APPENDIX – A
PERIYAR UNIVERSITY

INFLUENCE OF PARENTAL MEDIATION ON KIDS REALITY SHOW'S ON TAMIL TELEVISION CHANNELS

Name of the Parent : 

Area & district : 

Age : 

Occupation : Business / Professional / Others

Family Type : Single Parent Family / Nuclear Family / Extended family

Family income per annum : 

Spouse Name & Age : 

<table>
<thead>
<tr>
<th>Kids details</th>
<th>Grand Parents details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sex</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tr>
</tbody>
</table>

212
1. How long do you watch TV programme during weekdays with your family?
   a. <½ hrs   b. 1 - 2 hrs
   c. 2 - 3 hrs   d. >4 hrs

2. How long do you watch TV programme during weekends with your family?
   a. <½ hrs   b. 1 - 2 hrs
   c. 2 - 3 hrs   d. >4 hrs

3. With whom do you like to watch TV programmes.
   a. Parents   b. Spouse
   c. Kids   d. Alone

4. How much time your spending time with your kids per day?
   a. <½ hrs   b. 1 - 2 hrs
   c. 2 - 3 hrs   d. >4 hrs

5. How much time do you spent watching TV with your Kids?
   a. <½ hrs   b. 1 - 2 hrs
   c. 2 - 3 hrs   d. >4 hrs

6. Why do you watch TV Programmes?
   a. To kill time   b. To gain knowledge   c. For enjoyment
7. Do you engage in other activities while watching Television? [multiple (✓)]

a. Reading  b. Writing

c. Playing  d. Eating

e. Eating  f. Using Mobile Phone

g. Talking over the Phone  h. Other Activities

Explore the Content of the Programme

1. Which is your favourite Channel? ......................

2. Which is your favourite type of Programme? [multiple (✓)]


d. Songs and Serial  e. Dance  f. Reality Shows

g. Fashion show  h. Advertisement  i. Cultural

j. Others specify

3. Apart from your mother tongue, which language TV Programme you often watch?

(Multiple Tick)

a. English  b. Tamil

c. Malayalam  d. Hindi
4. What type of contents in TV programme are not allowed by your parents?

(Multiple Tick)

a. Glamorous  

b. Violent  

c. Drug abusement  

d. Intimate scenes  

e. Filthy Words  

f. All the above

5. Which is your favourite TV advertisements? Specify the name of the products you purchased because of TV advertisements?

<table>
<thead>
<tr>
<th>Programme</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1.</td>
</tr>
<tr>
<td>b.</td>
<td>2.</td>
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<tr>
<td>c.</td>
<td>3.</td>
</tr>
</tbody>
</table>

6. Name the Cartoon Programme you like and mention your favourite character

<table>
<thead>
<tr>
<th>Programme</th>
<th>Characters</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>a.</td>
</tr>
<tr>
<td>2.</td>
<td>b.</td>
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<tr>
<td>3.</td>
<td>c.</td>
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</tbody>
</table>

7. Which type of news content do you like most?

1. Crime  

2. Education and awareness  

3. Sports  

4. Entertainment  

5. Political  

6. Business  

7. Weather  

8. Others
8. How much time do you spent on internet per day?
   a. <½ hrs  b. 1 - 2 hrs
   c. 2 - 3 hrs  d. >4 hrs

To examine the understanding of the content of the Programme

1. How do you perceive the TV Programme
   a. Positive influence  b. Negative influence
   c. Both  d. No idea

2. What type of programmes your kids watching in TV?
   d. Songs and Serial  e. Dance  f. Reality Shows
   g. Fashion show  h. Advertisement  i. Cultural
   j. Others specify

3. Do you think telecast content in TV are social reality?
   a. Yes  b. No
   c. Often  d. Sometime
4. Which personalities do you try to imitate among from TV Programme?
   d. Cartoon Character   e. Anchors / VJ

5. I have Learnt ............... from television
   a. To reach high in life   b. To gain knowledge
   c. To socially attached   d. Change in life style

