ABSTRACT

“When we educate a boy we educate one man, when we educate a girl we educate a family.”

The progress of a country is depend upon the welfare and progress of all the members of its society. A nation’s progress and prosperity will remain a dream, its aspirations unfulfilled and unrealized, till women actively participate in all its developmental activities. An educated and enlightened mother can significantly assist in reducing the incidence of illiteracy, poverty, ignorance and ill health of our youth.

Education is very important to every person. There is a proverb in Telugu “Vidya Lenivadu Vintha Pasuvu” which means a man without education is a strange animal (worthless). It’s education that makes man a real and sensible human being, helpful and fitting in the society. Education provides to women is an investment made for better return. Educating a women is as good as educating a family.

Traditionally, the rearing of children, caring, maintaining, supporting other members, child welfare and family responsibilities has been considered women’s duty. As compare to other family members, generally at home mothers (educated / uneducated) takes the responsibilities of educating the child. She is found more involved in the studies of her child.
When we talk about the educating the child formally or in formally hundreds of the factors hindered, viz. home environment, congenial atmosphere, socioeconomic status, educational background of the parent, method used, way of presentation and so on….

Now a days the most important factor which influence teaching learning process is TV. It has a big influence on our life. It is the most powerful electronic medium existing its profound influence on the life style and thinking of viewers. Today TV viewing has become a regular family activity in most or not is important or concerned, wasting the precious time in watching TV.

The people of all ages spend lot of time watching TV. Viewers may drive a variety of gratification from TV such as entertainment, escapism, cognition, information and satisfaction with a very low cost and easily available. Although the popularity of the TV is wide spread there is a good reason to be concerned about its effect on children.

Children glued to the set for more than 10 hours each week are more likely to be overweight, aggressive and slower to learn in school. They are growing up in a media saturated environment. Current estimate suggest that the “average” American child spends 2 h and 18 min to 5 h and 48 min /day with electronic media and 44 min /d with print media (Roberts et al. 1999). Television still dominates children’s media landscape, accounting with 3h and 25 min per day.

By this study the researcher wanted to find out the adverse affect of heavy TV viewing on study habit and achievement of children.
TITLE OF THE STUDY:

"A study of achievement, study habit and TV viewing behavior of secondary school students of Aurangabad District in relation to their mother’s educational status”.

NEED AND SIGNIFICANCE:

TV like other mass media has started playing an important role of agent of socialization. Like adults Indian children do view TV programmes. It is universally acknowledged that TV is an important source of info-entertainment as well as a source of learning. Like an animated picture book it present in an easy to digest format. In an entertaining way it presents a great deal of information about countries, natural world, history, current affairs and so on.

Question has rarely been whether TV is an influence but in what way and to what extent it affects children’s consequently it is important not only to examine TV content but also try to discover the nature and the degree of impact on children’s cognitive, social and emotional development.

Recently entertainment has given way to the portrayal of increased violence, sadism, brutality, song and dances sequences are increasingly displaced by assault and other form of sexual vulgarity.

Most people would agree that TV has a medium is neither wholly good nor bad for children. TV can’t be easily characterized nor its content. Programming can be stimulating creative and of high
quality or it can be dull and badly produced. It can display positive social interaction among people or it can portray violence and anti-social behavior.

So in present research, the researcher try to find out the determinants of children’s TV viewing behavior. Its amount of discovering the relationship between mother’s variables and children’s TV viewing behavior.

SCOPE AND LIMITATIONS:

This research is related to TV viewing habit. Other habits like playing games or utilizing leisure in other activities are not considered.

The study is related with the student of the age group of (11 – 16 ) years i.e. students of 7th, 8th, and 9th standard i.e. secondary school. The area for this purpose is Aurangabad District. The students studying in primary section and Hindi medium students are not included in this study.

The study is confined to the students studying in English, Urdu and Marathi medium of age group (11 – 16 ) years i.e. 7th, 8th, and 9th ( secondary school ) standard in Aurangabad District.

OBJECTIVES:

1. To study the mother’s educational status.

2. To study the child’s TV viewing behavior.
3. To study the children’s study habit and their scholastic achievement.

4. To study the relationship between educational status of mother and children’s TV viewing habit.

5. To find out the impact of TV viewing on achievement of children.

6. To find out the effect of literate and illiterate mothers on their children’s study habit and their scholastic achievement.

