CHAPTER V

SUMMARY AND CONCLUSION

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INTRODUCTION

Time has changed. Today, children are born into television families, regard television as a permanent fixture, in their lives. The TV set is as familiar to them as the faces of family members, sometimes even more so. Exposure to TV is almost universal. On an average children in Delhi watch approximately 17 hours of TV every week (Unnikrishnan and Bajpai, 1996). Ninety-eight percent of American homes have at least one TV set over 50% have two or more, and set is switched on in a typical household for an average of 7.1 hrs per day. Majority of children devote fairly large amount of time to watching TV, but children differ in their attraction to TV. Age makes a difference. Viewing time rises over the preschool years, shows a slight drop around school entry, and then increases in early adolescence, after which it declines. The child who over-watches is lonely, shy, listless and pampered; the child who avoids TV is depicted in less negative terms: active, irritable, has friends, able to concentrate and the child who neither avoids TV nor is addicted to it is clearly seen in more positive terms: obedient, happy, healthy, easy to get along with and well adjusted (Eron, 1980, Huessman, Belson, 1978; Singer and Singer, 1981).

Hornik (1978) pointed out several possibilities of the effects of watching TV. The consequences of TV viewing could be negative, with the TV, displacing time from more beneficial activities, such as reading, hobbies, artistic and creative skills or imaginative play (Neuman, 1988). On the other hand, the consequences of viewing
could be positive. TV not only entertains it may inform and stimulate as well. It provides ready to access to world wide news, cultural events and positive role models. It may stimulate interest in academically relevant topics to which a child may not otherwise be exposed. Rubinstein (1963) have theorized that TV may have differential effects, taking time away from those who live in beneficial environments, thus improving their cognitive skills. Several previous studies have suggested a negative effects of TV (Thompson, 1964; Witty, 1967; Singer, 1980, William, 1982). Hornik (1978) found no effect over the short term, but a negative effect on reading improvement over time. Other studies have found a positive effect (Greenstein, 1954; Schramm, Lyle Parker, 1961).

So as the hottest issue of the world today, in the present research work, the investigator is intended to deal with this area, by selecting the variables, viz, Parent-Child interactions, Intellectual level, Aggression level, and Parental Criteria for reducing their child’s tele-viewing.

Parents who view TV more, their children also tend to view more (Schramm, Lyle, Parker, 1966). Efron, Palmer, Hickey (1969) reported that children of highly educated parents watch less TV than children of those parents who have modest education. In homes where parents take the trouble to offer attractive alternatives to TV, the children watch less TV. Also insensitive parents rather than attracting their children into real life pursuits can drive them into TV watching as a refuge. Parke and Hoffmann (1969) have found that bright children watch more TV because they lack stimulation at homes. A negative relationship was found.
between the number of hours that TV is watched, IQ and school achievement by Alveraz & Alfonsi (1974) & Felter (1984). Two studies by Greenstein (1952) and Hornik (1978) reported a positive relationship between TV ownership and achievement. Also children from homes stressing independent thinking, self expression or homes having parent child conflict continue to report to more exposure to media (Atkin, 1978, Jackson & Chaffee, 1975, Robert et al, 1975). Parents who had greatest experience with TV evaluate it as less exciting, less interesting and less important (Murray, John, Kippex, Susan, 1977). Johnson et al, (1983) results indicated that Ss whose parents sets rules for watching TV did better in school and had higher IQ than other Ss. Also more TV watching was associated with lower grades in reading and lower IQ. Eron (1982) concluded that less achieving children watch TV more often. Reinking, David and Wu, Jen-huey (1990) found that data from last 30 years, does not support the perception by teachers, parents and other concerned parties that TV is a major threat to children’s reading ability and achievement. However, TV can support cognitive development as long as children’s viewing is not excessive and programs are especially designed to take into account their developmental needs. Peters et al. (1991) concluded that majority of children’s programmes were viewed without parents, while majority of adult programmes were watched with parents. Coviewing patterns of adults programmes were predicted from parents individual viewing habits, but not from the child’s.

