

IMPACT OF HOME VIDEO WATCH ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SELECTED PUBLIC SECONDARY SCHOOL IN IDO LGA OF IBADAN METROPOLIS, NIGERIA

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ABSTRACT

The purpose of this study was to examine the joint associations and effects of time watched, time spent, number watched, type watched, parents' reaction and watch reason on the academic performance of secondary school students in Ido Local Government Area of Ibadan Metropolis, Nigeria. Simple random sampling technique was used to select 5 public secondary schools out of 18 found in the area. A structured questionnaire was administered to students and teachers using systematic and accidental sampling techniques. Data obtained were analysed using tables, Pearson's correlation and multiple regression analysis. Result of Pearson's correlation revealed significant associations among the independent variables (time watched, time spent, number watch, type watched, parents' reaction and watch reason) and the dependent variable (academic performance) of secondary school students. The multiple regression result also showed that the academic performance of secondary school students is significantly influenced time watched, time spent, number watched, type watched, parents reaction and watch reason ($F = 26.125, p < 0.01$). Time spent watching home video was identified by the model as the most potent predictor variable of academic failure ($B = 0.349, t = 8.134, p < 0.01$). Hence, to tackle this recurrent phenomenon in our homes, parents are encouraged to monitor the shows, films and programmes their children watch. Also, to enhance students' academic performance, parents are advised to ensure that high-quality educational programmes be made available and children should be encouraged to watch informational, educational and nonviolent movies and programmes.

Keywords: Home Video Watch, Academic Performance, Public Schools, Ido LGA, Ibadan

INTRODUCTION

The West African Examination Council (WAEC) and the National Examination Council (NECO) (2007, 2008, 2009, and 2010) frequently complains on the low quality of education in Nigeria educational system and the resultant effect of poor academic performance among senior secondary school students. Some blame the pupils for this apparent decline in quality of education and moral values, majority blames the teachers for the woes in our schools, while the teachers shifted the blame on the children and parental attitudes to their children education (Arony & Ogbadu, 2010). Others scholars such Jekayinfa (2007) blamed the government for unattractive condition of service and poor physical facilities in some parts of the system. Nevertheless, it is essential to note that apart from the factors listed as the causes of failure among the secondary school students, the advent of globalization as a result of urbanization and civilization such as access to internet, GSM, Television and Cable Network programmes have relegated most students to a mere showbiz and often distracted by series of cartoons and movie activities.

Globalization according to Marwa (1999) is the latest technological effort in reducing the physical distance among nations and societies of the world through information transfer at speed that is hitherto unknown in information technology. Thus the world has therefore become borderless taking into cognizance the flow of information through modern technologies such as the use of internet and electronic mass media (i.e. audio, visual, and audio-visuals gargets and newspapers). In Nigeria, television as a product of globalization is an important source of educational enlightenment and language acquisition (Naigles & Mayeaux, 2001). Television provides better, sophisticated and diverse information and education. Since students are likely to revert to their mother tongues after school,

Omojuwa *et al.*, (2009) noted that the television might help to reinforce language skills learnt at school. Thus, its effect on the Nigerian secondary school student, therefore, may depend on the extent to which it is utilized. Television has been variously criticized for negative impact on academic achievement. For instance, Wright and Calleagues (2001) associate high exposure to general audience television with poorer language levels. They attribute these low language scores to programme content rather than time spent watching television programmes.

Omojuwa *et al.*, (2009) opined that general audience programmes are not deliberately designed for instruction but for entertainment. They include soaps, movies, news, documentaries, musicals, sports (football matches), reality television shows, talk shows comedies, cartoons etc. Similarly, television has been accused of displacing reading time and thereby impeding intellectual abilities (Winn, 2002). The implication is that when television and reading compete for more time and attention, television often gains mastery as the more attractive. In other times, this may be true. But in Nigeria, the inadequacy and instability in electricity supply limit the time when television is available and accessible. Thus, one would expect that reading which is less dependent on electricity would maintain primacy in spite of television. But this is not so, because there are other programmes at viewing centres that could distract student from reading their books, such as playing games (play station 1-3), watching European premier league, champions league, Spanish laliga most especially on weekends when students are meant to revise and read their books and solve their take-home assignment. In analyzing the effect of television viewing on children, Ferri (2009) submitted that children nowadays as compared before are more exposed to different types of media particularly on the television. They spend most of their time in front of their television sets rather than in reading their books, doing their home-works and mingling with other people etc.

