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Effectiveness of parental teaching programme on knowledge regarding management of behavior resulting from cartoon programme viewing among parents of school going children at selected urban residences of Bijapur

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Abstract

Background: The Television programs are not the only reason for brighter and more empathetic generations but it is a good start. It is said that the children are being enriched in school as well as at home in front of their TV. It is an important step to making strong, smart, caring and innovative future adults. We can see and remember that the children are watching Tom and Jerry, Loony Toons, Ben-10, Dore-Mon, Sinchan etc on TV.

Now a day the cartoon has drastically changed over the years. They are becoming more and more violent, aggressive and addictive. There is totally under the illusion of the cartoon.

Aims and objectives: To find out the Effectiveness of Parental Teaching Programme on knowledge regarding management of behavior resulting from cartoon programme viewing among parents of school going children.

Materials and Methods: A pre experimental one group pre-test post-test research design was used for the study. In this study convenient sampling technique was adopted to draw the samples. The investigator has selected 60 parents of school going children from selected urban residences of Bijapur. In this study, the investigator used structured knowledge questionnaire to assess the knowledge of parents. Paired 't' test was used to find out the significant difference between pre-test and post-test.

Results: Regarding demographic variables 41.6% of respondents are in the age group of 30-34 years, Majority 40% of fathers completed the primary level education and 36.6% of mothers completed high school education, 40% fathers are govt employee and 38.6% mothers are housewives and govt employee respectively, family income is 33.4% has 5000 to 10000 Rs per month, 33.4% has nuclear family, majority 35% respondents having second order of the child in the family, 38.4% children's are studying under state board English school, 36.6% children's are viewing the programme along with the family, 36.6% children's are watching 2hr cartoon in the holiday, 41.6% children's are watching 2 to 3hr TV per day during the school days, 33.4% children's are watching TV at the morning, 35% children's are responded Chota Bheem cartoon programme has their favourite, 35% children's are always spell the cartoon character after watching them.

In the present study, no significant association was observed between pre-test knowledge level of parents and the selected factors—age, education of the father and mother, occupational status of the parents, monthly family income and type of the family etc is not significant at 0.05 level of significance.

Conclusion: The findings of the study support the effectiveness of parental teaching programme has increased the knowledge regarding management of behavior resulting from cartoon programme viewing among parents of school going children.

Keywords: Management of behavior, cartoon programme, parents of school going children, parental teaching programme

Introduction

Television will escapes the children's from real life and enter into a fantasy world and it inactivates image of school children's and television will avoids the social interaction with others and also its time consuming activity. Television will absorb distraction instead of playing outside, doing homework, house hold or religious duties, children are glued to the

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television box. It has been estimated that by the time a person reaches the age of 25 years, he will have given up 5 years of his faithful life to watching television.¹ Cartoon is an excellent form of expression, which can deliver positive messages and can create awareness among kids as the characters speak to you and narrates the whole story through their gestures” says Ian Diamond, the Senior Vice President and General Manager of Turner Entertainment Networks Asia, Inc (TENA) during an exclusive interview for the ‘Tview’^[2]

In present time, the children have become much more interested in cartoons and it has become a primary action to some lives. It is identified that television became a “member” of the family that affects the child even at a six months and by the age two or three children, typically as they begin to watch cartoons on television. The continuous effects can be carried until these children become enthusiastic viewers. However, the patronization of children becomes a problem, because too many children are watching too much television and the shows that they are watching (even if they are cartoons) have become violent and addictive^[3]

Parents can adopt some of the tips to prevent negative influence of TV programmes on children

- Keep track of the time spent by child watching TV programmes
- Avoid yelling or forcefully shutting the TV set
- Make a note of the TV programmes which child watches
- Encourage child to watch good TV programmes which can help to improve knowledge
- Avoid watching TV programmes which are not meant for children
- Do not force children to stop watching TV, Make them understand calmly and softly about the side effects of watching TV programmes which are not meant for them
- Do not cut the cable connection if child is not listening. Give them reward or play with your child, try to occupy children in some other tasks to divert their attention from TV^[4]

The preschool age children begin watching television with an "exploration" approach. They actively search for meaning in the content, but are still especially attracted to vivid production features, such as rapid character movement, rapid changes of scene and intense or unexpected sights and sounds. Because television violence is accompanied by vivid production features, preschoolers are predisposed to seek out and pay attention to violence particularly cartoon violence. It is not the violence itself that makes the cartoons attractive to preschoolers, but the accompanying vivid production features. With this preference for cartoons, preschoolers are being exposed to a large number of violent acts in their viewing day^[5].

