

THE EFFECT OF TV ON CHILDREN

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***ABSTRACT**--This research paper investigates how television is associated with the behavior and development of children of age group of 5 to 15. This paper examines whether behavior, academic performance, attitude and life style of children is influenced by watching television negatively or positively. This research explores this subject through quantitative approach, data was collected with the convenience sampling from 100 of respondents by using questionnaire. Different graphs and tables indicates opinions of respondents. The results indicate that television is not solely influencing children, parents must consider moderate use of television that can be helpful for the development of their children.*

Keywords—Children, TV

I. INTRODUCTION

Television can be one of the important and powerful influence in shaping behavior and developing values in any individual, especially in children. Television is one of the important tools for, most of the people whether they are young or old, as most of the information is delivered to the public through using television technology. Now everyone can have easy access to the television through using cables and satellite that provide every kind of information to the public according to their requirement of work, interest, and leisure. With the popularity of television and production of different types of programs, television has attracted the attention of a huge number of people. As compare to other sources of media like the internet, mobile phones, television is one of the most accessible media that can be easily accessed by people, including children, where television is one the most favorite form of media. There are many debates that took place for the favor and against of television for children, as children can easily access of different type of information through television that can affect the development, health, learning and behavior (K & Shivany, 2015).

Television has the potential to produce both types of effects that can be negative or positive for the children. Different studies conducted by researchers have investigated about the impact of television on society and specifically on children. The developmental level of children is an important factor that is affected by the television with its positive and negative effects. Watching television frequently, children have limited time for their other activities like playing, spending time with parents, discussions, reading, storytelling, spending time with siblings and peers that are vital for the growth of children and developing other important mental, physical and social skills.

This study focuses on investigating the effects of television on children and determine the negative and positive effects of televisions that can be helpful for parents and caregivers for the development of their children.

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II. BACKGROUND INFORMATION

Television is one the advanced tool and media platform that can generate positive and as well as negative effects on the society, particularly on the children. The development of children is an important factor that can be effected through watching television. Not all programs of television are bad for the development of children when exposed to the good programs and shows, children can learn good things (Kaeper, 2016). Many types of research have identified that the television can have a positive effect on children that can help the children to change their behavior and attitude towards positive way. However, many programs in television can have negative effects that can create violent and offensive behavior in children. The negative impact of television can negatively influence the behavior, lifestyle, language, attitude, and development of children.

III. PROBLEM STATEMENT

Children spend a huge period of their time in front of a television screen watching television programs as children are highly influenced by the programs that are broadcast on television channels. Parents and caregivers of children have great responsibility for providing and monitoring children while watching television to structure the habits of watching television and selecting the good channels and programs that have a positive impact on children.

IV. PURPOSE OF THE STUDY

This study aims to investigate the effects of television on children that can affect the mental, physical, social and thinking abilities of children. As television is one of the media that has influenced the entire society and emerged as most powerful media for public. It is obvious that television play critical role in the life of public but it more critical to determine the effects of television on children. As children are the valuable asset of any nation that can shape the future of any nation.

Aim & Objectives of the Study

- To identify the pattern of children for watching television.
- To identify the positive and negative effects of television on children.
- To determine the role of parents in developing televisions watching habits in children.

Research Questions

- What are the effects of television on the children?
- What are the patterns of children for watching television?
- What is the role of parents in developing televisions watching habits in children?

V. LIMITATION OF THE STUDY

This study is limited to investigate the effect of television on children only from the age of 5 to 15. Moreover, the respondents will be parents, and not the children as there will be the possibility of a problem in understanding the items of the questionnaire by the children.

VI. LITERATURE REVIEW

Watching television can have positive effects on children, in a situation where they are guided by the parents and caregivers appropriately. Television as the procedure of learning can because of promoting learning and in result, it can affect the academic performance of children negatively or positively. There are different identifications that although watching television will be harmful to school performance and reducing the time spent in front of watching television can be beneficial for children. As research done in the USA on 200 preschool children, identify that there is a negative relationship between watching the television and measures related to achievement in schools. Academic performance of children and school readiness may be enhanced through watching educational programs on television. These benefits merge as related to children watching different programs related to education and academic performance.

