



*University of Babylon
College of Nursing*



***Impact Habit of Television Viewing on Behaviors
of School-Age Children***

A Project submitted to the council of the college of nursing,
university of Babylon in partial fulfillment of the requirements for
the degree of bachelor of sciences in nursing

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ.

صدق الله العظيم

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الاهداء

الحمد لله أولا على كل نعمه وهبها لنا

أول من يشكر وبحمده اناء الليل وأطراف النهار ، هو العلي القهار ، الذي أغرقنا بنعمة التي لا تحصى

، وأغدق علينا برزقه الذي لا يفنى وأنار دروبنا، فله جزيل الحمد والثناء العظيم

.. هو الذي أنعم علينا أذ أرسل فينا عبدهُ ورسوله محمد بن عبد الله (ص) أرسله بقرآنه المبين فعلمنا ما لم نعلم

الى من وضعتني على طريق الحياة، وجعلتني رابط الجأش

وراعتني حتى صرت كبيراً

(أمي الغالية)، طيب الله ثراها

إلى صاحب السيرة العطرة، والفكر المُستنير

فلقد كان له الفضل الأوّل في بلوغي التعليم العالي

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إلى أجمل قدر في دنيتي نعمة الله لي (اخوتي واخواتي)

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Abstract

Television viewing has certain advantages but at the same time the television viewing is also influencing the behaviors of children, as well as their physical and physiological health. Many studies have reported the deleterious effects of children's television viewing on outcomes such as obesity, inactivity, attentional problems, aggression and sleep pattern. Parents and school teachers are unaware of the impact of TV viewing on the children's health. The impact of TV viewing is such that it has become an inevitable part of the children's life.

The quantitative research approach by using cross-sectional study design started from 15 October 2022 to 25 April 2023 conducted at primary schools in Babylon province. Non-probability convenient sample consists of 150 student aimed at assessing the Impact Habit of Television Viewing on Behaviors of School-Age Children.

The results of this study The results recorded that Out of (150) subject who participated in this study their age ranged from (11+ years) old and constituted most of the study sample . Regarding gender, findings show the male were predominate among study population and constituted of the highest percentage out total number. that more than two-third of sample were moderate behaviors.

The study concludes that significant relationship between the habit of TV viewing and the overall behavior of children at a p-value less than 0.05.

The study recommended Counselling may be given to the students who watch TV about the adverse effect on health if TV is seen for more than 2 hours per day. There is need for continuous supervision by parents to exclude violent and horror content viewed by their children

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Chapter One

Introduction

Chapter one introduction

1.1. Introduction

It is generally believed that television has become a very powerful medium and its contact, no doubt, can change the likes and dislikes, learning and social habits. In recent years increased attention has been focused by many professionals with regard to its impact on human lives at any stage of development (Syed, 2010).

The age of eight has been identified as a watershed period for the effects of television violence on children & can interpret most complex formal features codes of television such as dissolves & cuts to denote time leaps, flash backs & dreams & the perspective information conveyed by edited complications of multiple camera angles. Elementary school age children can identify formal features that distinguish real from fantasy television content. Bravery, strengths & power are themes that have run strongly through the fantasy play of six to eleven year olds. Eight year olds who watch a great deal of violent programming have been found to create more aggressive, heroic fantasies when they are ten (Robertson et al., 2013).

When children start school, they watch less television, since they have less time available for day time viewing. By grade two or three, they start watching more TV again, since they are able to stay up later in the evening. From this time the amount of television that children watch increases gradually until adolescence (Helm and Spencer, 2019).

Watching television is something most children and adults do. It is convenient, inexpensive, available, and appealing. Television can be very entertaining for children and can teach them some things. But too often it is used as a substitute for other activities. Studies show that many children watch more television than the American Academy of Pediatrics (AAP) recommends. The group recommends no TV for children under 2, and fewer than 2 hours per day for older children (Patil and Mhaske, 2015).

In recent years, research has focused more on psychological aspects of technology use, with less known about physiological outcomes . It is a newer phenomenon that there has been more emphasis on brain and body-based implications of technology use in children and adults. In order to understand more holistically the implications of screen time on children, it is essential to explore the available research in order to uncover trends, gaps and future directions for this work to take (Gottschalk, 2019).

Parents and guardians, as well as education and child health professionals, may be uncertain as to how to structure children's screen time and how this should factor into their daily lives, as well as how to interpret the latest literature on these topics. There is thus a need for coherent guidelines on the matter. In order to make effective and evidence-based guidelines, the most recent and rigorous social science research should be complemented with evidence from the biological sciences as well to get a more holistic picture (Gottschalk, 2019).

Television (TV) has turned out to be as one of the most noteworthy mass media tools particularly in recent years. It creates substantial impact on the lives of people and has been the subject of research and debate since its inception. Television viewing bears potential impact in the lives of most children. Due to its significant influence on day-to-day life, major concerns have been raised on viewers especially in preschool age group(Cespedes et al., ;Ahluwalia and Singh, 2011).

Excessive TV watching has deleterious consequences on human beings in the form of brain dysfunction, reduced socialization, family conflicts and sleep disturbances . The research has explored significant association between TV watching habits and various health and behavioral problems including obesity, poor eating, impaired school performance among children (Vipulkumar et al., 2021).

1- 2 Important of study

Too much television watching may cause some of the following problems:

1. Television often takes the place of physical exercise. Exercise is an important part of a healthy lifestyle, and children's bodies need exercise to grow normally.
2. Watching television may take the place of social interaction with friends and family. Children who watch too much television may not talk as much about their ideas and feelings. This can prevent parents from learning more about their kids.
3. Television may take the place of reading as part of a child's day. This may contribute to poor school performance and delay the ability to read.
4. Seeing violence on television may upset children, and may lead to more aggressive behavior.
5. Television watching has been linked to higher rates of attention problems in children (Rosiek et al., 2015).

