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INFLUENCES OF TELEVISION ON CHILDREN IN THE ERA OF SOCIAL MEDIA

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Abstract : The emergence of social media pushes television as a traditional medium. Television possesses the form of mainstream as it reaches its place in a short duration, instead, social media is getting updated frequently with more advancements. Social media is one of the powerful tools that drains time and the main concerns influencing young minds, positively and negatively. Social media is helping us to share, learn, and communicate more effectively. Eventually, it has many dangerous effects, but the negative effects should be reduced by enhancing the knowledge through media literacy. Now, we are passing through many social issues like sexual harassment, gender disparity, honour killings, cybercrimes, etc., and our children should be educated to overcome all these social issues. Although we are in the era of social media, television plays a vital role in influencing children's behaviour. Since our children are the building blocks of our country, we should bring them up in the right way and mould them in the development stage by giving them an apt education. For this reason, the researcher wants to review the viability of television in this age of social media by studying the television-watching behaviour of children. Uses and Gratification Theory is the basis for this study. Data were collected by the survey method, and simple random sampling was followed to collect the data. The data were examined properly and tabulated.
Index Terms: Viability of television, Influences of television, social media, Uses and Gratification Theory.

I. Introduction

Television is one of the viable mass communication media used to entertain, educate, inform, and advertise, which also serves as a valuable educational tool for children. The influence of television means taking an active role in changing attitudes and behaviours, creating or resolving issues and reducing or boosting the viewer's self-esteem by using television programs Any online-based medium that transmits news and entertainment is called social media. Education is an important key for children which helps them to open doors and to grow into responsible adults. The term 'education' means mandatory schooling and provides good knowledge about our culture, games, art and aesthetics, sex and gender equalities, society, heritage, sovereignty, etc. Children need value education and sex education to decide their critical circumstances and they can be genuine in their sensual needs. Children must know the culture of our society, gender equality, National sovereignty, the pros and cons of technology /social media, and sex education. In today's educational scenario, value-based education is more than a buzzword. As society becomes increasingly complex with social media and other things, there is a need to impart values and ethical norms to our younger generation. Value education provides an excellent foundation for children and a methodology to develop children's inherent values like moral and ethical, and cultural values like honesty, respect, empathy, integrity, and responsibility while blooming their academic skills. Imparting value-based knowledge can be possible with value-based television programmes. Numerous studies proved that television is a stress buster by taking our children to a fantasy world. Children easily adopt whatever they see in television programmes as they imitate the characters that impress them.

Television was invented by the Scientist Baird in 1927 and originated in India in the year 1957. For the last six decades, television has been influencing people's minds and serving us as powerful entertainment and informative

media. Informing, educating, and entertaining are the three main functions of television. Television can be called an Infotainment medium, as it broadcasts programmes to entertain and to inform.

1.1Television vs. social media

After the emergence of social media, Television became a outdated form of media. It retains the form of mainstream as it reaches its position in a short duration, in contrast social media is getting updated recurrently with new expansions. Television can display stories, that are more observable than social media like YouTube or Twitter. Television is passive but more accurate than social media. Televisions are common and can be viewed in a household in the living room however social media is more private for a person. The time spent by the children on television is 4 hours whereas the time spent on social media is about 9 hours

Addiction is comparatively more prevalent in social media. The rate of frequency of screening is less given that volunteer action is necessary to view the TV programs while the frequency of viewing social media is more due to anxiety.

According to the American College of Obstetricians and Gynaecologists, social media has a lot of positive as well as negative effects, the positive can be utilized in a good way and the negatives like cyberbullying, sexting, internet addiction, pornography, sleep deprivation, and digital footprints should be reduced with adequate knowledge and monitoring them in a right manner.

1.2 Statement of the problem

Due to the widespread availability and compatibility with mobile devices, children can use the social media sites such as WhatsApp, Instagram, Snapchat, Twitter, and others. When using social media, children are granted more privacy, which allows undesirable, unethical programs to observe them and trap them. They ought to receive instruction on how to use social media. Our children should be given proper literacy to safeguard them from social evils. As television is one of the best channels to educate children, we must regulate how popular it is among kids and their viewing behaviour.

1.3 Limitations of the study

As the study is solely dependent on the respondent's thoughts and perceptions, it seems to have limitations. The researcher felt that the biased opinion of the respondents may limit the validity of the study and it was conducted only in the Trichirapalli District.

