

# Television Viewing Addiction Characteristics of Secondary School Students

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**Abstract**— for decades, research and studies have demonstrated that heavy television-viewing may lead to serious health consequences. Now the American medical community, which has long-voiced its concerns about the nation's epidemic of violence, TV addiction and the passive, sedentary nature of TV-watching, is taking a more activist stance, demonstrated by its endorsement of National TV-Turnoff Week.

There is no definition of television addiction on which all researchers agree. But people who call themselves "television addicts," studies find, watch television twice as much as the average viewer. One study found that self-described addicts watched an average of 56 hours a week; the A. C. Nielsen Company reports the average for adults is just above 30 hours a week.

Recent studies have found that 2 to 12 percent of viewers see themselves as addicted to television: they feel unhappy watching as much as they do, yet seem powerless to stop themselves.

**Index Terms**—Influence, Modern Life, Advantages, Addiction, Addiction Theories, Possible Signs, Impact Effects

## I. INTRODUCTION

The easy access to TV viewing has been found to have resulted in changing the daily routine, socio-economic values and cultural patterns of both adults and children.

Today TV is not just a idiot box in the viewer's house connected with relay station monopolized by the state. It is a worldwide network operated by both public and private enterprises.

With the availability of satellite communication channels to multinational broadcasting companies and direct to home telecasting facilities made TV programme production and dissemination has truly become globalised and TV has become 24 hours day enterprise.

### 1.1 Expanding Influence of the Television Media:

This widening scope of influence of TV has also brought to focus a number of questions: What is the attitude of adults and children towards TV? What are good and evil effects of TV on the value system of society? Does TV programmes influence the day to day routine of students? . Some of the questions that are to be considered are

1. What is the health problems related to excessive TV viewing?

2. How to choose appropriate TV programme?
3. How do people reorganize their life style in order to adjust TV timings?
4. What is effect of TV on the academic life of children?
5. How does the TV influence the family relationships?
6. How to control children against excessive TV time and viewing undesirable programmes?

### 1.2 Impact of TV on Modern Life:

Many people believe that the communication in TV strongly impress the viewers. So it can change their interests, beliefs and lifestyles .Hence certain sections of people try to influence the minds of other sections of people through the medium of Television .The government through monopoly of TV wants to influence the citizens – propaganda and adaptation . The opposition parties do not want it. Educational managers believe that children learn better through TV lessons. Teachers are afraid that one day TV may replace them in the class room.

Most of all, the advertisers believe that consumers can be influenced to buy their products. So a mixed of entertainment programmes and advertisement bits bombard the viewers , day in and day out .Social scientists have observed that this type of commercial TV can change the lifestyle of people especially the youth and children . These programs change their fashion styles, aesthetic values and time schedules. How much of these changing life styles is for good or bad is a matter of guess.

### 1.3 THE 12-14 YEAR OLD CHILDREN IN THE SOCIETY

The 12-14 year old child will be in the 7<sup>th</sup> to 9<sup>th</sup> standard generally and the child will be entering the late adolescent period of 14-17. Psychologist describe this period as the most formative in respect of development of personality. It is the delicate period described as the age of storm and stress. This group constitutes a critical segment of any society. It needs careful nurturing and guidance. The personality trends developed in this age will become firm and it will be difficult later on to change these attitudes, beliefs and trends. Recent literature reveals that this age group is the most prone to the effects of television culture, either good or bad. Teachers and parents should be aware of this fact because they are responsible for the development of the personality of the adolescent boys and girls.

### 1.4 Influence of Television

The modern society depends on television for news update, entertainment, time passing etc and T V has become a part, an essential part of day to day life. Nowadays the television has become very popular amongst everyone. Almost each and every person owns a television. It might be big or small but

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they yet do own a television. There are advantages and disadvantages of watching a television.

### 1.5 Advantages of watching Television

1. In this busy life, television can be the easiest source of entertainment.
2. By watching news channel, we get updated with the things going around the world.
3. Channels, like Discovery, give information about Wild life.
4. Watching quiz shows can increase our knowledge.
5. By watching recipe channel, we can learn many recipes.
6. Various reality shows (like singing, dancing, acting) can motivate people, who are interested in that field.

