

# TELEVISION AND CHILD DEVELOPMENT: POSITIVE EFFECTS

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**Abstract.** Given the smartphone onslaught and the instant access to internet that it offers, television still holds its unique position and attracts masses. When it comes to television audience, children are the main targets. A section of television channels is exclusively for children that are edutainment and infotainment-based. Even before entering schools, children are exposed to varieties of topics through television that plays a major role in their life and development. Omnipresence of television provides information and entertainment that affect child behaviour, attitude, academic performance and knowledge. The present study aims to analyse television usage of parents and children, family type and the potential benefits of television. A survey was conducted with 200 parents in Coimbatore in the Indian state of Tamil Nadu. Results show that there is a relationship between television usage of children during weekends and their extra-curricular activities. Whereas, the weekday usage of television among parents and children and their family type do not moderate positive effects of television.

**Keywords:** Children and Television, television usage, knowledge, academic performance

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## Introduction

Although technological improvement have paved way for many sort of home entertainment, television holds its unique position, and it remains the popular entertainment for millions of people, including children (Gunter et al, 2005). Television plays a major position for entertainment and holds a unique position in the media industry (Boobalakrishnan et al, 2015).

Television was introduced in India on 15 September, 1959, on an experimental basis for 10 years. In a short span, it evolved as a medium for mass entertainment and it has a near cent percent reach in India. Since the emergence of television in 1950s, it has inclined to a point that more than 1.4 billion households own at least one television set representing 79 percent of total households in the developed countries. Most of the houses have television in their prime living area. In developing countries, 69 percent of the total households own at least one television set. India has more than 160 million television homes which is 90 percent of the total households. By the end of 2018, it is expected to reach about 190 million television homes.

Dietz and Strasburger (1991) reviewed studies related to cognitive development and observed that television usage produces stimulus for learning. Children spend most of their time viewing television and learn and grasp many thing. Time spent on television and the content of the programmes viewed may produce adverse effects.

Nathanson (2001) found that parents with positive attitude towards television used coviewing whereas parents those who have negative attitude towards violent television content had active restrictive mediation. Zimmerman et al (2005) stated that television viewing had modest and adverse effects on children who are below three years and it also showed subsequent cognitive development in them. Maren et al (2005) stated that prosocial television content viewers had moderate positive effects whereas controlled groups or anti-social content viewers had negative effects.

Takkar et al (2006) suggested that infotainment television programmes and contents were successful in enriching children's accumulation of knowledge, it increased their imaginative and creative skills and also affected their attitude towards racism. Boobalakrishnan et al (2015) observed that in most of the survey research, parents were more concerned about the sexual and violent content of television programmes, with a little concern about the amount of time their children spent on television

watching. Christakis et al. (2004) stated that early television exposure was associated with attention problems. They lacked concentration and focus.

Rubin (1977) mentioned about Lyle and Hoffman research on children television usage. In the result, similar television viewing pattern was found and the amount of usage of television by children and early teen-agers had increased over a decade. Friedrich et al (1975) stated that children easily learned the prosocial television content and programmes and it helped them to relate that learning with other situations. Delgado (1992) observed the family type of children had association and important relevance to education of the children. Christakis et al. (2004) stated that educational qualification of the parent was associated with children's low television viewing.

Keith et al (1986) stated that the amount of usage of television and amount of time they spend on doing homework had influence on their achievement. It was also suggested that these variables were considered as an factor that had positive influence on their academic performance. Preference of television content and programmes, varied according to the age group of children in India. Amount of usage of television was proportional to the age. Most of the children preferred action sequence, music and songs. Certain children tried to imitate the life style, manner of dressing of their favourite actors (Boobalakrishnan et al, 2015).

Furu (1971) indicated that children who read print media showed high creativity, positivity, intelligence, adaptability and always had long-term goals. Children who were heavy television viewers and heavy print media users showed wider range of interest in all activities than low users of media. Further, the study results suggested that heavy television viewers showed poor results compared to print media users.

