

Influence of Television Viewing on Pupils' Socialization in some Selected Private Schools in Maiduguri, Borno State, Nigeria

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Abstract

This study sought to explore the influence of television viewing on secondary school pupils' socialization in Maiduguri metropolis. The descriptive survey research design was adopted in the study. Four research questions guided the study. The population consisted of 1,850 pupils in private schools within Maiduguri Metropolis, Borno State. The sample of the study consisted of 180 pupils drawn through the purposive sampling technique from Namu, Ruby and Capital Private Schools in Maiduguri Metropolis. The instrument used for the study was questionnaire validated by three experts from Educational Psychology Department, School of Education, UIIECEST Bama. Data collected was analyzed using mean score. The findings revealed that television viewing has effects on pupils' interpersonal relationship, discipline and aggression. Also television viewing promotes creativity in pupils; it was thus concluded that television viewing has both negative and positive effects on pupils' socialization. Some of the recommendations made for the study include, that pupils should be encouraged to view educational and informational programmes, and that parents and teachers should regulate what pupils view and the time they spend on viewing television.

Keywords: television, viewing, pupils, socialization, private, schools, Maiduguri

Introduction

Television (TV) is an electronic device which transmits picture and sound. It is used for entertainment, information and commercials. With the advent of satellite and digital technologies, there are unlimited number of programmes on television. For instance, there are cartoon programmes, news, education, culture, weather forecast,

sports, music and combination of both good quality and inappropriate contents (Santrock, 2010). Television is the electronic delivery of moving images and sound from a source to a receiver. By extending the senses of vision and hearing beyond the limits of physical distance, television has had a considerable influence on society. Soola (2004) pointed out that television's demonstrative power makes learning attractive and no other medium can be compared with it.

Boyse (2010) stated that television has its good side; it can be entertaining and educational and can open up new world for kids giving them a chance to travel the globe, learning about different cultures, and again help to expose them to ideas they will never encounter in their community. Prosocial messages can have positive effects on kids' behaviour. Programmes with positive role models can influence children to have positive lifestyle changes. However, the reverse can also be true; kids are likely to learn things from television that parents do not want them to learn. So it is worthwhile for parents to think about what role they want television to play in their children's lives, since it has both positive and negative influence.

Rideout, Foehr and Roberts (2010) observed that young ones spend equal time daily in watching television, as time that most adults spend each day in their places of work, except that children make use of the television for seven days in a week, instead of five days a week. This makes it very clear that the power of the television to influence nearly every facet of children's lives cannot be overemphasized. Children learn from and imitate the behaviour of individuals they observe, specifically when the individuals are rewarded for aggressive acts. One of the most worrying behaviours that parents face with their young children today is the tendency to perform any aggression. Ogakason (2017) found out that many television programmes tend to depict aggressive behaviour in most scenes, which is not just the actions of kicking or hitting, but to the extent of raping and killing. That finding corroborated the admonitions of those who suggested that children who constantly witnessed their favourite TV "heroes" being praised for beating up or killing the "bad guy" would, in turn, incorporate aggressive acts into their own repertoire of behaviours for use in situations characterized by conflict. In recent times, psychologists, sociologists, criminologists, and other social scientists have argued differently with respect to whether television violence encourages or triggers violent behaviours in children.

Television stimulates imagination as long as the child does not depend on it for imaginative activity (Chinemere, 2014), and it can be used to increase creativity and tolerance (Rodman, 2006). Some believe that watching violence on television likely causes a significant number of children to behave violently. Oyero and Oyesomi (2014) agreed that this may be true but that it is so, only with children already susceptible to exhibiting violence. Children admire the hero and often want to be just like the hero. If the hero of the story uses violence to gain victory, which they often do, then children will learn that violence is needed to overcome the enemy and be victorious.

According to Levitas (2015), interpersonal relationship is a social association, connection or affiliation between two or more people. It is the ability to build rapport with individuals having similar interest and goals as we do. These could be other pupils, teachers, parents or pupils' siblings among others. Interpersonal relationship determines the extent to which pupils are friendly towards their peers and their cordial existence and ability to live in harmony with others. Findings from the study of Livingstone (2002) revealed that television programmes have strong influences on pupils' interpersonal relationship. Children tend to learn from what they see on the television.