Robert, Goldman & Himmelweit (1962) reported that with in most families the child exercises more control than do his parents over both amount of his viewing time and selection of the programme content. High exposure tends to desensitize the child’s
aggressive behaviour (Cline, Craft & Courier, 1977; Horton, Lippincott & Drabman, 1977). Aggressiveness and viewing violence are found to be interdependent to some degree (Anderson, 1977; Chaffee, 1972; Comstock, 1980; Eysenck and Nias, 1978; Hearold, 1979; Huessmann, 1982; Lefkowitz and Huessmann, 1980). Studies related to aggression showed that TV watching increases the aggression level of children after watching aggressive programmes, even after a brief period of observation, the child may acquire certain behaviour associated with aggression thus having more willingness to engage in interpersonal aggression. (Emery et al. 1977; Alvaraz, Villar, Alfanso, 1974, Kalpan, Robert, Singer, 1976; O’Neal, Sulzer, 1974; Comstock, 1980, Walder and Huessmann, 1977; McIntyres et al., 1972). Aggressive children are unpopular and their relationship with peers tend to be unsatisfying, they spend more time watching TV than their more popular pairs. On the contrary some studies have reported that TV violence reduce excessive aggressive behaviour (Warzel, Alan, 1977, Bybee, Carl, Robinson, James, Turras, Joseph, 1985). Parents tried to reduce the amount of TV viewing by placing limits on the location of the set or the hours of viewing permitted, by making viewing conditional upon, first completing some prosocial act or by fighting with children (Gregary Saria, Eron, Jasan, 1985). Desmond, Calam, Singer, Calimore (1985) reported that children’s ability to distinguish between reality in the world and TV is greater when family restricts TV use and when TV related rules and disciplines are upheld. So success in reducing TV viewing can be attained, when parents are trained to promote imagination and cognitive skills in children (Singer and Singer, 1983; Jason and Kinch, 1982; Jason and Smith, 1980;
Quattrochi and Jason, 1980). Studies have shown that when parents impose rules about amount or content of TV viewing the amount of TV viewing is reduced (Greenberg, 1987). Reviews of thousand of studies have concluded that TV violence increases aggressive acts in adolescents and children (Dorr and Kvarric, 1980; Friedrich-Cofer and Huston, 1986; Liebert and Sparfkin, 1988).

Amount of viewing was also found to be inversely related to education, income, occupational status of the parents (Anderson, Bower, 1973; Chaffee and Welson, 1973; Comstock, 1978; Murray and Kippax, 1973). At all ages, children with lower IQs, who come from low income families and who are member of poverty stricken ethnic minorities tend to watch the most (Huston, Walkin, Kinkel, 1989). Lawrence and Wozniak (1989) concluded from their sample (6-17 yrs) that children spent 75 minute/day (65% of their viewing time) watching TV with their family member most often with siblings. Child with sibling 40 min per day (30%), child with mother 11 min (80%) and child with father 17 min (13%). The entire family (mother, father and both children) averaged 18 min per day watching TV together (14%) of the children’s viewing time. Sarlo, Jason, Lonak (1988) indicated that children watched an average of 6-5 hrs/week more than their parents wished. More than 80% of the children said they watch TV every day, 75.46% of these in upper class bracket and 67.25% of the children from the lower class families admitted that TV is a part of their daily routine.
PROBLEMS FOR THE PRESENT STUDY WERE:

1. How independent variables (Parent-Child Interactions, Intellectual level, Aggression, and Parental restrictions) are related to the amount of TV viewing?

2. Does Parent-Child Interactions have any bearing upon the amount of TV viewing among children?

3. Does Intellectual level of the child affect the amount of TV viewing?

4. Does level of Aggression affect the amount of TV viewing?

5. Does Parental restrictions affect the amount of TV viewing?

HYPOTHESES:

In an attempt to deal with one dependent variable (amount of TV viewing) and four independent variables (parent-child interactions, intellectual level, aggression, and parental restrictions), three types of hypotheses were formulated.

(A) Correlational hypotheses: Zero order Correlation -
- Parent-Child Interactions and amount of TV viewing.
- Intelligence and amount of TV viewing.
- Aggression and amount of TV viewing.
- Parental Restrictions and amount of TV viewing.
(B) **Differential Hypotheses:**

- Parent-Child Interactions (High PCI Vs Low PCI).
- Intelligence (High IQ Vs Low IQ).
- Aggression (High Aggression Vs Low Aggression).
- Parental Restrictions (High PR Vs Low PR).

(C) **Interactional Hypotheses:**

- Anova 2x2x2x2

While formulating these testable hypotheses in a deductive fashion to answer the problems mentioned before, some of the important features of the variables under study, have been taken into consideration for selecting the premises.

**CORRELATIONAL HYPOTHESES**

H:i  It has been hypothesized that there will exist a negative correlation between parent-child interactions and amount of TV viewing.

H:ii  It has been hypothesized that there will exist a negative correlation between intellectual level and amount of TV viewing.

