

The Relationship amongst Parental Supervision, Education, age and television Viewing Habits

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Abstract- This study examines the relationship with children's television viewing and the influence of parental supervision and that relationship by examining factors such as parents education and age. Questionnaire method is used to collect data from sample. Survey of N=315 with a questionnaire from 315 working parents. Various variables have an influence on parental mediation. Parents gender, age, education were primary indicators of the amount and quality of parental mediation. In this study Statistical significant relationship were found in parental education, age and mediation.

Key words: Television, Parental mediation, Education, Viewing Habits

1. INTRODUCTION

Mediation has not been defined consistently. As a result, many different definitions of this term exist. However, researchers endorsing the various conceptualizations agree that mediation refers to interactions with children about television. Although a number of individuals can provide mediation, such as siblings, peers, and adults, the term is commonly used to signal parent-child interaction. The focus of this entry, therefore, is on parental mediation.

Parental mediation can take several different forms. Amy Nathanson (1999) has distinguished these forms as active mediation, restrictive mediation, and co viewing. Active mediation refers to the conversations that parents can have with their children about television. Sometimes these conversations are generally negative in tone, such as when parents tell their children that what they are seeing on television is not real or that they disapprove of the behaviors of the television characters or the program in general. In this case, the parent-child communication is called "negative active mediation." However, parents can also say positive things about what their children watch on television.

Restrictive mediation includes the rules and regulations that parents institute regarding the television viewing of their children. Parents can create rules about the kinds of programs that their children are allowed to watch, how much they can watch, and when they can watch it. Parents can also vary in how strict they are in enforcing the rules. That is, some parents may have a lot of television viewing rules, but may not enforce all of them. Others may have just a few rules that they ensure are never violated. The combination of the kinds of rules and how strictly they are adhered to constitutes the level of restrictive mediation.

Co viewing occurs when parents watch television with their children. Although parents may discuss the television content with their children while viewing with them, it is important to note that co viewing occurs regardless of whether active mediation occurs. As a result, co viewing describes a much more passive form of behavior in which the parent simply watches television with the child. The distinction between active mediation and co viewing is an important one to make, as the two concepts reflect unique forms of behavior that are associated with very different kinds of effects.

1.1.1 Significance of the study:

The present study is proposed to investigate a few subjects relating to Parental supervision of children's television viewing habits and examining factors such as parents education, income and age. This study would make an attempt to identify the parental supervision of television viewing habits and its effects.

1.1.2 Research problem:

Watching television can be an important part of children's and parents fruitful interaction. Because they are spending lot of time watching television. Shared television viewing among parents and children is a way for family members to bond with each other and gives parents something to talk about with their children.

2 .LITERATURE OF REVIEW

Flordeliz Lualhati Abanto (2004) analyzes the relationship among the factors: socio-statistic profile, impression of Television programs, routine with regards to parental intercession, and TV introduction. An overview of 300 youngsters (matured 8-13 years of age) also, 300 guardians from global and neighborhood Thai schools in Bangkok uncovers that paying little mind to age, sex, and ethnic cause, youngsters have high TV introduction (over 2 hours every day and day by day). Most settle on their own program decisions and just have asserted their folks set standards on their TV seeing. Kind of school visited and the nearness of dads at home impact youngsters' dimension and recurrence of Television introduction. Kids' sex, ethnic birthplace, and school impact recognitions towards some TV programs; also, their school, age, sex, and family relations influence intervention style.

Parental mediation is usually discussed about supervising and guiding children's media use have been the most defining issue (Seon & Doohwang, 2010). Mediation may be dependent upon parents' accessibility to children and parent-child engagement in certain types of shared activities (Warren, Phil, & Mary, 2010). According to warren (2001), the global parental involvement consists of two dimensions: (a) accessibility to children, and (b) engagement in childrearing and shared activities.

Douglas A. Gentile, Amy I. Nathanson and Eric E. Rasmussen, Rachel A. Reimer, David A. Walsh (July 2012) made a study on "Do you see What I See? Parent and Child Reports of Parental Monitoring of Media". This is the literature review for the paper which deals with the negative effects of the media towards parents. Research was rarely conducted with the elementary school children and leaves open questions whether parents or the children are better reporters. It was conducted for around 1323 children and their parents and teachers. Research was separated with the child age, child sex, parent status, parent marital status, parent income. Parents and children reported on four aspects of monitoring of TV and video games. Parents were almost equally good predictors of children's screen active mediation, media effects, middle childhood, parental monitoring time, media violence exposure, and teacher reports of school performance. As a result, children were considered as better predictors.

3. RESEARCH METHODOLOGY

1.3.1 Objectives of the study

1. To determine children's relationship with television viewing and the influence of parental supervision
2. To determine the influence of parental education and children's television viewing.

