

# Asian Resonance

## Effect of High and Low Television Viewing on Study Habits of Adolescent Students

### Abstract

A study was investigated on 200 Adolescent Students to find out the effect of gender and time of TV viewing hours on their Study Habits. The data was collected through a questionnaire which was developed by Dr. C. P. Mathur and based on the nine major areas of Study habits and Attitudes. A sample of 200 adolescent students was drawn from different Schools of Tehri Garhwal (Uttarakhand). The data collected was analysed by using mean, S.D. and test of significance. The result shows that girls adopted better study habits than boys and Students whose TV watching hours are less, possess better Study Habits.

**Keywords :** High and Low TV watching, Study Habits, Adolescents

### Introduction

Education is one of the most important things in life that an individual must have. As it defined it is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to next through teaching and training.

Education is the life long process to each person that needs to be reinforced throughout life. Education is a conductor which drags a student from darkness and illiteracy and makes him a good human being. Education is a teaching and learning process that involves teachers whose function is to teach young individuals and learners, who will gain all the learning imparted by the teacher. The term 'study' is usually associated with reading and reference work. This is a very narrow point of view; it excludes the study which is related to the solution of problems arising in daily life. Define in broader sense, 'Study' implies an investigation for mastery of facts, ideas or procedure which are not known or partly known to the individual. A habit is something that is done on a scheduled ,regular and planned basis .Word Habit is derived from the latin word *habere*, used reflexively to mean "to be" and so its past participle *habitus* came to be used as a noun for "how you are", that is, your state or condition. A habit is an automatic learned behaviour pattern that enables an individual to handle specific types of situations easily. Study Habits defined as the regular tendency and practice that one depicts during the process of gaining information through learning. The term "Study Habit" implies a sort of more or less permanent method of studying. According to Merriam Webster collegiate Dictionary(2001) Study Habit is the tendency of pupil or student to study when opportunities are given , the student's way of studying whether systematic or unsystematic ,efficient or inefficient."In this competitive society, good Study Habit is the way from which an individual gets the proper information as input to write his story of success. The concept of Study Habit is broad as it combines nearly all other subtopics under it such as Study Attitude, Study method and Study Skill. Attitude serve as index of how we think and feel about people, objects and issues in our environment. Study Attitude according to Hussain (2000) refers to predisposition which students have developed towards private reading through a period of time. In the study carried out by Morahan(1999) he found out that male and female tend to differ in the way in which they study. He found that male students took up courses that has logic and science, while female students were attracted to simpler courses. Similarly Nagappa and Vejkataiah (1985) concluded that good study habit group was smallest in size compare to other categories i.e. average study habit group and poor study habit group. Good study habits reduce the wastage of energy and time. Study Habit plays an important role in human performance in academic field(Verma,1996;Verma &Kumar,1999 ;Satapathy &Singhal, 2000; Vyas



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,2000). Development of good study habit in children depends upon the combined effect of parents and teachers (Kizlik, 2001).

Like any other habit, Study Habits are also acquire through learning. Students get habituated to read and write in a certain fixed ways (Raj & Sreethi, 2000). Poor habits of study not only retard school progress but develop frustration destroying initiative and confidence and make prominent the feeling of worthlessness towards himself and the subject of the study, whereas effective study habit ensure success and sense of accomplishment (Smith and Littlefield, 1948).

Study habits are influenced by both external as well as internal factors. Over the past few decades, electronic media has influenced our lives. Television is considered to be potentially strong agent for children, adolescent and other family members, with its combined audio and visual effect. The impact is more on Adolescents because they are more impressionable than adults. Many of today's adolescents have spent more time in front of Television set than with their parents or in the classroom. Adolescence is the period of stress and storm due to various physical and psychological changes going in an individual. These changes affect the Attitude and study habits of Adolescent students (Chawla, 2008). Television combines the appealing features of movies and radio and is one of the most popular amusements during the school days. Studies shows that the average school child spends from 20 to 21 hours a week before the television screen.

When children first start watching television, they watch any program available at the time. Soon they begin to show program preferences. Stories, Comedy, Cartoons and music are popular at every age. While Educational programs tend to be unpopular especially among children of lower intellectual levels. Only if the educational programs are presented in an entertaining way, will have strong appeal to children of all intellectual levels (M.M. Lefcowitz, 1973). All studies on the effects of Television watching have indicated that how much influence it has on Adolescents depends on many conditions. How much influence television has and whether this influence is good or bad is determined by the amount of guidance and supervision children have in their watching (V.M. Rue, 1974). Second, how much children remember of what they watch on the screen and how correctly they understand it will have a marked influence on the effect it has on them.