6. Do you discuss about the TV Programmes? If yes, with whom?

7. To assess TV Viewing to determine Whether it enhances or decreases the school achievements for your kids (A- Agree, SA - Strongly agree, D- Disagree, SD - Strongly disagree, N - neither agree nor disagree)

<table>
<thead>
<tr>
<th>TV Viewing on Kids achievements</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
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</thead>
<tbody>
<tr>
<td>1. I agree that viewing TV programmes has improved my Kids knowledge and language.</td>
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<td>2. I agree that TV viewing has no influence on my kids home work.</td>
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<td>3. I think TV viewing has decreased my extracurricular activities.</td>
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<td>4. I agree, TV viewing has increased my cognitive skills.</td>
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</tbody>
</table>
5. I agree that TV viewing has improved my study habits.

6. I agree TV viewing wastes lot of my time.

7. I agree lot of TV viewing affects my health & eye sight.

8. To determine the influence of TV viewing on the behaviour change of the Kids

<table>
<thead>
<tr>
<th><strong>TV viewing on the Kids behaviour change</strong></th>
<th><strong>SD</strong></th>
<th><strong>D</strong></th>
<th><strong>N</strong></th>
<th><strong>A</strong></th>
<th><strong>SA</strong></th>
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</thead>
<tbody>
<tr>
<td>1. I think watching reality shows helps me to reveal my kid’s talents and creativity.</td>
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<td>2. I think, TV viewing has improved my kid’s personality</td>
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<td>3. I think TV viewing has changed my kid’s food habits (Traditional to Fast food)</td>
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<td>4. I think TV viewing increases my kids buying intention.</td>
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<tr>
<td>5. I think that I am worried about certain programme that are not meant for the kids.</td>
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</tbody>
</table>

9. To determine the awareness on watching TV among Kids

<table>
<thead>
<tr>
<th></th>
<th><strong>SD</strong></th>
<th><strong>D</strong></th>
<th><strong>N</strong></th>
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</thead>
<tbody>
<tr>
<td>1. I won't give TV remote to my kids.</td>
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<td>2. I never allow my child to watch TV alone</td>
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<td>3. I never allow my child to watch adult content</td>
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<td>4. I am always avoiding my child to watch cartoons</td>
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<tr>
<td>5. I never allow my child to spend more time in front of</td>
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</tbody>
</table>
TV.

6. I ask my child to watch TV in certain distance.

7. I use child lock facilities in My TV settings.

8. To reduce the time duration of watching TV on my kids

10. **Need of Reality Shows among Kids**

1. I felt that Reality Shows will help my kids how to develop competitive skills

2. I think that Reality Shows will help my kid to understand different skills.

3. I think that Reality Shows will suppress negative influences of TV programme and enhance positive effects of my kids.

4. I think Reality Shows increase my kids interactive skills.

5. I agree Reality Shows will useful for my kids daily life.

11. What types of behaviour changes have you incorporated while watching TV Programmes?

   a. Aggressive violent acts       b. Risk taking behaviour

   c. Soft and Kind                 d. Adjective

   e. Additive behaviour           f. Good social life.
12. I need knowledge about internet safety.
   a. Yes  
   b. No

13. Are you interested in attending a Programme on Parental meditation on kids reality shows?
   a. Yes  
   b. No
PRE-AND-POST-TEST

INFLUENCE OF PARENTAL MEDIATION ON KIDS REALITY SHOW'S ON TAMIL TELEVISION CHANNELS

1. Name :

2. Area :

3. Gender :

4. Age :

5. Family Details :

<table>
<thead>
<tr>
<th>No</th>
<th>Relationship with Respondent</th>
<th>Age</th>
<th>Educational Qualification</th>
<th>Occupation</th>
<th>Income</th>
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</thead>
<tbody>
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<td>5.1</td>
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<td>5.2</td>
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<td>5.3</td>
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<td>5.4</td>
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<td>5.5</td>
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<td>5.6</td>
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</table>
6. How much time you spend watching TV