A cross sectional study was conducted on 2343 samples of children and one of three parents. The main objective of study was to assess that children having television in their bedroom as risk factor for child over weight. The research shows that overall 22.3% (N=523) of children were overweight and almost half of the children (48.2%, N=1130) had a television in their bedroom. A researcher found that children with a TV in their bedroom had a higher basal metabolic rate and were likely to be overweight compared to

those without a television in their bedroom. Researcher concludes that having a television in the bedroom is a risk factor for child obesity^[6]

Statement of Problem

Effectiveness of parental teaching programme on knowledge regarding management of behavior resulting from cartoon programme viewing among parents of school going children at selected urban residences of Bijapur”

Objectives of the study

1. To assess the knowledge of parents regarding management of behaviour resulting from cartoon programme viewing among school going children before and after the parental teaching programme
2. To determine the effectiveness of parental teaching programme regarding management of behaviour resulting from cartoon programme viewing on knowledge among parents of school going children
3. To find out the association between post-test knowledge scores of parents regarding management of behaviour resulting from cartoon programme viewing of school going children with their selected demographic variables

Hypotheses

It will be tested at 0.05 level of significance

H₁: There will be a significant increase in post-test knowledge scores of parents regarding management of behavior resulting from cartoon viewing among school going children after administration of parental teaching programme

H₂: There will be a significant association exists between knowledge scores of parents regarding management of behavior resulting from cartoon programme viewing among school going children with selected demographic variables

Material and Methods

Source of data: In this study the data will be collected from parents of school going children

Research design: Pre experimental one group pre-test-post-test design was adopted for the study.

Setting of the study: This study has been conducted at selected urban residences of Vijayapur

Population: Population includes parents of school going children at selected urban residences of Vijayapur

Sample: In this study, parents of school going children, who fulfill the sampling criteria was selected as sample.

Sampling method: In this study convenient sampling technique was used

Sample size: The sample size of this study is 60 parents of school going children of Vijayapur.

Sampling Criteria

Inclusion criteria

1. Parents who are willing to participate.
2. Parents who are present at the time of the study

Exclusion criteria

1. Parents who are not underwent training
2. Parents from other setting

Method of Data Collection

- Structured knowledge questionnaire was used for the management of behavior resulting from cartoon programme viewing among parents of school going children at selected urban residences

- Demographic data was used to collect information of parents of school going children
- Parental teaching programme was prepared to enhance the knowledge of parents of school going children

Results

Section 1: Analysis of the Demographic Variables of the Respondents

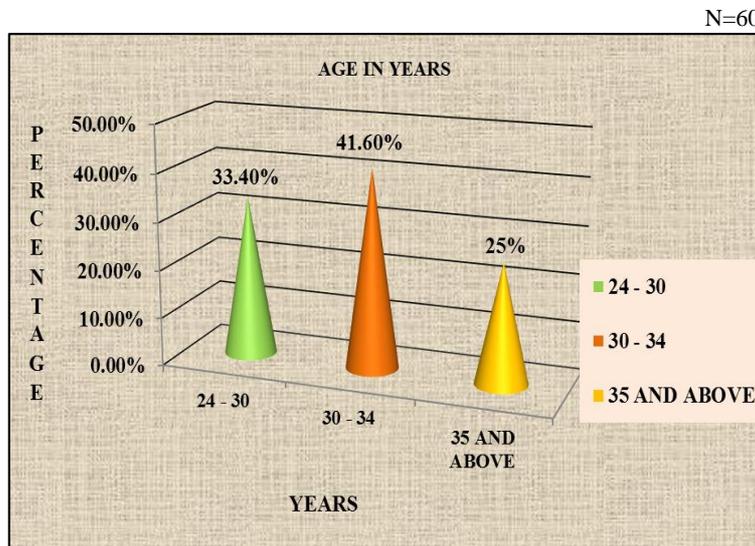


Fig 1: Cone diagram showing the distribution of respondents according to their age.

The above diagram shows the distribution of respondents according to age. In the group 41.6% of respondents were in the age group of 30-34 years, 33.4% of respondents were in the age group of 24-30 years and 25% of respondents were in the age group of above 35 years.

Educational status

The above diagram depicts the distribution of respondent's according to their educational status (mother). In the group 36.6% of respondents had High school level of education, 28.3% of respondents had primary level of education, 23.3% of respondents had Illiterate level of education, 5% of respondents had PUC level of education, 3.4% of respondents had Graduate level of education, and 3.4% of respondents had Postgraduate level of education.

Section: 2: Analysis Of The Existing Knowledge Regarding Management Of Behavior Resulting From Cartoon Programme Viewing Among Parents Of School Going Children In Selected Urban Residencies Of Bijapur In Pre-Test.

