

The Effect of Counseling Depending on the Tv Watching Frequency of Children on Their Emotional and Behavioral Problems

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ABSTRACT

Objective: While television continues to exist in many homes, it is thought that the situation of children being affected by the frequency of watching television is an important issue that is overlooked. This study was conducted in order to determine the effect of counselling given to parents and teachers depending on the TV watching frequency of children going to pre-school education institutions on their emotional-behavioural problems.

Methods: The study was conducted as an experimental study with pre-test – post-test control group. Data were collected by using ‘Family Introduction Form’, and ‘Strengths and Difficulties Questionnaire’. Data were analysed using SPSS 20.0.

Results: The study found significant differences between the pre-test and post-test mean scores of the families and teachers in the experimental group and control group for the total score of the Strengths and Difficulties Questionnaire and the mean scores of all subscales, as well as significant difference between the pre-test and post-test mean scores in the experimental group for intra-group analysis ($p < .05$).

Conclusion: The study found that the counselling training given to parents and teachers lead to a significantly positive change in the mean scores for emotional, behavioural, and peer problems as well as attention deficit and hyperactivity disorders and it also has a significant positive impact on the TV watching duration of children.

Keywords: Family, preschool child, teacher, television

1. INTRODUCTION

Human life is mostly shaped by the influence of childhood. The pre-school period is the fastest and most critical years of a child’s development. The experiences that can be gained during this period become largely determinant in the child’s life (1).

To grow up and develop in a healthy way, children need qualified cognitive stimuli, rich language interactions, and an environment where positive social and emotional experiences are offered to the child, and the child’s independence is supported. This is only possible with a qualified pre-school education and a healthy family atmosphere (2-4).

Family atmosphere is one of the important factors affecting the development, success and social adaptation of children. In a caring and sensitive family, the child’s emotions are perceived correctly, their ideas and wishes are taken into account, and their needs can be addressed timely and properly (1,4). In this context, a family who occupies an important place in their child’s life should be careful about how many hours their children spend watching TV and what kind of shows they watch. Because the effects of television

vary according to the children’s TV watching duration, the contents of the shows they watch and their parents’ supervision (1).

Teacher characteristics are also among the main factors affecting the quality of education and the development of the child. Children can discover only in environments where they see value and feel safe and take advantage of the learning opportunities offered in these environments only. The most important component of this supportive environment for children is the secure and consistent relationship established between the child and the teacher (4,5).

Television plays a big role in all these relationships and experiences that affect the development of children because television maintains its existence effectively in most households, regardless of its economic level. As soon as a baby is born, he/she communicates with his parents, as well as the television, which was made, so to speak, a family member in households (1,6). Thanks to its visual and auditory features, television has the ability to attract the child’s attention. Since

it does not require literacy skills, it is a communication tool that can be used by preschool children (7).

Preschool children, who have a great learning potential, need direct experience, social relations with their peers, and mobility for healthy body development during learning (2). In this respect, training to be given to parents and teachers to adjust the TV watching duration will make a great contribution to the emotional and behavioural development of children.

It is thought that nurses, who interact with many parents with different roles, should know the effects of television on child development and provide training and counselling to the family in this context to reduce the negative effect of television on children (8,9) since the effects of television vary according to the children's TV watching duration, the contents of the shows they watch and their parents' supervision (1). In conclusion, the relationship between preschool children and television is an important issue that needs attention. However, it has been observed that the researches on the subject in the international and national literature are very limited and interventional researches are not sufficient.

Therefore, considering that it will be important to determine the effect of the TV watching frequency of pre-school children on their emotional-behavioural problems, a study was conducted to determine the effect of structured counselling given to parents and teachers depending on the television watching frequency of children going to pre-school education institution on their emotional-behavioural problems.

2. METHODS

The study is an experimental study with pre-test and post-test control group.

Two kindergartens were selected to eliminate the possibility of the control group being affected from the structured counselling program to be applied to the families and teachers in the experimental group. The data of the study were collected during the period between January and April 2015, which is the second semester of the academic year, so that students and teachers could get to know each other and the results of the study would not be affected by the fresh starting of the students to school.

