

**INFLUENCE OF TV VIEWING ON VARIOUS ASPECTS
OF RURAL SCHOOL GOING CHILDREN**

**MASTER OF SCIENCE
IN
HOME SCIENCE
(HUMAN DEVELOPMENT AND FAMILY STUDIES)**

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B.Sc. (Hons) Home Science



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INFLUENCE OF TV VIEWING ON VARIOUS ASPECTS OF RURAL SCHOOL GOING CHILDREN

BY

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B.Sc. (Hons) Home Science

A thesis submitted to

*Vasantao Naik Marathwada Krishi Vidyapeeth, Parbhani
in partial fulfillment of the requirement
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MASTER OF SCIENCE
IN
HOME SCIENCE
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2021

DECLARATION BY THE CANDIDATE

I hereby declare that the thesis entitled, " **INFLUENCE OF TV VIEWING ON VARIOUS ASPECTS OF RURAL SCHOOL GOING CHILDREN** " submitted by me is based on the actual work carried out by me under the guidance and supervision of **Jaya Ravindra Bangale** Professor (CAS) & Head of Dept. of Human Development and Family Studies. The extent of information derived from the existing literature have been duly cited and referenced. The existing research work or it's any part is not submitted anywhere else for the award of any degree or diploma.

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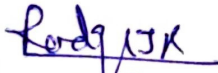
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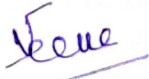
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Prasad Gambhirrao Deshmukh

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LIST OF THE SYMBOLS & ABBREVIATIONS

%	: Percent
&	: and
*	: Significant
**	: Non significant
AAP	: American Academy of Pediatrics
ADHD	: Attention Deficite Hyperactivity Disorder
Dept.	: Department
et al	: et alli (and other)
etc.	: Etcetera
Fig.	: Figure
FSN	: Food science and nutrition
HD&FS	: Human Development and Family Studies
hrs	: hours
IAP	: Indian Academy of Pediatrics
IPS	: Indian Psychiatric Society
r	: Pearson's coefficient of correlation
RHTC	: Rural Health Trainig Centre
RMCS	: Resource Management and Consumer Science
Rs	: rupees
SES	: Socio-Economic Status
TV	: Television
UHTC	: Urban Health Training Centre
US	: United States
VNMKV	: Vasantrya Naik Marathwada Krishi Vidyapeeth
Vs	: Versus
yrs	: years

ABSTRACT

Department of Human Development and Family Studies
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|---|---------------------------------|---|
| 1 | Title of the thesis | : Influence of TV Viewing on Various Aspects of Rural School Going Children |
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ABSTRACT

A study on “**Influence of TV Viewing on Various Aspects of Rural School Going Children**” was carried out with an objective to find out the influence of TV viewing on the selected aspects of rural school going children, to study the general TV viewing patterns of rural school going children and to study parental perceptions about TV viewing of their school going children. To carried out this study a sample of 150 rural school going children in the age group of 7-13 yrs residing in 6 villages of Parbhani district (M.S.) namely Asola, Pingali, Pedgoan, Takalgavhan, Paralgavhan and Lohgoan having TV sets at their home and volunteered to participate sincerely in the research study were selected by adopting purposive random sampling method. The data pertaining to the study were collected by personally interviewing the sample rural school going children based on open ended interview schedule cum checklist after developing rapport with them. Similarly all the sample children’s parents also were interviewed based on the open ended interview schedule cum checklist for obtaining information additionally required for the study as well as to cross validate the information given by the children regarding the TV viewing pattern of them and also for studying parental views about the same. Approximate time taken for conducting interview of each child and his/her parents was 50-60 minutes. Thus the data collected from the rural school going children and also from their parents were pooled, tabulated, statistically analysed and discussed.

Irrespective of gender relatively higher percentage of rural school going children (37- 50%) were found to view TV Programmes telecasted on Big Magic channel followed by Cartoon Network (28 - 42%) and Pogo (24 - 32%). Irrespective of gender about 98 percent of rural school going children reported that they view cartoon serials. More than 70 percent of them had their TV sets in living rooms and a higher percentage of them observed to be maintaining 5-7 ft from TV sets while viewing TV programmes. Irrespective of gender, the findings of the study indicate that significantly a higher percentage of rural school going children (72 – 88%) used to view TV programmes enormously. A higher percent of rural school going children used to view TV programmes by sitting on floor or on cot (47 - 50%). Irrespective of gender, chitchatting (35 - 46%) and eating (38 - 43%) were observed to be the concurrently done activities of rural school going children while viewing TV programmes. As compared to the rural school going girls, their counterparts boys used to view TV programmes along with their friends and mothers. All the rural school going children stated that viewing different programmes on TV is a source of their recreation, they get acquainted with new information and also this is the source of getting relief. Relatively a higher percentage of their parents reported that viewing TV programmes was advantageous to their offsprings specially for developing communication skills, observation and listening skills, social skills & mannerism and also for learning Hindi language. Predominantly it was notices that causing eye strain, parental aggression and adverse effects on school performance were the disadvantages opined by the majority of rural school going children of TV viewing. However as compared to the rural girls significantly a higher percentage of rural school going boys parents were observed to be shouting to their sons for controlling them from excessive TV viewing. It is obvious from the results that, rural school going boys age ($r=0.59^{**}$), weight ($r= 0.72^{**}$), height ($r= 0.43^{**}$) and size of the family ($r= 0.69^{**}$) were found to have significant positive correlation with the time incurred by them on viewing various programmes on television.

(Keywords: TV programmes, Channels, Advantages, Coviewing, Contents, Disadvantages.)

CHAPTER -I
INTRODUCTION

CHAPTER - I

INTRODUCTION

The children are most valuable asset for any society. As they are the builders of the future, their wellbeing is the basic concern of any nation (Nirusha *et.al*, 2015). 21th century has witnessed technological advancement and rapid changes in mass media (Thomas & Chandrachood, 2014). In connection with it, the television is the landmark of scientific invention and an amazing device that has become an integral part of human life. It can now be accessed easily via cables or satellite and comparable to other media, TV is the most accessible media to most of the people including young children (Jusoff and Sahimi, 2009).

Television has the unique feature of combining audio and visual technology and serves multiple purposes of entertainment, information, and education. TV viewing is common childhood behaviour that has been linked to a number of positive and negative outcomes. During the preschool years, children's consumption of screen media greatly increases and then remains high in future. These children will most likely to be continued to be heavy media users later in life (Rajesh *et.al*, 2014).

Although a diverse range of factors have been found to be associated with young children's TV viewing, the home environment is particularly influential by parents beliefs, attitudes and behaviours (Tinsley, 2003). Recent research has shown that family TV viewing is an opportunity for parental modelling and it is positively associated with children's TV viewing and that parental rules that restrict screen time are negatively associated with TV viewing among children and adolescents (Cillero and Jago, 2010; vandewater *et.al.*,2006; Velde *et.al.* 2010).

The childhood need to have a good physical activity, environmental exploration and social interaction, which are all inevitable learning process of life. Exposure to media, easy availability and parental provision for use by the child is increasing day by day, which led to the replacement of daily activities, social interactions and cognitive learning beside having many health hazard (Bickham and Rich, 2006). In this context parents are the first line of control and contact for their children. The use of media by parents and the provision of it for children play an important role (Darlington *et.al*, 2018). Therefore proper media parenting is now not

only the need of the hour but also an unavoidable activity in day to day life. For this, a multitude of approach starting from paediatricians, school teachers, psychologists to policy makers, media awareness programme is needed for fostering the media parenting and prevent the media related hazards on children in long term prospect. (Sahoo *et.al.*, 2021)

Children tend to imitate the characters they watch on TV programmes or an video games because they do not distinguish between fact and fantasy until 5 yrs of age. They may accept the violence as an ordinary means to solve problems over the time. Therefore the personnel working in the area of child development and education should make parents and teachers media-literate meaning that they should comprehend the risk of exposure to violence and teach their children how to interact what they see on TV (Wood *et.al.*, 2013; Drzal *et.al.*, 2014).

TV shows and animated films have long been entertaining the kids. Cartoon watching affects the attitude and behaviour of kids; way of talking and behaving with other children. It also has a strong affect on their language and their style of dressing and eating. Cartoon Network is the most favourite channel in the world. (Hassan and Daniyal, 2013). The children from the age group from 6 to 11 yrs are the core audience of the Cartoon Network. Along with Walt Disney production and some other great cartoons such as Popeye, Tom & Jerry, Buss Bunny, etc. Japanese cartoons are today on the top of children's favourite list. Popular example of Japanese cartoon are Doremon, Ninja hattori and Shin-chan. In this context, the parents need to be aware about positive and negative effects of cartoon shows watching on TV by their offsprings (Stabile and Harrison, 2003).

In deep rural areas, scenario is much different. At present in the rural areas of India, one may not get electricity felicitously so there is no sizably voluminous question on television and other digital media. Rural teenagers spend their most of the leisure time in playing outdoor games and in household and farming activities. That is why, on the substructure of cognizance, physical development, cultural and societal participation, urban and rural teenagers are significantly different (Pandey, 2017).

Even though TV viewing is advantageous for promoting wholesome development of children, excessive television viewing leads to multiple health problems i.e. physical and psychological problems among children. As children are

found to be spending more time on TV viewing, its decreasing their amount of time available for pursuing other more constructive activities such as sports, physical activities, community service, cultural pursuits, reading and family time. There is growing literature about impact of electronic media exposure on attention, memory, executive functions, language and communication, visual-spatial processing, reasoning, socio-emotional functioning, poor school performance, disturbed sleep pattern, highest rate of violence.

1.1 Advantages of viewing various programmes on TV for children

1.1.1 A source of recreation: Recreation is important for promoting quality of human life. In addition to these TV programmes are also beneficial for children to develop plethora of skills ranging from handling emotional trauma, interacting with peers, navigating through situations and stimulating their imaginations through interactive quizzes and thinking patterns. These recreational TV shows like Pogo, Tom & Jerry show, Motu Patlu, Chhota Bheem, Titoo, Bandbudh aur Budbak, Pyar mohabbat Happy Lucky, Bablu Dablu, Chimpoosimpoo, Grizzly and the Lemmings, Oggy & cockroaches. keep kids engaged, teach them new skills, and let them have fun.

1.1.2 Scholastic achievement: Infotainment TV shows inspire kids to take action and engage in productive behaviors. Infotainment channels like Pogo, Discovery kids, Nick are beneficial for kids to develop problem-solving skills and provide them with a strong foundation in mental, mathematics and analytical thinking. When TV is consumed in a responsible way, emotional and mental well-being follows. This leads to improve academic performance. According to the researchers, children who watch informative and educational shows have been proven to outperform their peers on multiple standardized tests and even perform at peak levels through middle and high school.

1.1.3 Generation of interest in sports: Watching sports shows on TV such as football, cricket and volleyball are a great way to generate interest in outdoor activities. Sports shows encourage kids to be active and healthy, thus enabling them to engage in physical behaviors which help in promoting wholesome development of children.

1.1.4 Engender creativity: From cooking, baking, arts and crafts to music and theatre, creativity are the cornerstone of TV shows. Art channels and shows involving music, composing, drawing, and painting stimulate their minds.

1.1.5 Boost up mental health: TV shows provide a healthy emotional outlet for kids who go through stress in home, school or in outdoor environments. A healthy way of TV watching can do wonders for a children's mood and emotional problems and protect them from emotional stress which is having adverse effects on their health.

1.1.6 Become techno savvy: With wide access to an ocean of content on TV, children pick up tools and techniques related to using the latest technologies and stay up-to-date with social trends and become more knowledgeable.

1.1.7 Communication and socio-emotional skills: For developing vocabulary and communication skills, TV viewing is proved to be beneficial for children. Further, positive TV shows reinforce healthy socio-emotional behaviors is essential for developing social competency.

1.1.8 Smart screen use: It allows children and parents to connect with family and friends, helpful for learning new skills through video tutorials. It enables families stream unique interactive events. It engages families developing new hobbies and groups. It gives children to socialize and to engage in physical play, creative play and unstructured play- all crucial to their health (Chettiar, 2020).

1.1.9 Develops personality: On the whole various TV programmes are helpful for developing personality of children. TV shows are helpful for independent thinking skills and teach kids to think out-of-the box. These skills are vital in a world that puts focus on creativity and thinking from different perspectives, which found to be beneficial for personality development of child (Romitha, 2019).

TV is influential teacher that provides such programmes that develop brotherhood, nationality, devotion for the family, racial harmony, kindness, etc. There are also such programmes on TV that let the children visit zoos, studies, bookstores, markets, museums and other educational videos. (Singh and Mumtaz, 2014)

1.2 Disadvantages of viewing various programmes on TV for children

1.2.1 Steals time: Children who spend too much time in viewing programmes telecasted on television miss out on life's opportunities. If child is spending too much time on watching TV programmes, he/she may lose precious time which could have been spent on more constructive tasks like mingling with friends, involving in household work, reading, studying, playing outside, and in other similar activities.

1.2.2 Lack of language and social skills: This might seem contradictory to the positive effects of TV mentioned earlier, but it applies mainly to children under the age of two years. Babies' brains are in the developmental stages before the age of two. This is when the brain rewires and fosters social and emotional learning. The TV does not smile, speak, or interact with child on a personal level. This affects the child's mental state since he/she is vulnerable at this point in life. Even in later years, spending too much time watching TV programmes can limit child's social interaction, thus affecting language and social skills in the long run.

1.2.3 Inappropriate imagination: Children tend to imitate the characters they watch on TV programmes because they are unable to distinguish between fact and fantasy until 5 years of age.

1.2.4 Lack of Focus: Kids who spend more than 2 to 3 hours in front of the screen on a daily basis often suffer from a lack of focus in classroom environments. Such kids may also have a greater likelihood of being diagnosed with ADHD (Attention-Deficit Hyper Activity Disorder). This lack of focus and low attention span filters/percolate into other domains besides academics, such as sports. The child may be unwilling to participate in creative and mentally calming activities like crafts as well (Romitha, 2019).

1.2.5 Advertisements of junk foods: While viewing TV programmes various commercial advertisement of food as sugars, sweets and fats enrolled between child oriented programmes. There is association between exposure to advertisement and children's requests for specific foods, food purchasing and food consumption by avoiding intake of fruits and vegetables child become demanding unhealthy junk foods which are proved to be harmful for them.

1.2.6 Obesity and related diseases: Decreased duration of sleep, less physical activities and taking meal during TV viewing were associated with overweight. The incidence of childhood obesity which may lead to hypertension, diabetes mellitus, coronary artery disease, myopia, partial blindness, cholecystitis, dyslipidemia, osteoarthritis or sleep apnea in adulthood.

1.2.8 Physical and mental ill health: Kids who watch too much TV programmes are at the risk of developing lazy eye syndrome, headache, eye strain, neck, back and waist pains. Further its effects are delayed speech, hyperactivity, aggression, violence, desire of instant gratification, poor concentration, anxiety and fear of missing out (IAP, 2021).

1.2.9 Negative behavior: According to research, watching too much TV can alter the brain structure and promote negative behavior – especially violence and aggression. Kids who watch shows containing content inappropriate for minors are at a higher risk of this problem.

1.2.10 Affects self-image: TV shows exaggerate reality and provide a distorted view of the world. Shows that reveal picture-perfect lives and too-good-to-be-true scenarios may make kids feel inadequate. Decreased ability to self-regulate, relax and have fun of TV screens.

1.2.11 Emotional changes: Kids who are exposed to shows highlighting sex, drugs, and alcohol abuse are vulnerable to emotional changes. Since they are too young to understand many of these issues, they may get an altered view of reality and be influenced psychologically.

1.2.12 Poor scholastic performance: Spending a lot of time watching TV programmes may result in a lack of participation in other activities. Kids sometimes skip school and homework because of TV, and this adversely affects their academic performance, lower grades in school and decreased reading ability.

1.2.13 Causes learning problems: Learning problems due to excess TV time range from passive listening and underdeveloped listening skills to a lack of fine motor and creative skills. This occurs when kids do not engage in physically and mentally stimulating activities.

Kids who develop Attention-Deficite Hyperactivity Disorder by watching too much TV lack the ability to concentrate and focus during studies. TV plays critical role in raising violence some how. During viewing variety of murders and rapes, children get the cruelty and hate. TV encourages children to be an alcohol taker and smoker. (Singh and Mumtaz, 2014).

Children usually sit in unsuitable body postures for a long time in front of TV or computers. Drzal *et.al.*,(2014) demonstrated that prolonged sitting position resulted in decreased angle of inclination of the thoracolumber spine reduced reduced toracic kyphosis and lumbar lordosis, and pelvic asymmetry in children. Therefore, postures education programmes should be advocated for school children to avoid such advanced spine abnormalities and other kinds of pain.

Apart from affecting grades, obesity levels, sleep schedules and quality. TV viewing inevitably affects the eyes as well. While the exaggeration that watching too much TV, or sitting too close while watching TV can make individual go blind is a myth, probably propagated to scare children to follow their parent's instructions, it can lead to headaches, makes eyes tired and may also be a contributing factor to weak eyesight. Most TVs these days are LED screens emit a blue light, which is harmful to the eyes. Blue light increases the risk of macular degeneration. Blue light can penetrate deep into the retina of the eye and can damage the light-sensitive cells (Gupta A., 2019).

1.3 Highlights of major recommendations given by Indian Psychiatric Society, American Academy of Pediatrics and Indian Academy of Pediatrics (IPS, 2019; AAP, 2020; IAP, 2021).

Even through TV viewing is proved to be beneficial for children, the harmful effects of it are many which can not be ignored. In this context Parents need to ensure that their children are protected from adverse effects of viewing TV programmes. In this connection the Indian Psychiatric society, American Academy of Pediatrics and Indian Academy of Pediatrics declared below mentioned major recommendations to parents.

- Under the age of 18 months: not to be exposed to any type of screen.
- 18 months to 2 years old: 1 hour per day of high quality education content co-viewing with adults.
- 3 to 5 years old: 1 hour per day
- 6 to 10 years old: 1.5 hours per day
- Above 11 years old: 2 hours per day (Chettiar, 2020)
- Have realistic and reasonable ground rules. Preferably, these should be mutually discussed and agreed upon.
- Discuss a time-monitoring plan beforehand.
- Discourage media use during mealtimes and while doing homework.
- Let the gadget be used in a common room, rather than in seclusion.
- Promote that children get a daily physical activity for at least an hour, and adequate sleep (8-12 hours, depending on the age).
- Encourage activities that are likely to facilitate development and health, such as reading, talking and playing together, adequate sleep, school work, etc.
- Designate media-free times (e.g. dinner) together.
- Engage in selecting and co-viewing media with child to foster safe, creative and positive use of the media.
- Help children understand what they are seeing and help them apply what they have learnt to the world around them.
- Parents need to limit their media use, and model this behavior for their children. Attentive parenting requires to spend quality time with kids away from screens.
- Create family time. Whole family need to involve in TV viewing together to facilitate social interactions and learning.

- Avoid using the TV as an electronic babysitter.
- Parents must keep the TV set away from the bedroom and turn off the TV at the end of the show.
- The most effective way of protecting children from the undesired effects of TV viewing is to provide the family control via media literacy education programmes.
- Participate in the selection of programmes to be viewed.
- Limit the focus time spent viewing TV to less than one to two hours per day
- Be good media role models for their children and adolescents
- Emphasis alternative activities (Miriam Bar-on, 2016)

The ideal distance of watching TV is considered to be 8 to 10 feet. The general rule of thumb is to be at least 5 times the distance from the screen as the screen is wide. The TV should also be at an eye-level, to reduce the movement of the neck upwards or downwards, which can lead to muscular pain. Parents must also encourage their children to take regular breaks while watching television programmes. For every twenty minutes spent watching television programmes he/she should spend at least 20seconds looking at something outside around 20 feet away from him/her (Gupta A., 2009).

By considering all these facts, it becomes clear that parents and caregivers have a great responsibility of providing right kind of orientation to the children regarding the inculcation of TV viewing habits, choice of TV programmes and impact of TV on children (Guru et.al., 2013). Because the time incurred on watching TV is time taken away from family, friends and other constructive activities, all of which are extremely important for promoting child's wholesome development.

1.4 General tips to be followed while indulging in TV viewing (Whittington, 2019)

- Sit well supported. The back should be touching the chair back rest-avoid spending prolonged periods on soft couches or bean bags.
- Change position regularly. Take turns sitting on the couch, chair or floor.

- Use a lumber roll or rolled towel, behind lower back (about belt line) – to provide support while sitting.
- Avoid non-symmetrical and unsupported positions – such as side-lying with head on cushion with neck “crooked” to side.
- Position TV set well – try to have the set directly in front at mid vision height.
- Use commercial breaks to change positions, to get up and walk around to do gentle stretches.
- Keep room light on in the room rather than sitting in dark. Bright dark lighting may lead to visual problems.
- Avoid watching TV programmes in bed.

Earlier mostly studies oriented to TV viewing pattern of urban area based children had been conducted. Hence there is a paucity of rural based studies on above mentioned topic. In light of above facts it is felt necessary to study the influence of TV viewing on various aspects of rural school going children.