H:iii  It has been hypothesized that there will exist a positive correlation between aggression and amount of TV viewing.
H:IV. It has been hypothesized that there will exist a negative correlation between parental restrictions and amount of TV viewing.

B. DIFFERENTIAL HYPOTHESES:

H:V It could be hypothesized that children of nurturing parents would watch less TV than children with parents who reject them.

H:VI It could be hypothesized that children with high intellectual level would watch less TV than children with low intellectual level.

H:VII It could be hypothesized that children having high aggression would watch more TV than children having less aggression.

H:VIII It could be hypothesized that children under more parental restrictions would watch less TV than their counterparts i.e. children under less parental control.

C. INTERACTIONAL HYPOTHESES (TWO FACTOR)

H:IX It has been hypothesized that children having rejecting parents and low intelligence would differ significantly from those having nurturing parents and high intelligence with respect to their amount of TV viewing.
H:X  It has been hypothesized that children having rejecting parents and high aggression would watch more TV than children with nurturing parents and low aggression.

H:XI  It has been hypothesized that children having nurturing parents and low parental restrictions would differ significantly from those having rejecting parents and high parental restrictions with respect to amount of TV viewing.

H: XII It has been hypothesized that children with low intelligence and high aggression would watch more TV than their counterparts i.e. highly intelligent and less aggressive children.

H: XIII It could be hypothesized that children with high intelligence and high parental restrictions would watch less TV than children with low intelligence and low parental restrictions.

H: XIV It has been hypothesized that children having high aggression and low parental restrictions would differ significantly from those having low aggression and high parental restrictions with respect to amount of TV viewing.

(THREE FACTOR)

H: XV It has been hypothesized that children having rejecting parents, low intelligence and high aggression would watch more TV than children having nurturing parents, high intelligence and low aggression.
H:XVI  It has been hypothesized that children with rejecting parents, less intelligence and low parental restrictions would watch more TV than their counterparts i.e., children with nurturing parents, high intelligence and more parental restrictions.

H:XVII  It has been hypothesized that children having rejecting parents, high aggression and low parental restrictions would watch more TV than children having nurturing parents, less aggression and more parental restrictions.

H:XVIII  It has been hypothesized that children with low intelligence, high aggression and low parental restrictions would watch more TV in comparison to children having high intelligence, low aggression and high parental restrictions.

(FOUR FACTOR)

H:XIX  It has been hypothesized that children having rejecting parents, low intelligence, high aggression and low parental restrictions would watch more TV than children with nurturing parents, high intelligence, low aggression, and high parental restrictions.

SAMPLE:

The sample consisted of 850 children (10-16 yrs) and their parents, living in the steel city: Bhati Steel Plant, M.P. by employing Random Sampling technique.
**RESEARCH DESIGN:**

In the present study to see the association between independent and dependent variable coefficient of correlation was obtained. Keeping in view the nature of the problem factorial design of $2 \times 2 \times 2 \times 2$ was thought to be the best suited as the independent variable i.e. Parent-Child Interactions, Intellectual level, Aggression, Parental Restrictions (all varied to two levels). Their main and interactional effects were seen on the dependent variable i.e. amount of TV viewing.

**MEASURES:**

In the present study all the five variables studied were psychological in nature requiring reliable and valid qualification with the description and help of suitable psychological tools. Thus, all the five tools selected and constructed are given below:

1. **Parent-Child Interactions:** This test was constructed and developed to measure the interactions between parents and their children.

2. **Intelligence:** Intellectual level of the Ss was measured by using a Culture Fair Intelligence Test prepared by CATTLE.

3. **Aggression:** Level of the aggression among Ss was measured by using test constructed by Dr. PATI.
4. **Parental Restrictions:** The type and amount of parental restrictions imposed on children was measured by constructing a scale.

5. **Amount of TV viewing:** Since no suitable scale/questionnaire was available to measure the amount of TV viewing, it was thought important to develop an amount of TV viewing scale to measure the amount of TV viewing among subjects.

**PROCEDURE:**

The responses were collected from both the parents and their children by the investigator herself. The psychological test mentioned above were administered in accordance with the methods and procedure given in the manual or the method specified by the investigator. The responses were then analysed and processed in accordance with the hypotheses formulated. The responses of the subjects on each test were scored by the investigator according to the scoring system described for each scale. The results were then statistically analyzed and interpreted.

