

THE EFFECTS OF TELEVISION VIEWING ON THE COMMUNICATION BEHAVIOR OF CHILDREN IN STO. CRISTO, BALIWAG, BULACAN

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Abstract

The purpose of this study is to find out if the level of television exposure of children in Brgy. Sto. Cristo, Baliwag Bulacan affects their communication behavior. A total of 50 participants were randomly selected using sampling method. The study used the instrument were it was based on the instrument of “Effects of Television Viewing on the Growth and Development of Children during Middle and Late Childhood in India and Iran: A Comparative Study” and in the book entitled “Implementing a Comprehensive Guidance and Counseling Guidance in the Philippines.” Results revealed that the television exposure does not correlate to communication behavior of the respondents. According to the results, the television exposure and the communication behavior of the children are not correlated to each other since the result of television exposure is high and the communication behavior is low. Although, there is a significant difference in television exposure of children among age group.

Keywords: communication behaviour and television viewing.

Television is the force of today’s ever-evolving world. While experiencing its own evolution and advancement, TV has maintained a constant presence. Postman (1985) wrote that television is the culture’s principal mode of knowing about itself. Therefore, he continues, how television stages the world becomes the model for how the world is properly to be staged. This becomes a problem when the picture does not accurately

reflect reality. Children growing up in this reality will never know life without television.

This makes them especially vulnerable to potentially harmful effects from viewing television programming. Other problems arise with viewing given that a child’s cognitive development has not yet matured in order for him or her to completely understand, dissect and analyze all of the messages being thrown at him or her by the media. According to Palmer, Hockett, and Dean (1983), the majority of a young child’s viewing is adult television programming, to which he or she comes ill-equipped cognitively and emotionally.

In addition, the young child frequently views this programming alone, without the moderating influence of an adult co-viewer. “A lack of cognitive development can be a barrier to appropriate emotional reactions to media messages (Potter, 2008, p.58).” Until children have developed many knowledge structures, they don’t have many perspectives from which to view the world.

Review of Related Literature

Given the television-watching culture in the Philippines, the Philippine Children’s Television Foundation (2001) stated that the media—particularly in terms of the increasingly dominant role of television—has become as much a part of childhood as the traditional games passed on from one generation to another.

However, the effect and impact of television on children, although tackled in many other research are still being raised nowadays, as television-viewing habits continue to evolve. The amount of exposure to television, including its contents and its effects on behavior such as meal patterns and physical activities, are areas in children’s television that need attention. In the case of the Philippines, a television unit has become the “center” of the household; hence, understanding how it affects the lives of the Filipino people, particularly the children, has significant implications.

Furthermore, Adak (2004) as cited in Ivrendi and Ozdemir (2010) said that children, because of their young age, may not fully understand and differentiate reality from fantasy. "In fact, children's imitation of positive or negative behaviors is affected by the type of programs they watch," he further explained (Adak, 2004 as cited in Ivrendi and Ozdemir, 2010; p. 2562).

Schramm et al. (1961) said that television is appealing to children because it is near at hand and is easy to use. Even without the existence of a remote control for a household's television, it is still relatively easy to use compared to a laptop or computer. In many Filipino households, children learn to operate a television set even before they learn how to read. In a nutshell, Schramm et al. (1961) stated that television appeals to children because of the gratification that it brings to them (i.e., needs minimal effort to use, allows them to escape from real-life problems, and provides visions of exciting and attractive people whom they can idolize).

Access and use of media is an imperative part of almost everyone's life. Media is so deeply integrated in our lives that hardly a day goes when we do not have some sort of interaction with some or another form of media. Media is used not only for entertainment purposes but also as the main source of education. However, despite its many advantages, one of the main vices associated with the media today is the depiction of its contents.

Over the last few decades many new forms of media emerged, varying from videogames and television to the internet. As they gained global popularity so did the concern over its influence on human beings, particularly the youth as they are the most susceptible and easily moved. The youth are also the leaders of tomorrow, thus, it is very important to know the responses of the youth to communication behavior, that is, whether media is enjoyed by children, whether it is found repulsive, and whether media actually influences behavioral patterns in children. Well-supported theory explains clearly why and when exposure to media increases behavioral changes on

youth.