### 1.6 Disadvantages of watching Television

1. Adult scenes, frequently shown on television, will have bad effect on children's mind.
2. Children's, who are addicted to watch television instead of playing outdoor games, are more prone to Obesity.
3. Watching television will have bad effect on our eyesight.
4. Due to television, we don't prefer to socialize with our friends and relatives.
5. If people relate their own story with some character, it can have bad impact on their own life.
6. There was one popular Indian television show, and a lady had a story similar to that show. Once a hero of that show died. And she was considering him as her son, so she could not take up the news and fainted and she has to be hospitalized.
7. Many time children's try to imitate some act, they have seen on television, which is dangerous for them.
8. Children watching scary shows may affect their mental condition.
9. Children watching any violent acts have more tendencies to develop violent behaviour. A book named "Stop teaching our Kids to Kill " will give more information on how violent TV shows, violent movies and video game affect the mental condition of kids.

### 1.7 Meaning of Addiction

**Addiction** is defined as being abnormally tolerant to and dependent upon something that is psychologically or physically habit-forming.

Addiction is characterized by impairment in behavioral control, craving, inability to consistently abstain, and diminished recognition of significant problems with one's behaviors and interpersonal relationships.

Like other chronic diseases, addiction involves cycles of *relapse* and *remission*. Without treatment or engagement in recovery activities, addiction is progressive

### 1.8 Addiction Theories

In a study Dr. McIlwraith tested several theories of television addiction in a study of 135 students at the University of Toronto. In his study, the one in eight students who said they were addicted to television watched twice as much as the others: 21 hours a week instead of 10.

One prominent theory of television addiction, proposed by Jerome Singer, a psychologist at Yale University, holds that

people who watch too much television from childhood grow up with a deprived fantasy life. For them, watching television substitutes for their own imagination. But Dr. McIlwraith found no difference between the television addicts and other students in their abilities to have pleasant, vivid fantasies on their own.

Another theory, proposed by psychoanalytic theorists, is that television addicts have an "addictive" personality, which makes them vulnerable to dependencies of all kinds. But Dr. McIlwraith found no evidence for that view. "Television addicts don't eat more junk food, or smoke or drink more alcohol than other groups," Dr. McIlwraith said.

Instead, his study supported the findings of Dr. Kubey. The addicts were far more likely than other students to say they watched TV when feeling lonely, sad, anxious or angry, and to use it to distract themselves from things that bothered them or when they were bored. 3 Patterns Identified From this study and another of 476 men and women done with John Schallow, a psychologist at the University of Manitoba, Dr. McIlwraith has identified three main patterns of television use. "One common use is to alter mood," Dr. McIlwraith said. "These people turn on the television when distressed. Another is to fill time when you are bored. People who feel they are addicted fall into extremes of these types."

On the other hand, he said, "there is a rarer group who use television selectively. They tend to watch only a few favorite shows."

In her essay, "TV Addiction," Marie Winn compares "television addiction" to other harmful habits, and tries to convince the reader that heavy television viewing is as harmful as drug and alcohol, and it should not be viewed differently than other serious addictions. In fact, the most important factor that backs up her argument is her simplified definition for the word "addiction," which is "a tendency to overindulge in some pleasurable activity".

### 1.9 Possible Signs of Television Addiction

- Television watching takes up much of the person's time.
- A person watches television longer or more frequently than intended.
- He or she has withdrawn from - or given up - important social, work, or family activities in order to watch television.
- He or she has "withdrawal-like" symptoms of discomfort when he or she is deprived of his or her television.

### 1.10 The Effects of Television Addiction.

- Makes one forget about reality –
- Television can induce guilt -.
- Studies have shown that watching TV for long periods of time leads to depression.
- TV consumes more time and make one less productive
- May lead to under achievement among students.
- Disturbs domestic tranquility
- May spoil family and inter personal relations

### 2.1 Objectives of the study

1. To classify Government English Medium High School students on the basis of their TV viewing characteristics.
2. To study the impact of the following variables on the TV viewing characteristics of the Government English Medium High School students

- a) Class of study
- b) Gender,
- c) Employment status of mother
- d) Number of TVs in the house
- e) Personal TV facility
- f) Interest in Video games
- g) Interest in entertainment channels
- h) Class grade.
- i) Number of TV channels watched.