Objectives

- To study the general TV viewing patterns of rural school going children
- To find out the influence of TV viewing on the selected aspects of rural school going children
- To study parental perceptions about TV viewing of their school going children

CHAPTER -II
REVIEW OF LITERATURE

CHAPTER - II

REVIEW OF LITERATURE

A review of the literature is a report of what research work has been done in the past by authorized researchers in a particular field. Therefore, in order to increase the breath of knowledge, the reviewed material related to the study of “influence of TV viewing on selected aspects of rural school going children” has been categorized and organized and mentioned below in the following headings

2.1 General TV viewing patterns of rural school going children

2.2 Children’s behavior towards choosing contents for TV viewing

2.3 Parental views about TV viewing of their children

2.4 Food consumption pattern of children while TV viewing and its effect on them

2.5 Adopted TV co-viewing patterns of children with others

2.1 General TV viewing patterns of rural school going children

A study on impact of intervention to reduce television viewing by preschool children was carried out by Dennison *et. al.* (2004). Sixteen preschools and/or day-care centres in rural upstate of New York were enrolled in the study. Children aged 2.6 through 5.5 yrs attending programme staff (an early childhood teacher and a music teacher) visited each day care or preschool centre in the intervention group once a week to provide a 1 hour session for a total of 39 wks. The results of the study indicated that before the intervention, the intervention and control groups viewed 11.9 and 14.0 hr/wk of television/ videos respectively. Afterward, children in the intervention group decreased their television/video viewing 3.1 hr/wk, whereas children in the control in the control group increased their viewing by 1.6 hr/wk.

A study on children’s television viewing and cognitive outcomes was carried out by Zimmerman and Christakis (2005). The finding of the study revealed that before age 3 yrs, the children watched an average of 2.2 hr per day; at ages 3 to 5 yrs, the daily average was 3.3 hrs. On the whole the modest adverse effects of television

viewing before age of 3 yrs on the subsequent cognitive development of children were observed.

In the year 2010, a cross sectional descriptive study was conducted by Sodhi by involving 10000 students from randomly selected government and private schools of Amritsar district to identify the trends of TV viewing and playing in school children. It was observed that the urban children watched more television/day than their rural friends. The urban male children viewed an average of 2 hrs of TV per day, whereas the rural male children spent 1.68 hrs in a day watching TV. The rural female children spent 1.49 hrs in a day watching TV, whereas the urban girls viewed TV for a mean of 1.68 hrs. The difference in TV viewing of urban children was significantly higher ($p < 0.0001$) than the rural population. Urban children are more used to TV watching in the recent years as increasing urbanization and a busy schedule of both parents has cut down on outdoor/active leisure pursuits. The mean TV viewing hrs among the obese (2.29 hrs/day) was significantly higher than the mean TV viewing hrs (1.76 hrs/day) in the non obese.

Television viewing habits and time use in total 92 Australian preschool children was conducted by Skouteries *et.al.* (2009). The researcher found that on an average child spent around just over 1 hour per week day watching TV. On week days, children spent more time watching child animated TV shows.

A study of TV viewership patterns among youngsters in northern India was undertaken by Gurleen and Sukhmani (2011). A sample of minimum respondents were selected from the different states which includes Panjab, Haryana, Himachal Pradesh, Jammu & Kashmir and Jharkhand. The study sample was 750 respondents. Regarding the number of Hrs spent on watching television, it was seen that most of the respondents (41.20%) watch 3-5 hrs of television followed by those (32.90%) who watch 1-3 hrs of television. It can be seen from that 38.60 percent of males and 43.70 percent of females watch 3-5 hrs of Television daily while only a small percent (15.40% of males and 8.80% of females) watch less than 1 hr of television. It was seen that females spends more time in front of television as compared to males. The chi-square value of 9.27 at 5.00 percent significance level also reveals significant association between gender and duration of watching television. The youngsters were asked to express their preferences with respect to various programmes. Eight type of

programmes were asked from respondents. Overall there were three choices (I,II and III) for ranking preferences for watching Television programmes. The weighted average score of preferences were computed by allocating weights of 3,2 and 1 to 1st Preference, 2nd Preference and 3rd Preference respectively. The “News Coverage” category with average score of 2.53 was rated as No. 1 Preference by the respondents, followed by “Reality shows” (2.44) and “Daily Serials” (2.19). The least preferred categories includes “Animal/Adventure shows” (1.88) at No. 6th, “Knowledge based programmes” (1.83) at No. 7 and “Cartoon Shows” (1.56) at No. 8.

TV viewing and computer use: the independent factors accountable for overweight risk and diabetes in children was studied by Dewan (2017). A random sampling procedure was used to draw sample of 2048 children and adolescents aged 10-19 yrs from Chandigarh and its surrounding areas. Out of these 1017 were from urban population and 1031 from rural population. The results of the study revealed that sample children and adolescents were spending more time i.e. 2 hrs and >2 hrs in front of computer, television and game screens than any other activity. Most of these children were overweight and having impaired glucose levels. It is reported that children and adolescents who spent most of the time watching television are more likely to be overweight. About 19.43 percent children spent >2 hrs in front of television. Among these boys were more than girls. Urban students spent more time on computer, television etc. as compared to their counterparts rural children. In addition, greater amounts of time spent watching television were associated with less time spent engaging in physical activity among adolescent boys and girls about 25.56 percent were overweight and 26.09 percent children were diabetic in those spending more time on television.

Time spending pattern for various media activities of urban and rural teenagers of India was studied by Pandey and Singhal (2017). Urban teenagers spending some less time on playing (3.36 Vs 3.47) as compared to rural teenagers and in visually examining television on weekends urban teenagers are found some points (3.27 Vs 3.25) ahead than rural teenagers.

A research study carried out by Daniel Farey-Jones (2019) found that Children spending less time watching TV. The findings of the study revealed that The amount of time the average child (aged 5 to 15) spends in front of a TV set has fallen year on

year by almost eight minutes to an estimated one hour and 52 minutes. This is according to findings from media regulator Ofcom's new children's media use and attitudes report, based on about 2,000 interviews with children and parents nationwide. While TV time fell, time spent online remained the same as last year at two hrs and 11 minutes. Ofcom qualified the data points by saying there was some overlap between these estimates and some of these activities may also be undertaken simultaneously."Watching TV on a TV set will include watching live broadcast TV as well as on-demand or subscription services such as Netflix or Amazon Prime Video. Going online could include playing games online, going on social media or watching videos online," the regulator said. The study also found that 49 percent of children now watch subscription on-demand services such as Netflix, Amazon Prime Video and Now TV.

Across sectional Indian population-based study on effects of television viewing on preschoolers was carried out by Gandhi and Oswal (2021). It was noted that almost 73.00 percent of subjects had initiated TV viewing in infancy. The daily mean TV viewing duration of family members was 5.24 ± 2.92 hrs/day. The study also revealed that, majority (62.40%) of parents/guardians spent more than 2 hrs in watching TV when subjects were around. In the study group, only 104 (20.80%) subjects were observed to view educational content while remaining 160 (32.00%) subjects were engaged in watching non educational programmes on television, rest of them had mixed content of TV viewing. It was noticed that 47.80 percent of subjects were found to have TV viewing without permission. Television watching duration in these subjects was significantly higher than their counterparts ($p < 0.0001$). Nearly half of the subjects in this group had conflicts for content and specific TV channel. The present study revealed various food habits of subjects linked with TV viewing. Large numbers of subjects were found to consume their meals with TV viewing. Almost half of subjects were having nutritious food like fruits and vegetables whereas the percentage of subjects demanding for fast food was relatively high. The difference was statistically significant ($p < 0.05$)

Sahoo *et.al.*(2021) conducted a cross sectional study on media parenting in rural part of India and its impact on children. The analysis of the parent and the child media usage was done in relation to socio-economic and demographic parameters. The mean age for child media exposure was found to be 6.4 ± 3.8 yrs. The media use

on school-days was 1.9 against 2.7 hrs on the holidays. The media contents were mostly cartoon and mobile games with television and mobile being the commonest mode. Poor school performance was associated with media use of ≥ 2 hrs in school days [HR=1.38 (95% CI=1.01-1.89), $p=0.04$]. Many parents knew about few bad consequences of media but not able to regulate due to lack of awareness.

Shah *et.al.* (2021) studied Screen time usage among preschoolers aged 2-6 yrs in rural Western India. A total of 550 forms were distributed across seven preschools and more than two-thirds of the forms (379, 68.90%) were completed and returned. The average screen time among the 379 (208 males, 171 females) children was 2.7 hrs (SD: 1.7), with an average daily television screen time of 1.6 hrs (SD: 1.1). Half of the parents have introduced screens to their kids before the age of 2 years. Only 10 participants reported zero hrs of screen time on a typical weekday. Only 65 (17.20%) participants met the AAP recommendation of 1 hour or less screen time per day and only 75 (19.80%) participants reported sleeping for the AAP recommended 11 hrs or more. However, 356 (93.90%) participants reported at least one hour of outdoor activity and 294 (77.60%) participants either read or were read to for one hour on weekdays.

Although nearly a quarter of the world's children reside in India, there is lack of information on the screen time of children. Older children were more likely to have higher category of screen time exposure while female children were less likely to have it. This study represents the first investigation of the screen time of early childhood age children of Western India found that more than four out of every five children in our study had screen time exposure that exceeded the AAP recommendations. Half of the parents reported onset of screen time use occurring earlier than AAP recommendation. Our study showed increased screen time among children whose household had three or more devices. In addition, there was increased screen exposure in children whose parents also frequently used smart-phone and the children who have their meals while watching television showed greater screen time as well. This study found that television and smart-phone accounted for most of screen time exposure.

2.2 Children's behavior towards choosing contents for TV viewing

Cartoon Network and its impact on behavior of school going children study was undertaken by Hassan (2013). For this study the school going children in the age group 6-13 yrs, from different public and private schools of Bahawalpur City were selected through simple random sampling. A sample of 300 children having television set and cable in their homes was selected. This study revealed that there exists strong association between watching cartoon programmes and the behavior of the children in class and the violence present in the cartoons has strong association with the behavior of the children.

Attitude of rural children towards television cartoon programmes were carried out by Singh and Mumtaz (2014). For this research study two villages Bero and Kesa from Ranchi district were selected. These villages were selected by lottery method. Total 25 students from each village were taken as sample. Selections of these students were on the basis of snowball sampling. Interviews with the students were conducted to collect the data. The study reveals that the friends circle of children make with their same kind of liking and disliking. They like their friendship. They want to be together in their entertainment time. They, in group, generally like to watch cartoon programmes in their friend's house. Most of the children among sample spend more than one hour in watching cartoon programmes. Study indicates that the attitude of the students toward cartoon programmes was positive. Like in the cases of attitude of children/ students towards cartoon heroes, cartoon villains, cartoon stories, cartoon-displayed products/ costumes, role of cartoon characters in their own playing time, gossiping with relatives and friends, drawing of cartoon pictures, like to watch cartoon programmes than playing, among of all these the majority students gave positive attitudes.

Adhikary (2015) investigated impact of Japanese cartoon on primary school going children: with special reference to Doremon. Total 150 primary school going children of Kolkata city were enrolled to carry out this research study. The results of the study indicated that cognition among these children who had been watching Doremon was high. Children who were compulsive viewers of their favourite cartoon show were emotionally connected with the characters. Children repeatedly got influenced by these characters and started emulating them. Children also developed

the ability to identify and differentiate basic emotions such as happiness, sadness and fear experienced while watching the television. Children who viewed Doremon have several reasons for liking the show. This was found after analysis of the questionnaire, where children opened up their hearts to jot down every little thing they liked about their favourite cartoon show.

A descriptive study to assess the impact of television watching on behaviour among school going children in selected schools at Guntur, Andhra Pradesh, India was carried out by Nirusha *et. al.* (2015). Descriptive design and sample was selected by stratified random sampling technique. Behaviour modification scale was used. Data was processed by using descriptive and inferential statistics, results of the study was revealed that 66 percent had habit of watching television for more than 3hrs per day 34 percent had habit of watching television 3 hrs per day None of them had habit of watching television 2 hrs per day and not watching television 39 percent children were watching action shows 33 percent children were watching reality shows 25 percent were 20 percent children were having mild behavioural problems. The study was concluded that the school going children's behaviour was affected by watching television.

Effects of cartoon programmes on behavioral, habitual and communicative changes in children were studied by Rai *et.al.* (2016). To carry out this research, An observational cross sectional study was conducted on 200 children of 5 to 15 yrs of age watching cartoon programmes using simple random sampling in Indore City over the period of 4 months. Pre designed, pre tested, semi structured questionnaire was used for data collection. The findings of the study indicated that 61.00 percent of children tried to copy stunts after they have started watching cartoon programmes. Thirty nine percent of children watched both (violent/nonviolent) type of cartoon programmes. 73.00 percent of children have become sensitive towards others since they have started watching cartoon programmes. There was increase in sharing and helping nature of 70.00 percent of children since they have started watching cartoon programmes. In addition to above 64.00 percent of children neglected things told by parents while watching cartoon programmes and 50.00 percent of children watch cartoon programmes in high volume. A very high percentage of children shown increased interest towards creative subjects (mostly towards art and craft) since they

have started watching cartoon programmes. In 76.00 percent of children grasping ability has increased since they have started watching cartoon programmes.

With regard to reporting about impact of viewing cartoon programmes on TV 64.00 percent of children neglected things told by parents while watching cartoon programmes. About 50.00 percent of children need to be asked by their parents to sit at a proper distance they watch cartoon programmes in high volume. Where as 31.00 percent of the children have started behaving indecently after watching cartoon programmes, 34.00 percent of the children became irritable and 45.00 percent of children thrown things/became violent when parents either switch off TV/ask him to do some other work. Besides these 61.00 percent of children tried to copy stunts after they have started watching cartoon programmes, 45.00 percent of children wanted to be called like their favourite cartoon character, 52.00 percent of children expressed that their birthday party to be organized on the theme of their favourite cartoon character. While 49.00 percent of children plan their routine according to the timing of the cartoon programs.

With regard to reporting advantages of viewing cartoon programmes on TV 62.00 percent of children have shown improvement in their vocabulary since they had started watching cartoon programmes, 81.00 percent of children have shown increased interest towards creative subjects (mostly art and craft) since they have started watching cartoon programmes. 53.00 percent of children have shown enhancement in their communication skills. In 76.00 percent of children grasping ability has increased since they have started watching cartoon programmes. There was increase in sharing and helping nature of 70.00 percent of children since they have started watching cartoon programmes. About 70.00 percent of children have become inquisitive since they have started watching cartoon programmes. A number of earlier studies Schramm et al, Scott, Bilny, Hemmelwiet, Oppenhien, Vine, Thomson, Lablonde. have revealed a positive relation between time spent on viewing and those making excuses for not attending the school.

A study on parent's perceptions towards children viewing cartoon channels was conducted by Shanthipriya and Prabha in the year 2017. The data have been collected directly from 150 parents through structured questionnaire . All the respondents have been chosen from the city of Coimbatore in Tamil Nadu based on

convenience sampling method. The findings of the study indicated that children's favourite cartoon programmes, Jacky John has been ranked as number one favourite programme. Further it was observed that there is no significant difference between age of children and comedy sense, fights, general knowledge, importance for studies and cartoons, stable mind, active, restrictive, co-viewing and lack of outdoor games. No significant relationship between age of children and parents perception towards children viewing cartoons were rewarded.

We live in a media-saturated world and do not control the message retrieved by Mysko (2017). Over 80 percent of Americans watch television circadianly. On an average, these people watch TV over three hrs per day. American children engage in incrementing amounts of media use, a trend fueled largely by the growing availability of internet access through phones and laptops. On a typical day, 8 -18 yrs old were engaged with some form of media about 7.5 hrs. Most of this time is spent visually examining television, though children play video games more than an hour per day and are on their computers for more than an hour per day. Even media aimed at elementary school age children, such as animated cartoons and children's videos, accentuate the consequentiality of being captivating. Sexually objectified images of girls and women in advertisements are most liable to appear in men's magazines. Yet the second most prevalent source of such images is the advertisements in teen magazines directed at adolescent girls.

In the 2018, A study on impact of TV on children behavioral changes in Villupuram District was studied by Chandrakhantahan and Karthika. In this research a well-structured questionnaire and interview schedule were used to collect the primary data from 204 respondents in Villupuram district. Most of the data were collected from the respondents in public places like shopping malls, exhibition and parks. Data were collected from both parents and their children in both of their presence. The questionnaire covers a wide range of issues and is prepared in English. In this research children from Villupuram District were selected to collect data using a survey questionnaire. The higher percentage of respondents in the family were having separate TV sets at bed room. The hours spent on TV viewing was higher among the children in the family. The extent of unnecessary TV watching was high among the children. The highly preferred programs as per the view of the respondents are Cartoons and Discovery. The highly viewed timing of watching TV programmes were

return from school and all times at home. In view of the respondents, the TV programmes liked by their children were Chhota Bheem and Mr. Bean. The highly viewed variables in changes of families are Weight of the Child and Social Intention. The highly viewed variable in Sedentary behaviour by family were not play with others' and Lesser outing. The highly viewed variable in consumption pattern by respondents was uneven in timing of taking food and taking of more soft drinks. The highly viewed variable in lesser physical activity by the respondents were dislikes doing small family works and reduction of games activities The highly view variables in health issues by the respondents were poor dietary habits and hyper tension. The influencing TV viewing pattern on the sedentary behavior among the children were hours spent on TV viewing, unnecessary TV watching, timing of TV programmes, need for TV viewing for sleep and favourite TV programmes. The influencing TV viewing pattern on the sleeping pattern as per the view of respondents were hours spent on TV viewing, unnecessary TV watching, timing of watching TV programmes and need for TV viewing for sleep.

A study on cartoon addiction and executive functioning in the school going children carried out by Arshad *et.al.* (2018). This study proved the results that there was a significant positive relationship between cartoon addiction and poor executive functioning in school going children. The results revealed that cartoon addiction positively predicted poor executive functioning in school going children. Additionally the results also showed that middle age children were more addicted to cartoons. Furthermore the most important findings showed that the majority of the school going children watches cartoons for 3 hrs.

The relationship between hrs of television watching and academic achievements of secondary school students was studied by Tarekegn and Endris (2019). For the study 200 students were randomly selected and data were collected through a structured questionnaire. The collected data were analyzed using both descriptive and inferential statistical methods. Students' background information and their hrs of television watching were analyzed using descriptive statistics. The results show there is no statistically significant relationship between hrs of television watching and academic achievement of students. Based on this, it can be concluded that television may not have a significant effect on students' academic achievement by itself.

Effects of cartoon on children studied by Wijethilaka (2020). This study noted that the Cartoon Network has a profound effect on school going children in their dress, lifestyle, aggression and aggressive behavior. This study found that Over 80.00 percent of children spend time watching cartoons. 84.00 percent of them are children's favorite cartoon channel is "Cartoon network", 65.20 percent of school children spend their leisure time watching cartoon on a daily basis for 1-3 hrs a day and 78.00 percent of kids are like to wear dresses of cartoon characters. Moreover, about 44.00 percent of children like to buy distinct appliances relate to cartoons and 39.90 percent of children buy these stuffs. Both male and female observing cartoon characters were identical. Hence, there was no significant change in the cartoon based on gender. In the study, significant differences between children's favorite cartoon groups were determined. Many boys play violent cartoons, and girls enjoy more educational, emotional, and talented cartoons.

In the year 2003, Buijzen and Valkenburg studied the unintended effects of television advertising. For carrying out this research study, total 360 children (8-12 yr olds) were recruited from five elementary schools in urban and rural districts in the Netherlands. The findings of that study indicated that advertising is positively and directly related to children's purchase requests and materialism. It is also positively, through indirectly (mediated by advertising induced purchase requests), related to family conflicts, disappointment and life dissatisfaction. As for gender, results showed that all four relations were stronger therefore, we investigated the relations between (a) advertising exposure and materialism, (b) advertising exposure and purchase requests, (c) purchase requests and parent-child conflicts, and (d) purchase requests and disappointment, for boys than for girls, boys were found to be more susceptible to some unintended effects than girls. This particularly pertained to the relations between purchase requests and disappointment and between purchase requests and parent-child conflict.

Baydar *et.al.* (2008) investigated that the cognitive effects of an educational early childhood television programmes targeted children with low economic status who have limited access to formal preschool education. The programmes were screened for a period of 13 wks and was evaluated with an experimental design, with the addition of a natural observation group. The findings of the investigation concluded that the programmes functioned as an early educational intervention for

those children who had moderate exposure to it. Furthermore, compensatory effects were found, such that those children who had low levels of skills prior to the viewing of the TV programmes benefited more than their skilled peers.

A study on association of television viewing with delayed language development among children was carried out by Chonchaiya and Pruksananonda (2008). Forty six boys and 10 girls were enrolled in the study. Children who had language delay usually started watching television earlier at age 7.22 ± 5.52 months vs. 11.92 ± 5.86 months and also spent more time watching television than normal children (1.90 hr/day Vs 1.85 ± 1.18 hr/day). Children who started watching television at more than 12 months of age and watched television less than 2 hr/day were approximately six times more likely to have language delays.

Research on the effects of TV cartoon network on the aggressiveness behavior of school going children was conducted by Mashud *et.al.* (2009). For this study, data were collected from 192 (96 boys and 96 girls) school going children representing 4 schools of Sargodha district (Pakistan). Results showed that children spent more time on watching cartoons and acquiring much information not only about type of cartoon characters but also they were familiar with the action, dress and name of almost all major cartoon characters. It was also observed from the empirical findings that watching cartoons on television screen has tremendously increased aggressive behavior among children particularly among the male children. The male children liked fighting more than the female children. It was further observed that significant majority of the overall, male and female children often fought inside and outside homes, but the male children fought somewhat more with other children than the female children.