Previous studies from developing countries have reported that Television (TV) viewing, if excessive and of poor quality has a proven negative influence on child health. Indian studies on this subject are few. The amount of time that children and teens spend watching television may have more to do with their parents' TV habits than with family media rules or the location of TVs within the home. There is a significant relationship between the television viewing habit and violent behavior among school children. Nurses could initiate and encourage discussions with the parents in this aspects and generate awareness among them (Thomas and Chandrachood, 2014).

Excessive watching of television can have negative impact on children like 1) Displaces active type of recreation 2) Interferes with social interactions, family & friends 3) Discourages reading & reduces school performance 4) Discourages exercise, participating in sports , music, art or other activities that require practice to become skillful 5) Children who watch a lot of TV tend to have limited creating development 6) Viewing excessive violence may cause a child to be overly fearful about personal safety & the future (Chopra, 2017).

Parents and social critics express concern regarding the possible negative effects of TV viewing on children. Television has a direct impact on the development of unhealthy behavior and violence in children. A large number of

studies have reported deleterious effects of children television viewing on outcomes such as obesity, inactivity, attention problems, aggression and sleep pattern (IM, 2014).

1- 3 Statement of problem

Impact Habit of Television Viewing on Behaviors of School-Age Children

1- 4 Objectives of study

- 1-To assess the television viewing habits of school age children
2. To assess the behavior of the school age children
3. To determine the relationship between the television viewing habits of the school age children with their behavior.
- 4-To determine the effect of habit of television viewing on behaviors of school-age children

.1- 5 Definitions of the terms

1.5.1.impact

1.5.1.a. theoretical definition

a powerful effect that something, especially something new, has on situation or person (Cambridge dictionary, 2023).

1.5.1.b. operational definition

effect of habit of television viewing on behaviors of school-age children

1.5.2. habits

1.5.2.a. theoretical definition

something that you do often and regularly, sometimes without knowing that you are doing it (Cambridge, 2023).

1.5.2.b. operational definition

It refers to the regular or repetition of the act of watching TV for 2 hours or more per day.

1.5.3. behavior

1.5.3.a. theoretical definition

The way that a person, a substance, etc. behaves in a particular situation or under particular conditions.

1.5.3.b. operational definition:

It refers to the specific way of response of children in terms of physical, emotional, sleeping, eating, and study pattern.

Chapter Two
Methodology

Chapter Two Methodology

2-1 Study Design

Quantitative research cross sectional study design started from 20 October 2022 to 26 April 2023, the study conducted to study the assess Impact Habit of Television Viewing on Behaviors of School-Age Children by using a questionnaire form in primary schools in Al-Hilla City.

2- 2 -Administrative Arrangement

Before the collection of the data, formal administrative permissions were obtained to conduct the study. The researcher obtains permission from University of Babylon /Faculty of Nursing. The researcher provided a detailed description of the study, including a statement of the problem, goals and questionnaire to Babylon Directorate of Health (Center for Human Development and Training) (Appendix A) in order to obtain formal permission to conduct the study. Later, permission was granted to primary health care centers in order to ensure agreement and cooperation to complete the study.

2- 3 Setting of the Study

The present study was carried out in Babylon province at selected primary schools in Babylon province . the time which is required for collect the data from study sample was from 5 December 2022 to 14 February 2023.

2- 4 The Sample of Study

The researcher selected (1[^]) schools (boys and girls) of the total number of schools(185) , This sample represent about (10%) from the total number of schools in Al-Hilla city. by use a convenience sample of (N= 150) were selected throughout the use of non-probability sampling approach, and this strategy was used to reduce sampling error and enhance representation, from each level 1st, 2nd,3rd, 4th, 5th, and 6th class.

According to the following criteria:

Inclusion Criteria:

1. The children viewing television for 2 or more hours/ day
2. The students willing to participate in the study.

Exclusion criteria:

1. The children having attention deficit hyper activity disorder
2. Poor learners

3- 5 Instrument of Study

Data was collected through a questionnaire prepared for this purpose and consisting of four parts as the following:

1st part : consists of Demographic data of the child, which consists of three sections (age, gender, school stage,)

2nd part: The demographic data of the parents consists of six sections (the father's educational level, the mother's educational attainment, family income, the father's occupation, the mother's occupation, and the number of brothers).

3rd Part: It's Rating scale for assessing TV viewing habit Instructions to the interviewer: The researcher will read the questions to the subjects and they will always answer, sometimes, never or never. The interviewer should put a tick (√) in the appropriate column. It consists of fourteen questions

4th Part: It's a rating scale for assessing selected behavior of children

It consists of five paragraphs

The first paragraph contains eleven questions related to eating

The second paragraph contains seven questions related to physical activity

The third paragraph contains eleven questions related to the study

The fourth paragraph contains ten questions related to emotion

The fifth paragraph contains five questions related to sleep pattern

2- 6 Validity of the Instrument

The questionnaire validity for the study was obtain after distribution to (10) experts. All scientific and logical views that have been posed by the experts were utilized and added. Appendix (B).

2- 7 Rating and Scoring

Rating scale for Assessing the Habit of Television viewing. had three responses Always , sometimes and never according to the ideal answers for each question have been rated and score according to the 3 points Likert Scale. In which include score (1) for answer never, score (2) for answer sometimes and score (3) for answer Always.

Cutoff point calculated by dividing the number (2) that represent numbers of interval between three categories in the questionnaire (Always , sometimes and never) on the numbers of categories (3) = 0.67 Rating scale for Assessing the Habit of Television viewing was made against specified cutoff points then the children considered to have:

- Poor habits: when his/her score was (1 - 1.67).
- moderate habits: when the mean score was (1.68 - 2.34).
- Good habits: when the mean score was (2.35 - 3).