Nathanson (2002) mentioned that parents coviewing of television with children had positive attitude towards television viewing. Gortmaker et al. (1996) illustrated that time spent on television by children affected their health, as it caused obesity. Less time spent in television viewing could prevent children from this chronic health disorder. DuRant et al. (1994) stated that the amount of time spent on television viewing had negative impact as it hindered the physical activity of the children. Thompson et al. (2005) states that television viewers less than five years showed irregular sleep schedules.

Boobalakrishnan et al (2005) mentioned that parental mediation was considered as parents' active role in managing and regulating their children's experiences with television. Busselle (2003) indicated that when parents were

co-viewing television with children, they gave warnings and precautions about the content. It influenced children's perception.

Salmon et al. (2005) suggested that the familial environment and television viewing with low-level activity were found to be complex and it was identified as a distinct behaviour. Peters et al. (1991) asserted that parental television viewing preferences, perception habits and orientations influenced children's viewing. Bagley et al. (2006) observed that familial structure was an important factor for influencing physical activity and amount of usage of television. Pearson et al. (2009) stated that television targeted familial environment for promoting healthy eating habit among children and adolescents. Vandewater et al. (2006) concluded that the amount of time spent on viewing television by children both with and without parents cut the time spent with their parents and siblings.

Heavy television viewing also affected and reduced the time spent for homework, co-curricular activities, and creative works.

The present study aims to identify the difference in positive effects of television (Knowledge exploration, Complementing school learning, and Extracurricular activities) based on the children's family type, parents and children time spent on television during weekdays and weekends.

### **Objectives**

The prime objective is to examine the positive effects of the television:

1. To measure difference in Positive effects of Television (Knowledge exploration, Complementing school learning, Extra-Curricular activities) based on family type.
2. To measure difference in Positive effects of Television (Knowledge exploration, Complementing school learning, Extra-Curricular activities) based on their Children television usage on weekdays.
3. To measure difference in Positive effects of Television (Knowledge exploration, Complementing school learning, Extra-Curricular activities) based on their Children television usage on weekends.
4. To measure difference in Positive effects of Television (Knowledge exploration, Complementing school learning, Extra-Curricular activities) based on their parents television usage on weekdays.

5. To measure difference in Positive effects of Television (Knowledge exploration, Complementing school learning, Extra-Curricular activities) based on their parents television usage on weekends.

### Methodology

The present study aims to identify and analyse the parental mediation and attitude towards children television viewing among a cross section of the people in Coimbatore, Tamil Nadu, India. Through multistage stratified random sampling method, 200 parents of children were chosen for this study. Keeping the objective in mind, the following research questions were raised and presented in Table 1.1.

Table 1.1: **Summary table of Research Question. Independent Sample T-test/One-way Anova: Demographic variable vs. Parental attitude towards children television viewing**

<b>Major Research Question:</b> Are there relationships between the Independent variables (Family type, Children television usage on weekdays, children television usage on weekends, parents television usage on weekdays, parents television usage on weekends) and the Dependent variables (Positive effects of Television—Knowledge exploration, Complementing school learning, Extra-Curricular activities)?		
<b>Specific Research Questions</b>		
Research Questions	Hypotheses	Null hypotheses
1.11: Is there a difference in Positive effects of Television (Knowledge exploration) based on their family type?	Ha1.11: There is significant difference in Positive effects of Television (Knowledge exploration,) based on their family type.	H01.11: There is no significant difference in Positive effects of Television (Knowledge exploration,) based on their family type.
1.12: Is there a difference in Positive effects of Television (Complementing school learning) based on their family type?	Ha1.12: There is significant difference in Positive effects of Television (Complementing school learning) based on their family type.	H01.12: There is no significant difference in Positive effects of Television (Complementing school learning) based on their family type.