Thomas and Chandrachood (2014) studied the television viewing habits and violent behaviour among school going children (10-15 yrs). The findings of the study showed that majority (72.00%) of samples had moderately high television viewing habit. The overall mean score of violent behaviour was (64.7 ± 18.61) suggesting that the school going children had mild level of violent behaviour. There was significant association between the television viewing habit and gender leisure time. There was highly significant association between violent behaviour and gender ($\chi^2=11.09$, $p < 0.05$) and significant association between violent behaviour and aggressive

behaviour among family member (χ^2 -6.69, $p < 0.05$) and leisure time (χ^2 -11.09, $p < 0.05$).

Television viewing habits and moral formation of children in rural India was studied by Singh (2014). Total 60 school children studying in 9th and 10th std. were chosen randomly from Govt. high school Jia Gopalpur, District Kangra, Himachal Pradesh. Findings of the study indicated that the television indeed influence children's behavior, at the same time, demonstrating gender differences. A higher percentage of sample children believed that the television programmes has influenced changes in their social behavior related to interaction with the other people.

2.3 Parental views about TV viewing of their children

Johnson *et.al.* (2015) examined using path analysis that the association of parent's outcome expectations for child TV viewing with parenting practices and child TV viewing. For that study data were collected from an internet survey of 287 multi-ethnic parents and their 6–12 yr olds children on participants' socio-demographic information, parenting practices related to TV use, POETV, and parent and child TV viewing. Path analysis was used to examine the relationship amongst variables in separate models for weekday and weekend TV viewing. controlling for child age, household education, and parental TV viewing. The results provided partial support for the hypotheses, with notable differences between weekday and weekend viewing. The models explained 13.60 percent and 23.40 percent of the variance in children's TV viewing on weekdays and weekends respectively. Neither positive nor negative POETV were associated with restrictive TV parenting in either model. One subscale each from positive and negative POETV were associated with social co-viewing parenting on both weekends and weekdays in the expected direction. Restrictive parenting practices were directly negatively associated with children's TV viewing on weekdays, but not weekends. Social co-viewing parenting was directly positively associated with children's TV viewing on weekends, but not weekdays. The strongest influence on children's TV viewing was having a TV in the child's bedroom. Negative POETV was weakly associated with having a TV in the child's room.

In the year 2020, Meena *et.al.* studied screen time in Indian children by 15-18 months of age. To carry out this study, mothers of 370 healthy developmentally

normal children (15-18 months of age) were enrolled during their visit to immunization clinic of a medical college affiliated hospital. Parental response to a semi-structured questionnaire was recorded to assess the initiation, frequency and duration of screen exposure, and related parental perceptions. 369 (99.70%) children were exposed to screen-based media till 18 months of age, starting from median (IQR) age of 10 (8, 12) months. Smartphone and television were being viewed by 354 (96.00%) and 328 (89.00%) children, respectively. Screen time was >1 hour/day in 328 (88.70%) and >2 hrs/day in 209 (56.50%) children (median (IQR): 120 (80, 180) minutes/d). Most of the (72.00%) parents were not concerned with their child's screen time. Almost all the young children seem to be exposed to screen-based media by 18 months of age in the urban setting. Extensive use of screen-based media by young children calls for formulation of guidelines on toddlers' screen use and their dissemination to parents.

Gandhi and Oswal (2021) noticed that 'Becoming angry on switching off TV' was the most prominent behavior related concern observed in this study followed by 'imitating TV characters' noted among children. The study could not report any statistically significant association between parent-child interaction and TV viewing duration of children. Around 68.00 percent of children had TV watching without parental constraints. 'Late night sleep' was noticed among 50.70 percent of subjects while 104 (20.80%) children reported reduced night sleep duration. There was no statistically significant effect of TV viewing on outdoor play activities. However, the subjects, who viewed TV for more than 2 hrs, were found to have reduced indoor play.

Rajesh *et.al.* (2014) studied that This study was aimed to assess for children's preferences television viewing and parental perceptions of its effects on children in selected areas of Tirupathi, AP state. Survey research approach with cross sectional research design was adopted for this study. Multi stage cluster sampling technique was used to select the participants (n=100). Parents who were having children between the age group of 6-12 yrs in selected areas of Tirupathi were selected. Self structured Checklist and 5-point rating scale was administered as a tool. The study result shown that among 100 samples 10.00 percent had low level 57.00 percent had moderate level and 33.00 percent had high level of viewing preferences of television and among 100 samples 29.00 percent had unfavorable perception, 46.00 percent had

favorable perception and 25.00 percent had highly favorable perception regarding effects of television on their children. There was a positive correlation between child viewing preferences of television and parental perceptions regarding effects of television viewing ($r = 0.325$, $p < 0.001$).

It was observed that there was no statistically significant association between the child viewing preferences of television with demographic variables like mothers age, fathers age, religion, type of the family, place of residence, education of father and mother, occupation of the father and mother, family income per month, age of the child, class, gender of the child, birth order of child, number of siblings of the child, number of hrs watching television during school days. The results revealed that there was a statistically significant association between the parental perceptions regarding effects of television viewing with education of the mother ($P = 0.001$), Education of the father ($P = 0.002$), Occupation of the father ($P = 0.042$), Age of the child ($P = 0.021$), Class of the child ($P = 0.021$), Gender of the child ($P = 0.006$), and number of hrs watching TV during school days ($P = 0.043$). There was no statistically significant association between the Parental perceptions regarding effects of television viewing with other demographic variables like mothers age, fathers age, religion, type of the family, place of residence, occupation of the mother, family income per month, birth order of child and number of siblings of the child. Calculated correlation coefficient (r) between the child viewing preferences of television and parental perceptions regarding effects of television viewing is found that a positive correlation that is $r = 0.325$ was occurred at $p = 0.001$ level. This correlation is significant and indicates a sympathetic behavior between the child viewing preferences of television with Parental perceptions regarding effects of television viewing. The implications drawn from the present.

2.4 Food consumption pattern of children while TV viewing and its effects on them

Relationships between use of television during meals and children's food consumption patterns were studied by Coon *et. al.* (2001). Total 91 parent-child pairs from suburbs adjacent to Washington DC, recruited in the study. These sample children were in the IV, V, or VI grades. Socio-economic data and information on television use were collected during survey interviews. Three non consecutive 24-

hour dietary recalls, conducted with each child, were used to construct nutrient and food intake outcome variables. The results of this study indicated that children from families with high television use derived, on average, 6.00 percent more of their total daily energy intake from meats; 5.00 percent more from pizza, salty snacks, and soda; and nearly 5.00 percent less of their energy intake from fruits, vegetables and juices than did children from families with low television use. Children from high television use families derived less of their total energy from carbohydrate consumed twice as much caffeine as children from low television families.

Association of TV viewing and physical activity with metabolic risk in children was investigated by Ekelund *et. al.* (2006). Total 1921 children in the age group of 9 -16 years were enrolled in the study. The results of the study indicated the positive association between TV viewing and adiposity. Physical activities was found to be independently and inversely associated with systolic and diastolic blood pressure, fasting glucose, insulin (all $p < 0.01$), and triglycerides ($p = 0.02$).

Mendozoa *et.al.* (2007) conducted a cross sectional study on TV viewing, computer use, obesity and adiposity in US preschool children. A study confirmed that a substantial percent (almost 36%) of US preschool children exceeded the American Academy of Pediatrics (AAP) recommendation to limit media time to 2 hr or less per day.

Impact of television viewing and sleep on obesity were investigated by Kuriyan *et.al.*,(2007). The results of the study revealed that decreased duration of sleep and increased television viewing were significantly associated with overweight. Among the eating behaviours, increased consumption of fried foods was significantly associated with overweight.

A descriptive study on prevalence of obesity among the school - going children of Lahore and associated factors was conducted by Anwar *et. al.* (2010). Total 293 children of private sector schools of Lahore were enrolled to carry out this research study. Out of 293 children 11.90 percent were obese (more than 97th percentile) while 21.80 percent were overweight (85th-97th percentile). Among obese children 74.30 percent were found to watch TV for 1-2 hrs daily while 25.70 percent watch TV for 3-4 hrs. Forty eight percent of obese children did not participate in any field sports while 34.30 percent have less than 3 hrs participation in field sports.

Among parents of obese children, 60.00 percent were found to have little or no influence on their children's food intake at school whereas 22.90 percent parents of obese children never advice them against eating junk food. Parents think that ban on advertisements promoting unhealthy foods (75.10%) and use of popular media characters in promoting healthy foods (83.60%) and exercise can help in preventing obesity in children.

Habit of television viewing and its impact on weight status among school age children was studied by Patil and Mhaske (2015). To carry out this study, television habits of 60 school going children (8-12 years old) was assessed by rating scale and used interview method for data collection. The sample children's weight status was identified by measuring the weight and height and compared weight status with BMI classification according to Indian Academy of paediatrics. The study results showed that 90 percent of the school age children had average television viewing habits, 5.00 percent had poor and good habit each. Regarding weight status, 56.60 percent children lies <50th percentile, 8.33 percent children had 50th percentile, and 35.00 percent children belongs to 50th percentile. The correlation value shows that 0.045 as a mild positive correlation between television viewing habits with weight status. There was a significant association between television viewing habits scores with age of the child, class of study, occupation of father and their area of residence.

In the year 2018, Zinjani studied the effects of excessive and unsupervised TV viewing on children. This study was conducted some years back to assess the impact of excessive and unsupervised television viewing in children (5-15 yrs) in urban and rural settings in North India. This cross-sectional study was carried out in the out-patient Department of Rural Health Training Centre (RHTC) and in the Urban Health Training Centre (UHTC) of the Department of Community Medicine, J. N. Medical College, Aligarh. The study revealed that most of the children watched TV for more than 2 to 3 hrs per day, the patterns was being different in rural and urban areas. The time of day that children watch TV and the type of programmes watched were different in the two settings.

In both groups, children liked to eat while watching TV. In rural areas TV viewing was rarely supervised. A large number of children watched violent and horror programmes, especially in rural areas. This was responsible for the behavioral

problems reported by the parents in the teens and pre-teens. Excessive TV viewing with reduced play time and increased consumption of junk food found to had a direct relation to rapid weight gain noted in the subjects under study. Here however obesity was more marked in urban children more than rural children. Finally, excessive TV watching with the associated reduced social interaction negatively impacted the development of social, language and creative skills in both urban and rural children.

2.5 TV co-viewing patterns adopted by child

Family and home correlates of television viewing in 12-13 years old adolescents was studied by Hardy *et. al.* in the year 2006. Cross-sectional, self-report survey of 343 children aged 12-13 yrs (173 girls), and their parents (338 mothers, 293 fathers) were conducted to carry out this study. Main measures were factors in the family and home environment potentially associated with adolescents spending ≥ 2 hrs per day in front of the television. Factors examined included family structure, opportunities to watch television/video/DVDs, perceptions of rules and regulations on television viewing and television viewing practices. Two-third of adolescents watched ≥ 2 hrs television per day. Factors in the family and home environment associated with adolescents watching television ≥ 2 hrs per day include adolescents who have siblings access to pay television ate snacks while watching television co-viewed television with parents and had mothers who watched ≥ 2 hrs television per day.

Naga Raja and Reddy studied effects of TV viewing on study habits among high school going children (2013). This study was investigated on 120 high school going children to find out the effects of gender, locality, type of management and TV viewing hrs 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 hrs are less possess good study habits.

A study of television viewing habits in children were studied by Mukharjee *et.al.*, (2014). The research study aimed at determining TV viewing habits of children

and their families as well as parental perspectives on the impact of TV on child health using a provider completed indigenously developed questionnaire in Hindi. The study group comprised of 109 children attending a government hospital who belonged predominantly to lower socio-economic strata with poor maternal literacy. It was observed that 100% children watched excessive TV (more than 2 hrs daily), with majority viewing unsupervised and low quality content. There were minimal parental restrictions and no active discussion regarding contents. Negative impact was found on play, hobbies, sleep hygiene and eating habits in most children. Most parents were unaware of unhealthy viewing and the associated deleterious effects.

Ravikiran *et.al.* (2014) investigated factors influencing the television viewing practices of Indian children. In which children from urban area predominantly viewed targeted channels with more hours of television on holidays than rural children. This could be attributed to high preference of children in urban region to stay inside the house and consequently they get more time available to watch TV.

CHAPTER -III
MATERIALS AND METHODS

CHAPTER - III

MATERIALS AND METHOD

The current study on “Influence of TV Viewing on Various Aspects of Rural School Going Children” was planned to study the patterns of watching TV in rural school going children and to explore the effects of it on them. The materials and methods adopted for the research study are systematically organized and are mentioned below in the headings given below

3.1 Locale of the study

3.2 Selection of the sample for the study

3.3 Employed research tools and techniques

3.4 Methods adopted for data collection

3.5 Plan of statistical analysis

3.1 Locale of the study

Total 6 villages namely Asola, Pingali, Pedgaon, Takalgavhan, Paralgavhan and Lohgaon of Parbhani district of Marathwada region of Maharashtra state were selected for this study as those villages were easily approachable to the investigator and also the sufficient number of school going children were easily available in the above mentioned villages.

3.2 Selection of the sample for the study

As the study was focused on the influence of TV viewing on rural school going children, the purposive random sampling method was used and 150 children (Girls 70 and Boys 80) having TV sets at their home were selected. These sample were in the age group of 7 to 13 yrs belonging to upper middle, lower middle, upper lower and lower SES groups were chosen at random from 6 villages of Parbhani district after seeking children's and their parents consent to participate freely in the research study.

3.3 Employed research tools and techniques

3.3.1 Research tools and techniques

The tools and techniques are the basis of any research as they facilitate the acquisition of concrete and reliable information from the subjects covered in the study. The tools and techniques used to carry out this research were adopted keeping in view the objectives of the study and the type of research it undertook.

3.3.2 Interview schedule

A structured and open ended interview schedule cum checklist was prepared to elicit information from rural school going children, the method of viewing TV programmes of the children and about their personal background, advantages and disadvantages of TV viewing opined by children and also by their parents, the time spent on viewing TV programmes, their preferences on TV channels and programmes were prepared separately for the children and also for their parents. For testing suitability of these research tools, they were pretested for its clarity and adequacy on 15 rural school going children and on their parents, who were exclusive of the final sample of 150. After analysing the collected information, necessary modifications, additions and deletions were made in the structured and open ended interview schedule cum checklist to finalize the tool and to overcome the limitations and difficulties experienced by the investigator in the data collection for the research study. (Annexure I and II). Based on the above open ended interview schedule the data were collected by conducting personal interviews of rural school going children and their parents to carry out this research study. The responses given by the rural school going children and also by their parents were considered to decide various aspects and accordingly the data were presented in tabular form to interpret the results.

3.3.3 Socio-economic status scale (SES scale)

Kuppuswamy's socio-economic status scale revised by Sheikh Mohd Saleem (2020) was used to know the socio-economic status of the selected school going children in rural areas (Annexure-III). The socio-economic status of the families was

assessed based on the information related to education, occupation and monthly income of the parents of the sample rural school going children. Based on the obtained information, after dividing the total score of both parents by 2, the families were categorised and mentioned in Table 4.2. The procedure followed for the scoring of SES, scale is mentioned in Appendix-III on page number 101.

Table 3.1: Socio-economic status scale

Score	Socioeconomic Class
16-25	Upper Middle (II)
11-15	Lower middle (III)
5-10	Upper Lower (IV)
Below 5	Lower (V)

3.4 Methods of data collection

A sample of 150 rural school going children in the age group of 7-13 yrs residing in 6 villages of Parbhani district (M.S.) namely Asola, Pingali, Pedgoan, Takalgavhan, Paralgavhan and Lohgoan having TV sets at their home and volunteered to participate sincerely in the research study were selected by adopting purposive random sampling method. The data pertaining to the study were collected by personally interviewing the sample rural school going children based on open ended interview schedule cum checklist after developing rapport with them. Similarly all the sample children's parents also were interviewed based on the open ended interview schedule cum checklist for obtaining information additionally required for the study as well as to cross validate the information given by the children regarding the TV viewing pattern of them and also for studying parental views about the same. Approximate time taken for conducting interview of each child and his/her parents was 50-60 minutes. Thus the data collected from the rural school going children and also from their parents were pooled, tabulated, statistically analysed and discussed.

3.4.2 Categories of the group

Based on the information, the sample rural school going children were categorized based on their gender.

Table 3.2: Categories of rural school going children based on their gender

Particular	Number of school going children (150)
Boys	80
Girls	70

3.5 Plan of statistical analysis

3.5.1 Frequency

Frequency were calculated to find out the number of the influence of TV viewing on rural school going children and also to study the other variables considered for the research.

3.5.2 Z test

The differences between the responses of children and their parents based on children's gender and area of residence were compared by applying 'Z' test as per the standard procedures given by Sharma (2005).

The formula applied was

$$Z = \frac{P_1 - P_2}{\sqrt{P_1 \frac{(1-P_1)}{n_1} + P_2 \frac{(1-P_2)}{n_2}}}$$

Were,

P_1 is percentage of sample 1

P_2 is percentage of sample 2

N_1 is total number of sample 1

N_2 is total number of sample 2

3.5.3 Correlation coefficient

Correlation coefficient measures the strength of association and its types (+ve/-ve) between two variables. Therefore, correlation of coefficient was computed for assessing the relationship between dependent and independent variables of

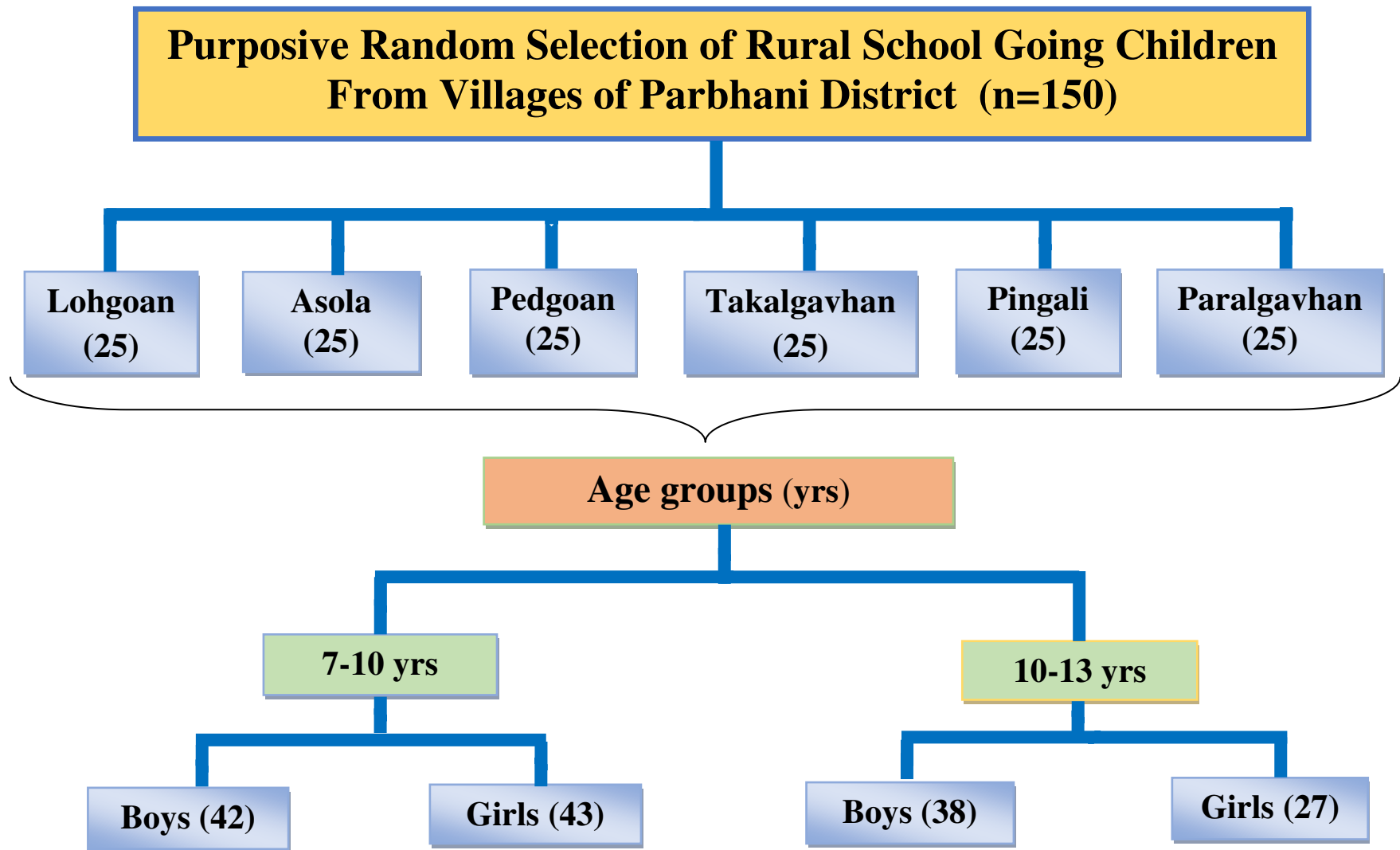


Fig. 3.1: Method adopted for sample selection to carry out research study

children and time (hr) incurred by the children on single channel and multiple channels as well as irrespective of number of channels viewed by them decided to carry out present research study by using the standard procedure.

$$r = \frac{\sum \left(\frac{x-\bar{x}}{n} \right) \left(\frac{y-\bar{y}}{n} \right)}{\sqrt{\left[\frac{\sum x^2}{n} - \frac{\sum \bar{x}^2}{n} \right] \left[\frac{\sum y^2}{n} - \frac{\sum \bar{y}^2}{n} \right]}}$$

Where,

r = Coefficient of correlation

x = Independent variable

y = Dependent variable

n = Number of sample

3.5.4 Variables used for the study

Independent variables

Age

Weight

Height

Ordinal position

Type of family

Size of family

Parental education

Dependent variables

Time incurred on TV viewing

Figures are also made to present some of the research data in a precise and interesting manner.



