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Research Article

Effectiveness of Information, Education and Communication (IEC) Package on Knowledge Regarding Impact of Watching Television Among Children at Selected School, Vellore

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ABSTRACT

A child is the gift of God to the world. In today's world an exponential advancement has taken place in electronic media. Television in twenty-first century is watched by all age group of children including infants. The present study was conducted to assess the effectiveness of IEC package on knowledge regarding impact of watching television among children. Quantitative approach and Quasi- experimental (One group pre and posttest) research design was adopted for the present study. The variables studied are independent variable, dependent variable and demographic variables. The independent variable was IEC package on impact of television watching, dependent variable was knowledge on impact of watching television. The study was conducted in Jain Matriculation Higher Secondary School, Kalinjur, Vellore District. The sample size for the present study was 100. Proportionate stratified sampling technique was adopted to select the samples for the study. Structured self-administered questionnaire which consists of 30 multiple choice questions was used to collect the data. The results in pretest revealed that majority 85% of the children had inadequate knowledge and 15% of the children had moderately adequate knowledge and in posttest 61% of children had adequate knowledge, 39% of the children had moderately adequate knowledge and none of the children had inadequate knowledge after IEC package.

Key Words: IEC (Information, Education &Communication) Package, television watching, children.

INTRODUCTION

The foundation of growing children in world is built on the environment and exchanges that occur within the family system. There is great concern to inculcate good healthy habits among school children to promote positive health. Television (TV) viewing is the dominant recreational pastime at all ages, especially for children. Information says that there are nearly 220 million children between the age of 5 – 16 years in India, in which 77 million of them are out of school and their favorite pass time is television. During 12 years the abstract thinking capability of the children peaks out but sadly these abilities are never engaged when watching television. Television viewing will increase in comparison to early years and they will prefer to watch television alone rather than with family[1,2]. Television watching associated with elevated body fatness in children. Each extra hour of watching was associated with an extra 1 kg of body fat. Children who watched more TV were significantly less physically active and TV viewing and fatness is more likely to be due to an effect on food intake[3]. Children who watched 1 or more hours of television per day at mean age of 10 – 12 years were at elevated risk for poor homework completion, negative attitudes toward school, poor grades and long term academic failure. In addition, children who watched 3 or more hours of television per day were at elevated risk for subsequent attention problems[4]. Parental report of hours of TV viewing per day by the children was ascertained at 39 months. The children with no symptoms of wheeze at 3.5 years and follow-up data at 11.5 years of age, the prevalence of asthma were 6%. Increased TV viewing at 3.5 years was associated with increased prevalence of asthma at 11.5 years of age. Children who watched television for more than 2 hours per day were almost twice as likely to develop asthma by 11.5 years as those watching TV for 1-2 hours per day[5]. The violence in cartoons was very common which played a important role in developing a violence in children which were mostly inserted in a children program. Both school and family should encourage children to develop a critical attitude to the message they receive in the media[6]. Singer MI et al suggested that viewing preference, symptoms of psychological trauma, violent behavior among children who watch television is increasing in children of today. The television viewing by children may indicate the presence of problems such as depression, anxiety and violent behavior[7]. Television can teach and amuse; it can provide needed distraction and escape. The difficulty arises when children strongly sense that they ought not to watch as much as they do and yet find themselves strangely unable to reduce their viewing. Research studies over the years have brought out various types of negative impact of

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Table 1: Assessment of knowledge regarding impact of watching television among children N= 100

Level of knowledge	Pretest Frequency	Percentage	Post test Frequency	Percentage
Inadequate	85	85.0	0	0.0
Moderately Adequate	15	15.0	39	39.0
Adequate	0	0.	61	61.0

Table 2: Comparison of pre and posttest level of knowledge regarding impact of television watching among children. N=100

Test	Mean	Standard Deviation (SD)	Paired t-test
Pretest	12.04	3.32	T=39.3 P=0.000
Posttest	23.97	2.85	Highly significant

intense viewing of television by children which is not much known to the family and society. The direct influence of television viewing on the extent of violence and deviant behavior pattern of children has been reiterated even in India. Indian children watch an average of 3 to 4 hours of television daily. Thus the present study aims to find out the effectiveness of IEC package regarding impact of watching television among children.