7. To suggest mothers and their children’s regarding TV viewing habits.

**HYPOTHESES:**

1. There is significant difference between study habit of children’s of literate and illiterate mother’s.

2. There is no significant difference between study habit and scholastic achievement of children.

3. There is no significant difference between literate and illiterate mother’s attitude towards children’s TV viewing habit.

4. TV viewing habit affects the scholastic achievement of the children.

5. There is no significant difference between literate and illiterate mother’s and the academic achievement of their children.
METHOD OF STUDY:

For the purpose of this research pertaining to the present situation Normative Survey Method is used to collect data related to the study habit and mother’s views regarding TV viewing behavior of the children in relation to their mother’s educational status.

SELECTION OF POPULATION:

In this research, all the students studying in English, Marathi and Urdu medium secondary schools of Aurangabad district is the population. Among these students, the researcher has selected one thousand student by stratified random sampling method, where each taluka in Aurangabad district is considered as a strata.

TOOLS OF DATA COLLECTION:

The researcher has used following tools for data collection.

   i) Palsane and Sharma’s Study Habits Inventory (PSSHI).
   ii) Self made Questionnaire for parents.
   iii) Achievement (Last year’s percentage).

i) Palsane and Sharma’s Study Habits Inventory (PSSHI)

This is a standardized scale by M. N. Palsane and Anuradha Sharma. This is one type of study Habit Inventory. This inventory
covers mainly the reading habits, learning techniques, memory, time schedule, physical conditions, examination and evaluation.

**ii ) Questionnaire:**

Keeping in the view the objectives and hypothesis of the research, researcher has constructed self made Questionnaire with the consultation of his guide.

**iii ) Achievement :**

The scholastic achievement ( last year’s percentage ) of the students will be collected from the school and recorded as their achievement.

**PROCEDURE :**

In order to collect the data from the students, permission will be obtained from the heads of the selected schools and the test have been conducted. Before administration of the scale the researcher got herself acquainted with the test by reading the test manual carefully. The test was conveniently administrated. There is no time limit for parents to record their responses for achievement, study habit and TV viewing behavior of their child. The scholastic achievement of the students will be collected from the school record.

**CHAPTERIZATION :**

There are five chapters in this research. These five chapters are describe briefly as:
CHAPTER I - INTRODUCTION:

This chapter explains the Indian society. It also describes the socio-cultural setting of women's status in different ages of history; Indian family structure; importance of education; changing the role of women; invention of television; history of Indian Television; development of ETV; how does TV influence our lives and study habit of children; role of educated mother during the study habit and TV viewing behavior; title of the research; operational definitions; objectives and hypothesis of the research; scope and limitations of the problem.

CHAPTER II – REVIEW OF RELATED LITERATURE AND RESEARCH:

This chapter has been divided into two main parts: Review of Related Research, and Review of related Literature. The first section describes the previous research work related to achievement, study habit, TV viewing behavior and contribution of educated and uneducated mothers towards their wards.

The second section describes literature related to achievement, TV viewing behavior and contribution of educated mother’s towards the study habit of their children. This chapter also describes the importance of review of related literature in entire research process and its relation and differentiation from the present study.

CHAPTER III - DESIGN OF THE STUDY:
This chapter is the base of this entire research work. It explains the main phases of the research design and its research methodology. The method used for this study is normative survey method. The study habit inventory and questionnaire has been used to collect the data. The sample of one thousand students and their parents has been selected by stratified random sampling method from the population of students studying in English, Urdu and Marathi medium secondary schools in Aurangabad district. For the sampling, each taluka is considered as a strata.

**CHAPTER IV – DATA PROCESSING – ANALYSIS AND INTERPRETATION**:

After collection of data, researcher has checked the questionnaire and study habit Inventory. Tables are framed, statistical treatment is given. Analysis and interpretation of data is done. Findings and conclusion are drawn.

**CHAPTER V - CONCLUSIONS AND SUGGESTIONS**:

This concluding chapter collectively records the major findings of the research and conclusions. The recommendations are given on the basis of the findings. It also suggests topics for further research.