Table 1: Level of knowledge of respondents based on the scores in pre-test

Sl. No	Level of knowledge	Pre-test	
		Frequency	Percentage
1	Poor knowledge(0-14)	36	60%
2	Moderate knowledge(15-28)	24	40%
3	Good knowledge(29-43)	0	0%
Total		60	100

Table 1: Shows the frequency and percentage distribution of pre-test scores of the respondents.

The above table reveals the distribution of respondents according to pretest level of knowledge majority 60% had poor knowledge, 40% had moderate knowledge and none of respondents had good knowledge respectively

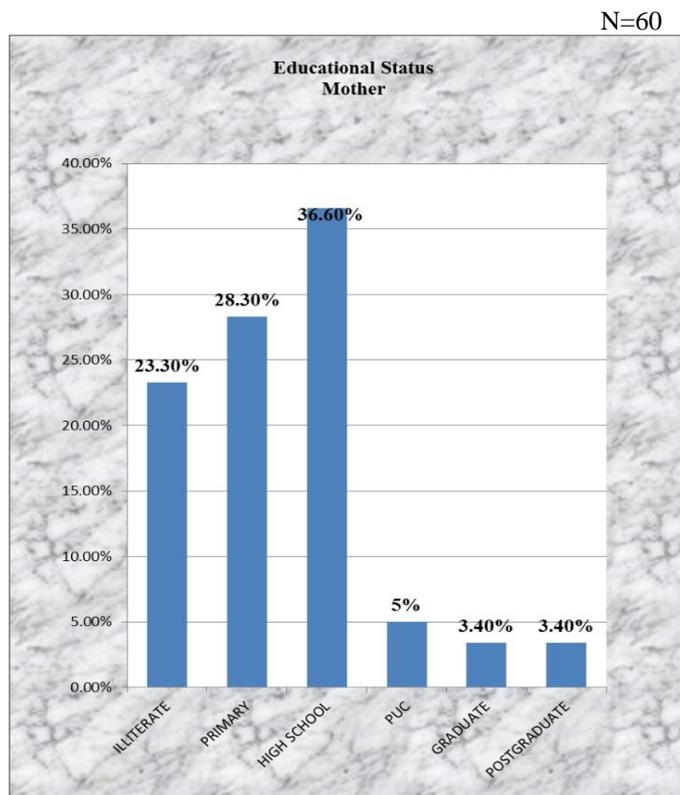


Fig 2: Bar diagram showing the distribution of respondents according to their

Table 2: Pretest Area Wise Knowledge Score of Respondents:

N=60					
SI. No	Area wise	No of items	Mean	SD	Mean %
1	General information regarding cartoon programme	9	2.5	1.24	31.25
2	Physical effects of cartoon	4	1.28	0.79	32
3	Psychological effects of cartoon	13	4.26	2.10	32.76
4	Management of behavioral problems	17	5.7	2.41	31.76
Total		43	13.74	5.13	31.95

The above table 2 depicts that the overall mean value is 13.74 with standard deviation of 5.13 suggesting the respondent distribution around mean. Total mean percentage of knowledge score is found to be 31.95%. Mean percentage area wise were found to be in the aspect of psychological

effects of cartoon 32.76%, physical effects of cartoon 32%, management of behavioral problems 31.76% and information regarding cartoon programme 31.25% respectively.

Table 3: Analysis of the existing knowledge assessment of parents of school going children on behavioral management on viewing of cartoon programme in selected urban residencies of Bijapur in Post-test. Level of knowledge of respondents based on the scores in post-test

N=60			
SI. No	Level of knowledge	Pre-test	
		Frequency	Percentage
1	Poor knowledge (0-14)	0	0%
2	Moderate knowledge (15-28)	36	60%
3	Good knowledge (29-43)	24	40%

Table 3: Shows the frequency and percentage distribution of post-test scores of the respondents. The above table reveals the distribution of respondents according to post-test

level of knowledge, 0% had poor knowledge, 60% had moderate knowledge and 40% had good knowledge respectively

Table 4: Post-Test Area Wise Knowledge Score of Respondents

N=60					
SI. No	Area wise	No. of items	Mean	SD	Mean %
1	General information on cartoon programme viewing	9	4.6	1.03	57.5
2	Physical effects of cartoon	4	2.4	0.7	60
3	Psychological effects of cartoon	13	7.81	1.6	60.07
4	Management of behavioral problems	17	12.63	2.74	74.29
Total		43	27.44	3.85	63.81

The above table 4 represents that the overall mean value is 27.44 with standard deviation of 3.85 suggesting the respondent's distribution around mean. Mean percentage of overall knowledge score is found to be 63.81%. Mean percentage area wise are found to be management of

behavioral problems 74.29%, psychological effects of cartoon 60.07%, physical effects of cartoon 60% and information regarding cartoon 57.5% and respectively.