1.3.2 Research question

1. Do parents who believe that television imparts life skills and values to their children
2. Do parents have different beliefs about the effect of watching violence and inappropriate programs

The study was conducted among 315 educated parents of Tirunelveli, Tuticorin and Kanyakumari district. The investigator adopted the survey method to study children's relationship with television and the influence of parental mediation. Data are collected from educated parents through a questionnaire. Secondary data were collected from various books, journals, reviews and websites. Data were gathered using a questionnaire to determine the parental television mediation was measured using the typology developed by Valkenburg et al. (1999). Fifteen Likert-type scale items measured the frequency with which parents co-viewed, restricted, and instructive based television viewing.

The survey was distributed randomly, face to face to families living in three district. The statistical package SPSS was used to analyze the data. Descriptive statistics was used to report the percentage for each question in the questionnaire. Statistical test such as chi square were used to test parents level of education are related to parental supervision. Correlation was used to test the relationship between parental mediation and children's television viewing.

4. DATA ANALYSIS

Table :4.1

Age of the Respondent

Age	Frequency	Percent
Below 30 years	79	25.1
31 to 40 years	190	60.3
41 years and above	46	14.6
Total	315	100.0

The above table shows the age level of the respondents those who suggested their own opinion. Broadly the age group was divided into three major slabs below 30 years, 31 to 40 years and 41 years and above. In this more than half (60.3%) of the respondents belong to the age group of 31 to 40 years, (25.1%) of respondents belong to the age group of below 30 years, and (14.6%) of the respondents belong to the age group 41 years and above.

Table :4.2

Gender of the Respondent

Gender	Frequency	Percent
Male	112	35.6
Female	203	64.4
Total	315	100.0

For the present research took a sample of 315 sample of parents who are employed and working from three district. The above table shows the gender of the respondents. In this majority of the respondents (64.4%) of the respondents are mothers (ie.) Females. (35.6%) of the respondents are fathers (ie.) Males

Table:4.3
Education of the Respondents

Education	Frequency	Percent
Diploma	85	27.0
Under graduate	99	31.4
Post graduate	121	38.4
Postgraduate and above	10	3.2
Total	315	100.0

The above table represents the educational level of the respondents. As seen from the table (27%) of the respondents are educated up to diploma, (31.4%) of the respondents are educated up to under graduate level of education, (38.4%) have studied up to post graduate level of education and only (3.2%) of the respondents have a post graduate and above level of education.

Table:4.7 Table :4.4
Family Income of the Respondent

Family Income	Frequency	Percent
Upto 15000 rupees	41	13.0
15001 to 30000 rupees	156	49.5
30001 rupees and above	118	37.5
Total	315	100.0

As observed from the above table, (13%) of the respondents have their family income upto Rs. 15000, (49.5%) of the respondents have their family income between Rs.15001 to 30000 and (37.5%) of the respondents have their family income above Rs. 30001.

Table: 4.5**Imparts life skills and values to children**

Imparts life skills and values	Frequency	Percent
Strongly Agree	1	.3
Agree	163	51.7
Neutral	28	8.9
Disagree	64	20.3
Strongly Disagree	59	18.7
Total	315	100.0

In this table shows that television programs imparts life skills and values. In that the majority (51.7%) of respondents reported that they agree that the television program imparts life skills and values to their children. In this (20.3%) of people disagree this question, (18.7)% of the respondents are strongly disagree. (8.9%) of the respondents neutral to this question. Very low (0.3% of the respondents strongly agree.

Table: 4.6**Explain children about Violents and Its Negative effect**

Explain Violents and Its Negative effect	Frequency	Percent
Agree	101	32.1
Neutral	97	30.8
Disagree	73	23.2
Strongly Disagree	44	14.0
Total	315	100.0

In this table respondents asked he questions explain their children about the violents and its negative effects. In that the majority (32.1%) of respondents agree that they explain thier children negative effects of violence. 30.8% of the respondents reported neutrally and 23.2% of the respondents strongly disagree that they wont explain their children to violence and its negative effect. Loe percent (14.0%) of the respondents are agreed.

Table: 4.7

Watching inappropriate program

Watching inappropriate program	Frequency	Percent
Strongly Agree	15	4.8
Agree	89	28.3
Neutral	113	35.9
Disagree	93	29.5
Strongly Disagree	5	1.6
Total	315	100.0

Respondents asked the question whether they take necessary action watching television programe beyond the time limit. In that the majority (35.9%) of respondents reported neutrally take necessary action beyond the time limit, (29.5%) of the respondents disagree with this question. (28.3%) of the respondents strongly agree and (1.6%) of the respondents stongly disagree.

