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A QUASI-EXPERIMENTAL STUDY TO ASSESS THE EFFECT OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING THE EFFECTS OF TELEVISION ON BEHAVIOUR CHANGES AMONG PARENTS OF CHILDREN IN SELECTED AREAS OF ROBERTSGANJ, U.P.

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Abstract

The primary aim of the study is to assess the effect of planned teaching programme on knowledge regarding the effects of television on behaviour changes among parents of children. The study employed a quasi-experimental with one group pretest and posttest research design. The study was carried out Ramgarh village with 50 samples selected by random sampling techniques. There were total of 50 parents of children were given pretest questionnaire, followed by pretest, teaching programme was given to parents of children for 45 minutes. Posttest was conducted after 15 days with same questionnaire for same parents. The result of the study shows that the posttest mean score 15.14 (SD=2.11) was more than the pretest score 9.16 (SD=3.10) the obtained mean difference between the pretest and posttest 5.88 (SD=1.99) the obtained 't' value is 10.1 & it is significant at the level of 0.05. It was inferred that parents of children knowledge was increased regarding effects of television after planned teaching programme. In association, age and informer of parents was significant with the level of knowledge and selected demographic variables.

Key words: knowledge, effects of television, behaviour changes, children, parents.

Introduction

The preschool age children begin watching television with quantitative approach. They actively search for meaning in the content but are still especially attracted to the vivid production feature such as rapid character movement, rapid changes of scene, and intense or unexpected sights and sounds.

Television can have measure effect on children's health. Children who watch a lot of television are less physically fit. They spend less time in playing outdoor/ indoor like running, jumping and other activities etc. Children are more likely to choose food they see on television commercials and that means their choices are not very healthy.

Children in this study watched television 3-4 hours a day, half of which consisted of viewing adult shows. This amount of time is significantly higher than the guidelines of less than 2 hours of a day suggested by the American Academy of Pediatrics (AAP). Most children now a days watch television as a part of their leisure time. It is found that watching television bring harmful effect to children. They can learn bad words or to be violent. The children can also become addicted and this will prevent him from doing other important activity he should be doing[1]

Television can leads to benefits or bad effects on children. Parents should restrict their children to see only programs which can lead to better improvements with them and time spend on television, hoping that their children become good individuals who benefit their community and the world.[2]

Most behavioural scientists have observed that too much of television viewing by the children would result in the exclusion of other healthy activities. Children also find it very difficult to understand the basic difference between fact and fantasy. The children are very much attached by the television which is known for glamour. Experience reveals that the age and stage of child development makes a big difference. It is also true that repeated experiences can become patterns that began in childhood and extend into adolescence. Television can introduce children to stories, traditions and songs.[3]

Children have become much more interest in cartoons over many years and it has become primary action to some lives, typically children begin watching cartoons on television at an early age of six months and by the age of the puberty.[4]

The children who watches too much cartoons on television are more likely to have a Mental and Psychological Effects. From school age up to their graduation and a child watches television around 18,000 hours. This comparison is an outrage because of the amount of television that is watched by a child will have an effect on their brain, emotions and their sense to feel pain[5]

Television can have two major effects on children's health. First, children who watch a lot of television are less physically fit. They spend less time running; jumping, etc. and doing all the other things that help children develop strong hearts, lungs, and muscles. The second effect is on children's nutrition and their ideas about eating. Children are more likely to choose foods they see on television commercials and that means their choices are not very healthy[6]

The child's development level is a critical factor in determining whether the television and other media will have positive and negative effects. Television viewing frequently limits children's time for vital activities such as playing, reading, learning to talk, spending time with peers and family, storytelling participating in regular exercise and developing other necessary physical, mental and social skills according to several studies.[7]

Today people spend most time watching variety of television programs both domestic and foreign. It is very well said that television is heavy weight of all mass media.

Television has become a forceful activity of society because like the family, school, and peers, it directly provides the child with experiences which shape their attitudes and influence their behaviors by watching more time.[8]

Statement of the problem

A quasi- experimental study to evaluate the effectiveness of planned teaching programme on knowledge regarding the effects of television on children among parents of selected areas of Robertsganj, U.P.

OBJECTIVES:-

- To assess the knowledge regarding the effects of television on children among parents.
- To evaluate the effectiveness of planned teaching programme on knowledge regarding the effects of television on children among parents.
- To find out the association of post-test knowledge regarding the effectiveness of television on children among parents with selected socio demographic variable.

