International Journal of Current Research and Techniques (IJCRT)
Volume 16, Issue 3, 2026; DOI: 10.5281/ZENODO.22332510
Original Research Article

A Study to Assess the Effectiveness of Structured Teaching Programme Regarding Knowledge on Impact of Excess Television Viewing Among Mothers of School Age Children at Bangalore

Ms. Yogita Vikram Patil, *Rajiv Gandhi University of Health Sciences, Karnataka, Bengaluru, India.*

Pratiksha Suryawanshi, *Rajiv Gandhi University of Health Sciences, Karnataka, Bengaluru, India.*

Manuscript Received: Aug 25, 2026; Revised: Aug 30, 2026; Published: Sep 05, 2026

Abstract:

Background: Excessive television viewing among school-age children can adversely affect physical health, psychosocial development, sleep, academic performance, dietary habits, and family interactions. Mothers play an important role in monitoring and regulating television viewing among children. Therefore, educating mothers regarding the impact of excessive television viewing is essential.

Aim: The study aimed to assess the effectiveness of a structured teaching programme regarding knowledge on the impact of excess television viewing among mothers of school-age children in Bangalore.

Objectives: The objectives were to assess the pre-test and post-test knowledge of mothers, evaluate the effectiveness of the structured teaching programme, and determine the association between post-test knowledge and selected demographic variables.

Methodology: A quantitative research approach with a pre-experimental, one-group pre-test and post-test design was adopted. The study was conducted among 60 mothers of school-age children aged 6–12 years in a selected area of Bangalore. Participants were selected using a non-probability convenience sampling technique. Data were collected using a semi-structured knowledge questionnaire consisting of 30 multiple-choice questions. A 45-minute structured teaching programme was administered using lecture-cum-discussion, flip charts and pamphlets. Post-test assessment was conducted after seven days. Descriptive and inferential statistics, including paired t-test, chi-square test and generalized McNemar's test, were used for analysis.

Results: The overall mean pre-test knowledge score was 11.63 ± 3.09 (38.77%), which increased to 24.25 ± 3.00 (80.83%) in the post-test. Before the intervention, 88.3% of mothers had inadequate knowledge, 11.7% had moderate knowledge, and none had adequate knowledge. After the structured teaching programme, 80% had adequate knowledge and 20% had moderate knowledge, with none having inadequate knowledge. The mean knowledge gain was 12.62 ± 4.21, and the difference between pre-test and post-test scores was statistically significant ($t = 23.18$, $p = 0.001$). Overall, mothers demonstrated a 42.06% increase in knowledge following the intervention.

Conclusion: The study demonstrated that the structured teaching programme was effective in improving mothers' knowledge regarding the impact of excessive television viewing among school-age children. Regular health education by nurses and other healthcare professionals can help mothers understand the risks of excessive television viewing and promote healthier media-use practices among children

Keywords: Excess television viewing, school-age children, mothers, structured teaching programme, knowledge, television viewing.

1. Introduction

Excessive television viewing among school-age children can have adverse effects on their physical health, psychosocial development, academic performance, sleep habits, and daily activities. Mothers play an important role in monitoring and regulating television viewing among children. Therefore, providing appropriate health education to mothers is essential to increase their knowledge regarding the harmful effects of excessive television viewing.

Aim: The study aimed to assess the effectiveness of a structured teaching programme regarding knowledge on the impact of excess television viewing among mothers of school-age children in Bangalore.

Methodology: A quantitative research approach with a pre-experimental one-group pre-test post-test design was adopted. A total of 60 mothers of school-age children were selected using a non-probability convenient sampling technique. The study was conducted in a selected area of Bangalore over a period of four weeks. Data were collected using a semi-structured knowledge questionnaire. A structured teaching programme was administered for 45 minutes using a lecture-cum-discussion method with flip charts and pamphlets. The post-test was conducted after a seven-day interval. Descriptive and inferential statistics, including paired *t*-test, chi-square test and generalized McNemar's test, were used for data analysis.

Results: The overall mean knowledge score of mothers increased from **11.63 in the pre-test to 24.25 in the post-test** following the structured teaching programme. In the pre-test, **88.3%** of mothers had inadequate knowledge, **11.7%** had moderate knowledge, and none had adequate knowledge. After the structured teaching programme, **80%** of mothers had adequate knowledge, **20%** had moderate knowledge, and none had inadequate knowledge. The difference between pre-test and post-test knowledge scores was statistically significant. The overall knowledge gain was **42.06%** following the intervention.