The major findings, conclusions and recommendations are given below:
CONCLUSIONS:

On the basis of findings conclusions are drawn as follows to find out the effect TV viewing behavior of the child on their scholastic achievement as well as How did the status of women affect the study habit of their children.

- **It was found that there is a significant difference between study habit of literate and illiterate mother’s children. (H1)**

  It was noted that any how illiterate mothers are not at all conscious about the studies of their wards. If they take interest in the studies of their child they don’t know what their child is doing. On the other hand the literate mothers pay attention towards the studies of their children they take interest in the study of their children, they prepare the plan of study and always they are eager to know about the achievement of their children. The children are unable to cheat the literate mother that’s why there is a significance difference between study habits of literate and illiterate mothers children.

  Literate mothers control TV viewing habits of their children as they are aware of the bad consequences of TV viewing on their kids study. They think that if the child is busy in watching TV he / she will not be able to pay attention towards his / her studies. He / she will suffer from fatigue and stress.
➢ There is no significant difference between study habit and scholastic achievement of children. (H2)

As we know more study more achievement the students who are having good study habit their scholastic achievement is good on the other side those who are having less study habit it is difficult to achieve high score. Learning is related with the study habit, so it was noted that a child get good marks only if he is regular, sincere and spend a lot of time in studies. This means if he gave more time and proper attention towards study, he will get high score in Examination. On the other hand he will be average or low achiever with ordinal study habit. If they are superior in their studies their achievements are remarkable while those who are not habituated of study and the mothers are illiterate one their achievements are not up to the mark, those who study more their scholastic achievement is more those who don’t study hard their achievement is negligible.

➢ There is no significant difference between literate and illiterate mother’s attitude towards their children’s TV viewing habit. (H3)

Literate as well as illiterate mothers attitude towards TV viewing habit is similar as there is no significance difference between the attitude. Literate mothers don’t pay attention towards TV viewing as they think that TV provides educational information to the children. In the case of illiterate mothers they don’t know what their children are watching whether it is useful for them or not it doesn’t matter for them. Only they think that
if the child is watching TV he remains at home. The same case is with the literate mother she also feels the same now a day’s watching TV is only source of entertainment. Illiterate mother’s do not pay much attention towards their child’s TV viewing habit and they are unaware of the programmes they watched. Sometime their children watches repeated telecast shows and programmes. On the other hand educated mother are familiar with different types of programmes their children watched. They can put some restrictions over the TV viewing habit. But mostly educated mother’s are also working women. If they put some limit and their children also follow the rules when they are at home. Children are eager to wait for the going time (working time) of their mother. So, there was no remarkable difference in attitude towards their child’s TV viewing though they are educated or uneducated.

➢ **It is found that TV viewing habit affects the scholastic achievement of the children.** (H4)

It was found that those who are in the habit of watching TV on a large scale they don’t pay attention towards their studies as they are always busy in watching TV serials, films, cartoons which have nothing to do with their studies. They become sharp in other worldly affairs but they become poor in studies. Their scholastic achievement is very poor. They are tired by watching TV so they don’t study which affects their scholastic achievement. Children spend a lot of time in front of the TV unable to make good study habit. If parents forcefully
make them sit for study they are unable to concentrate. So, it was found that the TV directly affects daily routine and children are wasting their time in viewing TV.

- **It is found that academic achievement of literate and illiterate mother’s wards do not differ significantly.** (H5)

In case of studies the mothers have same attitude only question of consciousness or over consciousness is there. Literate mothers think that her duty is to admit the child in school and be aware of the performance in school while as illiterate mothers won’t generally bother about the studies of the child. For her only schooling is important as she is illiterate she thinks that it is not her duty to look after the studies and achievement of the child while the literate mothers are always over confident about the achievements of their children. When the result are beyond their expectation they only blame the system or institution. Both of them bother about the achievement.

**SUGGESTIONS :**

- **Set a good example:** Children learn by observing. Parents should be active, they should spend their time at home. In front of TV they should be very careful what programmes they are watching and how much TV they watch? The parents should set rules for their children and the for themselves.
- **Screen what your children watch and explain why banned shows are unacceptable:**
  Explain to the children why you won’t allow them to watch certain shows. Don’t just say, “because I said so”. Help your child to understand why you disapprove the violent programmes.

