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"A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING ILL EFFECTS OF EXCESS TELEVISION WATCHING AMONG SCHOOL CHILDREN (AGED BETWEEN 8-15 YEARS) IN SELECTED HIGHER SECONDARY SCHOOL AT UDAIPUR"

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ABSTRACT: Television is one of the important media for any age group, especially children who are easily attracted towards this media. Children love to watch television and movies. But too much of it during the developmental years can have the negative impact on them. Television (TV) has its good side. It can be entertaining and educational and can open up new worlds for kids, learn about different cultures, and gain exposure to ideas they may never encounter in their own community. Programme with positive role models can influence the children to make positive lifestyle changes, but television can affect kid's health, behavior and family life in negative ways. Television viewing is quite random these days. The aim of the study was to find out the effectiveness of structured teaching program on knowledge regarding ill effects of excess television watching among school children (aged between 8-15 years) in selected Higher Secondary School at Udaipur". The method adopted for the present study was evaluative approach as the study aimed at development of structured teaching program for assessing the knowledge of 50 school children (aged between 8-15 years) regarding ill effects of excess television watching in selected Higher Secondary School at Udaipur. This

approach would help the investigator to evaluate the effect of specific intervention that is structured teaching program on the variable that is knowledge regarding ill effects of excess television watching among school children (aged between 8-15 years) in selected Higher Secondary School at Udaipur. In this study samples were drawn by using purposive sampling method. Data was collected by using knowledge questionnaire. The result showed the improvement in level of knowledge from pre-test to post-test the mean was 10.24 to 22.36, SD was 1.90 to 2.38; mean percentage was 34.13% to 74.53%. The mean difference percentage was 40.4%. The data further represent that the, "t" value of 31.74 was significantly higher than the table value 2.00 at 0.05 level. This indicates that there was difference in pre-test and post-test level of knowledge score of participants and the structured teaching program was effective to improve the level of knowledge score regarding ill effects of excess television watching among school children (aged 8-15 years). Hence **H_1** was proved and accepted.

There was a significant association between pre-test level of knowledge score with selected demographic variables such as gender ($\chi 2=5.52$), family type ($\chi 2=10.21$), father occupational status ($\chi 2=8.08$), mother occupational status ($\chi 2=31.4$), residence ($\chi 2=6.46$), and previous knowledge about ill effect of television watching ($\chi 2=7.39$) were significant at 0.05 level and there was no significant association between pre-test knowledge level or age ($\chi 2=3.28$), birth order ($\chi 2=5.77$), family monthly income ($\chi 2=5.61$), and duration of television watching ($\chi 2=3.73$) at 0.05 level. Hence **H_2** was proved and accepted.

In conclusion, the study effectively confirmed the efficacy of the structured teaching program in enhancing awareness among school children regarding the detrimental impacts of excessive television viewing. The significant increase in post-test knowledge scores, coupled with the substantial mean difference percentage of 40.4%, validated the program's effectiveness. Furthermore, the study's identification of significant associations between pre-test knowledge levels and various demographic factors underscored the necessity of considering individual characteristics when designing educational interventions. These findings collectively emphasize the importance of tailored educational initiatives in fostering a comprehensive understanding of the consequences of prolonged television exposure among school children.

Index Term: Effectiveness, Structured teaching program, Ill effects of excess television watching, School children**.**

I. INTRODUCTION

Television plays a significant role in the lives of people of all ages, particularly children, who are drawn to its content. While television offers entertainment and educational opportunities, excessive viewing during childhood can have detrimental effects. It can influence children's health, behavior, and family dynamics negatively. Despite its potential benefits, television exposes children to various health risks, including violence, aggressive behavior, and poor body image. Additionally, the prevalence of unhealthy content in mainstream programming, such as references to cigarettes and alcohol, poses concerns.

Children's vulnerability to television messages underscores the need for parental awareness and involvement in managing their viewing habits. Legislative measures, like the Children's Television Act, aim to regulate programming and advertising directed at children. Research indicates a correlation between excessive television viewing and adverse health outcomes, such as obesity and academic difficulties. Moreover, prolonged exposure to television can impede a child's cognitive and emotional development, replacing interactive experiences essential for healthy brain development. The prevalence of television viewing among children underscores the urgency of addressing its negative effects. Hence, the researcher seeks to investigate the effectiveness of a structured teaching program in raising awareness about the harmful effects of excessive television watching among school-age children. Through this study, efforts will be made to promote healthier media consumption habits among children.

