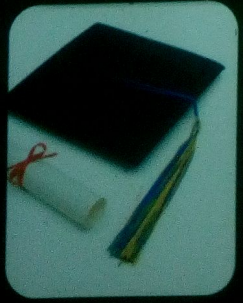

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INFLUENCE OF TELEVISION VIEWING ON ACADEMIC PERFORMANCE : A CASE STUDY OF SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE.

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ABSTRACT

The purpose of this study was to investigate the Influence of Television on Academic Performance of Senior Secondary School Students in Zaria Educational Zone, Kaduna State. Descriptive research design using survey method was adopted. The population for the study was drawn from six (6) senior secondary schools in Zaria, Sabon Gari and Giwa Local Government Area in Zaria Educational Zone, Kaduna State, Nigeria. Three hundred and fifty (350) senior secondary school students were randomly selected using proportional sampling technique. The instruments used for the collection of data were the questionnaires, the students test and examination results for six (6) subjects. The hypothesis was tested in order to provide valid solution to the research question in the work. The data collected were statistically analyzed using Mann-Whitney U test, one way Analysis of Variance (ANOVA), and two-tail t-test, at 0.05 significant level. This revealed that students who spent short time viewing television performed better in their examination mean scores than whose who spend longer time and non-users. This implied that the amount of time. spent on television had significant effect on academic performance of senior secondary school students. Recommendations were made based on the result.

INTRODUCTION

Television is an electronic device which transmits pictures and sound. It is used for entertainment, information and commercials. Not since man first learned to put his ideas down in writing has any new technique for transmitting ideas had such impact on civilization.

Gem (2001) defined television as an electronic device for receiving broadcast signals and converting them to sound and pictures. Television presents adolescents with a world that is different from the one they live in. When properly used, television can improve the academic performance of the adolescent as it exposes them to varied views and knowledge than when they are informed by people, their parents, teachers and peers. In a recent longitudinal study, viewing educational programmes as pre-schoolers was associated with a host of desirable characteristics in adolescence like getting higher grades, reading more books, placing a higher value on achievement and being more creative (Anderson, 2001). Heavy viewing can however hinder reading, retard problem solving, expressive language and listening skills, blunt the imagination and contribute to laziness (Anene, 2006).

A national survey revealed that adolescents watched television for 1½ to 3 hours a day in America (Larson and Verma, 1999; Henry, 2002) and about 4 hours daily in Nigeria (New Nigeria, 2005). Adolescence is the period of transition between childhood and adulthood and involves biological, cognitive and socio-emotional changes. Middle adolescents corresponds to senior secondary school years and includes most pubertal changes (Santrock, 2005). Santrock (2005) also defined academic performance as the determination of the level of success and failure in learning experience which could be quantified by a measure of the child's academic standing in relations to those of other children of his age. (Anene, 2006). Positively television and internet facilitate the process of learning and make students interact and share knowledge with others in other locations. Carson (1992) explained how watching a quiz programme (College bowl) encouraged him to do well in all his subjects in college.

Jimoh (2005) explained that despite the benefits of television , Heavy viewing (10-20 hours/week) 1½ hours – 3 hours/day was negatively correlated with oral and written language development (Clement 1985) Children at this age are experiencing the technological revolution with 24 hours services provided by various television stations all over the world. Huesman (1986) who studied the effects of television violence on adolescents aggression and behaviour, focused on violence viewed on television as being significantly related to the seriousness of criminal acts performed by adolescents. There are two extreme views about the influence of television and internet on academic performance of adolescents. At one extreme they are seen to motivate them to learn and become more exploratory in solving problems (Singer 1993). At the other end they are blamed as a source of all contemporary ills.(Ilo,2004) The **main objective** of this study is to investigate the influence of television viewing on academic performance of senior secondary school students.

Purpose of study:- To ascertain the influence of time spent viewing television on the academic performance of heavy, light and non users.

Research Question: - What are the differences between the academic performance of heavy, light and non-users of Television.

Hypothesis:- There is no significant difference in the academic performance of heavy, light and non users of television and internet.

METHODOLOGY

Population:-The total population for this study comprised of all adolescents in senior secondary schools in Zaria, Sabon Gari and Giwa Local Government Areas of Zaria, Kaduna State. (21,449) from twenty five (25) senior secondary schools in Zaria educational Zone.(Ministry of Education,2007)

Research Design:-Descriptive research design using survey method was used. Data were collected from subjects using questionnaire.