Table :4.8**Chi-Square test in instructive, restrictive mediation and education**

	Instructive mediation	Restrictive mediation	Education
Chi-Square	92.160 ^a	31.360 ^a	88.390 ^b
df	1	1	3
Asymp. Sig.	.000	.000	.000

The calculated value of Chi-Square is greater than the table value. The hypothesis is rejected at 5% level of significance we may conclude that is significant association. Significant relationship was found between instructive, restrictive and education.

Table : 4.9**Correlations in Instructive Restrictive and Co viewing**

		Instructive mediation	Restrictive mediation	Co viewing
Instructive mediation	Pearson Correlation	1	.469**	-.340
	Sig. (2-tailed)		.007	.465
	N	315	315	315
Restrictive mediation	Pearson Correlation	.469**	1	-.114
	Sig. (2-tailed)	.007		.910
	N	315	315	315
Co viewing	Pearson Correlation	-.340	-.114	1
	Sig. (2-tailed)	.465	.910	
	N	315	315	315

** . Correlation is significant at the 0.01 level (2-tailed).

In addition to the analysis of variance, some of the quantitative variables are correlated with the three types of mediation

From the above table, Instructive mediation and restrictive mediation does not correlate. Instructive mediation and co viewing highly correlated

Restrictive mediation Instructive mediation does not correlate, Restrictive mediation and Co viewing highly correlated.

Both Instructive mediation and Restrictive mediation highly correlated with Co viewing

The logo for JETIR (Journal of Emerging Technologies and Innovative Research) is a large, light grey watermark in the center of the page. It features a shield-like shape with a laurel wreath border. Inside the shield, the word "JETIR" is written in a large, bold, serif font. Below the shield, there is a colorful, multi-petaled flower-like graphic with petals in shades of red, orange, yellow, green, and blue.

5. FINDINGS

The present study has been carried out to find out the parental supervision of children's viewing habit and its effects. The study was conducted in tirunelveli, tucicorin and kanyakumari district of Tamilnadu and covered a sample of 315 parents. Questionnaire was used for collecting the data from the respondents. The collected data were analyzed with various statistical techniques. Descriptive statistics was used to report the percentages for each question in the questionnaire. The age level of the respondents those who suggested their own opinion. In this study more than half of the respondents belong to the age group of 31 to 40 years, twenty percent of the respondents belong to the age group of below 30 years, and fourteen percent belong to the age group 41 years and above. In this children of parents who were the age group 31 to 40 years tended to consume more television than below 30 years and above 40 years. More than fifty percent of the respondents are mothers than fathers.

When asking about the educational level of the respondents majority of the respondents are educated up to post graduate level of education, twenty percent of the parents are educated up to diploma, thirty one percent of the parents educated up to under graduate level. Only three percent of the respondents have a post graduate and above level of education. As observed, the family income of the respondents thirteen percent of the respondents have their family income up to Rs. 15000, forty nine percent of the respondents have their family income between Rs.15001 to 30000 and thirty seven percent of the respondents have their family income above Rs. 30001.

To identify some features of viewing behavior respondents are asked about their television viewing habits. When asked the question watching television imparts life skills and values to my children. In that fifty one percent of the respondents are agree to this question twenty percent disagree, eight percent of the respondents reported that they are neutral to this question. Majority of the parents express their disapproval of violent scene, hundred and twelve percent of the parents strongly agree that violence and inappropriate programs on television harmful to children and taking measures to limit their children's exposure to such kind of television program for the safety of children. When asked about the question explain my children about violence and its negative effects. Hundred and one percent of the respondents agreeing that parents teach their children the negatives effects of program appear on the television. When analyzing relationship between parents education and mediation. A chi square test of independence was performed to examine the relationship between parent's education and mediation. There is significant relationship between parent's education and parental television mediation.

In addition to the analysis of variance, Pearson correlation was used to test the instructive, restrictive and co viewing mediation. In this result instructive mediation and restrictive mediation does not correlate but Instructive mediation and co viewing highly correlated. Restrictive mediation with Instructive mediation does not correlate but Restrictive mediation and Co viewing highly correlated. Both Instructive mediation and Restrictive mediation highly correlated with Co viewing

6. CONCLUSION

Parents play an important role in children's television mediation. First objective predicted that there is significant difference between instructive, restrictive and co viewing. Pearson product moment correlations test was performed to find the relationship of three mediation. It shows that all variables were significantly correlated with each other. Parental education is another important factor. Educated parents also had more interaction and discussion with their children about television programs. Second objective predicted that there would be a significant relationship between parents Education and restrictive, instructive mediation. The results of the study illustrates that the parents level of education is directly linked television viewing A chi square test revealed that instructive mediation, restrictive mediation and Parents Education. The hypothesis is rejected at 5% level of significance. There is significant relationship between education and mediation. The result suggest that educated parents had important role in their children's viewing and development of children's learning experience

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