

**Parents' Perceptions of the Impact of Watching Television on the
Behavior of Children Aged 2 to 4**

By

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**A thesis submitted to Brac Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development**

Brac Institute of Educational Development

Brac University

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Approval

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Ethics Statement

Title of Thesis Topic: Parents' perceptions of the impact of watching television on the behavior of children aged 2 to 4

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1. Source of population: Parents of children aged between 2 to 4 years.
2. Does the study involve (yes, or no)
 - a) Physical risk to the subjects (no)
 - b) Social risk (no)
 - c) Psychological risk to subjects (no)
 - d) discomfort to subjects (no)
 - e) Invasion of privacy (no)
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study (yes)
 - b) Procedures to be followed (yes)
 - c) Physical risk (n/a)
 - d) Sensitive questions (yes)
 - e) Benefits to be derived (yes)
 - f) Right to refuse to participate or to withdraw from the study (yes)
 - g) Confidential handling of data (yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (n/a)
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants (yes)
 - b) from parents or guardian (n/a)
 - c) Will precautions be taken to protect anonymity of subjects? (yes)
5. Check documents being submitted herewith to Committee:
 - a) Proposal (yes)
 - b) Consent Form (yes)
 - c) Questionnaire or interview schedule (yes)

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Abstract

In order to succeed in life, it's important for children to develop both mentally and physically at about the same rate. Today's children live in a world where television programs and commercials influence many of their experiences. Early exposure to television may have an impact on a child's cognitive and social development. This study intended to investigate parents' viewpoints on their children's television watching habits as well as the impact of television viewing on children's. The practices they follow for children aged 2-4 in Dhaka city. This study seeks to explore this topic by asking these research questions. A) What are parents' perceptions on their children's television viewing habits? B) What are parents understanding of behavioral changes that caused by children's television viewing. The goal of this study was to find out how parents in Dhaka city experience television viewing and what they do to control it for their children ages 2 to 4. A qualitative research approach was used in this study. Data were collected through FGD and IDI guidelines. A total of 12 parents were selected for this study. Of which, 6 of the parents were randomly selected for IDI and 6 were randomly selected for FGD. Data were manually analyzed after the interviews were conducted. Data were organized and managed by transcription and presented in two themes and several sub-themes. It was found that the parents are aware of the potential consequences of excessive screen time for their children. Long-term television viewing has been linked to issues with sleep, attention, and aggressive behavior of children. It was recommended that children be allowed no more than two hours on the television. Parents said that engaging their children in a variety of art and craft hobbies, indoor activities, and play, as well as time spent outside, should help mitigate the situation.

Keywords: Parent's Perception; viewpoint: television viewing: Dhaka city.

Dedication

My thesis is dedicated to my husband and son, without their moral support and motivation it would have been difficult for me to achieve this degree.

Acknowledgment

First of all, I would like to thank Almighty Allah for giving me the confidence and wisdom to finish this course successfully.

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Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Executive Summary	Error! Bookmark not defined.
Dedication (Optional)	vi
Acknowledgment.....	vii
Table of Contents	viii
List of Acronyms	x
Chapter I Introduction & Background.....	1
Introduction.....	1
Statement of the Problem.....	2
Purpose of the study.....	3
Significance of the study.....	3
Chapter II Literature Review	5
Chapter III Methodology	10
Research Approach and Design	10
Research Site.....	10
Research Participants	10
Sampling Procedure/Participants Selection Procedure	11
Data Collection Tool.....	11
Data Collection Method and Procedure	12
Data Management and Analysis	13

Validity & Reliability	13
Etical Issues	13
Limitations of the Study.....	14
Chapter IV Results/Findings & Discussion	166
Results/Findings.....	166
Discussion.....	266
Conclusion	29
Recommendations.....	30
References.....	33
Appendix	36

List of Acronyms

ECD Early Childhood Development

FGD Focus Group Discussion

IDI In-depth Interview

Chapter I: Introduction & Background

Introduction

Television is an integral element of the lives of many children. Children have an immersive experience through television and live in their own bubble, from watching the wonder of superheroes to tuning into horror movies. Depending on the sort of episodes being viewed, this bubble might sometimes be a reason for worry (P. R, 2019). The influence of television watching on numerous parts of a child's life is significant. This paper investigates the influence of television on the lives of children. Television may be of general use to children, and it observed that it can introduce them to aspects of life of which they were previously unaware. So it is an essential tool in both the home and the classroom, not as a distraction but as a means of education (Huston et al., 1999). There is, however, insufficient evidence that television viewing displaces physical activity among children. However, there is significant evidence that adolescent television viewing is related with a variety of negative consequences, including overweight and obesity, poor food habits, and social issues (e.g., aggressive behavior, low school success) (Strasburger., 2004). In the early 1960s, Albert Bandura supported his ideas of observational and vicarious learning. He conducted several experimental researches on children's imitation of a model, which are today regarded as classics in this subject. In Bandura's research, a child saw a video in which an adult was awarded for behaving aggressively. When this child's own behavior was evaluated, it was discovered that the subject's level of hostility had grown. In addition to an increase in aggression during play, the child imitated unique conduct from the video (Albert et al., 1961). A recent research also suggests that young children who watch more than two hours of television every day may develop behavioral issues. Between the ages of 2 and 5, children who watched more than two hours of television each day were more likely to develop sleep,

attention, and aggressive behavior issues than those who watched less (Warner, 2007). Thus, it has been shown that, despite the many favorable impacts of television viewing, excessive television viewing may have harmful consequences on the behavior of children.

