



**A STUDY TO ASSESS THE EFFECTIVENESS OF INSTRUCTIONAL MODULE  
REGARDING EFFECTS OF TELEVISION WATCHING ON BEHAVIOUR AMONG  
SCHOOL AGE CHILDREN IN SELECTED SCHOOL AT SIKAR CITY**

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**ABSTRACT**

**Introduction:** Television has captured the hearts and minds of the people. Its expansion has been much more dramatic than that of radio, or automobile. It has become important part of our day to day life, so much so it is difficult to say that whether it is luxury or necessity for most of the people.

**Material and Methods-** quantitative approach, one group pre test post test research design, study setting: urban area prince academy, sample size: 300 school age children, sampling technique: simple random sampling technique, data collection instrument: structured interview schedule with questionnaire was used for study.

**Result:** Classification of frequencies and percentages for the analyze of demographic data  
Calculation of frequencies and percentages for the analyze the existing level of knowledge  
Computation of mean and standard deviation of pre-test and post-test scores  
Computation of wilcoxon Signed ranks test to compare difference in mean knowledge for pre-test and post-test  
Computation of Chi Square test to **evaluate whether the difference is statistically significant for the parameters of the study.**

**Conclusion:** The study concluded that IM on effects of television watching on behaviour among school age children was an effective method to improve their knowledge and help them to adapt to preventive measure of ill effects of television watching on behaviour and enable them to live a better quality of life.

**Keyword:** HDL, DVD, AAP, CTV, NHANES



## INTRODUCTION:

It has proved to be a single most pervasive social phenomenon of 20<sup>th</sup> century. So, television cannot be ignored anymore. It is an inseparable part of a family where there is a powerful visual medium of information stimulation, discussion, pleasure, and profit

## METHODOLOGY

The conceptual framework selected for the study was based on **“General System Theory”**. It was proposed by Ludwig Von Bertalanffy in (1968). The conceptual framework of the theory includes input, throughput and output.

In view of the nature of the problem selected and objective to be accomplished, Quasi-experimental design was selected; one group pre test post test design was considered most suitable for the study, **“A study to assess the effectiveness of instructional module regarding effects of television watching on behaviour among school age children in selected school.**

Simple random sampling technique was used and 300 school age children were assessed from selected in Prince Academy at Sikar. The method used for

the data collection is interview schedule by using structured knowledge questionnaire to assess the knowledge regarding effects of television watching on behaviour. Instructional Module on effects of television watching on behaviour was developed.

A pre test was conducted by administering interview schedule with structured knowledge questionnaire to the samples after obtaining consent; on the same day Instructional Module was administered and the post-test was conducted by using the same structured knowledge questionnaire after the 10<sup>th</sup> day of administration of Instructional Module.

Data was collected from 05-12-2015 to 20-01-2016. The obtained data was analyzed by using descriptive and inferential statistics, in terms of frequency, percentage, mean, median, standard deviation, Wilcoxon signed ranks-test and chi-square test.

**Association between the post test knowledge scores with selected demographic variables**



S. N.	Demographic data	Categories	Overall Knowledge			$\chi^2$ Value
			Inadequate (<50)	Moderate(51-70)	Adequate(>70)	
			F	F	F	
1.	Age of Child	12-13 yrs.	2	23	70	3.52 DF= 4
		14-15 yrs.	2	37	81	
		16-17 yrs.	1	17	67	
2.	Class of Child	7-9 stranded	4	51	135	1.063 DF=2 S
		10-12 Stranded	1	26	83	
3.	Sex	Male	5	49	126	4.198 DF=2 NS
		Female	0	28	92	
4.	Monthly family income (in Rs./-)	Below 5000/-	0	20	50	8.398 DF=6 NS
		5001-6000/-	5	27	88	
		6001-7000/-	0	25	65	
		Above 7000/-	0	5	15	
5.	Hours of watching television daily	2 Hrs.	2	20	68	2.899 DF= 6 NS
		3-5 Hrs.	2	46	112	
		5-7 Hrs.	1	7	22	
		Above 7 Hrs.	0	4	16	
6.	Siblings in family	One	1	23	71	1.969 DF=6 NS
		Two	4	35	101	
		More than two	0	12	28	
		No siblings	0	7	18	
7.	Snacks between television watching	Traditional Home made	2	22	61	0.507 DF=4 NS
		Commercial aid foods	2	42	121	
		Avoiding food	1	13	36	
8.	Minimum distance kept while watching television	Less than 4 feet	1	11	33	2.686 DF=4 NS
		4-6 feet	4	42	129	
		More than 6 feet	0	24	56	
9.	Types of TV programmes watching	Educational	0	13	32	4.773 DF= 6 NS
		Frictional	5	33	107	
		Social	0	24	56	
		Mixed	0	7	23	

### Key:

- NS – Not significant at level of >0.05
- S- Significant at level of >0.01
- DF: degrees of freedom
- F-Frequency
- %-Percentage
- $\chi^2$ - Chi square.

### RESULTS

The measured findings indicated that school age children had inadequate knowledge in various aspects of prevention of ill effects of television watching on behaviour. IM was proved to be a very effective means of providing information regarding effects of television watching on behaviour. The mean of post test knowledge score is significantly higher than the mean of pre test knowledge score (at  $p < 0.05$  level) and there was no significant association between post test knowledge score with their selected demographic variables as the analysis showed that the chi-square calculated value was less than the chi-square table value except class of child.



## **INTERPRETATION AND CONCLUSION**

On the basis of findings, it is recommended that a similar study may be done adolescence. It is recommended that the other method of teaching along with frequent reinforcement can be implemented for improving the knowledge regarding prevention of ill effects of television watching on behaviour among school age children.

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