

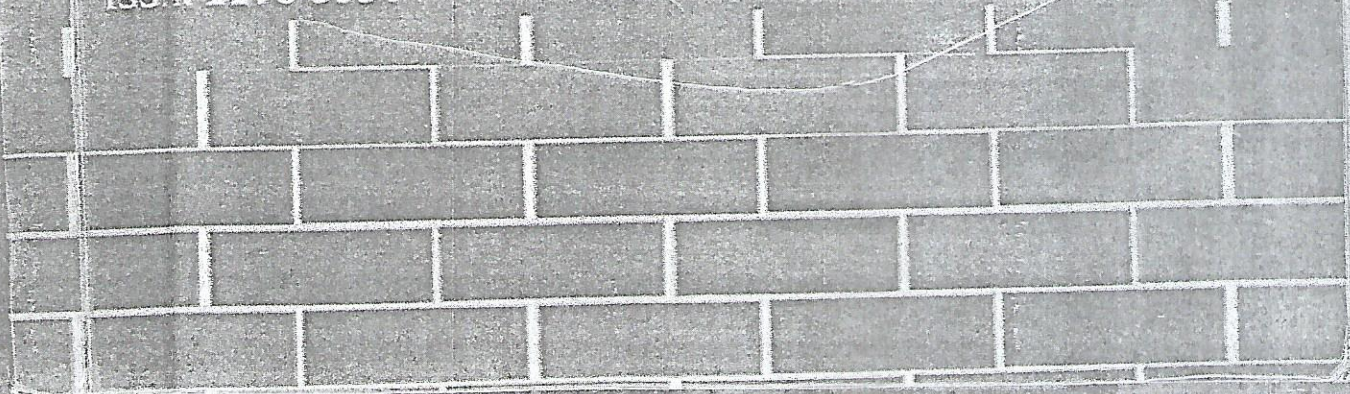
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# MEDIA\*COM\* JOURNAL

...For Critical Media Research, Evaluation and Analysis

**No. 13, 2019**

ISSN: 2276-9994





## Perception of Educational Television Programmes on Students' Academic Performance: A Study of Secondary Schools in Minna

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### Abstract

*The study investigated the effects of educational television programmes on the academic performance of students of selected secondary schools in Minna. The study employed a survey questionnaire to collect data from a stratified random sample of one hundred and eighty-eight (188) student respondents. The response rate was 80.85%. The overall findings revealed that the majority of student respondents 117 (76.97%) of the selected secondary schools in Minna agreed that educational television programmes are highly relevant and helpful to their academic works, it further shows that majority of the respondents 86 (56.58%) believed that educational television programmes are easy to comprehend. The study concluded that although educational television programmes are helpful to students, they are not capable of replacing or even substituting classroom teachers. The study recommended that educational television programmes should be interactive with their student audience, and that more programmes that teach languages; especially indigenous languages should be incorporated into educational television programmes.*

**Keywords:** Educational programmes, television, academic performance, television programmes, interactive television, indigenous languages

### Introduction

The story is no different in the academic world; where researchers are always searching for newer and better methods of teaching. The ability of television to transmit sound and motion pictures has made it the message of our time since its inception in the 1950's (Ahanonu, 2009).

Television programmes have numerous categories, out of which are entertainment programmes (i.e. drama and reality shows), informative programmes (i.e. news and public lectures) and educational programmes like instructional programmes.

Researchers have been able to isolate and study the various influences caused by watching television programmes on children, part of which is the fact that watching television can have positive impact on students if well guided; for instance in a study conducted by Nganda (2007) titled "Impact of television on

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performance of pre-school children: Langata Division – Nairobi, Kenya” with questionnaires as her main tool for the research, was able to establish that watching of television programmes by pre-school pupils was of benefit to their academic performance, as long as the programme content were appropriate.

