



RESEARCH ARTICLE

Media Generated Conflicts: Perception of Children and Parents in Secondary Schools

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ABSTRACT

The purpose of the study was to investigate the media generated conflict: perception of children and parents in secondary schools at northern parts of Delhi. This study employed descriptive survey method which included both quantitative and qualitative methods of data collection. The researchers purposefully selected two secondary schools, one from urban and one from rural areas from the target population in the northern parts of Delhi. The sample of the present study consisted of 100 secondary school students (50 each from urban and rural) were selected through random sampling technique and only 20 parents of the sampled students (10 from urban and 10 from rural) were selected purposefully. Researchers developed Media Generated Conflict Questionnaire and interview schedule for the purpose of data collection. Percentage was used as a statistical technique for quantitative data analysis which was collected through questionnaire. Data collected through interview with the parents were interpreted through qualitative analysis technique. The major findings of the study are: Most of the students from urban and rural area agreed that, after returning from the school they prefer to watch TV and they agree that it helps in their learning; Most of the students feel physical and mental discomfort after using internet for long time; Most of the students accepted that their behavior is affected by the media; 4) Most of the parents pointed out that, there are many vulgar and violent scenes shown on TV programs and movies, due to this, children also act in the same manner, they have become more aggressive with their parents and siblings, they suggested there must be healthy entertainment rather than vulgarity in TV. So, television can be educational and beneficial, but their negative aspects such as the amount of aggressive and violent activity it displays daily, is causing great concern to parents and educators around the world. A list of educational websites, TV channels and TV programs should be provided to children and should be informed about the importance of watching these.

Keywords: Media, Conflict, Perception, Internet Technology, TV, Urban & Rural

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INTRODUCTION

Mass media has become an integral part of our lives & cannot be separated from our life. Particularly for the urban people, the need for information is more important than ever. Our values and way of life in the society in this information era are strongly influenced by the mass media like news paper, TV, radio, video and the internet technology. Undoubtedly, presence of media has affected our lives immensely. We consciously or un-consciously respond to the media as we do to the environment for our survival.

Media's presence in children's lives is totally ubiquitous. As screens become ever-present in human lives, especially ones that are small and portable, children and teenagers are spending more time playing digital games and browsing on internet. Modern technology has transformed the way children learn and interact with their environment. Television, which is the most dominant media, affects children's consumption habits. It has since been joined by computers, video game players, cell phones and other connected devices. The result is that children today are completely immersed in media experiences from a very young age. Regulating the impact these experiences are having on children has become very challenging, for parents and policymakers.

The main effect of media, at the environment in survival, is creating the pictures in our minds, cognitive maps of our environment, the belief and value. We have to accept the negative impact of

media and to prepare ourselves to defend. Media comprises of print media that includes news papers, magazines, books, journals etc. electronic media (audio-visual) includes the television, film, radio and internet etc.

Media has an immense role in children lives. The media is now a part of everyday life. Children are surrounded by technology, entertainment and other media. News papers, magazines, radio, television and internet all contain something for children. Elliot (2013) has very wisely proposed that "by means of the sound motion picture the gamut of human experience may be communicated". Entertainment is a popular reason why many children surf the internet. When people surf the web, there are numerous things like music, games, videos, news and more that can be found.

Television can be a powerful entertainment and education tool for children if rightly programmed. However, studies have shown that television, and media in general, can also have a very negative influence. Some studies indicate it can shorten attention span, distort body image, and work in conjunction with other factors to escalate obesity, create fear, and increase aggressive and anti-social behavior if the exposure is unmonitored and unlimited.

As television became more widely consumed over the past half-century, it also became increasingly violent, a fact that raised concerns among many social policymakers (Gentile, 2003). People may become more fearful of the world around them and are likely to behave in aggressive manners towards others. This may expose them to an unrealistic sense of the amount of actual violence in existence. Therefore Kids who view violent acts are more likely to show aggressive behavior but also fear that the world is scary and that something bad will happen to them.