Rating scale for Assessing the Impact of Television viewing on behavior of children. had three responses Always , sometimes and never according to the ideal answers for each question have been rated and score according to the 3 points Likert Scale. In which include score (1) for answer never, score (2) for answer sometimes and score (3) for answer Always.

Cutoff point calculated by dividing the number (2) that represent numbers of interval between three categories in the questionnaire (Always , sometimes and never) on the numbers of categories (3) = 0.67 Rating scale for Rating scale for Assessing the Impact of Television viewing on behavior of children. was made against specified cutoff points then the children considered to have:

- Poor behavior: when his/her score was (1 - 1.67).
- moderate behavior: when the mean score was (1.68 - 2.34).
- Good behavior: when the mean score was (2.35 - 3).

2-8 Data Gathering

Data collection was done in a selected primary school in Babylon province . Formal written permission was obtained from the school administration before data collection . The purpose of the study was explained to the subjects. random sampling was used to select the 150 samples (including boys & girls) 1st , 2nd 3rd , 4th ,5th ,and 6th standard with equal number (30)each of students who were selected randomly by lottery method from 5 schools. Self-administration report was conducted to each student to assess the habit of TV viewing and its impact on behavior of children by using the rating scale. So, some of the demographic data like monthly family income of the family, occupation of the parents and education of the parents were collected .

2- 9 Statistical Analysis

The statistical analysis is used to analyze the data and get the results in this study has been by using the SPSS program. SPSS (Statistical Package for Science Service version 23).

2- 9- 1 Descriptive Data Analysis

The analysis implement by use:

A- Percentage (%)

$$\text{percentage (\%)} = \frac{\text{frequencies (f)}}{\text{size of sample}} \times 100$$

B- Mean (x)

$$x = \frac{\sum x}{n}$$

2.9.2.Inferential data analysis

Chi-square test: is one of the important nonparametric tests that are used to compare more than two variables for a randomly selected data. The expected

frequencies are calculated based on the conditions of null hypothesis. The rejection of null hypothesis is based on the differences of actual value and expected value (Chegg Study, 2019). It is calculated as:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

O = the frequencies observed

E = the frequencies expected

\sum = the 'sum of'

Regression Test :

Used to estimate the extent of the effects of factors on knowledge, attitude, and practices of nurses calculate as the following formula:

A linear regression line has the equation $Y = a + bX$, with X as the explanatory component and Y as the dependent factor.

Correlation coefficient:

An interval or ratio scale can be used to determine the link between two variables , and the Pearson correlation coefficient is a parametric test that can do just that. Pain management knowledge, attitudes, and practices among nurses are highly correlated, and this information can be used to identify any positive or negative relationships. At a significance level of, the P-value is found to be statistically significant (0.05)

as computed by :

$$r = \frac{\sum Q1^2 - \frac{(\sum Q1)^2}{K}}{\sum Qy2^2 - \frac{(\sum Qy2)^2}{K-1}}$$

Where:

r = the estimation reliability.

K = the total number of items in the test.

$Q1^2$ = the variance of each individual item.

Qy^2 = the variance of the total test score.

Σ = the sum of.

Chapter Three

Results of Study

Chapter three

Results of the study

Table 1: Descriptive Statistic Study Sample Demographic Variables

Variables	Rating	N=150	%
Age of child	<= 6 years	10	6.7
	7 – 10 years	33	22.0
	11+ years	107	71.3
Gender	Male	98	65.3
	Female	52	34.7
Stage	1st stud	12	8.0
	2nd stud	12	8.0
	3rd stud	16	10.7
	4th stud	20	13.3
	5th stud	38	25.3
	6th stud	52	34.7
Mothers education	Does not read and write	3	2.0
	Read and write	11	7.3
	Primary	50	33.3
	Secondary	23	15.3
	Preparatory school	14	9.3
	Diploma and above	49	32.7
Father education	don't read and write	4	2.7
	Read and write	3	2.0
	Primary	46	30.7
	Secondary	27	18.0
	Preparatory	14	9.3
	Diploma and above	56	37.3
Income	Insufficient	12	8.0
	Sufficient to some extent	120	80.0
	Sufficient and more	18	12.0
Father occupation	Working	138	92.0
	Not working	12	8.0
Mother occupation	Working	57	38.0
	Not working	93	62.0
Type of family	Nuclear	112	74.7
	Extended	38	25.3
No. sibling	<= 1	17	11.3
	2 – 5	124	82.7
	6+	9	6.0

N=Number, %= Percentage

Findings represents the descriptive statistics of socio-demographic information of the study sample in term of frequencies and percentage. Out of (150) subject who participated in this study their age ranged from (11+ years) old and constituted (71.3%) of the study sample . Regarding gender, findings show the male

were predominate among study population and constituted of the highest percentage (65.3%) out total number .

It is obvious from results that diploma graduated were higher percentage of the study sample among father, while mothers graduate from primary school about (33.3%). The results reveals the distribution of study sample according to stage of study. Where the proportion of sixth stage was the majority, it constituted (34.7%) out total number of sample. Concerning income, the results depict that majority of sample have Sufficient to some extent (80%) . Regarding father occupation, the findings illustrated that the vast majority of sample were working (92%), while more than half of mother were not working (62%). Finally in this table majority of mothers have 2-5 sibling (82.7%).

Table (2) : Assessment of the Television viewing habit of school age children

Variable	Assessment	Frequency	Percent
Habits	Poor	28	18.7
	Fair	97	64.7
	Good	25	16.7
	Total	150	100.0

This table show that more than half of sample (64.7%) were fair toward television viewing habit.