Educationists have found a way of making television programmes more informative even as the years roll by, because people are more fascinated by watching television than staying in a lecture room for thirty minutes, for instance (UNESCO, 2000) states that the adolescents in America spend an average of twenty eight hours per week watching television, so that it became necessary for children to have television programmes specially designed for them which include activities that would help improve their social and academic lives even before they enter school, one of such programmes is the very popular “Sesame street”, which has been criticized and praised due to its popularity through the time (Ali & Muhammad, 2013).

Television shows are made with the intent of captivating the entire attention of its viewers; and this very property is believed to deteriorate academic performance, that is why researchers like Shin (2004) in his study on television viewing and its effect on the performance of the students established various hypotheses for its negative impact; which are the hypothesis mental-effect which states that watching television can lead to the laziness of the mind since it does not require more mental attention as compared to other forms of communication like reading, the hypothesis of time displacement which states that television watching distracts the students from intellectual thinking which is the main reason why grades and performance are affected and the last hypothesis also concluded that watching television by the children can lead to damaged intellectual process since the children fail to concentrate in class.

Just like any other form of mass communication, television has also been condemned to be a threat to the young people who use it most. Radio, phones, movies, and television in their time have all been blamed for corrupting values, wasting time, and causing a decline in learning, morality, socialization and discipline, among children (Anderson, 2001).

All the bad effects of television been said, television is still considered as one of the greatest teachers of the young mind in this generation. There is a thin line between both effects of television; and that is what the researchers hope to find out.

**Statement of the Problem**

Television has always been viewed as a medium that impairs academic performance and cognitive development, especially among children. Morgan (1993) states that despite several decades of research in the United States of America, there is little consensus on whether childhood television watching has harmful, beneficial or negligible effects on their academic performance. Negative or positive impact of television contents may vary from person to person. It might be useful or harmful depending on the situation and people exposed (Cantor, 1998).

However, students have the pleasure of learning from the comfort of their homes and free from any form of pressure from the other students, (Grunwald,



2002). According to his report, he established that in America majority of teachers use video and television programmes in teaching their students. With all these positive qualities of educational television, people still feel that it does more damage than good and as such should not be incorporated into the educational system. It is based on this premise that this study sought to find out the influence of educational television programmes on the academic performance of secondary school students in Minna.

#### **Objectives of the Study**

The primary motivation of this study is to investigate the effects which educational television programmes have on the academic performance of selected secondary school students in Minna.

The objectives of the study are as follows:

1. To determine if educational television programmes affect the academic performance of students of selected secondary schools in Minna.
2. To determine the degree to which the students of selected secondary schools in Minna prefer educational programmes compared to other non-educational programmes.
3. To find out to what extent educational television programmes are relevant to the student's area of study.
4. To investigate the effect of educational television on academic achievement of students of selected secondary schools in Minna.

#### **Null Hypotheses**

- 1) **H:** There is no significant relationship between educational television programmes and academic performance of students of selected secondary schools in Minna.
- 2) **H:** There is no significant relationship between preferred educational programmes on television and other television programmes.
- 3) **H:** There is no significant relationship between educational programmes on television and their relevance to the students' area of study.
- 4) **H:** There is no significant relationship between the effects of educational television programmes and academic achievement of students of selected secondary schools in Minna.

#### **Roles of Educational Programming in Nigeria**

With the advent of broadcasting in Nigeria during the colonial era; it has since formed an important part of modern education that cannot be played by other communication medium. The introduction of broadcasting into the educational systems of Nigerians has since helped in the development of the country with programmes such as fun bus, work it out, take a step, tele tutor and science quiz airing on Nigerian television stations like NTA channel 5 and ABS (Anambra Broadcasting Service).

According to McAnany & Jamison (1978) broadcasting has helped in roles which include:



- i. The motivation, information and enlightenment of the citizens towards the development of the society.
- ii. The reduction of cost.
- iii. The improvement of educational qualities and relevance.
- iv. Better access to education in rural areas.

