62.4%) respondents either government or private spent their valuable time on watching TV for 1-2 hours. Hence, it is suggested daily watching TV impact on their studies, health, playing games and social activities, so it is advised to reduce their watching TV occasionally.

Keywords: Perceptions, Television, Watching, School, Government, Private.

1.0 INTRODUCTION

Television has a huge impact on many aspects of children's lives. This study investigates the perceptions of government and private school going children on watching television programmes. Television is generally beneficial to children. It can expose them to aspects of life that they may not be aware of. It serves as a valuable tool both at home and at school to teach rather than engage children. However, although television can be viewed inappropriately, it remains an important medium for children, especially in terms of education.

Traditionally, educators have not considered television to be particularly beneficial for improving literacy. Concerns are further heightened by research suggesting that the introduction of television reduces the amount of time people spend reading, leading to lower reading scores (e.g. Corteen, 1986¹; Robinson, 1972²; Werner, 1971)³. But as our society strives to adapt to declining literacy levels and new ways of learning and teaching are explored, educators are increasingly using television and videos to teach basic literacy skills such as reading, writing, and math. I am becoming more interested in exploring the educational potential of.

Research has shown that continuous television viewing reduces academic performance in school subjects (Caldas & Bankston, 1999)⁴. A study of high school teachers found that watching educational television programs before school led to better grades, more reading, less aggression, and higher ratings of academic performance when children entered high school. It was found (National Institute of Media and Family Research) that television influences social behavior not only by teaching new behaviors but also by contributing to children's definitions of what constitutes appropriate and appropriate behavior. (Robert, 1987)⁵.

The purpose of the proposed study is to gain insight into the exposure to TV watching and impact of watching television programmes. However, the more exposure they have to television through their parents, and the more time they spend watching television, the greater their chances of developing a worldview and perception of reality similar to what they see on television. This study, therefore, seeks to investigate how much the level of exposure is effect on television watching by government and private school going children and their perceptions on watching TV programmes.

2.0 LITERATURE REVIEW

Bhargavi (2022)⁶ examined children's television programming and a rise in children's television exposure. She opined that the academic performance of students is extremely disappointing. Hence, the parents should set boundaries and talk to their children about appropriate and inappropriate behaviour, especially when it comes to aggression.

Gandhi, & Oswal (2021)⁷ attempted to assess TV viewing habits in preschool children. There was statistically significant association between TV viewing and subject's behaviour. 'Becoming angry on switching off TV' was the most protuberant behaviour; followed by 'imitating TV characters' among the subjects. In addition to these effects on food habits, sleep pattern and play activity were also noted with excessive TV viewing group.

Olayinka (2020)⁸ examined the impact of television in the life of school going children. It was also found that most children agreed that television affects their academic performance poorly. Some find themselves imitating the mannerism of TV characters. It is, however, recommended that television stations should place emphasis on entertainment programs with high positive social values while programs that portrays the negative social values should be de-emphasized.

Cornelius-Ukpepi & Odey (2019)⁹ strongly recommended that teachers should be encouraged to use TV or videos as a Social Studies medium of instruction in the lower basic education level.

Sunita & Sharma (2013)¹⁰ carried out to know the impact of Television on school going children in urban areas of Panipat city of Haryana. They found that television violence is directly linked to aggressive behavior in children who watch cartoons program for long hours. TV advertisements influence the food habits of the children. Children tend to pay less attention to their studies because of over watching television.

3.0 RESEARCH METHODOLOGY

The researcher used both primary and secondary sources of information, however, the primary data is the main approach as data was collected through questionnaires. The questionnaire consists of questions on how often the children watch TV, reasons for watching TV, how many hours watch TV in a day and perceptions on watching TV programmes. To collect the data a random sampling technique was used. The data collected from the study of 144 (47.5%) government and 159 (52.5%) private school going children and the sample was collected from the schools of Hyderabad and Secunderabad. The data was analysed using appropriate statistical techniques and results were presented in tables.

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Exposure to TV Watching

Tables 1 to 4 describes the respondents opinions on exposure to TV watching, such as frequency of television watching, reasons for watching and not watching television and hours of time spent.