<table>
<thead>
<tr>
<th>No</th>
<th>Timing</th>
<th>Less than 1 hour</th>
<th>1-2 hours</th>
<th>2-3 hours</th>
<th>&gt;3 hours</th>
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<tbody>
<tr>
<td>6.1</td>
<td>Week days</td>
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<td>6.2</td>
<td>Weekend</td>
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</tbody>
</table>

7. With whom do your Kid watch TV?

- Parents ( )
- Friends ( )
- Sibling ( )
- Others ( )

8. How does your parent react during TV viewing?

- Watch TV Programme with kids ( )
- Discuss about the TV Programme with kids ( )
- Control TV viewing of kids ( )

9. Which Programme do you watch frequently?

1) News ( )
2) Reality Shows ( )
3) Movies ( )
4) Drama ( )
5) Cartoons ( )
6) Sports ( )
7) Music ( )
8) Animation ( )
9) Advertisement ( )
10 Family Communication

10.1 Family type

(a) Nuclear Family (  )

(b) Single Parent Family (  )

(c) Extended Family (  )

10.2 How much time do you spend with your kids per day?

(a) 1-2 Hrs (  )

(b) 2-3 Hrs (  )

(c) More than 3 Hours (  )

(d) Less than 1 Hour (  )

(e) Some times (  )

10.3 Whom your Children mostly communicate

(a) Father (  )

(b) Mother (  )

(c) Grand parents (  )

(d) Neighbours (  )
10.4. Do you know which is important to your Children

(a) Education ( )

(b) Sports ( )

(c) Friends ( )

(d) Social and cultural Values ( )

(e) all the above ( )

10.5. Children's diverse media environment

(a) Books ( )

(b) Magazines ( )

(c) Radio ( )

(d) TV ( )

(e) Social Media ( )

(f) Video Games ( )

10.6. How Media changing Family Communication

(a) Friendliness ( )

(b) Aggressiveness ( )

(c) Behavioural Changes ( )

(d) Life Style ( )
10.7. Tools Can Help to develop family communication

(a) Education ( )  (b) sports ( )

(c) Media ( )  (d) Life Style ( )

(e) Work place ( )  (f) All the above ( )

<table>
<thead>
<tr>
<th>Analysis of Family Communication using skills</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
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</thead>
<tbody>
<tr>
<td>1. I think communication pragmatics plays vital role in developing family communication</td>
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<td>2. Conflicts creates more closeness among the family members</td>
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<td>3. Kids are adopting the Parents Behaviour</td>
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<td>4. Parents always connect their children with their perspective.</td>
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<td>5. I think My family is pluralistic</td>
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<td>6. I think My family conformity orientation</td>
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<td>7. My family using instrumental and affective communication with my kids.</td>
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<td>8. Communication helps my family to healthier.</td>
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<td>9. I can practice communication frequently.</td>
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<td>10. My family members are active listeners.</td>
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<td>11. In my family Individuals are honest and open with one</td>
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<tr>
<td>12.</td>
<td>I think about person in my family honest and open with one another.</td>
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<tr>
<td>13.</td>
<td>I am paying attention to non-verbal messages.</td>
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<tr>
<td>14.</td>
<td>I always be a positive thinker in my family.</td>
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<tr>
<td>15.</td>
<td>I am always solving the communication problems of my kids.</td>
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<tr>
<td>16.</td>
<td>I accept communication is the expression of respect affection and concern.</td>
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<td>17.</td>
<td>Exaggeration is used a mode of easing the mental tension, but may destroy the family harmony.</td>
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<tr>
<td>18.</td>
<td>Family members are always spending most of the time in the front of Television compare to face-to- face communication.</td>
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<tr>
<td>19.</td>
<td>Many issues among the family members arise because of miscommunication.</td>
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<tr>
<td>20.</td>
<td>If Family communicates well, everyone understands what everyone needs.</td>
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</tbody>
</table>
11. Parental Mediation