**2.2 Hypothesis for the study.**

1. Government English Medium High School students would not differ in their TV viewing habits.
2. Government English Medium High School students children would not differ significantly in their TV viewing habits on the basis of the following variables

- a) Class of study
- b) Gender,
- c) Employment status of mother
- d) Number of TVs in the house
- e) Personal TV facility
- f) Interest in Video games
- g) Interest in entertainment channels
- h) Class grade.
- i) Number of TV channels watched

**2.3 Limitations of the Study**

1. The study is limited to early adolescence students only that of age group 11-14
2. The study is confined to certain predetermined variables.
3. The study is conducted at the identified school only

**2.4 Variables**

The following Status variables have been identified for the purpose of the present study

- a ) Class of study
- b) Gender,
- c) Employment status of mother
- d) Number of TVs in the house
- e) Personal TV facility
- f) Interest in Video games
- g) Interest in entertainment channels
- h) Class grade.
- i) Number of TV channels watched

**2.5 Tool for the Study:**

The investigator has adopted for the purpose of this study, the tool developed by the SRSV College of Education, Payakaraopeta for their case study projects. The original tool was prepared in regional language that is Telugu. The investigator translated the original tool with 45 statements into English. In order to determine the validity of the tool in the English language the investigator subjected it to chi-square validity to determine validity. The tryout has been administered on a sample of 45 students and Chi square value for each item has been arrived at. The following table gives the Chi-square values of the items used in the test .The statements with Chi square value greater than 3.841 have been used in the final tool. Thus the final tool consisted of 37 valid statements. A copy of the final tool is appended to this report.

Table-1. Chi-Square values of the Statements used in the Tryout.

Statement No	Chi-square Value	Statement No	Chi-square Value	Statement No	Chi-square Value
1	28.8	16	3.92	31	15.68
2	9.87	17	13.52	32	2.88*
3	38.72	18	28.8	33	42.32
4	35.28	19	20.48	34	28.8
5	28.8	20	38.72	35	15.68
6	11.52	21	0.08*	36	23.12
7	0.08*	22	0.08*	37	6.48
8	25.92	23	18	38	11.52
9	9.78	24	0*	39	18
10	22.88	25	5.12	40	18
11	8	26	6.48	41	5.12
12	20.48	27	38.72	42	3.92
13	02*	28	25.92	43	15.68
14	1.28*	29	28.8	44	11.52
15	0.72*	30	18	45	0.08*

\*Items not included in the final tool

The reliability of the tool has been arrived at by using split half technique ( Spearman-Brown formula)

The reliability coefficient is 0.79

**2.6 Research method**

As data is gathered from the sample population with the help of a Likert type of instrument the method employed for this study comes and survey and case study method

## Television Viewing Addiction Characteristics of Secondary School Students

The design defines the study type, (descriptive, the co relational, semi-experimental, experimental survey etc., research question to be answered the variables, the experimental design, instrument development, data collection procedure, scoring procedure, and statistical analysis plan.

Table 2. Final Sample Distribution

S NO	Variable	Sub group	Number	Total
1	Class of Study	7 <sup>th</sup> Class	100	300
		8 <sup>th</sup> Class	100	
		9 <sup>th</sup> Class	100	
2	Gender	Boys	150	300
		Girls	150	
3	Mother Employment status	Employed	178	292
		Unemployed	114	
4	Number of TVs at Home	one	233	294
		More than one	61	
5	Personal TV	With Personal TV	264	295
		Without Personal TV	31	
6	Video Games	Interested	64	286
		Not interested	222	
7	Entertainment Channels	Interested	180	300
		Not Interested	120	
8	Class Grade	A+	34	300
		A	117	
		B+	103	
		B	34	
		C	12	
9	Number of channels viewed	01	120	300
		2 or 3	97	
		More than three	63	

### 2.7 Scoring

Scoring of the response sheets has been done as per the instructions of the constructor.

The number of yes responses for each individual is noted and the figure gave the score of the individual. As there are 37 statements in the tool the maximum possible score is 37 and the minimum is 0.

Table 3. Norms for Interpretation

Score range	Verbal Description
0-5	NO addiction to TV Viewing
6-11	Mild addiction to TV viewing
12-17	Moderate addiction to TV Viewing
18-23	High Addiction to TV viewing
24-29	Very High Addiction to TV Viewing
30-37	Profound addiction to TV Viewing

The score have been tabulated o subject them to statistical treatment.