SAMPLE AND SAMPLING TECHNIQUE

Two senior secondary schools each were randomly selected from Zaria, Sabon Gari and Giwa Local Government Areas in Zaria Educational Zone using hat drawn method of random sampling techniques. These made up the six (6) senior secondary schools from the existing twenty five (25) senior secondary schools in the area. The population of the six schools was five thousand eight hundred and fifty three (5,853) according to Ministry of Education, Planning, Research and Statistics Department Headquarter, Kaduna. Three hundred and fifty (350) respondents were used as sample for this study based on Krejcie and Morgan (1970)'s recommendation that three hundred and fifty (350) is accepted for a large population and that five percent (5%) of the selected population is alright. Proportional sampling technique was used to select sample for this study as described by Miles (2001) that it gives every member of the population equal and independent chance of being selected or included in the sample.

INSTRUMENTS FOR DATA COLLECTION

The instruments that were used for data collection for this study were:

1) Questionnaire.

2) Student's archival records of science students in SS I (senior secondary One),SS II (Senior Secondary Two), and SS III (Senior Secondary Three) classes.That is teachers assessments based on school examination and continuous assessment test results. This was made so in order to get accurate record of students test and examination scores that fell within senior secondary classes and in the subjects selected some of which were not offered in junior secondary classes.The subjects examined for this study were English Language, Mathematics, Geography, Biology, Chemistry and Physics. These were the subjects common to all science students. The questionnaire was validated by the supervisors, three experts in Vocational and Technical Education Department and a statistical analyst.

RELIABILITY OF THE INSTRUMENT

The split half method was selected within the Statistical Package for the Social Sciences (SPSS) for testing reliability coefficient to determine the internal consistency of the respondents to the items on the

questionnaire used for the pilot study. The reliability coefficient obtained was 0.835 and the internal consistency coefficient obtained for the instrument was 0.794.

DATA ANALYSIS

Data collected were statistically analyzed using descriptive statistics like frequencies, percentages, mean and standard deviation. The Null Hypotheses involved in the study were tested using Analysis of Variance (ANOVA) because of the three (3) independent groups (heavy, light and non-users) involved in the study. It was used to compare differences among the means of the groups. The Hypothesis was tested at 0.05 level of significance

RESULTS AND DISCUSSIONS

DATA PRESENTATION AND ANALYSIS

Analysis of data and the interpretation of findings in the study were carried out on the basis of the responses collected from the questionnaires administered to students and class tests and examination scores of students collected from the teachers. The objective and research questions were addressed by presenting the relevant items in frequencies and percentages. The hypothesis was tested in order to provide valid solution to the research questions.

'Research Question 1:- What are the differences between the Respondents Duration of Study Time/Day.

Table 1. Duration of Study Time/Day

Duration of Study Time Daily	Frequency	Percentage (%)
30 minutes	32	9.1
1-2 hours	152	43.4
3-4 hours	87	24.9
4-5 hours	69	18.9
None	10	2.9
Total	350	100

Table 1 revealed that the respondents varied considerably in the length of time they spent studying their school work daily. As can be seen in the frequency distribution, majority of the respondents 152 (43.4%) claimed they studied 1-2 hours daily after school hours 87 (24.9%) claim to devote 3-4 hours daily to studying, 69 (19.7%) of the students did not allow television to interfere with their reading culture as they had created 4-5 hours for their studies daily, 32 (9.1%) of the respondents spent 30 minutes daily studying, while only 10 (2.9%) of the students claimed they had no time for their studies. \

Research Question 2:- What are the differences between the Respondents Duration of Time Spent Daily/Weekly Watching Television

Table 2:- Duration of Time Spent Daily/Weekly Watching Television

Duration of Time Spent Daily/Weekly			Television	
S/No.	Daily	Weekly	Freq.	%
	Light users			
a	30 mins-1hr/day	3½ -7 hrs./week	71	20.3
	Heavy users			
b	1½ -2 hrs/day	10½ -14 hrs./week	154	44.0
c	3-4 hrs/day	21-28 hrs/week	52	14.9
d	4-5 hrs/day	28-35 hrs/week	14	4.0
e	6-7 hrs/day	42-49 hrs/week	20	5.7
f	8 hrs. and above/day	56 hrs and above/week	20	5.7
g	None (Non-users)		19	5.4
	Total		350	100