11.1. What is the main purpose of Parental Mediation?

(a) To guide our children to proper way
(b) To know the interest of our child
(c) To develop our child skill and knowledge
(d) To know the talent and skills of our child
(e) All the above

11.2. Why the parental mediation need for kids on watching TV?

(a) To avoid their wasting time
(b) To makes interaction
(c) To develop Knowledge
(d) To control Misuse

11.3. Do you know the type of Parental Mediation?

(a) Yes  (b) No

11.4. Co-viewing creates

(a) More interesting
(b) To make kids more happy
(c) To make informative through entertainment
(d) Make conflict with subject

11.5. Which kind of programmes your children’s like to watching

(a) Reality Shows
(b) News
(c) Sports
(d) Music
(e) Cartoons
(f) Religious

11.6. With whom your children spending more time in your family?

(a) Mother  (b) Father  (c) Grandparents  (d) Relations

11.7. Whom your children watching TV in your family

(a) Mother  (b) Father  (c) Grandparents  (d) Relations

11.8. How many hours do you spend watching TV with your Kids?

(a) 1 Hour  (b) 2 Hour  (c) 3 Hour  (d) Not able to specify

11.9. In what way, reality shows help your children’s development.

(a) Make more boldness
(b) To change your children’s attitude
(c) Develop skills
(d) To make more cogitative
(e) All the above

11.10. In what way reality shows help your children’s career

(a) To shape the career
(b) To be an entrepreneur
(c) To create fame
(d) all the above
### 11.11. CO-VIEWING

<table>
<thead>
<tr>
<th>Analysis of Co-Viewing using skills</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I watch Reality Shows with my Kids</td>
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<tr>
<td>2. I think Reality shows dominates My Kids Entertainment</td>
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<tr>
<td>3. I learn the best for my Kids</td>
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<tr>
<td>4. I am understanding mind set of my kids</td>
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<tr>
<td>5. I am discussing more information about the programme with my kids</td>
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<tr>
<td>6. I believe that it is easy way to maintain good relationship with my kids.</td>
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<tr>
<td>7. My kids are watch reality shows that interest me more.</td>
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<tr>
<td>8. My Kids are asking to allow to join based on the reality shows what they are watching in the time of co-viewing.</td>
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<tr>
<td>9. My Kids are showing their talent in the time of what they are watching in the TV.</td>
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<tr>
<td>10. I think now a days TV channels giving more importance to Reality shows based on the kids.</td>
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### 11.12. RESTRICTIVE MEDIATION

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<tr>
<th>Analysis of Restrictive Mediation using skills</th>
<th>SD</th>
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<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
</table>

229
11. I give my child to a lot of rules and regulations to follow for survive the environment.

12. I would describe myself as a strict Parent.

13. I sometimes criticize myself what he/she does.

14. I rarely give order to my child.

15. I restrict my kids to watch TV Programme not related to them.

16. My kids are always allowed to watch only Kids shows.

17. I agree kids are easily get distracted by adult content.

18. I allotting the time for my kids to watch TV.

19. I am restricted them to watch more cartoons programmes in TV.

20. I strictly restrict them to like cartoon characters.

11.13. INSTRUCTIVE MEDIATION

<table>
<thead>
<tr>
<th>Analysis of Instructive Mediation using skills</th>
<th>SD</th>
<th>D</th>
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<tbody>
<tr>
<td>21. I insist my child could be a good person in the society.</td>
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<td>22. I will instruction to my child be a talented one.</td>
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<td>23. I am always asking My child to watch skill development oriented programmes in TV.</td>
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</tbody>
</table>
24. I told them to watch kids related Reality shows.

25. I sometimes tell my child that my decision could not be questioned.

26. I encourage my child to talk with me about skill oriented discussions.

27. I always insist my child to do things based on their own interest.

28. I am giving full freedom to my child to show their talents.

29. I am giving instructions to my child to play outdoor games rather than watching TV.

30. I insist my child to join skill developing centres offered in nearby locations.

12. REALITY SHOWS

12.1. What type of Reality shows do you like?

(a) Dance
(b) Singing
(c) Talent shows
(d) Quiz Programmes
(e) Games related shows

12.2. What type Reality shows your kids are watching?

(a) Dance
12.3. How they are developing skills to participate Reality shows?