II Literature Review

Rajesh, V., & Priya, M. conducted a study titled "Television and Social Media Usage Among Tamil Nadu's Youth." This study explores how young people in Tamil Nadu balance their time between television and social media. It investigates the shifts in content consumption patterns and examines the role of parental guidance in media consumption. The research emphasizes the positive and negative impacts of social media on youth behaviour and highlights the continuous relevance of television in their lives.

Kumar, S., & Natarajan, R. (2019) conducted a study titled "Impact of Television on Child Development in Tamil Nadu." This research examines how television viewing affects the development of children in Tamil Nadu, assessing both its educational benefits and potential negative impacts, such as decreased physical activity and exposure to inappropriate content. The study offers recommendations aimed at parents and educators to address these challenges effectively.

Lakshmi, M., & Ramesh, K. (2021) authored a paper titled "Role of Media Literacy in Tamil Nadu's Educational System." This study examines the importance of media literacy in Tamil Nadu's schools, highlighting efforts to educate students on responsible media consumption. Special emphasis is placed on achieving a healthy balance between television and social media. The research assesses the impact of these educational initiatives in fostering critical thinking skills among students.

Sharma, A., & Gupta, P. (2018) conducted a study titled "Media Consumption Patterns Among Indian Adolescents: A Comparative Analysis," published in the *Indian Journal of Media Research*. This research explores how adolescents in India consume media, contrasting their habits of television viewing with their use of social media. It investigates the reasons behind their preferences and evaluates the impact on their social behaviour and academic performance.

Singh, R., & Kaur, J. (2020) conducted a study titled "Television vs. Social Media: A Study of Indian Family Dynamics," published in the *Family Studies Journal*. This research explores how television and social media influence family interactions in India, examining differences in media consumption across generations within families and analysing the consequent effects on family cohesion and communication.

Patel, D., & Mehta, S. (2019) explored the impact of educational television programs on Indian children in their study titled "Educational Television Programs and Their Impact on Indian Children," published in the *Journal of*

Educational Media. The research focuses on assessing various television programs' effectiveness and educational value to enhance children's knowledge and skills.

Johnson, L., & Wong, T. (2019) conducted a literature review titled "Television and Social Media: Global Trends in Youth Media Consumption," published in the *International Journal of Media Studies*. This review explores worldwide trends in media consumption among youth, emphasizing the interplay between television and social media. It discusses changing preferences and considers how cultural differences shape these patterns.

Brown, M., & Taylor, H. (2020) authored a review titled "The Role of Television in Childhood Education: An International Perspective," published in the *Global Education Review*. This review investigates how television serves as an educational tool across different countries, assessing the effectiveness of educational programs within various cultural contexts. Additionally, it addresses the challenges associated with integrating television with newer digital media platforms

Kim, J., & Martinez, L. (2021) conducted a study titled "Social Media and Television: Comparative Effects on Youth Behavior," published in *Youth Studies Quarterly*. This research provides a comparative analysis of how social media and television impact youth behaviour on an international scale. It examines both the beneficial and detrimental effects of each medium, including their influence on social skills, mental health, and academic performance.

Himmelweit, H. T. (1970), concludes that television's appeal for children consists of giving them a chance to know, going behind the scenes, and learning about the world and people. On the emotional side, television offers security and reassurance through the familiar format and themes of many of its programs. It offers constant change and excitement.

According to the web journal "The Positive and Negative Effects of Social Media on Mental Health" by Spun Out, there are many positive and negative effects of social media on young ones but the negative effects can be moderated with any other activity.

The literature reviewed helps to draw a foundation and a research design for this study and to explore the gaps found.

2.1 Objectives

The major objective of this study is to create social media awareness among children. In addition, there are some specific objectives:

1.To study the Television viewing behaviour of the respondents. (children).

2.To observe the influences of television on the respondents.

3.To know the viability of television on the respondents.

2.2 Uses and Gratification Theory

Media theories see people as passive recipients of media messages, and the Uses and gratifications theory sees people as active consumers of media who are aware of the need they choose to consume media. According to Katz E, Gurevitch M, Haas H. On the Use of the Mass Media for Important Things. *Am Sociol Rev*. 1973;38(2):164-181. doi:10.2307/2094393, it includes five needs, the need to acquire information, the need to have aesthetic experiences, the need to strengthen confidence or credibility, the need to strengthen relationship with friends and family, the need to relax and escape by lessening one's awareness of self.

2.3 Hypothesis

1. 1.There is no significant difference between state board and matriculation board students regarding their accessibility to social media tools.

