Impact of Television on the Academics of High School Students

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Abstract: The main aim of this study is to determine the impact of television viewing on the academic achievements of high school students. A sample of 100 students was drawn randomly from two different high schools of Kanyakumari and Pudukottai district of Tamilnadu. Heavy and low TV viewers were identified on the basis of questions they answered on the questionnaire. Also the student's social economic status was identified and the data was analyzed through the marks scored on their recent past exam conducted in their school. The research revealed that no significant difference in between the academic achievement of school going high school who are both heavy and light viewers.

Keywords: Heavy and Light viewers; TV Watching; Social economic status; High School Students; Academic performance.

1. Introduction

The main aim of this study is to see the impact of TV viewing on the educational achievements of school-going age youngsters. More specifically, the study addressed an intensive survey to determine the impact of television on the academic achievements of high school students.

Television is one of the powerful electronic media of mass communication, which invented in the year 1920. Television's impact on society has been profound. It has changed the lifestyle of people and become a major influence on the culture. Unlike printing, which took hundreds of years to influence the culture, television's impact was almost instantaneous.

Television is currently undergoing major changes with a wide variety of technological developments including advances in cable television, fiber-optics, satellite communication, digital expression, and the merger of television, computer and telephone technologies. Interactive TV, virtual reality and holography may be new forms of television entertainment.

Despite the widespread use of computers and also the web, television (TV) remains the dominant form of media in children's lives. A recent nationally representative survey found that the Broadcast Audience Research Council (BARC)'s Broadcast India survey. This indicates that despite the proliferation of smartphones and low-cost data, which have fueled the rise of on-demand entertainment networks like Hotstar and Netflix, Indians remain invested in television sets. "India is a country driven by family viewing and this shows within the increase within the variety of TV households," Partho Dasgupta, corporate executive of BARC India, aforementioned during a statement.

2. Objective

- To identify heavy and low television viewers.
- To find and compare the academic achievement of heavy and low TV viewers on the basis of gender and socio-economic status.

3. Hypothesis

- There will be no significant difference between the academic achievements of high school students who are heavy viewers and light viewers.
- There will be no significant difference between the academic achievements of high school students of male and female, who view television.
- There will be no significant difference between the academic achievements of high school students of upper social-economic levels and lower social-economic levels, who view television.

4. Theoretical framework

Cultivation theory: According to cultivation theory, there are two types of television viewers it was based on the amount to time they spend on watching the television. The two types of television viewers are Heavy viewers and Light viewers. People who spend more than four hours per day on television are known as heavy viewers and the people who spend less than four hours on television are known as light viewers. Also, the theory states that there will be a significant behavior change when the people were exposed to spend more time on television where they are influenced by the content they watch on the television.

5. Review of literature

On weekdays, more than 50% of students spend their time watching television and 60% of parents hardly or never check or restraint their television viewing habits. (Levine & Levine, 1996).

The time spent on watching television is typically 27 hours per week while the average reading time is 8.1, which measures up to a ratio of 3 to 1. (Angle, 1981). Surveys too support the data that children read too little and watch TV too much. (Levine & Levine, 1996; Wells & Blendinger, 1997).

The negative after effects of watching too much television

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may include the furtherance of mindless consumerism and vulnerability among our youth. (Levine & Levine, 1996).

The habit of watching television increases gradually during junior school years and decreases aftermath. The best time to mould their tv viewing habits are the years before and after adolescence. (Clark, et al., 1978). People with little or no education and low income are prone to watch more television. (Housden, 1991; Mediamark Research Inc, 1996).

Adolescents who watch television during late night tend to have more television viewing than others. (Potter, 1987). Teens who watch less tv are more likely to continue their education by enrolling in college (Corporation for Public Broadcast, 1993).

Patrick (1991) discovered that achievement in schooling and studies is directly connected with with "limited television viewing". Felter (1984) reported that achievement scores were "sharply lower" among students who watched more television.

6. Methodology

A quantitative method was used to attempt to find out the extent and effect of the practical problem of heavy viewing of television for more than 4 hours on the education of adolescents. In the study, we aim to produce generalizable knowledge about the causes of heavy television viewing and its effects.

A questionnaire prepared with an aim to collect the social, economic and academic status of the sample was used to conduct the survey online. A stratified sampling method was used to select 25 boys and 25 girls from two high schools each. Thus, the sample size of the research is 100. The questionnaire collected information on their recent examination results, the hours they spend on television viewing, their opinion on whether they apply what they learn from television to practicality and their opinion on whether they think television helps in their betterment or decrement. Details on the hour's students spend on television, the genre of programs which interest them most, and also the time of the day when they watched more television was also collected. Students' opinion on whether they think their academics will improve if their television time was restricted was also recorded.

The data was analyzed and inferred with the details such as the social background, economic background, hours a student spends on television and hours a student spends on reading. The data was coded and closely examined to identify broad themes and patterns.