1.1. PROBLEM STATEMENT

"A Study To Assess The Effectiveness Of Structured Teaching Program On Knowledge Regarding Ill Effects Of Excess Television Watching Among School Children (Aged Between 8-15 Years) In Selected Higher Secondary School At Udaipur."

1.2.OBJECTIVES

- To assess the pre-test knowledge regarding ill effects of excess television watching among school children.
- To administer structured teaching program regarding ill effects of excess television watching among school children.
- To assess the post-test knowledge regarding ill effects of excess television watching among school children.
- To compare the pre-test and post-test level of knowledge regarding ill effects of excess television watching among school children.
- To evaluate the effectiveness of structured teaching programme regarding ill effects of excess television watching among school children.
- To find out the association between pre-test knowledge score of school children with their selected demographic variables.

1.3. HYPOTHESIS

H1 - There will be significant difference between the pre-test and post-test level of knowledge regarding ill effects of excess television watching among school children.

H2 - There will be significant association between the pre-test level of knowledge with selected demographic variables at 0.05 level of significance.

1.4. CONCEPTUAL FRAMEWORK

The conceptual framework of this study draws from general system theory, as proposed by Ludwig Von Bertalanffy in 1968. According to this theory, a system comprises interacting parts within a boundary, functioning together to achieve its objectives. It emphasizes breaking down processes into essential tasks to ensure goal attainment, with the number of system parts dependent on the requirements for achieving those goals. The study aims to assess the effectiveness of a structured teaching program on knowledge regarding the ill effects of excess television watching among school children in a selected school in Udaipur. Bertalanffy's system theory encompasses three main concepts:

- **Input:** Input in this study includes demographic variables such as age, gender, birth order, family type, family monthly income, parental occupational status, residence, duration of television watching, and previous knowledge about the ill effects of television watching. The investigator assessed pre-test knowledge using a structured questionnaire among children in the selected school.

- **Throughput:** Throughput involves the transformation of knowledge to children through the structured teaching program on the ill effects of excess television watching. This program was meticulously prepared to effectively convey the necessary information to the children.

- **Output:** Output, in this context, refers to the assessment of post-test knowledge among children using the same questionnaire as the pre-test, administered after 7 days of implementing the structured teaching program. The knowledge scores were categorized as inadequate, moderately adequate, and adequate to gauge the effectiveness of the intervention.

1.5. VARIABLES

A variable is a characteristic or attribute that differs among primary school children.

- **Dependent Variable**: In this study, dependent variable is level of knowledge of school children.

- **Independent Variable:** In this study, independent variable is structured teaching programme.

- **Demographic Variable**: In this study the selected demographic variables are age, gender, birth order, family type, family monthly income, father occupational status, mother occupational status, residence, duration of television watching, and previous knowledge about ill effect of television watching.

1.6. DELIMITATIONS

- Study is limited for 7 days only.
- Study is limited for 50 samples only.

• Study is limited to children (Age between 8-15 years) only who studying in selected school of Udaipur, Rajasthan.

II. MATERIALS AND METHOD

2.1. Research Approach: A quantitative evaluative approach was used in the study.

2.2. Research Design: One group pretest posttest research design was used.

2.3. Sample: The sample comprises 50 school children (Age between 8-15 years).

2.4. Sampling Technique: The samples were selected through a non-probability purposive sampling technique.

2.5. Criteria for Sample Selection

❖ **Inclusion criteria:**

- o Children who will available at the time of data collection.
- o Children between 8-15 years of age.
- o Children who will conscious and well oriented.
- o Children of both genders (male or female).
- o Children who will have the habits of watching television
- o Children who can read and write English or Hindi. ϖ Exclusion criteria:
- o Children who were not available at the time of data collection.
- o Children or guardians who were not willing to participate.
- o Children who not have television at home.
- o Children who has any illness at the time of data collection.

❖ **Exclusion criteria:**

- o Children who were not available at the time of data collection.
- o Children or guardians who were not willing to participate.
- o Children who not have television at home.
- o Children who has any illness at the time of data collection.

