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Article:	Effects of TV Programs on Children: A Case Study of Bahawalpur
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ABSTRACT

Present research study is based on survey to explore and investigate the positive effects of TV programs on children. The main objectives were to explore TV program watching habits and its progressive change in the behavior of children. The sample size of the study was 500 respondents' parent, Teachers and children. The data was collected parents and their children by using standardized questionnaire. Social construction theory of media is the most relevant theory which support this study. The empirical analysis of the data reveals that TV programs have positive effects both social and cognitive on children behavior. The analysis of the data also reveals that children learn different social skills after watching children TV programs and they also enable themselves to solve the issues faced in daily routine life.

Key Words: TV Programs, Children Behavior, effects, Cognition, Socialization, Self-Care, Skills

Introduction:

Children TV programs effects are measured from entertainment, learning and educational achievement. The effects results after more than 10 hours per week watching (P. A. Williams, Haertel, Walberg, & Haertel, 1982). Media is endlessly presents perfect pictures of life and ideals of behavior before meeting those circumstances in their actual life. TV screen is proving an early window that permits children to see the world before they enter to perform their role in real life. (Baran & Davis, 2003).

The impact of television on children development and growth of child psychology was studied. The programs they watch can change their actions. The programs with violent and aggressive themes incline them to make children more violent and disobedient. The traditional sex role and social stereo type portrayed on television can affect children's perception about civilization and their gender role in community. The age-appropriate children's programs which represents caring behavior are likely to direct children to cultivate into more sociable, co-operative, and self-controlled behavior (Bruce J, 1990).

Children TV programs effects behavior of the children directly and indirectly. Children used to imitate behaviors watched on screen in their real life (Kaplan, 1972).

Children TV viewing promote cognitive skills. Though; Cognitive development is measured through achievement of goals and performance of children. Researches have proven that children's non-educational TV program watching can effect children, cognitive performance and development (Zimmerman & Christakis, 2005). The cognitive development strengthens and hinders with several variables like, socio –economic status, watching habit, parents' literacy level and use of this medium (Schmidt, 2007).

Children TV programs communicate different kinds of emotions like; joy, pride, anger, surprise, sadness, envy, fear and love. Mostly children involve themselves in stories, attach themselves with the characters, imagine themselves in images, and empathize themselves with the situation extremely. Narrative style of the script's effects children more deeply than adults (Wiedebusch, 2008). Children TV watching practice results in understanding and good relations with peers and support in progress of pro-social behavior (Götz and Schlote).

It communicates respect and resilience to accept other people's emotional reactions (Götz and Schlote). Children experience different life styles, cultures, customs and traditions through TV programs. Children TV programs helps to teach and learn how to express emotions according to different situations. Children and teenagers follow a script from children TV programs. As a result; TV Programs can advance emotional intelligence, and promote prosocial ways of dealing with feelings. (TV That Promotes Self-Control, 2021)

The development of assertive character traits and life skills are essential for children complete evolution and success. Children TV programs help kids in understanding the significance of paying attention to (and handling) their opinions, emotional state, and desires. The assertive nature of human character and self-control helps in promotion of fundamental features of self -care and traits required in children for their healthy growth. The presentation of self-care activities by their favorite heroic character in children TV programs and repetition .It dominates over character imperfections such as carelessness and hastiness ("TV That Promotes Self-Control," n.d.)

Significance of the Study:

Much has been written and said on the issue of effects of TV programs in children behavior specifically positive behavior. However, empirical study has not yet been done by any scholar in Bahawalpur. The study signifies the need to understand the issue of positive or progressive TV effects on children behavior. Research tradition in media in a country like Pakistan is not yet developed according to the standards of advance and developed societies. Present research study will no doubt signifies the need and importance of TV Programs on children behaviour, attitude and social learning.