Analysis of watching preferences and attentive behavior towards television of children has identified that rapid movement of cartoons, special sound effects and loud music that children watch the cartoon programs are a source of creating violent and aggressive behavior in children. Different researchers indicate that the viewing television damage the engagement of the children to the activities that can be the basis of increasing intellectual abilities of children. Moreover watching television also results in reduce the level of intellectual and language functioning in the children. For children, watching entertainment programs in television can be a source of interfering the opportunities of child interaction to their adults (Abideen & Salaria, 2009).

Another research study put forward that the entertainment programs are not the source of encouraging mental efforts of children, in fact, these programs make very less intellectual demands and as a result, it leads towards developing laziness and reduce the interest of children in learning. Moreover watching entertainment programs may be a source of creating a negative cycle that indicates the high consumption of entertainment and reducing the school grades of children. On the other, watching the educational programs starts a positive cycle that results in gaining information and achieving higher grades in school (Australian Communications and Media Authority, 2015).

Television watching among young children had identified issues related to TV addiction of the children. As television series can be affectionate to watch, hence it could make children stick to the couch, watching television excessively. Different studies have found that that house which is titled as “heavy TV viewing households” influence the academic performance of the children and lead to poor performance, increasing violence and health problems. Television watching have an impact on values, attitudes, norms, customs, culture, ethnicity, religion and some other behavior. Sometimes television programs may change lifestyle and attitude of children.

Television has a strong effect on consumers that also include children. This influence of television can be depended on the extensive and complex structure of lifestyle of families and social interactions of groups and

individuals. Watching television is also responsible for the structuring of meanings and interpreting capability of children about the meaning of the content they watch on television. The different research conducted in the different region of the world identify the significance of the interaction of children with television along with exploring the television experiences of children (Gliebe, 2011).

Van Evra conducted a research study that involves extensive and intensive review of main studies related to television and development of children through both involving different scholars and child psychologists. This study put forward that moderated and controlled habits of watching television lead to developing the communicational capabilities of children. She further explains that the technological innovations related to television like cable, home videos, VCRs, DVDs had extensive influence in the life of children. Scholars have also acknowledged that television facilitated the children to absorb definite pro-social behaviors (Vandewater, Bickham, & Lee, 2006).

Friedrich and Stein have also investigated the subject of watching television by children, he put forward that the watching television under the guidance and monitoring of parents and caregivers would increase the effectiveness of educational programs through drawing attention of children to most important and valuable feature of the program and by emphasizing the lessons that are presented in the program. According to this study, watching television programs with parents and any other adults might enhance the learning of children through an educational program, especially when the parents interactively guide children by drawing the attention of children to the specific problem and by inquiring the children to answer the problem (Guru, Nabi, & Raslana, 2013).

VII. RESEARCH METHODOLOGY

This part of the report includes the methodology that will be executed for the process of data collection. Suitable instruments, tools, and techniques are mentioned. This part also includes selected techniques, specific process for analyzing the collected data for the study. This part explains the process that was followed in conducting the research. Includes the research design, sampling technique, data collection instruments used, and procedures for data collection. Data is collected through secondary sources and the primary sources and the research approach was mainly quantitative.

VIII. RESEARCH DESIGN

The research design help to address the research problem in a better way by utilizing plan for gathering and analyzing the data (USC, 2016). In this study, the research design that is selected is investigative research design in which survey method is used to analyze the effect of television on children. This research is basic and quantitative and the data for the study is collected from primary sources.

IX. RESEARCH STRATEGY

The procedure of research methodology that identifies the instruments for the collection of data is addressed in the section of research strategy. The different research strategies that are selected by the researchers to conduct a

study on specific topic ranges from case studies, surveys, experiments, grounded theory, ethnography and action research. This study focuses on survey analysis in order to identify the effect of television on children.

