

C H A P T E R - V

CONCLUSIONS - TELEVISION AND CHILDREN :

The present study was undertaken with the hypothesis that TV viewing behaviour has been increasing in school going children which are likely to bring changes in many aspects of their daily life, attitudes, habits, sports, study, etc. Currently there^{is} also a great public concern regarding the role of TV. We often hear parents complaining about TV's negative effects on the children's studies. On the other hand many others claim the importance of TV in giving information, increasing general knowledge and awareness, etc. Thus, the researcher wanted to understand the merits and demerits of the wonder-box which is expanding in India.

VIEWING BEHAVIOUR :

82.5% respondent children were eagerly waiting to watch the TV Programmes. The frequency of TV viewing of 3 to 4 hours perday was 42.5%. In other words the frequency of TV viewing is more. Even in a study conducted in great Britan by Himmelweit et. al (1955) concluded that children spent more time on television than any other singal [↺]liesure activity.¹ Even the report of National Institute of Mental Health in the United States (1982) was concerned about the negative impact of TV .

on the children in increasing juvenile delinquency.²
 This report clearly indicates that the children spent long hours before TV which affected their studies and other activities.

In the present study it was observed that the higher age group (5 to 10 years) children spend more time before TV.

PURPOSE OF TV VIEWING & PROGRAMME PREFERENCE :

The main purpose of TV viewing was entertainment, time pass, general Knowledge and watching the commercial advertisements (55%). Thus TV has an around role and function of providing entertainment, information and general knowledge. The children generally preferred programmes on sports serials and other light themed recreational programmes. The report of H. Hanmantha Rao (1984) survey research, He found that the television viewing has increased childrens general knowledge about men, matters, personalities, countries and current affairs. And as well as the television contributed greatly to the widening of children's horizons by bringing to them how children in other lands live, dress, play and mingle.³

INFLUENCE OF TV :

TV has affectively ~~ed~~ the cinema viewing frequency of the children. Before the arrival of TV there were 17 students (42.5%) students who saw 3 to 4 films in a week.

After the arrival of TV this number decreased to 7 students (17.5%). The cinema viewing characteristics of the non viewers (controled group) is much more than the viewers after the arrival of TV. Among the non viewers there are 23 (57.5%) children who see 3 to 4 films in a per week. This clearly indicates that TV has reduced frequency of cinema viewing among the children.

SPORTS ACTIVITIES :

Before the arrival of TV 25 Children (62.5%) students spent 3 to 4 hours perday in playing, but this number has decreased by about 50% after the arrival of TV. In other words TV has a negative effect on sports activity of the children which may in the long run effect their health and personality development.

A child psychologist Mrs. Virginia Chancey (1977) said in her study, that the children spend too much time watching TV at the stage when their bones are taking the final shape.⁴ Even to the Operation Research Group Center, a Clinical Psychologist Prof. Ramesh Kinkar (1986) found in his study, that with effect~~e~~ of TV in India the curiosity and general knowledge of childrens were increasing day by day, but in same case they ~~were~~ lost their own experiences and Physical Exercise.⁵

DAILY ROUTINE :

TV has affected the childrens time of taking lunch, evening walk, sleep, domestic work and study.

The above effect was more visibal in case of 5 to 10 years age group and lesser in the case of grown up children. (11 to 15 years). And the very young (1 to 4 years). The arrival at TV has curtailed the childrens out-side activities like, meeting their friends gossiping, walking and other interpersonal activities.

TV AND THE PERFORMANCE IN ANNUAL EXAMINATION :

As ^{at} for the higher age group children's of performance in the annual examination is concerned there was practically no significant effect. However the TV affected those children whose percentages in annual examination was already low before the arrival of TV. In other words the less intelligent^t students study was disturbed by the TV. As The National Institute of Mental Health Report (1982) is that heavy television viewing tends to displace time required to practice reading, writing and other school learning skills. And these effects are particularly noticeable for children from middle socio-economic levels.⁶

TV AND CHANGE IN ATTITUDES :

64% par ents felt that their childrens attitudes regarding fashion, behaviour, values etc. had changed on account of TV viewing where as 67.5% parents felt that their childrens general knowledge, tests and likings

in TV viewing and ~~where~~ singing by memory the different advertisement on soaps textiles, tooth paste, etc. ~~they~~ had seen on TV. This means that TV has helped children process of memorization in general and information level too.

Some of the case studies of children also indicated that the commercial advertisement not only impressed them but also led them to buy particular brands of tooth pastes, soaps, chock~~ates~~^{olates}, etc. In other words TV is a very effective means of advertisement.