2.1. Hypotheses of the Study

Ho: Counselling given to parents and teachers depending on the TV watching frequency will not have an effect on the average score for emotional behavioural problems of children.

H1: Counselling given to parents and teachers depending on the TV watching frequency will have an effect on the average score for emotional behavioural problems of children.

2.2. Sample

Population of the study consists of children going to independent kindergartens (N:13) affiliated to the Ministry of National Education in the city centre of Erzurum, as well as their parents and teachers.

The sample of the study consists of the children going to the independent Kindergarten A (experimental group) and Kindergarten B (control group) affiliated to the Ministry of National Education in the city centre of Erzurum, who were selected from this population by simple random method, as well as their parents and teachers.

Priori power analysis program was used to determine the sample size of the study. During the power analysis, it was determined that minimum 18 children-families can be taken in each group. Therefore, it was determined that the sample taken in the study could reach 99% power at 0.05 significance level and 95% confidence interval. There are 280 students and 12 teachers in the Kindergarten A, while the Kindergarten B has 110 students and 5 teachers. The sample of the study consists of 70 students and 12 teachers from the Kindergarten A and 70 students and 5 teachers from the Kindergarten B, who meet the inclusion criteria and agreed to participate in the study.

The sampling included children watching TV for more than 2 hours a day, their first-degree relatives who could follow them closely, and teachers willing to follow the children's emotional and behavioural changes during the study. Furthermore, the selected participants did not have any mental or physical illnesses that could affect the course and result of the study.

2.3. Data Collection Tools

The following data collection tools were used in the study.

Family introduction form: This form prepared by the researcher by reviewing the literature, consists of 13 questions investigating the introductory characteristics of children and their families, the frequency of watching TV by children, and the attitudes of families towards television (1,3,7,9).

Strengths and Difficulties Questionnaire (SDQ): It was developed by the British psychiatrist Goodman in 1997 (10,11). The SDQ was made valid and reliable in Turkish by Güvenir et al. (12). SDQ was grouped under 25 questions, some of which investigate positive behavioural characteristics, and other investigate negative behavioural characteristics, and five subtitles each containing five questions: Attention Deficit and Hyperactivity, Behavioural Problems, Emotional Problems, Peer Problems, and Social Behaviors.

Television watching follow-up form: This form, prepared by the researcher, by reviewing the literature, consists of questions aiming to monitor the child's weekly television watching frequency; 'How many hours did your child watch television this week? How do you evaluate your child's television watching frequency this week? (Less or more compared to the last week) (1,3,7,9).

TV watching schedule: It is a schedule prepared by the researcher by scanning the literature in a way that can attract the attention of the child visually in order to record the approximate number of hours the child watches in that week in order to follow the weekly TV-watching frequency of the children. The schedule is prepared as a refrigerator magnet so that it will be kept in view (1,3,7,9).

Student award plaque: It was prepared by the researcher after a literature review for teachers to follow and reward children's weekly television watching frequencies (1,3,7,9).

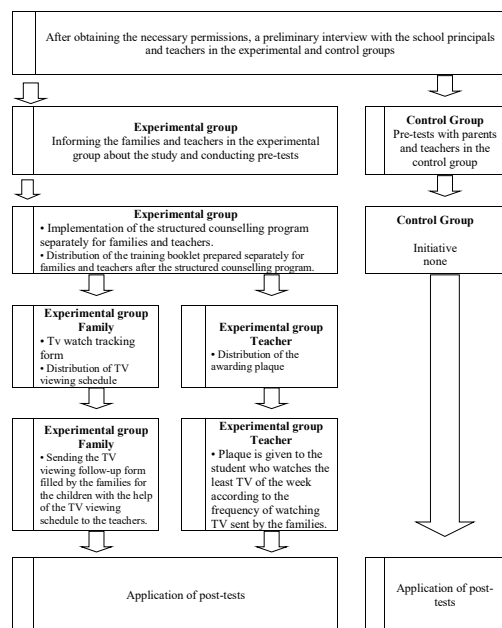


Figure 1. Research Plan

2.4. Collection of Data

Prior to the study, the principals and teachers of Kindergarten A and Kindergarten B where the study would be conducted were visited to give information about the study. It was underlined that, before and after the counselling program, the teachers should observe emotional and behavioural changes by closely following up the children.