HYPOTHESES:

H_1: There will be a significant difference between the pre-test and post-test knowledge score regarding effects of television on children among parents.

H_2: There will be a significant association between post-test knowledge scores with their socio-demographic variables.

Research Methodology:

Research approach: Quantitative approach was selected.

Research design: Pre-experimental one group pretest and posttest research design was selected.

Research setting: Ramgarh village, Robertganj, Uttar Pradesh.

Sample size

The total sample for present study was 50 parents of children.

Sampling Technique: Simple Random Sampling Technique using lottery method.

Variables

- Independent variable: Planned Teaching Programme.
- Dependent variable: Knowledge level of parents regarding effects of Television on children.
- Socio-demographic variables: age, gender, type of family, family income, education level, no. of children, source of information

Criteria for sample collection

Inclusion criteria

- Parents of children of Ramgarh village
- Parents of children who were willing to participate in the research study.

.**Exclusion criteria**

- Who are not present at the time of data collection.

Description of tool

The research tool was divided into two parts:

Part 1: Socio- Demographic variables It consist of personal information of the subjects that include age, gender, type of family, family income, education level no. of children, source of information.

Part 2: Effect of Television Questionnaire It consist of 20 multiple choice questions which is aim to measures an individual's knowledge regarding effects of television.

Category	Percentage	Score
Excellent	76-100%	16-20
Good	51- 75%	11-15
Average	26-50%	6-10
Poor	0-25%	0-5

Table 1 : Scoring & Interpretation

Criterion measure for level of knowledge

Maximum score=20

Minimum score=0

Data Collection Procedure:

The data collection for the study was carried out on 21/6/2019 to 11/6/2019 of with the selection of parents of Ramgarh village. A formal permission was obtained from the Pradhan of village. Researcher first introduce himself to the parents and explained the purpose of study.

Study procedure was explained to the parents and a written consent was obtained. The tool was distributed to the parents and explained to complete the questionnaire by putting tick (√) for correct answer. They were assured that their response would be kept confidential and used only for research purpose. Their pre-test was taken and followed by pretest, teaching programme was given to parents for 45 minutes. Posttest was conducted after 15 days with same questionnaire for same parents. The data will be analysed by using descriptive and inferential statistics on the basis of objectives of the study.

RESULTS

Table 2- Frequency and percentage distribution of sample characteristics

n=50

S.NO	Sociodemographic variables	Frequency (f)	Percentage (%)
1.	**Age**		
	20-25 years	5	10
	26-30 years	2	4
	31-35 years	11	22
	36-40 years	32	64
2.	**Informer**		
	Mother	44	88
	Father	6	12
3.	**Level of Education**		
	Uneducated	2	4
	5^{th} pass	11	22
	10^{th} pass	19	38
	12^{th} pass ad Above	18	36
4.	**Income**		
	10,000	35	70
	10,000-15,000	8	16
	15,000-20,000	3	6
	>20,000	4	8
5.	**Type of family**		
	Nuclear family	29	58
	Joint family	21	42
6.	**Number ofchildren**		

	1	10	20
	2	29	58
	>2	11	11
7.	**Source of information**		
	Television	42	84
	Family & friends	8	16
	Others	–	–

Table 2 reveals the frequency and percentage distribution of characteristics of the study subjects. It shows that about 2/3rd (64%) of parents were 40 years old. As per informer , 88% of parents were mothers and remaining 12% were father. As per education, about 4% parents were uneducated, 22% parents were 5th pass, 38% parents were 10th pass and 36% parents were 12th pass and graduate. Family income , 70% of the parents had monthly income Rs.10,000 and 16% of the parents having monthly income between Rs. 10,000-15,000 , 6% of the parents having monthly income between Rs. 15,000-20,000 and 8% of the parents having monthly income of >20,000. Type of family, 58% parents were belonged to nuclear family and 42% parents were belonged to joint family. Number of children, 20% parents having 1 child, 29% of parents having 2 children and 22% of parents having < 2 children. Source of information 84% of parents had got information from the television and 16% of parents had got information from the family & friends.