Statement of the Problem

Television is one of the most important forms of communication on a worldwide platform. Children watch television more than any other electronic gadget. Most channels depend on television to amuse children by providing more programming because of its powerful influence. Nowadays, children are exposed to television from a young age of six months, and by the time they are three years old, they have developed a strong affection for a variety of shows and television advertising. According to my observations, children who watch too much cartoons on television are more likely to have behavioral and language problems. Due to the availability of channels and media, it is now much simpler for youngsters to watch their preferred show. On the other hand, parents are relaxed when they allow their children adequate time to watch their preferred channels or shows. In the United States, 10% of children between the ages of 2 and 18 watch television for more than two hours every day (Rideout et al., 2010). According to Bangladesh's socioeconomic and demographic statistics for 2011, the total number of households is 31, 71 million. 62.39 million People, or 44.8 percent of the entire population, have access to television. Of this number, 16.96 million, or 30.07 percent, are children between the ages of 5 and 10; if preschoolers are included, the proportion is much higher (Syed et al., 2013). The first two years of life are crucial for brain development of children. As a considerable percentage of the population has easy access to television, the influence of Television on youngsters has become a significant issue among researchers. Children in Bangladesh who live in both urban and rural areas are increasingly reliant on television for pleasure. Despite this, in metropolitan areas, owing to increased development without good planning, the number of children's playgrounds is decreasing

rapidly. They engage in more indoor activities, such as watching television, as a result. Consequently, there is an urgent need to investigate the impacts of television viewing on our children. The purpose of the current research is to examine parents' perceptions of the effects of television viewing on children's behavior in urban Dhaka.

Purpose of the study

The purpose of the research is to determine the impact of television on children and how viewing television impacts their behavior according to parents' perspective. This study examines the views of parents about the impact of television viewing on children's behavior. The main purpose of this study is to understand parental perspectives on the influence of television viewing on children's behavior aged 2 to 4 in Dhaka city.

Significance of the study

Physically and emotionally, children in their early stages of development are very sensitive and delicate. They are unable to differentiate between right and wrong and may base their future actions on what they watch on television. Our children's lives are dominated by television. From the moment they awaken until the moment they fall asleep, their small eyes are fixated on the television screen. In most families, television has assumed the function of a caregiver, but it has also become a significant source of education for children. According to studies reported by CBS News, children start viewing regular-bass TV at a young age. According to the initial survey, In UK at the age of three months, 40 % of infants are frequent TV viewers. By the age of 2, 90% of children watch television frequently (Johnson, 2007). Sometimes parents will leave their kids unattended in front of the TV for hours at a time, and the children will watch whatever is on, regardless of whether or not it is appropriate for their age. It either fosters aggressive and violent conduct in children or induces fear in them. Children who are often exposed to violent conduct are more likely to develop aggressive

behavior (Lemish, 2007). They struggle to form social contacts and often act negatively and aggressively towards their peers. A study of over 2,000 elementary and middle school students indicated that excessive television consumption was connected with anxiety, depression, and post-traumatic stress (Wilson, 2008). Through research, it will enhance parents' perceptions of how television shows and advertisements affect how children behave. It will enhance our knowledge of children's television viewing habits in Dhaka City. Moreover, it will assist parents and stakeholders in creating and executing appropriate preventive and intervention approaches for certain demographic groups in order to improve early childhood development.

Research Questions

- What are parents' perceptions on their children's television viewing habits?
- What are parents understanding of behavioral changes that caused by children's television viewing?

Operational Definition

- **Television:** Television is a major communication medium that distributes information via an audio-visual combination.
- **Impact:** Impact is the degree to which one item affects another.
- **Children:** Children age group of 2 to 4 needs parental guidance.
- **Children Behaviors:** It is the acts, responses, and functioning of a child in response to ordinary contexts and events.
- **Perception:** Perception is the recognition and interpretation of sensory information in order to represent and comprehend the information or environment that is provided. All perception requires the transmission of impulses through the neurological system, which occur from the physical or chemical activation of the sensory system.

Chapter II: Literature Review

Children's Television Viewing Practices

Television plays a significant role in the lives of all children. Children enjoy an immersive experience through television and exist in the bubble of their own universe, whether they are watching the wonder of superheroes or turning in to horror weekends. Depending on the sorts of programs being seen, this bubble might sometimes be a reason for worry. According to study in 2004, children as young as one year old watched 2.2 hours of television every day, with this number increasing to 3.6 hours per day by the period when the child is three years old (Christakis et al., 2004). The progress of television, like that of other technologies, always brings up new challenges. Children are unable to have meaningful interactions with their parents because of their addiction to television. Parents are aware that their children are consuming media on a daily basis, and it's affect the behaviors of children.

Impact of Watching Television on Children

The television is a source through which children get knowledge about life and encounter many forms of conduct (Ozmert et al., 2002). Television distorts children's perception of the world, making it more difficult for them to differentiate between fact and fiction. Globally, the impact of television watching on young children's development in a wide range of areas has been a concerning issue. This issue is becoming increasingly alarming as the proportion and number of hours of television exposure among young children increases, particularly as the number of children's television programming increases. Various researches suggest that television has a physical, psychological, and behavioral effect on children, altering their language, personality, and lifestyle.

Theories on the Impact of Television Viewing on Children

According to the cultivation theory by George Gerbner and Larry Gross, regular television viewers are more vulnerable to media messages and the belief that they are real and legitimate. Frequent watchers are exposed to more violence and, as a result, are afflicted with the Mean World Syndrome (Davie, 2013). Due to the excessive quantity of violent events shown in the television, children may believe that the world is more dangerous than it truly is. Those who are most likely to be affected by mean world syndrome are regular viewers.

The Cultivation Theory investigates the long-term effects of television viewing on humans. According to the Cultivation Theory, television is responsible for influencing and developing the thoughts and perceptions of its viewers. Massive television exposure gradually alters the viewers' sense of the actual world. This effect is so profound that their worldview and perceptions are shaped by what they see and hear on television on a regular basis (Mulder, 2022). The objective of Cultivation Theory is to comprehend the impact of television on children's attitudes and conduct.