2. Distribution Of Demographic Variables of Study Participants

Table-4.1: Demographic Profile of Mothers

Demographic variables	Sub-categories	No. of mothers of school age children	%
Age of mother	20 -25 years	34	56.67%
	26 -30 years	14	23.33%
	31 -40 years	12	20.00%
	> 40 years	0	0.00%
Occupation of mother	Non-Working mother	38	68.33%
	Working mother	22	31.67%
Time spent by mother in watching television per day	1-2 hour	9	15.00%
	3-4 hour	10	16.67%
	5-6 hour	41	68.33%
	> 6 hours	0	0.00%
Time spent by mother in interacting with the child per day	< Half an hour	23	38.33%
	Half an hour to one Hour	18	30.00%
	More than one hour	19	31.67%

Table 4.1 shows the demographic information of mothers who were participated in the study.

- **Age of the mothers** between 20-25years of age group were 34 (56.67%), between 26 to 30 years were 14(23.33%), between 31-40 years were 12 (20.00%),
- and > 40 years 0(0.00%).
- **Occupation of the mothers,** 38 (68,33%) mothers were house wife, 22 (31.67%) were working mothers.
- **Time spent by mother in watching television per day,** 9 (15.00%) mothers were spent 1-2 hours, 10 (16.67%) mothers were spent 3-4 hours, 41 (68.33) mothers were spent 5-6 hours, and no mothers were spent more than 6 hours.
- **Time spent by mother in interacting with the child per day** 23(38.33%) mothers were spent below half an hour,18(30.00%) mothers were spent half and more than one hour .

Table-4.2: Demographic Variables of Children

Demographic variables in Children		No. of Children	%
Age of child	6-7 years	25	41.7%
	8-9 years	28	46.7%
	10-11 years	5	8.3%
	>11 years	2	3.3%
Sex	Male	31	51.7%
	Female	29	48.3%

Table 4.2 shows the demographic information of children:

Age of children between 6-7years of age were 25(41.7%), between 8-9 years of age were 28(46.7%), between 10-11 years were 5(8.3%) and below 11 years were 2(48.3%)

Sex of children, male children were 31(51.7%), and female children were 29(48.3%)

3. Knowledge Score of Mothers Before and After Structured Teaching Programme

Table-4.3: Each Domainwise Pretest Percentage of Knowledge of mothers on Impact of Excess Television Viewing among Children

S.No	Domains	No. of questions	Min – Max score	Knowledge score		
				Mean	SD	% of mean score
1	General concept about Television	5	0 -5	2.23	1.08	44.60%
2	Physical problem due to excess television viewing among school age children.	5	0 – 5	1.98	1.02	39.60%
3	Psycho social problems due to excess television viewing among school age children	6	0 – 6	2.35	1.04	39.17%
4	Poor academic performance due to excess television viewing among school age children	4	0 – 4	1.55	0.79	38.75%
5	Parent's role to prevent impact of excess television viewing on health of children	10	0 - 10	3.52	1.72	35.20%
	Total	30	0 - 30	11.63	3.09	38.77%

Table 4.3 shows each domain wise pre-test percentage of knowledge of mothers regarding impact of excess television viewing

They were having maximum knowledge score on General concept about Television (44.60%) and minimum knowledge score on Parent's role to prevent impact of excess television viewing on health of children (35.20%).

Table-4.4: Overall Pretest Knowledge Score

	No. of questions	Min – Max score	Knowledge score	
			Mean ±SD score	%
Overall score	30	0 -30	11.63±3.09	38.77%

Table 4.4 shows, Pre-test percentage of knowledge score regarding impact of excess television viewing among mothers school age children. Overall pretest percentage of knowledge score among mothers were 38.77% .

Table-4.5: Pretest Level of Knowledge score

Level of knowledge	No. of mothers	%
Inadequate knowledge	53	88.3%
Moderate knowledge	7	11.7%
Adequate knowledge	0	0.0%
Total	60	100%

Table 4.5 shows the mothers pertest level of knowledge.

4. Conclusion:

The study concluded that the structured teaching programme was effective in improving the knowledge of mothers regarding the impact of excess television viewing among school-age children. The programme was informative, appropriate, and feasible and may help mothers to take appropriate measures to reduce excessive television viewing among their children.