A child's world is full of dangers, real and imaginary. Most childhood fears are normal, temporary, and eventually outgrown. "Recent correlational studies have shown that watching TV is related to occurrence of both anxiety and sleep disturbances. A survey of elementary and middle school children reported that the more a child watches TV the more he or she was to report the symptom of anxiety, depression and post-traumatic-stress" (Singer, 2001). Then it is logic that the more television a child watches (especially at bed time) the higher rate of reported sleep disturbances, such as nightmares, difficulties falling asleep and the inability to sleep through the night.

Mostly the violence or threat of violence is the most noticeable feature of television program and movies that produce fear. In fact it is difficult to conceive of a horror movie that does not focus on the threat of violence. Fear is the natural response to perceive physical threat and it is reasonable to expect that viewers respond with fear to threat depicted in the media.

Violent confronts and other things that are considered dangerous, such as vicious animals, natural disasters, and ghastly disease, naturally cause fear. The sight of injuries or other people who are in danger or fearful should also be frightening because the presence of those who are injured or in danger often suggests that those in vicinity are in danger as well. Even if the viewers know they are not in immediate danger, the mediated depiction of these images is often frightening.

Some other kind of fear that affect more teenagers are distortion of natural form consisting of injuries and mutilations as well as bodily distortions that occur in nature, as in dwarves, giants, and mutant. Injured and deformed realistic characters are prominent in scary movies and television shows as are weird looking supernatural and fantasy creatures, like monsters, witches, vampires, and ghosts. Often in television program and movies, distorted creatures are depicted as evil and violent. Violent behavior is a preventable problem. There is a wide availability of broad-based programs. Reduction in media violence and access to media violence are a component of these programs" (Kubey & Larson, 1990).

The strong relationship between media and adolescents' sexual expression may be due to the media's role as an important source of sexual socialization for teenagers. The Internet has increased dramatically the availability of sexually explicit content. Computer and Internet use is diffusing more rapidly than any previous technology. "The word sex is the most popular search term used on the Internet today" (Brown, et al., 2000). Children and teenagers who are exposed to sex through the media are more likely to engage in sexual activity than those who are not.

Researchers have found that there appears to be a positive correlation between hyper networking, which is more than three hours of internet time, and negative health behavior such as depression,

drug abuse and isolation among teenagers. In extreme cases, the negative effect can even extend to suicide" (Marsh, 2012).

Based on the findings of some studies and experiences, it has been shown that media has influenced human behavior like body image, addiction, increased aggressive behavior, teens and sex. It has also been shown that media has created conflicts between parents and children. All parents want to give a good and healthy life style to their children but under the influence of the media, children have developed a negative behavior and personality. Television can be educational and beneficial but their negative aspects, such as the amount of aggressive and violent activity, it displays daily, is causing grave concern to parents and educators around the world. Now a day working parents are so busy, they do not have enough time to spend with their kids. The mother has to do the cooking and look after the child simultaneously. So, she switches on the TV and puts the child in front of it. After sometime the kids become addicted to TV and the mother blames the child for regularly watching TV. There is a clash between the parent and children regarding the channel they prefer. The elderly would prefer to watch the TV serials while children want to watch their favorite cartoons. Now a day's some children watch TV even while doing homework. Whereas parents should focus completely on their studies otherwise they will not understand anything. Due to these conflicts occurring between parents and children it has become important for the society to think upon.

One of the early activities in the research process is the review of the research literature on the body of information related to the research problem. After the research problem has been identified, information is needed about the problem so that problem can be put in proper context and research can be processed. The information has been collected from books, periodicals, journals, curricula reports, research reports, dissertation, etc. This particular research has attempted to study the role of media in creating conflicts between parents and children. For the purpose of review of literature sources suggested books, articles and related research work has been consulted. Different researchers have given different views like:

Clark (1983) debated upon the very important aspect of influence of media. Media has a very powerful impact on children and draws them away from their assigned and imperative tasks and discipline in growing up. It affects their attitudes and emotions more strongly than any other influence in life and hence dangerous potential for damage. Young (1990) explains the role of parents in children viewing habits, as the parents of the upper and middle classes are quite explicit in maintaining that their children are not allowed to watch all the programs shown on TV.