2.6. Setting: The setting selected for study was selected schools at Udaipur.

2.7. Population: The population was school children (Age between 8-15 years) studying in selected schools at Udaipur.

2.8. Description of tool: It consisted of three parts:

Part-A: Demographic Variables: This consists of demographic variables such as age in years, gender, birth order, family type, family monthly income, father occupational status, mother occupational status, residence, duration of television watching, and previous knowledge about ill effect of television watching.

Part-B: Structured Knowledge Questionnaire: This consists of knowledge questionnaire regarding ill effects of excess television watching among school children. This section consists of 30 knowledge questionnaires on selected aspects. It consisted of 30 items, in that 10 questions for healthy practices of television watching and 20 questions for ill effects of excess television watching.

2.9. Ethical consideration:

Ethical clearance was obtained from ethical committee from Venkteshwar College of Nursing Reference No. VCN/UDR/2023/32. Permission to conduct research study was obtained from the selected schools at Udaipur.

2.10. Plan for data analysis: The data analyses were done according to the study objectives by using descriptive and inferential statistics. The plans of data analysis were as follows:

- Frequency, percentage, mean, and standard deviation will be calculated.
- The t-test will be used for the assessment of comparison between pre-test and post-test level of knowledge.
- The chi-square test will be used for association with demographic variables.

III. RESULTS

The data obtained are divided into sections for easy and accurate interpretation of data. The data finding has organized under the following section:

Section - I: Distribution of school children based on their demographic variables.

Section - II: Distribution of school children based on their level of knowledge score regarding ill effects of excess television watching.

Section - III: Evaluation of the effectiveness of structured teaching program on level of knowledge regarding ill effects of excess television watching among school children.

Section - IV: Association between pre-test level of knowledge scores with selected demographic variables.

SECTION - I: Distribution of school children based on their demographic variables:

The demographic data consists of 10 items seeking information about the age, gender, birth order, family type, family monthly income, father occupational status, mother occupational status, residence, duration of television watching, and previous knowledge about ill effect of television watching.

Table 1: Description of demographic variables of school children

N = 50

S. N.	DEMOGRAPHIC VARIABLE	FREQUENCY (N)	PERCENTAGE (%)
1	**Age in years**		
a)	8-10 Years	20	40
b)	11-13 Years	15	30
c)	14-15 Years	15	30
Total		**50**	**100**
2	**Gender**		
a)	Male	33	66
b)	Female	17	34

Total		**50**	**100**
3	**Birth order**		
a)	1st	17	34
b)	2nd	25	50
c)	3rd & above	8	16
Total		**50**	**100**
4	**Family type**		
a)	Nuclear	21	42
b)	Joint/Extended	29	58
Total		**50**	**100**
5	**Family Monthly Income**		
a)	≤ 10000 /- Rs.	17	34
b)	10001-15000/- Rs.	22	44
c)	≥ 15001/- Rs.	11	22
Total		**50**	**100**
6	**Father Occupational Status**		
a)	Unemployed	12	24
b)	Professional	12	24
c)	Unprofessional	19	38
d)	Self-employed	7	14
Total		**50**	**100**
7	**Mother Occupational Status**		
a)	Unemployed	16	32
b)	Professional	10	20
c)	Unprofessional	12	24
d)	Self-employed	12	24
Total		**50**	**100**
8	**Residence**		
a)	Urban	24	48

b)	Rural	26	52
Total		**50**	**100**
9	**Duration of television watching**		
a)	1-2 hours/day	25	50
b)	3-4 hours/day	7	14
c)	≥ 5 hours/day	18	36
Total		**50**	**100**
10	**Previous knowledge about ill effect of television watching**		
a)	Yes	2	4
b)	No	48	96
Total		**50**	**100**