(a) Practicing home based watching TV
(b) Going to Skill developing centres
(c) Getting practice from school.
(d) Getting practice from parents
(e) Getting practice from neighbours

12.4. Why kids are like to develop their skills?

(a) Parents Interest
(b) Want to participate in Reality shows.
(c) Motivation from their friend
(d) Watching reality shows in TV

<table>
<thead>
<tr>
<th>Analysis of different Genres of reality shows using skills</th>
<th>SD</th>
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<tr>
<td><strong>DANCE</strong></td>
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<tr>
<td>1. I want My child overcome the stage fear</td>
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<td>2. I like to see my child in small screen</td>
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<td>3. My kids are being sent to dance classes to make their physical fitness healthier.</td>
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<td>4. I am guiding my child toward opportunity to settle in life.</td>
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<td>5.</td>
<td>I Want my child be a western dancer and classical dancer etc.</td>
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<td>6.</td>
<td>I like my child want to be participate in the program “ungalil yar adutha prabudeva”.</td>
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<td>7.</td>
<td>Dance skills makes more changes in my child behaviour, style and activities.</td>
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<td>8.</td>
<td>Group dances makes my child to mingle with other children’s.</td>
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<td>9.</td>
<td>I like my child to learn traditional style of dances to save my cultural values.</td>
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<td>10.</td>
<td>It gives Uniqueness to my child in is personality development.</td>
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<td></td>
<td><strong>SINGING</strong></td>
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<td>11.</td>
<td>I think reality show produce better emotional content than serials.</td>
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<td>12.</td>
<td>I want my child to shine in signing competition based on his/her own interest.</td>
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<td>13.</td>
<td>I like to see my child as a hero.</td>
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<td>14.</td>
<td>Singing skills gives peaceful mindset to my kids.</td>
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<td>15.</td>
<td>“Super Singer” creates impression to develop my kids singing skills</td>
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<td>16.</td>
<td>I think singing skills creates the emotional values for human in nature</td>
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</table>
17. I want my child to be a good singer in the industry.

18. Singing is a unique skill that everyone can’t learn, hence I want my child to learn music and singing.

19. I want my child to learn music because it is spiritual

20. Singing helps memory power and grasping, so I want my kid to learn that skill.

13. **SKILL DEVELOPING CENTRES**

13.1. The various types of skill developing centres that are available.
   a) Dancing
   b) Singing
   c) Music
   d) Games
   e) Handwriting
   f) Swimming

13.2. Who owns the skill developing centres?
   a) Famous person based on the skill
   b) Schools
   c) Associations
   d) NGO’s
   e) Government

13.3. How much money you spend for skill development centres per month.
   a) Rs. 1000 per month
b) Rs. 2000 per month

c) Rs. 5000 per month

d) Rs. 10000 per month

<table>
<thead>
<tr>
<th>Analysis of Training centres using skills</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>1. I ask my child to join skill development centres because of reality shows</td>
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<td>2. I am allotting time for my kids to go skill development training centres.</td>
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<td>3. I ask my child to participate competition based on the master’s recommendations.</td>
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<td>4. Training centres provide the opportunity to interact skilled personalities in the field for my kids.</td>
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<td>5. I would like to send my kids to extra classes like dance, music, yoga, sports, etc.,</td>
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<td>6. There are a more chances to shine in their kinds of activities.</td>
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<td>7. The training centres provides my kids to more activeness.</td>
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<tr>
<td>8. Mostly skill development centres are owned by famous icon in the particular filed.</td>
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<td>9. I want my child to participate in the reality shows, so I encourage my child to go skill development centres.</td>
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<tr>
<td>10. Skill development centres allows my kids to participate more number of competitions</td>
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</table>
APPENDIX – B