Mishra (1989) identified the influence of TV on viewer's attitude, values and behavior. Since such effects are very important for children as they are at a vulnerable and formative phase of development. This particular study interested the researcher because it focuses on the exponential growth in cable TV programs which often depict violence, abuse, regressive values, sexual content and alcohol drug use. James (1999) found that children are the most regular dedicated and enthusiastic viewers of TV programs. Children are not only the main viewers but also watch TV for longer duration than adults.

Hemant (2006) concluded that adolescents may understand the consequence of engaging in media but may be more influenced by their stronger need for popularity and peer recognition which may cause conflicts with parents and authority figures. Biagi (2005) said that TV can disturb the home to teen in many different ways, for example, perennial conflicts over homework and bed-time, with the need for meal time adjustments. Meal time conflicts also emerged, with children who eat slowly and distractedly through unwise handling of the viewing problems, for instance by assuming that their own needs have priority over their child's absorption in his viewing, by switching off the set without warning and before the program has ended.

Yadav (2004) focused on family related issues over the need created by commercials. In various commercials, the eatables attract the attention of the younger generation and children insist their parents to buy things as demanded by them. This may create avoidable frustration and tension. Vohra (2005) believed that children want to equip their homes with most electronics gadgets like TV, music systems, washing machines and other durables like car, AC etc.

NEED AND SIGNIFICANCE OF THE STUDY

Today is the era of information and media plays a role of medium between people. It provides all information to the people. Due to huge information through media, children between 5 to 15 are passing through a difficult behavioral change that makes them aggressive, wild, indisciplined, disobedient, and less respectful to their elders. The violent behavior of children makes the parents tense and it leads them to physical and mental stress. The children thus create problems not only for themselves but also for the society as the aggressive children can be easily diverted into illegal and immoral activities. So it is a threat to the society also. It is not only affecting the society it is affecting the Indian cultural values also. To protect young children and their parents, to relieve society from social evils and to protect Indian ancient cultural values people have to judge and monitor the media impact on society. From evaluating this study people will know how to manage and control the harmful effects of media and also to harness media potential for the children's benefit. They can also thus monitor their children.

OBJECTIVES

1. To assess the perception of urban and rural children in secondary schools towards media generated conflicts.
2. To assess the perception of urban and rural parents of secondary school students' towards media generated conflicts.
3. To study the perception of urban and rural parents regarding the problems faced due to over indulgence of media in their children's life at secondary school.

METHODOLOGY

This study targeted to study the media generated conflict: issues and challenges between children and parents in secondary schools of Delhi. Thus, this study employed descriptive survey method which included both quantitative and qualitative methods of data collection to conduct the study.

SAMPLE AND SAMPLING TECHNIQUES

The study was conducted in public secondary schools of northern Delhi. The researchers purposefully selected two secondary schools, one from urban and one from rural areas from the target population in the northern parts of Delhi. The sample of the present study consisted of 100 secondary school students (50 each from urban and rural) were selected through random sampling technique and only 20 parents of the sampled students (10 from urban and 10 from rural) were selected purposefully.

DATA COLLECTION INSTRUMENTS

To obtain the reliable and valid data from the respondents for the study, researchers used closed ended questionnaire for secondary school students and conducted interview with their parents. These were the major tool of data collection. Researchers developed media generated conflict questionnaire and interview schedule for the collection of data. Before the administration of the questionnaire to the actual subjects, pilot test was conducted to check the relevance of each item in the questionnaire in order to avoid ambiguities and misunderstandings. Reliability and validity of the pilot test were found maximum. Both the face and content validity were checked by the pilot test.