**RESULTS AND CONCLUSIONS:**

**Findings on Correlational Studies:**

Hypothesis I was stated as "there will exist a negative correlation between parent-child interactions and amount of TV viewing". Findings on this hypothesis revealed a positive but insignificant correlation ($r = .04$) between the two variables. In other words, it can be said that no significant association was
Hypothesis II predicted that "there will exist a negative correlation between intelligence and amount of TV viewing". Findings revealed that the coefficient of correlation was $r = -0.10$, which is negative and significant indicating thereby a negative association between intelligence and amount of TV viewing, i.e. higher the intelligence less would be the amount of TV viewing. This association is also weak although significant.

In hypothesis III, it was hypothesized that "there will exist a positive correlation between aggression and amount of TV viewing". The product moment coefficient of correlation obtained in this regard was found to be $r = 0.08$, which is positive but insignificant indicating that there is no significant correlation between aggression and amount of TV viewing.

In hypothesis IV, it was hypothesized that "there will exist a negative correlation between parental restrictions and amount of TV viewing". To test this hypothesis a product moment coefficient of correlation was obtained between the scores on parental restrictions and amount of TV viewing among children. The coefficient of correlation was found to be $r = -0.10$ which is negative but weak. It reveals that although there is a significant negative association between the two variables i.e. parental restrictions and amount of TV viewing but this association is weak so far as generalization of results are concerned. In other words it can be said that more the parental restrictions less would be amount of TV viewing.
Finding on Differential and Interactional Hypotheses

Hypothesis V predicted that "children of nurturing parents would watch less TV than children with parents who reject them". Again, findings revealed no significant difference in the amount of TV viewing among children of nurturing parents and rejecting parents.

Hypothesis VI was stated as "children with high intellectual level would watch less TV than children with low intellectual level". Results obtained for the above revealed no significant difference in the amount of TV viewing among children of high intelligence and low intelligence.

In hypothesis VII, it was stated that "children having high aggression would watch more TV than children having less aggression". Findings revealed no significant difference in the amount of TV viewing among highly aggressive and less aggressive children.

Hypothesis VIII predicted that "children under more parental restrictions would watch less TV than their counterparts i.e. children under less parental control". ANOVA Summary Table revealed that the main effect of factor D (parental restrictions) upon amount of TV watching was found to be insignificant (F = 0.21). Thus, no significant difference was found among the children under more parental restrictions and less parental restrictions with respect to their amount of TV watching.
Hypothesis IX predicted that "children having rejecting parents and low intelligence would differ significantly from those having nurturing parents and high intelligence with respect to their amount of TV viewing". No significant difference was found in amount of TV viewing among children having rejecting parents and low intelligence from those who had nurturing parents and high intelligence. It reveals that 2x2 interaction (PCI x Intelligence) is not significant.

Hypothesis X was that "children having rejecting parents and high aggression would watch more TV than children with nurturing parents and low aggression". No significant difference was found in amount of TV viewing among children with rejecting parents and high aggression from those having nurturing parents and less aggression.

Hypothesis XI was "children having nurturing parents and low parental restrictions would differ significantly from those having rejecting parents and high parental restrictions with respect to amount of TV viewing". Results obtained for the above reported no significant difference in amount of TV viewing among the children with nurturing parents and low parental restrictions from those having rejecting parents and high parental restrictions. It revealed PCI and PR does not have interactional effect upon amount of TV viewing.
Hypothesis XII was "children with low intelligence and high aggression would watch more TV than their counterparts i.e. highly intelligent and less aggressive children". Findings for this hypothesis revealed no significant difference in amount of TV viewing among intellectually low and highly aggressive children from those who are highly intelligent and less aggressive. Thus, interaction effect was found to be insignificant.

Hypothesis XIII was "children with high intelligence and high parental restrictions would watch less TV than children with low intelligence and low parental restrictions". Findings obtained revealed no significant difference in the amount of TV viewing among children with high intelligence and high parental restrictions from those having low intelligence and low parental restrictions. Thus, intelligence and parental restrictions was not found to be contributing to amount of TV viewing jointly.

Hypothesis XIV was "children having high aggression and low parental restrictions would differ significantly from those having low aggression and high parental restrictions with respect to amount of TV viewing". No significant difference was found in the amount of TV viewing among children having high aggression and low parental restrictions and their counterparts i.e. children having low aggression and high parental restrictions. Thus, aggression and PR was not found to be contributing to amount of TV viewing jointly.
Hypothesis XV predicted that "children having rejecting parents, low intelligence and high aggression would watch more TV than children having nurturing parents, high intelligence and low aggression". It was found that children with rejecting parents, low intelligence and high aggression were not found to differ significantly from their counterparts i.e. children with nurturing parents, high intelligence and low aggression with respect to amount of TV viewing.