The families and teachers in the experimental group included in the research were informed about the purpose, importance and duration of the study. Then, they were told that a structured consultancy program on 'The Role of Television in the Social, Emotional and Behavioural Development of Children' will be held, and information, content and application of program, and pre-tests were applied.

After the structured consultancy program planned for the experimental group, the families were provided with a TV watching schedule prepared by the researcher as a refrigerator magnet that can visually draw the children's attention, so that they can note their children's TV watching durations in order to determine their weekly television watching frequencies every week.

Then, the families were asked to note their children's TV watching frequencies in the distributed TV watching follow-up form and send it to teachers with the students weekly. In the light of these forms, the teachers were asked to award the student who watched TV least in the week with a student awarding plaque prepared by the researcher.

Four weeks after the training, post-tests (strengths and difficulties questionnaire) were applied to the families and teachers in the experimental group.

The structured counselling program was given to the families and teachers in the control group after the post-tests.

Family counselling program and materials: Structured consultancy program was held in three sessions, namely 'The Role of Television as a Mass Medium in Our Lives', 'The Effects of Television on Children', 'What Should Parents Do or Shouldn't Do?'. The techniques used in each session were determined according to the purpose of the session, and each session took place over a period of 40 minutes.

At the end of the program, training booklets for families were distributed by the researcher in line with the literature.

Teacher counselling program: Structured consultancy program was held in three sessions, namely 'The Role of Television as a Mass Medium in Our Lives', 'The Effects of Television on Children', 'What Should Teachers Do?'. The techniques used in each session were determined according to the purpose of the session, and each session took place over a period of 30 minutes.

At the end of the training, training booklets were distributed to the teachers.

Before starting the study, approval was obtained from the Ethics Committee of the Atatürk University Institute of Health Sciences (20369917-72.00-3901). Necessary permissions were obtained from the Provincial Directorate of National Education in order to start the study at the Kindergartens A and B.

3. RESULTS

The Table 1 shows the distribution of the descriptive characteristics of the families and children in the experimental and control groups included in the study. In the study, it was determined that 50.0% of the mothers in the experimental group were 32-37 years old, 37.1% were university graduates, 50.0% of the fathers were 32-37 years old and university graduates and 60.0% had 2 children.

According to the Table 1, the study found that 42.9% of the children in the experimental group watch TV series, 44.3% shared their opinions about the show they watched, 70.0% watch TV in their spare time, and 61.4% spent most of their time watching TV. 47.1% of the families in the experimental group also stated that their children were calm.

It was found that 71.4% of the children in the experimental group watched TV for 3-4 hours a day on weekdays, 51.4% watched TV for more than 5 hours per day on weekends, and 41.4% prefers to watch TV between 06:00 and 09:00 PM.

Table 1. The distribution of the descriptive characteristics of the families and children in the experimental and control groups