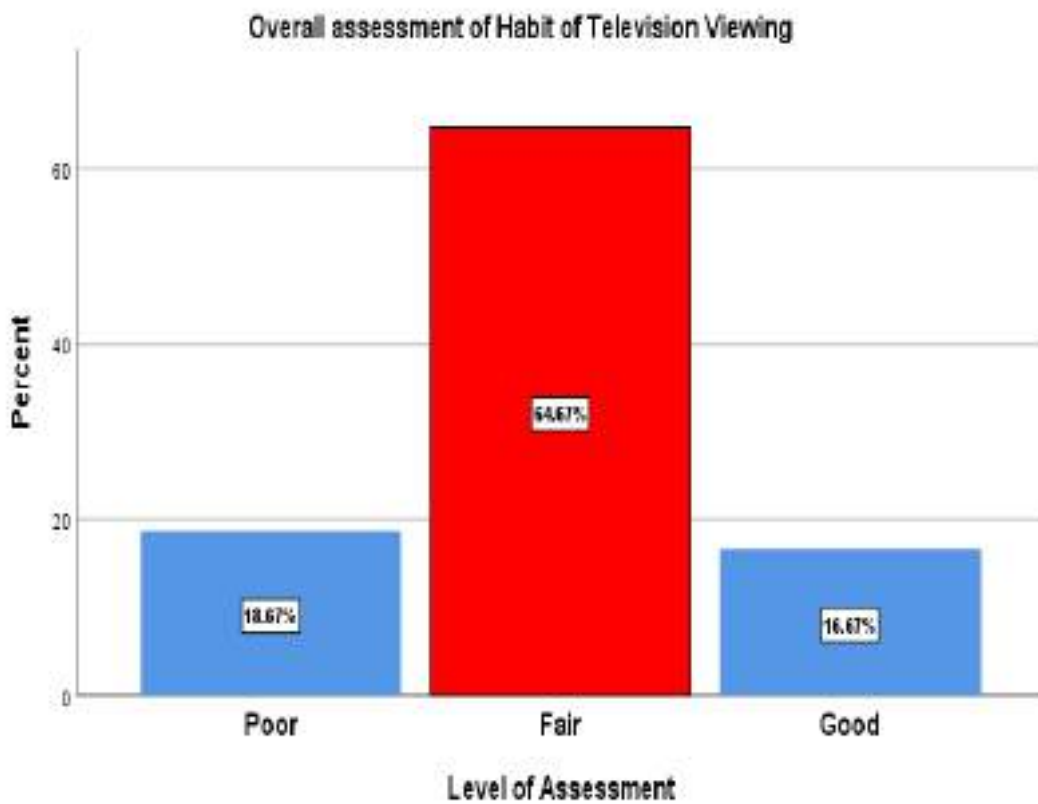


Table (3) : Assessment of the behaviors of school age children

Variable	Assessment	Frequency	Percent
Behaviors	Poor	19	12.7
	Moderate	110	73.3
	Good	21	14.0
	Total	150	100.0

This table show that more than two-third of sample (73.3%) were moderate behaviors.

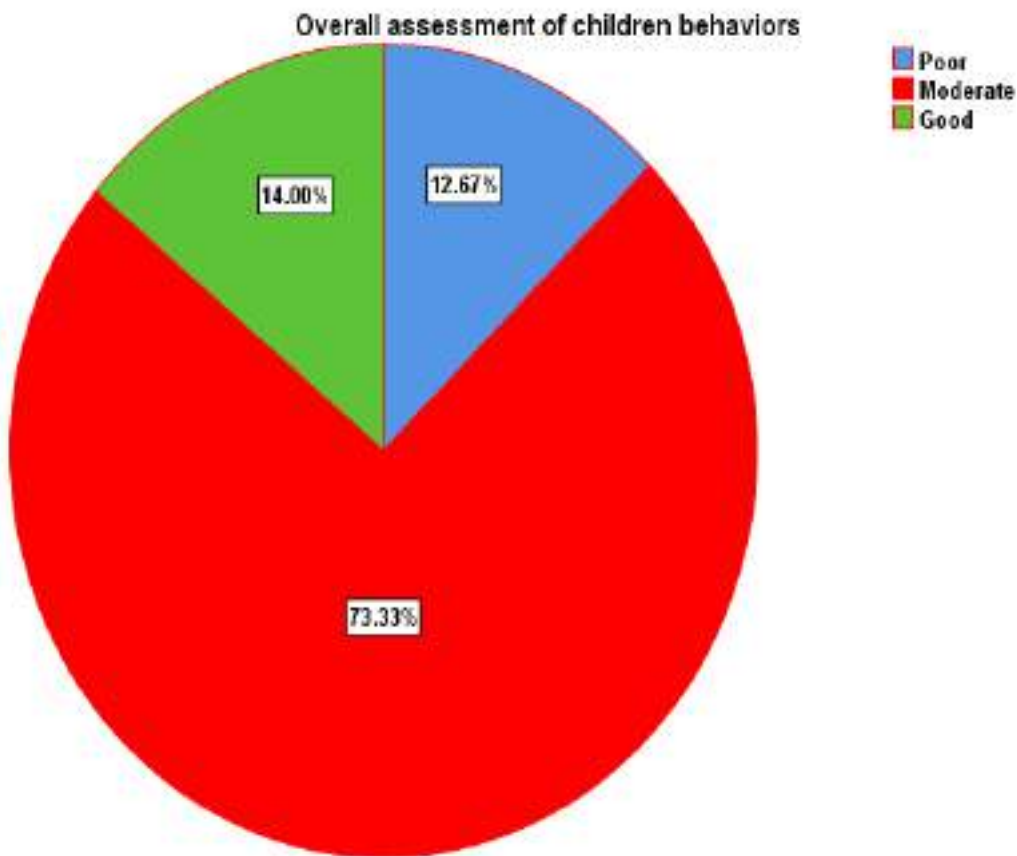


Table (4): Correlation Between habit of view T.V and behavior of children

Variable		Behavior
Habits	Spearman's rho	.281
	Sig. (2-tailed)	0.000
	N	150

**Correlation is significant at the 0.01 level (2-tailed).

tailed).