Table 3. Frequency and percentage distribution of pre-test knowledge score

n=50

Pre-test Knowledge score	Frequency (f)	Frequency Percentage (%)
Excellent (16-20)	0	0%
Good (11-15)	17	34%
Average (6-10)	25	50%
Poor (0-5)	8	16%

Table 3 depicts the frequency and percentage distribution of pre-test knowledge score. It shows that 34% parents had good knowledge while 50% parents had average knowledge and only 16% parents had poor knowledge. However parents had knowledge about the effects of television.

Table 4 Frequency and percentage distribution of post-test knowledge score

n=50

Post-test knowledge score	Frequency (f)	Frequency percentage (%)
Excellent (16-20)	16	32%
Good (11-15)	33	66%
Average (6-10)	1	2%
Poor (0-5)	0	0%

Table 4 depicts the frequency and percentage distribution of post-test knowledge score. It shows that more than half of the (66%) parents have good knowledge score, 32% parents having excellent knowledge while 2% parents have average knowledge regarding effects of television.

Comparison of pre-test knowledge score with post-test knowledge score

n =50

Group	n	Mean %	SD	df	t value
Pre-test	50	9.16	3.1	48	10.1*
Post-test	50	15.14	2.11	48	

Maximum Score Level = 20

Minimum Score = 0 *** Significant at p>0.05**

Table 5 Illicit the comparison of pre-test and post-test knowledge regarding effect of television among parents. It revealed that there was significant between pre-test (9.16± 3.1) and post-test (15.14± 2.11) knowledge of parents. Hence research hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected.

Determine the association of post-test knowledge regarding the effects of television on parents among children with selected socio demographic variables.

n=50

Sample characteristics	N	Mean	SD	df	Test values F
AGE					
20-25	5	16.2	0	49	5.41*
26-30	2	14	0		

31-35	11	16.09	9.09		
36-40	32	13.7	0.97		
Informer					
Mother	44	14.7	0.07	49	5.45*
Father	6	13.5	0		
Education					
Uneducated	2	15.5	0	49	1.69^{NS}
5^{th} pass	11	14.1	0.0027		
10^{th} pass	19	13.8	0.12		
$>12^{th}$	18	15.3	0.02		
Income					
10,000	35	14.4	0.013	49	0.08^{NS}
10,000-15,000	8	14.7	0.031		
15,00-20,000	3	15	0		
>20,000	7	14.2	0.02		
Family					
Nuclear	29	14.8	0.16	49	1.12^{NS}
Joint	21	14.0	0.04		
Number of children					
1	10	15.1	0	49	0.98^{NS}
2	29	14.6	0.015		
>2	11	13.9	0.0027		
Source of information					
TV	42		14.5	49	0.17^{NS}
Family and friends	8		14.3		
Others	0		0		

***Significant at p<0.05**

Table 5 shows the association of post-test knowledge regarding effects of television on children among parents. It revealed that parents age and informer is significant and other variables are not significant. As there was significant association between pre-test and post-test knowledge

of parents at p>0.05 level. Thus it was concluded that the planned teaching programme was effective in providing knowledge regarding the effects of television on children among parents.

Discussion

The objective of the study was to assess the knowledge regarding effects of television on children among parents of Ramgarh village.

The analysis of data regarding the knowledge of effect of television among parents revealed that in pre-test, 50% were average knowledge, 34% were good knowledge and 16% were poor knowledge.

The analysis of the data regarding the knowledge of effect of television among parents revealed that in post-test, 32% were excellent knowledge, 66% were good knowledge and 2% were average knowledge.

Comparison of pre-test and post-test knowledge revealed that in pre-test, mean score was 9.16 which increased to 15.14 in post-test and standard error was computed to be 3.1 and 2.11. The effectiveness of planned teaching is assessed by using inferential statistics. A two sample 'T' test was applied to evaluate the effect of planned teaching program on the knowledge regarding effects of television on children among parents.

A study was conducted in northern India to know the T.V viewership pattern among children. This study helps to identify time sent or frequency of television watching by children. A sample of 750 respondents is taken from 5 northern states. The result shows respondent watch 3-4 hours of television.38,6% male children and 43.7% female children watch 3-5 hours of television daily very small percent watch less than 1 hour[9]

To find the association of post-test knowledge regarding the effects of television on children among parents with the selected socio demographic variables such as age, and Informer was significant at the level of 0.05.

Conclusion:

In this study the investigator found that planned teaching programme was effective and study shown that there was a significant differences in pretest and posttest knowledge scores on effects of television on children among mothers.

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