Social cognitive theory by Albert Bandura describes the processes of observational learning, modeling, and the role of self-efficacy on the creation of behavior. The notion portrays humans as active actors who affect and are impacted by their environment. Observational learning is a fundamental component of the theory; it is the process of learning desirable and unpleasant actions by watching others and then repeating these behaviors to maximize rewards (Vinney, 2019). This theory is predicated on the notion that humans acquire knowledge through social interactions. People independently acquire comparable habits by witnessing the activities of others. After witnessing the conduct of others, individuals specially children absorb and replicate that behavior, particularly if their observational

experiences were favorable. According to Bandura, imitation includes the repetition of observed motor behaviors (Bandura 1977).

Television Viewing Practice and Effects on Behavior

According to Huesmann (1986; Huesmann & Miller, 1994), children's cognitive scripts are influenced by the content of television. These scripts include acquired behavior patterns that result in expectations about others, one's own conduct, the effects of that behavior, and appropriate ways to solve social problems. Repeated watching causes youngsters to recall, rehearse, consolidate, and extend previous scripts, producing cumulative long-term consequences. Children who relate with media characters and see television as a true picture of the reality are more likely to internalize and act upon its message. According to studies, young children who watch too much television may have delays in their linguistic and cognitive development as well as behavioral issues, attention disorders, aggressiveness, and obesity (Obienusi et al., 2020). Children are exposed to television for a significant length of time. It is predictable that the influence of television on children's behavior and growth has been the topic of considerable discussion. According to a different set of hypotheses, some aspects of how television is presented may have an impact on how youngsters think or behave. According to some theorists, rapid movement and visual and auditory impacts result in superficial intellectual processing. Scene changes and movement, for instance, generate orienting responses that are believed to produce a passive sort of attention to the medium. There must be limited time for thinking and speedy processing of images. As a result, it is believed, children have trouble maintaining attention in the classroom, comprehending lengthy discussions, and thinking creatively (Greenfield, 1984; J. L. Singer, 1980; Valkenburg & van der Voort, 1994). Ali Hassan and Muhammad Daniyal analyzed the influence of television on children's behavior. This research examines the psychosocial development of school-aged children who like watching animated television programs. This

research demonstrates that children whose exposure to harmful cartoon content that results in psychological, behavioral, linguistic, and personality alterations (H. Ahsan et al., 2013). In addition, this study emphasizes that children spend more time watching television, which detracts from key activities such as reading, education, play, family interaction, and social development. The negative impacts of television on primary school students include their likelihood to read less books, engage in less activity, and have higher rates of obesity (Obienusi et al., 2020).

Bangladesh Scenario:

In Bangladesh, relatively few studies have been undertaken on the impacts of children's extended television watching, but in a few publications, physicians have expressed their worry about the matter and discussed the physical effects on children. Associate professor Tariq Reza Ali of the vitreo-retina department at Bangabandhu Sheikh Mujib Medical University stated to the media that the number of children seeking treatment has increased in recent years. "Children are arriving with eye discomfort, red eyes, tearing, and blinking". (Wahra, 2021). Children's psychological condition also effected by watching television. According to the Children Television Foundation of Bangladesh (CTFB), a child's psychological development may be affected by exposure to violence on TV. Children's behavior is impacted by their inability to endure the violence they witness on television (Salam, 2013). Parents often express their disappointment that their children spend the majority of their hours in front of the television. Many parents claim that their children are addicted to Hindi and Bangla television drama serials and cannot be removed from the television while their favorite program is on. Children watch a variety of television shows, often unsupervised by their parents. Parents are worried about the influence of inappropriate television on their sensitive children (Salam, 2013).

Finally, children who watch television for more than two hours a day had worse memory, language abilities, and inability to focus. Parents, teachers, and guardians should be more cautious and require children to use digital technology less. During childhood and adolescence, parents, schools, and policymakers should encourage healthy daily routines and limit recreational media exposure.

Chapter III: Methodology

Research Methodology refers to the precise processes used to identify, select, analyze, and evaluate data regarding a certain subject. In a research article, the methodology section helps the reader to evaluate the overall validity and dependability of the study (Wilkinson, 2019).

Research Approach and Design

The research method employed is a qualitative study, which is used to collect, evaluate, and assess the different perspectives of a group of individuals from a specific population. For this research qualitative research method was preferred because this study used a descriptive research methodology. In this study, questionnaires will be given to parents to collect data on their general observations of their children and their perspectives on the effects of television watching on their children. Qualitative research is conducted through in-depth interviews. Kahn and Cannell define interviewing as "a discussion with a goal"; it may be the overall plan or one of many research techniques performed. The interviewing process differs in terms of a prior framework and the interviewee's freedom to reply to questions (R.L & Charles. F, 1957).

Research Site

With nearly 21 million people in the Greater Dhaka Area and 8.9 million inside the municipal boundaries, Dhaka is the most populous metropolitan in the world. Districts in Dhaka include two city corporations (Neighborhoods in Dhaka Metropolitan Area, 2022). The research will be conducted in two city corporations of the Dhaka district. Therefore, I have chosen at random three areas from the north Dhaka city corporation, including Uttara, Mirpur, and Pallabi, and three places from the south Dhaka city corporation, including Wari, Demra, and Dhanmondi.

Research Participants

The study's participants are parents of children between the ages of 2-4 residing in Dhaka City. They will be selected based on the convenience of the researcher. For data collection the inclusion criteria were (i) all the parents are from urban area, (ii) educational qualifications are same (iii) age range approximately of 30-40 and (iv) socio economic background for all the parents are middle class. All selected parents have children aged 2 to 4.

