



## The Role of Media and Telecommunication on Behavioural Patterns Among School going Children of Selected Primary Schools at Bagalkote

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### KEYWORDS

Media and Telecommunication, School, Children, Primary Schools, Bagalkote

### ABSTRACT:

**Introduction:** Today's children are the tomorrow's citizens of our country. But the youngest community in our falling in the dangerous trap that is going effect the whole future of children as well as our nation also. The impact of media on children today is a multifaceted issue with both positive and negative implications. This abstract examines how various forms of media influence children's development, behavior, and attitudes. Positive effects include educational benefits from well-designed content, fostering cognitive growth and cultural understanding.

**Aim:** To assess the role of media and tele communication on behavioural patterns among school going children.

**Setting and Design:** The cross-sectional study was conducted in selected primary school of Bagalakote. The researcher enrolled 100 children from primary school .**Methods and Materials:** Data were collected using self-reported method .Tools used for data collection were socio demographic Questionnaire, Eyeburg child behavioural inventory scale, centre for epidemiological studies depression scale ( CES -D) and social provision scale (SPS) chi square analysis was performed to find behavioural patterns among school going children affected by the media and telecommunication with their socio demographic variables. **Results :** Findings shows that significant association found between Type of family (P=1.0000)And Leisure time activities (P=0.3137) of psychological wellbeing and with their sociodemographic variables and there is no association found between Age, Gender, Parents Occupation, Family monthly income, Area of residence , Student education, Mother education , Father education , Screen time for visualizing And Any health problems of psychological wellbeing with their selected Sociodemographic Variables. **Conclusion:** Interventions aimed to enhance the behavioural patterns among school going children would result in enhancement their psychological wellbeing.

### 1. Introduction

Today's children are the tomorrow's citizens of our country. But the youngest community in our falling in the dangerous trap that is going effect the whole future of children as well as our nation also. The impact of media on children today is a multifaceted issue with both positive and negative implications. This abstract examines how various forms of media influence children's development, behavior, and attitudes. Positive effects include educational benefits from well-designed content, fostering cognitive growth and cultural understanding. However, negative impacts encompass

exposure to inappropriate or violent content, potential for cyberbullying, and skewed perceptions of body image. The Media use also can expose kids to cyberbullying, which has been linked to depression and suicide. And mediause can distract kids from important tasks, interfere with homework time, and hurt school performance. It can limit quality family time and make kids feel lonely or isolated. Technology is part of life. And parents can make technology a healthy part of childhood by teaching smart media use. Preschoolers can get help learning the alphabet on public television, grade scholars can play educational apps and games, and teens can do research online.



## 2. Methods

It was a Quantitative Non-Experimental Cross Sectional Survey Research Design with aim to assess the role of media and telecommunication on behavioural patterns among school going children of selected primary schools at Bagalakote. A sample of 100 primary school children was selected by purposive sampling technique. The tool was developed after an extensive review of literature, internet search, experts opinion. It helped the investigator to select the most suitable Eye burg child behavioural inventory scale and also used demographic questionnaire.

**Study Participants:** The study participants were the sample for the study was primary school going children with a age group of 6-12 years of selected primary school of Bagalakote. During this study period from them, only those who qualified the inclusion criteria will be included for the analysis.

**Sample Size Calculation:** The final sample size psychosocial determinants affecting psychological wellbeing

and psychological wellbeing in children. the sample was calculated considering the following criteria,  $Z= 1.95$  (95% confidence level) margin of error( $e$ ) =5% (0.05), population proportion ( $P$ ) = 0.5 population of school of school going children in Bagalkot. The calculated sample size was 100. The researcher enrolled 100 subjects the data was obtained from 100 subjects.

**Setting of the study:** The study was conducted in selected primary school of Bagalakote. the researcher enrolled 100 children from primary school.

**Data collection instruments:** Structured interview schedule will be used for collecting information on socio- demographic and other characteristics of subjects, In the present study psychosocial determinants refers to Depression and Social support which affect the psychological wellbeing of children. The eyeburg child behavioural inventory scale to assess the behavioural patterns among children.