Ferri further noted that it has been very alarming that they get most of their attribute through this type of media. According to Taiwo (2004), though the television sets are used to entertain, to educate and to gain exposure to ideas that may never be encountered in other areas, it has now become a threat to the well-being of children especially on the aspect of their behavior and academic performance. Popoola (2008) in his study “effect of television and radio distractions on undergraduate students’ mathematics test performance” maintained that television significantly affect the performance of student in a mathematics test. Thus television in this context was seen as a distraction during learning. Distraction through television during learning has become a common daily occurrence among secondary school student across the nation. Many scholars have focused on the effect of distraction on learning/academic achievement among students while studies found some negative effect of distraction on learning and academic achievement. On a general level, distraction may affect learning because, according to the capacity theory, attention can be divided when the brain is exposed to two separate tasks that both require attention (Tina & Melinda, 2007). However, when this happened, one of both tasks either reading or watching television is diminished. Since television is seen as a distraction most especially when they are supposed to focus on their academics, it is important to find out what impact thus television and movie programs has on the student reading and academic performance. This purpose of this study was to examine the joint associations and effects of time watched, time spent, number watched, type watched, parents’ reaction and watch reason on the academic performance of secondary school students

RESEARCH QUESTION

The question this research intended to provide answer to is what are the joint associations and effects of time watched, time spent, number watched, type watched, parents’ reaction and watch reason on the academic performance of secondary school students?

LITERATURE REVIEW

Effect of the mass media have been found to be far reaching and potentially harmful in influencing the health related behaviours of children and adolescent many of whom are not yet mature enough to distinguish fantasy from reality, particularly when it is presented a reality. According to Munni Ray (2010), this act of “real life” is particularly important for very children who developmentally think concretely and are unable to distinguish fantasy from reality. Furthermore, time spent with media

decreases the amount of time available for pursuing other more healthy activities such as sports, physical activities, community service, cultural pursuits and family time. However, the effect of home video watch and television viewing on students includes: exposure to media violence has been positively related to subsequent aggressive behaviour, ideas, arousal, and anger. Additionally, there is a significant negative effective of exposure to violence on subsequent helping behaviour. As noted by Moreno (2009) infrequent exposure is not likely to produce lasting consequences, but parents, particularly need to be urged to protect their children against the kinds of repeated exposures that excessive play with violent video games or immersion in violent TV programs is likely to produce a disarray behaviour. Furthermore, Ray & Jat (2010) further noted that most children who are exposed to violence through media had poorer school performance and its impact on their psychological adjustment was detrimental.

Studies by Yana *et al.*, (2008) described that some of the fears, tensions, bad dreams and tendencies toward the delinquencies of children are as a result of frequent and regular exposure to murder, mystery movies, and stories filled with violence and torture that children view on T.V and movies. In other words, Hopt, *et al.*, (2008) noted that association between T.V viewing and suicidal behaviour has also been reported inter-related. Both content exposure and screen time of media had independent detrimental associations with school performance in children and adolescents. Hopt *et al.*, (2008) further shows that more frequently children view horror and violent films during childhood, and the more frequently they play violent electronic games at the beginning of adolescence, the higher will these student's violence and delinquency be. Ray & Jat (2010) showed that excessive TV viewing in adolescence is a risk factor for development of depression in young adulthood. Thus, TV viewing may play an exacerbating if not causal role in the development of attention deficit/hyperactivity disorder. However, this hypothesis is consistent with evidence indicating that children with ADHD watch more television than their peers and experience significant impairments in comprehending stories, a crucial skill in achieving academic success.