Another important determinant of pupils' socialization is discipline. According to Grusec and Davidov (2007), discipline refers to the ability of an individual to abide by societal norms and values and to behave in a manner that is socially acceptable to members of the society. Discipline can also mean the level of moral and social training and values an individual has acquired. According to Jenson (2008), there is a positive significant relationship between television viewing and discipline among pupils. Television programmes have the ability to imbibe the right or wrong values in children.

Furthermore, aggression is an important indicator of socialization. According to Ogakason (2017), aggression refers to hostile and violent reactions or behaviours by an individual. Aggression could be expressed verbally using offensive words or by violent acts. He further found a significant correlation between television viewing and aggression. He established the fact that most television programmes depict some forms of aggression which pupils tend to imbibe either consciously or unconsciously.

In the same vein, creativity is one of the indices of socialization. Chinemere (2014) defined creativity as the ability of an individual to be innovative and to create something new. Findings by James (2015) revealed a significant relationship between television viewing and creativity. James outlined the fact that most television programmes especially children's programmes are full of constructive knowledge and ideas which promote creativity. The classical understanding of socialization is divided into two types of socialization: the primary socialization, which occurs when a child adopts attitudes, values, norms and other actions appropriate to a particular family; and the secondary socialization, which is a process of learning what is appropriate behaviour as a member of a smaller group within a larger society (Grusec & Davidov, 2007). It is generally assumed that our basic values are acquired through childhood socialization. For this reason, this study attempts to assess if there is any effect of television viewing on pupils' socialization as television has a number of essential qualities that may contribute to socialization. Therefore, in terms of exposure, television seems to rival many traditional socialization agents such as school, church, mosque and even parents, thus making a subject of interest for researchers.

Statement of the problem

Television as one of the largest form of public enlightenment media is prominent in young people's daily lives. Despite the positive effects of television on its viewers, some television programmes/contents are not only unsuitable, especially for younger minds, but are inimical to their habits formation (Ogakason, 2017). Unfortunately, some television programmes are broadcast without any restriction to ages or sex of the viewers. Several studies conducted in developed countries have shown that there is a link between television viewing and incidence of social vices such as drug abuse, open violence and other related anti-social behaviours (Jenson, 2008). The focus of the present research is the social behaviours observed among pupils and their connection to programmes broadcast on televisions in Borno state. Personal observations by the researchers appear to indicate that there is influence of television viewing on pupils' socialization. Therefore, the study focused on television viewing and its influence on pupils' socialization in some selected private schools in Maiduguri Metropolis, Borno state.

Objectives of the study

The main objective of the study is to assess the influence of television viewing on pupils' socialization in some selected private schools in Maiduguri Metropolis, Borno state. Specific objectives of the study are the following:

1. Identify the influence of television viewing on pupils' interpersonal relationship with others in private schools in Borno state.
2. Examine the influence of television viewing on pupils' discipline in some selected private schools in Maiduguri Metropolis, Borno state.
3. Find out the influence of television viewing on pupils' aggression in some selected private schools in Maiduguri Metropolis, Borno state.
4. Determine the influence of television viewing on pupils' creativity in some selected private schools in Maiduguri Metropolis, Borno state.

Research Questions

The following research questions were posed to guide the study:

1. What is the influence of television viewing on pupils' interpersonal relationship with others in some selected private schools in Maiduguri Metropolis, Borno state?
2. To what extent is the influence of television viewing on pupils' discipline in some selected private schools in Maiduguri Metropolis, Borno state?
3. What is the influence of television viewing on pupils' aggression in some selected private schools in Maiduguri Metropolis, Borno state?
4. To what extent has television viewing influence pupils' creativity in some selected private schools in Maiduguri Metropolis, Borno state?