The current research focuses mainly on whether exposure to television produces the long-term effect of desensitizing the children to such communication, which in turn desensitizes the entire society. Certain traits of viewers' social environments and personality can also influence the degree to which communication behavior affects aggression.

The findings of previous researches indicate that increased media content lead to aggressive communication behavior in young boys. Paik and Comstock (1994) conducted a study to examine correlation between communication behavior and aggressive behavior from 1957 to 1990. Their findings concluded that even short term exposure to media cause aggressive behavior. However, the outcome was aggression.

On July 26, 2000, six public health professional organizations (American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, American Medical Association, American Psychological Association, American Academy of Family Physicians, and American Psychiatric Association) conducted a Congressional Public Health Summit. A statement issued by them confirmed that there is a casual connection which causes entertainment to reinforce aggressive behavior and attitudes (Joint Statement, 2000).

The confusing state of television research is largely due to inappropriate conceptions of the problem (Gerbner & Gross, 1976). Still, it becomes difficult for researchers to narrow their study when it is believed that more than one variable is at play. Strasburger and Wilson (2003), claim that no single factor propels a child or teenager to act aggressively; rather, the causes of such antisocial behavior are complex and multifaceted. The complexity of a child's antisocial behavior comes from the numerous variables that contribute to his or her thoughts and actions.

A number of theories have emerged as relevant in understanding the effects of viewing television on a general

audience. Dorfman, Woodruff, Chavez, and Wallack (1997) developed a content analysis study on California news stories aiming for support of McCombs and Shaw's agenda-setting theory. Zillmann's excitation transfer theory has also been used as background for research investigating mental effects from television viewing (Weaver, 2011; Huesmann, Moise-Titus, Podolowski, & Eron, 2003; Peters & Blumberg, 2002).

Both of these theories have been used to investigate the different ways television may alter the way viewers of all ages think and possibly act. Griffin (2009) posits that watching media can expand our repertoire of behavioral options far beyond what we would discover on our own through trial-and-error learning. Such intangible effects, unfortunately, are difficult to study and measure without the ethical implications involved in creating motivation for antisocial behavior.

According to Bandura's (1971) social learning theory, people in their everyday lives continually observe the actions of others and the occasions on which they are rewarded, ignored, or punished (p. 46). This theory stems from the idea of modeling behavior. In terms of mass media, Bandura (1986) offers that an influential source of social learning at any age is the abundant and varied symbolic modeling provided by television and other visual media.

Cultivation analysis, specifically, inquires into the assumptions television fosters about the facts, norms, and values of society (Gerbner & Gross, 1976). Gerbner asserts that television is the central cultural arm of American society. Postman (1992) warns, however, that it is not always clear, at least in the early stages of a new technology fusion into a culture, who will gain most by it and who will lose most. This is because, he offers, the changes wrought by technology are subtle, if not mysterious, one might even say wildly unpredictable (p. 12). His point was that technology creates a new conception of what is real or true. Television was not invented with the intention of imposing antisocial behaviors upon its viewing audience. Still, as Postman cautions, unforeseen consequences stand in the way of all those who

think they see clearly the direction in which a new technology will take us.

Results also showed that overall TV viewing increased with age, and nightmare frequency was more prevalent among younger students. Because results are based on self-reported data of a small sample size, they cannot be confidently generalized to represent the beliefs and behaviors of all second and sixth grade students and parents. That is, external validity is low.

Direct and indirect aggression. Aggression is an overwhelmingly recurring theme in all types of research on viewing televised adult content. Greenberg (1975) investigated the relationship between viewing television and aggressive attitudes among British schoolchildren.

The overarching weakness of this study stems from its dependence on self-reported data. Huesmann and Eron (1986) approached their three-year longitudinal cross-national study primarily with an information-processing, learning model. According to this model, the aggressiveness of a child is determined most by the extent to which a child's environment frustrates and victimizes the child, provides aggressive models (or scripts), and reinforces aggression.