1.13: Is there a difference in Positive effects of Television (Extra-Curricular activities) based on their family type?	Ha1.13: There is significant difference in Positive effects of Television (Extra-Curricular activities) based on their family type.	H01.13: There is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their family type.
1.21: Is there a difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekdays?	Ha1.21: There is significant difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekdays.	H01.21: There is no significant difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekdays.
1.22: Is there a difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekdays?	Ha1.22: There is significant difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekdays.	H01.22: There is no significant difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekdays.
1.23: Is there a difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekdays?	Ha1.23: There is significant difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekdays.	H01.23: There is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekdays.
1.31: Is there a difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends?	Ha1.31: There is significant difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends.	H01.31: There is no significant difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends.
1.32: Is there a difference in Positive effects of Television (Complementing school	Ha1.32: There is significant difference in Positive effects of Television	H01.32: There is no significant difference in Positive effects of Television

learning) based on their Children television usage on weekends?	(Complementing school learning) based on their Children television usage on weekends.	(Complementing school learning) based on their Children television usage on weekends.
1.33: Is there a difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekends?	Ha1.33: There is significant difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekends.	H01.33: There is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekends.
1.41: Is there a difference in Positive effects of Television (Knowledge exploration) based on their parents television usage on weekdays?	Ha1.41: There is significant difference in Positive effects of Television (Knowledge exploration) based on their parents television usage on weekdays.	H01.41: There is no significant difference in Positive effects of Television (Knowledge exploration) based on their parents television usage on weekdays.
1.42: Is there a difference in Positive effects of Television ( Complementing school learning) based on their parents television usage on weekdays?	Ha1.42: There is significant difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekdays.	H01.42: There is no significant difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekdays.
1.43: Is there a difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekdays?	Ha1.42: There is significant difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekdays.	H01.43: There is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekdays.
1.51: Is there a difference in Positive effects of Television (Knowledge exploration) based on	Ha1.51: There is significant difference in Positive effects of Television (Knowledge exploration) based on	H01.51: There is no significant difference in Positive effects of Television (Knowledge exploration) based on their

their parents television usage on weekends?	their parents television usage on weekends.	parents television usage on weekends.
1.52: Is there a difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekends?	Ha1.52: There is significant difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekends.	H01.52: There is no significant difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekends.
1.53: Is there a difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekends?	Ha1.53: There is significant difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekends.	H01.53: There is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekends.

**Analysis and Results**

**Table 1.2: Summary of Result. Independent Sample T-test/One-way Anova: Demographic variable vs. Parental attitude towards children television viewing**

Results of the analysis showing the influence between Family type, Television usage (children’s and parents: weekdays, weekends) of the respondents and their attitude towards Positive effects of Television (Knowledge Exploration, Complementing School learning, Extra-Curricular activities)			
<b>Summary Table of the Results</b>			
Independent variables	Dependent variables	Analysis/test performed	Null hypothesis
Family Type	Knowledge Exploration	t test	tenable
	Complementing School learning	t test	tenable
	Extra-Curricular activities	t test	tenable
Children Weekdays	Knowledge Exploration	One-way Anova	tenable



Television usage	Complementing School learning	One-way Anova	tenable
	Extra-Curricular activities	One-way Anova	tenable
Children Weekends TV Usage	Knowledge Exploration	One-way Anova	tenable
	Complementing School learning	One-way Anova	tenable
	Extra-Curricular activities	One-way Anova	Not tenable
Parents TV Usage weekdays	Knowledge Exploration	One-way Anova	Not tenable
	Complementing School learning	One-way Anova	tenable
	Extra-Curricular activities	One-way Anova	tenable
Parents TV Usage weekends	Knowledge Exploration	One-way Anova	tenable
	Complementing School learning	One-way Anova	tenable
	Extra-Curricular activities	One-way Anova	tenable

To answer the research question 1.11, t test was conducted to evaluate the null hypothesis ( $H_{01.11}$ ) that there is no difference in Positive effects of Television (Knowledge exploration) based on their family type. ( $N=200$ ). The independent variable, family type included two groups: Joint family and Nuclear family. The assumption of homogeneity of variances was tested and found tenable using Levene's Test.

