

ANALYSIS OF THE IMPACT OF TELEVISION PROGRAMME ON PRIMARY SCHOOL CHILDREN LEARNING BEHAVIOUR IN TIRUPATI URBAN

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Abstract: There has long been concern about how television viewing affects children's growth and development. There has been a rise in children's television programming and a rise in children's television exposure, which has made this situation even more problematic. These television programmers' impact on primary school students' learning behaviour is examined in the study. Enactive learning is defined as the process of actively participating in an activity and experiencing the repercussions of your actions. When you learn by watching others, it's called "vicarious learning." Qualitative data was gathered and processed from primary and secondary sources. It's crucial for your children to be media literate because they will be the people of the future, and educational programmes help to develop their cognitive abilities. Consequently, the academic performance of these students is extremely disappointing. Parents should set boundaries and talk to their children about appropriate and inappropriate behaviour, especially when it comes to aggression.

Keywords: learning behaviour, school children, television, violence, parents.

INTRODUCTION:

In our houses, television is one of the most commonly used electrical appliances, and as a result, nearly everyone gets exposed to it at some point. It has been around since India's foundation in 1959. About 90% of households in India have at least one television set, making television the primary source of entertainment and information. Because kids spend so much time watching television, there has been a lot of sociological research on the consequences of television. There have been numerous studies that suggest that youngsters are among the most avid television watchers. Every day, young children watch between three and four hours of television.

As a general rule, a primary school youngster spends more time in front of a television set than an adult spends working. This raises serious concerns for everyone involved. What's the point of watching TV? What are the long-term effects of television's use? Is television capable of influencing the development of social, moral, ethical, racial, intellectual, and personality characteristics? For youngsters, television serves more than 30 different purposes. In the public discourse, television is frequently referred to as having two functions: entertaining and educating viewers. But for kids, these two specialised roles are of no use. A convenient way to categorise the functions is as follows: entertainment, which serves to amuse and excite.

Living Fantasy and Escapism; satisfies a need to escape from reality and inhabit a fantasy world. Macho and Stud images are played out and reinforced in an imaginative fantasy world.

Imaginatively, one might inhabit a universe where one's Macho and Stud images are enacted and reinforced. To avoid social contact, it can be employed by retiring to an area that can be blocked off from the rest of the world or by requesting others to remain silent so that the programme can be enjoyed.

Children's demand for information may be defined as reality orientation, in particular how to dress, behave, talk, and play sport, or as today's children could say to acquire street creed.

For example, some kids spend 40 hours a week watching TV and even more over the summer break. Rather of playing outside, doing their homework, or performing chores around the house, kids spend their time in front of the television. Hobbies that are both fun and time consuming are routinely overlooked. Five years of one's productive life is projected to be lost to television by the age of 25.

The most essential social purpose of television is the ability to recognise and establish an almost genuine connection with the people on screen, and the shows themselves give conversation starters and allow for viewing in mixed company. Therefore it was stated that television offers boys and girls an excuse to sit close together.

Observational learning is the process through which people's conduct changes as a result of seeing the actions of others. Numerous research on children's play reactions show that youngsters who see another person would respond in a similar or same manner later on. All of the researchers have accepted that a child's values, knowledge, and behaviour may be shaped at least in part through observational learning. Observing others in films can help young toddlers acquire new behaviours. In studies on social learning and imitation, it has been found that children would mimic the behaviour of television characters if they perceive it to be more rewarding. Peer groups' approval of the mimicked conduct reinforces it, resulting in "permanent" manifestations of the habit. This is especially true in cases when there are no older siblings or classmates to serve as role models for youngsters. As a result of being exposed to violent companies, both children and adults are more likely to engage in violent behaviour themselves.

Children might not only acquire bad behaviour from television, but they can also use it to improve their own character traits. SasameStreet, an educational programme for youngsters with a weak educational background, was launched. However, rather of closing the educational gap between children from low-income families and those from higher-income families, the gap grew worse.

The educationally advantaged children benefited more from the show because their parents encouraged them to watch it more often than those from the less fortunate families. As a result, rather than narrowing the educational gap, this policy has actually made it worse. While some producers may screen educationally useful shows, if children aren't watching them and their parents aren't encouraging them to do so, then television just has a destabilising effect on social structures.