According to the report, 23 independent projects were funded in order to provide a multidimensional approach to the assessment of television's effects. Unfortunately, the results from the 1971 report show similar inconsistencies and circumstantial evidence indicated in previous research. Researchers concluded that the possible role of mass media in very early acquisition of aggressive tendencies remains unknown. Their explanation comes from data which demonstrated that in highly controlled laboratory studies, there is evidence that television viewing may lead to an increase in aggressive behavior.

TV Viewing in findings relate to limitations of previous literature. Much of the research on media adult content has focused on the observation and measurement of immediate,

overt behavior that occurs after viewing a particular program or isolated scenes from programs. Gerbner and Gross (1976) criticize that these types of experimental or quasi-experimental research designs are of limited value because they ignore the fact that the world of TV drama consists of a complex and integrated system of characters, events, actions, and relationships – all of whose effects cannot be measured with regard to any single element or program seen in isolation.

This and other criticism comes from the observation that little longitudinal research has been done on the topic of television content. Studies that have conducted longitudinal research are subject to their own limitations such as the inconclusiveness of the Surgeon General's report; or the 1986 cross-national comparison by Huesmann and Eron, whose findings are considered not entirely reliable because methods and procedures could not be identically replicated within each country due to rules and restrictions unique to each location. Huston-Stein, Fox, Greer, Watkins and Whitaker (1981) note the narrow range of behavioral outcomes examined as still another limitation of previous studies on television content.

One major part of the debate concerning effects of viewing adult content on TV pertains to the blurred lines between real and fantasy. Although not entirely absent from previous literature, the concept of television as an—artificial reality has not been widely tested as a unique effect separate from additional socially undesirable behaviors.

Different people may have quite different things in mind when they think of *communication behavior*. Similarly, among the public there may be little consensus on what constitutes *aggressive and violent behavior*. Most researchers, however, have clear conceptions of what they mean by communication behavior and aggressive behavior.

Most researchers, however, have clear conceptions of what they mean by communication behavior and aggressive behavior. Most researchers define communication behavior as visual portrayals of acts of physical aggression by one human or

human-like character against another.

In media studies, media psychology, communication theory and sociology, media influence and media effects are topics relating to mass media and media culture effects on individual or audience thought, attitudes, and behavior. Media effects are measurable effects that result from media influence, or a media message

Nicholas Johnson, a commentator said “Television is one of the most powerful forces man has ever unleashed upon himself. The quality of human life may depend enormously upon our effects to comprehend and to control that force.” How true today that nothing has dramatized the speed reach and international scope of modern communications more than TV. In addition, it has become strong instructional device in education. Communication satellites now permit the beaming of programs of thousands of TV station broadcasting in more than 130 countries to millions of household sets in all over the world.

Edward Whetmore cited four possible gratification derived from watching TV namely, vicarious experience for example, desire to experience behind a heroine or hero, the beautiful and ugly, the dangerous or horrible, but under the controlled situation.

Theoretical Framework

According to Bandura's (1971) social learning theory, people in their everyday lives continually observe the actions of others and the occasions on which they are rewarded, ignored, or punished. This theory stems from the idea of modeling behavior. In terms of mass media, Bandura (1986) offers that an influential source of social learning at any age is the abundant and varied symbolic modeling provided by television and other visual media.

Although much social learning is fostered through observation of real-life models, advances of communication have increased reliance upon symbolic models (Bandura, 1971). Through his work with the Cultural Indicators Project, Gerbner

has investigated the various symbolic models upon which television viewers rely. The Cultural Indicators Project, which began examining the images of broadcast television programming in 1967, conducts both content analysis and cultivation analysis (Signorielli, Gerbner, & Morgan, 1995) on this artificial reality that makes TV so popular.

Cultivation analysis, specifically, inquires into the assumptions television fosters about the facts, norms, and values of society (Gerbner & Gross, 1976). Gerbner asserts that television is the central cultural arm of American society.

