

# A Study of Relationship Between Television Watching Habit and School Aggressive Behavior in Early Adolescent Students

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## Abstract:

If children are witnessing and experiencing excessive levels of violence, we cannot deny that these factors have a bad effect on our society and children. This study aimed to determine the relationship between early adolescent students' aggressive behavior with their television watching habits. The descriptive survey research design had been adopted to answer the guiding two research questions. 100 students were selected for the administration of the standardized Television Watching Habit Questionnaire and Student's Aggressive Behavior Rating Scale (SABRS) developed by Chakraborty. The responses were then analyzed through frequency, percentage, and t-test to verify the hypotheses. The findings demonstrated that social media, including exposure to violent television shows, violent movies, videos, and video games, as well as evaluating various social media platforms, had a detrimental effect on teenagers by encouraging aggressive behavior. Restructuring secondary schools' academic curriculum to prioritize problem-solving, fact-finding, and practical learning over theory would allow teenagers to focus on academic pursuits at home, reducing screen time and social media usage.

**Keywords:** Television, Media violence, Verbal aggressive behavior, physical aggressive behavior, Early Adolescent students.

## Introduction:

It is an evident fact that with the evolution of technology, the utilization of mass media in our social environment can be prominently noticed not only by adults but also by children. It seems that our children's daily life revolves around equipment like radio, television, videogames cell phones, and computer networks. And for better or worse the mass media influences children's behaviours, perception, value, and belief (Huesmann,2007). Among other media, Television is considered the most easily accessible one as the National Centre for Children Exposed to Violence reported in 2003 that children spend three to four hours daily in front of the screen. They prefer movies, daily soaps, and sporting events, etc. despite watching programs specifically intended for them. They are being consistently exposed to prevalent televised violence and aggression. From television to cable, videos to videogames, MTV to WEB TV, cartoons to sporting events, they are being raised on a heavy dosage of violence, aggression, and anti-social behaviour (Chakraborty,2015). According to Albert Bandura (1986), many of our behaviours and responses are acquired through observational learning. Children learn through mimicking the actions they witnessed or observed. Parents, movie stars, and sports personalities are often identified as powerful role models. These role models offer behaviour examples that can be seen and emulated. He

suspected that aggressive behaviour is particularly subject to observational learning and that aggression and violence depicted on television or in cartoons tend to increase aggression in children. The Social Learning Theory hypothesizes that exposure to violence would evoke behavioural mimicry, reinforce already existing aggressive habits and increase internal arousal which in turn escalate the aggression. Several studies indicate that exposure to dramatic violence in the mass media brings about the short- and long-term increase in a child's aggressive and violent behaviour (Bandura, 1977; Eron, 1963). Early childhood aggression can become a problem for parents, teachers, peers, and problems like juvenile delinquency, criminal behaviour, violent action may result in the future (Manganello, 2009) therefore the young viewers should be made cognizant of the outcome of the television watching to practice self-discipline and self-regulation to control the habit.

### **Television and Social Learning Theory:**

According to Bandura's Social Learning Theory (Bandura, 1986), learning is a cognitive process that happens in a social setting and may happen even in the absence of direct reinforcement or motor replication. It can happen only by observation or direct institution. The significance of observational learning, imitation, and modeling of other people's behaviors, attitudes, and emotional reactions is emphasized in Bandura's Social Learning. Children connect with television characters as their role models because TV serves as a window for them to see the outside world. In addition, children are surrounded by a variety of significant role models in society, including instructors at their school, peers in their peer groups, and parents within the family. These models offer behavior examples that may be seen and emulated. According to the Social Learning Theory (Mangal, 2002), being around violence would lead to behavioral imitation, strengthen preexisting violent tendencies, and raise arousal levels internally. This emotional excitement may then be mistaken for rage, which heightens the risk of aggressive behavior. Youngsters are growing up with a lot of hostility and violence on television. He believed that children are more likely to become violent when they witness aggressiveness and violence on television or in cartoons, and that aggressive conduct is more likely to be reinforced by positive reinforcement and a lack of negative reinforcement.