Table 2 showed the length of time spent daily/weekly by respondents on the television. 260(84.3%) of the respondent were heavy users of television. This could be seen from the breakdown of the students who

claim to spend between 1½ - 8 hours and above on television daily which added up to 10½ - 56 hours and above weekly which can have negative effect on cognitive development (Patsy and Piece 2006). As can be seen 154 (44.0%) claimed they spent 1½ - 2 hours daily (10½ - 14 hours weekly) watching television. However 52 (14.9%) of the students agreed they spent 3-4 hours daily (21-28 hours weekly) using television, while 14 (4.0%) spent 4-5 hours daily (28-35 hours weekly) watching television. Only 20 (5.7%) agreed they spent 6-7 hours daily (42-49 hours weekly) using television, while 20 (5.7%) of the respondents claimed they spent 8 hours and above daily (56 hours and above weekly) on the television. Table 2 data further revealed that 71 (20.3%) of the respondents were light users of television as they claimed to use the television for 30 minutes – 1 hour (one hour) daily (3½ -7 hours weekly which is less than one and a half (1½ hour) daily and may not have negative effect on cognitive development (Patsy and Piece 2006).

A total of 19 (5.4%) respondents claimed they did not spend any time viewing television. For many adolescents television viewing amount to a serious addiction as can be seen in the amount of time they spent daily watching television and the number of students involved as heavy viewers of television, that is 260 (74.3%). Influence of Television on the Academic Performance of Senior Secondary School Students

Research Question 3:- What are the differences between the academic performance of heavy, light and non-users of Television.

Table 3: Summary of Average Score of Students (Achievement Scores)

Score Range	Television Viewers		
	Heavy	Light	Non-Users
70-100	07	01	01
	(2.7)	(1.4)	(5.3)
60-69	34	09	01
	(13.0)	12.7)	(5.3)
50-59	105	24	05
	(40.4)	(33.8)	26.8)
40-49	81	29	07
	(31.2)	(40.8)	(36.8)
0-39	33	08	05
	(12.7)	(11.3)	(20.3)
Mean	46.58	49.54	48.56
sample size	260	71	19
Percentages	(100)	(100)	(100)

The figures in parentheses are the percentages

KEY

70-100 = Excellent
60-69 = Very Good
50-059 = Good/Average
40-49 = Fair/Below Average
0-39 = Poor/Fail

In Table 3 the second specific objective of the study was to ascertain the effects of television and internet time on the academic performance of heavy, light and non-users. The subjects examined for this study were English Language, Mathematics, Geography, Biology, Chemistry and Physics. These were the subjects common to all science students. The frequency distribution of students average scores were recorded with the percentages enclosed in brackets along their respective frequencies.

Table 3 revealed the differences in the performances of the three groups of heavy, light and non-users of television, 07 (2.7%) out of 147 heavy users of television scored 70 and above. But 01 (1.4%) and 01 (5.3%) had the same range of scores from light and non-users respectively. For scores between 60-69, 34 (13.0%) from heavy users and 09 (12.7%) with only 01 (5.3%) from light and non-users were recorded respectively. However, for heavy and light users 105 (40.4%) and 24 (33.8%) scored between 50-59

respectively. While 05 (26.3%) non-users of television had the same range of scores. For scores between 40-49, 81 (31.2%) and 29 (40.8%) from heavy and light users of television were recorded, in which 07 (36.8%) from the non-users of television had scores of 40-49. 33(12.7%) from heavy users of television scored 39 and below and 08 (11.3%) and 05 (26.3%) from light and non-users scored 39 and below respectively. On the whole heavy and non-users had a mean score of 46.58% and 48.56% respectively which are below the mean score of 49.54% by light users of television. This gave a mean difference of 2.96% between light and heavy users and 0.98 difference between light and non-users, all in favour of light users and finally 1.98% difference between non-users and heavy users in favour of non-users. Based on the analysis so far discussed from table 3 it could be inferred that differences existed in the academic performance of heavy, light and non-users of television. This was because light users performed better than heavy and non-users of television and heavy users had the least means scores.

Research Question 4:- What are the differences between the Mean Scores of the three groups of heavy, light and non-users of Television in the six (6) subjects examined.