For effective learning to happen; both teacher and student must be present in the appropriate quantity and quality, same is also applicable in the case of broadcasting. For this reason it becomes impossible for broadcasting to solve the entire educational problems of any country in the world (Ahanonu, 2009). It is nevertheless believed that the use of broadcasting should enrich learning, provide effective opportunities for learning and even make learning more realistic (Maduabuchi, 2007)

All the above role of education programming refers to formal education; and nothing else. (Nwabueze, 2007) defines educational programming as the airing of educational programmes having same or related connection with the curriculum of educational institution, audience of which consists of student-children and adults at large.

Development of society is also a function of broadcasting; so for this reason they do what is known as "informal educational broadcasting" which can be defined as educational programmes which develop the everyday life of individuals besides the knowledge acquired through formal education programming. (Nwabueze, 2007)

It is generally agreed that all forms of instructional media, including instructional television, have a deep impact on learning (Salomon, 1984). Schramm, Lee and Parker in their 1964 statement at Stand Field University states that "for some youths under some conditions television programmes are harmful; some youths at most conditions it may be beneficial, but for most youths television programmes are probably neither harmful nor particularly beneficial" revealing that television can have harmful, beneficial and even no-effect on its viewers.

The average Nigerian child spends not less than 195 hours in a month watching television, 65% of which are foreign programmes; out of which 80% of the programmes been violent scenes; which implies that they are exposed to over twenty views of violent scenes (Adeyusi, 1996).

Gerbner in his cultivation theory went further to prove that audience are so much influenced by television programmes; that some even view it as not a reflection of the world, but a world in itself. According to the cultivation theory; the audience members are completely helpless and dependent on the television broadcast (Chandler, 1995).

#### Review of Empirical Studies

In Abdulkarim and Foroutan's (2015) study which compared the academic performance and behavioural abnormalities among viewers and non-viewers of satellite programmes in Schools located in Abbas City using the ex-post-facto type methodology. It deemed satellite as a medium which can influence the success or failure of students in university majors.



In conclusion, the results obtained from the study was able to establish that there is a clear difference between the academic performance of viewers and non-viewers students and that there was no significant difference of continuous performance between the two groups due to reasons like: lack of educational impact on their future academic status and lack of enough impact on Entrance exam.

Also in the study of Ahlan, Naeem and Yahaya (2014), they investigated the impact of Computer Based Test in enhancing students' academic performance, its acceptance and how it can be improved upon. It even goes further to access computer ownership and its implication to students' performance in Computer Based Testing.

The objective of the study was to prove that Information Technology improves students' academic performance. The study used questionnaire-based survey to gather responses from the students in order to understand if technology usage has impact on student's academic performance, and their acceptance of technology to conduct examination. The findings of the study show that there is a significant relationship between computer ownership and the use of technology for examination, and technology with students' academic performance. Finally, the study recommends that academic institutions should not hesitate to deploy new and innovative technology for learning as it increases students' performance as in the case of the undergraduate students of University of Ilorin (Ahlan, Naeem & Yahaya, 2014).

In another study by Dolegui (2013) with the primary objective of establishing a link between students who listen to music and how it affects their academic performance in relation to genres and volume of music played. In the process of carrying out the study; it made use of thirty-two undergraduate students (twenty-five females, seven males), from the University of Maryland and it tested them by exposing them to their favourite music and different volume intensity while they performed a series of arithmetic calculations.

The results showed that students performed worse while listening to their preferred type of music and better when not listening to any kind of music. The study was conducted in a repeated-measured design using a paired sample t-test for analysis. Through the course of the study; it established hypothesis which include: First hypothesis states that participants performed better in silence than they did in any music conditions, Second hypothesis states that participants obtained significantly higher test scores at low music intensity and lastly the third hypothesis suggested that performance would be better in the soft music condition when compared to loud music condition, because it was believed that classical music would provide soothing and comfortable environment for information processing (Dolegui, 2013).