Section 3: Effectiveness of Parental Teaching Programme

Table 5: Effectiveness of parental teaching programme on management of behavior among parents of school going children

N=60							
Overall knowledge	Mean	SD	Enhancement	Enhancement %	Df (59)	t-value	Inference
Pre-test	13.74	5.13	13.68%	31.81%	2.001	16.88	S
Post-test	27.44	3.85					

The above table 5 reveals that post-test mean knowledge score 27.44 is significantly higher than the pre-test mean score 13.74 with enhancement of 13.68. The statistical paired' t test for overall knowledge is found to be 16.88, which implies that the difference in pre-test and post-test knowledge score is found statistically significant at 0.05 level

The above table shows the enhancement in knowledge regarding management of behavior resulting from cartoon

programme viewing among parents of school going children parental teaching was significant. So, research hypothesis H₁ was accepted.

Section 4: Analysis Of Area Wise Comparison Of Pre-Test And Post-Test Scores Regarding Management Of Behavioral Problems Among Parents Of School Going Children.

Table 6: Area wise comparison of pre-test and post-test scores of respondents

N=60

SI. No	Aspects of knowledge	Pre-test (X)		Post-test (Y)		Enhancement (Y-X)	Enhancement %
		Mean	Mean%	Mean	Mean%		
1	General information regarding cartoon programme (9)	2.5	31.25	4.6	57.5	2.1	23.33
2	Physical effects of cartoon(4)	1.28	32	2.4	60	1.12	28.00
3	Psychological effects of cartoon(13)	4.26	32.76	7.81	60	3.55	27.30
4	Management of behavioral problems(17)	5.7	31.66	12.63	74.29	6.93	40.76
Total	43	13.74	31.95	27.44	63.81	13.7	31.81

The above table 6 reveals that area wise mean percentage of post-test knowledge score is 63.81% significantly higher than the pretest area wise pretest knowledge 31.95 with the mean score enhancement percentage 31.81, In aspect wise enhancement 40.76% in management of behavioral problems, 28.00% in physical effects of cartoon, 27.30% in psychological effects of cartoon, 23.33% in general information regarding cartoon programme. It is observed

that there is enhancement and scores in each area when compared to pretest knowledge scores to post-test knowledge scores

Section 5: Association between Post-test Knowledge of Parents Regarding Management of Behavior Problems of School Going Children with their Selected Demographic Variables

Table 7: Association between Post-test Knowledge scores with Selected Demographic Variables

Demographic Variables	χ^2	Table value	Df	P value	Remarks
Age in years	0.033	5.99	2	0.9836	NS
Educational status of the Father	0.132	5.99	2	0.9361	NS
Educational status of the Mother	0.074	5.99	2	0.9367	NS
Occupational status of the Father	0.039	5.99	2	0.9807	NS
Occupational status of the Mother	0.39	5.99	2	0.8228	NS
Monthly family Income	0.116	5.99	2	0.9436	NS
Type of family	0.116	5.99	2	0.9436	NS
Order of the child in the family	0.035	5.99	2	0.987	NS
Which school your child does go to?	0.044	5.99	2	0.9782	NS
With whom your child will view the programme?	0.044	5.99	2	0.9782	NS
How long your child watches cartoon in holidays?	0.107	5.99	2	0.9479	NS
How long your child watches television per day during school days?	0.085	5.99	2	0.9584	NS
What time and day the child watches TV?	0.107	5.99	2	0.9479	NS
Which is the favorite cartoon programme for your child?	0.026	5.99	2	0.9871	NS
Whether your child remains under the spell of cartoon characters after watching them?	0.035	5.99	2	0.987	NS

$X^2_1 = 0.033$, $X^2_2 = 0.132$, $X^2_3 = 0.074$, and $X^2_4 = 0.039$; $p < 0.05$ not significant

Data presented in Table 7 indicates that in the post-test the calculated chi-square values of demographic variables like age, sex, education, occupational status, hours of TV viewing is not significant at 0.05 level of significance.

Recommendations

Based on the study findings, the following recommendations were made for further study,

- Comparative studies can be done in urban and rural area for the prevalence of behavioural changes among parents of school going children through cartoon programme viewing.
- A similar study can be conducted in different settings like Private schools and govt schools, CBSE and State syllabus, working and Non-Working parents.
- An interventional study can be conducted with control group
- It can be repeated on large samples

Conclusion

Cartoons also need to be supervised and children need to be aware of what they are watching. Children should be made conscious through courses or seminars that emphasize issues such as TV program selection and program analysis.

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