2. 2.There is no significant difference between the television-watching characters of the state board and metric board students.

III Research Method

The researcher has formulated the questionnaire for data collection using the identified indicators. The simple random sampling method is adopted for data collection. The data were collected from June 2023 to December 2023. Six hundred samples were collected from the school students of the Trichy district. The primary data were collected from the respondents through a structured questionnaire, and the secondary data was gathered from sources like books, previous related research studies, national and international journals and related web journals. The responses were edited and tabulated to suit the requirements of the study. The SPSS tools and techniques were used to analyse the data. This descriptive method of study attempted to describe the influence of Television on school children.

IV Analysis and Interpretation

Table 1 -Television Viewing Habits of the Respondents

S. No	Statements	Strongly Disagree	Dis agree	Neutral	Agree	Strongly Agree	Mean
1	TV watching time is generally fixed	101 (17%)	117 (20 %)	111 (19 %)	186 (31 %)	85 (14 %)	3.06
2	I usually select Programmes myself	107 (18%)	83 (14 %)	146 (24 %)	175 (29 %)	89 (15 %)	3.09
3	I often forget myself when I am watching TV	120 (20%)	63 (10 %)	162 (27%)	115 (19 %)	140 (23 %)	3.15
4	I usually watch TV alone	80 (13%)	78 (13 %)	136 (23%)	190 (32 %)	116 (19 %)	3.31
5	I want to watch TV alone	94 (16 %)	94 (16 %)	164 (27 %)	173 (29 %)	75 (13 %)	3.07
6	I often manage to find time to watch TV	92 (15 %)	96 (16 %)	141 (23 %)	175 (29 %)	96 (16 %)	3.15
7	I feel uneasy unless the TV is on	102 (17%)	74 (12 %)	133 (22 %)	190 (32 %)	101 (17 %)	3.19

Source: Primary data

The above table shows Television viewing Habits. The first statement reveals that one-third (31%) of the respondents agreed that Television watching time is generally fixed, 20 % disagreed, 19 % were neutral, 17 % of the respondents strongly disagreed, and the remaining 14 % strongly agreed. The mean value is 3.06. The second statement reveals that more than one-fourth (29 %) of the respondents agreed that they usually select programs themself, 24 % were neutral, 18 % strongly disagreed, 15 % strongly agreed, and the remaining 14 % disagreed. The mean value is 3.09. The third statement reveals that more than one-fourth (27%) of the respondents were neutral about often forgetting themselves when they are watching Television, 23 % strongly agreed, 20% of the respondents strongly disagreed, 19 % agreed, and the remaining 10 %of respondents disagreed. The mean value is 3.15. The fourth statement reveals that one-third (32 %) of the respondents agreed that usually they watch Television alone, 23 % were neutral, 19 % of the respondents strongly agreed, 13 % strongly disagreed, and the remaining 13% of the respondents disagreed. The mean value is 3.31. The fifth statement reveals that more than one-fourth (29 %) of the respondents agreed that they wanted to watch Television alone, 27 % were neutral, each16 % strongly agreed, and the remaining 13 % strongly disagreed. The mean value is 3.07. The sixth statement shows that more than one-fourth (29 %) of the respondents agreed that they often manage to find time to watch Television, 24 % were neutral, 16% strongly agreed, and the remaining 15 % of the respondents strongly disagreed. The mean value is 3.15. The seventh statement reveals that one-third (32 %) of the respondents agreed that they feel uneasy unless the Television is on, 22 % of the respondents were neutral, 17% strongly disagreed, and the remaining 12 % disagreed. The mean value is 3.19.

Table – 2 Opinion about benefits of TV

S. No.	Statements	Yes	No
1.	Source of conversational topic	351 (58.5%)	249 (41.5%)
2.	Help for understanding various perspectives and ideas	350 (58.3%)	250 (41.7%)
3.	Source of information indispensable in daily life	380 (63.3%)	220 (36.7%)
4.	Centre for family togetherness	342 (57%)	258 (43%)
5.	Way to get a taste of experiences not obtainable in reality	363 (60.5%)	237 (39.5%)
6.	Source of reference lifestyles and behavior	375 (62.5%)	225 (37.5%)
7.	Form of companionship	356 (59.3%)	244 (40.7%)

Source: Primary data

The above table reveals that 58.5% of respondents see TV as a source for conversational topics and 58.3% believe TV helps in understanding diverse perspectives and ideas. A significant 63.3% consider TV to be an indispensable source of daily information, 57% feel TV acts as a center for family togetherness, 60.5% view TV as a way to experience things not obtainable in real life, 62.5% consider TV a source of reference for lifestyles and behaviors, and 59.3% regard TV as a form of companionship.