### **Aggressive Behavior in Adolescents:**

Any behaviour that is meant to cause damage is considered aggression. violence may take many different forms, such as verbal, physical, and indirect violence (Elmarsy, 2016). Aggression, both physical and verbal, is a trait that is easily observed. Verbal aggression includes acts such as insulting with foul language, displaying anger, threatening, swearing and being sarcastic, taunting, all with the intention of causing emotional and psychological pain. Physical aggression includes behaviours that threaten or cause physical harm, such as threats of bodily harm, physical fighting, and violent crimes like robbery, rape, and homicide (Karniker-Jaffe, 2008). Some of the causes for aggressive behavior of children are: family structure, relationship with others, work or school environment, societal or socio-economic factors, individual character, health conditions, psychiatric issues, life experiences etc. Over the course of teenage growth, aggressive behaviors often increase in severity. Increased aggressive behavior may be linked to developmental changes in usually developing teenagers, such as spending more time with friends and growing physical strength (United Nations Children's Fund (UNICEF), 2011). Compared to female pupils, male students exhibit much higher levels of physical and verbal aggression (Eron et.al., 1972, Karnikr-Jaffe et.al., 2008, Elmarsy et.al., 2016). Learning to use aggressive behavior is predicted to increase when

the perpetrators is attractive, the violence is justified, weapons are present, the violence is graphic or extensive, the violence is realistic, the violence is rewarded or the violence is presented in a humorous fashion as presented in frequently watched programs like sporting events, stunts violent cartoon in television. Study suggested that more than half of tv viewers in India are children below 15 years. The proportion of young adolescents aged 10-15 is the largest among all young people (Thomas, 2014). The adolescents appeared as an essentially passive consumer orientation towards television violence as they easily adopt the activities and aggressive behavior in their own life (Eron et.al.,1972, Wood & Wood, 1993, Singh, 2014, Thomas, 2014). The aggressive behavior not only affected children's personality rather affected their study habits, achievement level and more over their emotional adjustment (Gupta, 2011, Nazari, 2013, Chakrawarty, 2015).

### Research Questions:

1. Do the students differ in their school aggressive behavior on the basis of television watching habit?
2. Does the aggressive behavior of the students differ across board and type of school?

### Statement of the Problem: -

A Study of Relationship between Television Watching Habit and School Aggressive Behavior in Early Adolescent students.

### Operationalization of the terms:

- **Television Watching Habit:** It means the programs that students watch daily for two hours at least.
- **School Aggressive Behavior:** - It means students' verbal or physical behavior intended to cause harm to someone or to destruct one's property, as observed by teachers in the school situation.
- **Early Adolescent:** - Children of age 11 to 14 years are often referred as early adolescents.

### Objectives of the study:

The study has included the following objectives,

1. To study the relationship of aggressive behavior of students with the type of program they prefer to watch on television.
2. To study the relationship of aggressive behaviors and television watching habit across the following variables,
  - i) Board of school (State Board and CBSE Board)
  - ii) Type of school (Co-Educational and Non-Co-Educational School)

### Null Hypotheses:

**H01.** There is no significant difference in mean aggressive behavior scores of students watching violent and non-violent television programs.

**H02.1** There is no significant difference in aggressive behavior of the students across board of the schools.

**H02.2** There is no significant difference in aggressive behavior of the students across the type of schools.

### Delimitation:

Students of 7<sup>th</sup> standard studying in CBSE and State board schools in Varanasi during the session of 2016-17 are taken into consideration for the study. In the type of aggression only verbal and physical aggression are chosen to study the relationship.

**Research Design:**

Descriptive survey method has been employed to study and compare the variables under the study. All the male students from urban areas of Varanasi city studying in CBSE and State Board constituted the population of the study from which four schools are randomly selected (two from each board and type of school). A total of 100 students of 7th class are randomly selected from those schools.

**Tools used for Data Collection:**

The investigator has used the following two tools,

- **Television Watching Habit Questionnaire:**

For the purpose of getting general information on television watching habit a questionnaire is constructed for the students by the investigator which includes items focusing on three factors as, Personal Interest, Concede of Parents and Access to Resource.

- **Student's Aggressive Behavior Rating Scale (SABRS):**

To collect information from teachers about students' behavior in their classroom/ school situation, the investigator has adopted the standardized tool Student's Aggressive Behavior Rating Scale (SABRS) constructed by Chakraborty (2015). The tool consists of 20 items for the two components; Physical Aggression and Verbal Aggression (each consists of 10 items). All the items are based on three-point rating scale, which are; Often, Sometimes and Rarely.