Sampling Procedure/Participants Selection Procedure

According to the requirements of the current study, the population was selected from six different areas within the metropolitan area of Dhaka. The population of the study included both the father and mother's perspectives. In this research, 12 parents were interviewed, including 5 male respondents and 7 female respondents. Their average age ranged from 30 to 40, and they related to a variety of professions, including housewife, teacher, service worker, and businessman, among others.

Data Collection Tool

The guidelines for In-Depth Interviews (IDI) and Focus Group Discussions (FGD) were employed to Data Collection tools for this research. They were established by the researcher and evaluated by the thesis supervisor's professional assessment.

Data Collection Method and Procedure

Since this is a qualitative study, both in-depth interviews (IDI) and Focus Group Discussions (FGD) were employed to gather extensive information about perceptions of the parents. Here detailed information regarding parents' perspectives was gathered in variety of Dhaka City neighborhoods. The sample was consisted of parents of children aged 2 to 4. The results of

random selection were used to choose 12 participants for further analysis, where 6 parents will be selected for IDI (In Depth Interview) and 6 parents was selected for FGD (Focus Group Discussion). Here for IDI interview was a descriptive research approach to collect data on parents' perceptions of their children's television habits. The researcher employed an interviewing method to collect information. An in-depth interview session with an unstructured questionnaire was including a total of 6 parents. They responded to questions on the influences and effects of television watching on the behavior of youngsters. Before the interview started, participants had a full discussion about the goals and were also made aware that the information would be confidential and used solely for academic reasons. Following consent, the participant's appointment was scheduled at their convenience over the phone, and data collected in person on the day of the interview. Each interview was around 40 to 60 minutes. With the participants' permission, data was recorded using an audio recorder, and important notes were also written. An unstructured questionnaire used in FGD (Focus Group Discussion) with the 6 parents in the group. They responded to inquiries about their knowledge of and methods for addressing the influences and effects of television watching on the behavior of youngsters. An audio recorder used to record the FGD. Participants have a full discussion about the goals and were also made aware that the information would be confidential and used solely for academic reasons. Following consent, data was collected in person on the day of the interview. The Discussion was around 90 minutes. With the participants' permission, data was recorded using an audio recorder, and important notes were written. Participants were thanked at the conclusion of the discussion for their time, responses, and cooperation.

Data Management and Analysis

Following the collection of the data, it is necessary to organize it. Data completeness was evaluated. For the IDI and FGD responses were also transcribed, and the researcher's short-

hand responses was reconstructed in narrative form. Then, an initial understanding of the facts was gained by reading and taking notes. Following this, the IDI and FGD data was evaluated in a step-by-step manner, sorted into subjects and themes, and particular patterns will be identified. There will be an accuracy check on the data. Last but not least, data was interpreted in an effort to interpret the implications of the findings through the search for concepts relevant to the subject, recurring themes, and conclusions that support theory. Here, the gathered data was organized into themes and subthemes, and direct quotations from the FGD and IDI were included. According to the aims of the both IDI and FGD process was to find out and organize that data on children`s television watching habits and effects of television viewing on children's behavior, according to parents. The theme and its subthemes were found throughout the evaluation process. Thoughts and insights were listed under the topics. Information was triangulated using data received from fathers and mothers as well as two other methods of data gathering (IDI and FGD).

Validity & Reliability

Since this is a qualitative study, both In Depth Interview (IDI) and Focus Group Discussions (FGD) to gather extensive information about perceptions of the parents. In IDI the study used a descriptive research approach to collect data on parents' perceptions of their children's television habits. The researcher employed an interviewing method to collect information. But in order to understand and make sense of the results, the qualitative part of the research needed a more detailed explanation of the data collected and what it meant in a qualitative sense. Information is not used to make generalizations; rather, it is used to clarify the parents' specific perceptions. But in order to understand and make sense of the results, the qualitative part of the research needed a more detailed explanation of the data collected and what it meant in a qualitative sense. For data collection the inclusion criteria were: (i) All the parents are from urban area, (ii) educational qualifications are same and (iii) socio-economic

background for all the parents are middle class. All selected parents have children aged 2 to 4. Before conducting the interviews, the study objectives and research questions are developed and evaluated by the relevant specialized faculty.

Ethical Issues

It is important to adhere strictly to ethical guidelines in order to make it clear how the study was conducted. The study conformed to all applicable rules for research ethics. Before the interview participants got an email requesting their consent to participate in the research. They were informed of the study's context, objectives, and goals, as well as the rationale for contacting them, the inclusion criteria for faculty members, the researcher's background, etc. During the process, all applicants were warmly invited to take part, and those who did were told how it would work. During data collection, analysis, and presentation, the participant's identifying information will be kept personal and confidential, and it won't be disclosed to any third parties. If a person is unable or unwilling to answer a particular question, it will be skipped. An individual's views must be respected if they are unable to or do not choose to complete the IDI. No study-related information was omitted on purpose. Due to the possibility that it might influence respondents' responses, the researcher disclosed if he/she has a history of connection with either organization.

Limitations of the Study

Wide-ranging study of this sort cannot be conducted without constraints, and these constraints impose a great deal of limits on this endeavor.

Materials: Few materials are accessible in this study since the study is very recent.

Implementation of data collection method: Due to my lack of expertise in primary data collecting, there is a high likelihood that the nature of the implementation of the data gathering technique is inaccurate.

Participants: The nature of the participants was one of the limitation; parents from different socio-economic background were not be considered here. Small number of participants was considered which could not be the representative sample.

Direct Observation: This study examined parents' perceptions of their children's television habits. Yet researchers could not observe children' TV-viewing habits in practice.