Descriptive Characteristics	Experimental Group (n=70)		Control Group (n=70)		Test and p values	
	S	%	S	%		
Mother age	20-25	5	7.1	10	14.3	$\chi^2=4.011$ p=0.260
	26-31	20	28.6	26	37.1	
	32-37	35	50.0	27	38.6	
	38-43	10	14.3	7	10.0	
Father age	26-31	7	10.0	15	21.4	$\chi^2=3.742$ p=0.291
	32-37	35	50.0	31	44.3	
	38-43	23	32.9	21	30.0	
	44 - >	5	7.1	3	4.3	
Mother education level	Primary school	7	10.0	17	24.3	$\chi^2=2.409$ p=0.661
	Middle School	8	11.4	12	17.1	
	High school	19	27.1	28	40.0	
	Junior college	10	14.3	2	2.9	
	College	26	37.1	11	15.7	
Father education level	Middle School	7	10.0	8	11.4	$\chi^2=2.536$ p=0.496
	High school	19	27.1	26	37.1	
	Junior college	9	12.9	10	14.3	
	College	35	50.0	26	37.1	
Children in the family number	Only child	11	15.7	10	14.3	$\chi^2=2.090$ p=0.554
	2 children	42	60.0	36	51.4	
	3 children	12	17.1	19	27.1	
	4 and >	5	7.1	5	7.1	
Child's weekday daily tv viewing time	1-2 hours	9	12.9	10	14.3	$\chi^2=1.029$ p=0.598
	3-4 hours	50	71.4	53	75.7	
	5 hours and >	11	15.7	7	10.0	
Child's weekend daily tv viewing time	1-2 hours	3	4.3	9	12.9	$\chi^2=3.545$ p=0.170
	3-4 hours	31	44.3	31	44.3	
	5 hours and >	36	51.4	30	42.9	
Child's TV viewing hours	06:00-10:00	5	7.1	7	10.0	$\chi^2=4.153$ p=0.245
	10:01-12:00	18	25.7	25	35.7	
	12:01-18:00	18	25.7	20	28.6	
	18:01-21:00	29	41.4	18	25.7	
The programs that the child most preferred to watch	Children's programs	27	38.6	30	42.8	$\chi^2=5.035$ p=0.169
	TV series	30	42.9	29	41.4	
	The News	13	18.6	11	15.7	
The situation of child to share their opinions about the TV programs they watch	Shares	31	44.3	32	45.7	$\chi^2=1.812$ p=0.404
	Don't shares	17	24.3	11	15.7	
	Sometimes shares	22	31.4	27	38.6	
The child What made it in spare time	Watches TV	49	70.0	47	67.1	$\chi^2=0.418$ p=0.937
	Plays with friends	12	17.1	14	20.0	
	Painting	5	7.1	4	5.7	
	Spending time with her/his parents	4	5.7	5	7.1	
Where the child spends the most time	Across TV	43	61.4	40	57.1	$\chi^2=3.201$ p=0.362
	With friends	8	11.4	7	10.0	
	With parents	19	27.1	23	32.9	
Your child how would you describe	Calm	33	47.1	34	48.6	$\chi^2=1.187$ p=0.756
	Angry	10	14.3	13	18.6	
	Agressive	7	10.0	8	11.4	
	Withdrawn	20	28.6	15	21.4	

The Table 2 below gives the comparison of the SDQ intragroup pre-test and post-test mean scores of the families and teachers in the experimental and control groups. When the table was analysed, the difference between the pre-test mean scores for Strengths and Difficulties Questionnaire subscale and total scores of the families and teachers in the experimental group and the parents and teachers in the control group was found to be statistically insignificant ($p > .05$).

According to the table, the difference between the post-test mean scores for Strengths and Difficulties Questionnaire

subscale and total scores of the families and teachers in the experimental group and the parents and teachers in the control group was found to be statistically significant ($p < .05$).

The Table 3 shows the comparison of the SDQ intragroup pre-test and post-test mean scores of the families and teachers in the experimental group and control group. When the table was analysed, the difference between the Strengths and Difficulties Survey intragroup pre-test and post-test subscale and total scores of the families and teachers in the experimental group was found to be statistically significant ($p < .05$).

Table 2. The comparison of the SDQ* intragroup pre-test and post-test mean scores of the families and teachers in the experimental and control groups