X. SAMPLE SIZE AND DESIGN

Sample size of the research study is related to the people or group, which is specifically targeted to collect data for the execution of the research (Phrasisombath, 2009). The sample for the research is usually obtained from the specific population or major group of the community. For this research 100 respondents are selected as sample size that will be used through executing convenience sampling method. It is selected because of less time consuming and gathering most reliable and relevant data from the specific and relevant information.

XI. SOURCES OF DATA COLLECTION

For the purpose of data collection, researchers are aided with mainly two modes of data that are primary data and secondary data. Primary and secondary data are collected from different sources (Kaeper, 2016). Primary data is considered as original data, which is collected specifically for the research. Secondary data is taken into consideration to make the study more authentic and relevant to the respective field and investing its best efforts in fortifying academic paradigm. Although secondary data is convenient to access, as it is a finding of other prominent researchers and are available in different sources. Secondary data can be gathered from different sources through using advanced technology and physical available resources. This study also gathered secondary data from multiple sources for the entire literature review and other content of the research study. Published printed sources of journal articles of different scholars are used in this research study. Additionally, books of different authors are also taken into consideration are used for collecting relevant data of the study. Related research articles from prestigious journals are used to collect secondary data. Primary data is collected through conducting a survey with the help of a questionnaire.

XII. DATA ANALYSIS PLAN

For investigating the effect of television on the children, data will be gathered through conducting a survey with the help of a questionnaire. The questionnaire will be consisting of 15 questions using Likert scale. Data will be analyzed through SPSS and MS excel using a different test, graphs, and tables.

XIII. RESULTS AND DISCUSSION

Respondents were asked about their gender, in the process of data gathering, among 100 of the total respondents 45 male respondents and 55 female respondents participated in the procedure of data gathering. Following table and graph demonstrate the frequency of gender distribution.

Table 1: What is your gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	45	45.0	45.0	45.0
Female	55	55.0	55.0	100.0
Total	100	100.0	100.0	

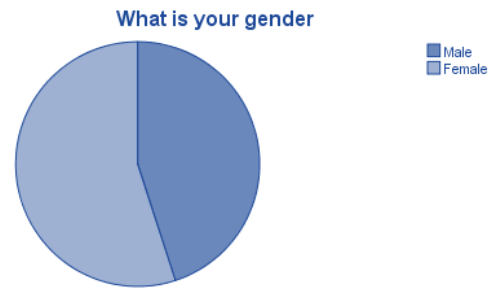


Figure 1: what is your gender

Respondents were asked about their family type, in order to identify that whether children are living in a joint family system with other relatives or with their parents. Results indicate that the 53 of the respondents were living as nuclear families and 47 of the respondents were spending their life as a joint family.

Table 2: What is your family type?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Nuclear Family	53	53.0	53.0	53.0
Joint Family	47	47.0	47.0	100.0
Total	100	100.0	100.0	

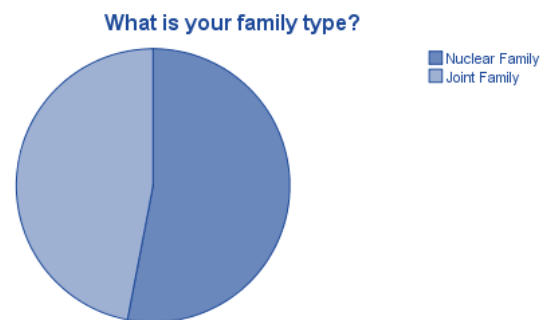


Figure 2: what is your family type

Respondents were asked about their job timings, in order to identify the time duration they spent out of their home leaving alone their children in the homes. 34 of the respondents were engaged in the home based jobs, spending their entire time in the home. 35 of the respondents were engaged in the jobs of 3 to 5 hours. 27 of the respondents spent 6 to 8 hours in their jobs. 4 of the respondents indicate that they spent over 8 hours in their jobs leaving their children in the home alone.