- According to age group the majority of participants were belong to 8-10 years i.e. 20 (40%), whereas 15 (30%) were belong to 11-13years of age group and 15 (30%) were belong to 14-15 years of age group.
- According to gender the majority of participants were male i.e. 33 (66%), whereas 17 (34%) were female.
- According to birth order the majority of participants i.e. 25 (50%) were 2nd child, whereas 17 (34%) were 1st child and 8 (16%) were 3rd and above birth order.
- According to family type the majority of participants i.e. 29 (58%) were belongs to joint/extended family, whereas 21 (42%) were belongs to nuclear family.
- According to family monthly income the majority of participants i.e. 22 (44%) had 10001-15000, whereas 17 (34%) had ≤ 10000 /- Rs, and 11 (22%) had ≥ 15001/- Rs.
- According to father occupational status the majority of participants i.e. 19 (38%) were belongs to unprofessional, whereas 12 (24%) – 12 (24%) were belongs to unemployed and professional, and 7 (14%) were belongs to self-employed.
- According to mother occupational status the majority of participants i.e. 16 (32%) were belongs to unemployed, whereas 12 (24%) – 12 (24%) were belongs to unprofessional and self-employed, and 10 (20%) were belongs to professional.
- According to residence the majority of participants were belong to rural area i.e. 26 (52%), whereas 24 (48%) were belong to urban area.
- According to duration of television watching the majority of participants watching 1-2 hours/day i.e. 25 (50%), whereas 18 (36%) were watching ≥ 5 hours/day, and 7 (14%) were watching 3-4 hours/day.

• According to previous knowledge about ill effect of television watching the majority of participants have no knowledge i.e. 48 (96%), whereas 2 (4%) were having previous knowledge about ill effect of television watching.

SECTION - II: Distribution of school children based on their level of knowledge score regarding ill effects of excess television watching:

This section deals with analysis and interpretation of collected data to find out the knowledge scores of participants before and after, giving the intervention on ill effects of excess television watching among school children.

Table 2: Frequency and percentage distribution of school children by the level of knowledge score.

Level of knowledge	Sore	Pre-test		Post-test	
		Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Inadequate Knowledge	0-12	39	78.00	0	0
Moderate Knowledge	13-24	11	22.00	37	74.00
Adequate Knowledge	25-30	0	0.00	13	26.00
Total		**50**	**100**	**50**	**100**