Objectives of the Study:

Following are the major objectives of the study:

- To explore children watching habits of TV programs;
- To investigate learning behavior of children after watching TV programs;
- To explore skills learned by children after watching TV programs;
- To investigate positive effects of TV programs on children Behavior

Review of Literature:

Children's TV shows, introduced a new revolution of adventure series after year 2K. These adventure series involve emotions, teach, and impart happiness in children. The advent of adventure series brought inspiration for adventure. Most of the adventure series presented children accompanying each other to go for adventure. The children are the champions or heroes at the end of each adventure. They recognize or label their feelings, value of cooperation and moral choice (McCord, 1998).

Everyday life requires social skills for team work and effective communication with others .The verbal (speech), and non-verbal (gestures & body language) communication are employed to achieve this goal. (Admin, n.d.)

In past, the family, school and religious institutions have long been recognized as major representatives of socialization. Gradually, television included to the list of institutions plays key roles in the socialization process. The socialization process helps children in attainment of information, cognitive process, values, attitudes, social roles, self-concepts, and actions that are generally accepted within society (Berger and Luckmann, 1967; Dorr, 1982). Many adolescents use TV news, messages, and films as a way of supporting and confirming their beliefs (Berry, 1980) .This role of TV makes it similar with old socialization instruments. Television plays role as a source of indirect socialization (Comstock et al. 1978).

TV competes with other socializing practices by providing role models and evidence that affect children's attitudes, beliefs, and behavior. TV performs a vital role in increasing the socialization, and action of teens. Socialization is a very broad term that includes the information of laws, social standards, morals, duties, philosophies, societal structure, and behavior of public and family (Murray and John, 2007). Television socialization has two features. The positive socialization impact helps in understanding of new behavioral traits and they are also perceived as possible danger to the morals set by parents, instructors and other mediators for social control. (Hedinsson, 1981).

Everyday life practices are related with ways, how people normally act, think and feel in different situations on daily basis. Traditionally this notion is represented from individual's daily routines, eating habits and sleep patterns ("Daily Lives or Daily Life - Google Search," n.d.)

Children TV programs dictates children how to perceive life and react in different situation. Children TV programs are designed to introduce children about different real life situations. So; they feel comfortable when they encounter the same situation in their real life. This programing guides them what kind of reactions should be adopted during these situations (Everyday life , 2012).

"One of the great things about television is that it keeps finding new material, new ways to do old things, new ways to do new things, new topics and new people and new places and new this and new that and even new news. In fact, there's a lot of variety on television" (Davis, 2021).

Children TV programing targets multidirectional development of children. (Signorielli & Morgan, 2001). The presentation and comprehension of American culture and language is difficult for children of other countries, they can create understanding with subtitles (Beentjes, 1991).

Television programs presents the cultural values prevailing in society. TV provides traditional socialization activity to its audience (Shanahan, 2004). Every countries television broadcasting reveals its past culture, and political context within which it was produced and broadcasted. (Signoreilli & Kahlenberg, 2001)

It was observed that the representation of women in media is comparatively less, they concluded that in cultural climate woman are less represented than male (Greenwood and Lippman, 2010). Children TV programs are dominated by the representation of white characters (Götz et al., 2008). Most of children programs are imported a majority of countries are lacking local production with the representation of domestic culture. The researches revealed that 60% of children TV programs are manufactured in North America. Therefore; children become familiar with American and Canadian culture (Götz et al., 2008, p. 5).

Children TV programs represent cultural diversity in features, hair , skin color and clothing, characters carry less traditional costume in their everyday life. Traditional costumes are carried on festivals and ceremonies. The characters are similar in their action, behavior, views and actions. Diversity in plots are evident by narratives structure. Natio-ethno-cultural variety plays important role in numerous ways by the encounters of characters (Schlote and Otrimba, 2010). The media is accountable for the establishment and projection of" stereotypes "about whole peoples and can also interrupt them down. TV plays an elementary part in distributing uncertainties over cultural distinctiveness (Abbot, 1971).

"Belief in and reverence for a supernatural power recognized as the creator and governor of the universe; A particular integrated system of this expression; the spiritual or emotional attitude of one who recognizes the existence of a superhuman power or powers." (American Heritage Dictionary).