STATISTICAL TECHNIQUE

For the analysis and interpretation of data collected through questionnaire from students about media generated conflict, the researchers used quantitative data analysis technique (percentage). Data collected through interview with the parents were interpreted through qualitative analysis in content category.

RESULTS AND DISCUSSION

1. Perception of urban and rural children in secondary schools towards media generated conflicts:

Table 1: Urban and rural children’s perception towards media generated conflicts

Options	No of response Urban	Percentage Urban (%)	No of response rural	Percentage Rural (%)
1. When you go home after school what do you like to do?				
Play	6	12	7	14
Read/Study	5	10	9	18
Watch TV	28	56	25	50
Spend time on face book/Internet	9	18	5	10
Any other	2	4	4	8
2. Which is the best tool of entertainment and why?				
Book	8	16	9	18
TV	6	12	15	30
Video	2	4	1	2
Internet	11	22	6	12
Comics	3	6	4	8
Game	20	40	15	30
3. What types of TV shows do you watch the most/like to watch?				
Comedy	16	32	10	20
Cartoon	7	14	10	20
Reality show	15	30	13	26
Talk shows	0	0	2	4
Any other	12	24	15	30
4. What is the timing of watching TV?				
2.30 p.m. to 4.30 p.m.	23	46	25	50
4.30 p.m. to 6.30 p.m.	5	10	3	6
6.30 p.m. to 8.30 p.m.	4	8	5	10
8.30 p.m. to 10.30 p.m.	15	30	13	26
No specific time	3	6	4	8
5. Have you ever tried to copy the hero/actors of the programme?				
Many times	13	26	12	24
Never	16	32	20	40
Always	11	22	6	12
Sometimes	10	20	12	24
6. If yes, then what do you copy?				
Cloths	10	20	8	16
Hair style	15	30	16	32
Jewellery	0	0	0	0
The style of speaking	16	32	20	40
Mannerisms	9	18	6	12

(a) Urban and rural children’s perception towards media generated conflicts:

56% children from urban area watch TV after returning home whereas 10% students from the urban go for reading, 12% go for playing, 18% go for access the internet and 4% students go for other activities. In the rural area, 50% students watch TV and remaining 18% go for reading, 14% go for playing, 10% students go for internet access and 8% students go for other activities.

40% of urban and 30% of rural children opted games as a best of entertainment as they get refers after playing games; and thought that games have a lot of scope of being creative mode of entertainment. 22% of urban and 12% of rural children think internet is the best tool of entertainment. 16% urban and 18% rural think that books (like novel, storybooks) are the best means of entertainment. 12% of urban and 30% of rural children think that TV provides the best entertainments among all. Around 4% and 6% urban children like video and comics respectively

and in rural area 2% and 8% of children like video and comics respectively. This is because now a day's comics are not available as they used to be earlier.

32 % of urban and 20% of rural children watch mostly comedy as their favorite program. 15% of urban and 26% of rural children like to watch reality shows. 24% of urban and 30% of rural children are interested in cartoon and serials. Almost rare students like to go with talk shows.

46% of urban and 50% of the rural children have mentioned that they usually watch TV in the time range of 2:30 – 4:30 as this is the appropriate time because they return from school and get the time to watch. 30% of urban and 26%of rural children watch TV in the time range 8:30 to 10:30 because they are having dinner with family. 8% urban and 10% of rural children watch TV in the time range of 6:30-8:30. Only 6% of urban and 8% of rural children having no specific times to watch TV as their parents do not allow them. Almost 10% and 6% of urban and rural children watches TV in the time range between 4:30 to6:30 because children went for sleep in the afternoon.

32% of urban and 40 % of rural children never copy anything from the actors of the TV program. Near about 26% urban and 24% rural children copy their actors many times. 22% urban and 12% rural children copy their actors always. Again almost 22% urban and 12% rural children copy their actors always. Lastly 20% of urban and 24% rural children copy the hero as their role model sometimes. Again if we analyze regarding the material they copy then we find that 32% urban and 40% rural children try to copy their way of speaking. 20% of urban and 16% rural copy their cloths. 30% of urban and 32% rural children copy their hair style. 18% of urban and 12% rural children try to mannerisms.