STATISTICAL TOOLS USED

The Statistical Package for Social Science (SPSS) version 16 for Windows was used for analysing the data collected during the questionnaire survey. The respondents were given numbers for identification purposes. The districts and colleges each respondents were coded with numbers so that the situation in each region or village under the different questions in the questionnaire can be analyzed. Each question in the questionnaires was identified by a variable name and within variables there were values and value labels for identification of responses from the respondents. After coding the information from the questionnaires, template for entering data into the computer program was created. Simple statistical tools such as regression model, Chi-Square, Frequencies and Factor for the testing of hypotheses, mean, standard deviation and co-efficient of variations are used along with bar and pie diagram. The regression model is used to analyse primary sources of information.

The correlation matrices are used to drop less important variables and thereby avoid multi-colleniarity problems. For the final regression analysis number of different combinations are tried to arrive at a final list of variables with a good fit in terms of explanatory power.

Frequencies

The Frequencies is useful for obtaining summaries of individual variables Summaries of individual variables provide an important "first look" at our data. Some of the tasks that these summaries help us to complete are listed below.

- Determining "typical" values of the variables.
- Checking the assumptions for statistical procedures.
- Checking the quality of the data.
Cross Tabulation

The cross tabulation table is the basic technique for examining the relationship between two categorical (nominal or ordinal) variables, possibly controlling for additional layering variables. The Cross tabulation procedure offers tests of independence and measures of association and agreement for nominal and ordinal data. Additionally, you can obtain estimates of the relative risk of an event given the presence or absence of a particular characteristic.

Chi-Square Test

A chi-square test is any statistical hypothesis test in which the test statistic has a chi-square distribution when the null hypothesis is true, or any in which the probability distribution of the test statistic (assuming the null hypothesis is true) can be made to approximate a chi-square distribution as closely as desired by making the sample size large enough. Specifically, a chi-square test for independence evaluates statistically significant differences between proportions for two or more groups in a data set.

In the social sciences, the significance of the chi-square statistic is often given in terms of a p value (e.g., $p = 0.05$). It is an indication of the likelihood of obtaining a result ($0.05 = 5\%$). As such, it is relatively uninformative. A more helpful accompanying statistic is phi (or Cramer's phi). Phi is a measure of association that reports a value for the correlation between the two dichotomous variables compared in a chi-square test ($2 \times 2$). This value gives you an indication of the extent of the relationship between the two variables. Cramer's phi can be used for even larger comparisons. It is a more meaningful measure of the practical significance of the chi-square test and is reported as the effect size.

The chi-square test measures the discrepancy between the observed cell counts and what you would expect if the rows and columns were unrelated. The degree of influence of
the following independent variables pertaining to the respondents with respect to the factors influencing marketing decisions and market conditions is:

\[(O-E)^2\]

\[\chi^2 = \sum \frac{O-E}{E}\]

With Degree of Freedom (D.F.) = (c-1) (r-1) where,

\[O\quad = \quad \text{Observed frequency},\]

\[E\quad = \quad \text{Expected frequency},\]

\[c\quad = \quad \text{Number of columns},\]

\[r\quad = \quad \text{Number of rows}.

Factor Analysis

Factor analysis attempts to identify underlying variables, or factors, that explain the pattern of correlations within a set of observed variables. Factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance that is observed in a much larger number of manifest variables. Factor analysis can also be used to generate hypotheses regarding causal mechanisms or to screen variables for subsequent analysis (for example, to identify collinearity prior to performing a linear regression analysis).

The factor analysis procedure offers a high degree of flexibility:

- Seven methods of factor extraction are available.
- Five methods of rotation are available, including direct oblimin and promax for non-orthogonal rotations.
- Three methods of computing factor scores are available, and scores can be saved as variables for further analysis.
Regression Analysis

Regression analysis is any statistical method where the mean of one or more random variables is predicted based on other measured random variables.