Table 4:-Summary of Mean Scores of Students for the six (6) subjects examined

S/No	Courses Examined	Television		
		Mean Scores		
		Heavy Users	Light Users	Non-Users
1	English	46.4	55.0	52.7
2	Mathematics	45.5	46.6	42.3
3	Geography	48.2	47.5	50.8
4	Biology	47.9	47.6	48.3
5	Chemistry	45.5	52.52	50.7
6	Physics	46.0	48.0	46.6
	Total mean	46.58	49.54	48.56
	Sample Size	260	71	19

KEY

70-100 =	Excellent	
60-69	=	Very Good
50-59	=	Good/Average
40-49	=	Fair/Below Average
0-39	=	Poor/Fail

Table 4 showed the result of mean scores of the three groups of heavy, light and non-users of television under study in the six (6) subjects examined. Among the television users light users made a higher mean score of 55.0% in English, Mathematics 46.6%, Chemistry 52.5% and Physics 48.0%, while non-users record the following means scores in English 52.7%, Mathematics 42.3%, Chemistry 50.7% and Physics 46.6% and for heavy users the following mean scores were recorded in English 46.4%, Mathematics 45.5% Chemistry 45.5% and Physics 46.0. Non-users had a higher means scores in Geography 50.8% and Biology 48.3% but heavy users had the mean scores of 48.2% and 47.9% in Geography and Biology and light users, also had 47.5% and 47.6% in Geography and Biology respectively. Light users had higher mean scores of 49.54% while non-users and heavy users had scores of 48.56% and 46.58% respectively.

The difference between television(light and heavy) users was slight and modest with 2.96 difference recorded as mean scores. and 0.98 difference between light and non-users all in favour of light users.Also 1.98% difference was recorded between non-users and heavy users in favour of the non-users. On the whole it could be inferred that differences existed in the academic performances of the three groups, that is heavy, light and non-users with light users performing better than heavy and non-users and heavy users having the least academic performance. This may be due to the fact that heavy users devoted most of their time to television and did not explore other means of knowledge for information to improve on their academic excellence. On the whole the performance of three groups was just average and this means students need to devote more time to their studies.

TEST FOR NULL HYPOTHESES

Hypothesis 1:- There is no significant difference in academic performance of adolescents in relation to exposure to television and internet.

The hypotheses further confirmed that the solutions proffered to the research questions raised in the study were statistically tested in this section. The Null Hypotheses was tested with, one way Analysis of Variance (ANOVA) statistics to obtain the degree of significance of differences in the students' performances at 0.05 level of significance.

Table 5: Analysis of Variance on Differences in Academic Performance of Respondents based on Television viewing

Source of Variation	Df	Sum of Square	Mean of Squares	F Ratio	f. prob.	F critical	Remark
Between groups	2	239.8613	119.9306	.4145	.6617	3.48	NS
Within Groups	347	333566.6448	289.3676				
Total	349	33806.5061					

F-calculated < f critical (P > 0.05) H^{o} retained

In Table 5 the value of f ratio is shown to be 0.4145. The p value is 0.6617 which is greater than the alpha level of 0.05 (P > 0.05). The critical value of f at 0.05 level (f. crit) is 3.48 which is the ranges value for the 0.05 level. Since the calculated value of f (0.4145) is less than the crit. F (3.48) and the p-value (0.6617) is greater than 0.05 level of significance (P> 0.05) at 2, 347 degree of freedom. The null hypothesis could be retained. This implies that there is no significant difference in academic achievement of the adolescents who are heavy, light or non-users of television i.e. meaning there is no difference in their academic performance irrespective of whether they watch television or not.

Hypothesis 2 (Ho_2)

There is no significant difference between the academic performance of heavy, light and non users of television.

For further investigation into the result of table 5 ANOVA Statistics, mean statistics was applied as presented in table 6

Table 6:- Standard Deviation of the Mean Scores of academic performance of Respondents based on Television Viewing.