Third, how television affects children depends on what kind of children they are. Schramm et al, from their study of the influence of television on over 6000 children have stressed this factor as an important determinant of the effect of television. On the other hand the habit of excessive television watching can hamper their normal physical and social activities like playing with friends, reading and study habits, behaviour and personality characteristics. Devoting more time towards Television may

discourage the habit of reading and child can neglect his / her studies. Therefore the more Television one watches, the less time for study they have in a day which can cause a student to develop inefficient study habit to compensate for the decrease in their free time. Parker (1961) has established that television has considerably reduced the time to be spent for other activities. Because Television viewing is the passive activity and that it required little concentration as compared to a variety of other leisure time activities. Television viewing seems to have top position in today's leisure time activity. (Kubey and Csikszentmihaly, 1990). On the other hand children's Television is a potentially beneficial medium, that in certain circumstances it can be a powerful educational tool; that it can inform, inspire and it is culturally relevant to today's children. Effects of television programs on students, depends upon the amount of television they watch. The research showed that there does not exist a negative relationship between watching television and the performance of the students in their classroom until they start watching more than 10 hours or more per week and the situation will be worsen when the amount of watching television exceeds than 30 hours or more per week (Thompson & Austin, 2003). In the other research it is concluded that there is a positive impact of watching television until react to a particular level, but can have a negative impact if it exceeds to a certain level. Adolescent students spend more time in front of television instead of their routine activities. The impact of Television, used by a large number of children is a matter of concern for Parents, Teachers, Psychologists, Educationists and Planners. No such study has been undertaken on Adolescent students of New Tehri (Uttarakhand).

## Need and Importance of the Study

High School students belong to Adolescent stage of development. Adolescence is an important period in the life span of an individual. Chronologically, it is often defined as the period from about 11 years of age to 19 years. Adolescent is the transitional period between childhood and adulthood. Santrock (1993) defines Adolescence as the transition period between childhood and adulthood that involves biological, cognitive and social changes. Television possess unique qualities and capabilities for influencing education and broadening the intellectual horizon of the children (Panda and Pradhan, 2007). Adolescents are the age group that is most affected by T.V. programs and advertisements. Most of the students in different countries spend almost 3-4 hours per day in watching T.V. as per statement of UNESCO. In the recent years increased attention has been focussed by many professionals with regard to its impact on human lives at many stages of development. To know the impact of television on study habits of adolescent students this study has been undertaken. The parents can know about the Television viewing pattern of their children and control their children's television viewing time.

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Adolescent students”, is rejected at 0.05 level of significance.

### Objectives of the Study

1. To identify the high and low Television viewers.
2. To compare the Study Habits of high and low Television viewers.
3. To investigate the effect of Television viewing on Study Habits of Adolescent students on the basis of gender.

### Hypotheses of the Study

1. There is no significant difference in Study Habits of male and female Adolescent students.
2. There is no significant difference in study Habits of high and low Television viewers.

### Method Used for the Present Study

For the present study survey method was used for data collection.

### Population

The target population for this study was adolescent students studying in class 9<sup>th</sup> and 10<sup>th</sup> of Tehri district of Uttarakhand.

### Sample

In order to obtain the objective of the study 200 students (100 boys and 100 girls) of Adolescent age group 13 to 18 years studying in 9th and 10th class of Tehri (Uttarakhand) were selected randomly.

**TOOLS:** - The following tools has been used to collect the data. To study the duration of Television viewing researcher developed a criteria herself i.e. High viewers (Adolescents whose TV watching hours are more than 2 hours) and Low viewers (Adolescents whose TV watching hours are less than 2 hours). For assessing the Study Habits a scale constructed and standardized by C.P. Mathur , Test of Study Habits and Attitudes was used. (It covers nine major areas of Study Habits i.e. Attitude towards education; Home environment; Attitude towards teachers; Study Habits; Mental conflict; Concentration; Home Assignment; Self confidence and examination with a format of 60 items for age group of 13 to 16 years).The reliability coefficient for the test is +0.87 and validity with other test of study habit is + 0.63 which is fairly high. There are three responses categories i.e. Yes, No and Indefinite.