Regression analysis is the next step up after correlation; it is used when we want to predict the value of a variable based on the value of another variable. In this case, the variable we are using to predict the other variable's value is called the independent variable or sometimes the predictor variable. The variable we are wishing to predict is called the dependent variable or sometimes the outcome variable.

Functions \[ Y = a \pm bx \]

\( Y \) = Independent Variable

\( a \) = Constants (Regression Co-efficient)

\( b \) = Significance

\( x \) = Dependent Variable
APPENDIX –C

Paper presentation

1. Parental Mediation on Children’s Social Media Use in Chennai, International conference on Media and visual literacy (exploring skills and development among youth) Department of Visual Communication, SRM University, Kattankulathur, Kanchipurm, on 1<sup>st</sup> and 2<sup>nd</sup> April 2016.

2. Parental Mediation on Kids Reality shows content in Tamil Satellite Channels, National Media Conference, focus on Women and ICT, Department Communication and Journalism, SPMVV, Tirupathi, Andrapradesh, 9<sup>th</sup> and 10<sup>th</sup> March 2017.

Publication

1. Parental Mediation on Children’s Social Media Use in Chennai, International conference on Media and visual literacy (exploring skills and development among youth) Department of Visual Communication, SRM University, Kattankulathur, Kanchipurm, on 1<sup>st</sup> and 2<sup>nd</sup> April 2016. ISBN-978-93-81992-74-6.


Participation of Conference

1. Globalization Local Media and Social Issues, Association of Communication Teachers-Tamil Nadu and Podicherry, MS University Tirunelveli, 14<sup>th</sup> and 15<sup>th</sup> December 2012.

2. Media and Education, Department of Communication, UGC SAP DRSS supports, MS University Tirunelveli, 28<sup>th</sup> FEB 2008.

Participation of workshop

1. Workshop on Popularization of Research methodology and Techniques, Sponsored by Tamil Nadu State Council of Science and Technology and National Council of Science and Technology.
Conceptual Frame Work:

- Need of PM
- Influence of Reality Shows on Children
  - TV viewing pattern
  - Creating Entertainment from uncertainty
  - Behaviour change
  - Talent Hunts
  - Critical Thinking Ability
  - SES
  - Health
- Knowledge, Skills and Analysis of Reality shows (PM Training)
  - Reality Shows content
    - Singing
    - Dancing
    - Skill Identify Programs
  - Reality Shows influence
    - Involvement
    - Training
    - Participate
  - Reality Shows effects
    - compete
    - Positive effect
    - Negative effect
MEDIA AND VISUAL LITERACY
EXPLORING SKILLS AND DEVELOPMENTS AMONG YOUTH
PARENTAL MEDIATION OF CHILDREN’S SOCIAL MEDIA USE IN CHENNAI

Mr.R.Srinivasan1, Mr.T.K.Saravana Kumar2, Dr.G.Balasubramania Raja3

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2Asst. Prof & Head, Dept. of Visual Communication, Chennai National College Chennai-54, Contact No: +91 99 44 433215, Email: Kansar77@gmail.com
3Associate Professor, Dept. of Communication, MS University, Tirunelveli.

Abstract—Children are using the Social Media through Smart Phones/Tablets at younger ages. We know little about how Parents guide young children's Social Media activities to prevent risks. Filling this void and Social Media-survey established empirically which media guidance strategies 492 parents of children (6-12 years) in the Chennai used. As was established in former television and game research factor analysis revealed that parents also applied ‘co-usage’, ‘active mediation’, and ‘restrictive mediation’. In addition, parents also applied new strategies: ‘supervision’ i.e. keeping an eye on the child from a distance, and using safety applications. Mediation types were mainly predicted by the child’s age and social Media behavior, such as gaming and social networking. Also, parents applied more mediation when they expected positive effects and particularly when they expected negative effects of the Social Media, indicating that parents deliberately adjust their mediation to the child’s needs and interests. Mediation was also predicted by the number of Smart Phones and Tablets at home, and the parent’s gender, education and Smart Phone / Social Media skills.