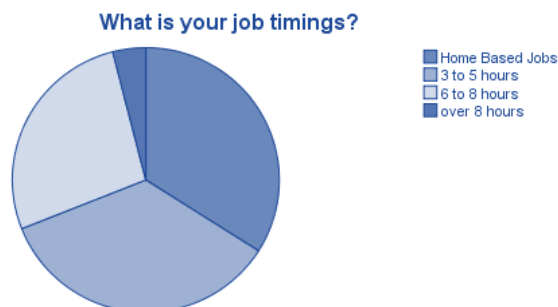


Figure 3: what is your job timings

Next question that was asked of the respondents was about whether they guide children to watch the specific TV programs or they watch television as their own will without any guidance of their parents. Among 100 of the respondents 43 of the respondents indicates that they guide their children on the programs they should watch or not .57 of the respondents indicates that they did not guide their children about the programs they should watch or not.

Table 3: Do you guide your child on which program to watch?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	43	43.0	43.0	43.0
No	57	57.0	57.0	100.0
Total	100	100.0	100.0	

Do you guide your child on which program to watch?

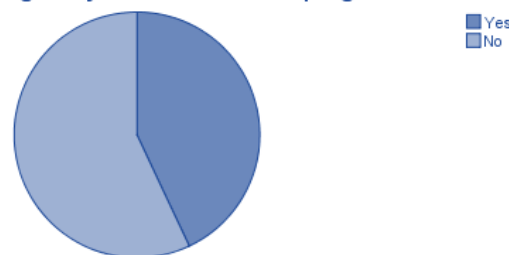


Figure 4 : do you guide your child on which program to watch

Next question that was asked of the respondents about the restriction they made on their children to reduce or limit the duration their children watch television. 45 of the respondent indicates that they restrict their children to watch television in a specific time duration, however, 55 of the respondents are not in favor of restricting their children to watch television in limited time period.

Table 4: Do you restrict your child to limit the number of hours they spent in watching TV?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	45	45.0	45.0	45.0
No	55	55.0	55.0	100.0
Total	100	100.0	100.0	

Do you restrict your child to limit number of hours they spent in watching TV?

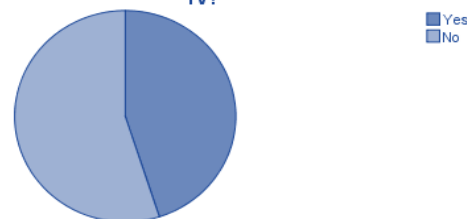


Figure 5: do you restrict your child to limit number of hours they spent in watching tv

Respondents were asked to indicate about whether they are worried about the habits of their children for watching television or not. 55 of the respondents indicates that they are satisfied about the habits of their children about watching television.45 of the respondents indicates that they are not worried about their children habit of watching television.

Table 5: Are you worried about your children habits of watching television?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	55	55.0	55.0	55.0
No	45	45.0	45.0	100.0
Total	100	100.0	100.0	

Are you worried about your children habits of watching television ?

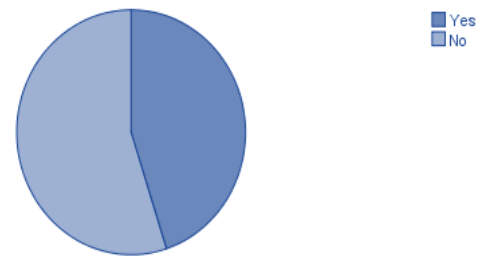


Figure 6: Are you worried about your children habits of watching television?

Next question that was asked, was about the duration of children they spend in watching television. 26 of the respondent indicates that their children spent 30 minutes to one hour in watching television. 32 of the respondents indicates that their children spent 2 hours to 4 hours in watching television. 32 of the respondents indicate that their children spent over four hours in watching television .10 of the respondents indicates that they were not aware of the duration their children spent in watching television.

Table 6: How many hours your child normally spend in watching television?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30 min-1hr	26	26.0	26.0	26.0
2 hr. - 4 hr.	32	32.0	32.0	58.0
Over four hrs.	32	32.0	32.0	90.0
I do not know	10	10.0	10.0	100.0
Total	100	100.0	100.0	

How many hours your child normally spend in watching television?