Hypothesis XVI was stated as "children with rejecting parents, less intelligence and low parental restrictions would watch more TV than their counterparts i.e. children with nurturing parents, high intelligence and more parental restrictions". Findings obtained for the above hypothesis revealed that children having rejecting parents, low intelligence and low parental restrictions were not found to differ in amount of TV viewing from their counterparts i.e. children having nurturing parents, high intelligence and high parental restrictions.

Hypothesis XVII predicted "children having rejecting parents, high aggression and low parental restrictions would watch more TV than children having nurturing parents, less aggression and more parental restrictions". A significant difference was found in amount of TV viewing among children having rejecting parents, high aggression and low parental restrictions from those who had nurturing parents, low aggression and high parental restrictions. Therefore, children with rejecting parents, high aggression and low parental restrictions spend significantly more time in TV viewing as compared to their counterparts. This is an important finding in the present research.
Hypothesis XVIII was stated as "children with low intelligence, high aggression and low parental restrictions would watch more TV in comparison to children having high intelligence, low aggression and high parental restrictions". Findings revealed no significant difference in amount of TV viewing among children with low intelligence, high aggression and low parental restrictions from their counterparts i.e. children with high intelligence, low aggression and high parental restrictions revealing no interaction effects upon amount of TV viewing.

Finally hypothesis XIX predicted "children having rejecting parents, low intelligence, high aggression and low parental restrictions would watch more TV than children with nurturing parents, high intelligence, low aggression and high parental restrictions". Findings revealed no significant difference in amount of TV viewing among children with rejecting parents, low intelligence, high aggression and low parental restrictions from those who had nurturing parents, high intelligence, low aggression and high parental restrictions.

FINDINGS OF MULTIPLE CORRELATION:

The multiple correlation was found to be \( R^2 = 0.0193 \). It reveals that the contribution of all independent variables, (Parent-Child Interactions, Intelligence, Aggression and Parental-Restrictions) upon dependent variable was found to be 1.93% (after converting into percentage).
FINDINGS OF MULTIPLE REGRESSION:

Multiple regression equation reveals that the two independent variables $X_1$ and $X_2$ (Parent-Child interactions and intelligence) found to be insignificant upon the dependent variable (Amount of TV viewing). Other two independent variables $X_3$ and $X_4$ (Aggression and Parental restrictions) were found to be significant.

DELIMITATIONS AND LIMITATIONS:

1. The study is delimited to Bhilai city only since the sample was taken from the children (and their parents) studying in the schools of Bhilai. Thus, the sample was restricted to that region only.

2. Only those students coming in the age group of 10-16 years and their parents were included in the sample.

3. Parents socio-economic status was not taken into consideration since the sample was randomly drawn from the schools enrolment register and than their parents were approached at their residence.

4. Effect of demographic variables on amount of TV viewing has not been explored. Similarly how much co-viewing (watching TV with parents) occurs was not explored.
5 Only those variables which were found relevant so far as amount of TV viewing is concerned were included in this piece of research.

6 All measures used in this study are based on the self report. Such data generally shows positive self-reporting (Social desirability).

SUGGESTIONS:

1 From methodological point of view, depth interview technique can be used for deeper analysis into the subject's psychological well-being and for reaching the realistic meaning of amount of TV viewing.

2 Children need to be helped both by their parents, elders and teachers to critically evaluate what they see on TV so that they become discerning viewers better able to protect themselves from negative influence.

3 Since schools are increasingly using television sets both to entertain and educate children, efforts should be made to create libraries of video tapes suitable for viewing by children.

4 Parents should allow their children to watch only those programmes which are suited to their age group only.
5 Parents have an important role in reducing TV viewing. They must take pain to promote imagination, cognitive skills and learning in their child, if they want to reduce their child's televiewing.

6 Intelligent children need more stimulation, so they should be provided such activities where they can satisfy their curiosities by watching game shows, puzzles, informative and educational programmes.

7 Greater efforts should be made by parents to initiate or activate community activity centres and to collectively work to ensure that more and better playgrounds where children can be safe, are created so that the growing dependence on TV as a babysitter can be reduced.

8 Children should be helped to learn that TV violence is not real and that real violence is painful and devastating.

9 Aggressive children get an outlet for their aggression after watching TV violence. Such children should not be allowed to watch aggressive programmes or programmes showing violence.

10 The casual attitude on the part of both children and their parents must alter so that children understand and appreciate the importance of TV watching.