**Data Collection and Analysis:**

Investigator had personally collected the data by administering the above said tools which are analyzed as follows,

- **Identifying Different programs Watched by the Students:**

Various programs that are being watched by the students are divided into two categories i.e., Violent and Non-violent as per the level of violence shown in that program.

**Table 1: Percentage of Violent and Non-violent programs.**

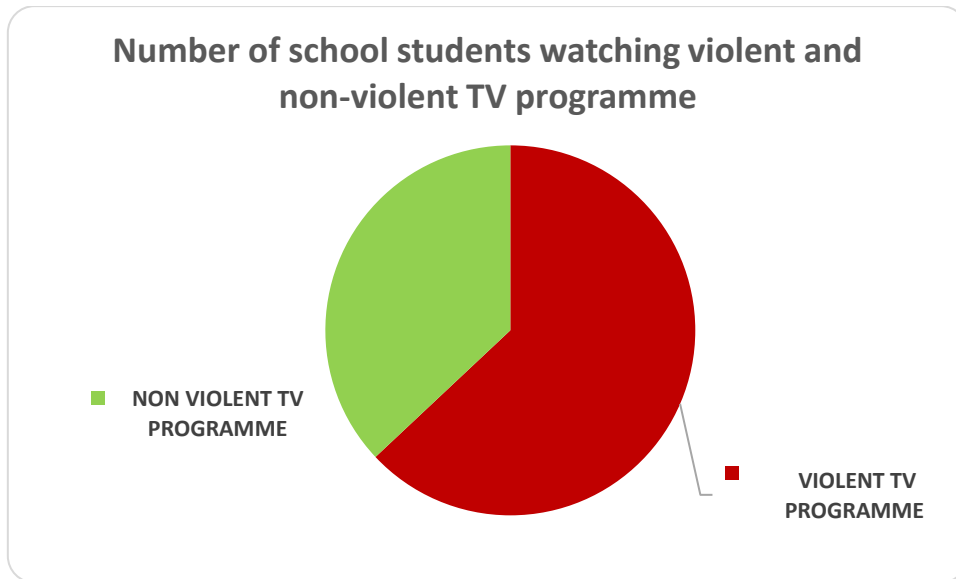
Type	No. of programs	Percentage
violent	20	41.66
Non- violent	28	58.33
Total	48	100

- **Differentiating students on the basis of choice of program:**

Students are categorized into two groups on the basis of their choice of program i.e., violent and non-violent viewers

**Table 2: Number of Students watching Violent and Non-violent programs.**

Type	No. of Students
Violent viewer	63
Non- violent viewer	37
Total	100

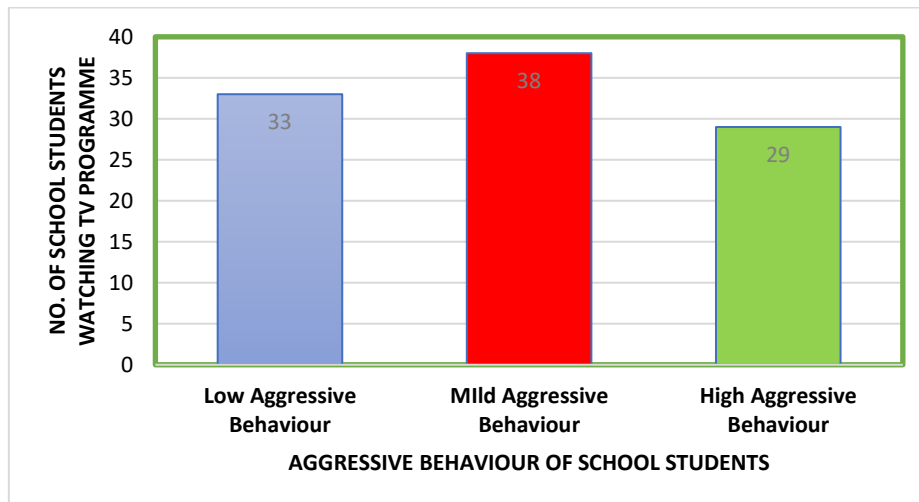


**Figure 1: School Students Watching violent and non-violent TV programs.**

On the basis of the above data, it can be concluded that there are less variety of violent TV programs (20) compared to non-violent TV programs (28) preferred by students but it also indicates that more school students (63%) are inclined towards watching violent TV programs than non-violent (37%).