Group	Count	Mean	SD	SE	95 pcf conf. Int. For Mean
Heavy	147	46.5800	14.9054	2.1079	42.3439 to 50.8161
Light	90	49.5389	18.4312	2.3795	44.7776 to 54.3002
Non-users	113	48.5556	18.1567	6.0522	34.5991 to 62.5120
Total	350	48.2213	16.9262	1.5516	45.1487 to 51.2939

SD = Standard Deviation
SE = Standard Error
Df = Degree of freedom

Table 6 revealed an insignificant difference in the mean scores of the respondents, even though differences exist, they are small and negligible. The mean score of light (49.5389) and non-users (48.5556) seem to be close with a difference of 0.98 and light and heavy user (46.5800) have a mean difference of (2.96) and the non-users and heavy users had a mean difference of (1.98). These differences can be overlooked except for that between light and heavy users. This agree with Anene (2006) that positively, television facilitate the process of learning and make students interact and share knowledge with others in other locations.

Light users had the highest mean score, followed by non-users while the heavy users had the least mean based on the result presented on table 6. The null hypothesis of no significant difference cannot be

rejected as the differences between the three groups are quite negligible and were very slight. The fact that the differences among the three groups were slight could be due to the fact that television enables a child to make the most of his intellectual capacity and non reviewers had the chance to explore other sources of knowledge other than television. .This agree with the discovery of Carson (1992) who explained how watching a quiz programme (College bowl) encouraged him to do well in all his subjects in college. Any earlier observed differences may be due to chance or sampling error. This position confirms the earlier acceptance of hypothesis one by ANOVA on television use.

DISCUSSION

The main objective of this study was to investigate the influence of television viewing on academic performance of senior secondary school students in Zaria educational zone. The study revealed that light users of television seemed to perform better academically than heavy and non-users, followed by the non-users. Heavy users had the least academic performance which was revealed in their various mean scores. This agree with the findings of Anene (2006) that heavy viewing can hinder reading, retard problem solving, expressive language and listening skills, blunt the imagination and contribute to laziness. The difference between the mean scores of television users seemed to be insignificant with light users having a higher mean score of 49.54 followed by 48.56 by non-users and 46.58 by heavy users.

This finding was contrary to the findings of Santrock (2005) who discovered that the more the adolescents viewed television the better their scores in tests, despite the fact that increased viewing gave less time for collecting information from other quarters for academic development. The findings were however in agreement with the findings of Jimoh (2005) and Himmelweit in Greenfield (2006) who discovered that reading achievement was negatively affected by significant amount of television viewing 1½ to 3 hours per day (10-20 hours per week). Heavy users of television had the least mean score in three (3) subjects but did well in Mathematics, Geography and Biology but non-users had highest score in Biology and Geography. The fact that the heavy users had least mean score was supported by Greenfield (2006) that spending long hours in front of television resulted in making adolescents position in class fall sharply. The performances of the three groups is in line with Himmelwert ,Oppenheim and Vince.(1968) cited in Greenfield (2006) who discovered in their research that viewers scored significantly higher in Geography, Science and Music and Sports but made no significant gain in English Literature, History and Current Affairs and Art. This observation tallied with National Institute of Mental Health (2003) who stated that heavy viewing of television can lead to lower school achievement especially in reading.

The researcher wished to observe that the performances of the three groups of television users were leveled or slightly lower than each other, there was no significant difference between their mean scores This showed that television did not lead to over achievement or under achievement but too much heavy viewing can hinder reading and make students find studying other educational materials an ordeal.

CONCLUSION

The following conclusions could be drawn from the findings reported in this study.

It was observed from the findings that the heavy users who spend up to one and half hour to eight hours per day on television had the least mean scores than light and non-users. This implies that what adolescents learned from television cannot compensate for the time spent viewing television, which could be devoted to reading and other sources of information. For television to be used as real resources for academic work and enrichment and to realize their full potentials as carriers of ideas and information, the adolescents should reduce the lenght of time they spent on television in order to devote more time to explore other sources of knowledge that can provide better intellectual challenge to develop them in their school work. On the contrary, the excessive use of television would continue to have negative influence on their academic performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

--- Parents should not allow their children to have a television, computer or video game equipment in his or her bedroom.

---Adolescents should limit television watching to about one hour a day or do so on alternate days of the week. They should use saved time for meaningful activities such as reading books, doing school assignments, pursuing spiritual interest, or spending quality time with family and friends.
---Teachers should promote implementation of high school programmes in media awareness, teach them the benefits and detriments of television during moral instruction lessons.
--- All media executives should regulate their programmes to foster appropriate educational programmes.

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