- **Talk to your children about problem–solving:** Explain to children that violence is not an acceptable way to handle conflict. Let them talk about what they saw and how it made them feel.

- **Don’t let the TV be a babysitter:** When parents are busy, it’s easy to sit children in front of TV. The problem with this is that when parents are busy, it will be difficult to keep track of what your children are watching. Get them involved in other activities, i.e., reading, board games, etc

- **Keep TV set out of your children’s rooms:** Letting your children keep TV in their rooms diminishes your ability to control how much TV they are watching, and what kind of programme they are watching.

- **Keep to a regular daily routine:** The same working time, meal time, nap time and plate time will help child to feel secure and comfortable, and help with a smooth bed time. Children like to know what to expect?.
- **Avoid excessive TV viewing:** Excessive TV viewing can contribute to poor grades, sleep problems, behavior problems, obesity, risky behavior and frustration.

- **Limits on amount of TV viewing:** The more kids watch TV, the less time they spend reading, exercising, going for walks, and playing educational games. That’s why it is good to set limits on the amount of time children are allowed to watch TV programs.

- **Pin point positive news:** Try to find positive news stories and should share with the children.

- **Selection of appropriate programme:** Parent should also show good example by choosing appropriate programs and movies.

- **Differentiate between real life and fiction:** Help children understand the difference between real life and fiction. Discuss questions such as “was it violent? What did you learn from watching the program? How did you feel after watching the program? What was the language like? How were the different characters portrayed? Would such characters make good role model for our society? What kind of values were being taught? What do you think of that kind of behavior? What should he have done or said differently.
• **Evaluate Critically:** Advertisers target kids, and on an average, children see ten thousands of TV commercials each year this includes many adds for unhealthy snack food and drinks. Children need parents help to critically evaluate the validity of the many products advertise on TV. Teach children to analyze commercials and recognized exaggerated claims. Point out that the makers of the products pay for the advertising.

• **Don’t use TV as a reward or punishment:** It gives the TV too much value, and takes value away from what they had to do to earn the TV time. The best tool is no TV during the week, and limited on weekend.

• **Encourage active recreation:** Encourage your kids to take part in sports, games, hobbies and music. You may want to turn OFF the TV and take a walk or do a project with your child designate certain evenings for special family activities. Alternatives to TV include passels play dough, board games, magazines, cutting and pasting, reading and making forts.

• **Take advantage of a learning opportunity:** Media literacy can offer protection from the negative effects of TV and other media. TV programs are created to achieve specific results – what is the message the show’s creators are trying to send? People interpret what they see in different ways – so watch with your kids and talk about what you both think about it. TV
violence takes many forms—examples are: It can be slapstick, realistic, or not have real consequences. There is an underlying economic purpose to TV.

- **Plan TV viewing:** Encourage the children to plan their viewing by using a TV guide or newspaper listing rather than flipping channels. Help the children decide which show to see and encourage them to watch a variety of programmes appropriate for their level of understanding. The TV should be turned on only for specific programmes; it should be turned off when they are over.

- **Participate:** Know what your children watch on TV. Watch with them and talk about the programmes afterwards. Explain situations that are confusing. Ask why any violent scene occurred and how painful they were. Ask your children for ideas about ways the conflict could have been resolved without violence.

- **Media education:** Media education can help kids become less susceptible to the bad effects of watching violent TV. Some studies have shown that kids who receive the media education had less violent behavior after watching violent programs. Teach your kids to be media savvy. Point out children’s own helpful behavior. Discuss the ways that conflicts are sold on super hero shows. Encourage children to watch program about characters who cooperate and care for each other. Such programmes can
influence children in positive ways by modeling desirable behavior and setting good example.

- **Help Children**: Help children understand that everything they see on TV is just someone else’s point of view it is not always the right way or the real way the world works. Help them understand that plane crashes, car accidents and fires are very rare.

- Make it a rule that children must finish homework and chores before watching TV. If your Childs favorite show is on before the work can be done, then record the show to watch later.

- Parents should know what kids are watching, decide what programs are appropriate for their age and personality, and strict to rules. Don’t watch adult programs while child is present.