Strengths and Difficulties Questionnaire Subscales and Total Scores		Experimental Group Pretest (n=70)		Control Group Pretest (n=70)		Test and p values		Experimental Group Posttest (n=70)		Control Group Posttest (n=70)		Test and p values	
		\bar{x}	Sd	\bar{x}	Sd	t	p	\bar{x}	Sd	\bar{x}	Sd	t	p
Social Behaviors	Family	10.60	3.74	10.10	3.21	0.848	0.398	16.96	2.23	10.34	3.13	14.375	.000
	Teacher	4.14	1.63	4.67	1.82	-1.805	0.073	17.53	2.51	6.69	1.98	28.310	.000
Attention Deficit and Hyperactivity	Family	10.83	2.47	11.36	2.69	-1.208	0.229	4.71	1.42	11.63	2.62	-19.383	.000
	Teacher	10.46	1.82	10.81	1.97	-1.112	0.268	9.57	2.55	10.83	1.88	-3.319	.000
Emotional Problems	Family	9.49	6.54	10.61	4.91	-1.154	0.251	3.84	2.50	10.61	4.91	-10.275	.000
	Teacher	12.77	6.03	12.06	6.08	0.697	0.487	2.33	2.48	11.90	5.98	-12.353	.000
Behavioral Problems	Family	7.66	3.60	8.33	3.20	-1.165	0.246	3.96	2.16	8.40	3.18	-9.651	.000
	Teacher	12.16	4.11	11.03	4.01	1.644	0.102	3.41	1.34	10.71	4.11	-14.108	.000
Peer Problems	Family	10.89	1.82	11.36	1.87	-1.509	0.133	5.77	1.35	11.50	1.83	-21.046	.000
	Teacher	12.63	2.75	13.01	2.43	-0.878	0.381	6.39	2.37	12.91	2.41	-16.142	.000
TOTAL SCORES	Family	38.86	9.73	41.66	8.72	-1.792	0.075	18.29	4.12	42.14	8.49	-21.134	.000
	Teacher	48.01	9.03	46.91	8.74	0.732	0.465	21.70	4.54	46.36	8.53	-21.329	.000

*SDQ: Strengths and Difficulties Questionnaire

Table 3. The comparison of the SDQ* intragroup pre-test and post-test mean scores of the families and teachers in the experimental group and control group

Strengths and Difficulties Questionnaire Subscales and Total Scores		Experimental Group Pretest (n=70)		Experimental Group Posttest (n=70)		Test and p values		Control Group Pretest (n=70)		Control Group Posttest (n=70)		Test and p values	
		\bar{x}	Sd	\bar{x}	Sd	t	p	\bar{x}	Sd	\bar{x}	Sd	t	p
Social Behaviors	Family	10.60	3.74	16.96	2.23	-11.667	.000	10.10	3.21	10.07	2.10	0.723	0.041
	Teacher	4.14	1.63	17.53	2.51	-44.320	.000	4.67	1.82	4.60	1.39	1.676	0.187
Attention Deficit and Hyperactivity	Family	10.83	2.47	4.71	1.42	17.078	.000	11.36	2.69	11.63	2.62	-2.727	0.008
	Teacher	10.46	1.82	9.57	2.55	2.502	.000	10.81	1.97	10.83	1.88	-0.178	0.859
Emotional Problems	Family	9.49	6.54	3.84	2.50	6.353	.000	10.61	4.91	10.71	4.11	-13.513	0.000
	Teacher	12.77	6.03	2.33	2.48	14.929	.000	12.06	6.08	11.90	5.98	1.953	0.055
Behavioral Problems	Family	7.66	3.60	3.96	2.16	7.007	.000	8.33	3.20	8.40	3.18	-1.689	0.096
	Teacher	12.16	4.11	3.41	1.34	14.809	.000	11.03	4.01	10.71	4.11	1.425	0.159
Peer Problems	Family	10.89	1.82	5.77	1.35	17.616	.000	11.36	1.87	11.50	1.83	-3.054	0.003
	Teacher	12.63	2.75	6.39	2.37	13.500	.000	13.01	2.43	12.91	2.41	-1.000	0.321
TOTAL SCORES	Family	38.86	9.74	18.29	4.12	14.939	.000	41.66	8.72	42.14	8.49	-3.885	0.000
	Teacher	48.01	9.03	21.70	4.54	20.299	.000	46.91	8.74	46.36	8.53	1.667	0.100

*SDQ: Strengths and Difficulties Questionnaire

According to the Table 3, it was determined that the difference between the intragroup pre-test and post-test Strengths and Difficulties Questionnaire subscale and total scores of the families in the control group is statistically significant ($p < .05$) and there is a negative change; and the difference between the intragroup pre-test and post-test Strengths and Difficulties Questionnaire subscale and total scores of the teachers is not statistically significant ($p > .05$).