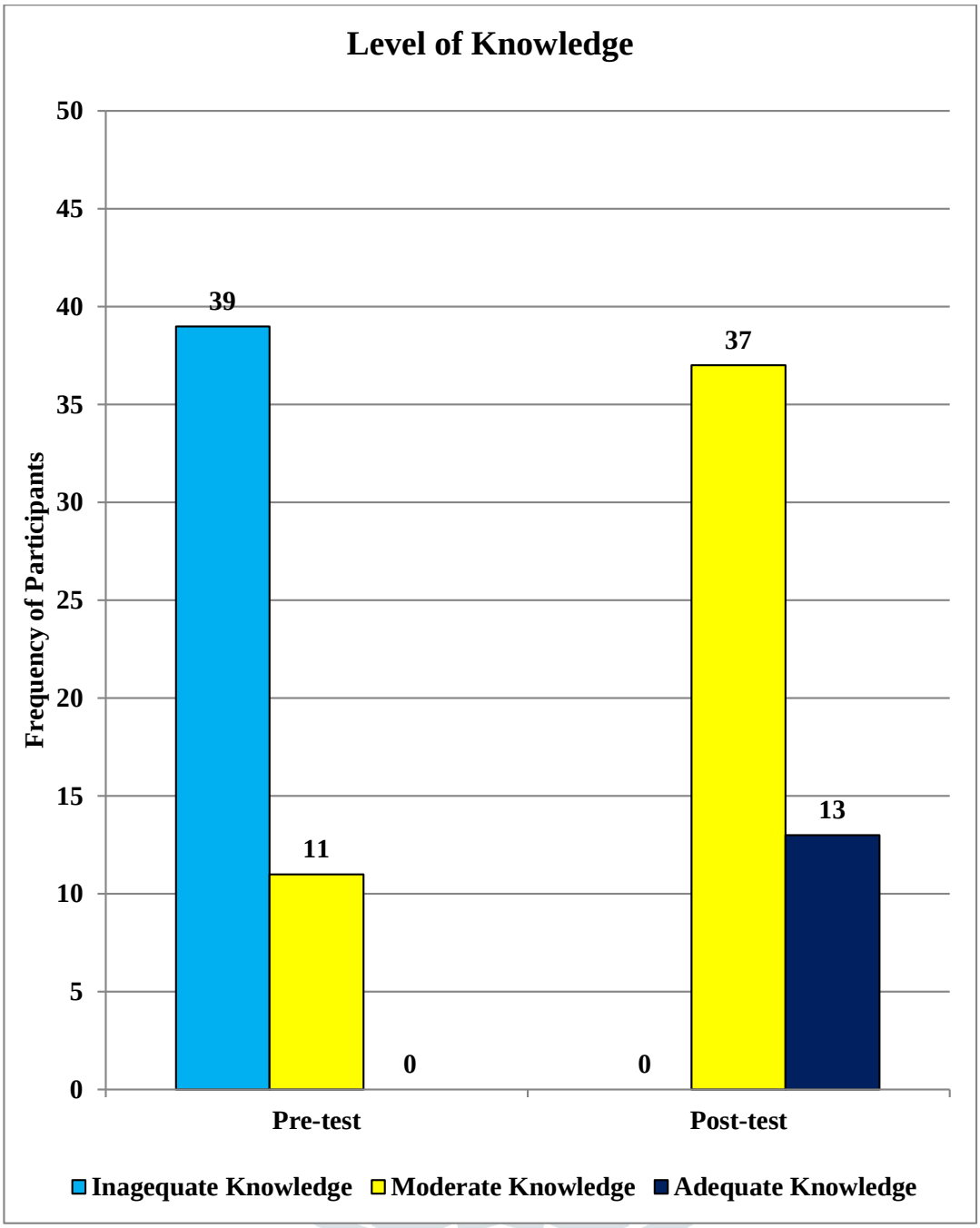

Table-2 and Figure-1 shows that in the pre-test or prior to the administration of structured teaching programme, majority of the sample had inadequate knowledge i.e. 39 (78%), whereas 11 (22%) had moderate knowledge and none (0.00%) participants had adequate knowledge regarding ill effects of excess television watching among school children. In the post-test after to the administration of structured teaching programme, majority of the sample had moderate knowledge i.e. 37 (74%), whereas 13 (26%) had adequate knowledge and none (0.00%) participants had inadequate knowledge regarding ill effects of excess television watching among school children.

SECTION III: Evaluation of the effectiveness of structured teaching program on level of knowledge regarding ill effects of excess television watching among school children:

This section interprets the description of the evaluation of the effectiveness of structured teaching program on level of knowledge regarding ill effects of excess television watching among school children.

Table 3: Effectiveness of structured teaching program on level of knowledge score regarding ill effects of excess television watching among school children

Test	Mean	Mean (%)	SD	Mean Difference	Mean Difference (%)	df	Paired 't' Test	Inference (P Value = 0.05)
Pre test	10.24	34.13	1.90	12.12	40.4	49	31.74	S (2.00)
Post test	22.36	74.53	2.38					

S = Significant

Table-3 projected that the improvement in level of knowledge from pre-test to post-test the mean was 10.24 to 22.36, SD was 1.90 to 2.38; mean percentage was 34.13% to 74.53%. The mean difference percentage was 40.4%. The data further represent that the, "t" value of 31.74 was significantly higher than the table value 2.00 at 0.05 level. This indicates that there was difference in pre test and post-test level of knowledge score of participants and the structured teaching program was effective to improve the level of knowledge score regarding ill effects of excess television watching among school children.

SECTION IV: Association between pre-test level of knowledge scores with selected demographic variables:

This section deals with analysis and interpretation of the data collected to find out the association between the pre-test level of knowledge score with selected demographic variables such as age, gender, birth order, family type, family monthly income, father occupational status, mother occupational status, residence, duration of television watching, and previous knowledge about ill effect of television watching. The parametric chi square test was used to describe the association between pre-test level of knowledge score with selected demographic variables.

Table 4: Association between pre-test level of knowledge score with demographic variables

N = 50

Demographic Variable		Pre-test Knowledge Level		Total	df	Calculated Chi-square ($\chi 2$)	Tabulated value (0.05 level)	Inference
		Inadequate	Moderate					
Age in years	8-10 Years	15	5	20	2	3.28	5.991	NS
	11-13 Years	14	1	15				
	14-15 Years	10	5	15				