Scholars have investigated the relationship between TV viewing time, content, context, and peer integration. Thus, Christakis (2004) noted that as children spend more total time watching T.V they spend a significantly shorter amount of time with friends as compared to those who don't. Thus, viewing television causes poor peer relationship and thereby increases the risk for social isolation, anxiety disorder, agoraphobia, and antisocial behaviour, including aggression and gang involvement. Canadian pediatric society (2003) submitted that the more time children spent watching TV, the less time they spent with their families. While TV may isolate children, the reverse causal direction is also plausible. Lonely children may turn to TV for entertainment and companionship. Bickham (2007) also noted that children who are marginalized by their peers use TV to escape the stresses of their lives and meet their social needs. Conversely, children who are socially integrated spend less time watching TV. Thus, it can be argued that, it is social isolation that motivates excessive media use. While TV viewing is often perceived as an isolating activity, it frequently occurs in the company of friends. Because socializing builds inter-personal skills, TV viewing with friends may provide venue for these skills to develop (Ray & Jat 2010). At this junction, it is essential to note that whenever investigating the relationship between media use and behaviours, violent television viewing may influence younger children to become more antisocial, resulting in their becoming socially isolated which, in turn, attracts them to more violent media. Thus, to optimize children social development and long term mental health, parents, teachers and pediatricians should discourage the viewing of violent television programs (Kaufman, 2006).

Studies also indicate that playing home video games and watching Television has a negative effect on children's academic performance. When children watch Home video, they are typically not reinforcing school activities or doing homework. In a survey of 4,500 conducted by Sharif (2006) frequency and times children play video games determine any negative effects, when compared with their academic progress. He stressed further that video game play during the week was harmful to a child's academic progress, but playing during the weekend did not adversely affect a student's performance. Franklin *et al.*, (2010) maintains that viewing habits typically increases throughout elementary school years and decreases during high school years. Felter (2004) reported that achievement score in reading, math and written expression were sharply lower among students who viewed more than six hours of television

per day. The review above therefore implies that unregulated home video watch mostly among adolescents has adverse effect on their academic performance.

METHOD

The Research Design

The study employed the descriptive research design.

Population of Study

The study population comprises students (SS1 – SS3) of public senior secondary school in Ibadan Metropolis. The study also sampled the opinion of teachers who are parents on the impact of home video on the academic performance of students.

Sample Size and Sampling Techniques

The sample unit is public senior secondary school students from SS1 - SS3. In selecting the public senior secondary school in Ibadan, only public senior secondary schools within Ido Local Government Area of Ibadan were chosen. Information obtained from the Ministry of Education, Agodi Secretariat Ibadan, showed there were twenty-seven (27) secondary schools in Ido Local Government Area of Oyo State, which cut across the ten wards. The information obtained further revealed that there were eighteen (18) public senior secondary schools, out of which five (5) schools were randomly selected. A structured questionnaire was administered to the selected schools in relation to the population of students. A structured questionnaire was administered to the selected schools in relation to the population of students. Students were approached in their classes after permission was obtained from the principals and head teachers, while teachers were approached at their offices. Systematic random sampling technique was used to administer the questionnaire among the students, while accidental sampling technique was used for the teachers. In all, 245 copies of questionnaire were administered, 204 to the students and 41 to the teachers.

Instrumentation

The basic instrument used for this study was the questionnaire. The questionnaire was structured in order to assess the impact of home video watch on the reading and academic performance of student. The questionnaire was divided into four sections. Section A contained a set of questions designed to measure the socio-economic characteristics of student and their parents' background; Section B had a set of questions designed to measure number and type of home video watched by the students, while Section C contained questions designed to examine reading/academic performance and home video watching activities by students.

Reliability and Validity of the Instrument

The face and content validity of the research instrument was ascertained by the researcher and an expert to ensure that items in the questionnaire were capable of eliciting the needed information. Test re-test reliability of the instrument was found to be 0.85.

Method of Data Analysis

Data collected were analyzed using table, Pearson's correlation and multiple regression analysis.

RESULTS

Research Question

What are the joint associations and effects of time watched, time spent, number watched, and type watched, parents' reaction and watch reason have on the academic performance of secondary school students?