Table 3 - Respondent's Opinion about the Devices Used to Watch Television

Statements	Regularly	Once in a while	Almost every time	Rarely	Never	Mean
Smartphones	128 (21.4%)	78 (13%)	143 (24%)	165 (28 %)	86 (14 %)	3.01
Laptops	144 (24%)	66 (11%)	121 (20 %)	157 (26 %)	112 (19 %)	3.04
Desktops	4 (0.7%)	578 (96%)	6 (1%)	10 (2 %)	2 (0.3%)	2.05
Tablet computer	156 (26%)	86 (14%)	126 (21%)	149 (24 %)	83 (14 %)	2.86
Tv monitor	388 (65%)	28 (5%)	74 (12%)	75 (12 %)	35 (5 %)	3.15

Source: Primary data

Based on the respondents' opinions, television monitors remain the most frequently used device for watching television, with 65% using them regularly and an average mean score of 3.15. Smartphones and laptops are also popular, with 24% and 20% using them almost every time, respectively, and mean scores of 3.01 and 3.04. Tablet computers see moderate usage, with a mean score of 2.86. Desktops are the least used devices, with a mean score of 2.05 and only 0.7% using them regularly. These findings indicate a strong preference for traditional TV monitors and portable devices like smartphones and laptops for television viewing.

Table – 4 Ranking the accessibility of their social media tools

Ranks	TV Monitor		Smart Phone		Laptop		Desktop		Tablet computer	
	n	***%***	***N***	***%***	***n***	***%***	***n***	***%***	***N***	***%***
1	***143***	***23.8***	142	23.7	86	14.3	86	14.3	95	15.8
2	122	20.3	***169***	***28.2***	153	25.5	128	21.3	79	13.2
3	143	23.8	141	23.5	***158***	***26.3***	143	23.8	122	20.3
4	115	19.2	83	13.8	96	16.0	***163***	***27.2***	92	15.3
5	77	12.8	65	10.8	107	17.8	80	13.3	***212***	***35.3***
Result	*1st*		*2nd*		*3rd*		*4th*		*5th*	

Source: Primary data

The data ranks the accessibility of social media tools among students based on their preference for different devices: TV monitors, smartphones, laptops, desktops, and tablets. Smartphones and TV monitors are the most accessible tools, both ranking first (23.7% and 23.8% respectively). Laptops follow closely, ranked third with 26.3% of students preferring them. Desktops and tablets are less favored, with desktops most commonly ranked fourth (27.2%) and tablets ranked fifth (35.3%).

This distribution suggests that students predominantly access social media through mobile devices like smartphones and tablets, with laptops and desktops being less common. TV monitors are also a significant access point, likely due to their versatility and availability in homes. The ranking indicates a clear preference hierarchy, where mobile devices are preferred over more stationary options like desktops, reflecting current trends in digital consumption among younger demographics.

Table - 5

Testing Hypothesis: Hypothesis (H_1): There is no significant difference between the students of state board and Metric board and their accessibility of social media tools.

Ranks				
	Type of school	**N**	**Mean Rank**	**Sum of Ranks**
TV Monitor	State board	300	312.30	93689.00
	Matriculation	300	288.70	86611.00
	Total	600		
Smart Phone	State board	300	321.77	96529.50
	Matriculation	300	279.23	83770.50
	Total	600		
Laptop	State board	300	314.27	94280.50
	Matriculation	300	286.73	86019.50
	Total	600		
Desktop	State board	300	299.82	89946.50
	Matriculation	300	301.18	90353.50
	Total	600		
Tablet computer	State board	300	291.51	87454.00
	Matriculation	300	309.49	92846.00
	Total	600		

Source: Primary data

Table - 6

Test Statistics (a)					
	TV Monitor	**Smart Phone**	**Laptop**	**Desktop**	**Tablet Computer**
Mann-Whitney U	41461.000	38620.500	40869.500	44796.500	42304.000
Wilcoxon W	86611.000	83770.500	86019.500	89946.500	87454.000
Z	-1.705	-3.087	-1.993	-.098	-1.311
Asymp. Sig. (2-tailed)	.088	.002	.046	.922	.190
a Grouping Variable: Type of school					