### 2.8 Statistics To be Employed

Means, S.Ds, Critical Ratios, and ANOVA, along with some other descriptive and inferential statistics like mode, median, skewness and kurtosis have been used.

Hypothesis 1.

Government High School English Medium students would not differ in their TV viewing habits.

In order to describe the sample the mean, median, mode, Standard Deviation, Skewness, Kurtosis have been computed and presented in the following table 1.

Table 4. .presenting Mean, Median, Mode, SD, Skewness, and kurtosis of the sample.

N	Mean	Median	Mode	SD	Skewness	Kurtosis
300	12.68	12	13	5.98	0.44	0.007

From the table 4 it is seen that the distribution is near normal as the mean mode and median are not exactly equal but the difference is relatively less and the obtained Skewness value is not zero but very low and positive. So the curve is right skewed and most values are concentrated on the left of the mean. The Kurtosis value 0.007 is less than 0.263 and so the curve is platykurtic.

Table 5. Sample Description Table

Score range	Number	Percentage	Verbal Description
0-5	38	12%	NO addiction to TV Viewing
6-11	90	30%	Mild addiction to TV viewing
12-17	113	38%	Moderate addiction to TV Viewing
18-23	42	14%	High Addiction to TV viewing
24-29	14	5%	Very High Addiction to TV Viewing
30-37	2	1%	Profound addiction to TV Viewing

From table 5 it is seen that 12% of the sample has no characteristics of TV addiction ,30% of the sample has mild T V viewing addiction characteristics, 38% has moderate T V Viewing addiction characteristics, 14% has high T V viewing addiction characteristics ,5% has Very high T V Viewing characteristics, and 1% has profound T V Viewing addiction characteristics. The data is further analyzed variable wise and the findings are presented here under.

**Hypothesis 2 (A)**

Class of study of Government High School English Medium would not make a significant difference in the TV viewing characteristics of secondary school children

As three classes of study viz 7, 8 and 9 are selected ANNOVA is calculated to determine if the different groups differ significantly .

Table6. ANNOVA -Class of Study 7,8 and 9 class students

Source of Variation	df	Sum of squares	Mean square (variance)	F Value
Among the means of conditions	2	52	26	0.72NS
Within conditions	297	10748	36.18	

\*not significant

Table value 2.26 at 0.05 level and 3.14 at 0.01 level

Table7. showing N, Mean, and SD of 7,8 and 9 class students

Variable	N	Mean	SD
7 Class	100	12.4	5.88
8 Class	100	12.3	6.77
9 Class	100	13.4	5.77

From the ANNOVA table it is observed that the calculated F value 0.72 is not significant. That is the three groups of secondary school students considered on the basis of class of study that 7<sup>th</sup> Class, 8<sup>th</sup> Class and 9<sup>th</sup> Class do not differ significantly in their TV viewing characteristics. Hence the null hypothesis that is class of study of secondary school students does not make a significant difference in the TV viewing characteristics is retained. That is 7 class students with a mean score of 12.4 and SD 5.88, 8 class students with a mean score of 12.3 and SD 6.77 and 9 class students with a mean score of 13.4 and SD 5.77 do not differ significantly in their TV viewing characteristics.

**Hypothesis 2 (B)**

Gender of Government High School English Medium students would not make a significant difference in the T V viewing characteristics of secondary school children.

To test this hypothesis mean, SD and CR of secondary school boys and girls are computed

Table 8 N, Mean, SD, D,  $\sigma_D$  and CR of secondary school boys and girls

Variable	N	Mean	SD	D	$\sigma_D$	CR
Boys	150	12.9	5.84	0.44	0.69	063 NS
Girls	150	12.46	6.11			

Table value 1.96 at 0.05 level and 2.58 at 0.01 level

## Television Viewing Addiction Characteristics of Secondary School Students

From the table 8 it is seen that in the variable gender the mean score of boys is 12.9 with SD 5.84 where as the mean score of girls is 12.46 with SD 6.11. As the calculated CR value 0.63 is not significant it is to be inferred that the mean difference 0.44 among boys and girls is not significant. Hence the null hypothesis that gender would not make a significant difference in the TV viewing characteristics of secondary school students is retained.

### Hypothesis 2 ( C )

The employment status of the mother of Government High School English Medium students would not make a significant difference in the TV Viewing characteristics of secondary school students.