The families have negative reaction towards religious content. They have concluded that television does not provide information about religious values. The television provides a

symbol to the families, to compare themselves with the ideals of the world. They can flourish themselves to meet a certain contemporary ideal standard. (Hoover & Clark, 2008)

“Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues” (What is “ethics,2021)

Children TV programs helps in the progress of human character, intellect and physical competence. TV provides formal and informal education, teaches the individuals the behavior, etiquettes, and lifestyles of other people in order that they become not only aware of them but better able to appreciate and evaluate them appropriately. TV exposed to other people’s opinions, “cultures”, and conditions. It creates admiration for traditional culture of the individual and other cultures too. TV programs impart morality, tolerance, unity and solidarity (Baran, 1990). It teaches good manners and politeness like respect for elders, laws and institutions through watching children television programs. TV inculcate in a child the flexibility, good habits of adjustment, and optimistic behavior. Television imposes self-restraint or control for the child or even adults to sit in a place to watch or listen to these programs. By this act of self-control, the child is taught discipline and obedience. Finally, results in establishment of good morals and problem-solving skill (Kirkpatrick, 1983).

Children TV programs and moral content reveals that the audience is classified into three main groups: information seekers, fictional viewer and paucivores. It was observed that audience vary according to their interest. The perception and comprehension of moral messages varies in audience (Krijnen, 2009). The program’s theme results in amusement and entertainment .They touch the senses of emotion, intellect and imagination. It was observed that different kinds of programs are designed to achieve attention of different audience and goals. They are planned to promote identity, nationalism and citizenship. It’s the role of public broadcasting to make citizens responsible in their duties as a citizen (Tracey, 2001).

Children’s imitate their favorite television character as a behavioral model, which recommend that children are adopting the standards they see on television .This suggests that a child’s decision of right and wrong will be similar to that of their admired television character (Meyer ,1973) .

Hypothesis of the Study:

Following is major hypothesis of this research work:

H1: It is more likely children learn different skills after watch TV Programs;

H2: It is more likely children TV programs have different type of positive effects on children behavior.

Theoretical Frame Work:

The theoretical framework establishes the foundation and agenda to view and examine any phenomena. Researcher tries to explore the answers about designed research questions. The researcher collects data in light of particular framework and discards information irrelevant with his selected frame. However; theoretical framework helps the researcher to dragging out of boundary and confines in focus of analysis. This research study is supported by social construction of reality.

Social construction theory describes that mass media develops similar views, beliefs and opinions in the minds of the masses about real world. The social constructivist approach

can integrate in education, knowledge, cognitive practice, teamwork, problem-solving skill, and other areas that are important for the progression of learning within a society (Shunk, 2000).

The Constructive ideology supports that social world do not exist. It is created by human minds themselves. How they perceive and allocate meaning to the physical objects. The social construction realities are established in light of culture, ideologies, language discourse, religion, state apparatus and empathetic understanding of human behaviours. The social world is for the people who shaped it, restrained them in it by themselves (Jackson& Sorenson, 2003).

Therefore, the construction theory is very much relevant with this research work, because media construct different programs which effects individual behavior and attitude.

Research Methodology:

Research methodology may vary in its processes in different situations and circumstances. However, technique and methodology in all research studies has a common property known as a scientific process which makes the work not only understandable but also acceptable to the research community.

The population for this research study was children studying in different schools of Bahawalpur city. The sample size for this specific research study was 500 respondents belonging to different age groups i.e. (3-6),(6-12),(13-19). The researchers selected famous cartoon programs broadcast on TV channels like, Nickelodeon, Nick Jr, Teen Nick, and Nick Toon. The researchers used probability sampling technique to collect data from relevant sample. A standardized questionnaire was designed as a tool for data collection which is based on open ended and Likert Scale style technique. It is also worth noting that the children between the age 3 to 6 was unable to fill or respond to the questionnaire, therefore, their parents were selected as respondents for the purpose of validity and reliability in research. Furthermore, the collected data was analyzed by using SPSS software to draw inferences.

Findings:

For quantitative analysis inferential statistical method is adopted. data with nominal or ordinal variables is measured using non-parametric test statistics like Pearson's chi-squared test. Pearson's chi-square test is used to determine whether there is a statistically significant difference between the expected frequencies and the observed frequencies in one or more categories of a contingency table. (Pearson, 1893).