Table 2: Urban and rural children’s perception towards media generated conflicts

7. Do you think that TV watching helps you in learning or is only a waste of time?				
It depends	35	70	30	60
What you are watching				
It helps in learning new things	10	20	8	16
It always wasteful	2	4	6	12
It is just meant for entertainment	3	6	6	12
8. How many hours/days do you Spending on online				
0-1 hr	26	52	18	36
2 and above	8	16	10	20
Once a week/month	12	24	20	40
Above 5	4	8	2	4
9. What do you do mostly on internet?				
Surfing	3	6	5	10
Games	20	40	17	34
Download music/video/song	15	30	18	36
Chart with friends/restricted material	7	14	2	4
Academic/homework/mail	5	10	8	16
10. Do the media affect the way you feel about yourself and your body image?				
Strongly agree	23	46	20	40
Agree	15	30	13	26
Dis-agree	9	18	11	22
Strongly dis-agree	3	6	6	12
11. Do the media affect the way you behave?				
Strong	23	46	20	40
Disagree	15	30	13	26
Agree	9	18	11	22
Strongly disagree	3	6	6	12
12. Do your parents stop you from watching TV for long hours?				
Yes	24	48	35	70
No	5	10	2	4
Sometimes	21	42	13	26

(b) Urban and rural children’s perception towards media generated conflicts:

70% of urban and 60% of rural children think that it depends what they watching. 20% of urban and 16% rural children think that it definitely helps in learning. 4% urban and 12% of rural children feel that t is always wasteful to watch a TV. But 6% urban and 12% rural children think that it is only for entertainment.

52% of urban and 36% of rural children spend 0-1 hour per day for online learning. 24% of urban and 40% of rural children spends online once a week. 16% of urban and 20% of rural children used online more than 2 hours. Only 8% of urban and 4% rural children used it more than 5 hours.

40% of urban and 34% of rural children like to play computer games on internet. 30% of urban and 36% of rural children download music videos and songs. 14% urban and 4% rural children chat with friends. Only 6% urban and 10% rural children go for surfing. 10% urban and 16% rural children went for academic activities through internet.

46% urban and 40% of rural children strongly agree with the fact that media affect the way they behave. Again 30% of urban and 26%of rural children agree with this fact. 18% of urban and 22% rural children disagree. Only 6% of urban and 12% of rural children strongly disagree that their behavior is affected by the media.

Only 10% parents of urban and 4% of rural area doesn’t stop their children from watching TV. 48% of urban and 70% of rural parents restrict their children from watching TV. 42% of urban and 26% of rural parents of rural area sometimes stop their children from watching TV.

Table 3: Urban and rural children’s perception towards media generated conflicts

13. How often your parents limit the number of programmes you can watch on TV?				
Never	7	14	3	6
Sometimes	31	62	27	54
Always	2	4	8	16
Rarely	10	20	12	24
14. Do your parents allow late night TV watching?				
Always	8	16	4	8
Sometimes	20	40	15	30
Never	22	44	31	62
15. Do you feel any physical/mental discomfort while using internet for a long time?				
Pain in hands and wrist	20	40	18	36
Dry eyes/strained vision	10	20	12	24
Sleep disturbance	5	10	4	8
Backache/ neck ache	15	30	16	32
16. How often you insist your parents to buy product that are seen on TV?				
Yes	15	30	10	20
No	5	10	6	12
May be	20	40	22	44
Can't say	10	20	12	12
17. Do you argue with your parents/siblings over the remote control?				
Always	15	30	12	24
Sometimes	20	40	18	36
Rarely	6	12	8	16
Never	9	18	12	24
18. How do you react when somebody calls you while watching TV?				
Listen to him/her	26	52	28	56
Avoid listening/ignore	14	28	13	26
Ask them to keep quite	7	14	7	14
Shout at them	3	6	2	4

(c) Urban and rural children’s perception towards media generated conflicts:

62% of urban and 54% of rural children sometimes limit the number of programs that their children can watch. 4% of urban and 16% of rural children are there who always limit their number of programs. 20% of urban and 24% of rural children limit number of programs rarely. Lastly 14% of the urban and 6% of the rural children are still there who never stop their children to watch number of programs.