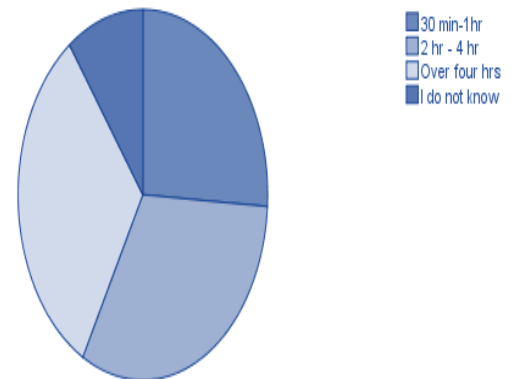


Figure 7: How many hours your child normally spend in watching television?

Respondents were asked about the programs their children normally watch television. The majority of the respondents indicates that their children watch mostly movies and cartoon programs, while only 2 of the respondents identify that their children watch news programs in television.12 of the respondents indicate that their children watch educational programs and 26 of the respondents indicates that their children watch sports programs.

Table 7: What kind of programs your children normally watch?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educational	12	12.0	12.0	12.0
	News	2	2	2	2
	Sports	26	26.0	26.0	66.0
	Cartoon	30	30.0	30.0	86.0
	Movies	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Respondents were asked to indicate that watching television excessively is influencing the time duration their children spent on solving their academic issues or not. Results indicate that the Majority of the respondents agreed that that due to watching television excessively the time duration their children spend on academic issues is reducing.

Table 8: Watching television excessively reduce the duration of time your child spent on academic issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	20	20.0	20.0	30.0
	Neutral	24	24.0	24.0	54.0
	Agree	16	16.0	16.0	70.0
	Strongly Agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

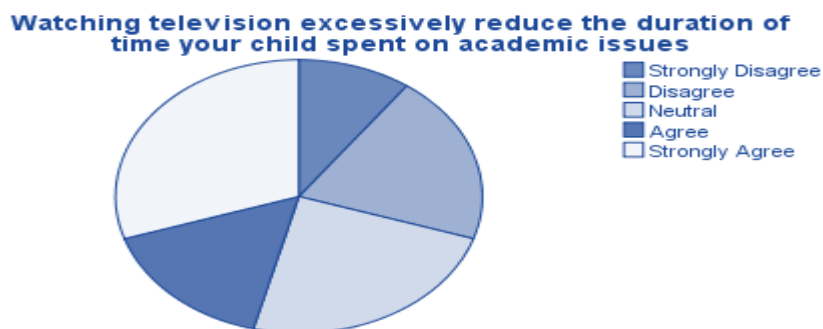


Figure 8: Watching television excessively reduce the duration of time your child spent on academic issues

Next question that was asked was about the influence of watching television on the reading behavior of the children. Results indicate that majority of respondents were not agree that watching television is influencing the reading behavior of their children. 27 of the respondents were neutral about this negative aspect of watching television.

Table 9: Watching television can hamper the reading behavior of your children

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	14.0	14.0	14.0
Disagree	24	24.0	24.0	38.0
Neutral	27	27.0	27.0	65.0
Agree	18	18.0	18.0	83.0
Strongly Agree	17	17.0	17.0	100.0
Total	100	100.0	100.0	