The results in table 2 shows result of Pearson's correlation analysis. It reveals significant associations among the independent variables (time watched, time spent, number watched, type watched, parents reaction and watch reason) and dependent variable (academic performance) of secondary school students? The result from table 2 shows that academic performance had significant correlations with

all the six independent variables viz: type watched ($r = 0.146$, $p < 0.05$), time watched ($r = 0.153$, $p < 0.05$), time spent ($r = 0.165$, $p < 0.05$), number watched ($r = 0.172$, $p < 0.05$), watch reason ($r = 0.161$, $p < 0.05$), and parents' reaction ($r = 0.175$, $p < 0.05$) of the respondents.

Table 3 shows the prediction of the six independent variables to the dependent variables. The academic performance of secondary school students correlated positively with the six-predictor variables. It also shows a coefficient of multiple correlations (R) of 0.742 and a multiple R square of 0.546. This means that 54.6% of the variance in the academic performance of secondary school students is accounted for by all the six predictor variables when taken together. The significance of the composite contribution or the prediction was tested at $p < 0.01$ using F -ratio at the degrees of freedom ($df = 6, 244$). The table shows that the F -ratio of 26.125 is significant at 0.01 alpha levels. This implies that the combined contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

The result in table 3 also shows the relative contribution of the six independent variables to the dependent variables, expressed as beta weights. The positive value of the effects of time watch, time spent, number watch, type watch, parent's reaction and watch reason implies that the academic performance of secondary school students is actually determined by positive reinforcement of these six variables. Using the unstandardised regression coefficient to determine the relative contribution of the independent variables to the explanation of the dependent variable, time spent ($B = 0.349$, $t = 8.134$, $p < 0.01$) is the most potent contributor to the prediction followed by type watched ($B = 0.300$, $t = 6.125$, $p < 0.01$), parents' reaction ($B = 0.153$, $t = 3.812$, $p < 0.01$), time watched ($B = 0.144$, $t = 2.760$, $p < 0.01$), number watched ($B = 0.012$, $t = 1.369$, $p > 0.01$) and watch reason ($B = 0.094$, $t = 1.294$, $p > 0.01$) in that order. In a nutshell, the academic performance of secondary school students is determined by these six variables in the order in which they contribute to the academic performance of the secondary school students.

DISCUSSION

The study examines home video watch and academic performance of students. Television distraction during learning has become a daily occurrence among the senior secondary school students and this has contributed a significant negative effect on learning and academic achievement. On a general level, distraction may affect learning because according to capacity theory, attention can be divided when the brain is exposed to two separate task or event that both require focused attention (Tina & Melinda, 2007). The results obtained showed that a combination of independent variables (time watched, time spent, number watched, type watched, parents' reaction and watch reason) when taken together seem to be effective in predicting the dependent variables (academic performance of secondary school students). The observed F -ratio of 26.125, significant at $p = 0.000$ is evidence that the effectiveness of a combination of the independent variables in the prediction of the academic performance could not have occurred by chance. Furthermore, the coefficient of multiple correlation of 0.742 and a multiple R -square of 0.546 showed that the magnitude of the relationship between academic performance and independent variables. The results indicated that a linear relationship of the independent variables accounted for only 74% of the total variance in academic performance of the students.

The analysis reveals that time spent contributes significantly to the prediction of academic performance of students. This finding is in line with the study of AACCP (2001) that television viewing is a major influence to children moral and academic stability of student. Thus, if children usually watch television for an average time of three to four hours a day, as they grow older, their time of watching television increases and it thus affect their performance in school. Hence as submitted by Popoola (2008) there should be a restriction in the number of times to which secondary school students will spend watching home video as they serve as a major distraction even while they study in a conducive environment. Type watch contributed significantly to the prediction of academic performance of students. This finding is also in line with the previous work of Omojuwa *et al.*, (2002) that general audience programmes such as watching soap, movies, comedies, football and reality television shows are not deliberately designed for instruction and academic learning but entertainment. This sometimes distracts and leads to low score in academic performance among students.