This table show that significant relationship between the habit of TV viewing and the overall behavior of children at $p < 0.01$ level.

Table (5):Simple Liner Regression between habits and behaviour of children (n=150)

Habits Vs. behaviours	Unstandardized Coefficients		Standardized Coefficients beta	t	Sig.
	B	Standard error			
	1.407	.119		11.856	.000
	.257	.063	.319	4.102	.000

Simple linear regression test exhibit that habits significantly effect of children behaviour's ($p=0.000$).

Chapter Four
Discussion

Chapter Four

Discussion of the Results

This chapter is one of the important parts of the body of the scientific research. In this chapter, the results of the study are discussed and compared to the results of previous studies which is related to the current study, in a way that is agrees and contradicts the results of the present study.

4-1 : Discussion of Demographic Characteristics of participants

Findings represents the descriptive statistics of socio-demographic information of the study sample in term of frequencies and percentage. Out of (150) subject who participated in this study their age ranged from (11+ years) old and constituted (71.3%) of the study sample . Regarding gender, findings show the male were predominate among study population and constituted of the highest percentage (65.3%) out total number .

This findings in line with (Vipulkumar et al., 2021). Who their results indicate that more than half of sample were male.as well, the findings of current study consistent with (El-Houfey and Elserogy, 2013) who demonstrated that more than half of the studied pupils were boys and about two fifths were girls, and higher percentage of children their age between 10-12 years.

It is obvious from results that diploma graduated were higher percentage of the study sample among father, while mothers graduate from primary school about (33.3%). The results reveals the distribution of study sample according to stage of study. Where the proportion of sixth stage was the majority, it constituted (34.7%) out total number of sample. Concerning income, the results depict that majority of sample have Sufficient to some extent (80%) . Regarding father occupation, the findings illustrated that the vast majority of sample were working (92%), while more than half of mother were not working (62%). Finally in this table majority of mothers have 2-5 sibling (82.7%).

The findings of current study consistent with results of study that carried out by (Patil, 2007) who pointed that, Among the 100 students between the age ranges of 10-14 years, 50% were males, and 50% were females. Education status of the parents showed that 52% Fathers and 30% mothers were graduates. The occupation of the parents revealed that 99.9% fathers were employed, while, most of mothers were Unemployed. Also Majority of the children (79%) lived in nuclear family.

4-2 Discussion the Assessment of the Television viewing habit of school age children

This table show that more than half of sample (64.7%) were fair toward television viewing habit. The results of current study in line with (Patil and Mhaske, 2015) who clarified that most of children have average television viewing habits.

4-3 Discussion Assessment of the behaviors of school age children

This table show that more than two-third of sample (73.3%) were moderate behaviors. The results of current study in line with (Patil, 2007) who reported that highest percentage of children had moderate impact in the areas like eating behaviour.

4-4 Correlation Between habit of view T.V and behavior of children

This table show that significant relationship between the habit of TV viewing and the overall behavior of children at $p < 0.01$ level. The findings of current study corresponding with (El-Houfey and Elserogy, 2013) who reported that watching television habits in the form of time daily spent in front of television as well as contents, especially violent and horror content, had negative effects on the behaviors of children at the primary school level.

4.5. Simple Liner Regression between habits and behavior of children (n=150)

Simple linear regression test exhibit that habits significantly effect of children behaviour's ($p = 0.000$).

The findings of present study in the same line with ((Patil, 2007)) who reported that , When we correlated, the TV viewing habits with the weight status and behaviour, we found positive correlation with the overall behaviour. Also, supported by to the findings of (Thomas and Chandrachood, 2014) , and (Rachel, 2011) who also found positive correlation between TV viewing habits with the behaviour of the school going children.

Chapter Five
Conclusions &
Recommendations

Chapter Five Conclusions & Recommendations

5-1 Conclusions

The study concludes that the most of study sample have moderate habits and behaviors about television viewing .There was that significant relationship between the habit of TV viewing and the overall behavior of children . The television viewing habits significantly effect of children behavior's.

5- 2 Recommendation

Based on the findings of the present study the following items may be recommended:

1. Parents should be advised through an educational program, implemented in cooperation with the Iraqis Ministries of Health and Information using mass media, such as television, radio, newspaper and magazines, for encouraging families to restrict the television viewing time of their children to less than two hours daily and to encourage them to participate in active peer relationships.
2. There is need for continuous supervision by parents to exclude violent and horror content viewed by their children.
3. children should view appropriate programs at the appropriate time and age.
4. Quality time with children engenders the needed opportunity to Help them develop the needed verbal reasoning skills which serve as precursors to the other Aspects of general development
5. Counselling may be given to the students who watch TV about the adverse effect on health if TV is seen for more than 2 hours per day.
6. A similar study can be conducted for a large samples to generalize the findings for a larger population

7. A similar study can be conducted on behavior of children with different age group.

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Appendices

Appendix A
Questionnaire



بسم الله الرحمن الرحيم

حضرة الأستاذ الدكتور/ة

م/ تحكيم استمارة استبائيته

تحية طيبة..

بالنظر للمكانة العلمية والعملية التي تتمتعون بها، نضع بين أيديكم الكريمة استمارة الاستبانة الخاصة بالأطروحة الموسومة (تأثير عادة مشاهدة التلفزيون على سلوكيات الأطفال في عمر المدرسة) ملتمسين مراجعتها وتقويمها وبيان رأيكم بشأن صلاحيتها.
مع فائق التقدير والاحترام.