Conceptual Framework

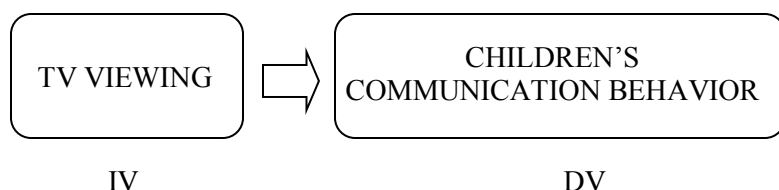


Figure 1. The model shows the how the independent variable, TV viewing, affects the dependent variable, which is the children's communication behavior.

Statement of the Problem

The purpose of this study is to find out if TV viewing affects the communication behavior of children in Baliuag, Bulacan and seeks answers to the following questions:

1. What is the level of television exposure of children in Sto. Cristo, Baliuag, Bulacan?
2. What is the communication behavior of children in Sto. Cristo, Baliuag, Bulacan?
3. Is there a significant relationship between the level of exposure and the communication behavior of children?
4. Is there a significant difference on TV exposure of children among age group?

Methods

Research Design

The present study used the descriptive method of research which was the most appropriate method for this kind of study. Descriptive method is a study in which a body of data is collected, recorded, tallied, organized presented analyzed and interpreted.

Sample and Sampling Procedure

The respondents were 50 guardians of children aged 6-12 who are residing at Baliuag, Bulacan. Simple random sampling was used in determining the sample. The data used in this study were gathered from the responses of the selected respondents.

Research Instrument

The data used in this study were collected through the use of the questionnaire checklist and interview.

The researchers' instrument was based to the book of Imelda Virginia G. Villar, Ph.D. (2007) entitled "Implementing a Comprehensive Guidance and Counseling Guidance in the Philippines." Source of questions 1, 2, and 4 are based on effects of television viewing on the growth and development of children during middle and late childhood in India and Iran: A Comparative study.

The parts of the questionnaire are divided into part 1 set A, set B and part 2; the title programs (news and current affairs, documentaries, variety program, dance/musical programs, sports programs, health programs, educational programs, teleserye, comedy programs, and cartoons). The part 1 set B, daily exposure to television from weekdays, Saturdays and Sunday, and the number of hours viewed (morning from 6am-12nn, afternoon 1pm-4pm, early evening 5pm-7pm, night 8pm-9pm, late night 10pm above). Part 2, the communication behavior questions are divided into four sublevels (expression of

language, comprehension of language, history development and pattern of development, and means/interests/effectiveness in communication). Question number 1 and 2 are under expression of language; 3 and 4 are under comprehension of language; 5 and 6 belongs to history development and pattern of development; while questions 7 to 10 are under means/interests/effectiveness in communication.

Data Gathering Procedures

Prior to the data gathering process, permission to conduct the study with the respondents was secured from the Dean, College of Arts and Sciences, Baliuag University, Main campus, such permission is necessary in order to establish rapport and cooperation with the adviser and the researchers.

The questionnaire was divided into two parts. The first part pertains to the personal profile of the respondents namely, age, gender, relationship to the child, and grade level and the second part of the questionnaire was about the television exposure, the number of hours in television exposure, communication exposure. The questionnaire was answered through checkmark (/) then it was tabulated to determine the profile of the respondents and the effects of television viewing on the communication behavior of the children in Sto. Cristo Baliuag, Bulacan. The questions were formulated and were arranged in such a way that the logical sequence of each questions was be considered.

The interpretation of weighted mean are represented by the table below:

1	Never	1.0 – 1.75	Very Low
2	Sometimes	1.76 – 2.5	Low
3	Most of the time	2.6 – 3.25	High
4	Always	3.26 – 4.0	Very High

Results and Discussion

Table 1. Gender of the child.

Gender	Frequency	Percent
Male	13	26.0
Female	37	74.0
Total	50	100.0

Table 1 summarizes the gender of the child. There were 50 in all; female is dominant at 74.0% or 37 respondents, while 13 of the respondents or 26% are male.

Table 2. Grade level of the respondents.