Parents' reaction contributed significantly to the prediction of academic performance of students. This finding corresponds with Ferrer (2009) that although parents are keenly aware that media can affect their children, almost all of them are not aware that it's becoming dangerous. Also, due to work schedule of some parent, parents nowadays unconsciously and unintentionally fail to monitor what television really brings to their children and unfortunately, most parents don't always enact discipline and force on their children when going astray or watching excessive television. The overall result of the hypothesis reveals that the independent variables of reason for watching home video (time watched, time spent, number watched, type watched, parents' reaction and watch reason) has a significant influence on the academic prowess of students. Thus, in improving the academic performance of senior secondary students as against the incessant failure that has always been recorded in WAEC and NECO for the past five years, it is important for all stake-holders in education as well as parent to rise up to the challenges and cultural lag which is being brought by technological improvement.

The implication of the results and its ranking effect on academic performance of senior secondary students is that, if the academic performance of senior secondary students will be improve or enhance there is the need for time restriction in terms of home video and television watch, game playing and football watch among students. It must also be stressed that although home video contribute to informative and enlightenment understanding of students such television or home video type must however be in line with those ingredients that would develop moral and educational performance of students especially those senior secondary school who may have been distracted by tele-viewing technology and its components.

CONCLUSION

The study establishes that longer hours dedicated to television watching has been variously criticized for negative impact on academic achievement. Therefore, the need to effectively and adequately balance the watching of home video with reading ability of students will go a long way to model and change their behavioural characteristics towards academics and thereby providing a better environment for an enhanced academic performance. The study notes that students on their own might not be able to tackle this phenomenon due to the pleasure involved in watching related media and home video programmes. Hence, to tackle this recurrent phenomenon in our homes, parents should monitor the shows, films and programmes their children are viewing. Also, to enhance students' academic performance, parents should ensure that high-quality educational programmes be made available and children should be encouraged to watch informational, educational and nonviolent movies and programmes

IMPLICATIONS OF STUDY

The study confirms that high exposure to television watch with poorer languages or programmes influences low score and academic performance of students. The study implies that increase in the level of technological advancement via multimedia technology and globalization there is a tendency for students especially the teenagers who form the bulk of secondary students to get distracted or lose focus at the expense of their academic excellence. In other words, if there is going to be an improvement in the performance of students most especially at national exams such as NECO and WAEC there is the need for pro-active measures by the educational consultants and academic policy makers in the country to use the importance of technology in improving the accessibility of students to instructional materials that could better their lots, rather than endangering their academic performance.

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APPENDIX

Table 1. Schools selected and questionnaire administered

Selected schools in Ido LGA	No of student	Sampling size (10%)	Questionnaire distributed
United Christian Secondary School (Snr) 1, Omi-Adio	418	41.8	41
St. Micheal (Snr.) 1, Owode/Apata	499	49.9	49
Community High School, Ologun-Eru	320	32.0	32
Community High School, (Snr) Awotan	474	47.4	47
St. John (Snr.) Secondary School, Omi-Adio	352	35.2	35
TOTAL			204

Source: Fieldwork, 2011

Table 2. Summary of Pearson's correlations among time watched, time spent, number watched, type watched, parents' reaction and watch reason of the respondents.

Variables	Mean	SD	AP(r)	Sig.
Type watched	-	-	0.146	0.025
Time watched	20.63	2.91	0.165	0.005
Time spent	22.41	2.35	0.153	0.045
Number watched	98.12	11.02	0.172	0.002
Watch reason	2.598	0.982	0.175	0.000
Parents' reaction	2.276	0.952	0.161	0.001
Academic performance	3.75	0.92	1.000	-

Note: - AP = Academic Performance

Table 3. Multiple regression result of the combined prediction of academic performance by the independent variables

Variables	Coefficients		
	b	β	t-value
Type watched	0.094	0.047	1.294
Time watched	0.144	0.128	2.760*
Time spent	0.349	0.399	8.134*
Number watched	0.300	0.330	6.125*
Watch reason	0.012	0.030	1.369
Parental reaction	0.153	0.150	3.812*
Test results			
F- value	26.125*		
R	0.742		
R ²	0.546		
Constant	3.206		14.099*
DF	6/244		

*Significant at 1% significance level

Source: SPSS Window Output Version 17.0