Sl. No.	Frequency	School Type			
		Government	Private	Total	
1.	Daily	Count	90	105	195
		%	62.5%	66.0%	64.4%
2.	Twice in a week	Count	9	6	15
		%	6.3%	3.8%	5.0%
3.	Thrice in a week	Count	18	3	21
		%	12.5%	1.9%	6.9%
4.	Only at weekends	Count	3	24	27
		%	2.1%	15.1%	8.9%
5.	Occasionally	Count	12	6	18
		%	8.3%	3.8%	5.9%
6.	Never watch	Count	12	15	27
		%	8.3%	9.4%	8.9%

Total	Count	144	159	303
	%	100.0%	100.0%	100.0%
Pearson Chi-square value = 30.467**; df=5; p=.000				

Source: Primary data

The responses of government and private school going children on TV watching frequency is presented in Table 1. Majority respondents, 90 (62.5%) government and 105 (66.0%) school going children watch TV daily. 9 (6.3%) and 6 (3.8%) respondents watch twice in a week, 18 (12.5%) government and 3 (1.9%) private respondents watch TV thrice in a week, 3 (2.1%) government and 24 (15.1%) private school going children watch on weekends and 12 (8.3%) government and 6 (3.8%) private school going children watch occasionally. The Pearson Chi-square results indicate that there is a significant difference in the opinions of government and private school going children and reasons for watching television since the p value ($p < .01$) is lower at 5 degrees of freedom.

Sl. No.	Reasons	School Type			
		Government	Private	Total	
1.	Relaxation	Count	15	12	27
		%	10.4%	7.5%	8.9%
2.	Enlightenment	Count	9	0	9
		%	6.3%	0.0%	3.0%
3.	Entertainment	Count	90	87	177
		%	62.5%	54.7%	58.4%
4.	All of the above	Count	9	45	54
		%	6.3%	28.3%	17.8%
5.	None of the above	Count	21	15	36
		%	14.6%	9.4%	11.9%
Total		Count	144	159	303
		%	100.0%	100.0%	100.0%
Pearson Chi-square value = 33.724**; df=4; p=.000					

Source: Primary data

Table 2 explains the reasons for watching television by the children of government and private school. Out of 27 respondents, 15 (10.4%) government and 12 (7.5%) school going children stated the reason is for relaxation. Nine (6.3%) respondents of government schools stated for enlightenment. Majority government 90 (62.5%) and private 87 (54.7%) respondents stated it is for entertainment. The Pearson Chi-square results indicate that there is a significant difference in the opinions of government and private school going children and reasons for watching television since the p value ($p < .01$) is lower at 4 degrees of freedom.

Sl. No.	Reasons	School Type			
		Government	Private	Total	
1.	Not interested	Count	36	30	66
		%	25.0%	18.9%	21.8%
2.	No television set at home	Count	6	9	15
		%	4.2%	5.7%	5.0%
3.	Time factor	Count	69	63	132
		%	47.9%	39.6%	43.6%
4.	None of the above	Count	33	57	90
		%	22.9%	35.8%	29.7%

Total	Count	144	159	303
	%	100.0%	100.0%	100.0%
Pearson Chi-square value = 7.093; df=3; p=.069				

Source: Primary data

Table 3 shows the reasons for not watching television by the children of government and private school. According to 69 (47.9%) government and 63 (39.6%) private school children the main reason is time factor. 36 (25.0%) government and 30 (18.9%) private school going children not interested to watch television. 6 (4.2%) government and 9 (5.7%) private school going children stated that no television set at their home. The Pearson Chi-square results shows that there is no significant difference in the opinions of government and private school going children and reasons for not watching television since the p value ($p > .05$) is higher at 3 degrees of freedom.