### Analysis and Interpretation of Data

To test the Hypotheses data collected were analysed with simple statistical tools such as mean, standard deviation and test of significance. Data was analyzed by using statistical software SPSS.

**Table 1 : Study habits scores of Adolescent boys and girls**

Variable Study Habit	Adolescent Males N=100	Mean	35.94	t- Value	2.15*
		S.D.	7.322		
	Adolescent Females N=100	Mean	38.66		
		S.D.	6.57		

Significant at 0.05 Level of Significant

From the above table it is clear that Study Habits of both boys and girls are in satisfactory category (According to Manual) but obtained “t” value 2.434 is significant at 0.05 level, indicating that girls possess better Study Habits than boys. Hence the framed hypothesis-1 “that there is no significant difference in Study Habits of male and female

**Table-2**

**Study Habits Scores of Secondary Level Students Varying in Time of Television Viewing**

Variable Study Habit	High Tv Viewers (TvViewers, More Than 2 Hours) N=87	Mean	35.86	t- value	2.43*
		S.D.	6.74		
	Low Tv Viewers(Tv Viewers, LessThan 2Hours)N= 113	Mean	38.29		
		S.D.	6.60		

Significant at 0.05 Level of Significant

It is clear from the above table that Study Habit scores of high TV viewers differ from those of low TV viewers. Low TV viewers (watch TV less than 2 hrs.) possess better Study Habits than High TV viewers. Hence the hypothesis no. 2, There is no significant difference in Study Habits of high and low television viewers is rejected at 0.05 level of significance. The study shows that low TV viewers are better in study habits in all the dimensions than high TV viewers. To conclude, it can be said that watching TV for more than 2 hours can affect the Study Habits and attitudes of adolescent students.

### Conclusion and Discussion

Conclusions are derived from the analysis of collected data. From the analysis of data following conclusions have been drawn:

The mean study habit scores of both boys and girls are in “Satisfactory” category (According to the manual) but there exists a significant difference in the Study Habits of male and female Adolescent students. Female Adolescents are better in their Study Habits than Males. There exists a significant difference in study habits of High and Low Television viewers. Low Television viewers (watch Television less than 2 hours) possess better Study Habits than high Television viewers (watch Television more than 2 hours). This may be due to gender difference that girls manage their time effectively and prepare for their tests and exams in a proper way. Generally boys are engaged in other activities also with their studies like Sports, Internet and other non-academic works, while girls prefer academic work and mainly focus on their studies. Study of A. Naga Raja and S. Viswanatha Reddy (2013) ; Caldas and Bankstone (1999) also concluded the similar findings, that Girls are good in their Study habits than boys and children who habituated to TV watching more than 2 hrs. are poor in study habits.

### Educational Implications of the Study

Television plays an important role in the life of adolescents. Generally the students have grown up with the habit of Television viewing. So, it is important that they have knowledge of what, why and when to watch Television programs. Many researches show that Television influenced children’s mind very much.

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Students get advantages from Television programs. They can increase their knowledge from Television programs, on the other hand watching Television for more hours can have negative effect on their studies. Because of this potential impact of Television viewing on children's life present study will provide some theoretical benefits. This study is beneficial for teachers and Parents. They can understand about the impact of television viewing and Parents can control the Television viewing of their children.

## Suggestions for Parents and Teachers

1. Parents should remove TV from children's bedroom.
2. Do not watch Television during meals.
3. Try to Watch TV with children.
4. Limit television viewing to two hours or less daily.
5. Suggest the children to watch only specific programs.
6. Teach the children difference between program content and advertisement.
7. Parents should set up a regular study time for their child and try to strict about maintaining it.
8. Study place must be away from distractions like Television, Radio, Mobile, Computer, Noise etc.
9. Parents must review the complete assignment of their child.
10. Try to make the child independent and encourage the child to use mark in problem areas and go over together. ([www.kidscanlearn.com](http://www.kidscanlearn.com))
11. Teacher's behaviour must be friendly with the students and guidance may be given to students to develop good study habits.
12. Good study habits should be incorporated from the beginning in to the students by the teachers and the Parents.
13. Group discussions may be organised by the teachers to encourage the students about learning.
14. The barriers in developing good study habit may be identified and not be allowed to exert their impact in this regard.

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