Watching television can hamper the reading behavior of your children

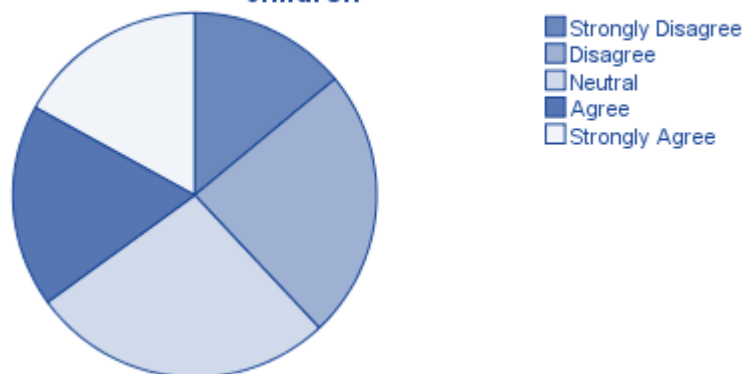


Figure 9: Watching television can hamper the reading behavior of your children

Next question that was asked of the respondents was about increasing addiction of watching TV among children. 22 of the respondents indicates that they strongly disagree that watching television can lead their children to the addiction of watching TV more and more. Total of the 20 respondents were agree with this statement.

Watching television excessively can lead your children to addiction of watching TV more

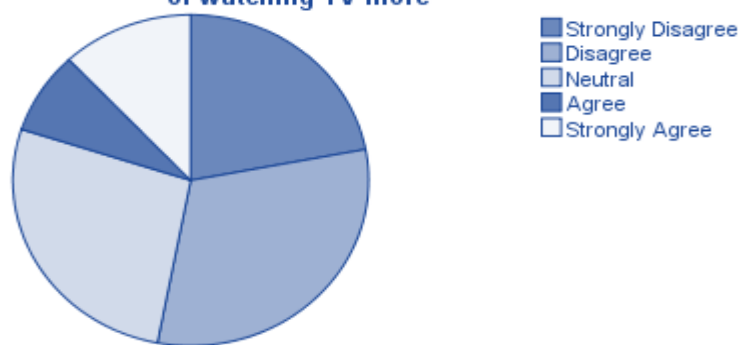


Figure10: Watching television excessively can lead your children to addiction of watching tv more

Respondents were asked about the negative influence of watching television on the development of mother tongue of their children. Here almost same responses were recorded, some respondents consider television negative for the development of mother tongue of their children while some disagreed with this statement.

Table 10 : Watching television excessively affect the development of mother tongue of your children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8.0	8.0	8.0
	Disagree	31	31.0	31.0	39.0
	Neutral	24	24.0	24.0	63.0
	Agree	15	15.0	15.0	78.0
	Strongly Agree	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

Watching television excessively affect the development of mother tongue of your children

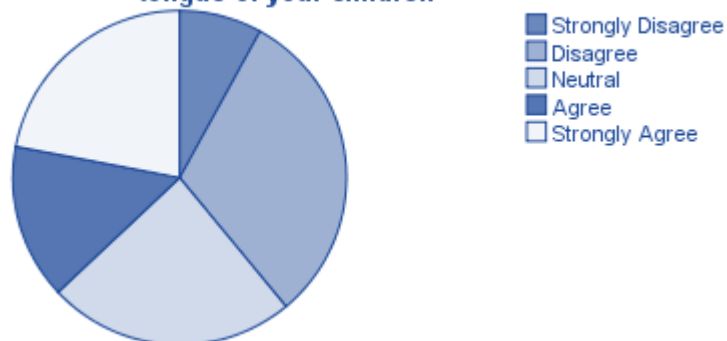


Figure 11: Watching television excessively affect the development of mother tongue of your children

Next question that was asked influence of watching television on the behavior of the children. 25 of the respondents indicates that they strongly disagreed with this statement .while 14 of the respondents identify that due to watching television their children demonstrate the aggressive and inappropriate behavior.

Table 12: Watching television excessively lead to aggressive and inappropriate behavior of your children.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	25.0	25.0	25.0
Disagree	37	37.0	37.0	62.0
Neutral	16	16.0	16.0	78.0
Agree	8	8.0	8.0	86.0
Strongly Agree	14	14.0	14.0	100.0
Total	100	100.0	100.0	

Watching television excessively lead to aggressive and inappropriate behavior of your children.