• **To Study the School Aggressive Behavior of the Students:**

The results obtained from the scores of School Aggressive Behavior Rating Scale (SABRS) to achieve the first objective are as follows,

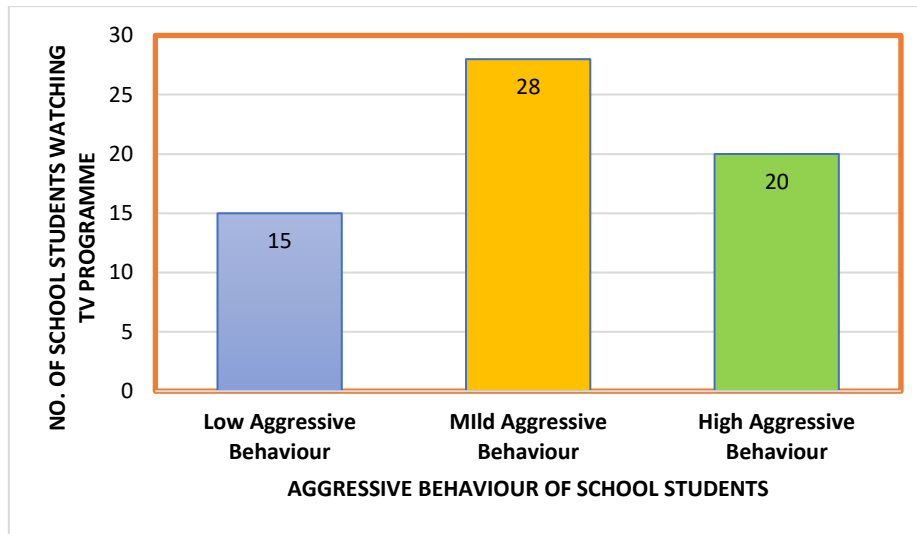


**Figure 2: Aggressive Behavior of School Students Watching TV programs**

The result indicates that 33% of school students show low aggressive behavior and 38% show mild aggressive behavior where as 29% of students are found to exhibit high aggressive behavior.

a) **Aggressive Behavior of School Students Watching Violent TV programs:**

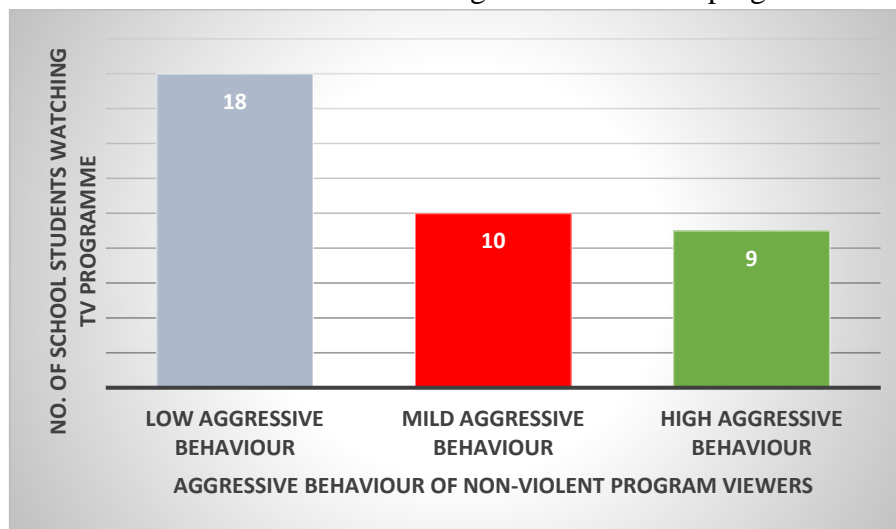
The aggressive behavior of students those prefer to watch violent TV programs are shown in the following figure,



**Figure 2.1: Aggressive behavior of Violent TV programs Viewers**

The above result reveals that among the students that watch violent TV program on a daily basis, 23.81% are having Low Aggressive Behavior while 44.44% are having Mild Aggressive Behavior and 31.75% are having High Aggressive Behavior.

b) Aggressive Behavior of School Students Watching Non-violent TV programs.



**Figure 2.2: Aggressive Behavior of Non-violent TV programs Viewers**

The above result reveals that from the students who prefer non-violent TV programs, 48.65% are having Low Aggressive Behavior against 27.03% Mild Aggressive Behavior while 24.32% students are having High Aggressive Behavior.