7. Data analysis and interpretation

Table 1
Heavy viewers and Light viewers according to Gender

Type of viewers	Male	Female	Percentage
Heavy viewers	15	22	37%
Light viewers	35	28	63%

My Data collection is through survey of questions in google forms, my respondents are high students from different social economical level age from 14-15, 30 questions are given to 100

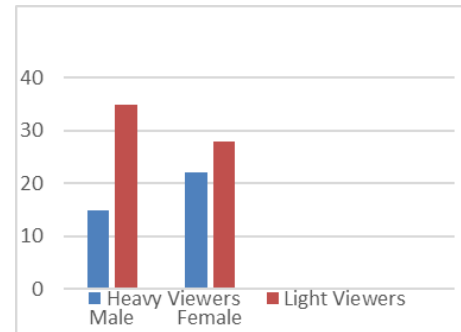respondents were 50 male and 50 female students.

Fig. 1. Heavy viewers and light viewers according to gender

This data shows that female students spend more time on tv than male students.

Table 2
Heavy viewers and Light Viewers according to Socio-Economical Status

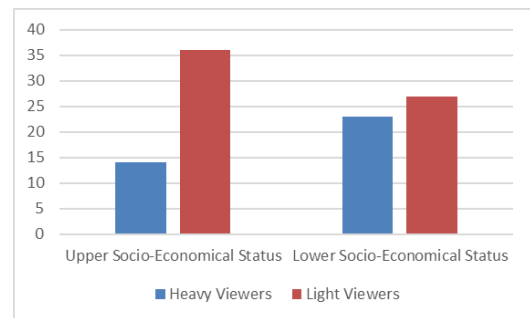| Socio-Economical Status	Heavy Viewers		Light Viewers	
Gender	Male	Female	Male	Female
Upper Socio-Economical Status	6	8	19	17
Lower Socio-Economical Status	9	14	16	11

Fig. 2. Heavy viewers and light viewers according to socio-economic status

Table 3
Viewers - Academic achivements

S.No.	Particular	Academic Results			Total
		Below 49%	50% to 69%	70% & above	
1	Heavy Viewers	16	15	6	37
2	Light viewers	6	27	30	63
	Total	22	42	36	100

Table 4
Socio-Economic Level – Academic achievement

S.No.	Particular		Academic Results			Total
			Below 49%	50% to 69%	70% & above	
1	Upper Socio-Economic Level	*Heavy Viewers*	1	7	6	14
		Light Viewers	3	18	15	36
2	Lower Socio-Economic Level	*Heavy Viewers*	15	8	0	23
		Light Viewers	3	9	15	27
	Total		22	42	36	100

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Upper social economic status people spend less time on tv than lower Socio-Economical Status

Lower social economic status people spend more time on tv than lower Socio-Economical Status when compared to upper social economic status people.

Table 5
Gender – Academic achievement

S.No.	Particular		Academic Results			Total
			Below 49%	50% to 69%	70% & above	
1	Male	Heavy Viewers	7	6	2	15
		Light Viewers	4	17	14	35
2	Female	Heavy Viewers	9	9	4	22
		Light Viewers	2	10	16	28
	Total		22	42	36	100

It also found that the academic performance of the students who are heavy television viewers and who were female (girls) were academically slightly better than male (Boys). Girls spend more time on tv still they managed to do better performance on academics by managing the time efficiently.

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8. Findings and conclusion

There is a slightly positive relationship between television viewing and academic achievements of the students who view television. The students who view television managed to obtain higher grades than those who do not view. It also found that the academic performance of the students who are heavy television viewers and who were female (girls) were academically slightly better than male (Boys). It is significantly better than others that the students who were television viewers and were studying in urban areas, (private, English medium and large schools, and upper socio-economic levels) their academic achievements were comparatively better than others were. Up to one hour to two hours per day viewing may enhance academic achievements slightly because it allows a child to have enough time for home work and other routine study. Viewing T.V. beyond two hours a day, leads child academic achievements to diminish. Additional viewing apparently has negative impact on children's academic performances. Over all, outcomes of the study, shows social economic status also plays an important role because of the high-status people the place they study which is more effective if boost their academic performance while compared to the people who are in low economic status.

9. Questionnaire

1. Name
2. Age
3. Gender
4. Email
5. School name
6. Type of school you study?
7. What is your father's occupation?
8. What is your mother's occupation?
9. What is your family's monthly income?
10. What type of house do you live in?
11. What type of place you live in?
12. Does your family own a car?
13. Do you have a TV at your home?
14. What type of TV do you use?
15. How often do you watch TV?
16. How many hours do you think you spend watching television entertainment a day?
17. What do you watch mainly?
18. How many movies do you watch a week?
19. What programs do you watch on TV?
20. Do you binge watch?
21. Do you think your parents like you watching television?
22. Do you apply the lessons learned on television in your daily life?
23. If you are asked not to watch TV anymore, do you think your marks can improve?
24. Do you study daily at your home?
25. How much time you devote on average for your home works assigned by the school?
26. Do you think that watching television help you to get good marks?
27. Percentage of total marks you scored on last exam?
28. Do you usually get pass marks in all the subjects?

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