Plate 3.1: Researcher taking weight of sample child



Plate 3.2: Researcher interviewing the sample child



Plate 3.3 (a): Researcher interviewing parents of sample child



Plate 3.3 (b): Researcher interviewing parents of sample child

CHAPTER -IV
RESULTS AND DISCUSSION

CHAPTER - IV

RESULTS AND DISCUSSION

The study on “Influence of TV Viewing on Various Aspects of Rural School Going Children” was carried out in randomly selected 6 villages of Parbhani district, Marathwada region of Maharashtra state. To carry out this research study, the data were collected on the basis of structured cum open ended interview schedule and also using socio-economic status scale modified by Sheikh (2020). The collected information was pooled, tabulated, analysed and discussed under the following heads

- 4.1 Background information of the sample rural school going children**
- 4.2 Availability of TV connections and their arrangements in rural school going children’s homes**
- 4.3 TV viewing patterns of the rural school going children**
- 4.4 Family involvement in rural school going children’s TV viewing**
- 4.5 Advantages of the TV viewing reported by the rural school going children**
- 4.6 Disadvantages of TV viewing reported by the rural school going children**
- 4.7 General practices adopted by the parents for monitoring TV viewing of their rural school going children**
- 4.8 Correlation between time incurred by the rural school going children on TV viewing and their background variables based on their gender**
- 4.1 Background information of the sample rural school going children**
- 4.1.1 Background information of the sample rural school going children**

Table 4.1 reveals about background information of the sample rural school going children. Irrespective of gender, relatively a higher percentage of them (Girls 61% and Boys 53%) were found to be in the age group of 7 to 10 yrs followed by 10 to 13 yrs (Girls 39% and Boys 47%). Irrespective of their gender, about 54 to 60 percent of the sample rural school going children were found to be first born followed by last born (25 - 31%) and middle born (14 - 16%).

With regard to their type of family, it was recorded that irrespective of gender relatively a higher percentage of the sample children hailed from nuclear families (55 - 71%) followed by joint families (20 - 40%) and extended families (4 - 9%). About 41 to 48 percent of the sample rural school going children belonged to the small family size followed by the middle size (30 - 34 %) and large size (22 - 24 %) families.

With respect to the timings of rural school going children, it was observed that relatively a higher percentage of the sample children's school timings were from 10.00 to 16.00 hr (70 - 75%) followed by from 9.00 to 15.30 hr (11 - 14%), from 7.30 to 12.30 hr (3 - 11%) and 12.30 to 17.00 hr (7 - 9%).

On the whole, irrespective of gender, it was observed that relatively a higher percentage of them were in the age group of 7-10 yrs (Boys 53% and girls 61%). Further most of them were recorded to be first born (54 – 60%), belonged to nuclear (55 – 71%) and small size (41 – 47%) families were having school timings from 10.00 to 16.00 hr (70 – 74%).

4.1.2 Information about rural school going children's parents

Table 4.2 indicates the information about rural school going children's parents. With respect to the family monthly income it was observed that irrespective of gender relatively a higher percentage of rural school going children's family monthly income was below Rs.10,000 (65 - 68%) followed by Rs.10,000 to Rs.20,000 (13 - 23%) and above Rs. 20,000 (12 - 19%). About 67 to 70 percent of them belonged to upper lower socio-economic status, while 15 to 16 percent of them belonged to lower middle socio-economic status followed by lower socio-economic status (6 - 10%). However about 4 to 10 percent of them observed to be in upper middle socio-economic status.

It is clear from the results that majority of the girl's fathers of sample boys were high school educated (41%) followed by middle school educated (38%), H.S.C. or diploma educated (16%), graduates (6%) and primary school educated (3%). The corresponding percentages of their mothers for it were 16, 52, 6, 3 and 22. With respect to the fathers of the sample girls, it was found that majority of the fathers were middle school educated (40%) followed by high school educated (24%), H.S.C. or

diploma educated (20%), graduates (10%) and primary school educated (6%). The corresponding percentages of their mothers for it were 44, 12, 6, 3 and 34.

With regard to parental occupation of the children, it was observed that the higher percentage of boy's fathers were farm/clerical workers or shop-owners (66%), while the remaining children's fathers were semi-skilled workers (14%), unskilled workers (12%), semi-professional workers (7%) and professional workers (2%). On the other hand the higher percentage of the mothers of boys were farm workers (79%) followed by home-makers (15%) and semi-skilled workers (6%). With respect to the girl's fathers it was observed that the higher percentage of fathers were farm workers or clerical workers or shop owners (65%), semi-skilled workers (14%), unskilled workers (13%), semi-professional workers (7%) and professional workers (1%). On other hand majority of mothers of the girls were farm workers or clerical workers or shop owners (83%), while remaining mothers of them were unskilled workers (6%), home-makers (6%), semi-skilled workers (4%) and semi-professional workers (1%).

By and large it was observed that considerably a higher percentage of rural school going children's family monthly income was below Rs. 10,000 (65 – 8%) belonged to upper lower socio-economic status. With reference to parental education majority of the fathers of sample boys were high school educated (41%). Where as majority of their mothers education was found to be middle school level. While the results were observed to be vice-versa among their counterparts rural girls. As far as rural school going children's parental higher percentage of their parents were found to be the farm workers/shop-owners/clerical workers.

Table 4.1: Background information of the rural school going children

Background variables	Percentages of rural school going children	
	Boys (80)	Girls (70)
Age (yrs)		
07 - 10	52.50(42)	61.43(43)
10 – 13	47.50(38)	38.57(27)
Ordinal position		
First born	60.00(48)	54.29(38)
Middle born	15.00(12)	14.29(10)
Last born	25.00(20)	31.42(22)
Family type		
Nuclear	71.25(57)	55.71(39)
Joint	20.00(16)	40.00(28)
Extended	08.75(07)	04.29(03)
Family size		
Small	47.50(38)	41.43(29)
Middle	30.00(24)	34.29(24)
Large	22.50(18)	24.28(17)
School timings		
7:30 to 12:30 hrs	11.25(09)	02.86(02)
9:00 to 15:30 hrs	11.25(09)	14.28(10)
10:00 to 16:00 hrs	70.00(56)	74.29(52)
12:30 to 17:00 hrs	07.50(06)	08.57(06)

Figures in parentheses indicate number of the rural school going children

Table 4.2: Information about rural school going children's parents

Particular	Percentages of rural school going children			
	Boys (80)		Girls (70)	
Family monthly income				
Below 10,000	65.00(52)		68.64(48)	
10,000 – 20,000	22.50(18)		12.86(09)	
Above 20,000	12.50(10)		18.50(13)	
Socio-economic Status				
Upper middle	10.00(08)		04.29(03)	
Lower middle	16.25(13)		15.61(11)	
Upper lower	67.50(54)		70.00(49)	
Lower	06.25(05)		10.00(07)	
	Mothers (80)	Fathers (80)	Mothers (70)	Fathers (70)
Education				
Primary school educated	22.50(18)	03.75(03)	34.28(24)	05.71(04)
Middle school educated	52.50(42)	37.50(30)	44.28(31)	40.00(28)
High school educated	16.25(13)	41.42(29)	12.86(09)	24.29(17)
H.S.C. / diploma	06.25(05)	16.25(13)	05.72(04)	20.00(14)
Graduates	02.50(02)	06.25(05)	02.86(02)	10.00(07)
Occupation				
Professionals	---	02.50(02)	---	01.43(01)
Semi-professionals	---	07.50(06)	01.42(01)	07.15(05)
Clerical / shop/ farm	78.75(73)	66.25(53)	82.94(58)	64.35(45)
Semi-skilled workers	06.25(05)	13.75(09)	04.30(03)	14.29(10)
Unskilled workers	---	12.50(10)	05.72(04)	12.87(09)
Home makers	15.00(12)	---	05.72(04)	---

Figures in parentheses indicate number of the rural school going children

4.2 Availability of TV connection and its arrangements in rural school going children's homes

Table 4.3 reveals about availability of TV connection and its arrangement at sample rural school going children's homes. The results of the study clearly indicate that about 50 percent each rural school going boys were recorded to be having Direct-To-Home (DTH) free dish. DD Free Dish DTH service is owned and operated by Public Service Broadcaster Prasar Bharati. This is the only Free-To-Air (FTA) DTH service where there is no monthly subscription from the viewers fee (<https://prasarbharati.gov.in>). Whereas in case of rural school going girls, it was found that 51 percent of them had DTH free dish and remaining 49 percent had DTH paid dish.

With reference to the place of TV in sample rural school going children's home, irrespective of gender, a higher percentage of them (71 – 75%) had their TV set in living rooms. However despite of having recommendations of American Psychological Association (APA) and Indian Pediatric Society (IPS) for keeping TV sets away from the bedrooms about 25-28 percent of rural school going children's TV sets were found to be in bedrooms.

Even though the ideal distance of viewing TV programme is considered to be 8-10 ft, irrespective of gender, a higher percentage of rural school going children used to view it by maintaining 5-7 ft distance. Whereas majority of the rural school going children (40%) and 25 percent boys were recorded to view TV programmes by maintaining less than 5ft distance from TV sets. Which might cause some visual problems to them. However 17.00 percent rural school going girls and 24.00 percent boys were found to be viewing TV programmes by maintaining more than 7 ft distance from TV sets.

On the whole, irrespective of gender about 50 percent each rural school going children were recorded to have DTH free dish. More than 70 percent of them had their TV sets in living rooms and a higher percentage of them observed to be maintaining 5-7 ft distance from TV sets while viewing TV programmes. Based on gender statistically no significant differences were recorded among rural school going children with regard to availability of TV connections and arrangements of TV sets. However as compared to the rural boys significantly a higher percentage of rural girls

were found to be viewing TV programmes by maintaining less than 5 ft distance from TV sets. These results are in line with the findings reported by Hardy *et.al.*(2006) and Johnson, L. (2015).

Table 4.3: Availability of TV connections and their arrangements in rural school going children’s homes

TV viewing habits	Percentages of rural school going children (150)		
	Boys (80) (a)	Girls (70) (b)	Z values a Vs b
Availability of TV connections			
DTH free dish	50.00(40)	51.43(36)	00.08 ^{NS}
DTH paid dish	50.00(40)	48.57(34)	00.17 ^{NS}
Place of TV sets			
Living room	75.00(60)	71.50(50)	00.47 ^{NS}
Bed room	25.00(20)	28.50(20)	00.21 ^{NS}
Distance from TV sets maintained for viewing TV programmes (Ft)			
Less than 5	25.00(20)	40.00(28)	02.14*
Between 5-7	51.25(41)	42.86(30)	01.12 ^{NS}
More than 7	23.75(19)	17.14(12)	01.00 ^{NS}

Figures in parentheses indicate number of the rural school going children

*- Significant at 5% level NS – Non Significant

4.3 TV viewing patterns of the rural school going children

4.3.1 Medium of TV programmes generally viewed by the rural school going children

Information about medium of TV programmes generally viewed by the rural school going children is depicted in Table 4.4. Irrespective of gender, a higher percentage of rural school going children (60-61 %) reported that always they used to prefer TV programmes telecasted in Hindi medium. On the other hand about 38-40 percent of them always recorded to be viewing TV programmes telecasted in Marathi medium. Whereas remaining 38-40 percent and 60-61 percent of them sometimes observed to be viewing TV programmes in Hindi and in Marathi respectively. Further about 40-46 percent of rural school going children were recorded to be rarely viewing TV programmes telecasted in English viz. Gattu Battu, Golmal Jr, Motu Patlu and Keymon Ache. A meagre percentage of rural school going children were found to be viewing TV programmes telecasted in Bhojpuri on B4U Kadak and Zee Biskope. As about 50.00 percent of sample rural school going children found to be having DTH free dish TV services and latest Bhojpuri action and comedy movies used to be telecasted through this services. Therefore sample rural school going children used to prefer viewing latest movies in Bhojpuri. Based on statistical results and gender, no significant differences were recorded among rural school going children with reference to medium of TV programmes generally viewed by them.

Table 4.4: Medium of TV programmes generally viewed by the rural school going children

Medium of TV programmes	Percentages of rural school going children (150)						Z values		
	Boys (80)			Girls (70)			a Vs d	b Vs e	c Vs f
	Always (a)	Sometimes (b)	Rarely (c)	Always (d)	Sometimes (e)	Rarely (f)			
Marathi	40.00(32)	60.00(48)	----	38.57(27)	61.43(43)	----	00.25 ^{NS}	00.12 ^{NS}	---
Hindi	60.00(48)	40.00(32)	----	61.43(43)	38.57(27)	----	00.12 ^{NS}	00.25 ^{NS}	---
English	----	----	46.25(37)	----	----	40.00(28)	---	---	00.75 ^{NS}
Bhojpuri	----	----	12.50(10)	----	----	10.00(07)	---	---	00.40 ^{NS}

Figures in parentheses indicate number of the rural school going children
 NS – Non Significant

4.3.2 Time incurred on viewing various TV programmes by rural school going children

Table 4.5 reveals about time incurred on viewing various TV programmes by rural school going children. Even though excessive TV viewing has adverse effects, the findings of this study indicate that irrespective of gender, considerably a higher percentage of children (72 – 88%) were recorded to be viewing various TV programmes for more than 4hrs in a day. Further about 11-22 percent of them were noticed to be viewing TV programmes for 3-4 hrs. Besides these 5.00 percent rural school going boys were found to be viewing TV programmes for 2-3 hrs/day.

At present as due to COVID 19 pandemic, rural children’s schools are closed they might be getting more free time to view TV programmes. However the time recommended for viewing TV programmes by Indian Psychiatric Society (IPS) as well as American Academy of Pediatrics (APA) for the 11 yrs children is 2 hrs/day. Based on the above recommendations, this study warns rural parents to control their offsprings for viewing TV programmes excessively in order to avoid its harmful effects on them.

In sum irrespective of gender, the findings of the study indicate that significantly a higher percentage of rural school going children (72 – 88%) used to view TV programmes enormously. Therefore to avoid detrimental effects of it, parents must control their children from viewing excessive TV Viewing.

Table 4.5: Time incurred on viewing various TV programmes by rural school going children

Total time incurred/ Day (in hour)	Percentages of rural school going children (150)		
	Boys (80)	Girls (70)	Z test
Below 1	---	---	---
1 - 2	---	---	---
2 - 3	05.00(04)	---	---
3 - 4	22.50(18)	11.43(08)	00.74 ^{NS}
Above 4	72.50(58)	88.57(62)	02.22*

Figures in parentheses indicate number of the rural school going children
*- Significant at 5% level NS – Non Significant

4.3.3 TV channels generally viewed by rural school going children and their preferences for it based on gender

Table 4.6 and Fig. 4.1 illustrates about TV channels general viewed by rural school going children and their preferences for it based on gender. It is clear from the results that irrespective of gender relatively higher percentage rural school going children (37- 50%) were found to view TV Programmes telecasted on Big Magic channel followed by Cartoon Network (28 - 42%) and Pogo (24 - 32%). Further about 10-21 percent rural school going children were recorded to be viewing TV programmes telecasted on Sony Sab (15 - 21%), 9XM (13 - 15%), Mastii (12 - 14%), Colors Marathi (10 - 14%), Nick and Zee Talkies (10 - 11% each). Whereas a meagre percentage of boys (1 - 7%) reported that they view TV programmes on other channels available on their dish TV like Marathibana, Sony Wah, Zee Cinema, Dhinchak (7.50% each), Zee Marathi, Sony, Colors Rishtey , & TV, Sony Max and Star Gold (6.00% each), Star Cricket (5.00%), Star Utsav movies, DD national (3.75% each), Zee 24 Taas (2.50%), and Discovery (1.25%). On the other hand 8-14 percentage girls were recorded to be watching TV programmes on Colors Rishtey (14.28%), Zee Marathi (12.85%), B4U Kadak, Star Pravah, Sony Wah and Sony Max (10.00% each) and Sony (8.57%). While 1-7 percent girls were observed to be viewing TV programmes on remaining channels like & TV (7 - 14%) each, Star Utsav Movies, Zee Cinema and Dhinchak (5.72% each) Colors, Star Gold and Zee 24 Taas (2.86%) each, DD National and Discovery (1.43%).

With regard to the preferences of the preschool children for viewing the TV channels, it was observed that 62 percent of the boys gave first preference to the Nick followed by 9XM (54.54%), Mastii, B4U Kadak, Star Pravah (50.00% each) , Sony Sab (47.05%) Cartoon network (44.11%), Big Magic (40.00%), Pogo (38.46%), Colors Marathi (37.50%), Marathibana (33.33%) , Zee talkies (27.50%) and Sony (20.00%). Further it is obvious from the results that relatively a higher percentage of rural boys (80.00%) gave their second preference for viewing TV programmes on Sony channel followed by Zee Marathi (60.00%), Pogo (46.15%); & TV, Sony Max and Star Gold (40.00%); Cartoon Network (38.23%) ; 9XM and Big Magic (35.00 %); Marathibana, Star Utsav Movies, Sony Wah, Zee Cinema, DD National and Dhinchak (33.33 % each); 9XM (27.27 %); Colors Marathi, Nick, Zee Talkies and Star Cricket (25.00 %) whereas remaining percentages of sample rural boys were

observed to be given their third preference for the channels exhibited in the concerned table. On the other hand in case of rural school going girls, it was found that about 30 to 50 percent of them gave first preference for viewing tv programmes on various TV channels such as Cartoon Network and Star Utsav Movies (50.00%) each. Pogo (47.05%) and Sony Sab, 9XM, Colors Marathi (45.45%) and Mastii , Colors Marathi (40.00%) and Big Magic (30.77%). While 14-28 percent of the rural girls reported that they give first preference for watching B4U Kadak, Star Pravah, Sony Wah (28.57% each), colors rishtey , & TV (20.00%) and Sony Max (14.28%). Irrespective of gender, out of total sample of rural school going children, only 2-3 percent of them preferred viewing programmes only on colors channel. In addition to these results, it was recorded that a higher percentage of rural school going girls (50 - 75%) had second preference for viewing TV programmes on Zee cinema (75.00%), Sony Wah (71.42%), Star Pravah (57.14%) and Mastii (50.00%). About 14-38 percent rural girls second preference was for viewing TV programmes on Big Magic (38.46%); Sony Sab and 9XM (36.36%); Cartoon Network and Pogo (35.00%); B4U Kadak (28.57%); Nick , Zee Talkies (25% each); Colors Marathi (20.00%) and Sony Max (14.28%). Whereas remaining of them had given their third preference for viewing TV programmes on various channels enlisted in table. On the whole, based on gender statistically no significant differences were recorded among rural school going children with reference to generally viewed TV channels and their preferences for viewing different programmes on the channels like Zee Marathi, Colors, Sony Max, Star Gold, Star Cricket, DD National, Zee 24 Taas and Discovery enlisted in the table.