When the Figure 1 was analysed, the difference between the 4-week observations made by the families in the experimental group included in the study on how many hours a day their children watched TV on weekdays was found statistically significant ($p < .05$).

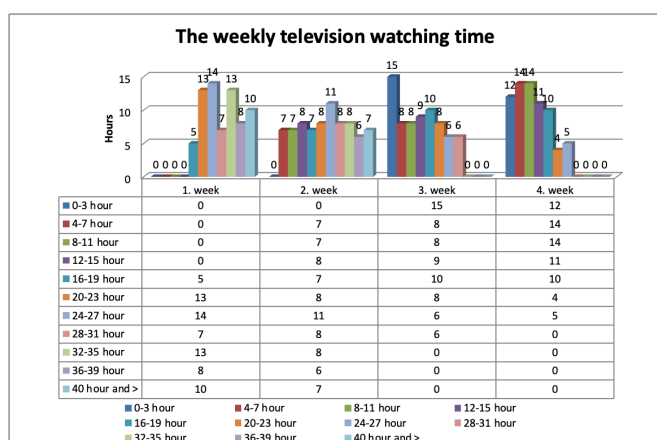


Figure 1. The observations of the children of the families in the experimental group participating in the study on the weekly television watching time

According to the Figure, it is seen that while the TV watching time of the children was 40 hours or more in the first weeks, and there was no children watching TV for less than 16 hours; as training progresses, the weekly TV watching time of children gradually decreased, and in the last week, the TV watching time was not more than 27 hours.

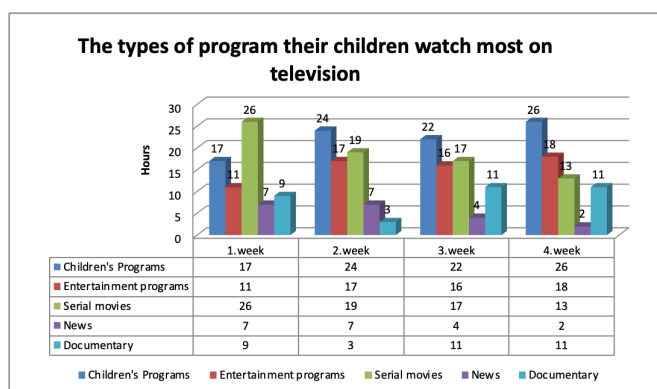


Figure 2. The observations of the families in the experimental group included in the study, regarding the types of program their children watch most on television during a week

The Figure 2 gives the observations of the families in the experimental group included in the study, regarding the types of show their children watch most on television during a week. When the observations of the families in the experimental group regarding the types of show their children watch most on television during a week analysed, it was found that 37.1% of children watch TV series in the first week and 37.1% of children watch children's shows in the fourth week, and the difference between them was not found statistically significant ($p > .05$).

4. DISCUSSION

The findings of the study, which was conducted to determine the effect of structured counselling given to families and teachers depending on the television watching frequency of children going to pre-school education institutions, on their emotional-behavioural problems, were discussed with the relevant literature.

It was determined that 71.4% of the children in the experimental group and 75.7% of the children in the control group watch TV for 3-4 hours on every weekday. It was found that 51.4% of the children in the experimental group watch TV over 5 hours on every weekend day. When the literature was reviewed, it was emphasized that the ideal television watching time of children should be between 5 and 7 hours a week on average, and that the watching time should be less than 2 hours a day and under parental supervision (1,7,13-16). A child's relationship with his friends, and participation in activities such as games, painting, etc. is important in the social development of the child. Therefore, it is a major need of any child to be able to play social games, which are appropriate for his/her age, with his playmates under adult supervision. Important personality traits such as livelihood, compromise, cooperation, leadership, beneficial competition, and altruism can only be learned in this environment (2,17,18). In this context, the children included in the study constitute the risky group in terms of TV watching duration and preferring to watch TV in their spare time.