Grade level	Frequency	Percent
Grade 1	4	8.0
Grade 2	6	12.0
Grade 3	11	22.0
Grade 4	10	20.0
Grade 5	9	18.0
Grade 6	8	16.0
Grade 7	2	4.0
Total	50	100.0

Table 2 summarizes the grade level of children. There were 50 in all; Grade 3 is dominant at 22% or 11 respondents, 8% or 4 respondents are in Grade 1, while in Grade 2 there are 6 respondents or 12%, 10 respondents or 20% are Grade 4, 9 respondents or 18% are Grade 5, 16% or 8 respondents are in Grade 6 then 4% or 2 respondents are Grade 7.

Table 3. Level of TV exposure according to the age of the respondents.

Type of Program	Age of the Children (Mean)							Total Mean
	6	7	8	9	10	11	12	
TE – NCA	2.50	2.67	2.67	2.56	2.78	3.00	4.00	2.76
TE - Docu	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
TE – VP	2.50	2.67	2.58	2.89	2.78	2.62	2.00	2.66
TE – D/MP	2.75	2.83	2.67	2.78	2.67	2.50	3.00	2.70
TE – Sports	1.00	1.00	1.33	1.44	1.11	1.38	2.00	1.28
TE – Health	1.00	1.17	1.33	1.67	1.44	1.75	3.00	1.50
TE – Educ	2.00	2.50	2.33	2.11	2.67	2.13	3.00	2.34
TE - Teleserye	2.25	2.67	3.17	2.33	3.11	2.88	3.50	2.84
TE - Comedy	1.00	1.00	1.08	1.44	1.22	1.25	1.50	1.20
TE - Cartoons	2.00	2.33	2.25	2.11	2.11	2.25	2.50	2.20
TE - AVE	1.800	1.983	2.041	2.033	2.088	2.075	2.550	2.048

Table 3 illustrates the mean of the age group of the children and of what type of program they prefer to watch. As shown, children aged 6 and 7 tends to watch dance/musical program more than the other program. Also according to the table, children that aged 8 and 10 years old were fond of watching teleserye. Apparently, many children watch television during the early evening 5pm – 7pm time slot, which is considered as the prime time of Philippine television (Rosario–Braid & Tuazon, 2011). Table 3 also shows that children aged 9 years old enjoy watching variety program such as It’s Showtime and Eat Bulaga. Then children 11 and 12 years of age show interest in watching news and current affairs.

Studies show, however, that kids become more interested in activities when their parents are involved. Parent’s presence when television viewing with their child affects learning ability. The study conducted in the college of media and communication shows an increased physiological change in children when parents view programs with them as opposed to being in a separate room.

Table 4. Title of the TV program.

Show		Frequency	Percent
News and Current Affairs	24 Oras	36	72.0
	TV Patrol	14	28.0
	Total	50	100.0
Documentaries		50	100.0
Variety Program	Eat Bulaga	34	68.0
	It’s Showtime	16	32.0
	Total	50	100.0
Dance/Musical Program	ASAP	15	30.0
	Sunday Pinasaya	35	70.0
	Total	50	100.0
Sports Program		40	80
	ABS-CBN Sports and Action	10	20
	Total	50	100.0
Health Program		28	56.0
	Pinoy M.D.	13	26.0
	Salamat Dok	9	18.0
	Total	50	100.0
Educational Program		2	4.0
	Aha!	7	14.0
	IBilib	28	56.0
	Matanglawin	13	26.0
	Total	50	100.0
Teleserye		3	6.0
	Ang Probinsyano	8	16.0
	Bagani	4	8.0
	The Cure	35	70.0
	Total	50	100.0
Comedy		40	80.0
	Banana Sundae	9	18.0
	Bubble Gang	1	2.0
	Total	50	100.0

Table 4. Continuation

Show	Frequency	Percent
Cartoons	1	2.0
Dragonball Z	3	6.0
Pony	1	2.0
Spongebob	15	30.0
Superbook	13	26.0
Yokai	17	34.0
Total	50	100.0

Under news and current affairs, “24 Oras” is dominant at 72% or 36 respondents. Based on the findings of the researchers, children aged 11 and 12 showed interest in news and current affairs.

For documentary, all 50 respondents are dominated or 100% do not have interest in any type of documentary series. This could be due to the time of the program. The usual airing of documentaries started late at night in which children were probably sleeping. Also, according to the study, most respondents watched television between 5pm and 7pm.