Yet another study by Ali and Muhammad (2013) tries to establish the degree to which television advertisement affects behaviour of literate adolescent in Pakistan. The research looked into the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi District, the study was limited to those who watched television and delimited to Tiriki East Division of Hamisi district and the assumption was that the sample selected regularly watched television. The design employed was

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descriptive survey while questionnaires, interview, and observation were used as instruments in getting data.

The study concluded that the selected population modelled aggressive behaviour from television and that television enhanced academic achievement, it also found that television influenced languages like Kiswahili and English of the pre-school children. The study recommends that further research should be done on the effects that television watching has on pre-school pupils in private schools (Ali & Muhammad, 2013).

Finally, in Ademuyiwa's (2015) study which investigated the factors responsible for the fall in educational standards in Nigeria. The study made use of "The Social Learning Theory" as propounded by Albert Bandura; and it laid emphasis on the theory been a general application to socializing effects of media and the adoption of various models of action as it applies to everyday matters like dressing, style, drinking, and modes of interactions. Also, it made use of the Cultivation Theory to give backing to the social learning theory in the study. In examining the relevance of this theory to the context of the study, it focused on the exposure to entertainment TV by teenagers and their perception of what constitutes reality. In conclusion, findings of the study show that there is a significant relationship between television viewing and teenagers' performance in Yabtom College and that late television viewing would eventually lead to poor academic performance. It also went a step further to advice that students should be monitored properly to reduce the violence with reference to what they are exposed to on television (Ademuyiwa, 2015).

### Research Design

The population of this study is composed of three (3) selected secondary schools in Niger State which include 2<sup>ND</sup> ECWA School, Chanchaga, Brighter School Minna and Fema School with a total population of three hundred and seventy five students (375) from Junior Secondary School 3 up to Senior Secondary School 3.

The researchers used Krejcie and Morgan (1970) table of sampling size determination at 95% confidence level and 5% sampling error to get the sampling size of 188 respondents from the 3 selected Secondary Schools. The choice of using a purposive sampling technique by the researcher was due to certain characteristics which have to do with the knowledge of the respondents and their exposure to television.

### Findings

The study made use of a grand total of one hundred and eighty-eight questionnaire (188) which were administered to the students, but 152 were returned in usable condition. This shows that 80.85 percent of the questionnaires were used while the rest 19.15 percent were discarded.

Also, the demographic Table contains the current year of study of the respondents, having 55, representing 36.18% in Jss3, 41 respondents representing 26.97% in Sss1, 30 respondents representing 19.74% in Sss2 and Sss3 had 26 respondents representing 17.11%.



Data in the Table (below) shows the respondents' ownerships of a television set. Analysis of the data shows that the majority of the respondents own a television set (128 respondents representing 84.21%). Twenty-four respondents, representing 15.79% did not own a television set. Also data containing the respondents' viewership of educational programmes shows that 138 respondents representing 90.74% viewed educational programmes while 14 respondents representing 9.26% did not view educational television programmes.

Lastly, the Table shows the respondents time duration of watching television daily. Fifty five respondents representing 36.18% which is a greater portion of the responded replied that they view television for 1-2 hours daily, forty two respondents representing 27.63% were under the 2-4 hours range, twenty eight respondents representing 18.43% were under the 4-6 hours range and finally only 27 respondents representing 17.76% replied for less than 1 hour.

**Research Question 1:** In what ways have educational television programmes affected academic performance of students of selected secondary schools in Minna?

**H1:** There is no significant relationship between educational television programmes and academic performance of students of selected secondary schools in Minna.