Statement of the Problem

The researcher was compelled to begin the study because of the widespread influence television has on society's culture and the actions of youngsters, both for the better and for the worse. Primary school students in India have been the subject of several studies, the most recent of which examined the impact of television on students' capacity to learn.

There are various television programmes that can help primary school students develop excellent habits of behaviour and moral values, but because these programmes were ignored, problems such as: - Constant viewing of television programmes produced specifically for adults by primary school students were anticipated.

- Lack of parental supervision over elementary school children's television viewing habits.
- There is a lack of understanding of the time allocated for children's television programmes by the media companies.

Purpose of the Study

In order to address the following questions on how television shows affect the study habits of Tirupati Urban's primary school students:

- What is the function of television?
- What are the ramifications of watching television?
- Is television capable of influencing the development of social, moral, ethical, racial, intellectual, and personality characteristics?

Significance of the Study

By exposing primary school students to a variety of life phases and transitions, the research aims to improve their ability to learn and grow. For Indian primary school students, the study gives a framework for coping or managing oneself at any point in their lives. Primary school students will have a deeper appreciation for reading about other people's cultures and histories as a result of this programme. It will also encourage students to pay attention to the most instructive programming that the television corporations provide for them to watch and absorb information via.

The results of this research will aid adults in their knowledge of the conduct of Indian primary school students. Parents will have a greater understanding of how to impart life's principles, standards, and values to their children as a result of this study. Parents will be able to use it to appropriately guide their children's television viewing habits. Besides that, it will enable the society to instil the societal norms and values to Indian elementary school children, and it will serve as a valuable guide for the television stations to build a complete and educational programme that will have a positive influence on teenage behaviour.

Scope of the Study:

An investigation of how primary school students in Tirupati, Andhra Pradesh, use television to learn is the goal here, and the students' views on the influence of television are also examined. In addition, the study is highly dependent on the questionnaires that were given to students and instructors and completed, and returned. In addition, there are nets in certain textbooks, newspapers, and periodicals that gave a wealth of knowledge on the subject.

Literature Review:

There has been a longstanding debate about the impact of television on young children's development. A rising number of parents are concerned about their children's exposure to excessive amounts of television, which is exacerbated by the proliferation of children's programming on television. A number of studies have shown that children who are exposed to television at an early age are more likely to have behavioural and cognitive deficits, as well as an increased risk of obesity. Primary school students in Tirupati Urban, Tamil Nadu, will be the focus of this study.

Children spend a significant amount of time in front of the television. As expected, there has been significant discussion over the effects of television on children's behaviour and development. People's television viewing habits have a significant impact on their earning potential, according to James (2008). Whenever people are unsure on what to watch, this is almost usually the outcome. This remains a significant difficulty for youngsters who lack self-control. If you see someone being hostile on TV, you can "drain off or discharge" your hostility, according to Turner and Helms (2008). In accordance with the "Catheris hypothesis" of television viewing, which claims that witnessing aggressive conduct on television gives a vicarious outlet for the viewer's aggression, we agree with this conclusion.

Goranson (2009) conducted a study on the impact of television programmes on the behaviour of elementary school students. According to the conclusions of the study, elementary school students are better capable of abstract thinking and reasoning than adults. Independence, sex and romance, music videos, horror films, and pornographic videos are among the top interests of primary school males when it comes to viewing television.

Core (2008) went on to say that young people's morals are tainted by the obscene lyrics of magic television (MTV). One study of the top ten favourite television series of kids revealed, for example, that a quarter of all interactions between people on the shows featured sexual material, supporting this claim. According to Thomas (2008) and Green (2007), continuous exposure to violent actions de-sensitizes viewers, especially children, to aggressiveness, and this was specifically pointed out as a drawback of children's television. According to this theory, aggressive behaviour in primary school students is more frequent in those who believe in the reality of television and who connect with its violent heroes. Another way television may fool kids is by teaching them that

everything works out in the end, leading to a culture of sloth in the future. Even in the most difficult cases, it takes investigators just between 30 and 60 minutes to identify the killer and they always do so (Huston, Walins and Kunked 2007, Signoriell, 2009). TV is said to teach people to be passive learners, as it rarely or never requires active participation from the viewer. Using a lot of television might lead to a passive student as well as a passive person. There has been a rise in the amount of graphic sexual content on television in the last decade. As a result of this, youngsters are spending more of their free time watching television rather than engaging in other hobbies such as reading, playing with friends, or engaging in other social activities. Unmarried couples' sexual behaviour dominates the television programming that reaches elementary school students, and the negative repercussions of sexual activity (such as an unexpected pregnancy or sexually transmitted illnesses) are almost never depicted.