8.References

[1] American Academy of Pediatrics Task Force on Children and Television. (1984, December). Children, adolescents and television. News and Comment.
[2] Strasburger, V. C. (1995). Adolescents and the media: Medical and psychological impact. Sage Publications.
[3] Huston, A. C., Donnerstein, E., Fairchild, H. H., Feshbach, N. D., Katz, P. A., Murray, J. P., & Zuckerman, D. (1992). Big world, small screen: The role of television in American society. University of Nebraska Press.
[4] Brown, J. D., Greenberg, B. S., & Buerkel-Rothfuss, N. L. (1993). Mass media, sex, and sexuality. Adolescent Medicine (Philadelphia, Pa.), 4(3), 511–526.
[5] Morgan, M. (1993). Television and school performance. Adolescent Medicine (Philadelphia, Pa.), 4(3), 607–622.
[6] Children Now. (1998). A different world: Children's perceptions of race and class in the media. Children Now.
[7] Harrison, K., & Cantor, J. (1997). The relationship between media consumption and eating disorders. Journal of Communication, 47(1), 40–67.
[8] TV IO. (n.d.). A study on social & environmental impact of TV and radio programmes.
[9] American Academy of Pediatrics, Committee on Public Education. (2001). Media violence. Pediatrics, 108(5), 1222–1226.
[10] Huesmann, L. R., Moise-Titus, J., Podolski, C. L., & Eron, L. D. (2003). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977–1992. Developmental Psychology, 39(2), 201–221.
[11] Cantor, J. (1998). Mommy, I'm scared: How TV and movies frighten children and what we can do to protect them. Harcourt Brace.

[12] van der Molen, J. H., & Bushman, B. J. (2008). Children's direct fright and worry reactions to violence in fiction and news television programs. The Journal of Pediatrics, 153(3), 420–424.
[13] Zimmerman, F. J., Glew, G. M., Christakis, D. A., & Katon, W. (2005). Early cognitive stimulation, emotional support, and television watching as predictors of subsequent bullying among grade-school children. Archives of Pediatrics & Adolescent Medicine, 159(4), 384–388.
[14] Johnson, J. G., Cohen, P., Kasen, S., First, M. B., & Brook, J. S. (2004). Association between television viewing and sleep problems during adolescence and early adulthood. Archives of Pediatrics & Adolescent Medicine, 158(6), 562–568.
[15] Christakis, D. A., Zimmerman, F. J., DiGiuseppe, D. L., & McCarty, C. A. (2004). Early television exposure and subsequent attentional problems in children. Pediatrics, 113(4), 708–713.
[16] Verlinden, M., Tiemeier, H., Hudziak, J. J., Jaddoe, V. W., Raat, H., Guxens, M., Hofman, A., Verhulst, F. C., & Jansen, P. W. (2012). Television viewing and externalizing problems in preschool children: The Generation R Study. Archives of Pediatrics & Adolescent Medicine, 166(10), 919–925.
[17] Stephan, J., Schredl, M., Henley-Einion, J., & Blagrove, M. (2012). TV viewing and dreaming in children: The UK library study. International Journal of Dream Research, 5(2), 130–133.
[18] Jolin, E. M., & Weller, R. A. (2011). Television viewing and its impact on childhood behaviors. Current Psychiatry Reports, 13(2), 122–128.
[19] Tomopoulos, S., Dreyer, B. P., Berkule, S., Fierman, A. H., Brockmeyer, C., & Mendelsohn, A. L. (2010). Infant media exposure and toddler development. Archives of Pediatrics & Adolescent Medicine, 164(12), 1105–1111.
[20] Schredl, M., Anders, A., Hellriegel, S., & Rehm, A. (2008). TV viewing, computer game playing and nightmares in school children. Dreaming, 18(2), 69–76.
[21] Warner, J. (2007, October 1). Too much TV linked to behavior problems (L. Chang, Ed.). WebMD Health News.
[22] Christakis, D. A., Zimmerman, F. J., DiGiuseppe, D. L., & McCarty, C. A. (2004). Early television exposure and subsequent attentional problems in children. Pediatrics, 113(4), 708–713.
[23] Ruiz-Dodobara, F. G., & Busse, P. (2018). Parental monitoring of children's television viewing in a sample of Peruvian caregivers. Communication Research Reports, 35(2), 183–189.
[24] Kubik, M. Y., Gurvich, O. V., & Fulkerson, J. A. (2017). Association between parent television-viewing practices and setting rules to limit the television-viewing time of their 8-to 12-year-old children, Minnesota, 2011–2015. Preventing Chronic Disease, 14, Article E132.
[25] IOSR Journal of Nursing and Health Science. (2015). [Source details without specific article title]. IOSR Journal of Nursing and Health Science, 4(4), 27–32.
[26] Lauricella, A. R., Wartella, E., & Rideout, V. J. (2015). Young children's screen time: The complex role of parent and child factors. Journal of Applied Developmental Psychology, 36, 11–17.
[27] Fernández-Alvira, J. M., Te Velde, S. J., Singh, A., Jiménez-Pavón, D., De Bourdeaudhuij, I., Bere, E., Manios Y., Kovacs, E., Jan, N., Moreno, L. A., & Brug, J. (2015). Parental modeling, education and children's sports and TV time: The ENERGY-project. Preventive Medicine, 70, 96–101.
[28] Gingold, J. A., Simon, A. E., & Schoendorf, K. C. (2014). Excess screen time in US children: Association with family rules and alternative activities. Clinical Pediatrics, 53(1), 41–50.