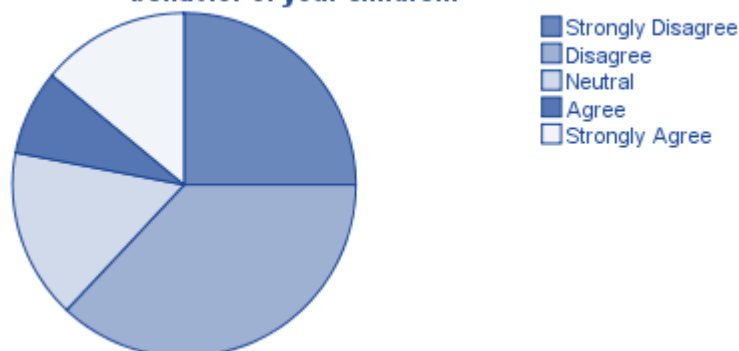


Table 11: Watching television excessively can lead your children to addiction of watching TV more

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	22	22.0	22.0	22.0
Disagree	31	31.0	31.0	53.0
Neutral	27	27.0	27.0	80.0
Agree	8	8.0	8.0	88.0
Strongly Agree	12	12.0	12.0	100.0

Figure 12: Watching television excessively lead to aggressive and inappropriate behavior of your children

Respondents were asked that whether watching television is a source of entertainment for their child or not. 15 of the respondents were disagree with the statement that television is not the source of entertainment for their children. The majority of the respondents agreed with the statement that television is a source of entertainment for their children.

Table 13 :Watching television provides source of entertainment for your children.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.0	4.0	4.0
	Disagree	11	11.0	11.0	15.0
	Neutral	39	39.0	39.0	54.0
	Agree	20	20.0	20.0	74.0
	Strongly Agree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Watching television provide source of entertainment for your children.

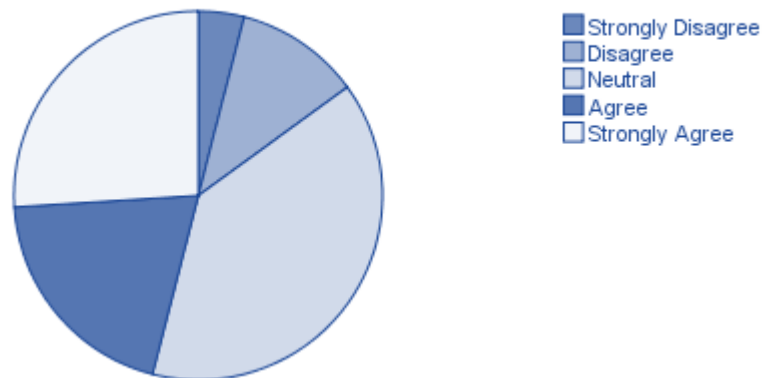


Figure 13: Watching television provides source of entertainment for your children.

Next question that was asked of the respondents was about sharing their opinions about television as a source of gaining new knowledge. 42 of the respondents indicates that they agreed with the statement that the television is providing new knowledge to their children.

Table 14 : Watching television provide source gaining new knowledge to your children.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	5.0	5.0	5.0
Disagree	22	22.0	22.0	27.0
Neutral	31	31.0	31.0	58.0
Agree	16	16.0	16.0	74.0
Strongly Agree	26	26.0	26.0	100.0
Total	100	100.0	100.0	

Watching television provide source gaining new knowledge to your children.

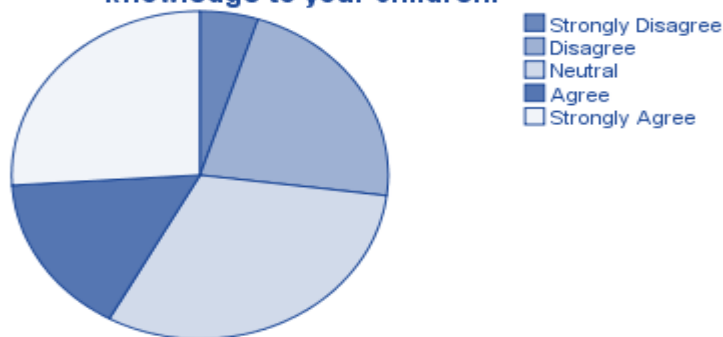


Figure 14: Watching television provide source gaining new knowledge to your children.