It was also found that primary school children who watched too much television were more likely to be influenced by the following aspects of their sexuality: homosexuality and lesbianism. They were also more likely to engage in alcohol and drug abuse and smoking. They were also more likely to act aggressively and defy authority figures. As a result of their exposure to television, elementary school students are more likely to suffer academically, read fewer books, exercise less, and gain weight.

Male children who watched less television were more active than those who watched a lot, according to Tucker (2008), and this is an example of how television may have a good influence on primary school students. TV viewing is a primary activity that effects children substantially, according to the findings of the research. According to the findings of the survey, youngsters watch between three and four hours of television every day on average. It exposes children's brains to a wide spectrum of knowledge, such as educational programmes, entertainment shows, and cartoon characters from the Cartoon Network. It also discusses the fact that youngsters in our present culture are exposed to a high prevalence of immodest attire and immoral behaviour through television. Since television has long been observed to have a significant impact on children's behaviour by Anagbogu (2007); Indian primary school children prefer watching action, violence, and love films, which promote bad behaviours, and suggested that television should promote educational studies and healthy habits rather than promotion of violence crimes and corruption. There is a significant demand for pornographic films, thus parents need guidance on how to appropriately control their children's television viewing. Also, parents should switch off the television during meals and study time and only put it back on if the shows are acceptable for their children to watch.

A variety of educational programmes that instil positive conduct; positive clothing regulations that represent their culture; and non-governmental organisations (NGOs) should be employed to oversee films that are shown to the public are all needed in India. In addition, the government should tighten restrictions on the kinds of films shown on Indian television. Children watch television for a variety of reasons, all of which differ from person to person. In the words of Jones (2007), "uses and gratifications" or "needs and gratifications" is one of these motivations. As he sees it, children watch television because of the "uses and satisfaction" concept rather than the content. From the "functionalist paradigm," which signifies the individual's requirements, he came up with this approach.

Needs include a want to learn, a desire for variety, and a desire to satisfy emotional and psychological needs.

Because children commonly watch television with other family members, Larson and Richards (2009) discovered that television connects families. Using television to educate and inspire youngsters may be a powerful tool. These include political awareness and information about numerous profescus entertainment and educational opportunities. According to Anderson and Levin's (2009) research, youngsters who watch television are more likely to achieve academically. This promotes the notion that watching television will improve a child's academic performance. Children are also claimed to assist their peers on television, according to the reports. Khud Bud, one of the most popular shows on Indian Doordharshan, teaches students how to write decent English and how to prevent mistakes. It's Khel Vigyan Ke-

Summary:

Children were conceptualised between the ages of childhood and adolescence, according to a survey of relevant literature. In contrast, Okoye's definition of learning was a relatively short-lived change in behaviour caused by experience and behaviour; an individual's visceral reaction to a specific stimuli (2001). It was discovered, however, that the theoretical review of youngsters was not limited to India, but to other parts of the world. Many ideals about one's own culture, traditions, and rituals were instilled in youngsters before the advent of television and the programmes it produces. Folklores and dances were used to narrate the stories. Finally, the purpose of this study was to investigate and learn about the interest, reasons behind children's viewing of television, and to examine the rate of television influence on children, both positive and negative.

Theoretical Framework:

The classic behaviourist perspective of learning, according to Albert Bandura, was correct but lacking since it focused solely on the mechanics of learning and ignored essential factors like social context. It was based in reinforcement and punishment principles, but it also included an emphasis on learning from other people's behaviour. Social learning theory was coined as a non-behavioral method to learning. There are two types of learning in social learning theory: active and passive. Learning through doing and feeling the consequences of your actions is known as enacting learning. When you learn by watching others, it's called "vicarious learning." It is possible for humans and animals to learn by just observing another person or animal. Paying attention, remembering knowledge or impression, creating behaviours, and being motivated to repeat the activity are all components of watching learning, according to Bandura (1986).