Table#1 **Demographic Variable**

Category	Values	Responses	%Age	Cumulative Response
Gender	Male	229	45.8	229
	Female	271	54.2	500
Age	3 to 7	126	25.2	126
	8 to 12	82	16.4	208
	13 to 19	292	58.4	500

N=500

Table one indicates the demographic variables of the respondent. It reveals that 54.2% respondents are female while 45.8% respondents are male. As for as age group of the respondents is concern table one shows that 58.4% respondents have the age between 13 to 19 followed by 25.2% respondents have the age between 3 to 7 and 16.4% respondents have the age between 8 to 12.

Table #2 Discussing to the Investigation that Learned Behavioral Change is Positive.

Values	Responses	%Age	Cumulative Response
Strongly Disagree	4	8%	8
Disagree	75	15%	23
Neutral	36	7.2%	59
Agree	254	50.8%	313
Strongly Agree	187	37.4%	500
N=500			

Table two indicates about the learned behaviour positive after watching children TV programs. Table shows that 50.8% respondents agree that after watching children TV programs their positive change in behavior followed by 37.4% strongly agree while 15% respondents disagree with the statement 8% respondents strongly disagree and 7.2% respondents remained neutral on the statement.

Table# 3 Children Television Programs Communicate Tension free Socialization Skill.

Values	Responses	%Age	Cumulative Response
Strongly Disagree	23	4.6%	23
Disagree	107	21.4%	130
Neutral	115	23%	245
Agree	218	43.6%	463
Strongly Agree	37	7.4%	500
N=500			

Table three indicates that children after watching children TV programs learn tension free socialization skills. Table three reveals that 43.6% respondents agree that children TV programs communicate tension free socialization skills followed by 23% remained neutral while 21.4% respondents disagree, 7.4% strongly agree with the statement and 4.6% respondents strongly disagree that children TV programs communicate tension free socialization skills.

Table #4 Excessive children watching habit behavioral and psychological problem.

		Do you watch children television entertainment programs?			Chi-Square	P-value
		Yes	No	Total		
Do you know that more than two hours television watching creates behavioral and psychological problem.	Strongly Agree	107	22	129	66.143	0.000
	Agree	270	13	283		
	Neutral	9	8	17		
	Disagree	33	16	49		
	Strongly Disagree	13	9	22		
	Total	432	68	500		

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Chie-square test was used to measure the behaviour and psychological effects of children TV programs after watching more than two hours. Table four indicates that 270 respondents agree that more than two hours watching of children TV programs create behaviour and psychotically effects on children followed by 13 respondents said no effects of TV programs on children behaviour and psychology followed by 107 respondents strongly agree with the statement while 33 respondents disagree and 13 respondents strongly disagree with the statement.

The results of the chi-square test reveals that there is behavioral and psychological effects on children after watching TV more than two hours a day.

Table#5 Children TV Programs Watching and Behavioral Change.

		Do you watch children television entertainment programs?			Chi-Square	P-value
		Yes	No	Total		
Do you feel any change in your behavior after watching children television programs?	Strongly Agree	234	24	258	22.396	0.002
	Agree	130	27	157		
	Neutral	9	2	11		
	Disagree	56	10	66		
	Strongly Disagree	3	5	8		
	Total	432	68	500		

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Table five indicates the result of the test apply on the statement about TV programs and behavioral change in children. Results of the tests reveals that overall 234 respondents strongly agree that there is change occur in children behavior after watching TV programs followed by 130 respondents agree with the statement and 56 respondents disagree. The results of the test is significant enough to confirm that watching TV programs effects the behavior of the children.

Table#6 Inquiry about Behavioral Change

	Do you watch children television entertainment programs?			Chi-Square	P-value
	Yes	No	Total		
Is this behavioral change positive?	Yes	253	51	304	6.659 0.010
	No	179	17	196	
	Total	432	68	500	

Note: Chi-Square is significant at 5% level and there is association among the attributes of both

Table six indicates about the positive change in behavior of children after watch children TV programs. Chi-square test is used to confirm the change and results of the test reveals that there is positive change in children after watching TV programs. Table shows that 253 respondents say yes to the statement followed by 179 respondents said no. however, the results of the test is significant enough to inferred that there is a positive change occur after watching children TV programs.