TV AND INTERPERSONAL DISCUSSION :

TV provided interesting stories, ~~theas~~ and information, which were discussed with great interest by the children. They were found narrating the serial stories, cricket matches with their friends and family members. TV also helped to popularise sports like cricket and hockey. It brought the celebration of Independence day, Republic day at New Delhi directly to the viewers at Karad. Hence the children's horizon of general knowledge was found to have extended very much. In conclusion we can say that ~~buy~~ and large TV has had positive roles of recreation, entertainment, providing information and knowledge. The negative effects like decrease of sports social and extra curricular activities and interpersonal communication, as well as effect on study activity, was present but however negligible.

~~underground changes~~. Another significant thing is that the above impact was more pronounced among the younger age group of 1 to 10 years, than the older children of 11 to 15 years. Eleanor Maccoby (1964) has also stated that the television viewing has effect on children's attitudes and ideas can be shaped by what they see on the television screen.⁷

TV AND PARTICIPATION IN SOCIAL ACTIVITIES :

TV also affected childrens participation in social, religious and cultural activities to a certain extent. H. Hanumantha Rao (1984) has concluded that the television has become a interfere^{nce} of children's reading habits as well as ⁱⁿ the personal habits. Children are devoting less time for study habits.⁸ ~~As well as~~ The Elmo Roper and Associates (1961) reported ~~to their~~^{he} survey, that the TV does ~~the~~ effect on children's social and group relations, including family life, visiting and general sociability.⁹

EFFECT ON EYE SIGHT :

Many children complained of the headac^{he} and eye sight trouble. However this effect is still not very much pronounced.

ADVERTISEMENTS AND INCREASE IN IMITATIVE BEHAVIOUR :

When ^{he} ever the researcher went for interviews he observed especially in the younger children engrossed in TV.

In fe~~at~~ure there is a need for soci~~o~~logists and anthropologists to undertake similar studies to understand and evaluate the role of TV in the Indian Society. We feel that TV programmes have to cater to the needs of the people. At present Door-darshan is more urban oriented. The programmes using rural folk songs, dramas, etc also need to be shown more and more on the TV. As fo~~r~~ as children are concerned the TV timings for telecast of school programmes needs to be changed from 11.15^{am} at the present to say 9.P.M.(night) because at 11 o'clock the children will be at school. Further the programmes in science and technology th~~o~~ugh are good, still need to be simplified by us~~e~~ing very simple, local or r~~e~~gional language, avo~~i~~ding technical language.

R E F E R E N C E S

1. Hilde Himmelweit, A. . Oppenheim :
 'Television and the Child' (1955)
 Ed. by Bernard Berelson and Morris Janowitz
'Reader in public opinion & communications'
 The free press, Newyork (P.No. 418-438)/1966.
2. Ed. by D. Charles Whitney & Sven Windabl :
'Mass Communication' Review year book volume : 4
 (P. No. 23-50) Sage publications, Beverley hills
 London 1983. National Institute of Mental Health
 Report.
3. H. Hanumantha Rao :
 'The Impact of TV in Haderabad' in 'Vidura'
 August 1984.
4. Mrs. Virginia Chemcey :
 Ed.by Leonard L. Chu. A Quarterly Report on
Communication Development, Center for communication
 Studies, The chinese University of Hong-Kong,
 Ed.by 'The Asian Messenger', Spring Vol : 2/1977
 (P. No. 16,17,49)
5. Ed. by 'Kesari' Daily news paper, Poona
 27th July 1987.
6. Ed.by. D. Charles Whitney & Sven Windahl.
 in "Mass Communication" Review year book, Vol.4
 1983 (P. No. 23-50) Sage publications Beverley Hills
 London "Television and Behaviour Ten years of
 Scientific progress and implications for the Eighties
 National Institute of Mental Health.

7. Ed. By Eleanor Maccoby (1964) : Ed. R.K. Chatterjee
in 'Mass Communication' National Book Trust India
New Delhi 1973 (P. No. 83)
8. H. Hanumantha Rao : 'The Impact of TV in Hyderabad'
in 'Vidura' August 1984 Vol. 21 (P. No. 187)
9. Elmo Roper - 'The Public's Attitudes towards
television and other media'
Ed. By Harwood L. Childs, in 'Public Opinion'
Nature Formation and Role Princeton New Jersey
Landon 1965 (P. No. 210)

0-0-0-0-0-0-0-0