There was a significant difference in the scores for Joint family ( $M=3.86$ ,  $SD=.68$ ,  $n=99$ ) and Nuclear family ( $M=3.65$ ,  $SD=.89$ ,  $n=101$ ):  $t(198)=1.824$ ,  $p=0.070$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.11}$ ) and conclude there is no significant difference in Positive effects of Television (Knowledge exploration) based on their family type.

To answer the research question 1.12, t test was conducted to evaluate the null hypothesis ( $H_{01.12}$ ) that there is no difference in Positive effects of Television (Complementing school learning) based on their family type. ( $N=200$ ). The independent variable, family type included two groups: Joint family and Nuclear family. The assumption of homogeneity of variances was

tested and found untenable using Levene's Test. There was a significant difference in the scores for Joint family ( $M=3.56$ ,  $SD=.76$ ,  $n=99$ ) and Nuclear family ( $M=3.45$ ,  $SD=.79$ ,  $n=101$ ):  $t(198)=.967$ ,  $p=0.334$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.12}$ ) and conclude there is no significant difference in Positive effects of Television (Complementing school learning) based on their family type.

To answer the research question 1.13, t test was conducted to evaluate the null hypothesis ( $H_{01.13}$ ) that there is no difference in Positive effects of Television (Extra-Curricular activities) based on their family type. ( $N=200$ ). The independent variable, family type included two groups: Joint family and Nuclear family. The assumption of homogeneity of variances was tested and found untenable using Levene's Test. There was a significant difference in the scores for Joint family ( $M=3.56$ ,  $SD=.76$ ,  $n=99$ ) and Nuclear family ( $M=3.45$ ,  $SD=.79$ ,  $n=101$ ):  $t(198)=.806$ ,  $p=0.421$ .

Thus there is a significant evidence to accept the null hypothesis ( $H_{01.13}$ ) and conclude there is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their family type.

To answer the research question 1.21, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.21}$ ) that there is no difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekdays. ( $N=200$ ). The independent variable, Children television usage on weekdays included three groups: Less than 2 hours ( $M=3.67$ ,  $SD=.84$ ,  $n=128$ ), 2 to 4 hours ( $M=3.89$ ,  $SD=.64$ ,  $n=50$ ) and more than 4 hours ( $M=3.93$ ,  $SD=.81$ ,  $n=22$ ).

The ANOVA was not significant,  $F(2, 197) = 1.973$ ,  $p > .05$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.21}$ ) and conclude there is no significant difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekdays.

To answer the research question 1.22, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.22}$ ) that there is no difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekdays. ( $N=200$ ). The independent variable, Children television usage on weekdays included three groups: Less than 2 hours ( $M=3.49$ ,  $SD=.75$ ,  $n=128$ ), 2 to 4 hours ( $M=3.58$ ,  $SD=.79$ ,  $n=50$ ) and more than 4 hours ( $M=3.45$ ,  $SD=.90$ ,  $n=22$ ). The ANOVA was not significant,  $F(2, 197) = .278$ ,  $p > .05$ . Thus there is a significant evidence to accept the null

hypothesis (H01.22) and conclude there is no significant difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekdays.

To answer the research question 1.23, One-way anova was conducted to evaluate the null hypothesis (H01.23) that there is no difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekdays. (N=200). The independent variable, Children television usage on weekdays included three groups: Less than 2 hours (M=3.77, SD=.72, n=128], 2 to 4 hours (M=3.74, SD=.72, n=50] and more than 4 hours (M=3.63, SD=.67, n=22).

The ANOVA was not significant,  $F(2, 197) = .328, p > .05$ . Thus there is a significant evidence to accept the null hypothesis (H01.23) and conclude there is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekdays.