Respondents also share their opinion that the television is a source of improving the academic performance of their children. Only 20 of the respondents were not in the favor of this statement. The majority of the respondents consider television watching as a source of improving the academic performance of their children.

Table 15: Watching television helps your children to improve academic performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	10.0	10.0	10.0
Disagree	10	10.0	10.0	20.0
Neutral	34	34.0	34.0	54.0
Agree	18	18.0	18.0	72.0
Strongly Agree	28	28.0	28.0	100.0
Total	100	100.0	100.0	

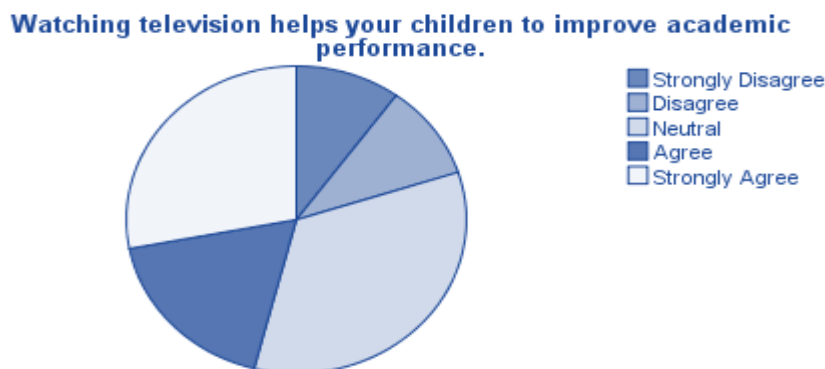


Figure 15: Watching television helps your children to improve academic performance.

Last question that was asked of the respondents was about sharing their views considering watching television together as a source of creating a strong bond between the siblings and parents of the children. The majority of the respondents consider that watching television together is a source of creating a bond between siblings and parents.

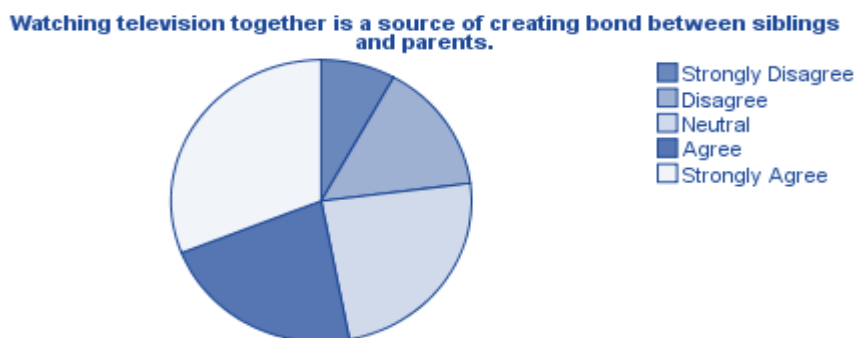


Figure 16: Watching television together is a source of creating bond between siblings and parents

XIV. CONCLUSION

Development of children is considered as a great significance for parents. As childhood is considered as a very important stage of our life and development of our entire life, behavior, and attitude. Childhood of children is to some extent kids negatively influenced by many factors that are gradually diminishing values, morals and cultural norms of children. Different social, cultural, psychological, political, economic, educational and environmental forces are disturbing the childhood development of children. Among these factors, television is also identified as the instrumental tool in the life of children that is influencing their healthy development in a negative way. However, it is crucial to determine positive aspect of television through regulating the usage of TV at moderate level that will lead to productive development of children

XV. RECOMMENDATION

It is recommended for the families should discuss the programs of television on an educational basis and share values of the programs with their children. Moreover, children should be given the confidence to analyze the

programs and shows critically about what they watch. Moreover, viewing of television should be restricted by the parents to reduce the duration and limit the viewing of TV in specific time period. Parents, teachers, and caregivers of children should emphasize on coping up negative impact of television on children and promote other physical activities in the life of children.