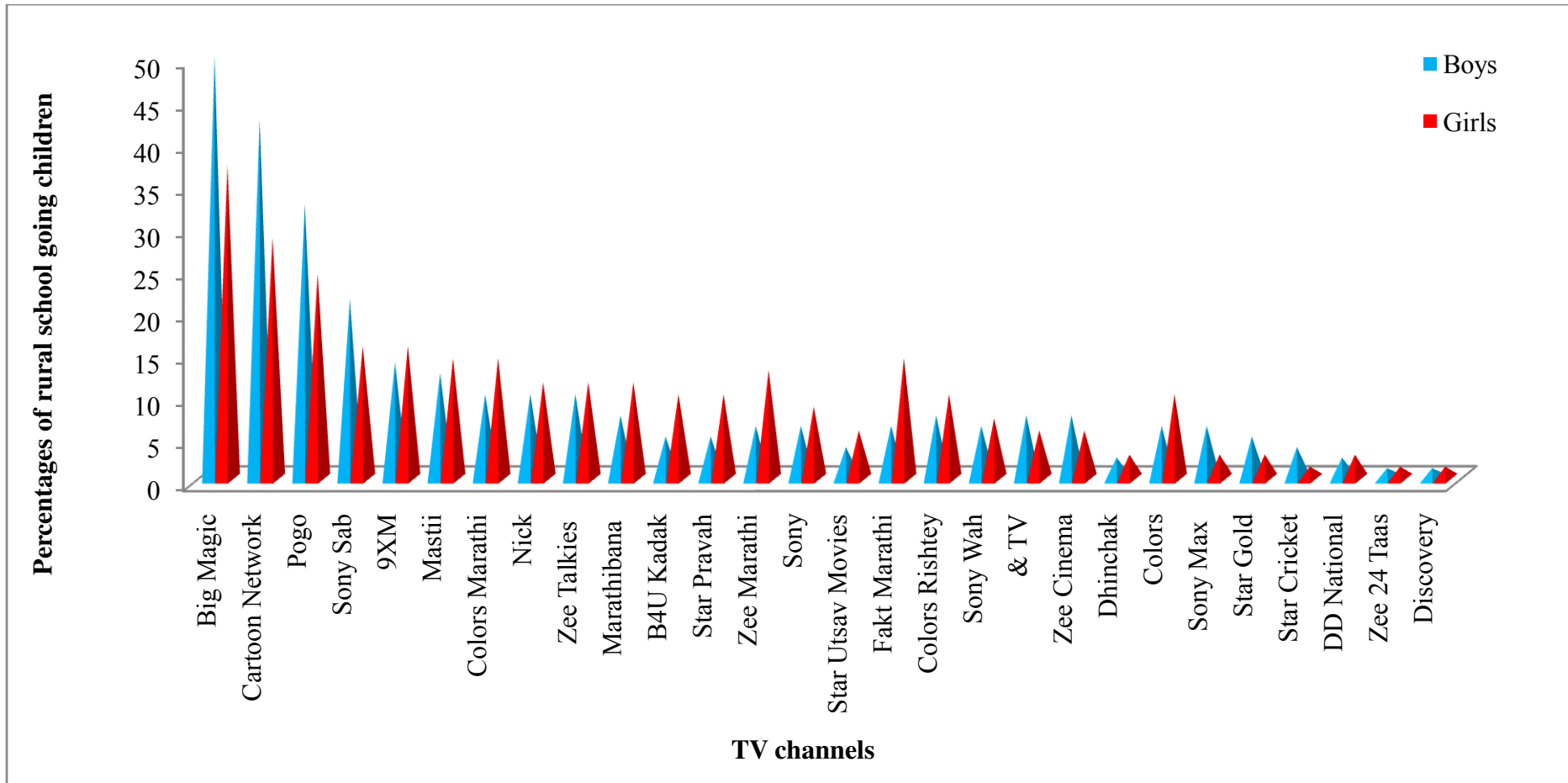


Fig.4.1: TV channels generally viewed of rural school going children

Table 4.6: Generally viewed TV channels by rural school going children and the preferences given by them to various children

Generally viewed TV channels	Preferences and percentages of rural school going children (150)								Z values			
	Boys (80)				Girls (70)							
	Percentage of boys (a)	Preferences to TV channels			Percentage of girls (e)	Preferences to TV channels			a Vs e	b Vs f	c Vs g	d Vs h
		1 (b)	2 (c)	3 (d)		1 (f)	2 (g)	3 (h)				
Big Magic	50.00(40)	40.00(16)	35.00(14)	25.00(10)	37.14(26)	30.77(08)	38.46(10)	30.77(08)	01.05 ^{NS}	00.49 ^{NS}	00.15 ^{NS}	00.23 ^{NS}
Cartoon Network	42.50(34)	44.11(15)	38.23(13)	17.64(06)	28.57(20)	50.00(10)	35.00(07)	15.00(03)	01.06 ^{NS}	00.29 ^{NS}	00.13 ^{NS}	00.17 ^{NS}
Pogo	32.50(26)	38.46(10)	46.15(12)	15.38(04)	24.28(17)	47.05(08)	35.29(06)	17.64(03)	00.57 ^{NS}	00.23 ^{NS}	00.45 ^{NS}	00.07 ^{NS}
Sony Sab	21.25(17)	47.05(08)	35.29(06)	17.64(03)	15.71(11)	45.45(05)	36.36(04)	18.18(02)	00.41 ^{NS}	00.07 ^{NS}	00.03 ^{NS}	00.02 ^{NS}
9XM	13.75(11)	54.54(06)	27.27(03)	18.18(02)	15.71(11)	45.45(05)	36.36(04)	18.18(02)	00.13 ^{NS}	00.29 ^{NS}	00.25 ^{NS}	---
Mastii	12.50(10)	50.00(05)	30.00(03)	20.00(02)	14.28(10)	40.00(04)	50.00(05)	10.00(01)	00.13 ^{NS}	00.30 ^{NS}	00.57 ^{NS}	00.24 ^{NS}
Colors Marathi	10.00(08)	37.50(03)	25.00(02)	37.50(03)	14.28(10)	40.00(04)	20.00(02)	40.00(04)	00.26 ^{NS}	00.08 ^{NS}	00.12 ^{NS}	00.08 ^{NS}
Nick	10.00(08)	62.50(05)	25.00(02)	12.50(01)	11.43(08)	50.00(04)	25.00(02)	25.00(02)	00.06 ^{NS}	00.36 ^{NS}	---	00.29 ^{NS}
Zee Talkies	10.00(08)	27.50(03)	25.00(02)	37.50(03)	11.43(08)	50.00(04)	25.00(02)	25.00(02)	00.06 ^{NS}	00.64 ^{NS}	---	00.09 ^{NS}
Marathibana	07.50(06)	33.33(02)	33.33(02)	33.33(02)	11.43(08)	37.50(03)	12.50(01)	50.00(04)	00.26 ^{NS}	00.09 ^{NS}	00.45 ^{NS}	00.40 ^{NS}
B4U Kadak	05.00(04)	50.00(02)	---	50.00(02)	10.00(07)	28.57(02)	28.57(02)	04.85(03)	00.31 ^{NS}	00.46 ^{NS}	---	01.23 ^{NS}
Star Pravah	05.00(04)	50.00(02)	---	50.00(02)	10.00(07)	28.57(02)	57.14(04)	14.28(01)	00.31 ^{NS}	00.46 ^{NS}	---	00.72 ^{NS}
Zee Marathi	06.25(05)	---	60.00(02)	40.00(03)	12.85(09)	11.11(01)	---	88.88(08)	00.39 ^{NS}	---	---	01.57 ^{NS}
Sony	06.25(05)	20.00(01)	80.00(04)	---	08.57(06)	---	100.00(06)	---	00.13 ^{NS}	---	01.00 ^{NS}	---
Star Utsav Movies	03.75(03)	---	33.33(01)	66.66(02)	05.71(04)	50.00(02)	---	50.00(02)	00.13 ^{NS}	---	---	00.37 ^{NS}
Fakt Marathi	06.25(05)	---	---	100.00(05)	14.28(10)	20.00(02)	40.00(04)	40.00(04)	00.52 ^{NS}	---	---	02.44*
Colors Rishtey	07.50(06)	---	33.33(02)	66.66(04)	10.00(07)	28.57(02)	71.42(05)	---	00.19 ^{NS}	---	00.97 ^{NS}	---
Sony Wah	06.25(05)	---	40.00(02)	60.00(03)	07.14(05)	20.00(01)	---	80.00(04)	00.06 ^{NS}	---	---	00.57 ^{NS}
& TV	07.50(06)	---	33.33(02)	66.66(04)	05.72(04)	---	75.00(03)	25.00(01)	00.13 ^{NS}	---	01.01 ^{NS}	00.83 ^{NS}
Zee Cinema	07.50(06)	---	33.33(02)	66.66(04)	05.72(04)	---	50.00(02)	50.00(02)	00.13 ^{NS}	---	00.70 ^{NS}	00.37 ^{NS}
Dhinchak	02.50(02)	100.00(02)	---	---	02.86(02)	100.0(02)	---	---	---	---	---	---
Colors	06.25(05)	---	40.00(02)	60.00(03)	10.00(07)	14.28(01)	14.28(01)	71.42(05)	---	---	00.53 ^{NS}	00.31 ^{NS}
Sony Max	06.25(05)	---	40.00(02)	60.00(03)	02.86(02)	---	---	100.00(02)	---	---	---	01.41 ^{NS}
Star Gold	05.00(04)	---	25.00(01)	75.00(03)	02.86(02)	---	---	100.00(02)	---	---	---	01.41 ^{NS}
Star Cricket	03.75(03)	---	33.33(01)	66.66(02)	01.43(01)	---	---	100.00(01)	---	---	---	01.01 ^{NS}
DD National	02.50(02)	---	---	100.00(02)	02.86(02)	---	---	100.00(02)	---	---	---	---
Zee 24 Taas	01.25(01)	---	---	100.00(01)	01.43(01)	---	---	100.00(01)	---	---	---	---
Discovery	01.25(01)	---	---	100.00(01)	01.43(01)	---	---	100.00(01)	---	---	---	---

Figures in parentheses indicate number of the rural school going children

*- Significant at 5% level

NS - Non significant

4.3.4 Generally viewed TV programmes by rural school going children and the preferences given by them to various channels

TV programmes generally viewed by rural school going children and their preferences for the same are illustrated in Table 4.7 and Fig. 4.2. Irrespective of gender about 98 percent of rural school going children reported that they view cartoon serials like Oggy and the cockroaches, Tom & Jerry show, Motu Patlu, Chhota Bheem, Titoo, Bandbudh aur Budbak, Pyar Mohabbat Happy Lucky, Bablu Dablu, Chimpoo simpoo, Grizzy and the Lemmings, Gattu Battu, Golmal Jr, Motu Patlu and Keymon-Ache followed by comedy shows (76 - 85%), filmy songs and music (60 - 67%), movies (52 - 58%), family drama (37 - 42%), reality shows like Big-Boss, Nach Baliye, Khatron ke Khiladi & Super Dancer (31 - 34%); Religious programmes like *Gajar Kirtanacha and Gajar Maulicha* (25 - 27%) and a horror shows viz. *Ratris khel chale, Sang tu ahes ka* (21.25%). Where as a lower percentage of them were observed to be viewing News telecasted on Zee 24 Taas, DD National and TV9 Marathi (12 - 13%), programmes related to sports (10 - 12%), programmes for enhancing general knowledge such as Man vs Wild, Food Factory (4 - 7%), science based programmes (3.75%) and educational programmes (2 - 3%). Relatively a higher percentage of them (57 - 65%) always found to be preferred movies (52 - 68%) viewing on television, followed by cartoon serials (57 - 65%), family drama (56 - 63%), reality shows (60 - 62%), filmy songs and music (54 - 59%) and comedy shows (52 - 55%). Whereas a higher percentage of rural school going boys sometimes preferred to view religious programmes on TV (80.00%) followed by horror shows (70.58%), News (72.72%) and Sports (25.00%). Whereas 33.33 percent sometimes and 66.66 percent rarely girls recorded to be viewing TV programmes telecasted for enhancing general knowledge of them. However a very meagre percent of them rarely found to be viewing science and educational based programmes (2 - 3%).

The statistical results indicate that except having significant differences in sometimes viewing religious programmes, no significant differences were recorded with regard generally viewed TV programmes by rural school going children and the preferences given by them to various channels. Some of these findings are in support recorded by Hassan & Daniyal (2013), Nirusha *et.al.*(2015), Singh & Mumtaz (2014), Arshad *et.al.*(2018) and Shantipriya & Prabha (2017).

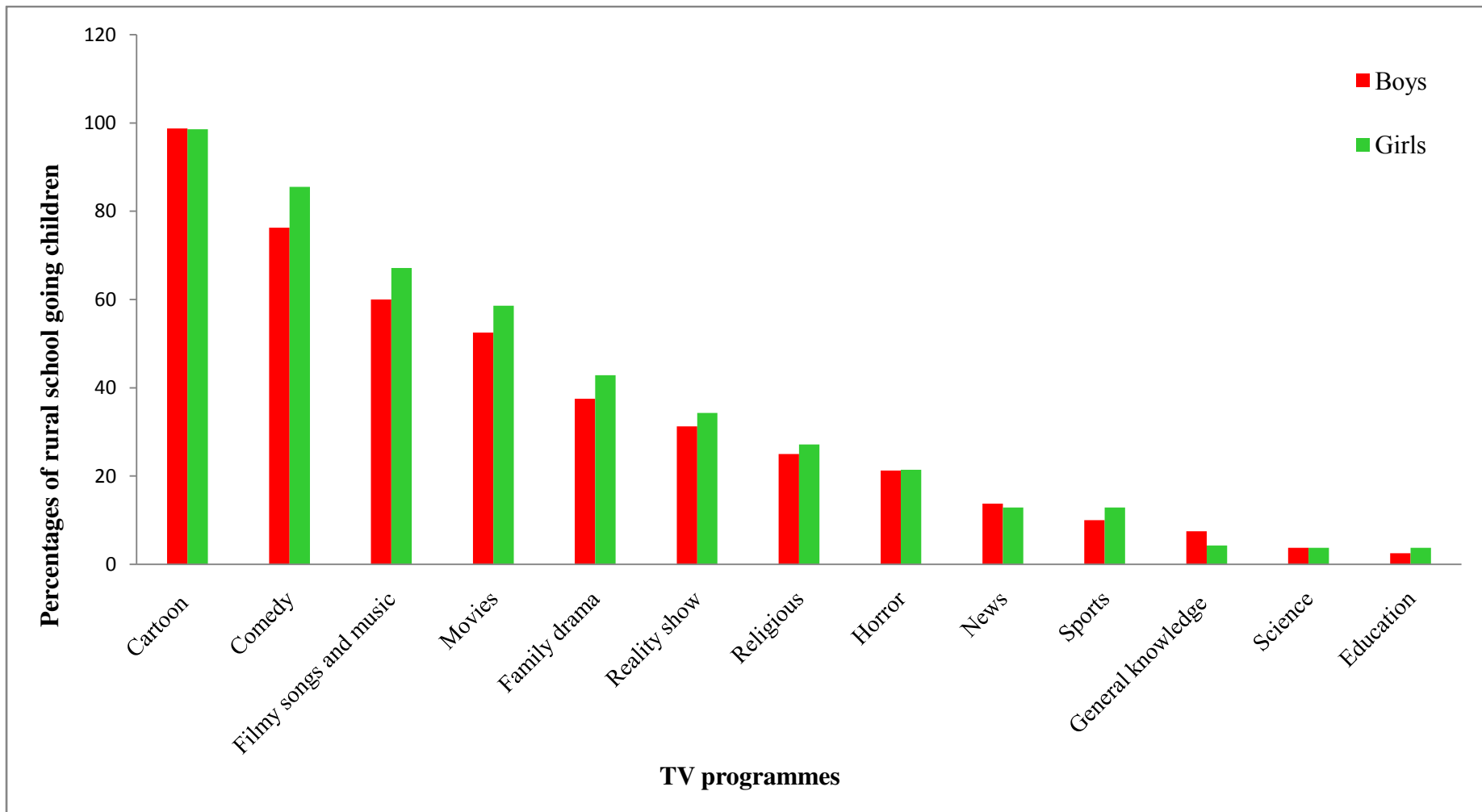


Fig. 4.2: TV programmes generally viewed by rural school going children

Table 4.7: TV programmes generally viewed by rural school going children and the preferences given by them to various channels

Generally viewed TV Programmes	Preferences and percentages of rural school going children (150)								Z values		
	Boys (80)				Girls (70)						
	Percentage of boys	Preferences of TV programmes			Percentage of girls	Preferences of TV programmes			a Vs d	b Vs e	c Vs f
Always (a)		Sometimes (b)	Rarely (c)	Always (d)		Sometimes (e)	Rarely (f)				
Cartoon	98.75(79)	65.82(52)	32.91(26)	01.26(01)	98.57(69)	57.97(40)	31.88(22)	10.14(07)	00.78 ^{NS}	00.15 ^{NS}	00.66 ^{NS}
Comedy	76.25(61)	55.73(34)	32.78(20)	11.47(07)	85.50(59)	52.54(31)	33.89(20)	13.55(08)	00.24 ^{NS}	00.06 ^{NS}	00.12 ^{NS}
Filmy songs and music	60.00(48)	54.16(26)	27.08(13)	18.75(09)	67.14(47)	59.57(28)	29.78(14)	10.64(05)	00.37 ^{NS}	00.11 ^{NS}	00.43 ^{NS}
Movies	52.50(42)	52.38(22)	33.33(14)	14.28(06)	58.57(41)	68.29(28)	24.39(10)	07.31(03)	01.15 ^{NS}	00.48 ^{NS}	00.45 ^{NS}
Family drama	37.50(30)	63.33(19)	30.00(09)	06.66(02)	42.85(30)	56.66(17)	33.33(10)	10.00(03)	00.44 ^{NS}	00.04 ^{NS}	00.16 ^{NS}
Reality show	31.25(25)	60.00(15)	28.00(07)	12.00(03)	34.28(24)	62.50(15)	33.33(08)	04.16(01)	00.11 ^{NS}	00.21 ^{NS}	00.29 ^{NS}
Religious	25.00(20)	---	80.00(16)	20.00(04)	27.14(19)	42.10(08)	34.84(07)	21.05(04)	---	02.24 [*]	00.03 ^{NS}
Horror	21.25(17)	---	70.58(12)	29.41(05)	21.42(15)	---	73.33(11)	26.67(04)	---	00.16 ^{NS}	00.10 ^{NS}
News	13.75(11)	---	72.72(08)	28.28(03)	12.85(09)	---	77.77(07)	22.22(02)	---	00.22 ^{NS}	00.07 ^{NS}
Related to											
Sports	10.00(08)	---	25.00(02)	75.00(06)	12.85(09)	---	22.22(02)	77.77(07)	---	00.07 ^{NS}	00.08 ^{NS}
General knowledge	07.50(06)	---	---	100.00(06)	04.29(03)	---	33.33(01)	66.66(02)	---	---	01.01 ^{NS}
Science	03.75(03)	---	---	100.00(03)	03.75(03)	---	---	100.00(03)	---	---	---
Education	02.50(02)	---	---	100.00(02)	03.75(03)	---	---	100.00(03)	---	---	---

Figures in parentheses indicate number of the rural school going children

*- Significant at 5% level

NS - Non significant

4.3.5 TV viewing habits of the rural school going children

Table 4.8 and Fig. 4.3 indicates TV viewing habits of the rural school going children. As binge watching TV programmes in poor postural positions lead to many health issues like having visual problems, low back pain, neck and shoulder pain, etc. Therefore to avoid such health issues children need to view TV programmes in an adequate position. The results of this study indicate that, irrespective of gender, a higher percentage of them (96 - 98%) used to view TV programmes by sitting on floor, followed by on cot (47 - 50%), mat (42 - 48%), chair (30 - 38%) and sofa (12 - 22%). Further about 12-21 percent of them reported that, they used to view TV programmes by laying on cot, followed by on floor and mat (10.00% each) and on sofa (7 - 8%).

With regard to TV viewing habits of rural school going children, it can be concluded that relatively a higher percent of rural school going children used to view TV programmes by sitting on floor or on cot (47 - 50%). Statistical results reveal that as compared to the rural school going girls significantly a higher percentage of rural school going boys used to view TV programmes by sitting on chair or on sofa available at their homes.