Chapter IV: Results/Findings & Discussion

Results/Findings

In this chapter, parental-related results drawn from Focus Group Discussion and In-Depth Interview data are presented. The study's primary objective is to identify the parent's perspective on how children are affected by television and how television viewing influences their behavior. By the collection of qualitative data, this study examines the viewpoints of parents about the impact of television viewing on children's conduct the demographic information of the participants is provided at the beginning of the chapter, followed by the 5 major themes. Initially, information about parental awareness of children's television watching habits and practices are collected. The results are then gathered about how viewing television affects children's behavior, health, education, and relationships with family members. Lastly, the research on the disadvantages and advantages of television is discussed. Research questions helped the researcher classify the theme, and data gathering methods pointed the way to the goals of the study.

Demographic Information of Participants:

This research examines the demographic profile based on the age range of parents and children, their educational level, and their socioeconomic status. The data is gathered from 12 parents through 1 Focus Group Discussion (consisting of 4 mothers and 2 fathers) and 6 parents (consisting of 3 mothers and 3 fathers) for in-depth interviews. The ages of parents vary between 30 and 40 years. The children's ages ranged from 2 to 4 years, and 7 of them were males and 5 were females. The educational degrees of parents ranged from higher secondary to Master's Degree. A substantial proportion of fathers were businessmen and served in a variety of commercial sectors, but just a small number were employed in government-related organizations. The majority of the mothers worked on the public or in the

private sector, with three mothers staying at home as homemaker. According to their socioeconomic background, all of the participants belonged to middle class families. The inclusion criteria were adhered to while choosing the participants. All of the parents were selected from two Dhaka city corporations including Uttara, Mirpur, and Pallabi, and Wari, Demra, and Dhanmondi. Most of the parents were from nuclear families, few were from extended family. Following the content analysis method, the data management and analysis had been accomplished. The steps that follow are listed below.

The recordings and field notes were used for data collection and transcription. Initially, all of the recordings had been transcribed into written form. The correctness of these was then confirmed by comparing them with the interview notes. The data was double-checked many times to detect any mistakes and collect all that was required. These transcripts were later typed and combined into a single document. The data were reviewed through several times before the themes were identified. Throughout the focus group discussion, audio recording and note taking served as the major techniques of data gathering. Individuals are encouraged to communicate their views and opinions since a favorable environment has been established. The impact of television on children and how television watching affects their behavior was one of the themes explored in this focus group. Six individuals shared their perspectives and experiences about this topic. Online forums were used for this conversation. This conversation was held over Google Meet. The data provides a sense of what each individual said, illustrates how their remarks were made, and indicates when topics shifted from one to the next. Thus, the facilitator was responsible with taking notes throughout the focus group discussion. Each participant's participation in the conversation was the most encouraging component. This 90-minute focus group discussion was facilitated through Google meeting. Numerous concerns regarding how watching television impacts children' behavior and day-to-day actions have been identified throughout this time, according to parents. Thus, we

incorporate a voice recorder as an additional way of data collecting. With a recorder, we were able to remember small details about this groundwork so that it could be more accurate and efficient. This focus group discussion was held on 27 February 2023 with a total of 6 participants.

Theme and Issue:

According to the purpose of the study three main themes with some subthemes relevant to the objectives were identified. Impacts of television watching on children in different areas, as reported by parents, Including:

1. Children's practice of watching television
 - a) Duration of the children`s television habit and its practices;
 - b) The types of TV programs that children like viewing;
2. Impact of Television watching on children in different areas, as reported by parents including;
 - a) Behavior.
 - b) Indoor or Outdoor Activities
 - c) Education
 - d) Health
 - e) Parent-child relationship
3. Parents' views on the positive and negative aspects of television

The following is a description of the themes:

1. Children's Practice of Watching Television

- a) **Duration of the children`s television habit and its practices:**

According to the results of the interview, almost 3 out of the 6 parents stated that their children spent between 3 to 5 hours each day in front of the television. Around 2 of the parents said that their children watched television for more than 5 hours every day. Also 1 parent said that their child watched television for 2 hours or less. Several parents said that their children' favorite pastime is watching television. According to an interview,” my child prefers watching TV over engaging in any other activity. He enjoys watching cartoons while watching TV and looks forward to doing so whenever he has spare time”. (IDI-3, 22 February, 2023). The interview revealed that most of the children reacted negatively to being asked to turn off the television, while two kids readily consented. According to the parents, the children's negative responses included screaming, becoming irritable, having temper tantrums and rejecting directly. One participant stated that “When the television is switched off while my child is watching cartoons, he or she becomes quite agitated and sometimes screams” (IDI-1, 20 February, 2023).

From the outcomes of the Focus Group Discussion, it can be concluded that the parents had enough knowledge or comprehension of child development. When parents were questioned about their awareness of the impact of television on their children, all of them agreed that a good balance between TV time and play/study is essential for children's development. The majority of interviewees also discussed how early exposure to television might affect children's behavior and limit their development. Parents stated that children who watch TV for more than two hours a day exhibit a range of behavioral changes. During FGD, one parent stated that “As parents, we frequently observe that when my child watches too much television, his mood gets unpleasant, attention shortens, and he stays up late at night, among other behavioral changes”. (Focus group note #1, 6 March, 2023).

b) **The types of TV programs that children like viewing:**

During Interview few parent assumed her child watches television for around three hours throughout the week and five hours on the weekend. It was revealed that around 5 out of 6 youngsters enjoyed watching cartoons. One youngster enjoys watching sports-related programming. It was also observed that almost all of the youngsters watched television commercials, and that they were fond of the music included in these advertisements. In addition, the interview found that the majority of parents want for their children to watch educational, religious, sports, and entertaining programming. The most favored reasons for their choices were that the child obtained academic information and, secondly, that the child experienced fun. One of the Participants stated that “In addition to watching TV, I prefer he or she will learn new things. I like educational programs with vibrant colors, lively music, and educational substance”. (IDI-5, 24 February, 2023).