- Parents should involve their children’s in other activities. Children are full of energy, so they should help their children to find ways to use it. Get them involved in sports, reading, hobbies, or even just playing with other children. They can turn of the TV when they feel that it is becoming harmful for children. They should also control habit of TV viewing.

- Parents should limit their children’s viewing to less than 2 hour a day. Don’t allow children to watch TV until they have complete their homework and assignment. Help children choose
shows, video and video games that are appropriate for their ages and interest. Turn the TV off during meals and during family time.

- Help children to recognized the human characteristics of TV characters.

- Teach children that cartoon channels are not always good for them, they might show violence and rudeness. Young children’s are at a higher risk of becoming aggressive after watching violent TV shows. So it’s best to make sure that they won’t watch any violent TV.

- If you don’t like what in on TV, let your local stations know. Express your disapproval of violence in children’s programming. Make them aware that this is a problem that needs to be addressed.

- Understand why news frightens children at different ages. Parents should discuss scary and disturbing news events with children, don’t assume that they have haven’t heard about a disturbing news event. Tell children that news isn’t always true and sometimes they exaggerate the facts to make the story more interesting so pupil watch their news programmes.

- Parents should encourage children to watch educational channels, for example discovery channel, national geographic channel, animal planet, fox history channel, travel and living.

- Most children program does not teach what parent say they want their children to learn; many shows are filled with stereo type, violent solution to problem. Watch with your kids, so if
the programming turns violent, you can discuss what happens to put it in a context you want your kids to learn. Parents and children should watch programmes together and analyze questions and challenge the meaning of the programme and discuss about the topic, the characters, the attitude and behaviors pictured in the program.

- Parent should know what children watches on TV. Watch with them and talk about the programs afterwards. Explain situations that are confusing. Ask why any violent seen occurred and how painful they were. Ask your children about the ideas and ways the conflict could have been resolved without violence.

**SYGGESTIONS FOR FURTHER RESEARCH:**

- The present research work has been done taking in view the English, Urdu and Marathi Medium high schools of Aurangabad District. The same research work can be done for the students so as to throw more light on TV viewing behavior of the student and study habit.
- A research work, to study the effect of a mass media on child’s growth and the development.
- A research work in order to determine the effect of TV viewing i.e. does TV lead to violence, aggression and crime.
- Standardized test TV to know the viewing behaviour of the students at different level should be developed.
This thesis covers only one District of Maharashtra such studies can be conducted at another District of Maharashtra and to other states of India also.

TV does increase the general vocabulary of children. It provides opportunities for children to learn about all kinds of things, although whether they do so to any extent depends largely on the specific programmes the child actually watches. It can increase a child’s range of interest since it exposes him to a variety of activities and topics he might not otherwise encounter – archeology, science of all kinds, music etc. It has been the most effective of all the mass media in making people aware of a wide range of human problems ranging from pollution to homelessness. It also increase awareness and acceptance of various kinds of illness, both physical and mental.

It is always universally acknowledged that the TV is an important source of info-entertainment as well as a source of learning. Like an animated picture book it presents in an easy to digest format. Children who do not watch TV have superficial knowledge and use hackneyed expressions. They are not conversant. Children should watch scientific research and news to have erudition and be aware of them.

TV is a big source of information, a miracle how one can watch it without getting crazy. Indeed, if to watch three or more reality shows in a row it makes you at first confused then frustrated and then constantly unsatisfied and angry. It is almost impossible to find a movie without blood, spilling around and angry man fighting for god knows what?
TV can offer benefits to kids and families it is a part of popular culture, and cannot be easily ignored so learning how to use it is wisely and important skill, which takes guidance and practice. Some programmes still there which offer quality educational programmes without commercials, plus information for parents and caregivers on how to use TV as a learning tool. Take advantage of learning opportunity. Watch TV with your children, media literacy can offer protection from the negative effects of TV and other media. there is no doubt that we can carry on discussions very long.

To cut a long story short, there are the pros and cons of watching TV we can get wind about everything from all programmes of world, however we have to remember that it can condition us, and we cannot improve away with them. Three key points should be kept in mind

- TV programmes are created to achieve specific result – what is the message the show’s creators are trying to send?
- People interpret what they see in different ways – so watch with your kids and talk about what you both think about it.
- TV violence takes many forms it can be slapstick, realistic, or not have real consequences.
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