To test this Hypothesis Mean, SD and CR of secondary school students whose mother are employed and those whose mothers are not employed are computed

Table 9. N, Mean, SD, D,  $\sigma_D$  and CR, of secondary school students on the basis of mother's employment status.

Variable	N	Mean	SD	D	$\sigma_D$	CR
Employed	178	12.83	5.71	0.32	0.73	0.43 NS
Unemployed	114	12.51	6.33			

Table value 1.96 at 0.05 level and 2.58 at 0.01 level

From the table 9 it is seen that in the variable mother employment the mean score of the students whose mothers are employed is 12.83 with SD 5.71 where as the mean score of whose mothers are not employed is 12.46 with SD 6.33. As the calculated CR value 0.43 is not significant it is to be inferred that the mean difference 0.32 among the students whose mothers are employed and those whose mothers are not employed is not significant. Hence the null hypothesis that mother's employment does not make a significant difference in the TV viewing characteristics of secondary school students is retained.

### Hypothesis 2 (D)

Number of TVs at home of Government High School English Medium students would not make a significant difference in the TV viewing characteristics of secondary school students

To test this Hypothesis Mean, SD and CR of secondary school students with single TV at home and those with more than one TV at home has been computed

Table 10. Number of TVs in the House N, Mean, SD, D,  $\sigma_D$  and CR

Variable	N	Mean	SD	D	$\sigma_D$	CR
Single	233	12.41	5.90			
More than one	61	14.03	6.25	1.62	0.88	1.84NS

Table value 1.96 at 0.05 level and 2.58 at 0.01 level

From the table 10 it is seen that in the variable number of TVs in the house the mean score of the students with single TV in the house is 12.41 with SD 5.90 where as the mean score of the students with more than one TV in the house is 14.03 with SD 6.25 As the calculated CR value is 1.84 is not significant it is to be inferred that the mean difference 1.62 among the students who have one TV in the house and those who have more than one TV in the house is not significant. Hence the null hypothesis that number of TVs in the house does not make a significant difference in the TV viewing characteristics of secondary school students is retained.

### Findings

1. Government English Medium High School students differ in their TV viewing characteristics. The dominant characteristic of the students is moderate addition. 12% of the sample has no characteristics of TV addiction ,30% of the sample has mild T V viewing addiction characteristics, 38% has moderate T V Viewing addiction characteristics, 14% has high T V viewing addiction characteristics ,5% has Very high T V Viewing characteristics, and 1% has profound T V Viewing addiction characteristics

2. Gender does not make significant difference in the TV viewing characteristics of the Government English Medium High School students.
3. Mother's employment does not make significant difference in the TV viewing characteristics of the Government English Medium High School students.
4. Interest in video games makes a significant difference in the TV viewing characteristics of the Government English Medium High School students. It is found that those who are interested in video games are more susceptible to TV viewing characteristics compared to their counterparts who are not interested in video games.

### Educational Implications:

1. In the present circumstances where TV is penetrating into the lives of individual's as a popular media there is a need to guide the young minds to utilize the most powerful and all pervading medium of information in a judicious way. This so as the population under consideration are rated as moderate adductors to TV. There is a need to guide the students as well as the parents on the management of time schedule to watch TV, programme selection.
2. As class of study, gender, mother's employment, possession of personal TV at home, number of TVs

at home, does not make a significant difference in the TV viewing characteristics of the students of Government English Medium High School, generalized educative and guidance programmes can be organized during school assembly, parents meeting and on other occasions.

3. As interest in video games, interest in entertainment channels and interest in more number of TV channels make a significant difference in the TV viewing characteristics of the students of Government English Medium High School, there is need to identify such individuals who are addicted to TV viewing on the basis of the characteristics mentioned and counsel them and parents separately.

#### Suggestions for Further Study

1. Future researches may focus on the role of school counseling programmes on the TV viewing characteristics of school children.
2. Studies can be attempted on the attitude of parents towards some popular programmes and their impact on secondary school children.
3. Studies may be attempted on the impact of TV watching and value adoption of secondary school children.
4. The role of aggressive programs and other provocative programmes on achievement of children too can be attempted.
5. The study may extend to the district or state as a unit and an attempt can be made to make broad generalizations to guide policy makers and media people.

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