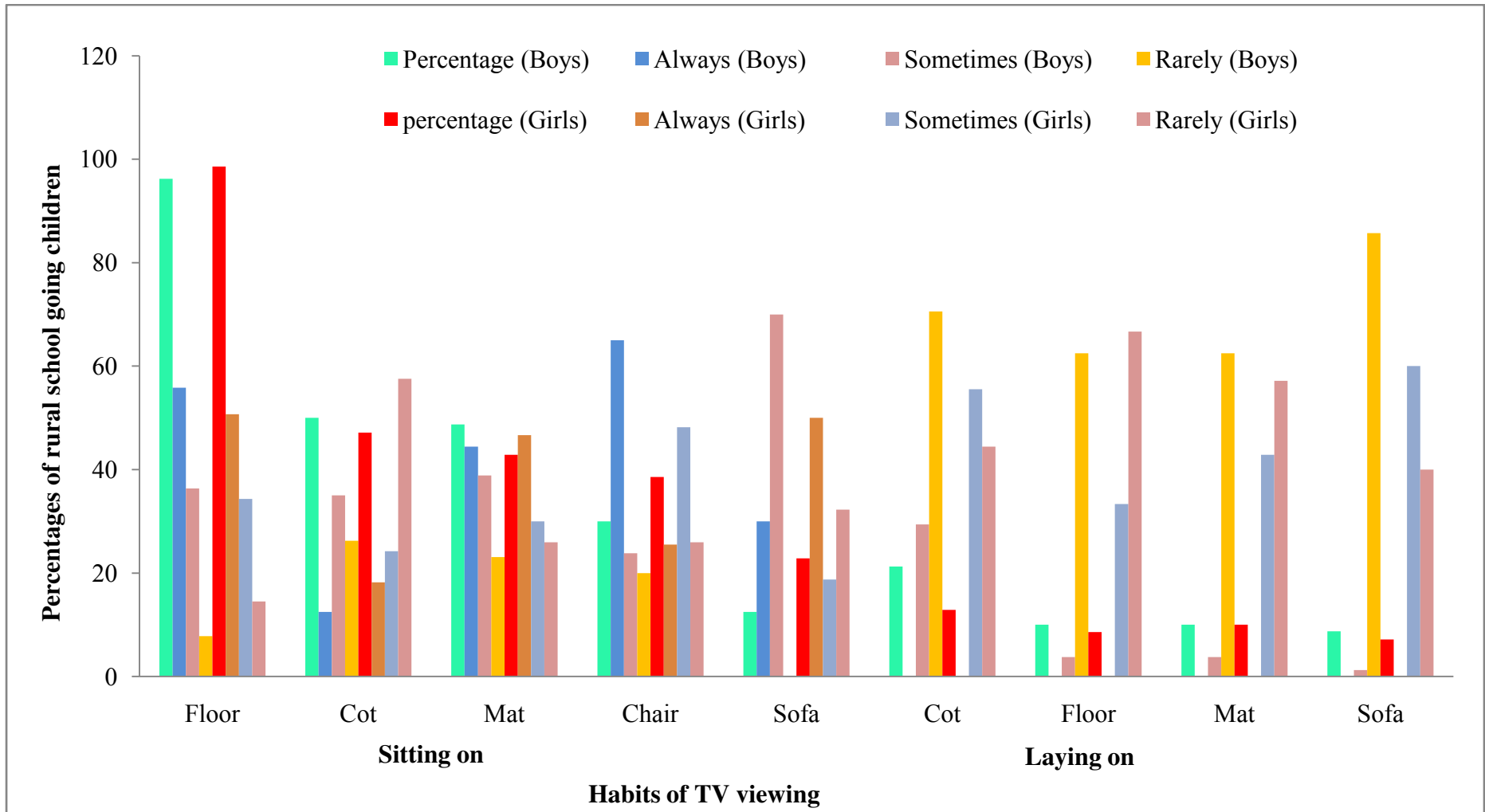


Fig. 4.3: TV Viewing Habits of rural school going children

Table 4.8: TV viewing habits of the rural school going children

TV viewing habits	Percentages of rural school going children (150)											
	Boys (80)				Percentages of girls (e)	Girls (70)			Z values			
	Percentages of boys (a)	Always (b)	Sometimes (c)	Rarely (d)		Always (f)	Sometimes (g)	Rarely (h)	a Vs e	b Vs f	c Vs h	d Vs h
Viewing TV by sitting on												
Floor	96.25(77)	55.84(43)	36.36(28)	07.79(06)	98.57(69)	50.72(35)	34.32(24)	14.49(10)	00.72 ^{NS}	00.96 ^{NS}	00.21 ^{NS}	01.86 ^{NS}
Cot	50.00(40)	12.50(05)	35.00(14)	26.25(21)	47.14(33)	18.18(06)	24.24(08)	57.57(19)	00.36 ^{NS}	00.71 ^{NS}	01.03 ^{NS}	02.80**
Mat	48.75(39)	44.44(16)	38.88(14)	23.07(09)	42.85(30)	46.66(14)	30.00(09)	25.92(07)	00.73 ^{NS}	00.16 ^{NS}	00.70 ^{NS}	00.19 ^{NS}
Chair	30.00(24)	65.00(13)	23.81(05)	20.00(16)	38.57(27)	25.52(07)	48.18(13)	25.92(07)	01.03 ^{NS}	03.12**	00.23 ^{NS}	00.42 ^{NS}
Sofa	12.50(10)	30.00(03)	70.00(07)	---	22.85(16)	50.00(08)	18.75(03)	32.25(05)	01.62 ^{NS}	01.62 ^{NS}	02.99**	---
Viewing TV by laying on												
Cot	21.25(17)	---	29.42(05)	70.58(12)	12.85(09)	---	55.55(05)	44.44(04)	01.50 ^{NS}	---	01.30 ^{NS}	01.35 ^{NS}
Floor	10.00(08)	---	03.75(03)	62.50(05)	08.57(06)	---	33.33(02)	66.66(04)	00.42 ^{NS}	---	01.49 ^{NS}	00.15 ^{NS}
Mat	10.00(08)	---	03.75(03)	62.50(05)	10.00(07)	---	42.85(03)	57.14(04)	---	---	01.92 ^{NS}	03.13**
Sofa	08.75(07)	---	01.25(01)	85.71(06)	07.15(05)	---	60.00(03)	40.00(02)	00.23 ^{NS}	---	01.05 ^{NS}	01.74 ^{NS}

Figures in parentheses indicate number of the rural school going children

** - Significant at 1% level

NS - Non Significant

4.3.6 Activities concurrently done while viewing TV by the rural school going children

Table 4.9 indicates activities concurrently done while viewing TV by the rural school going children. Forty six percent of the rural school going boys expressed that while viewing TV programmes, they used to chitchat with their family members or friends, who are co-viewing with them followed by having their meals or eating some snacks items like shev, chiwda, chips, kurkure, choklates, etc., completing school work (26.25%), drawing and colouring (12.50%) and playing indoor games (11.25%) like *champhul*, *sagotya*, videogames, etc. The corresponding percentages of their counterparts girls were recorded to be 35.71, 38.57, 17.14, 20.00 and 10.00. Out of these about 71.42 percent of the rural school going boys stated that always they used to eat simultaneously while viewing TV programmes, which was followed by getting involved in drawing and colouring (50%), chitchatting (35.13%) and completing school work (35 – 46%). Whereas about 40-71 percent of them sometimes and 5-55 percent of them rarely found to be doing activities in the table. In case of rural school going girls a higher percent of them (58.33%) were observed sometimes to be concurrently got involved in completing school related work, followed by playing indoor games (57.14%) like *champhul*, *sagotya*, videogames, etc., chitchatting (52.00%), drawing and colouring (7.14%).

On the whole it was recorded that irrespective of gender, chitchatting (35 - 46%) and eating (38 - 43%) were observed to be the concurrently done activities of rural school going children while viewing TV programmes. Statistical results proved that except having highly significant differences with regard to eating while viewing TV programmes, no significant differences were recorded with regard to the other concurrently done activities while viewing TV programmes by the sample children.

Table 4.9: Activities concurrently done while viewing TV by the rural school going children

Activities concurrently done while TV viewing	Frequency and Percentages of rural school going children (150)								Z values			
	Boys (80)				Girls (70)				a Vs e	b Vs f	c Vs g	d Vs h
	Percentages of boys (a)	Always (b)	Sometimes (c)	Rarely (d)	Percentages of girls (e)	Always (f)	Sometimes (g)	Rarely (h)				
Completing homework given by school	46.25(37)	35.13(13)	37.83(14)	27.02(10)	35.71(25)	12.00(03)	52.00(13)	36.00(09)	01.38 ^{NS}	01.54 ^{NS}	00.11 ^{NS}	00.13 ^{NS}
Eating	43.75(35)	71.42(25)	22.85(08)	05.71(02)	38.57(27)	33.33(09)	51.85(14)	14.81(04)	00.62 ^{NS}	03.20**	02.43*	01.18 ^{NS}
Writing	26.25(21)	28.57(06)	71.42(15)	---	17.14(12)	08.33(01)	58.33(07)	33.33(04)	01.35 ^{NS}	00.84 ^{NS}	00.74 ^{NS}	---
Reading books	12.50(10)	10.00(03)	50.00(05)	20.00(02)	20.00(14)	14.28(02)	64.28(09)	21.42(03)	01.33 ^{NS}	00.09 ^{NS}	00.38 ^{NS}	00.15 ^{NS}
Drawing and colouring	12.50(10)	50.00(05)	40.00(04)	10.00(01)	20.00(14)	21.42(03)	07.14(01)	71.40(10)	01.33 ^{NS}	00.24 ^{NS}	00.25 ^{NS}	00.70 ^{NS}
Playing indoor games	11.25(09)	---	44.44(04)	55.55(05)	10.00(07)	28.57(02)	57.14(04)	14.29(01)	00.19 ^{NS}	---	00.52 ^{NS}	01.93 ^{NS}

Figures in parentheses indicate number of the rural school going children

** - Significant at 1% level

* - Significant at 5% level

NS – Non Significant

4.3.7 Co-viewing Television Pattern of Rural School Going Children

Table 4.10 and Fig. 4.4 depicts about co-viewing television pattern adopted by rural school going children. The findings of the study indicate that about 28.00 percent rural girls and 42.00 percent rural boys used to view TV programmes along with their siblings which was followed by co-viewing TV programmes with their mothers (21 - 37%), friends (13 - 28%), grandparents (3 - 14%), cousins (10 - 11%), classmates (7 - 11%) with other relatives. Out of them, about 44-50 percent of them reported that, they always viewing TV programmes along with their siblings. Statistical results proved that as compared to the rural school going girls, their counterparts boys used to view TV programmes along with their friends and mothers. On the other hand with reference to co-viewing TV programmes with grandparents the statistical results were found to be vice-versa. Some of these results are similar to the findings quoted by Vandewater *et.al.*(2006) and Shantiprabha & Prabha (2017) in their research studies.

Table 4.10: Co-viewing television pattern adopted by rural school going children

Particulars about individuals	Percentages of rural school going children (150)								Z values			
	Boys (80)				Girls (70)							
	Percentages of boys (a)	Always (b)	Sometimes (c)	Rarely (d)	Percentages of girls (e)	Always (f)	Sometimes (g)	Rarely (h)	a Vs e	b Vs f	c Vs g	d Vs h
Siblings	42.50(34)	44.11(15)	38.23(13)	17.64(06)	28.57(20)	50.00(10)	35.00(07)	15.00(03)	01.81 ^{NS}	00.29 ^{NS}	00.13 ^{NS}	00.17 ^{NS}
Mothers	21.25(17)	47.05(08)	35.29(06)	17.64(03)	37.14(26)	30.77(08)	38.46(10)	30.77(08)	02.17*	01.12 ^{NS}	00.20 ^{NS}	01.01 ^{NS}
Friends	13.75(11)	54.54(06)	27.27(03)	18.18(02)	28.57(20)	50.00(10)	35.00(07)	15.00(03)	02.28*	00.21 ^{NS}	02.73**	00.21 ^{NS}
Cousins	10.00(08)	27.50(03)	25.00(02)	37.50(03)	11.43(08)	50.00(04)	25.00(02)	25.00(02)	00.07 ^{NS}	00.64 ^{NS}	---	00.09 ^{NS}
Classmate	07.50(06)	33.33(02)	33.33(02)	33.33(02)	11.43(08)	37.50(03)	12.50(01)	50.00(05)	00.26 ^{NS}	00.09 ^{NS}	00.45 ^{NS}	00.40 ^{NS}
Grandparents	03.75(03)	---	33.33(01)	66.66(02)	14.28(10)	20.00(02)	40.00(04)	40.00(04)	02.40*	---	00.19 ^{NS}	00.82 ^{NS}
Other relatives	06.25(05)	---	20.00(01)	80.00(04)	05.72(04)	---	25.00(01)	75.00(03)	00.26 ^{NS}	---	00.17 ^{NS}	00.17 ^{NS}

Figures in parentheses indicate number of the rural school going children
 **- Significant at 1% level *- Significant at 5% level NS - Non Significant

4.4 Family involvement in rural school going children's TV viewing

4.4.1 Contents of TV programmes shared by the rural school going children

Table 4.11 and Fig. 4.5 reveals about contents of viewed TV programmes generally shared by the rural school going children. It is obvious from the results that irrespective of gender, relatively a higher percentage of rural school going children used to share contents of viewed TV programmes specially about the characters of the actors/artists (78 - 81%) followed by themes of the TV programmes (73 - 75%) and action shots (64 - 72%). On the other hand more than half of the sample rural school going children boys (52.50 %) reported that they used to share fighting scene with others followed by music (37 - 50%), dressing (36.25%), sports events (28.75%) and various advertisements flashed in TV programmes (26.25%). The corresponding percentages of their counterparts rural school going girls were observed to be 27.14, 48.57, 47.14, 08.57 and 21.43. Besides these about 5-12 percent of them also were recorded to be sharing Science facts (11 - 12%), General Knowledge (7 - 10%) News flashed on current affairs (5 - 7%). It is evident from the statistical results that as compared to the sample rural school going girls significantly a higher percentage of rural school going boys were found to be sharing fighting scenes and sports events viewed on TV where as it was vice versa with reference to sharing contents related to the make-up. While on the contrary the statistical results were noticed to be non significant with regard to the remaining contents like characters, themes, action shots, dressing, make-up, music, fighting, advertisements, news, science facts and general knowledge enlisted in the table. The findings are in conforming with the results recorded by Singh & Mumtaz (2014).

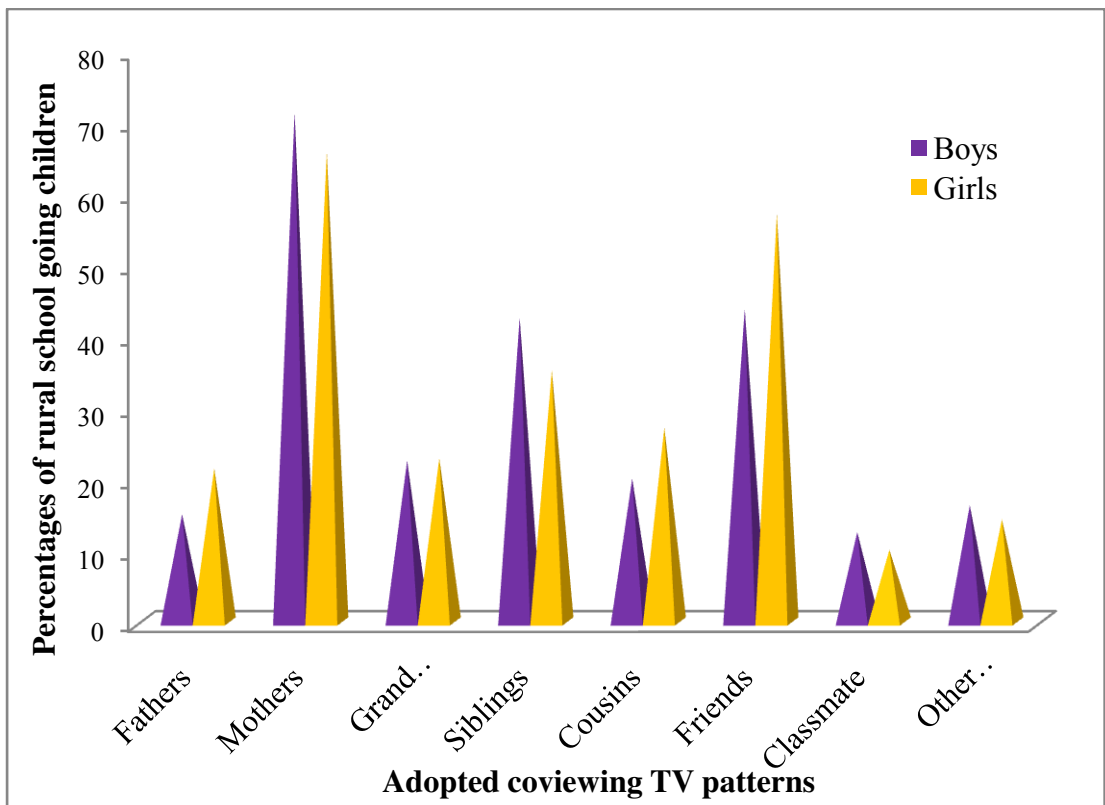


Fig.4.4: Co-viewing TV patterns of rural school going children

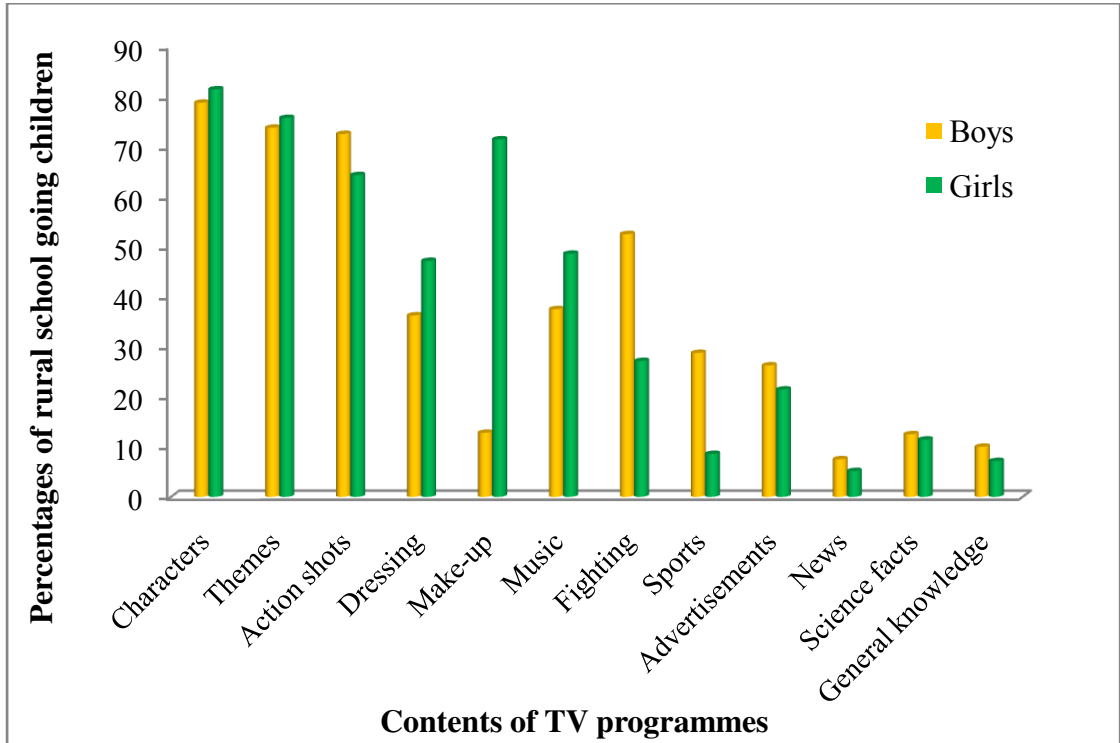


Fig.4.5: Contents of viewed TV programmes generally shared by the rural school going children with others



Plate 4.1 (a): Sample children co-viewing TV programmes



Plate 4.1 (b): Sample children co-viewing TV programmes

Table 4.11: Contents of viewed TV programmes generally shared by the rural school going children with others

Particulars about contents	Percentages of rural school going children (150)		
	Boys (80)	Girls (70)	Z values a Vs b
Characters	78.75(63)	81.43(57)	00.50 ^{NS}
Themes	73.75(59)	75.71(53)	00.28 ^{NS}
Action shots	72.50(58)	64.29(45)	01.14 ^{NS}
Dressing	36.25(29)	47.14(33)	01.37 ^{NS}
Make-up	12.80(16)	71.43(50)	09.03**
Music	37.50(30)	48.57(34)	01.37 ^{NS}
Fighting	52.50(42)	27.14(19)	03.12**
Sports	28.75(23)	08.57(06)	03.34**
Advertisements	26.25(21)	21.43(15)	00.71 ^{NS}
News	07.50(06)	05.14(04)	00.50 ^{NS}
Science facts	12.50(10)	11.43(08)	00.20 ^{NS}
General knowledge	10.00(08)	07.14(05)	00.75 ^{NS}

Figures in parentheses indicate number of the rural school going children
 **- Significant at 1% level NS - Non Significant

4.5 Advantages of the TV viewing reported by the rural school going children

4.5.1 Advantages of the TV viewing reported by the rural school going children

Table 4.12 and Fig. 4.6 exhibit about the advantages of the TV viewing by the rural school going children. Irrespective of gender, all the rural school going children stated that viewing different programmes on TV is a source of their recreation, they get acquainted with new information and also this is the source of getting relief.

In addition to these, irrespective of gender, considerably a higher percentage of rural school going children (87 - 98%) specified that viewing TV programmes was beneficial in developing pro-social behavior like helping to others (95 - 98%), sharing (87 - 92%) and co-operating (92 - 96%).

About 94-97 percent of rural school going children expressed that due to viewing various programmes on TV , they developed moral values, followed by enhanced curiosity (87 - 94%), for updated self (77 - 84%), enhanced vocabulary (82 - 83%), got to cultural variations (77 - 82%), learnt mannerism (70 - 80%) and also for enhanced general knowledge (55 - 67%). Further considerably a higher percentage of rural school going girls (80.00% each) expressed that due to viewing TV programmes they created interest in arts and craft activities followed by developing interest in outdoor play (40.00%). The corresponding percentage of their counterparts rural school going boys were observed to be 50.00, 73.75 and 52.50. Whereas 22-24 percent rural school going children also claimed that after viewing certain programmes on TV they developed interest in musical instruments.

On the whole statistically no significant differences were recorded with regard to the advantages of the TV viewing reported by the rural school going children. Some of these findings are in line with the results reported by Mirium Baron (2000), Jusoff (2009) and Singh (2014).