اسم الخبير:.....

مكان العمل.....

الشهادة والاختصاص:.....

المرتبة العلمية:.....

عدد سنوات الخدمة:.....

التوقيع.....

التاريخ.....

الجزء الأول: الخصائص الديموغرافية للأطفال

(١) العمر: () سنوات

(٢) الجنس: ذكر () أنثى ()

(٣) المرحلة الدراسية:

أ. الصف الأول []

ب. الصف الثاني []

ج. الصف الثالث []

د. الصف الرابع []

هـ. الصف الخامس []

و. الصف السادس []

الجزء الثاني: الخصائص الديموغرافية للوالدين

(١) المستوى التعليمي للاب:

أ. لا يقرأ ولا يكتب []

ب. يقرأ و يكتب []

ت. مدرسة ابتدائية []

ج. المدرسة الثانوية []

ح. اعدادية []

خ. دبلوم فما فوق []

(٢) التحصيل العلمي للأم:

أ. لا يقرأ ولا يكتب []

ب. يقرأ و يكتب []

ت. مدرسة ابتدائية []

ج. المدرسة الثانوية []

ح. اعدادية []

خ. دبلوم فما فوق []

(3). دخل العائلة:

- أ. غير كافٍ []
ب. كافي إلى حد ما []
ج. كافي وأكثر []
٤. مهنة الأب:
أ. يعمل
ب. لا يعمل
٥. مهنة الأم
أ. تعمل
ب. لا تعمل
٦. عدد الاخوان ()
٧. نوع الأسرة
أ) الأسرة الاوليه []
ب) الأسرة الممتدة []

الجزء الثالث: مقياس التصنيف لتقييم عادة مشاهدة التلفزيون تعليمات للمحاور: سيقراً الباحث الأسئلة على الأشخاص وسيجيبون دائماً ، في بعض الأحيان ، أبداً أو لا ينطبق. يجب على القائم بإجراء المقابلة وضع علامة (√) في العمود المناسب. تعليمات للمقابلة: يرجى الاستماع إلى السؤال الذي طرحه المحاور ومحاولة الإجابة.

ت	الفقرات	دائماً	بعض الأحيان	ابداً
1.	يشاهد التلفاز ساعتان أو أكثر يومياً خلال أيام الدراسة			
2.	يشاهد التلفاز ساعتان أو أكثر باليوم خلال أيام العطلة			
3.	يطلب الأذن من الوالدين قبل مشاهدة التلفاز			
4.	يشاهد التلفزيون مع الوالدين أو العائلة			
5.	يقوم بإيقاف تشغيل التلفزيون أثناء تناول الوجبات			
6.	يقوم بإيقاف التلفزيون بعد مشاهدة برامج معينة			
7.	الاتفاق مسبقاً على مشاهدة برنامج معين مع الاب والام			
8.	يجلس بالقرب من التلفزيون			
9.	مشاهده التلفاز بعد الثامنة مساء			
10.	يشاهد أفلام لا تناسب العمر إذا لم يكن احد في المنزل			
11.	مهتم بمشاهده التلفزيون اكثر من الانشطة الأخرى			
12.	عندما يتم منع التلفاز في المنزل يشاهده في منزل الجيران			
13.	يشاهد التلفزيون ويشعر بالملل عندما لا يلعب مع احد			
14.	يجلس بشكل مستقيم أثناء مشاهدة التلفزيون			

ت	الفقرات	دائماً	بعض الأحيان	ابداً
ا. متعلقة بتناول الطعام				
1.	مشاهدة التلفاز خلال فترة الأكل			
2.	يحب تناول الأطعمة بعض الأطعمة مثل البيتزا والبرغر وما إلى ذلك.			
3.	يطلب من الوالدين شراء المواد الغذائية الموضحة في الإعلانات			
4.	يتناول الطفل الفاكهة			
5.	يتضمن نظامه الغذائي الخضار في وجبات الطعام			
6.	يتناول الأطعمة الزيتية والأطعمة المعلبة على سبيل المثال: الأطعمة غير المرغوب فيها ، ورقائق البطاطس ، إلخ.			
7.	الوالدين يأكلون الطعام أثناء مشاهدة التلفزيون			
8.	يمنع الآباء طفلهم من تناول الطعام أثناء مشاهدة التلفزيون			
9.	يفضل تناول الطعام أثناء مشاهدة التلفزيون.			
10.	يشعر وكأنه يأكل أكثر أثناء مشاهدة التلفزيون			
11.	يشعر بمذاق الطعام أثناء مشاهدة التلفزيون			
12.				
ب. المتعلقة بالنشاط البدني				
13.	يقضي وقت الفراغ في المنزل واللعب مع الأصدقاء			
14.	يؤدي التمارين الرياضية			
15.	يذهب إلى كرة القدم / الكاراتيه / دروس الموسيقى أو أي دروس أخرى.			
16.	يخرج ويلعب مع الأصدقاء بعد قدومه من المدرسة			
17.	الاعتماد على الآخرين لإنجاز الأشياء عند مشاهدة التلفزيون على سبيل المثال: - طلب الماء			
18.	يساعد الوالدين في الأعمال المنزلية			
19.	يقضي وقت الفراغ في المنزل واللعب مع الأصدقاء			
ت. ذات صلة بالدراسة				
20.	يؤدي الواجبات المنزلية			
21.	يتعلم الدروس أو الحصص اليومية			
22.	يجلس بمفرده ويدرس			