Table#7 Children TV Programs Impart Problem Solving Skill.

		Do you watch children television entertainment programs?			Chi-Square	P-value
		Yes	No	Total		
Are you able to strengthening the problem-solving ability from watching children television entertainment programs?	Strongly Agree	63	22	85	29.565 0.000	
	Agree	315	33	348		
	Neutral	10	1	11		
	Disagree	43	9	52		
	Strongly Disagree	1	3	4		
	Total	432	68	500		

Note: Chi-Square is significant at 1% level of and there is association among the attributes of both statements.

Chi-square test was used to test the strengthen ability of the children after watching children TV programs. The results of the test reveals that 315 respondents agree that after watching children TV programs enhance the ability to solve problems followed by 63 respondents strongly agree with the statement and 43 respondents disagree with the statement. However, the results of the test is significant to inferred that watching children TV programs enhance the ability of the children to solve problems.

Discussion and Conclusion:

Present research study is based on survey technique to explore and investigate the effects of Children TV programs on children of different age groups. The empirical analysis of the data about demographics of the respondents reveals that overall majority of the respondents 54.2% are female followed by 45.8% respondents are male. As for as the age groups of the respondents is concern overall majority of the children have the age 58.4% between 13 to 19

followed by 25.2 have the age between 3 to 7 while 16.4% respondents have the age between 8 to 12.

As for as behavioral change is concern overall majority of the respondents i.e., 88.2% agree that after watch TV programs children have positive effects on their behavior followed by 15% disagree with that. The exclusive analysis of the data reveals that overall majority of the respondents i.e., 51% agree that children learn socialization skills after watching children TV programs followed by 26% disagree with the statement. Chi-square test was applied to investigate that watching children TV programs creates psychological and behavior change in children. The empirical analysis of the data reveals that overall majority of the respondents i.e., 377 respondents agree while 35 say no to the statement. However, exclusive analysis of the data signifies the results test that watching children TV programs effects the behavior and psychology of the children.

As for as change in behavior is concern the empirical data reveals that overall majority of the respondents i.e. 364 agrees that watching children TV programs cause behavioral changes in children followed by 69 respondents disagree with the statement. Chi-square test was used to inquire the positive change in behavior of children. The exclusive analysis of the data reveals that 253 respondents say yes to the statement followed by 179 said no to the statement.

Conclusion:

Children TV watching practice is a very healthy activity that brings positive results in the behavior of the children. It supports multidirectional growth of the children. It helps them to control their emotions. Children watch TV programs and start to imitate their favorite character in their everyday life. They learn the behavioral traits how to react in any situation. The accepted and appreciated behavior are adopted by the children in their life. The data tabulation and subsequent analysis supports our first hypothesis i.e. “It is more likely children learn different skills after watch TV Programs”.

The adventure programs are imparting the problem-solving skills among children. Children learn the art of socialization. How to celebrate life events. Media provides a script that how to spend a life in a meaningful manner. Children TV programs are providing awareness about healthy life style. It guides children about their self-care, how to dress up, do self-care by exercise and eating healthy drinks and food. Children adopt creative activity by watching children TV programs. When they see their favorite character doing something new. They embark over any adventure or hobby like cooking, baking or painting etc. so, the empirical and exclusive data of the study support our second hypothesis i.e. “It is more likely children TV programs have different type of positive effects on children behavior.” Children TV programs are introducing children about different culture. But the presentation of diverse cultural representation is rear. They cultural representation is presented over national events. Most of the children TV programs are produced in North America. Therefore, American and Canadian culture is dominating in children TV programs. Children acquiring the information about morality, ethics and citizenship from children TV programs. Children TV programs are charged of not presenting religious ideology in any children TV program. There are several

factors for the avoidance of religious content in children TV programs. This religious ideology lack is overcome by ethical and morality based programming.

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