To answer the research question 1.31, One-way anova was conducted to evaluate the null hypothesis (H01.31) that there is no difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends. (N=200). The independent variable, Children television usage on weekdays included three groups: Less than 2 hours (M=3.52, SD=1.09, n=34], 2 to 4 hours (M=3.81, SD=.70, n=90] and more than 4 hours (M=3.79, SD=.74, n=76). The ANOVA was not significant,  $F(2, 197) = 1.755, p > .05$ . Thus there is a significant evidence to accept the null hypothesis (H01.31) and conclude there is no significant difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends.

To answer the research question 1.32, One-way anova was conducted to evaluate the null hypothesis (H01.32) that there is no difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekends. (N=200). The independent variable, Children television usage on weekdays included three groups: Less than 2 hours (M=3.36, SD=.83, n=34], 2 to 4 hours (M=3.59, SD=.76, n=90] and more than 4 hours (M=3.48, SD=.77, n=76). The ANOVA was not significant,  $F(2, 197) = 1.155, p > .05$ . Thus there is a significant evidence to accept the null hypothesis (H01.32) and conclude there is no significant difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekends.

To answer the research question 1.33, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.33}$ ) that there is no difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekends. ( $N=200$ ). The independent variable, Children television usage on weekdays included three groups: Less than 2 hours ( $M=3.48$ ,  $SD=.90$ ,  $n=34$ ), 2 to 4 hours ( $M=3.77$ ,  $SD=.67$ ,  $n=90$ ) and more than 4 hours ( $M=3.83$ ,  $SD=.65$ ,  $n=76$ ). The ANOVA was not significant,  $F(2, 197) = 3.102$ ,  $p < .05$ . Thus there is a significant evidence to reject the null hypothesis ( $H_{01.33}$ ) and conclude there is a significant difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekends. Post-hoc comparisons to evaluate pairwise differences among group means were conducted with the use of Tukey HSD test since equal variances were tenable. Test revealed significant pairwise differences between the mean scores of less than 2 hours and more than 4 hours,  $p < .05$ . Children television usage on weekends of 2 to 4 hours do not significantly differ from the other groups,  $p > .05$ .

To answer the research question 1.41, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.41}$ ) that there is no difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends. ( $N=200$ ).

The independent variable, parents television usage on weekdays included three groups: Less than 2 hours ( $M=3.81$ ,  $SD=.73$ ,  $n=138$ ), 2 to 4 hours ( $M=3.52$ ,  $SD=.96$ ,  $n=49$ ) and more than 4 hours ( $M=4.06$ ,  $SD=.67$ ,  $n=13$ ). The ANOVA was not significant,  $F(2, 197) = 3.340$ ,  $p < .05$ . Thus there is a significant evidence to reject the null hypothesis ( $H_{01.41}$ ) and conclude there is no significant difference in Positive effects of Television (Knowledge exploration) based on their parents television usage on weekdays.

Post hoc comparisons to evaluate pairwise differences among group means were conducted with the use of Tukey HSD test since equal variances were tenable. Test revealed there is no any statistically significant pairwise differences between the mean scores of three groups.

To answer the research question 1.42, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.42}$ ) that there is no difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekdays. ( $N=200$ ).

The independent variable, Children television usage on weekdays included three groups: Less than 2 hours ( $M=3.50$ ,  $SD=.76$ ,  $n=138$ ), 2 to 4 hours ( $M=3.51$ ,  $SD=.83$ ,  $n=49$ ) and more than 4 hours ( $M=3.58$ ,  $SD=.82$ ,  $n=13$ ). The ANOVA was not significant,  $F(2, 197) = .075$ ,  $p > .05$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.42}$ ) and conclude there is no significant difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekdays.

To answer the research question 1.43, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.43}$ ) that there is no difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekdays. ( $N=200$ ).