44% of urban and 62% of rural parents never allow their children to watch TV in the late night. 40% of urban and 30% of rural parents allow their children to watch late night TV sometimes. 16% of urban and 8% of rural parents never stop their child from watching TV in late night.

40% of urban and 36% of rural children after using internet for a long time complain for pain in hands/wrist. 30% of urban and 32% of rural children go through problem of backaches and neck ache. 10% of urban and 8% of rural children are there who feel disturbance in sleep due to long times uses of internet. Lastly 20% of the urban and 24% of the rural children go through problem of dry eyes/strained vision.

40% of urban and 44% of rural children feels that something may insist their parents to buy certain things. 30% of urban and 20% of rural children is sure enough that they do insist their parents to buy certain thing. 10% of urban and 12% of rural children feel that they do not insist their parents to by certain things advertise on TV. 20% of urban and 24% of rural children is there who cannot say whether they insist or not.

40% of urban and 36% of rural children sometimes fight over the remote control their parents and sibling. 30% of urban and 24% of rural children always used to fight over it. 12% of urban and 16% of rural children rarely fight their parents over the remote control. 18% of urban and 24% of rural children are their never fight over the remote control.

52% of urban and 46% of rural children listen to others even when they watching TV. 28% of urban and 26% of rural children avoid listening to other. 14% of urban and 14% of rural children ask them to keep quite. 6% of urban and 4% of rural children used to shout at others when they watching TV.

2. Perception of urban and rural parents of secondary school students' towards media generated conflicts:

The researcher wants to find out the perception of parents on the role of media upon their children by the help of interview schedule. Interviews were conducted with urban and rural parents. Their perceptions are:

i. Views of urban parents about media generated conflict:

Almost all the parents from urban area gave the suggestions that the role of media is to create awareness among the students rather than presenting a distract picture but it is very evident that their main focus is to increase their TRP (Television rating point). Media is not taking care things which should be filtered and are irrelevant for children. It is the responsibility of the parents that to monitor and guide their children about media usage in their day to day life.

ii. Views of rural parents about media generated conflict:

The interviewee from rural area says that today's media can have impact on the children but not to a very large extent. Some say that it can have positive as well as negative impact. Too much obscenity can spoil and is spoiling children. How so ever hard you try, media does leave impact on the viewers.

3. Perception of urban and rural parents regarding the problems faced due to over indulgence of media in their children's life at secondary school:

Interviewee says that the children have so many options for entertainment like cable connection, internet and other means which provide variety of programs which leads to their unnecessary involvements in these things. Children get glued to the television due to which their academic performance suffers. Even their involvement in games suffers a lot because TV usually eats out the playtime as earlier they used to play lot of indoor and outdoor games.

Views of urban and rural parents about their children's achievement

- i.** The urban parents say that some children have developed their habit of study while T.V. is on. Otherwise, they do not study but due to this, they are not fully concentrated to words their study and then they get low grad.
- ii.** The rural parents say that earlier time was different and children were not getting that much exposure as today's children are getting. They are more open to new ideas and can experiment with new things but still they have some limits and respect for their parents. They do try to go for something innovative but not up to that extant where the limits end.

Views of urban and rural parents about the behavior of their children

- a) The urban parents say that their children have become more demanding today as they get to see a lot of variety of commodities on advertisements. They have started expecting a lot from the parents to fulfill their wants which are beyond the needs. The interviewee says that there are many vulgar and violent scenes shown on TV programs and movies. Due to this, children also act in the same manner. They have become more aggressive with their parents and siblings. It is just because TV presents a false reality which they feel is the actual reality. They want to be more like an adult than as a child. They have also become more impatient.
- b) The rural parents say that media is changing the patterns of behavior and attitudes of the children in the society. They are questioning established pattern of behavior in the society and want freedom and space for them.