Sl. No.	Time Spent in a Day	School Type		Total	
		Government	Private		
1.	1-2 hours	Count	90	99	189
		%	62.5%	62.3%	62.4%
2.	3-4 hours	Count	21	21	42
		%	14.6%	13.2%	13.9%
3.	5-6 hours	Count	3	3	6
		%	2.1%	1.9%	2.0%
4.	More than 6 hours	Count	6	9	15
		%	4.2%	5.7%	5.0%
5.	None of the above	Count	24	27	51
		%	16.7%	17.0%	16.8%
Total		Count	144	159	303
		%	100.0%	100.0%	100.0%
Pearson Chi-square value = 0.464; df=4; p=.977					

Source: Primary data

It is observed from the table that majority of the students of either government 90 (62.5%) or private 99 (62.3%) and both 189 (62.4%) school going children spent 1-2 hours of their time on watching television. Similarly, the respondents government 21 (14.6%) and private 21 (13.2%) spend 3-4 hours, 3 (2.1%) government and 3 (1.9%) private school going children spent 5-6 hours and 6 (4.2%) government and 9 (5.7%) private school going children spend more than 6 hours in a day. The Pearson Chi-square results indicates that there is no significant in the opinions of government and private school going children and time spent in a day as the p value ($p > .05$) is higher at 4 degrees of freedom.

4.2 Opinion on Watching TV Programmes

Table 5 explains about the opinions of school going children of twin cities of Hyderabad and Secunderabad on watching TV programmes.

Sl. No.	Perception on Watching TV programmes	N	Minimum	Maximum	Total	Mean	SD	Rank
1.	Increases my knowledge	303	0	5	1107	3.65	1.398	4
2.	Increases my confidence	303	0	5	1071	3.53	1.311	5
3.	Lightens up my mood and makes me happy	300	0	5	1215	4.05	1.309	1
4.	Helps me to improve on my social life	303	0	5	1062	3.50	1.529	7
5.	Keeps me informed about my environment and beyond	303	0	5	1110	3.66	1.513	3

6.	Keeps me aware of new brand products	303	0	5	921	3.04	1.619	8
7.	Teaches me the latest fashion trend	303	0	5	1068	3.52	1.567	6
8.	Programmes keeps me entertained	303	0	5	1188	3.92	1.536	2

Source: Primary Data

It is observed from the table that the mean score (3.65) and standard deviation (1.398) show the students' perception on watching TV programmes with reference to increase of knowledge is agreed. The students agreed with regard to 'increase of confidence' with a mean score of 3.53 and standard deviation is 1.311. According to the opinion of the students, they strongly agreed on the perception of regarding lightens up mood and makes them happy. In this regard the mean score of participants is 4.05 and SD is 1.309 and it is ranked with first. The students agreed with the statement "helps me to improve on my social life" and it is placed in seventh rank with 3.50 as its mean and 1.529 is its standard deviation. They also agreed with the statement "Keeps me informed about my environment and beyond" and this statement scored with a mean score of 3.66 and SD 1.153 with a rank of 3. The students viewed the statement "Keeps me aware of new brand products" with a mean score of 3.04 and SD 1.619 and placed it in the last with 8th rank. Keeping the statement "Teaches me the latest fashion trend" in sixth rank with 3.52 as its mean and 1.567 SD the students agreed the statement. According to perceptions of the students the statement "programmes keeps me entertained" with a mean score of 3.92 and SD 1.536 it is placed in second rank. From the above analysis, it is found that the watching TV programmes the students' mood is lighten and they are feeling happy, further themselves they are entertained by viewing the TV programmes.

5.0 FINDINGS

The findings of the study results are presented as below:

- Majority respondents of government (62.5%) and private (66.0%) school going children watch television daily.
- Majority government 90 (62.5%) and private 87 (54.7%) school going children stated that the watching TV is for entertainment.
- According to 69 (47.9%) government and 63 (39.6%) private school children main reason is time factor for not watching TV.
- The students of either government 90 (62.5%) or private 99 (62.3%) and both 189 (62.4%) school going children spent 1-2 hours of their time on watching television.
- It is found that the watching TV programmes, the students' mood is lighten and they are feeling happy, further themselves they are entertained by viewing the TV programmes.

6.0 CONCLUSIONS

On the basis of the results it is concluded that the respondents of private school going children watch television daily. As per government school going children majority of them watch TV for entertainment compared to private school children. The same reason stated by government school going children for not watching TV. The study concludes that majority (62.4%) respondents either government or private spent their valuable time on watching TV for 1-2 hours. Hence, it is suggested daily watching TV impact on their studies, health, playing games and social activities, so it is advised to reduce their watching TV occasionally.

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