During FGD everyone agrees that television use should be limited to a certain amount of time. But parents also agreed that children may enhance a variety of abilities by watching television, including listening comprehension, vocabulary development, and even talking. So, parents prefer that their child watch educational programming on television. Typically, youngsters like watching cartoons, nursery rhymes, advertisements, animal planet, etc. so what a children is watching on television that matters. One father stated in FGD “The content of the shows my children watch on TV may have both positive and negative effects on their development. We should monitor our children's TV viewing habits to ensure they are only watching age-appropriate shows free of potentially harmful content.” (Focus Group note#2, 6 March, 2023).

2. Impact of Television watching on children in different areas, as reported by parents including;

a. Effects on Behavior

The interview showed that 4 out of 6 children reacted negatively to the request to turn off the television, while only 2 youngsters readily consented. According to the parents, the children's negative responses included crying, acting irritated, having temper tantrums, and refusing directly. Here, one participant mentioned that “My child likes watching television over the majority of other leisure activities, and he may get really unhappy and scream if he is not permitted to watch television. My child will often refuse to eat unless the television is on.” (IDI-3, 22 February, 2023).

During FGD most parents agree that excessive television watching leads to a range of behavioral problems among kids. TV can keep children occupied, according to some parents. If children are addicted to watching television, they prefer television than reading books, drawing or engaging in a variety of other hobbies. Most of parents said their children were watching more than two hours of Television every day. Long-term television viewing has been linked to issues with sleep, attention, and aggressive behavior. When a child watches too much television, it is often too late for him to go asleep, and he expresses unusual restlessness, according to one mother. During discussion, the majority of parents said that their children exhibited a range of negative responses when prompted to turn off the television. According to the parents, the children's negative responses included crying, becoming angry or rude, and throwing temper tantrums.

b. Effects on Indoor or Outdoor Activities

In the interview 3 out of 6 parents thought that their child's time spent playing had significantly decreased as a result of his increased TV viewing. Instead of playing outside, children choose to watch sports and cartoons on television. While watching TV can lead to more calorie consumption overall, it can also replace physical activity. One participant mentioned that “As we parents are occupied with our own tasks, it's easy to let the kids watch TV, that eliminating a potential source of family bonding time or indoor activity time” (IDI-2, 21 February, 2023).

In the FGD questions including how TV addiction impacts children's participation in sports and other activities, majority of parents said that watching television discourages children from participating in sports. Instead of playing outdoors, children would rather stay inside and watch TV. The majority of children appreciate it because they get to engage which makes more fun and interesting. One parent stated during discussion “Nowadays, television and other media have limited the number of children participating in outdoor activities, as a result my children also return home and turn on television when they don't see their friends playing on the field”. (Focus Group note # 3, 6 March.2023).

c. Effects on Education

Parents believed that children between the ages of 2 and 5 didn't need to be pressured to study because they would learn through play. Sometimes parents prefer watch educational television programs that increase knowledge with fun. However 3 out of 6 parents feel that their child had begun to fall behind in his or her academics as a result of increasing television watching. In addition, they believed that the child's focus when studying and reading books had decreased. One Participant added “My child

used to enjoy reading various tales from books, but now prefers to watch them on television, such as in Sisimpur” (IDI-1, 20 February, 2023).

During focus group discussion majority of parents shared that television can teach children lot of new ideas about schooling. There are several educational channels through which children may see and receive information. They are visual learners. There are now a variety of children's television shows in which children may learn a variety of subjects such as poems, numbers, and vocabulary through fun. Besides parents believed that if their children watched television for a prolonged duration, their capacity to concentrate on their studies would also suffer. Because watching Television can effect a child`s concentration on study. Moreover one parent told that watching TV affected the interest of reading books of his child.

d. Effects on Health

The majority of parents claimed that their children`s television watching had caused their eyes to weaken. Due to prolonged television viewing, two children required eyeglasses. One parent believed their child was gaining weight because he/she spent so much time inactive in front of the television. The majority of youngsters watch television throughout lunch and supper, according to the results of a parent`s discussion. While most of them are working parents, grandparents and other caregivers prefer to shorten mealtimes, with the assistance of screen time. Children are less likely to finish their meals if TV viewing time is shortened that impact on health of children. During interview one parent stated that “It's quite difficult to complete the meals within the short period of time if my daughter doesn't watch anything during both of the mealtimes.” (IDI-1, 20 February, 2023).

According to the discussion, all parents are at least somewhat aware of the detrimental effects that children's television viewing has on their health. They noted that their children are experiencing eye problems, headaches, back pain, and difficulty concentrating on eating. One parent shared that “Two hours of television viewing has little impact on children, because it's a common pastime, but when a child is addicted to television, it causes a number of health issues. My 3-year-old son is still young, so the negative consequences may not be immediately apparent. Nevertheless, if he keeps this up, he risks a host of health issues as he matures”. (Focus Group note#4, 6 March, 2023).

e. Parent-child relationship

Throughout the interview, 4 out of 6 parents stated that television consumption had no impact on their relationship with their child. Yet, 2 parents believed that their relationship with the child was negatively impacted by television viewing. **One** participant mentioned that “My child used to enjoy numerous indoor activities with us, but now his favorite pastime is watching television, and he sometimes prefers to stay home and watch television rather than go out with us”. (IDI-6, 25 February, 2023). Many parents believe that their stressful work schedules are the primary factor affecting their children's TV watching habits. The only alternatives available to kids when they are kept at home while their parents have to go to work are screen displays. Several of them noted that, even after returning home, they must continue to household or official work. Some of the time their work stress also does not let them spend time properly with their children after coming from the office. Hence, it affects more than just the relationship. As a consequence, youngsters get dependent on spending extended periods of time in front of the television.

During discussion parents stated that because of their busy schedules their relationships with their children, particularly with their fathers, are quite formal and distant additionally the child's life has been occupied by television viewing. In contrast, when parents are at home at night and their children are already used to the television screen, they cannot prevent them from watching television before sleep, despite their efforts.