Some suggestions by the parents:

The interviewee says that the censor board filter out the programs telecast on TV so that people can have healthy entertainment rather than vulgarity. Some advertisements are highly vulgar so proper care should be taken for their regulation.

MAJOR FINDINGS

Most of the students from urban and rural area agreed that, after returning from the school they prefer to watch TV between 2.30 p.m. to 4.30 p.m. and they agree that it helps in their learning, but most of the time their parents restrict them to watch TV. Sometime parents limit the no of TV programs that their children to watch and also they do not allow their children to watch in the late night.

1. Around half of the students from both the areas stated that they spend around one hour per day for online learning like computer games; downloading videos and songs; chatting with friends, etc. Most of the students feel physical and mental discomfort after using internet for long time.
2. Most of the students accepted that their behavior is affected by the media.
3. Most of the parents pointed out that, there are many vulgar and violent scenes shown on TV programs and movies, due to this, children also act in the same manner, they have become more aggressive with their parents and siblings, they suggested there must be healthy entertainment rather than vulgarity in TV.
4. Parents say that their children have become more demanding today as they get to see a lot of variety of commodities on advertisements. They have started expecting a lot from the parents to fulfill their wants which are beyond the needs.
5. The interviewee says that there are many vulgar and violent scenes shown on TV programs and movies. Due to this, children also act in the same manner. They have become more aggressive with their parents and friends.

DISCUSSION AND IMPLICATIONS

The study has its implications for the educational planners, administrators, policy makers, media persons and voluntary organizations. Every channel should include some educational programs at prime time. Now a days, in the need of high T.R.P., every channel shows some Saas-Bahu (family related Indian TV serial) or sensational program at prime time. Since children after coming from school and completing homework get time to watch TV only at prime schedule.

The triple W's of media should be included in the curriculum, i.e. what to watch, Why to watch and When to watch. Every school should give a counseling session, per year, to aware parents for the need of children. Since aware parents can avoid conflicts, due to impact of media, well. This study finds that children do not have a guideline to watch TV for to use internet. They, many times find it difficult to decide it their own. So school should issue guidelines to teachers about making children aware.

Children, who watch educational programs and educational web sites, should be provided to children and parents should be informed about the importance of watching these. Parents should notice the negative changes in the behavior of children and strategize accordingly. Parents should

pre-decide the programs for being viewed by children. This will avoid conflict. Atmosphere of the house should be such that the children should not get disturbed if someone watches TV. Normally parents in the house watch non-educational programs all the time in front of their children parents should develop habit of watching some educational programs so that their children also develop the same habit.

CONCLUSION

Media is a very powerful tool in creating a new society as it has such a strength which is left its impact on every section of society including the relationships of parents and children. To get rid of the conflicts and the negative impact of the media on the children, educational planners, administrators, policy makers, media persons, school authority, teachers and parents will have to work together. There are lots of issues which arise due to the more involvement of media in today's family. TV is given more importance than the relationships as it seems to be the best tool of entertainment. Children should make equip with the guidelines.

Today's children have more acquisitive and demanding. They have developed a new attitude and behaviors from easily entertainment sources on TV and internet. It affects every aspect of human personality and that is the reason why the society is changing so rapidly. Parents should notice the some negative changes in the behavior of child and strategize accordingly. The children have started questioning the established facts due to which parents face problems and find it difficult to answer to their questions. The role that television plays in socializing children is very great. Television can be educational and beneficial, but their negative aspects such as the amount of aggressive and violent activity it displays daily, is causing great concern to parents and educators around the world. A list of educational websites, TV channels and TV programs should be provided to children and should be informed about the importance of watching these. Whether and how we will manage to control the harmful effects of television and harness its potential for the good of children is a subject of ongoing discussion.

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