The study found that 42.9% of the children in the experimental group and 41.4% of the children in the control group watch TV series instead of children's shows suitable for their age, although the shows they watch are chosen by their mothers and their watching is supervised by their parents. The children should not watch all shows, but the shows that are appropriate for them and in certain periods so that they can participate in other activities as necessary for their development. It should be noted that development and learning in the pre-school period is very fast, and the learning and experiences gained in these years will leave permanent traces that are difficult to correct on their future lives and learning (1). When the literature was reviewed in this context, it was found that aggressive behaviours in children are seen especially in children who watch programs that contain aggression rather than age-appropriate children's programs (2,19). Within this framework, the study results once again reveal the necessity of the study.

Zimmermann et al. (20) points out that preschool children watch television for an average of 3.6 hours a day and have 27% risk in terms of behavioural problems, and excessive stimulation on television affects the child's brain development negatively, and there is a significant relationship between watching television and behavioural problems.

In the study, a statistically significant relationship was found between the post-tests in terms of the total score and subscale scores of the strengths and difficulties questionnaire filled by the families and teachers in the experimental group and the control group for children ($p < .05$). It can be said that there is a difference in the results in favour of the experimental group, in other words, the training given and the charts and plaques distributed to the families and teachers in the experimental group positively affect the TV watching frequency.

According to the Table 2, when the results after the training given to the families and teachers in the experimental and control groups are examined, it was seen that there was a positive change in terms of TV watching frequency and an increase in the social behaviour score after training in the experimental group compared to the control group. Considering the directly proportional relationship between the increase in social behaviour score and the increase in social behaviour tendencies in children, it can be said that there is a positive change in social behaviours of the children in the experimental group after the training. In the study, a decrease was seen in the scores of attention deficit and hyperactivity scale, emotional problems scale, behavioural problems scale and peer problems scale after training in the experimental group compared to the control group. Considering the directly proportional relationship between the decrease in those scores and the decrease in the said problems of children, it can be said that it has a positive effect on attention deficit and hyperactivity, emotional problems, behavioural problems, and peer problems. In this context, the hypothesis H1 of the study is supported by saying that the counselling given to parents and teachers depending on the TV watching frequency has an effect on the average scores of children's emotional behavioural problems. In this context, when the relevant literature was reviewed (1,21,22), it was seen that the family training programs used for prevention and treatment of emotional and behavioural problems in children have a significant effect, and the emotional behavioural problems decrease in the children of the families trained compared to the children of the families who are not trained.

In line with these results; It is thought that as children's TV watching time increases, their time to communicate with their peers decreases, and peer problems come to light. In the study, in the education within the scope of the study, in which the family and the teacher were discussed together, it was emphasized that the child's TV watching times were followed up weekly, as well as directing the child to activities that could replace TV; It is thought that directing the child to play and activities has a positive effect on peer problems.

Just as we adults have a job, children's job is to play. Children express their feelings through play, put their behaviour into play, in fact, play is a kind of place for the child to talk. The decrease in emotional-behavioural problems in children who are directed to play by being removed from the TV when they are still is among the expected results. In addition, considering that in the case of attention deficit hyperactivity, the child is actually unable to focus on one thing because it directs attention to more than one thing, it can be claimed that more than one stimulus such as TV (sound, image transitions, advertisements, etc.) reinforces the attention deficit hyperactivity state. It is thought that removing the child from the TV and directing him to the game or to the activities in which he takes an active role provides support in focusing his attention on a single thing, and in this case, it has a positive effect in the case of attention deficit and hyperactivity, as in the result of the study.

In this direction, the results of the study were discussed with the provincial national education, in-service trainings were carried out, and the continuity of the study results was continued and very positive feedback was received from the relevant institutions.