**Ethical clearance:** Ethical clearance certificate was obtained from institutional ethical clearance committee, BVVS Sajjalashree institute of nursing sciences Navanagar Bagalkot. The Written consent of

participation was obtained from the participants and their parents before the data collection.

## 3. Statistical Analysis:

The data was analysed using SPSS version25. the obtained data was entered in MS Excel 2007 sheet. the data was edited for accuracy and completeness. the categorical responses were coded with numerical codes. here we used the chi square analysis to find the determinants (depression, social support) affecting psychological wellbeing of children. the data was presented with frequency and percentage distribution tables and diagrams. the descripton of substances was presented with Airthmatic mean,Range and Standard deviation, chi square test were used to associate the sociodemographic variables.

## 4. Data Collection Procedure

The data was collected. The Formal permission was taken from the Principal, BVVS SajjalaShree Institute of Nursing Sciences, Bagalkot, to collect the data. The data regarding socio demographic and psychosocial determinants affecting psychological wellbeing and psychological wellbeing in children. The Eligible subjects are invited to participate in the study. and all the participants were explained about the purpose of the study and that the data or information provided from them will be kept confidential and their identity will not revealed. They were informed to avoid discussion with other fellow mates. The instruments were given according to their preferred language (English or Kannada). Instructions were given regarding content of data collection instruments. The researcher attained and clarified the doubts of participants during the data collection. The filled tools were collected from the participants on an average children took 30 to 40 minutes. To fill the tools and whole process was completed in 2 hours. Researcher thanked all the participants and concerned teachers.



## 5. Results

### Description of subjects in terms of their socio demographic of school going children

Sl. No	Socio demographic Variables	Frequency	Percentage
<b>1</b>	<b>Age (Years)</b>		
	6-8 years	17	17%
	9-11 years	40	40%
	12-14 years	43	43%
<b>2</b>	<b>Gender</b>		
	Girl	50	50%
	Boy	50	50%
<b>3</b>	<b>Parents Occupation</b>		
	Housewife	28	28%
	Agriculture	28	28%
	Coolie	20	20%
	Employee	12	12%
	Self employed	12	12%
<b>4</b>	<b>Family Monthly Income</b>		
	Less than 10,000	10	10%
	10,000-20,000	45	45%
	20,000-30,000	5	5%
	30,000 and above	40	40%
<b>5</b>	<b>Area of Residence</b>		
	Urban	58	58%
	Rural	42	42%
<b>6</b>	<b>Type of Family</b>		
	Nuclear	59	59%
	Joint	41	41%
<b>7</b>	<b>Standard Education</b>		
	1 <sup>st</sup> standard	10	10%
	2 <sup>nd</sup> standard	10	10%
	3 <sup>rd</sup> standard	10	10%
	4 <sup>th</sup> standard	10	10%
	5 <sup>th</sup> standard	10	10%
	6 <sup>th</sup> standard	10	10%
	7 <sup>th</sup> standard	40	40%
<b>8</b>	<b>Mother Education</b>		
	Illiterate	11	11%
	Upto 10 <sup>th</sup> Standard	15	15%
	PUC	55	55%
	Degree and above	19	19%
<b>9</b>	<b>Father Education</b>		
	Illiterate	06	06%
	Upto 10 <sup>th</sup> Standard	25	25%
	PUC	10	10%
	Degree and above	65	65%
<b>10</b>	<b>Lesiure Time Activities</b>		
	Watching T V	30	30%

	Using Mobile	25	25%
	Videogames	45	45%
<b>11</b>	<b>Screen Time for Visualizing</b>		
	1 Hour	27	27%
	2 Hour	15	15%
	3 Hour	20	20%
	4 Hour	30	30%
<b>12</b>	<b>Any Health Problems</b>		
	Eye Problem	55	55%
	Headache	25	25%
	Body pain	11	11%

**Table 1. Description of subject in terms of their social support of school going children**

Level of social support	Range of score	Number of respondents	Percentage
Poor Social Support	<32	0	0%
Moderate Social Support	32-64	75	75%
High Social Support	>64	25	25%