Total		**39**	**11**	**50**				
Gender	Male	29	4	33	**1**	**5.52**	**3.841**	**S**
	Female	10	7	17				
Total		**39**	**11**	**50**				
Birth order	1st	10	7	17	2	5.77	5.991	NS
	2nd	18	4	22				
	3rd & above	8	0	8				
Total		**36**	**11**	**47**				
Family type	Nuclear	21	0	21	**1**	**10.21**	**3.841**	**S**
	Joint/Extended	18	11	29				
Total		**39**	**11**	**50**				
Family Monthly Income	≤ 10000 /- Rs.	10	7	17	2	5.61	5.991	NS
	10001-15000/- Rs.	19	3	22				
	≥ 15001/- Rs.	10	1	11				
Total		**39**	**11**	**50**				
Father Occupational Status	Unemployed	10	2	12	**3**	**8.08**	**7.815**	**S**
	Professional	6	6	12				
	Unprofessional	16	3	19				
	Self-employed	7	0	7				
Total		**39**	**11**	**50**				
Mother Occupational Status	Unemployed	15	1	16	**3**	**31.4**	**7.815**	**S**
	Professional	10	0	10				
	Unprofessional	2	10	12				
	Self-employed	12	0	12				
Total		**39**	**11**	**50**				
Residence	Urban	15	9	24	**1**	**6.46**	**3.841**	**S**
	Rural	24	2	26				
Total		**39**	**11**	**50**				
Duration of television watching	1-2 hours/day	17	8	25	2	3.73	5.991	NS
	3-4 hours/day	7	0	7				
	≥ 5 hours/day	15	3	18				

Total		**39**	**11**	**50**				
Previous knowledge about ill effect of television watching	Yes	0	2	2	**1**	**7.39**	**3.841**	**S**
	No	39	9	48				
Total		**39**	**11**	**50**				

S = Significant or NS = Non Significant

Table-4 showed that there was a significant association between pre-test level of knowledge score with selected demographic variables such as gender ($\chi 2=5.52$), family type ($\chi 2=10.21$), father occupational status ($\chi 2=8.08$), mother occupational status ($\chi 2=31.4$), residence ($\chi 2=6.46$), and previous knowledge about ill effect of television watching ($\chi 2=7.39$) were significant at 0.05 level and there was no significant association between pre-test knowledge level or age ($\chi 2=3.28$), birth order ($\chi 2=5.77$), family monthly income ($\chi 2=5.61$), and duration of television watching ($\chi 2=3.73$) at 0.05 level.

IV. DISCUSSION

The discussion delves into the effectiveness of a structured teaching program aimed at educating school children aged 8-15 years about the adverse effects of excessive television watching, conducted in selected schools at Udaipur. Using an evaluative approach, the study developed and implemented a structured teaching program to evaluate its impact on the knowledge of 50 school children. The data was collected for a period of one week and collected data was analyzed by using descriptive statistics (mean, standard deviation) and inferential statistics (chi square and t- test). Analysis of demographic variables revealed that the majority of participants fell within the 8-10 years age group, with a higher representation of males. Most hailed from joint/extended families, had a monthly income between 10001-15000 Rs, and resided in rural areas. Remarkably, 96% had no prior knowledge of television's ill effects, highlighting a critical gap. Pre-test assessments unveiled a concerning trend, with 78% exhibiting inadequate knowledge about television's adverse impacts. However, following the structured teaching program, there was a significant improvement, with 74% demonstrating moderate knowledge and 26% attaining an adequate level of understanding. This shift underscores the efficacy of the intervention in augmenting children's awareness about the detrimental effects of excessive television viewing. Moreover, statistical analysis corroborated the program's effectiveness, revealing a substantial increase in knowledge scores post-intervention. The mean percentage surged from 34.13% to 74.53%, indicative of a noteworthy enhancement. Notably, significant associations were observed between pre-test knowledge levels and certain demographic factors, including gender ($\chi 2=5.52$), family type ($\chi 2=10.21$), parental occupational status ($\chi 2=8.08$), residence ($\chi 2=6.46$), and previous exposure to information about television's ill effects ($\chi 2=7.39$). This study underscores the critical role of structured educational interventions in mitigating the

adverse impacts of excessive television viewing among school children. By enhancing awareness and understanding, such programs empower children to make informed choices regarding their media consumption habits, thereby promoting their overall well-being and cognitive development. However, continued efforts are warranted to address the prevailing gaps in knowledge and to tailor interventions to suit the diverse demographic profiles of the target population effectively.

V. CONCLUSION

In conclusion, the structured teaching program effectively improved school children's knowledge regarding the ill effects of excessive television watching. The findings underscore the importance of targeted educational interventions in promoting informed media consumption habits among children, contributing to their overall well-being.

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