3. Parents' views on the positive and negative aspects of television

All parents agreed that children can watch several educational programs on television. Children acquired rhymes, color, counting, and a large number of vocabularies from watching television programs. There are numerous inspiring lessons in certain cartoons that children might learn by watching television. Yet, excessive television viewing can divert children's attention away from other activities, and youngsters who do not watch age-appropriate programming may be exposed to negative influences. A child can learn a great deal from watching television, but many cartoons contain offensive language or violent scenes that can have a negative impact on a young mind. One Participant has added “I need constantly monitor what my child is watching on television, as many cartoons may include age-inappropriate material that could be harmful to him”. (IDI-2, 21 February, 2023). Findings from interviews indicating that children being exposed to some TV programs with violent and inappropriate material prompted concerns about the detrimental impacts of TV. Throughout the interviews, it was discovered that none of the parents had a comprehensive understanding of the detrimental effects of screen usage. Some parents express concern over their children's eyesight, communication skills, poor attention when eating, etc. Parents had the belief that a child's current wellbeing would have an impact on how they will live in the future. Yet, there were differences in parental

perspectives, such as the possibility that a child may overcome his current adversity and thrive in the future.

According to the focus group discussion, fathers had similar concerns for their children as mothers did. Both parents had a comprehensive understanding of screen time. Despite being aware of the disadvantages, only a few parents made more efforts to maintain their children's screen time than others. The majority of parents preferred instructional shows and kid-friendly cartoons, yet in reality, children's TV watching habits are increasing rather than decreasing. Parents prefer to watch movies, bake, or engage in indoor activities like chess, or ludo on the weekends also they prefer to play outdoor activities, because they believe these activities help their kids become less reliant on television. On occasion, they went on trips to the country or overseas. One parents explained that "As busy parents, we often turn to keeping our children occupied with television shows, despite our awareness that this may have negative effects, including driving them to withdraw from extracurricular activities". (Focus Group note# 5, 6 March, 2023).

Discussion

The first section of the chapter presents the interpretation of the results that emerged throughout the study and offers an analysis of the research data with references to the body of existing literature. After the conclusion, some suggestions for future initiatives and research are provided.

Parents' perspectives on children "television watching habits" comprised the study's first major analysis. It has been found that every parent has a fundamental understanding of the topic. Every child regularly watches television for both entertainment and education. The duration of television viewing is longer on weekends than on weekdays. Variations in children's screen time were detected throughout the study. The majority of children spend

between four to six hours per day in front of a screen, according to the World Health Organization's advice that children between the ages of two to four should only spend one to two hours per day in front of a screen, which none of the parents or guardians could control. Another major finding from the research is that all of the parents are aware of the potential consequences of excessive screen time for their children. They noted eye problems, headaches, back discomfort, difficulty concentrating on meals, etc., indicating that they are all aware of the harmful effects of this practice. It was clear that children aged 2 to 4 who watched more TV than those who watched less were more likely to exhibit sleep, attention, and aggressive behavior issues. But today's television offers a range of children-focused entertainment, including cartoons, so parents often feel comfortable letting their kids watch it. Nevertheless, everyone agrees that television use should be limited to a certain amount of time. Typically, youngsters like watching cartoons, nursery rhymes, advertisements, animal planet, etc. Researchers Kamila B. Mistry, MPH, and colleagues from the Johns Hopkins Bloomberg School of Public Health suggest that the timing of children's television exposure may be important, and they emphasize the necessity to monitor children's television usage, particularly in early life (Warner, 2007).

It was found that long time watching television habit of children linked with behavior issue. When a child watches too much television, it is often too late for him to go asleep, and finally that child expresses unusual restlessness in behavior. Also it was found that families with a television in the bedroom have a higher likelihood of having a youngster who is addicted to watching television. According to theory, 41% of children had a television in their room by age 5, and the presence of a television in the bedroom was connected with sleep problems and reduced emotional reactivity (Warner, 2007).

It was found that the majority of parents thought their children exhibited a range of negative responses when prompted to turn off the television. According to the parents, the children's negative responses included crying, becoming angry or rude, and throwing temper tantrums. Some behavior problems result from excessive amounts of television viewing.

During research it found that child's time spent playing had significantly decreased as a result of his increased TV viewing. Different indoor activities or games have reduced. Children prefer to stay in front of the television for a longer period of time. In other cases, parents choose to overlook it since their children are occupied with screens and are not bothering anybody. But as a result the playtime of children is reducing so its hampers the physical development of children. Hence, parents must offer a variety of indoor and outdoor activities, games, and fun activities to keep their children entertained. Nonetheless, parents also said that viewing television exposed children to new indoor hobbies like crafting and origami. (Wanjiku, 2014) in Kenya agrees, stating that children' TV viewing took time that they needed for other activities.

If children watched television for a prolonged duration, their capacity to concentrate on their studies would also suffer. Children between the ages of two and five have been proven to have short-term memory loss, language delays, and poor reading and arithmetic abilities as a result. According to research, a child's brain development may be impacted by excessive viewing of educational television programs too (Gongala, 2014). Due to prolonged television viewing, children affected physically, especially eye sight problems. Due to poor eyesight, the majority of youngsters use glasses. Besides the youngster spent so much time sitting in front of the television, he or she gained weight or obesity. With advertisements for high-calorie, low-nutritional items, television may potentially expose children to unhealthy eating habits. The researchers Klesges, Shelton, and Klesges discovered that when viewing television, the metabolic rate is slower than when one is just at rest. This suggests that