The independent variable, Children television usage on weekdays included three groups: Less than 2 hours ( $M=3.75$ ,  $SD=.67$ ,  $n=138$ ), 2 to 4 hours ( $M=3.70$ ,  $SD=.83$ ,  $n=49$ ) and more than 4 hours ( $M=3.87$ ,  $SD=.67$ ,  $n=13$ ). The ANOVA was not significant,  $F(2, 197) = .273$ ,  $p > .05$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.43}$ ) and conclude there is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekdays.

To answer the research question 1.51, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.51}$ ) that there is no difference in Positive effects of Television (Knowledge exploration) based on their Children television usage on weekends. ( $N=200$ ).

The independent variable, parents television usage on weekdays included three groups: Less than 2 hours ( $M=3.76$ ,  $SD=.70$ ,  $n=85$ ), 2 to 4 hours ( $M=3.72$ ,  $SD=.92$ ,  $n=67$ ) and more than 4 hours ( $M=3.80$ ,  $SD=.78$ ,  $n=48$ ). The ANOVA was not significant,  $F(2, 197) = .131$ ,  $p > .05$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.51}$ ) and conclude there is no significant difference in Positive effects of Television (Knowledge exploration) based on their parents television usage on weekends.

To answer the research question 1.52, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.52}$ ) that there is no difference in Positive effects of Television (Complementing school learning) based on their Children television usage on weekends. ( $N=200$ ).

The independent variable, parents television usage on weekdays included three groups: Less than 2 hours ( $M=3.47$ ,  $SD=.71$ ,  $n=85$ ), 2 to 4 hours ( $M=3.46$ ,  $SD=.87$ ,  $n=67$ ) and more than 4 hours ( $M=3.64$ ,  $SD=.75$ ,  $n=48$ ). The ANOVA was not significant,  $F(2, 197) = .934$ ,  $p > .05$ . Thus there is a significant

evidence to accept the null hypothesis ( $H_{01.52}$ ) and conclude there is no significant difference in Positive effects of Television (Complementing school learning) based on their parents television usage on weekends.

To answer the research question 1.53, One-way anova was conducted to evaluate the null hypothesis ( $H_{01.53}$ ) that there is no difference in Positive effects of Television (Extra-Curricular activities) based on their Children television usage on weekends. ( $N=200$ ).

The independent variable, parents television usage on weekdays included three groups: Less than 2 hours ( $M=3.72$ ,  $SD=.59$ ,  $n=85$ ), 2 to 4 hours ( $M=3.64$ ,  $SD=.82$ ,  $n=67$ ) and more than 4 hours ( $M=3.93$ ,  $SD=.73$ ,  $n=48$ ). The ANOVA was not significant,  $F(2, 197) = 2.473$ ,  $p > .05$ . Thus there is a significant evidence to accept the null hypothesis ( $H_{01.53}$ ) and conclude there is no significant difference in Positive effects of Television (Extra-Curricular activities) based on their parents television usage on weekends.

## Conclusion

Research on television effects demands on children needs examining consumption and parent role. For decades, television had been a hot topic of research, especially the effects. Among television audience, children are the most targeted as the audio-visual feature appeals to them. The present study result showed that the amount of time spent on television by children and their parents does have a significant influence towards the positive effects of television. Busselle (2003) observed that when parents co-viewed television with children, they give warnings and precautions about the content of the television programmes. It influences the children's perception. In the present study, it is evident that parents and children viewing television together has an impact especially on children who spend a lot of time watching television during weekends, i.e, more than four hours. Vandewater et al. (2006) concluded that the amount of time spent on viewing television by children both with or without parents cut on time spent with their parents or siblings. Heavy television viewing also affects and reduces the time spent for homework, co-curricular activities, and creative works. In the present study, the results state that television usage on weekends has an impact on children's perception about and participation in extracurricular activities. Those who viewed television for more than four hours during weekends showed more interest and excelled in extracurricular activities.

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