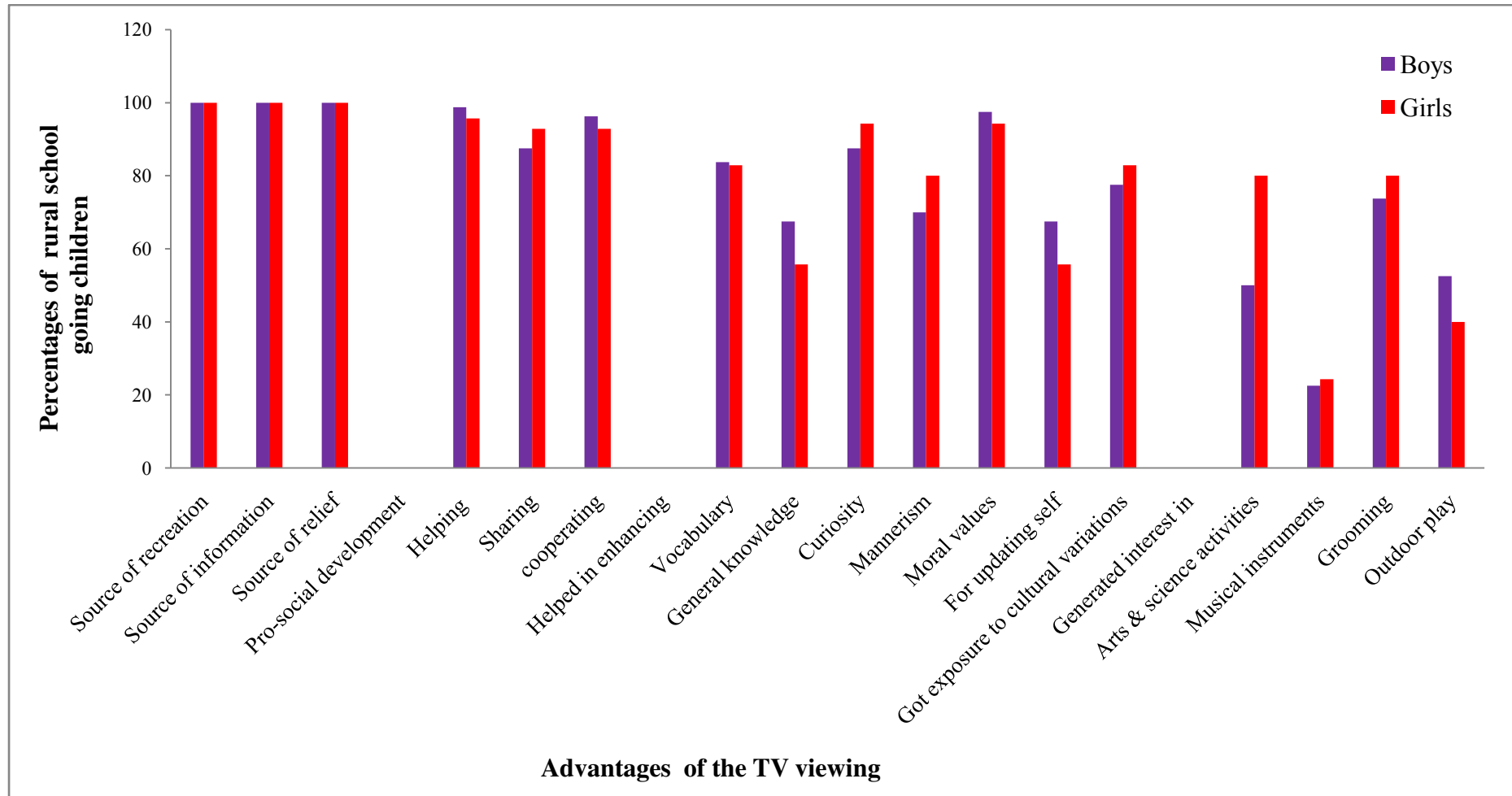


Fig. 4.6: Advantages of viewing TV programmes reported by the rural school going children

Table 4.12: Advantages of the TV viewing reported by the rural school going children

Advantages of the TV viewing	Percentages of rural school going children (150)		
	Boys (a) (80)	Girls (b) (70)	Z values a Vs b
Source of			
Recreation	100.00(80)	100.00(70)	---
Information	100.00(80)	100.00(70)	---
Relief	100.00(80)	100.00(70)	---
Pro-social development			
Helping	98.75(79)	95.71(67)	01.00 ^{NS}
Sharing	87.50(70)	92.86(65)	01.00 ^{NS}
Cooperating	96.25(77)	92.86(65)	01.02 ^{NS}
Helped in enhancing			
Vocabulary	83.75(67)	82.86(58)	00.16 ^{NS}
General knowledge	67.50(54)	55.71(39)	01.50 ^{NS}
Curiosity	87.50(70)	94.29(66)	01.49 ^{NS}
Mannerism	70.00(56)	80.00(56)	01.43 ^{NS}
Moral values	97.50(78)	94.29(66)	01.00 ^{NS}
For updating self	77.50(62)	84.29(59)	01.16 ^{NS}
Got exposure to cultural variations	77.50(62)	82.86(58)	00.93 ^{NS}
Generated interest in			
Arts and craft activities	50.00(40)	80.00(56)	03.14**
Musical instruments	22.50(18)	24.29(17)	00.29 ^{NS}
Grooming	73.75(59)	80.00(56)	01.03 ^{NS}
Outdoor play	52.50(42)	40.00(28)	01.50 ^{NS}

Figures in parentheses indicate number of the rural school going children

** - Significant at 1% level

NS - Non Significant

4.5.2 Parental perceptions about the advantages of the TV viewing to their children

Table 4.13 shows parental perceptions about the advantages of the TV viewing to their children. Irrespective of gender, all the parents of the sample children reported that viewing TV programmes was advantageous to their children for developing communication skills followed by developing observation and listening skills (97 - 98%) and social skills and general mannerism (87 - 90%). Whereas about 36-37 percent of them opined that due to viewing TV programmes, their children developed interest in singing followed by dancing (22 - 37%), drawing and colouring (25 - 27%), dramatization (17 - 18%), preparing various dishes like maggy, poha, tea, rice and khichadi (11 - 14%).

In addition to above advantages relatively a higher percentage of parents expressed that viewing TV programmes was beneficial for their children as they got opportunity to learn other languages like Hindi (84 - 85%) and English (27 - 28%).

Statistical results proved that as compared to the boy's parents significantly a higher percentage of sample rural girl's parents reported that their daughters created interest in dancing because of viewing programmes telecasted on TV. However non-significant statistical results were found with reference to the remaining advantages like source of recreation, source of information, source of relief, pro-social development (helping, sharing and co-operating), generated interest in grooming, musical instruments and outdoor play enlisted in the table. Similar trend of findings were reported by Jusoff (2009) and Singh (2014).

On the whole, irrespective of the gender of sample rural school going children, relatively a higher percentage of their parents reported that viewing TV programmes was advantageous to their offsprings specially for developing communication skills, observation and listening skills, social skills & mannerism and also for learning Hindi language.

Table 4.13: Parental perceptions about the advantages of TV viewing to their children

Advantages of the TV viewing	Percentages of rural parents (150)		
	Boys parents (80)	Girls parents (70)	Z values a Vs b
Developed interests in			
Communication skills	100.00(80)	100.00(70)	---
Observation skills & listening skills	97.50(78)	98.57(69)	00.40 ^{NS}
Social skills & Mannerism	90.00(72)	87.14(61)	00.58 ^{NS}
Developed interest in			
Singing	36.25(29)	37.14(26)	00.13 ^{NS}
Drawing & colouring	25.00(20)	27.14(19)	00.28 ^{NS}
Dancing	22.50(18)	37.14(26)	02.03*
Dramatization	17.50(14)	18.57(13)	00.16 ^{NS}
Story narration	11.25(09)	14.29(10)	00.55 ^{NS}
Preparing various dishes	08.75(07)	05.71(04)	00.75 ^{NS}
Learnt other languages			
Hindi	85.00(68)	84.37(59)	00.17 ^{NS}
English	28.75(23)	27.14(19)	00.15 ^{NS}

Figures in parentheses indicate number of the rural school going children

* - Significant at 5% level NS - Non Significant

4.6 Disadvantages of TV viewing reported by the rural school going children

4.6.1 Disadvantages of TV viewing reported by the rural school going children

Disadvantages of viewing TV programmes reported by children are illustrated in Table 4.14 and Fig.4.7. Irrespective of gender, about 52-56 percent rural school going children reported that they developed eye strain due to excessive TV viewing. Where as 55-57 percent of them expressed that, as they enjoy viewing various TV programmes, they do not want to study. Further about 45-50 percent of them stated that due to viewing TV programmes, their interest in doing household chores is remarkably reduced and even they lost their interest in playing outdoor games (22 - 37%). As most of the adverse effects of prolonged TV viewing, there is a great need to develop awareness about it. In addition to these, 41-44 percent of them revealed that, their extreme TV viewing was a cause for their parental aggression towards them. Besides these majority of them (41 - 42%) also disclosed that their unrestrained TV viewing affected their school performance.

Predominantly it was noticed that causing eye strain, parental aggression and adverse effects on school performance were the disadvantages of TV viewing reported by rural school going children. Based on gender statistically no differences were found among sample rural going children about it.

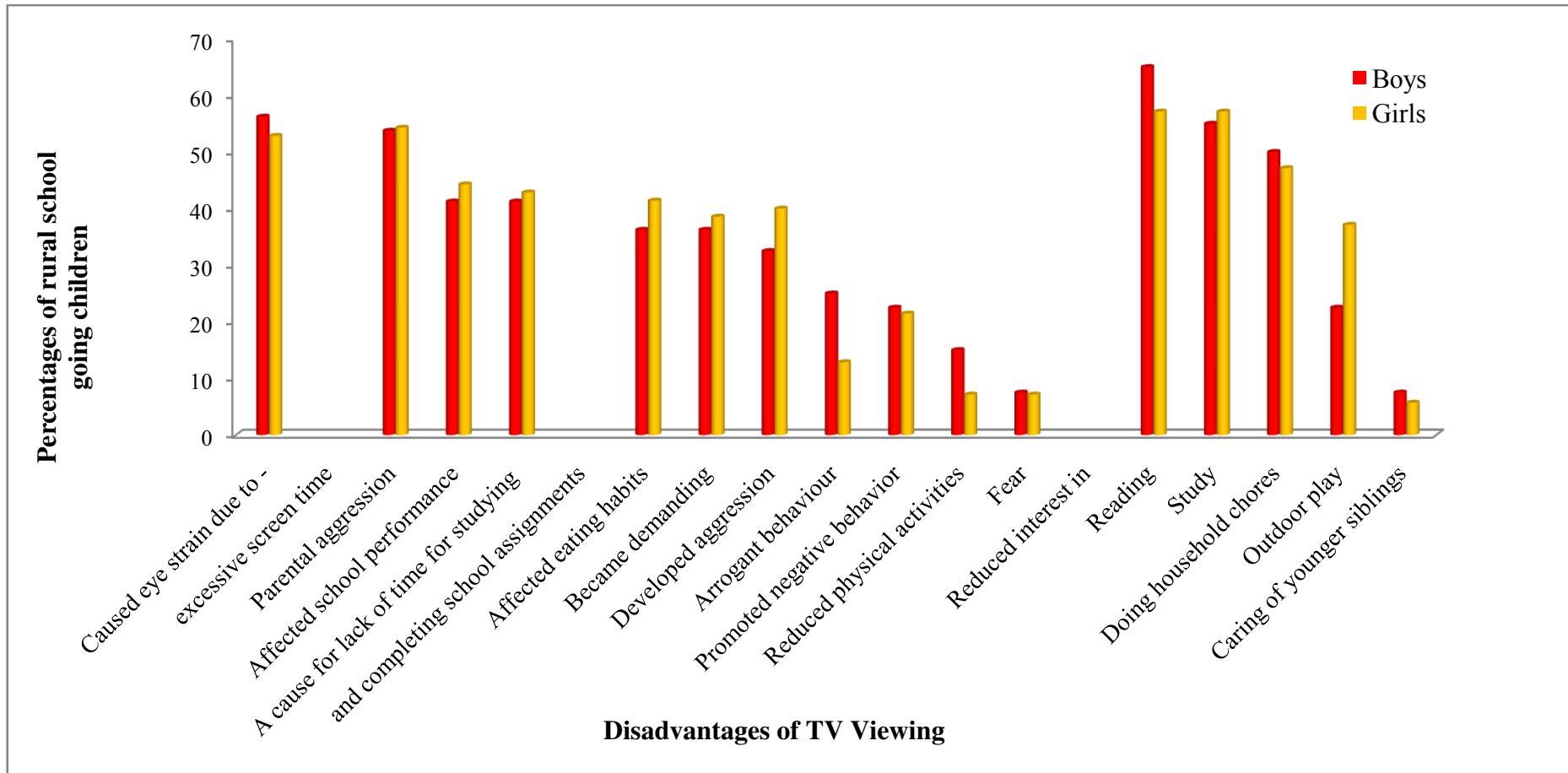


Fig. 4.7: Disadvantages of viewing TV programmes reported by rural school going children

Table 4.14: Disadvantages of viewing TV programmes reported by rural school going children

Disadvantages of the TV viewing	Percentages of rural school going children (150)		
	Boys (80)	Girls (70)	Z values a Vs b
Caused eye strain due to excessive screen time	56.25(45)	52.85(37)	00.49 ^{NS}
Parental aggression	53.75(43)	54.29(38)	00.12 ^{NS}
Affected school performance	41.25(33)	44.28(31)	00.24 ^{NS}
A cause for lack of time for studying and completing school assignments	41.25(33)	42.85(30)	00.08 ^{NS}
Affected eating habits	36.25(29)	41.42(29)	00.62 ^{NS}
Became demanding	36.25(29)	38.57(27)	00.25 ^{NS}
Developed aggression	32.50(26)	40.00(28)	01.02 ^{NS}
Arrogant behaviour	25.00(20)	12.85(09)	00.89 ^{NS}
Promoted negative behaviour	22.50(18)	21.45(15)	00.40 ^{NS}
Reduced physical activities	15.00(12)	07.15(05)	00.52 ^{NS}
Fear	07.50(06)	07.15(04)	---
Reduced interest in			
Reading	65.00(52)	57.14(40)	01.00 ^{NS}
Study	55.00(44)	57.14(40)	00.18 ^{NS}
Doing household chores	50.00(40)	47.14(33)	00.37 ^{NS}
Outdoor play	22.50(18)	37.14(26)	01.10 ^{NS}
Caring of younger siblings	07.50(06)	05.71(04)	00.53 ^{NS}

Figures in parentheses indicate number of the rural school going children
NS - Non Significant

4.6.2 Parental perceptions about the disadvantages of the TV viewing to their children

Table 4.15 denotes about the disadvantages of TV viewing to their children. Irrespective of gender, a very higher percentage of rural school going children's parents (57 - 65%) stated that, due to excessive TV viewing their offsprings experienced eye strain. Further 52-56 percent of them communicated that their offsprings became demanding due to TV viewing. As they view various advertisements on TV, they get attracted towards them and start demanding the same products and material like different eatables, drinks, stationary, clothes, tooth pastes, bath soaps, etc. A higher percentage of the parents (53 - 54%) complained that many a times whenever they see their children viewing TV programmes for a longer time, they become aggressive and express their anger towards their offsprings.

About 41-61 percent of them complained that due to excessive TV viewing specially during COVID-19 pandemic, their offspring's school performance got affected a lot. Relatively a higher percentage of them (60 - 61%) expressed that excessive TV viewing is a major cause of reducing interest in doing study, carrying out household work (47 - 50%), playing outdoor games (11 - 17%) and in caring their younger siblings (5 - 7%). A majority of sample rural school going children's parents (32 - 40%) also opined that, due to viewing TV programmes for longer time, their offsprings were not attending online classes conducted by their school teachers and also they are not getting enough time for completing school assignments. In addition to these, few of them (21 - 25%) also reported that due to viewing TV programmes, specially Chhota Bheem, Oggy & cockroaches, etc. their offspring's started fighting with their siblings. Even 5-17 percent parents disclosed that their offsprings are not getting enough sleep due to their binge TV viewing till late night.

On the whole, irrespective of gender of sample children, causing eye strain (57 - 65%), expression of demanding nature (52 - 56%), a cause for parental aggression (53 - 54%) adverse effects on school performance (41 - 61%), reduction of interest in doing study (60 - 61%) were found to be the parental perceptions about the disadvantages of TV viewing to their children. Based on rural school going children's gender, statistically no significant differences were observed with regard to the parental perceptions about the disadvantages of TV viewing to their children.

Table 4.15: Parental perceptions about the disadvantages of viewing TV programmes to their children

Disadvantages of the TV viewing	Percentages of rural parents (150)		
	Boy's parents (80)	Girl's parents (70)	Z values a Vs b
Caused eye strain due to excessive screen time	65.00(52)	57.14(40)	00.84 ^{NS}
Became demanding	53.75(43)	54.29(38)	00.12 ^{NS}
A cause for parental aggression	41.25(33)	41.43(29)	---
Affected school performance	40.00(32)	40.00(28)	---
Affected eating habits	36.25(29)	38.57(27)	00.25 ^{NS}
Lost interest in attending online classes and completing school assignments	32.50(26)	40.00(28)	01.02 ^{NS}
Promoted negative behaviour	30.00(24)	32.86(23)	00.26 ^{NS}
Lack of enough sleep	17.50(14)	05.71(12)	01.01 ^{NS}
Reduced interest in			
Study	61.25(49)	60.00 (42)	00.12 ^{NS}
Doing household chores	50.00(40)	47.14(33)	00.37 ^{NS}
Outdoor play	17.50(14)	11.43(08)	01.07 ^{NS}
Caring of younger siblings	07.50(06)	05.71(04)	00.53 ^{NS}

Figures in parentheses indicate number of the rural school going children
NS - Non Significant

4.7 General practices adopted by the parents for monitoring TV viewing of their rural school going children

4.7.1 Adopted practice by the parents for monitoring TV viewing of their rural school going children

General practices adopted by the parents for monitoring TV viewing to their children are illustrated in Table 4.16 . A higher percentage of sample rural school going boys parents were stated that while monitoring TV viewing of their sons they used to shout at them, whenever their sons found viewing TV programmes excessively. The other strategies adopted by these parents were recorded to be

switching off TV (18.75%), beating (15.00%), changing channels (11.25%) and unplugging TV cables (8.75%). However a very few parents (6 - 25%) expressed that they used to convince their sons for not viewing TV programmes immoderately for avoiding its harmful effects. The corresponding percentages of their counterparts rural school going girls parents were noticed to be 37.14, 12.86, 10.00, 11.43, 7.14 and 4.28.

Shouting to offsprings for controlling their excessive TV viewing was found to be the common practice adopted by the parents of rural school going children. However as compared to the rural girls significantly a higher percentage of rural school going boys parents were observed to be shouting to their sons for controlling them from excessive TV viewing.

Table 4.16: General practices adopted by the parents for monitoring TV viewing of their rural school going children

Practices adopted for monitoring TV viewing of children	Gender and Percentages of rural school going children (150)		
	Boys (80) a	Girls (70) b	Z values a Vs b
Shouting	56.25(45)	37.14(26)	02.37*
Switching off TV	18.75(15)	12.86(09)	01.20 ^{NS}
Beating	15.00(12)	10.00(07)	01.00 ^{NS}
Changing channels	11.25(09)	11.43(08)	---
Unplugging TV cables	08.75(07)	07.14(05)	00.25 ^{NS}
Convincing him/her to switch off TV	06.25(05)	04.28(03)	00.66 ^{NS}

Figures in parentheses indicate number of the rural school going children

*- Significant at 5%

NS - Non Significant

4.8 Correlation between time incurred by the rural school going children on TV viewing and their background variables based on their gender

4.8.1 Correlation between time incurred by the rural school going children on TV viewing and their background variables based on their gender

Table 4.17 manifests correlation between time incurred by rural school going children on TV viewing and their background variables. It is obvious from the results that, rural school going boys age ($r=0.59^{**}$), weight ($r=0.72^{**}$), height ($r=0.43^{**}$) and size of the family ($r=0.69^{**}$) found to have significant positive correlation with the time incurred by them on viewing various programmes on television.

On the other hand based on the background variables of rural school going girls, no significant correlations were observed with reference to viewing programmes telecasted on TV.

Table 4.17: Correlation between time incurred by rural school going children on TV viewing and their background variables

Background variables	Correlation between time incurred by rural school going children on TV viewing	
	Boys (80)	Girls (70)
Age (yrs)	0.59 ^{**}	- 0.15 ^{NS}
Weight (kg)	0.72 ^{**}	- 0.09 ^{NS}
Height (cm)	0.43 ^{**}	0.12 ^{NS}
Ordinal position	0.07 ^{NS}	0.05 ^{NS}
Type of family	- 0.07 ^{NS}	- 0.08 ^{NS}
Size of family	0.69 ^{**}	- 0.02 ^{NS}
Parental education	0.05 ^{NS}	- 0.01 ^{NS}

******- Significant at 1%

NS - Non Significant

CHAPTER -V
SUMMARY AND CONCLUSION

CHAPTER - V

SUMMARY AND CONCLUSION

A study on “**Influence of TV Viewing on Various Aspects of Rural School Going Children**” was carried out in randomly selected six villages of Parbhani city of Marathwada region of Maharashtra state. The rural school going children in the age group of 7-13 yrs having TV sets at home and volunteered from 6 villages of Parbhani district to participate sincerely in the research study were selected by adopting purposive random sampling method. The data pertaining to the study were collected by personally interviewing the sample rural school going children based on open ended interview schedule cum checklist after developing rapport with them. Similarly all the sample children’s parents also were interviewed based on the open ended interview schedule cum checklist for obtaining information additionally required for the study as well as to cross validate the information given by the children regarding the TV viewing pattern of them and also for studying parental views about the same. Approximate time taken for conducting interview of each child and his/her parents was 50-60 minutes. Thus the data collected from the rural school going children and also from their parents were pooled, tabulated, statistically analysed and discussed. The objectives of the study were as follows

- To study the general TV viewing patterns of rural school going children
- To find out the influence of TV viewing on the selected aspects of rural school going children
- To study parental perceptions about TV viewing of their school going children

Background information of the sample rural school going children

On the whole, irrespective of gender, it was observed that relatively a higher percentage of them were in the age group of 7-10 yrs (Boys 53% and girls 61%). Further most of them were recorded to be first born (54 – 60%), belonged to nuclear (55 – 71%) and small size (41 – 47%) families were having school timings from 10.00 to 16.00 hr (70 – 74%).