watching television burns fewer calories than doing nothing at all (Television Has a Negative Influence on Kids and Should Be Limited - WHYY, 2018). It has also been noted that children's social skills and relationships with their parents are negatively impacted when they are addicted to the television. The parents claimed that they were unable to spend enough time with their child because of how engaged they were in television for long periods of time. Even when parents are busy with their jobs, they put the television on for their children to keep them occupied. But, television may become an addiction for their children. This also influences the child-parent interaction. According to Bronfenbrenner's ecological systems, the holistic development of a child relies not only on the home environment, but also on the larger context, which includes society, school, and the work, among others. Children's television viewing habits must be strictly regulated. It is essential to notice the kind of shows they are seeing and their length. Children get certain benefits from television. Several parents have reported that their children's language abilities have improved as a result of watching certain television shows. In addition, many educational programs provide numerous positive messages in an entertaining manner. It may rapidly grab children' attention. Studies show that there are both positive and negative impacts of television on children. For example, a long-term research found that pre-scholars who watched educational programs had better grades, were less aggressive, and placed a greater importance on their studies by the time they entered high school (Anderson et al., 2001). Concerns about the harmful impacts of television arose as a result of studies indicating that children are exposed to violence and other unpleasant material on certain television programs. So a proper guideline and regulation is needed to control these situations.

Conclusion

Television (TV) has a positive aspect. It may be both fun and informative, providing children the opportunity to explore the world, learn about various cultures, and be exposed to ideas

they may never encounter in their own community. Children's television shows that promote a constructive social message and feature admirable characters may have a positive impact on their actions and the lives of their viewers. Yet, the opposite may also be true: children may learn things from television that their parents do not want them to learn. Television has a harmful impact on children's health, behavior, and family life. Numerous studies, both current and past, have analyzed the impact of television viewing on young children. This is because of the fact that more unfavorable effects might be seen among these children as a result of their excessive television viewing and the wide variety of programming that is presented. Therefore, it is crucial for parents to ensure that their children are media literate so that they may become better consumers, positive behavioral individuals, and acquire other desirable traits. This research project intends to investigate parents' perceptions of the influence of television viewing on the behavior of young children by conducting interviews with 12 parents from different areas of Dhaka with similar social and educational backgrounds. The purpose of this study is not to demonstrate that television is particularly harmful for young children. It also doesn't specify the precise amount of reduction that might benefit young children who were exposed to a lot of TV. The author, Kamila Mistry, said, "It's never too late ,which is an important message for parents and caregivers seeking to learn about the change in television viewing habits among young children and to involve parents in looking at other options for their children's free time (News, n.d.).

Recommendations

By screening the type of programs and restricting the length of time a child watches television, parents may help reduce the negative consequences of television viewing. The following are recommendations for establishing healthy television watching practices:

- Children older than two years old should watch no more than one or two hours of television daily. The American Academy of Pediatrics advises that children under 2 years old should not watch television at all (Television and Children, 2022).
- Turn to instructional programs or content such as the Discovery Channel, Education Channel like BBC, or History Channel.
- Parents must watch television with their children. Discuss what occurred on the program. Discuss the positive and negative aspects of the program. Contrast the realities of the actual world with the fantastical.
- Be a positive role model for children by limiting parents own television viewing. Participate in extracurricular activities, particularly reading. Parent may Read aloud to their kid.
- Promote play and physical activity in every youngster. Arrange alternative enjoyable activities for youngster so that he or she has alternatives to watching television.
- Rewards are usually popular with kids. Minimize the use of television as a reward for good conduct. Instead, consider visiting a friend's or relative's home, a park, a festival, a playground, or a public place.
- The government and policymakers need to provide a guideline for parents on their children's screen usage.
- Preschoolers should only be allowed to watch educational television with a caregiver. Also, restrict non-educational screen usage for children ages 2-4 to around one hour each weekday and three hours on weekends. Parents must pay attention to their children's signs. They must prohibit the use of television during meals and implement responsive feeding. So, turn off all screens during family meals and vacations. Also, it is necessary to turn off and remove screens 30 to 60 minutes before sleep.

- This topic requires more investigation including a bigger sample size. It is necessary to include rural regions in addition to urban ones in order to learn about their beliefs, behaviors, and gaps so that training and awareness campaigns may be established there as well.

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Appendix 1.

Focus Group Discussion (FGD) Guideline

Name of the Facilitator:

Name of the Moderator:

No of participants:

Group Composition:

Age:

Gender:

Occupation:

List of respondents:

Name:

FGD Questionnaire:

1. How long do your children watch television on a daily basis, do you feel they are dependent on television? If yes, then how?
2. What types of television shows do your children often watch on television?
3. Has your child's health altered as a result of viewing television? If yes, then how?
4. Have your children's social development skills been affected by watching television? If yes, then how?
5. How do your children react when you ask them to turn off the television? Does exposure to television alter your child's behavior toward you?
6. What kinds of behavioral changes have your children shown as a consequence of television viewing?
7. Does children's television viewing habit have any effect on outdoor activities? If yes, how?

8. Do you believe it's essential to limit your children's Television viewing time? Then what measures would you like to take to reduce it?

Appendix-2

In- Depth Interview (IDI) Guideline

Research Tools:

Date of Interview:

Interviewee Name: Age:

Occupation:

Name of the Interviewee Spouse: Age: Occupation:

Child's Name: Age:

Gender:

Research Questions

1. What are parents' perceptions on their children's television viewing habits?
2. What are parents understanding of behavioral changes that caused by children's television viewing?

IDI Questionnaire

1. How much time does your child spend watching television on a daily basis?
2. Does your child watch television alone or with his or her family members?
3. What is your child's favorite television program?

4. What advantages does your child experience from watching television?
5. How does your child respond when you decide to turn the television off?
6. Do you notice any changes in your child's behavior like eating habit or daily sleeping pattern as a consequence of watching television? If yes, what types of changes?
7. What impact does television have on the health of your kids?
8. Do you notice any impact of your child watching television on his or her participation in outdoor activities? If yes, then how?
9. Do you feel the need to limit your child's Television w time? If so, what are the next steps?