Source: Primary data

The information compares the ranks of state board and matriculation board students on different devices to look at how easily accessible social media tools are to them. The average rankings for every gadget indicate certain variations in the two groups' preferences for accessibility.
The mean rank of state board students (312.30) is marginally higher than that of matriculation board students (288.70) for TV monitors; however, this difference is not statistically significant (p-value = 0.088). Similar to desktop access, there is very little difference (mean rank: 301.18 for matriculation vs. 299.82 for state board) and a high p-value (0.922) that suggests there is no meaningful difference.
Still, there are significant distinctions between laptops and smartphones. There appears to be a preference disparity as the mean rank for smartphones is much higher (321.77) for state board students compared to matriculation students (279.23), with a significant p-value of 0.002. There is a noteworthy variation in laptop usage (p-value = 0.046) that favours students on state boards. Matriculation students score higher on tablets (309.49 vs. 291.51 for state board), while the difference is not statistically significant (p-value = 0.190).
Ultimately, given the notable variations in smartphone and laptop usage, the hypothesis (H1) that there is no discernible difference in the two groups' accessibility to social media tools is only partially supported.

Table 7 - t-test

Hypothesis (H2): There is no significant difference between Television watching behaviour of the state board and metric board students.

TV viewing behaviour	**n**	**Mean**	**S.D**	**Statistical inference**
State Board	300	21.75	3.273	T=1.986 Df=598 .048<0.05 Significant
Matriculation	300	22.28	3.265	

The t-test results show that there is a statistically significant difference between state board and matriculation board students' television-watching habits. For matriculation board students, the mean television viewing behaviour score is 22.28 with a standard deviation of 3.265, while for state board students it is 21.75 with a standard deviation of 3.273. With a p-value of 0.048 and a t-value of 1.986, the results are below the significance level of 0.05. As a result, the hypothesis (H2), which claimed that there was no discernible difference in the television-watching habits of matriculation board and state board students, is disproved. This suggests that pupils' television-watching habits are greatly influenced by the Board of Education.

V Conclusion and Recommendation

The findings reveal diverse television viewing habits among respondents, indicating varying levels of engagement and preferences. A maximum proportion of respondents have planned their TV-watching schedules and often selecting programs independently. Many forget themselves while watching, and a notable number prefer to watch TV alone, yet not necessarily wanting solitude. The ability to find time for TV and the sense of unease without it,

highlight TV's embedded role in their daily routines. These insights focus the enduring influence of television, even amidst the rise of social media, reinforcing its significance in shaping viewers' behaviour and preferences. According to the findings, the opinion of the respondents about the usage of their media tools for watching television has been changed but their television viewing habit has not been changed. Many people find TV content valuable for sparking discussions and helps in understanding diverse perspectives and ideas and a source of daily information, highlighting its importance in keeping people informed about current events, news, and educational content. It can bring families together and helps to experience things not attainable in real life, which could include travel, adventure, or dramatic storytelling, showing its escapist and entertaining qualities and it provides a sense of comfort and presence, potentially alleviating feelings of loneliness. The contents of Table - 2 prove that the respondents are using the television programmes for their benefit.

Ranking of social media tools by the respondents proves that smartphones and TV monitors are the most preferred devices for accessing social media among students, followed by laptops. Desktops and tablets are less popular. This suggests a preference for mobile and versatile devices, aligning with digital consumption trends among younger demographics.

According to the Uses and Gratification Theory, people are active in selecting and using media for their purposes. From the findings of this study, it can be proved that children are watching television according to their needs. More than fifty per cent of children are watching television to fulfil their needs and get gratified.

Testing hypothesis(1) data in table 5 & 6 reveals distinct differences in social media accessibility between state board and matriculation board students. While TV monitors, desktops, and tablets show minimal preference variation with no significant differences, whereas smartphones and laptops display significant disparities. State board students show a stronger preference for smartphones and laptops, as indicated by lower p-values. This suggests that while some devices have comparable accessibility across both groups, there are notable differences in device preference, partially disproving the hypothesis of no discernible difference.

Testing hypothesis (1) in table 7 proves that there is a significant difference between the Television viewing behaviour of the students of the State Board and Metric Board. The quantity of time children spends for watching television has not been changed, even with the rapid expansion of social networking sites. Only the gadgets used for screening have been changed. Hence, television can be used as a powerful tool to educate children. This study may be a base for further research studies and the findings can be implemented to develop our society.

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