**Analysis of the relationship between Aggressive behavior of the students and program preference:**

In order to study the relationship of aggressive behavior of students and their TV watching habits, the null hypothesis was constructed. To verify the null hypothesis, t-test was applied and the result was compared to the table value at 0.05 significance level. The following results were obtained.

**Table 3: t-value of Aggressive Behavior of School Students Watching Violent and Non-violent TV programs.**

Aggressive Behavior of School Students watching TV program	N	Mean	S.D.
<i>Violent</i>	63	43.05	6.63
<i>Non-Violent</i>	37	46.89	10.1
t-value	2.06		
Level of significance at 0.05	Significant		

From the above table 3, it is clear that the calculated value (2.06) is greater than the table value at 0.05 significance level (1.98). Therefore, the null hypothesis is rejected and it was found that the mean aggressive behavior of school students watching violent and non-violent TV program vary significantly.

• **Analysis of Aggressive Behavior of students across variables:**

To study the relationship of aggressive behavior across two variables i.e., board of school and type of school, two null hypotheses were constructed. To verify the null hypothesis t-test was applied and the result was compared to the table value at 0.05 significance level. The following results were obtained.

a) Analysis of the aggressive behavior of students across Board of the school

**Table 4.1: t-value of Aggressive Behavior of school students watching Violent TV programs across board.**

<i>GROUPS</i>	<i>Aggressive behavior of school students of different boards watching violent and non-violent TV programs</i>	
	<i>State Board</i>	<i>CBSE Board</i>
<i>N</i>	36	27
<i>Mean</i>	43.619	43.5
<i>S.D.</i>	6.3705	7.303
<i>t-value</i>	0.07	

*level of significance at 0.05 level not significant*

**Table 4.2: t-value of Aggressive Behavior of School Students Watching Non-violent TV programs across board.**

<i>Groups</i>	<i>Aggressive behavior of school students of different board watching Non-violent TV programs</i>	
	<i>State Board</i>	<i>CBSE Board</i>
<i>N</i>	14	23
<i>Mean</i>	46.55	45.77
<i>S.D.</i>	10.3643	9.66
<i>t-value</i>	0.23	

*Level of significance at 0.05 not significant*

In both the cases the calculated t-value is much less than the table value at 0.05 significant level therefore the null hypothesis is accepted. It is clear from the data that the mean aggressive behavior due to different TV program doesn't vary significantly across the board of the school.



b) Analysis of the aggressive behavior scores of students across different type of schools.

**Table 5.1: t-value of Aggressive Behavior of School Students Watching Violent TV programs across type of school.**

Groups	Aggressive behavior of students watching Violent TV programs across different type of schools	
	Co. Educational	Non-Co-Educational
N	36	27
Mean	43.71	43.47
S.D.	6.683	6.58
t-value		0.09

Level of significance at 0.05 not significant

**Table 5.2: t-value of Aggressive Behavior of School Students Watching Non-violent TV programs across the type of School.**

Groups	Aggressive behavior of school students of different board watching Non-violent TV programs	
	Co-Educational	Non-Co-Educational
N	14	23
Mean	46.67	46.89
S.D.	7.367	10.588
t-value		0.025

Level of significance at 0.05 not significant

In both the cases as the calculated t-value is much less than the table value at 0.05 significance level (0.98) so the null hypothesis is accepted. It is concluded that there is no difference in the mean aggressive behavior of the students preferring different TV programs across different type of schools.

**Major Findings:**

By analyzing the data some major findings were found which are given as follows,

1. It was found that majority of adolescent boys prefer violent TV program over non-violent ones.
2. Adolescents show more aggression who prefer violent TV program as compared to those who prefer non-violent programs which depicts that their aggression is related to their preference of program.
3. The aggressive behavior of adolescents is independent of the type and board of school they study at.

**Conclusion:**

From this study it was found that early adolescent boys prefer violent TV programs which further become the result of their aggressive behavior. So, the parents and teachers need to control and monitor their TV watching habits along with they need to be provided proper knowledge about the harmful effects of TV when watched for a long time and the type of programs so that they can develop self-awareness to control their actions and behavior. One of the recommendations that was made was to restructure the academic curriculum in our elementary schools to focus more on problem solving, fact-finding, and practical learning than just theory. This would allow the teenagers, who are full of life and energy at this point in their development, to devote more of their attention to their academic pursuits at home rather than spending hours watching movies and browsing social media.



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