Research methodology

The design employed was descriptive survey research design using cross-sectional survey design. Creswell (2012) states that a cross-sectional research design is one of the two basic types of research survey that researchers use to collect data about current attitudes, opinions or beliefs. The population consisted of 1,850 pupils of

Senior Secondary School classes 1 to 3 in private schools within Maiduguri Metropolis, Borno State. The sample of the study consisted of 180 pupils drawn through the purposively sampling technique from three selected private schools. The instrument for data collection was structured questionnaire designed by the researchers. The instruments were validated by three experts in Test and Measurement unit of College of Education, Science and Technology Bama, Borno State. A reliability coefficient of 0.86 was established. The instrument was constructed based on 4-point scale and weighed as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (DA) = 2 and Strongly Disagree (SD) = 1. Mean was used to answer the research questions. The criterion mean rating of 2.50 was adopted; mean scores of 2.50 and above were accepted while those with mean less than 2.50 were rejected. The generated data was analyzed using mean and standard deviation.

Presentation of results

Research question 1: What is the influence of television viewing on pupils' interpersonal relationship with others in some selected private schools in Maiduguri Metropolis, Borno state?

Table 1: Influence of television viewing on pupils' interpersonal relationship with others in some selected private schools in Maiduguri Metropolis, Borno state

S/N	Item statements	SA	A	D	SD	Mean	Decision
1.	I prefer watching television (TV) to interacting with friends	80	42	38	20	3.01	Agreed
2.	I enjoy watching TV than interacting with my siblings	68	62	22	28	2.94	Agreed
3.	Watching TV makes me neglect my domestic work	28	31	49	72	2.08	Disagreed
4.	TV viewing makes me develop less attention to family discussions	39	41	46	54	2.36	Disagreed
5.	TV viewing makes me develop full interest to my family discussions	46	34	52	48	2.43	Disagreed

Table 1 shows the responses of the pupils on the influence of television viewing on pupils' interpersonal relationship with others in some selected private schools in Maiduguri Metropolis, Borno state. The statement on whether pupils prefer watching television (TV) to interacting with friends was rated with a mean score of 3.01,

indicating agreement. The second statement on whether pupils enjoy watching TV than interacting with their siblings was rated with a mean score of 2.94 and was therefore agreed upon. The statement on whether watching TV makes them neglect their domestic work was rated with a mean score of 2.08 and was therefore disagreed upon. The next statement on whether TV viewing makes them develop less attention to family discussion was rated with a mean score 2.36 and was therefore disagreed upon. The last statement on whether TV viewing makes them develop full interest in their family discussion was rated with a mean score of 2.43 and was therefore disagreed upon.

Research question 2: To what extent is the influence of television viewing on pupils' discipline in some selected private schools in Maiduguri Metropolis, Borno state?

Table 2: Influence of television viewing on pupils' discipline in some selected private schools in Maiduguri Metropolis, Borno State

S/N	Item statements	SA	A	D	SD	Mean	Decision
1.	TV viewing distracts me from doing my school assignment	62	68	28	22	2.91	Agreed
2.	TV viewing consumes most of my time than studying my books at home	72	50	28	30	2.94	Agreed
3.	TV viewing helps my learning	38	21	50	71	2.08	Disagreed
4.	I only view TV at my extra time	51	56	34	39	2.66	Agreed
5.	I view TV at any time I like	44	36	52	48	2.43	Disagreed

Table 2 shows the responses of the respondents on the influence of television viewing on pupils' discipline in some selected private schools in Maiduguri Metropolis, Borno state. The statement on whether TV viewing distracts them from doing their school assignment was rated with a mean score of 2.91 and was therefore agreed upon. The next statement on whether TV viewing consumes most of their time than studying their books at home was rated with a mean score of 2.94 and was therefore agreed upon. The next statement on whether TV viewing helps their learning was rated with a mean score of 2.08 and was disagreed upon. The following statement on whether they only view TV at their extra time was rated with a mean score of 2.66 and was therefore agreed upon. The last statement on whether they view TV at any time they like was rated with a mean score of 2.43 and was therefore disagreed upon.

Research question 3: What is the influence of television viewing on pupils' aggression in some selected private schools in Maiduguri Metropolis, Borno state?