Research Design:

It is widely accepted that research design serves as the foundation for every research project's data gathering and analysis. An investigation's design may be defined as the framework that describes the sort of information to be collected, including the source of data and how it is collected. The survey analysis based on self-administered questionnaire, interview, and personal observation

is the research strategy utilised to collect the needed information on the basis of this study. Descriptive survey research design is used to analyse the acquired data. When conducting a descriptive survey, you're looking for information on what's going on around you, what people think, how things work, and so on. To better understand how children learn at Tirupati Urban, Andrapradesh's primary school, the researcher gathered data from a representative sample of students in Tirupati Urban.

Area of the Study

The geographical location of this research work is within Tirupati Urban (City). The number of primary schools within this city is about 40. The research is to examine the impact of television on primary school children learning behavior in Tirupati Urban.

Research Sample and Sampling Technique

Using random sampling technique, specifically balloting without replacement 5 primary schools were sampled out of the population a total number of 200 school pupils were sampled from 5 primary schools. 200 pupils constitute the sample of the study. The school includes:

S/N	Schools	Population	Sample
1	Accord School Tirupati	450	32
2	Gautams talent School Tirupati	560	48
3	Bharatiya Vidya Bhavan Sri Venkateswara Vidyalaya Tirupati	280	30
4	Gitam International School Tirupati	438	50
5	Narayana E Techno Schools Tirupati	363	40

Instrument Used For Data Collection:

The instrument that was used for the collection of data was structured questionnaire. The questions were based on the research questions which were carefully formulated and are meant to seek required information from the respondents.

METHOD OF DATA ANALYSIS

Frequencies and percentages were used to answer the research question for the study.

Presentation and Analysis of Data DISCUSSION OF RESULTS

This chapter presents the analysis of the data collected from the respondents. A summary of the major findings of the study is also presented at the end of this chapter.

Research Question One

Are the children actually familiar with television programmes which are meant for their education?

Table 1 – Responses on children's familiarity with television programme

S/No	Item Description	No of Agree	% Of	No of Disagree	% of Disagree
1	Motu Patlu	130	Agree 65%	70	35%
2	Tom and Jerry	152	76%	48	24%
3	Doraemon.	101	50.5%	99	49.5%
4	Shinchan	160	80%	40	20%
5	Chota Bheem	140	70%	60	30%
6	Pakdam Pakdai	62	31%	138	63%
7	Mr. Bean	150	75%	50	25%
8	Oggy and the Cockroaches	120	60%	80	40%
9	Hagemaru	150	75%	50	25%
10	Pokemon	62	31%	138	63%

Table one reveals that children in Tirupati Urban are familiar with programmes made for them.

Research Question Two

Do the children learn from these programmes which they view?

Table 2: Promoting academic excellence of the children with television programmes

S/No	Item Description	No of Agree	% Of	No of Disagree	% Of Disagree
11	After watching television programme does it help you in reading your books always?	115	57.5%	85	42.5%
12	Do you learn new knowledge from the programmes?	95	47.5%	105	52.5%
13	Do television programmes encourage you to speak in class without being shy or fear?	160	80%	40	20%
14	Does television programmes expose you to have interest in various professions?	138	69%	62	31%
15	After watching television your English pronunciation is it accurate?	87	43.5%	113	56.5%
16	Do you learn how to take good care of your health, eat good food and dress decent from television programmes?	98	49%	102	51%
17	Does television programmes teach you the importance of saying the truth always?	79	39.5%	121	60.5%
18	Do you learn from television programmes on how to relate with people in school, outside and at home?	50	20%	150	75%
19	Do you learn from television programmes on how to respect and be kind to your friends after watching?	168	84%	32	16%
20	Do you learn other people culture from television programme you watch?	190	95%	10	5%

Table two reveals that respondents accepted item 11, 13, 14, 19 and 20 whereas 12, 15, 16, 17 and 18 were rejected, showing that television programmes influences children education positively and that children benefits socially from the programmes and lack the moral aspect of it.