As per the findings presented in Table 1, majority 75% of children have high social support and remaining 25% of them have moderate social support

**Table 2. Mean and SD of social support score of school going children**

	Mean	SD
Social support	58.37	15.30

As per the findings presented in Table 1 Mean and SD of social support score is 58.37 ± 15.30

**Table 3. Distribution of subjects in terms of their depression of children. n=100**

Level of Depression	Range of score	Number of respondents	Percentage
Mild or No significant clinical depression	<16	0	0%
Significant clinical depression	>16	100	100%



As per the findings presented in table 3, majority of the children (99%) had significant clinical depression and (1%) had mild or no significant clinical depression.

**Table 4. Mean and SD of depression of school going children.**

	Mean	SD
Depression	54. 13	10. 55

As per findings presented in table 4, Mean and SD of depression score is 54. 13 ±10. 55

### Description of Eyeberg Child Behavior Inventory among school going children

#### Section A: Distribution subjects in terms of their behavior of school going children

Categorization of children on the of their quality behavior as follows: score <36-90 mild,91-144 moderate, 145-198 severe, 199-252 worst.

**Table 5: Distribution of subjects in terms of their behavior among school going children. n=100**

Quality of behavior	Range of score	Number of respondents	Percentage
Mild	36-90	10	10%
Moderate	91-144	81	81%
Severe	145-198	09	09%
Worst	199-252	00	0%

As per the findings presented in Table 5, Quality of behavior among school going children reveals that, (10%) have a mild quality of behavior, 81% have moderate quality of behavior, 9% have severe quality of behavior.

#### Section B: Mean and SD of Behavioral quality among Children.

**Table 6: Mean and SD of Behavioral quality among Children. n=100**

	Mean	SD
Psychological well being	11460	114. 6

Table6: shows that Mean and SD of Behavioral Quality among children shows that 11460 ±114. 6.

#### Chi square Analysis to find the Determinants.

**Table 8: Chi square Analysis for the assessment of psychosocial determinates affecting Psychological Wellbeing of school going children.**

Sl. No	Variable	Chi Square	P value
1	Age	11. 971	0. 0005
2	Gender	0. 152	0. 6965
3	Parents occupation	35. 828	0. 001
4	Family Monthly Income	51. 658	0. 001
5	Area of Residence	0. 261	0. 6092
6	Type Of Family		1. 0000***
7	Student Education	0. 016	0. 8983
8	Mother Education	11. 485	0. 0007
9	Father Education	4. 842	0. 0278
10	Lesiure Time Activities		0. 3137***
11	Screen Time for Visualizing	5. 910	0. 0151
12	Any Health Problems	0. 011	0. 9184

\*\*\* Significant P = 1. 0000

Table shows that findings regarding assessment of behavioral patrnrs among school going children affected by the media and telecommunication with their socio demographic variables. A significant regression equation was found (P<0. 05) support and others therapies are positively predicted the behavioural patterns among children. family monthly income was the strongest predictor of behaviour patterns among a children by the media and communication. (chi square= 51. 658).

#### 6. Discussion

This discusses the major findings of the study and reviews them in relation to findings from the results of other studies. The present study was conducted to find out the affect of media and communication on the behavioural patterns among school going children of selected primary schools at Bagalkot in order to achieve the objectives of the study aquantitative non experimental cross sectional survey research design was adopted in study sample size is 100 children are selected with the help of random sampling technique.



## 7. Conclusion and Recommendation

The findings showed that the behavioural patterns among children with 81% of having a mild quality of behaviour, while (10%) have a mild quality of behavior and 9% have severe quality of behavior. And 100% were has clinically significant depression. And majority of the children (75%) having a high social support. chi square was used to evaluate the impact of mass media and telecommunication on behavioural patterns of children and significant P value was found ( $P < 0.05$ ) parents education and family monthly income was the strongest negative predictor for impact of media and telecommunication on behavioural patterns among children.

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