**Table 1: Responses on the Effect of Television Programmes on Academic Performance**

S/N	Effect of Television Programmes on Academic Performance	Mean	Decision Rule (3.5)
1	I believe that watching television programmes affects my academic performance in school	3.4211	Rejected
2	I believe that educational television programmes have aided my understanding of my academic work	5.8026	Accepted
3	I believe that educational television programmes give me a better understanding than the teachers at school	3.3224	Rejected
4	I believe that educational television programmes have affected my academic performance positively	4.8684	Accepted
5	I believe I am a better student because of educational television programmes	3.9211	Accepted
<b>Average Mean Score = 4.2671</b>			

The findings above in Table 2 (above) shows the mean score and decision rule of all answered questions based on the Effect of Television Programmes on Academic Performance. The Table showed that a mean score of 3.4211 was



generated for watching television programmes, 5.8026 was generated as the mean score for the use of educational television programmes in aiding and understanding academic work, 3.3224 was generated as the mean score for educational television programmes giving better understanding than school teachers which was rejected, while 4.8684 was generated as the mean score for the positive effects of educational television programmes on academic performance, and a mean of 3.9211 was generated for educational television programmes making the student better. An average mean of 4.2671 was deduced from the total mean scores generated. Majority of the mean values were above the decision rule of 3.5, which showed that for majority of the factors for the Effect of Television Programmes on Academic Performance, it was accepted that a majority of the respondents support that Television Programmes has positively affected their academic performance.

Therefore, the null hypothesis was rejected because the mean score responses of how educational television programmes affected academic performance of students of selected secondary schools in Minna were significantly higher than the minimum mean score.

**Research Question 2:** To what extent do students of selected secondary schools in Minna prefer educational programmes on television to other programmes?

**H2:** There is no significant relationship between preferred educational programmes on television and other television programmes.

**Table 2: Responses on the Preference of Educational Television Programme**

S/N	Preference of Educational Television Programme	Mean	Decision Rule (3.5)
6	I believe I enjoy watching educational television programmes as compared to other television programmes	5.9013	Accepted
7	I believe I spend more than two hours daily watching educational television programme	4.7105	Accepted
8	I believe I prefer watching entertainment programmes on television	4.9211	Accepted
9	I believe I spend more time watching educational programmes than other programmes on television	5.7961	Accepted
10	I believe I am always very excited when watching educational programmes than other programmes on television	5.6645	Accepted
<b>Average Mean Score = 5.3987</b>			

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The findings above in Table 2 (above) shows the mean score and decision rule of all answered questions based on the Preference of Educational Television Programme. The Table showed that a mean score of 5.9013 was generated for watching educational television programmes as compared to other television programmes, 4.7105 was generated as the mean score for spending more than two hours daily watching educational television, 4.9211 was generated as the mean score for preference to watching entertainment programmes on television, while 5.7961 was generated as the mean score for spending more time watching educational programmes than other programmes on television, and a mean of 5.6645 was generated for excitement when watching educational programmes than other programmes on television. An average mean of 5.3987 was deduced from the total mean scores generated. Majority of the mean values were above the decision rule of 3.5, which showed that for majority of the factors for Preference of Educational Television Programme, it was accepted that a majority of the respondents prefer watching Educational Television Programmes.

Therefore, the null hypothesis was rejected because the mean score responses of the preference of educational programmes on television to other programmes were significantly higher than the minimum mean score.

**Research Question 3:** To what extent are the educational programmes on television relevant to students and their courses of study?

**H3:** There is no significant relationship between educational programmes on television and their relevance to students and their courses of study.

**Table 3: Responses on the Relevance of Educational Programmes**

S/N	Relevance of educational programmes	Mean	Decision Rule (3.5)
11	I believe I find subjects taught in school on educational television programmes interesting	5.8026	Accepted
12	I believe I easily understand educational television programmes	4.3026	Accepted
13	I believe that educational programmes on television are too advanced for my current level of education	3.25	Rejected
14	I believe that educational television programmes are similar to my academic work in class	4.6711	Accepted
15	I believe that educational television programmes are usually difficult to follow	3.7697	Accepted

Average Mean Score = 4.3592

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The findings above in Table 2 (above) shows the mean score and decision rule of all answered questions based on the Relevance of educational programmes. The Table showed that a mean score of 5.8026 was generated for finding subjects taught in school on educational television programmes interesting, 4.3026 was generated as the mean score for easily understanding educational television programmes, 3.25 was generated as the mean score for finding educational programmes on television too advanced for current level of education which was rejected, while 4.6711 was generated as the mean score that educational television programmes are similar to my academic work in class, and a mean of 3.7697 was generated for educational television programmes being usually difficult to follow. An average mean of 4.3592 was deduced from the total mean scores generated. Majority of the mean values were above the decision rule of 3.5, which showed that for majority of the factors for the Relevance of educational programmes, it was accepted that a majority of the respondents find educational programmes relevant.