Meanwhile, “Eat Bulaga” is dominant at 68% or 34 respondents. This means that the respondents are more attracted to the longest-running noontime variety show in the Philippines. “Hangga’t May Bata, May Eat Bulaga!” (“As Long As There Are Children, There will be Eat Bulaga!”) is their quotation and they focuses not only in entertaining older people but in entertaining children too.

Sunday Pinasaya is dominant at 70% or 35 respondents. The total number of respondents who are not so much in Sports Program is at 80% or 40 respondents. Most of the respondents tend to watch educational program.

There are respondents that don’t show much interest in health programs. The assumption is that the show is too early for them to watch. The usual health program aired at 7a.m. and researchers are assuming that they are still sleeping. Also based

on the study, most of the respondents watch around 5pm to 7pm.

At least 56% of respondents watch the educational program “iBilib.” “iBilib” features scientific experiments and explores different scientific facts and theories surrounding everyday events.

Meanwhile in teleserye, almost all of the respondents were watching teleserye and most of them watched GMA’s “The Cure” where Jennilyn Mercado and Tom Rodriguez tries to battle with the zombies in order to find the cure to the virus that infected the city.

Almost all respondents are watching cartoons but the series “Yokai” dominated at 34%. “Yokai” is a cartoon series that features supernatural monster and spirits as their main character.

Most of the respondents watch the programs of the same network. It supported by Abelman, Atkin, and Rand (1997)’s theory that viewers stays loyal to their preferred network. The researchers also noticed that respondents are not interested in the programs with deeper knowledge with the assumption that they can’t relate yet, but there are some respondents who showed interest in news and current affairs.

Also, despite the rise of other forms of media and the Internet, television continues to play an increasingly dominant role for children not just in the Philippines but all around the globe, according to Pecora (2007).

Table 5. Daily exposure to Television.

	N	Mean	Interpretation	Std. Deviation
Weekday exposure	50	3.22	Early Evening	.507
Saturday exposure	50	2.64	Early Evening	1.139
Sunday exposure	50	2.62	Early Evening	1.159
Valid N (listwise)	50			

Table 5 shows that the respondents' exposure to television during weekdays, Saturday and Sunday are *High* which means that they still watch television despite what day it is. With the assumption that television viewing is a habit and according to Adams (2000), who studied 12 focus groups, consisting of 93 participants of various backgrounds and demographics about 80% of the viewers stated that television viewing was, in part, habitual. In 2006, McCann-Erickson Intergenerational Youth Study (Rosario-Braid & Tuazon, 2011) found out that traditional media, including watching television and listening to the radio, remain to be on top leisure activities of children after school.

This study, meanwhile, found out that as of March 2015, majority of children still preferred watching television, despite the availability of more media format (Rosario-Braid & Tuazon, 2011). Another major observation of this study is the length of daily exposure to television. As opposed to the internationally prescribed one- to two-hour daily exposure to television, majority of the children in the Philippines watch close to three hours and six hours of television on weekdays and weekends, respectively.

Table 6. Communication behavior.

Item	N	Mean	Interpretation
1 My child easily adopts the words spoken by a TV character	50	2.20	Low
2 My child primarily communicate using speech	50	2.30	Low
2 My child uses words based on what he/she has heard on TV	50	2.26	Low
4 My child thinks he/she is a character and speaks the way the character speaks	50	2.40	Low
5 Television enables my child to achieve better language development	50	2.50	Low
6 My child's knowledge about his/her surroundings increases	50	2.50	Low

Table 6. Continuation

Item	N	Mean	Interpretation
7 My child becomes interested in communicating with others after watching TV	50	2.52	High
8 My child primarily communicate using gesture	50	2.36	Low
9 My child initiates interaction	50	2.34	Low
10 My child thinks that the character is a role model and tries to act like him/her	50	2.52	High
CB AVE	50	2.4	Low
CBR AVE	50	2.4	Low
CBE AVE	50	2.4	Low
Valid N (list wise)	50		

Table 6 reveals that the question no 1 ("My child easily adopts the words spoken by a TV character) in communication behavior got the lowest mean of 2.20, meaning that watching television does not affect their child's communication behavior.