MATERIALS AND METHODS

Quantitative approach and Quasi- experimental (One group pre and posttest) research design was adopted for the present study. The independent variable was IEC package on impact of television watching, dependent variable was knowledge on impact of watching television and demographic variables. The study was conducted in Jain Matriculation Higher Secondary School, Kalinjur, Vellore District. The sample size for the present study was 100. Proportionate stratified sampling technique was adopted to select the samples for the study. Inclusion criteria which includes (i) school age children between the age group of 10 – 12 years,(ii) school age children having Television at home,(iii) children who are using and not using spectacles. The exclusion criteria include (i) children who are not willing to participate in this study, (ii) children who are sick/ absent on the day of teaching.

Ethical Consideration

The proposed study was approved by the institutional review board, SRM University. Permission was obtained authority of the selected school. Informed consent was obtained from each participant for the study before starting data collection. Assurance was given to the subjects that anonymity of each individual would be maintained and were informed of their right to withdraw anytime during the course of the study.

Tool Used For The Study

The tool used for data collection was structured self-administered questionnaire consists of 2 sections:

Section A - Structured questionnaire to elicit demographic data of school age children.

Section B - Structured self-administered questionnaire which consists of 30 multiple choice questions. The questions were related to physical health, behavior, reading skills and school performance.

Scoring key – The level of knowledge was scored as inadequate knowledge (<= 50%), moderately adequate knowledge (51-75%) and adequate knowledge (>75%).

The tools were validated of one medical expert, psychologist and three nursing experts. Pretest was conducted for all the samples together to assess the knowledge and teaching session IEC package using PowerPoint presentation and pamphlets was given to the samples in 4 batches on the same day in a various given periods during the school hours. After 7 days post-test was conducted. The participants took 45 minutes to complete the tool and their co-operation was imperative.

Statistical Analysis

Descriptive statistics such as frequency and percentage distribution was used to analyze the data collected. Inferential statistics- Paired't' test used for analyzing the effectiveness and chi square was used to find out the association.

RESULTS

Frequency and percentage distribution of demographic data of the children

Distribution demographic shows majority 66 % of the children were male. With regard to standard it was equal in both 6^{th} and 7^{th} standard. Regarding mother's educational qualification 55% of them are in higher secondary level and 48% of the fathers are graduates. 92% of the children belong to nuclear family. Regarding the income 40% of families income are Rs 15001-20000. 86% of the children are watching television. Considering the extracurricular activities 66 % of the children are practicing music.

Table 2 depicts that in pretest majority 85% of the children have inadequate knowledge and 15% have moderate adequate knowledge. None of them have adequate knowledge. In the post-test 39% have moderate knowledge and 61% have adequate knowledge regarding impact of television watching.

Table 3 shows reveals that mean value 12.04 with SD 3.32 of pretest and the mean value of 23.97 with SD 2.85 of post-test projects't' value 39.3 is statistically highly significant.

Association of the posttest level of knowledge regarding impact of television watching among children with selected demographic variables

Association of the posttest level of knowledge regarding impact of television watching among children with selected demographic variables mother's educational status at $X^2 = 9.50$, $P = 0.049$ and leisure time activities of the child $X^2 = 9.73$, $P = 0.02$ has got a statistical significant association. There is no significant association with

posttest level of knowledge regarding impact of television watching among children respect to other demographic variables.

DISCUSSION AND CONCLUSION

The present study assessed the level of knowledge regarding impact of television watching among children. Results of the study reveal that IEC package was effective which improved the level of knowledge among children. The study finding was consistent with the study by Barbara A. Dennison, MD on intervention to reduce television viewing by children at New York by teaching session. [8]Motl et al reported that there is significant amount of evidence linking sedentary behavior to childhood obesity and overweight with television watching.[9]School age children are also influenced by the content of the program they watch. The aftermath of violence and harm it does are rarely shown in a realistic on television. Hours spent watching TV make risk-taking and social-relationship difficult for many children. Television watching can impede the development of them. It is necessary to identify at risk children and control their television viewing. Children are the citizens of tomorrow, it is necessary to impart knowledge on impact of television watching which helps to create healthy children for the development of healthy nation.

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