SUMMARY OF FINDINGS:

It was found that youngsters are aware of the many television programmes geared at their age group, according to the research reported in this chapter. According to the survey results, the programmes help kids do better in school. With the use of games like speak out, for example, they are able to expand their knowledge. It's up to the parents to encourage their children to participate in television quiz shows. Some TV shows also provide children the chance to show off their talents in dancing, acting, painting, and so on, which may be useful to them.. However, parents should not make their children watch these programmes if they are not interested.

The value of healthy diet, health, and exercise may also be conveyed to youngsters through television programmes, as well. As well as intellectual and future-life benefits, children also learn a great deal about social responsibility and the need of community service, but the emphasis placed on morality is demoralising. TV shows may have both beneficial and bad effects on youngsters. The conduct of a youngster is most influenced by television shows. Animated films are popular with the majority of children. They get so enamoured with it that they begin to speak in the same way as their favourite cartoon characters.

It might be risky for youngsters to watch adult-oriented television shows unintentionally. Children's minds can be negatively impacted by watching shows about divorce, criminality, and murder, among other topics. In certain cases, unpleasant ideas may begin to invade their minds, causing them to lose focus on their studies or to act in ways that they later regret. It has the potential to cause distress and anxiety in a child's life. Watching television for an extended period of time might negatively affect a child's health.

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATION:

Discussion of Findings:

Researchers in Andhra – State's Tirupati Urban aimed to understand more about how children's viewing habits were influenced by local television programming. There are a total of 10 instructional programmes on television, according to the data. Table 1 in chapter four shows the answers to these questions. According to the findings of this study, a substantial percentage of youngsters in Tirupati Urban, Andhrapradesh, are familiar with the television programmes produced just for them. However, just one item, number six, was found to have had negative replies from the respondents, and that was a question about how the children or respondents were seen as a group.

Also, the results of the second study question suggest that respondents agreed with items 20 and 20 although they disagreed with things 16, 17 and 18, with a yes and 51%, 60.55%, and 75% respectively. According to study question two, the answers 19 and 20

were acceptable. Respondents accepted items 11, 13, 14, 19 and 20 at the end of Section 2, but rejecting things 12, 15, 16, 17 and 18.

Summary:

TV viewing and school accomplishment, including linguistic and cognitive skills, have been studied in the past as well as in the present day. Students' academic performance appears to be negatively correlated with the amount of time they spend watching television at the same time. Favorable results can also be discovered in connection to language development, cognitive development, and positive educational outcomes. However, a number of studies have shown that television may have both beneficial and harmful effects on children's growth and learning.

In two studies employing the soup programme, children less than 2 years old were found to have detrimental connections with their language development. On the other hand, it was found that

Being too advanced for younger children may actually impair rather than help language development in children who are 24 months old and older, according to a recent study.

On the other side, studies show a link between excessive television watching and lower academic performance. The more time a pupil spends watching television, the poorer their academic performance. However, children of different ages have diverse attitudes regarding television and academic success. Children 5 and 6 years old have a positive association, children 7 to 9 years old have an average negative correlation, and adolescents 10 to 17 years old have even higher negative correlations.

However, because television is widely available to young children and adolescents, with hundreds of channels available via cable or satellite, the amusement from this media might appear infinite to them, affecting their time management and influencing their desire to stay watching the television.

CONCLUSION:

Many earlier and contemporary studies have been critical of the usage of television by young children and school-age children. Why? Because children's exposure to a wider range of violent, sexual, and alcoholic content on television and other media has a greater potential for bad consequences. In order for their children to become better consumers, prosocial beings, and other beneficial developments, parents must now ensure that their children are media literate. When children are exposed to the television, it is necessary for them to be media literate, so that parents may better shape their children's behaviour and attitudes at an earlier age. According to the findings of this study, youngsters are aware of the programmes designed just for them. Studies have shown these programmes can improve children's intellects, particularly in those who watch educational programming on a regular basis. Further research reveals that youngsters do, in fact, gain some social benefits from watching television, although they are on the lower side. Furthermore, the study found that children get nothing ethically from these programmes, which implies that even if children are aware of these programmes, they do not want to pay attention to them, even though they are aware of them. However, the researcher came to the conclusion that the intellectual level of these youngsters is encouraging, but the social and moral aspects are not.

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