The study found that the difference between the strengths and difficulties questionnaire pre-test and post-test scores of the families and teachers in the experimental group was statistically significant ($p < .05$). It can be said that the training given to families and teachers and the follow-up of weekly TV watching with the help of a schedule have an effect on the TV watching duration as well as raising awareness about the child's own situation. Besides, it is thought that the results of the study were also affected by the plaques given weekly to the students who watched TV least according to the weekly TV watching frequency results sent to teachers by families through children. It can be emphasized that the results were also affected by the fact that this weekly follow-up was carried out with the cooperation of parent-teacher-child.

According to the Table 3; it can be said that social behaviour scores are below normal values in pre-tests. It is observed that, as the TV watching frequency of the children decreases with the training given to the families and teachers and weekly follow-up of TV watching, there is a positive change in the children's social behaviour scores. Likewise, it should also be noted that when the TV watching frequency decreases, there is a positive change in the mean scores for children's emotional, behavioural, and peer problems. Another remarkable result of the study is that in the pre-test results of the families about the children, while their mean scores for emotional behavioural problems are less, the teachers' mean scores for emotional behavioural problems in children were higher. However, it was determined that there was a serious decrease in emotional and behavioural problems in both groups after the training, the TV watching schedule and the plaques given. When the relevant literature was reviewed (1,23,24), it was found that when the families set rules about watching television after the training given to the families, the social behaviour tendencies of the children increased,

their emotional behavioural problems decreased, and the children developed alternative perspectives and they turned to games. Furthermore, the relationship between the child and the teacher, who represents the parents in the school, encourages the children to exhibit positive behaviours (1,25). These results support the hypothesis H1 suggesting that the counselling given to the parents and teachers depending on the TV watching frequency has an effect on the mean scores of the emotional behavioural problems of the children, revealing the effectiveness of the teachers' following up the children regarding the TV watching frequency and awarding the students who watched TV least a week.

When the observations of the families in the experimental group regarding the weekly TV watching time of the children were examined; the difference between them was found to be statistically significant ($p < .05$). When the results were analysed; It was seen that there were no student watching TV for less than 16 hours in the first week. This situation shows that children are in the risky group in terms of TV watching duration. Accordingly, when weekly follow-ups are made after the training given to parents and teachers, it was determined that the weekly TV watching duration of the children decreased. This decrease in the duration of watching TV for children shows the effectiveness of the study as well as its excitability.

When the observations of the families in the experimental group regarding the frequency of the shows that children weekly watch most on television were examined; it was found that most of the children watch TV series. In the study by Güngör and Ersoy, parents stated that the most favourite programs of children were domestic movies and TV series, while children's shows ranked third.

During the family and teacher training, it was also emphasized that the shows watched by the child must be appropriate for his/her age since the child may not realize that the shows (news, TV series, documentaries, etc.) he/she watches with his/her family are informative. Furthermore, since the child does not have the life experience of an adult and has not yet completed his cognitive and sensory development, he/she is likely to be affected by violent shows or shows which may cause fear or stress (26). Studies suggest that children are affected by the movies they watch and imitate scenes of violence (12). The increase in the rate of watching programs suitable for the age of children (children's shows) as a result of the study shows once again that the structured counselling program provided to families and teachers has achieved its purpose.

5. CONCLUSION

In this study, which was conducted to determine the effect of TV watching frequency of children going to pre-school education institution on their emotional-behavioural problems, it has been found that, after the counselling training given to parents and teachers, there was a significant positive change in the mean scores for children's emotional

and behavioural problems, and a significant positive change was achieved in the children's attention deficit and hyperactivity disorders, the mean scores for peer problems and the TV watching durations.

Based on these findings, we recommend to:

- Follow up the children's TV watching frequencies in all institutions by nurses using their role of educator and researcher in pre-school education institutions, and
- Give training to the families and teachers of preschool children on 'the role of television in development of children' and repeat the study with a different sample group.
- The results of the study can be listed among the suggestions to ensure the continuity of the nurses during their educational roles, which is one of the important duties, especially in the in-service trainings in schools.

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