Keywords— young children, Apps, parental mediation, social media, casual gaming

INTRODUCTION

Digital practices accumulate, change and vary according to the individual capacities, history, preferences, social milieu, economic resources, age and interests of individuals (Ellison & boyd, 2013). Moreover, the immediacy of new, ‘global media’ requires youth culture research, policy and practice to be responsive and able to change (Buckingham & Kehily, 2014) – especially in relation to social media.

Social media can be defined as a set of web applications that (a) rely on the participation of mass groups of users rather than centrally controlled content providers, (b) aggregate and remix content from multiple sources, and (c) more intensely network users and content together (O'Reilly, 2007; cited in Ahn, 2011). Social media can now be accessed via multiple platforms (eg Twitter and Youtube) and mobile devices (eg mobile phones, tablets and laptops). They are also increasingly integrated with traditional media (eg. television, newspapers and radio) for re-broadcast and intermixing with ‘newer’ media. In this way, social media offers new expectations, interactions and activities – such as user-generated content, remixing and dissemination (Bruns, 2008). This is associated with the rise of ‘participatory culture’, which shapes children and young people’s expectations as active agents in media practices and the world around them (Jenkins et al., 2006). Social media can thus also be understood as a ‘cultural mindset’ towards the diverse production, use and purposes of digital communications (boyd, 2014). This diversity can be broken down into technical, material, social and motivational dimensions. While these dimensions are interrelated, individually they illustrate specific enablers of, and constraints, on children and young people’s social media practices.

A recent study by the American Academy of Pediatrics found that using social media is among the most common activities for today’s children and young adults. Social networking sites are a huge favourite with children, allowing them to stay in touch with friends over chat, meet new people with similar interests, and share photos and videos. Used appropriately, social networks are a great place for young people to demonstrate their creativity.
Indian Journal of Media Studies

National Media Conference
2017
(Special Issue)

Department of Communication and Journalism
Sri Padmavati Mahila Visvavidyalayam
(Women’s University)
Tirupati, Andhra Pradesh, India.
PARENTAL MEDIATION ON KIDS REALITY SHOW’S CONTENT IN TAMIL SATELLITE CHANNELS

Mr. T.K. Saravana Kumar*, Dr. G. Balasubramania Raja**

The past two decades have witnessed significant changes in children’s Reality shows environments. Today’s children are exposed to an ever-increasing stream of skills via television Reality show programs. Although children may get their skills from different resources (e.g., media, family, school, or peers), the media—and television in particular—are by far their main source of knowledge about human or political crises, fires and accidents, and crime and war (Ball-Rokeach, 2001; Children Now, 1994; Walma van der Molen & van der Voort, 2000). Even if children do not choose to watch the shows based their interest themselves, they are still frequently confronted with it while looking for other programs or when their parents are watching (Cantor & Nathanson, 1996).

Taking care of children’s health, developing their individual economical capabilities and socializing them to the culture around them can be termed as the universal goals of parenting (LeVine, 1988). Parents are responsible for enculturating the children by imbibing them with the values and characteristics of the specific culture in which they are growing up (Benedict, 1938). Research has validated the fact that parenting happens in the social context and that parenting styles themselves are heavily influenced by the social and cultural settings (Bronfenbrenner, 1986; Bornstein & Cheah, 2006). Thus, while we can describe children’s physical and psycho-social well-being and development as the overarching universal goals of parenting – how parents choose to achieve that or even define overall well-being might differ across cultures.

In Indian families, all elders including parents, grandparents, aunts, uncles and even elder siblings and cousins have authority over and are respected by the younger members of the family (Chao & Tseng, 2002). The parenting styles have emphasis on maintaining harmony in the family, filial piety (the child’s duty to respect and honor parents’ wishes and to care for them in old age), as well as interdependence and collectivism. Thus there is always an intrinsic power distance between the parents and the children that is ingrained within the cultural upbringing style in India.

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**Associate Professor, Dept. of Communication, MS University, Trunelveli.