Information about rural school going children's parents

By and large it was observed that considerably a higher percentage of rural school going children's family monthly income was below Rs. 10,000 (65 – 68%) belonged to upper lower socio-economic status. With reference to parental education majority of the fathers of sample boys were high school educated (41%). Where as majority of their mothers education was found to be middle school level. While the results were observed to be vice-versa among their counterparts rural girls. As far as rural school going children's parental higher percentage of their parents were found to be the farm workers/shop-owners/clerical workers.

Availability of TV connection and its arrangements in rural school going children's homes

On the whole, irrespective of gender about 50 percent each rural school going children were recorded to have DTH free dish. More than 70 percent of them had their TV sets in living rooms and a higher percentage of them observed to be maintaining 5-7 ft distance from TV sets while viewing TV programmes. Based on gender statistically no significant differences were recorded among rural school going children with regard to availability of TV connections and arrangements of TV sets. However as compared to the rural boys significantly a higher percentage of rural girls were found to be viewing TV programmes by maintaining less than 5 ft distance from TV sets.

Medium of TV programmes generally viewed by the rural school going children

Based on statistical results and gender, no significant differences were recorded among rural school going children with reference to medium of TV programmes generally viewed by them.

Time incurred on viewing various TV programmes by rural school going children

In sum irrespective of gender, the findings of the study indicate that significantly a higher percentage of rural school going children (72 – 88%) used to view TV programmes enormously. Therefore to avoid detrimental effects of it, parents must control their children from viewing excessive TV Viewing.

TV channels generally viewed by rural school going children and their preferences for it based on gender

It is clear from the results that irrespective of gender relatively higher percentage rural school going children (37- 50%) were found to view TV Programmes telecasted on Big Magic channel followed by Cartoon Network (28 - 42%) and Pogo (24 - 32%). With regard to the preferences of the preschool children for viewing the TV channels, it was observed that 62 percent of the boys gave first preference to the Nick followed by 9XM (54.54%), Mastii, B4U Kadak, Star Pravah (50.00% each) , Sony Sab (47.05%) Cartoon network (44.11%), Big Magic (40.00%), Pogo (38.46%), Colors Marathi (37.50%), Marathibana (33.33%) , Zee talkies (27.50%) and Sony (20.00%). On the other hand in case of rural school going girls, it was found that about 30 to 50 percent of them gave first preference for viewing tv programmes on various TV channels such as Cartoon Network and Star Utsav Movies (50.00%) each. Pogo (47.05%) and Sony Sab, 9XM, Colors Marathi (45.45%) and Mastii , Colors Marathi (40.00%) and Big Magic (30.77%). While 14-28 percent of the rural girls reported that they give first preference for watching B4U Kadak, Star Pravah, Sony Wah (28.57% each), colors rishtey , & TV (20.00%) and Sony Max (14.28 %). On the whole, based on gender statistically no significant differences were recorded among rural school going children with reference to generally viewed TV channels and their preferences for viewing different programmes on the channels like Zee Marathi, Colors, Sony Max, Star Gold, Star Cricket, DD National, Zee 24 Taas and Discovery enlisted in the table.

Generally viewed TV programmes by rural school going children and the preferences given by them to various channels

Irrespective of gender about 98 percent of rural school going children reported that they view cartoon serials like Oggy and the cockroaches, Tom & Jerry show, Motu Patlu, Chhota Bheem, Titoo, Bandbudh aur Budbak, Pyar Mohabbat Happy Lucky, Bablu Dablu, Chimpoo simpoo, Grizzly and the Lemmings, Gattu Battu, Golmal Jr, Motu Patlu and Keymon-Ache followed by comedy shows (76 - 85%), filmy songs and music (60 - 67%), movies (52 - 58%), family drama (37 - 42%), reality shows like Big-Boss, Nach Baliye, Khatron ke Khiladi & Super Dancer (31 - 34%); Religious programmes like *Gajar Kirtanacha* and *Gajar Maulicha* (25 - 27%)

and a horror shows viz. *Ratris khel chale, Sang tu ahes ka* (21.25%). Relatively a higher percentage of them (57 - 65%) always found to be preferred movies (52 - 68%) viewing on television, followed by cartoon serials (57 - 65%), family drama (56 - 63%), reality shows (60 - 62%), filmy songs and music (54 - 59%) and comedy shows (52 - 55%). The statistical results indicate that except having significant differences in sometimes viewing religious programmes, no significant differences were recorded with regard generally viewed TV programmes by rural school going children and the preferences given by them to various channels.

TV viewing habits of the rural school going children

With regard to TV viewing habits of rural school going children, it can be concluded that relatively a higher percent of rural school going children used to view TV programmes by sitting on floor or on cot (47 - 50%). Statistical results reveal that as compared to the rural school going girls significantly a higher percentage of rural school going boys used to view TV programmes by sitting on chair or on sofa available at their homes.

Activities concurrently done while viewing TV by the rural school going children

On the whole it was recorded that irrespective of gender, chitchatting (35 - 46%) and eating (38 - 43%) were observed to be the concurrently done activities of rural school going children while viewing TV programmes. Statistical results proved that except having highly significant differences with regard to eating while viewing TV programmes, no significant differences were recorded with regard to the other concurrently done activities while viewing TV programmes by the sample children.

Co-viewing Television Pattern of Rural School Going Children

Statistical results proved that as compared to the rural school going girls, their counterparts boys used to view TV programmes along with their friends and mothers. On the other hand with reference to co-viewing TV programmes with grandparents the statistical results were found to be vice-versa.

Contents of TV programmes shared by the rural school going children

It is evident from the statistical results that as compared to the sample rural school going girls significantly a higher percentage of rural school going boys were found to be sharing fighting scenes and sports events viewed on TV where as it was vice versa with reference to sharing contents related to the make-up. While on the contrary the statistical results were noticed to be non significant with regard to the remaining contents like characters, themes, action shots, dressing, make-up, music, fighting, advertisements, news, science facts and general knowledge enlisted in the table.

Advantages of the TV viewing reported by the rural school going children

Irrespective of gender, all the rural school going children stated that viewing different programmes on TV is a source of their recreation, they get acquainted with new information and also this is the source of getting relief. In addition to these, irrespective of gender, considerably a higher percentage of rural school going children (87 - 98%) specified that viewing TV programmes was beneficial in developing pro-social behavior like helping to others (95 - 98%), sharing (87 - 92%) and co-operating (92 - 96%). About 94-97 percent of rural school going children expressed that due to viewing various programmes on TV , they developed moral values, followed by enhanced curiosity (87 - 94%), for updated self (77 - 84%), enhanced vocabulary (82 - 83%), got to cultural variations (77 - 82%), learnt mannerism (70 - 80%) and also for enhanced general knowledge (55 - 67%). On the whole statistically no significant differences were recorded with regard to the advantages of the TV viewing reported by the rural school going children.

Parental perceptions about the advantages of the TV viewing to their children

On the whole, irrespective of the gender of sample rural school going children, relatively a higher percentage of their parents reported that viewing TV programmes was advantageous to their offsprings specially for developing communication skills, observation and listening skills, social skills & mannerism and also for learning Hindi language.

Disadvantages of TV viewing reported by the rural school going children

Predominantly it was noticed that causing eye strain, parental aggression and adverse effects on school performance were the disadvantages of TV viewing reported by rural school going children. Based on gender statistically no differences were found among sample rural going children about it.

Parental perceptions about the disadvantages of the TV viewing to their children

On the whole, irrespective of gender of sample children, causing eye strain (57 - 65%), expression of demanding nature (52 - 56%), a cause for parental aggression (53 - 54%) adverse effects on school performance (41 - 61%), reduction of interest in doing study (60 - 61%) were found to be the parental perceptions about the disadvantages of TV viewing to their children. Based on rural school going children's gender, statistically no significant differences were observed with regard to the parental perceptions about the disadvantages of TV viewing to their children.

Adopted practice by the parents for monitoring TV viewing of their rural school going children

Shouting to offsprings for controlling their excessive TV viewing was found to be the common practice adopted by the parents of rural school going children. However as compared to the rural girls significantly a higher percentage of rural school going boys parents were observed to be shouting to their sons for controlling them from excessive TV viewing.

Correlation between time incurred by the rural school going children on TV viewing and their background variables based on their gender

It is obvious from the results that, rural school going boys age ($r=0.59^{**}$), weight ($r=0.72^{**}$), height ($r=0.43^{**}$) and size of the family ($r=0.69^{**}$) found to have significant positive correlation with the time incurred by them on viewing various programmes on television. On the other hand based on the background variables of rural school going girls, no significant correlations were observed with reference to viewing programmes telecasted on TV.

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APPENDICES

Appendix - I

Influence of TV Viewing on Various Aspects of School

Going Children in Rural Area

Child Interview Schedule

1. General information

a. Child's name:

b. Gender: Male Female

c. Age: _____ yrs

d. Weight: _____ kg

e. Height: _____ cm

f. Head circumference: _____ cm

g. Ordinal position: Firstborn Middle born Lastborn

h. Size of family: Small (Below 4) Middle (4-6) Large (Above 6)

i. Type of Family: Nuclear Joint Extended

j. Number of siblings: Elder Younger

2. Personal Information

a. Name of father:

b. Name of mother:

c. Address:

d. Cell phone number:

e. Name of school:

f. School timings:

g. Class:

3. Family background

Members of Family	Age (in yrs)	Education Details	Occupation	Monthly income (in Rs.)
Father				
Mother				
Brother				
Sister				
Grandmother				
Grandfather				
Any other				

4. Do you have TV at your home? Yes No

If Yes: 1. Doordarshan Antenna

2. DTH services

3. DD Free dish

5. With whom do you usually view TV?

a. Alone

b. Parents (mother / father)

c. Grandparents

d. Siblings

e. Relatives

f. Friends

6. Place of TV

a. Living room

b. Bed room

c. Kitchen

7. At what distance do you watch TV? _____ Ft

8. Can you operate TV appropriately?

Yes No

9. Generally in which physical position you watch TV programmes?

Particular	Sitting position			Laying position		
	Often	Sometimes	Rarely	Often	Sometimes	rarely
On Chair						
On Floor						
On Mat						
On Cot						
On Sofa						
Anything else ----- -----						

10. Which language do you prefer for watching TV programme?

Medium	Often	Sometime	Rarely
Marathi			
Hindi			
English			
Other Language			

11. What do you do while watching TV?

Nothing

Activities performed like

Activities	Always	Sometime	Rarely	Give details
Eating				
Reading				
Writing				
Drawing				
Colouring				
Chitchatting				
Completion of homework				
Any other _____				

12. What type of TV programmes generally do you watch?

Type of TV programme	Always	Sometime	Rarely
Cartoon shows			
Movies			
Music shows			
Sports events			
Comedy serials			
Horror shows			
News			
Family drama			
Reality shows			
Adult focused			
Religious serials			
Related to Science Education Genral Knowledge			
Any other _____			

13. Which are your most favourite channels?

Channels	Tick mark preferences				
	I	II	III	IV	V
Nick					
Pogo					
Cartoon Network (CN)					
Big Magic					
Colors Rishtey					
9XM					
Mastii					
Dhinchak					
Discovery					
Marathibana					
DD National					
& TV					
Colors					
Sony					
Star Pravah					
Zee Talkies					
Colors Marathi					
Fakt Marathi					
Sony Sab					
Sony Wah					
Zee Cinema					
Star Sports					
Zee Marathi					
B4U Kadak					
Star Gold					
Zee 24 Taas					
TV9 Marathi					
Sony Max					
Any other _____					

14. How much time do you incur on viewing TV in a week?

Days	Time incurred minutes/ hours
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Average time	

15. Do you discuss TV programmes viewed by you?

Yes No

If yes with whom all and why?

Members	Reasons
Father	
Mother	
Both parents	
Brother	
Sister	
Cousins	
Grand Father	
Grand mother	
Friends	
Classmates	
Other members _____ _____	

16. Who decides generally what type of TV programmes you have to watch?

Members	Tick mark	Why
My self		
Father		
Mother		
Grandparents		
Siblings		
Other members _____ _____		

17. What all aspects of TV programmes generally you discuss with them?

Aspects	Tick mark
Characters of serials/films	
Story theme	
Stunts	
Dressing	
Make-up/ Appearance	
Music	
News	
Advertisements	
General knowledge	
Science facts	
Fighting shots	
Any other _____ _____	

18. In what way TV viewing is advantageous to you?

Aspects	Tick mark
Source of Entertainment	
Generated interest in Arts and craft activities Dance Dramatization Musical instruments Cooking Grooming Outdoor play Enhanced vocabulary Learnt other languages (English/Hindi)	
Source of information	
Source of relief	
Prosocial development Helping Sharing Cooperative	
Help in enhancing in General knowledge Curiosity Mannerism For updating self Get exposure to cultural variations Came to what is right and wrong Become honest	
Responsible	
Emotional control	
Understanding	
Leadership skills	
Any other	

19. What are the negative effects of viewing TV programme?

Aspects	Tick mark
Reduced physical activities	
Affected school performance	
Affect on eating habits	
Demanding	
Promoted negative behaviour	
Fear	
Aggression	
Lack of enough sleep	
Negative emotions	
Arrogant behaviour	
Interacting with others	
Hampered language	
Lack of time for studying and completing school assignments	
Parental aggression	
Cause eye strain due to excessive screen time	
Reduced interest in Reading Playing Study Doing household chores	
Any other _____	

20. How do your parent/family members react to your TV viewing?

Members	Favourably	Why	Unfavourably	Why
Father				
Mother				
Siblings				
Grand father				
Grand mother				
Any other _____ _____				

Appendix - II

Influence of TV Viewing on Selected Aspects of School

Going Children in Rural Area

Parental Interview Schedule

1. Do you have TV at your home? Yes No

If Yes: 1. Doordarshan Antenna

2. DTH services

3. DD Free dish

2. Do you monitor the TV programmes being viewed by your off-springs?

Yes No

3. How much time generally you spend with your child? ____hrs.____min.

4. Do you make any efforts to divert children's attention from TV viewing?

5. Parental views towards their child's TV viewing

Positive Negative Neutral

If positive (details)

If negative (details)

6. Can your child operate TV appropriately?

Yes No

7. Which are your child's most favourite channels?

Channels	Tick mark preferences				
	I	II	III	IV	V
Nick					
Pogo					
Cartoon Network (CN)					
Big Magic					
Colors Rishtey					
9XM					
Mastii					
Discovery					
Marathibana					
DD National					
& TV					
Colors					
Sony					
Star Pravah					
Zee Talkies					
Colors Marathi					
Fakt Marathi					
Sony Sab					
Sony Wah					
Star Utsav Movies					
Zee Cinema					
Zee Marathi					
Sony Pal					
Star Gold					
Zee 24 Taas					
Sony Max					

Dhinchak					
B4U Kadak					
Any other _____ _____					

8. What type of TV programmes generally your child watch?

Type of TV programme	Always	Sometime	Rarely
Cartoon shows			
Movies			
Music shows			
Sports events			
Comedy serials			
Horror shows			
News			
Family drama			
Reality shows			
Adult focused			
Religious serials			
Related to Science Education Genral Knowledge			
Any other _____ _____			

9. Which language programme does your child watch generally?

Medium	Often	Sometime	Rarely
Marathi			
Hindi			
English			
Other Language _____			

10. How much time do your child incur on viewing TV in a week?

Days	Time incurred minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Average time	

11. At what distance does your child watch TV? _____ fts

What do your child generally do while watching TV?

Nothing

Activities performed like

Activities	Always	Sometime	Rarely
Eating			
Reading			
Writing			
Drawing			
Colouring			

Chitchatting			
Completion of homework			
Playing games _____ _____			
Any things else _____ _____			

12. Generally in which physical position your child watch TV programmes?

Particular	Sitting position			Laying position		
	Often	Sometimes	Rarely	Often	Sometimes	rarely
On Chair						
On Floor						
On Mat						
On Cot						
On Sofa						
Anything else _____						

13. Does your child discuss TV programmes viewed by them with whom?

Yes No

If yes with whom all he/she discuss and why?

Members	Tick mark	Reasons
Father		
Mother		
Both parents		
Siblings		

Cousins		
Grand Father		
Grand mother		
Friends		
Classmates		
Other members _____ _____		

14. What all aspects of TV programmes generally he/she discusses with you?

Aspects	Tick mark
Characters of serials/films	
Story theme	
Action shots	
Dressing	
Make-up	
Music	
Fightings	
Advertisements	
News	
Science facts	
General knowledge	
Anything else _____ _____	

15. In what all activities have your child developed disinterest due to watching TV programmes?

Disinterest	Tick mark
Food	
Indoor play (what all)	
Outdoor play (what all)	
Caring younger siblings	
Interacting with	
Family members	
Guests	
Friends	
Domestic work	
Routine activities like	
Self care	
Sleep	
Studies	
Anything else _____ _____	

16. How your child's TV viewing helped him/her in developing various interests and abilities

Abilities and Interests	Tick mark
Observing skills	
Listening skills	
Communication skills	
Singing	
Dance	
Dramatization	
Arts and craft activities	
Drawing	
Colouring	
Development of sense of humor	
Improving spoken languages like	
Hindi	
English	
Marathi	
Other	
Story narration	
Vocabulary	
Social skills	
Watching movies	
Adult focused	
Children focused	
Watching serials	
Adult focused	
Children focused	
New games _____	
Any other _____	

17. Do you have control on your child's TV viewing?

If yes, how do you control it?

If no, why?

18. Whether TV viewing leads to parent-child conflicts?

Yes No

If yes, Frequently Sometimes Rarely

19. Whether child watches TV as per his/her desire or you direct for it?

Child watches TV as per his/her desire Yes No

If you direct then why?

20. In what way TV viewing is advantageous to you?

Aspects	Tick mark
Source of Entertainment	
Generated interest in Arts and craft activities Dance Dramatization Musical instruments Cooking Grooming Outdoor play Enhanced vocabulary Learnt other languages (English/Hindi)	
Source of information	
Source of relief	
Prosocial development Helping Sharing Cooperative	
Help in enhancing in General knowledge Curiosity Mannerism For updating self Get exposure to cultural variations Cultivate healthy human relations Came to what is right and wrong Become honest	
Emotional control	
Understanding	
Leadership skills	
Any other _____	

21. What are the negative effects of viewing TV programme?

Aspects	Tick mark
Reduced physical activities	
Affected school performance	
Affect on eating habits	
Demanding	
Promoted negative behaviour	
Fear	
Aggression	
Lack of enough sleep	
Negative emotions	
Interacting with others	
Hampered language	
Lack of time for studying and completing school assignments	
Parental aggression	
Cause eye strain due to excessive screen time	
Reduced interest in Reading Playing Study Doing household chores	
Any other <hr/> <hr/> <hr/>	

Appendix - III

Modified socio-economic status scale of Kuppuswamy (2020)

Name of the respondent:

Age :

Address:

Sr. no	Items	Weightage	Samples child's mother	Samples child's father
1	Education of the Head			
1.	Profession or honours	7		
2.	Graduate	6		
3.	Intermediate or diploma	5		
4.	High school certificate	4		
5.	Middle school certificate	3		
6.	Primary school certificate	2		
7.	Nonliterate	1		
2	Occupation of the Head			
1.	Legislators, senior officials and managers	10		
2.	Professionals	9		
3.	Technician and associate professionals	8		
4.	Clerks	7		
5.	Skilled workers and Shop & market sales workers	6		
6.	Skilled agricultural & fishery workers	5		
7.	Craft & related trade workers	4		
8.	Plant & machine operators and assembles	3		
9.	Elementary occupation	2		
10.	Unemployed	1		
3	Income per month in rupees			
1	Between 99,931-199,861	10		
2.	Between 74,756-99,930	6		
3.	Between 49,962- 74,755	4		
4.	Between 29,973- 49,961	3		
5.	Between 10,002- 29,972	2		
6.	Below 10,001	1		
		Total A+B+C		

$$\text{SES of child} = \frac{\text{Grand total of raw score of 2}}{(2 \text{ Parents})}$$

S. No.	Total Score	Socioeconomic class
1	26-29	Upper
2	16-25	Upper Middle (II)
3	11-15	Lower middle (III)
4	5-10	Upper lower (VI)
5	Below 5	Lower (V)

CURRICULUM VITAE

CURRICULUM VITAE

Full name of the candidate : Prasad Gambhirrao Deshmukh

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Title of the thesis : Influence of TV viewing on various aspects of rural school going children

Academic qualification

Course / Degree	Name of the College/ Institute	University/Board	Year of passing	Percentage (%) / CGPA	Class / Grade
SSC	Gandhi Vidyalaya, Ekta Nagar, Parbhani.	Secondary & Higher Secondary Education, Pune	2012	81.45	First class with distinction
HSC	Shri.Shivaji College, Shivaji Nagar, Parbhani.	Secondary & Higher Secondary Education, Pune	2014	56.62	Second class
B.Sc. (Home Science)	College of Community Science, Parbhani	Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.	2018	7.71	First class

Prasad

Signature of Candidate

(Prasad Gambhirrao Deshmukh)

Place : Parbhani

Date : 06-12-2021