			يقرأ كتب المعرفة العامة أو الصحف أو المجلات	23.
			يشاهد التلفاز أثناء الدراسة أو الكتابة	24.
			ينهي العمل بالمنزل بسرعة ليشاهد البرنامج المفضل	25.
			مهتم بمشاهدة التلفاز أكثر من الدراسة	26.
			يشاهد التلفاز في ايام الامتحانات كل عادة	27.
			يحصل على درجة عالية في المدرسة	28.
			يعاقبه الاباء للحصول درجات ضعيفة	29.
			يغيب عن الفصل لمشاهدة التلفاز على سبيل المثال ؛ - أثناء مشاهدة سينما أو افلام الكارتون في التلفزيون	30.
ث. المتعلقة بالعاطفة				
			يشعر بالقلق إذا لم يكن قادرًا على مشاهدة التلفزيون يومًا ما	31.
			مهتم بمشاهدة مشاهد القتل والقتال والقتال مع زملاء الدراسة	32.
			يغضب إذا قام شخص ما بإيقاف تشغيل التلفزيون أثناء المشاهدة	33.
			يستخدم العنف مع الوالدين والإخوة والأخوات	34.
			يطبع الوالدين / الكبار في السن	35.
			يقلد العمل السينمائي يشعر بالحزن عندما يموت البطل في فيلم / سينما	36.
			يشعر بسعادة كبيرة عندما يكون الشرير هزمه البطل	37.
ج. فيما يتعلق بعادات بالنوم				
			نمط النوم يستيقظ كثيرًا في الليل	38.
			ينام قبل الساعة ٩ مساءً	39.
			يشعر بالنعاس في الفصل يفضل مشاهدة التلفزيون بدلاً من النوم بعد المدرسة	40.
			بعاني من أحلام سيئة عند النوم	41.
				42.

- 1) Age () years
- 2) gender male () female ()
- 3) class of the study
 - a. 1st study []
 - b. 2nd study []
 - c. 3rd Std []
 - d. 4th Std []
 - e. 5th Std []
 - f. 6th Std []

part two : demographic characteristic of parents

- 1) Education of father:
 - a. Does not read and write
 - b. Read and write
 - c. Primary School
 - d. Secondary school
 - e. Preparatory school
 - f. Diploma and above
- 2) Education Attainment of mother:
 - a. Does not read and write
 - b. Read and write
 - c. Primary School
 - d. Secondary school
 - e. preparatory school
 - f. Diploma and above
- 3). Family income:**
 - a. Insufficient
 - b. Sufficient to some extent
 - c. Sufficient and more
- 4). Father occupation:

a. Working

b. Not working

5). Mother occupation

a. Working

b. Not working

6). **Number of sibling** ()

7). Type of family

a) Nuclear family []

b) Extended family

part three : Rating scale for Assessing the Habit of Television viewing

Instruction to the Interviewer: The investigator will read out questions to the subjects and they will respond always, some times, never or not applicable. The interviewer has to Place a tick (√) in the appropriate column. Instruction to the Interviewee: Please listen to the question asked by the interviewer & try to give answer.

NO.	Items	Always	Sometimes	Never
1.	Watches television 2 hrs or more per day during school days			
2.	Watches television 2 hrs or more per day during holidays			
3.	Seeks permission from parents before watching TV			
4.	Watches television with parents or family members			
5.	Switches off the TV set during meals			
6.	Switches off the TV after watching the selected programme			
7.	Plans the programme ahead with parents			
8.	Sits close to the TV			
9.	Sits straight while watching TV			
10.	Watches Television after 8 p.m			
11.	Watches adult movie if no one is there in home			

12.	Interested in watching TV than other activities			
13.	When restricted at home watches television at neighbours house			
14.	Watches TV & feels bore when no one to play			

Part four: Rating scale for Assessing selected behavior of children.

No	Items	Always	Sometimes	Never
	Related to eating			
	Watches TV while eating			
	Likes to eat food items shown in the advertisement like Pizza, burger etc.			
	Asks parents to buy the food items shown in the advertisements			
	Takes fruits			
	Includes vegetables in meals			
	Takes oily foods and packed foods Eg: Junk foods, Chips, etc.			
	Parents eats food while watching TV			
	Parents restricts you from eating while watching TV			
	Prefers to eat while watching T.V.			
	Feels like eating more while watching T.V			
	Feels the taste of food while watching T.V			
	Related to physical activity			
	Spends the leisure time at home, playing with friends, brother or sister.			
	Performs exercise			
	Goes for foot ball/Karate/dance/ Music Classes or any other.			
	Goes out and play with friends after coming from school			
	Participates in school plays.			
	Depend on others for getting things done when watching TV Eg:- Asking for water			
	Helps parents in house hold work			
	Related to study			
	Does daily home work			
	Learns the daily portions			
	Sits alone and studies			
	Reads general knowledge books or news paper or magazines			
	Watches TV while studying or writing			
	Finishes home work hurriedly & watches favourite programme			
	Interested in watching TV than learning			
	Watches TV during examination as usual			
	Gets high grade in the school			

	Parents punishes for getting less marks			
	Misses the class for watching T.V Eg;- While News Cinema or cartoon in T.V			
Related to emotion				
	Feels restless if not able to watch T.V one day			
	Interested in watching fighting, murder scenes			
	Fights with classmates			
	Gets angry if some one switches off the TV while watching			
	Gets upset if not allowed to watch T.V			
	Fights with parents and brothers & sisters			
	Obeys parents / elders			
	Imitates the cinema action			
	Feels sad when hero dies in the film / cinema			
	Feels very happy when villain is been defeated by hero			
Related to sleeping pattern				
	Gets up frequently at night			
	Sleeps before 9 p.m			
	Feels drowsy in the classroom			
	Prefers to watch TV than sleeping after school			
	Gets any night mares/dreams after watching TV			