Meanwhile, communication behavior question no. 7 ("My child becomes interested in communicating with other after watching TV") and question no. 10 ("My child thinks that the character is a role model and tries to act like him/her") got the same highest mean of 2.52. The result showed that children watch academic/educational programs like iBilib (56%), Aha! (14%), and Matanglawin (26%), compared to other programs.

Table 7. Correlation between TV Exposure and Communication Behavior.

<u>Correlations</u>			
		TE – AVE	CB AVE
TE – AVE	Pearson Correlation	1	-.149
	Sig. (2-tailed)		.301
	N	50	50

Table 7. Continuation

<u>Correlations</u>		TE – AVE	CB AVE
CB AVE	Pearson Correlation	-.149	1
	Sig. (2-tailed)	.301	
	N	50	50

There is no significant correlation between television exposure and communication behavior as reflected by the significant value of .301 which is below the alpha set at .05

It further explains that communication behavior cannot be solely improved by television exposure. Television shows appear to perpetuate gender and racial stereotypes and offer young viewers a distorted perspective of how the world works and how people behave. Several studies have correlated television with deficits in attention and focus and have revealed negative correlations between test scores and the number of hours of programming watched. In addition, parents have complained about the content of certain shows, contending that even the most “child-friendly” programming may present values (especially those regarding sex, alcohol, tobacco, and illicit drug use) that contradict those they wish to pass on to their offspring.

Despite all the negative influences attributed to television, some commentators note that the medium can have a positive effect on youths. For instance, television programs are quite commonly used in classrooms, and teachers may use educational videos or segments recorded from network broadcasts to accentuate their lessons and provide learning avenues for children with different learning styles.

Table 8. Difference of Television Exposure among Children from Different Age Groups.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	58.055	10	5.805	3.125	.005
Within Groups	72.445	39	1.858		
Total	130.500	49			

The computed significant value of .005 showed that television exposure differ significantly among children across age group.

The researchers found out that children with the grade level of one and two often watch dance/musical program more than the other program.

Teleserye viewing dominates Grade 3. Children in grade 5 also like watching teleserye. The study of Rosario–Braid and Tuazon (2011) also found out that majority of children prefer watching teleseryes or adult-oriented television shows that are dubbed in Filipino.

The mean of Grade 4 children watch variety programs is 2.90, which means that Grade 4 children watch variety programs more.

Conclusions

From the aforementioned results, the following conclusions were drawn:

1. The level of television exposure of children in Sto. Cristo, Baliwag Bulacan is high. It may be concluded that most of the children are high when it comes to television exposure. Children aged 6 and 7 tends to watch dance/musical program more than the other program. Also, children aged 8 and 10 years old are fond of watching teleserye. Apparently, many children watch television during the early evening 5pm – 7pm time slot, which is considered as the prime time of Philippine

television (Rosario–Braid & Tuazon, 2011). Children aged 9 years old enjoy watching variety program such as It's Showtime and Eat Bulaga. Meanwhile, children 11 and 12 years of age show interest in watching news and current affairs.

2. The level of communication behavior of children in Sto. Cristo, Baliwag Bulacan is low. Communication behavior of children in Sto. Cristo, Baliwag Bulacan is low.
3. The television exposure does not correlate to communication behavior of the respondents. According to the results, the television exposure and the communication behavior of the children are not correlated to each other since the result of television exposure is high and the communication behavior is low.
4. There is a significant difference in television exposure of children among age group.

Recommendations

1. Parents should be mindful about their child's exposure to television. They should know that(according to Lee-Chua, 2007) watching too much television is one of the reasons why young people nowadays fail to focus well or sustain their attention (as cited in Rosario-Braid & Tuazon, 2011).
2. Even though the communication behavior is low, parents should always guide their children so they can protect them from misbehavior.
3. It is suggested that even though the correlation between television exposure and communication behavior is negative, the researchers recommend that parents and teachers encourage the children to communicate with others so that they can develop their communication skills as early as their age.
4. Future researchers may explore further about the topic. The respondents may be involved to determine significant differences in terms of age group and the level of television exposure.

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