Therefore, the hypothesis was rejected because the mean score responses of the preference of educational programmes on television to other programmes were significantly higher than the minimum mean score.

**Research Question 4:** What is the effect of educational television programmes on academic achievement of students of selected secondary schools in Minna?

**H4:** There is no significant relationship between the effects of educational television programmes and academic achievement of students of selected secondary schools in Minna.

**Table 4: Responses on the Academic Achievements**

S/N	Academic achievements	Mean	Decision Rule (3.5)
16	I believe I had a better understanding of the subject matter after I was exposed to educational television	4.1184	Accepted
17	I believe that educational television programmes have better exposed me positively to life	5.4408	Accepted
18	I believe that television programmes distract me from my academic work	2.9408	Rejected
19	I believe I can attribute my academic success to my early exposure to educational television programmes	5.9276	Accepted
20	I believe that educational television programmes make me enjoy studying	4.5789	Accepted

**Average Mean Score = 4.6013**

The findings in Table 4 (above) shows the mean score and decision rule of all answered questions based on the Relevance of educational programmes. The



Table showed that a mean score of 4.1184 was generated for the better understanding of the subject matter being exposed to educational television, 5.4408 was generated as the mean score for educational television programmes exposition to life positively, 2.9408 was generated as the mean score for television programmes being a form of distraction from academic work which was rejected, while 5.9276 was generated as the mean score for the attribution of academic success to early exposure to educational television programmes, and a mean of 4.5789 was generated for educational television programmes making studying enjoyable. An average mean of 4.6013 was deduced from the total mean scores generated. Majority of the mean values were above the decision rule of 3.5, which showed that for majority of the factors for Academic achievements, it was accepted that a majority of the respondents develop academic achievements in watching educational television programmes.

Therefore, the hypothesis was rejected because the mean score responses of the effects of educational television programmes on academic achievement of students of selected secondary schools in Minna were significantly higher than the minimum mean score.

### Conclusion

The study focused on the effects of educational television programmes of students in secondary schools in Minna with reference to their academic achievements. Educational television programmes were originally created for the sole purpose of complimenting the efforts of classroom teachers to impact informal knowledge which ranges from social, political economic and health knowledge on the students: it is also used to achieve social changes which are part of the necessities for societal development.

The findings in this research are in harmony with the above statement; but they go a step further to show that educational television programmes are in no way capable of replacing or even substituting classroom teachers.

The results of the study showed that students in the three selected secondary schools in Minna, Niger State: 2<sup>ND</sup> ECWA School Chanchaga, Brighter School Minna and Fema School are exposed and influenced by educational television programmes; these programmes educate, influence and help improve students' quick witted ability beyond the knowledge offered in the classroom. It was observed that the educational television programmes were in no way too advanced for the students that were exposed.

### Recommendations

In view of the above findings, this study recommends the following:

1. Television stations need to improve on their transmissions; as this might distort reception at the students' end.
2. Enough time should be devoted to educational programmes, but should be in parts as a long lecture might prove to be boring.
3. The style of presentation must be as simple as possible employing all form of graphical representation for clarity.
4. More programmes that teach languages especially local languages should be incorporated as to uphold the cultural heritage of the country.

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5. Educational television programmes should be as interactive as possible; students should be required to call in and answer questions.
6. Educational programmes should be named in the same format as classroom subjects; so students can easily connect to them.

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