Appendix B

Panel of Experts

Panel of Experts

مكان العمل	الاختصاص	الشهادة	اسم الخبير	ت
جامعة بابل / كلية التمريض	تمريض صحة المجتمع	استاذ	ا.د. امين عجيل ياسر	١
جامعة بابل / كلية التمريض	تمريض بالغين	استاذ	ا.د. سحر علي ادهم	٣
جامعة بابل / كلية التمريض	تمريض الام والوليد	أستاذ مساعد	ا.م.د. وفاء احمد امين	٤
جامعة بابل / كلية التمريض	تمريض الام والوليد	مدرس	م.د. مريم عبد الكريم	٥
جامعة بابل / كلية التمريض	تمريض الام و الوليد	مدرس مساعد	م.م زينب عبد الأمير	٦
جامعة بابل / كلية التمريض	تمريض الاطفال	مدرس مساعد	م.م. علي فاضل عبيد	٧
جامعة بابل / كلية التمريض	تمريض الصحة النفسية والعقلية	مدرس	م.د امير صلاح الدين	٨
جامعة بابل / كلية التمريض	تمريض الاطفال	مدرس مساعد	م.م. مها احمد كاظم	٩
جامعة بابل / كلية التمريض	تمريض الصحة النفسية والعقلية	مدرس مساعد	م.م. زمن احمد	١٠

Appendix C

Administration

agreements



الى / ادارات المدارس الابتدائية في محافظة بابل كافة
م/ تسهيل مهمة

السلام عليكم ...

اشارة الى كتاب جامعة بابل / كلية التمريض المرقم (٤٣٨٥) في ٢٠٢٢/١٢/١ ترقو تسهيل مهمة الطلبة المدرجة اسمائهم ادنا لغرض اكمال متطلبات بحثهم الموسوم (impact habit of television viewing on behavior school age children تأثير عادة مشاهدة التلفاز على سلوك الاطفال في عصر العدرسة) وابداء تعاونكم معهم عند زيارتهم مدارسكم على ان لا يتعارض ذلك مع برنامجنا التربوي.
مع التقدير.

اسماء الطلبة

- ١- محمد قاسم شاكر
- ٢- مسار علي سالم
- ٣- محمد قحطان عبد الرضا
- ٤- مريم عبدالحسين كاظم



عباس كاظم حامد

مدير قسم الاعداد والتدريب

٢٠٢٢/١٢/٤٤

نسخه منه الى:

- جامعة بابل / كلية التمريض / كتابكم اعلاه للتفضل بالاطلاع .. مع التقدير.
- قسم التخطيط التربوي / الاحصاء / لنفس الغرض اعلاه .. مع التقدير.
- الاقسام الفرعية كافة لنفس الغرض اعلاه .. مع التقدير.
- الطلبة اعلاه .. مع التقدير .
- الاعداد والتدريب / شعبة البحوث/ تسهيل المهمة مع الاوليات/ الملف الدوار

الخلاصة

تتمتع مشاهدة التلفزيون بمزايا معينة ، ولكن في نفس الوقت ، تؤثر مشاهدة التلفزيون أيضًا على سلوكيات الأطفال ، فضلاً عن صحتهم الجسدية والفسولوجية. أبلغت العديد من الدراسات عن الآثار الضارة لمشاهدة الأطفال للتلفزيون على نتائج مثل السمنة وقلة النشاط ومشاكل الانتباه والعدوانية ونمط النوم. الآباء والمعلمون في المدرسة غير مدركين لتأثير مشاهدة التلفزيون على صحة الأطفال. وصل تأثير مشاهدة التلفزيون إلى درجة أنه أصبح جزءًا لا مفر منه في حياة الأطفال.

تم استخدام منهج البحث الكمي و تصميم الدراسة المقطعية في الفترة من ١٥ أكتوبر ٢٠٢٢ إلى ٢٥ أبريل ٢٠٢٣ في المدارس الابتدائية في محافظة بابل. تتكون العينة الملائمة الاحتمالية من ١٥٠ طالبًا تهدف إلى تقييم تأثير عادة مشاهدة التلفزيون على سلوكيات الأطفال في سن المدرسة.

نتائج هذه الدراسة: أظهرت النتائج أن من بين (١٥٠) شخصًا شاركوا في هذه الدراسة ، تراوحت أعمارهم بين (١١+ سنة) وشكلوا معظم عينة الدراسة. فيما يتعلق بالجنس ، أظهرت النتائج أن الذكور كانوا سائدين بين مجتمع الدراسة ويشكلون أعلى نسبة من العدد الإجمالي. أن أكثر من ثلثي العينة كانت سلوكياتهم متوسطة. استنتجت الدراسة إلى وجود علاقة ذات دلالة إحصائية بين عادة مشاهدة التلفاز والسلوك العام للأطفال بقيمة احتمالية أقل من ٠,٠٥.

أوصت الدراسة بإمكانية تقديم المشورة للطلاب الذين يشاهدون التلفزيون حول الآثار السلبية على الصحة إذا تم مشاهدة التلفزيون لأكثر من ساعتين في اليوم. هناك حاجة للإشراف المستمر من قبل الآباء لاستبعاد المحتوى العنيف والرعب الذي يشاهده أطفالهم



جامعة بابل

كلية التمريض

تأثير عادة مشاهدة التلفزيون على سلوكيات الأطفال في عمر المدرسة

مشروع مقدم الى مجلس كلية التمريض جامعة بابل لاستيفاء جزء من متطلبات نيل درجة
البكالوريوس علوم في التمريض

تقدم بها الطالب

مسار علي سالم

محمد قاسم شاكر

مريم عبد الحسين كاظم

محمد قحطان عبد الرضا

بإشراف

م. د. محمد طالب عبد حمادي

شوال ١٤٤٤

ابريل ٢٠٢٣