Table 3: Influence of television viewing on pupils' aggression in some selected private schools in Maiduguri Metropolis, Borno State

S/N	Item statements	SA	A	D	SD	Mean	Decision
1.	TV viewing increases children's cyber bullying	78	52	38	12	3.08	Agreed
2.	TV viewing increases children's aggression	62	60	20	38	2.81	Agreed
3.	Watching TV makes children learn unwanted behaviour	51	70	21	38	2.74	Agreed
4.	TV viewing makes pupils uncultured	35	38	50	57	2.28	Disagreed
5.	TV viewing increases children's crime	58	42	44	36	2.67	Agreed

Table 3 shows the responses of the respondents on the influence of television viewing on pupils' aggression in some selected private schools in Maiduguri Metropolis, Borno State. The statement on whether TV viewing increases children's cyber bullying was rated with a mean score of 3.08 and was agreed upon. The next statement on whether TV viewing increases children's aggression was rated with a mean score of 2.81 and was therefore agreed with. The following statement on whether watching TV makes children learn unwanted behaviour was rated with a mean score of 2.74 and was therefore agreed upon. The fourth statement on whether TV viewing makes pupils uncultured was rated with a mean score of 2.28 and was therefore disagreed with. The last statement on whether TV viewing increases children's crime was rated with a mean score of 2.67 and was therefore agreed upon.

Research question 4: To what extent has television viewing influenced pupils' creativity in some selected private schools in Maiduguri Metropolis, Borno state?

Table 4: Influence of television viewing on pupils' creativity in some selected private schools in Maiduguri Metropolis, Borno state

S/N	Item statements	SA	A	D	SD	Mean	Decision
1.	TV viewing increases children's ability to draw objects	56	74	26	24	2.90	Agreed
2.	TV viewing increases children's ability to construct objects	70	52	28	30	2.91	Agreed
3.	TV viewing makes children think better	56	65	29	30	2.81	Agreed
4.	TV viewing improves children's intelligence	57	50	37	36	2.71	Agreed
5.	TV viewing creates awareness of happening among school children	55	55	34	36	2.70	Agreed

Table 4 shows the responses of the respondents on the influence of television viewing on pupils' creativity in some selected private schools in Maiduguri Metropolis, Borno State. The statement on whether TV viewing increases children's ability to draw objects was rated with a mean score of 2.90 and was therefore accepted. The next statement on whether TV viewing increases children's ability to construct objects was rated with a mean score of 2.91 and was agreed upon. The next statement on whether TV viewing makes children to think better was rated with a mean score of 2.81 and was therefore agreed upon. The following statement which states that TV viewing improves children's intelligence was rated with a mean score of 2.71 and was therefore agreed upon. The last statement on whether TV viewing creates awareness of happening among school children was rated with a mean score 2.70 and was therefore accepted.

Discussion of the findings

Research finding from the analysis of research question one revealed that television viewing has influence on pupils' interpersonal relationship with others in some selected private schools in Maiduguri Metropolis, Borno State. Most pupils prefer watching television programmes than interacting with their siblings and friends thus developing less attention and interest to family discussion. This finding is in consonance with the findings of James (2015) who reported that television viewing exert reasonable influence on children's personality.

The results of the analysis of research question two on the influence of television viewing on pupils' discipline in some selected private schools in Maiduguri Metropolis, Borno state revealed that television viewing has influence on pupils' discipline; it sometimes prevents them from doing their assignment and domestic

chores. This finding corroborates the finding of Jenson (2008) who discovered that television viewing sometimes promotes indiscipline among children.

The findings from the analysis of research question three on the influence of television viewing on pupils' aggression in some selected private schools in Maiduguri Metropolis, Borno state revealed that television programmes involving violence could promote development of aggressive tendencies among pupils, which could lead to bullying and other anti-social behaviours. This finding is in agreement with the finding of Oyero and Oyesomi (2014) who discovered that television programmes influence the development of violent behaviours in children.

The results of the analysis of research question four revealed that television viewing promotes creativeness in pupils. It enhances their ability to draw, construct objects and to think better. This finding is in consonance with the findings of Grusec and Davidov (2007) who discovered a significant relationship between television programmes and creativity in children.

Conclusion

Television viewing can have both negative and positive influence on pupils' socialization. Children learn so many things on television, which can have adverse effect on their health, behaviour, discipline and relationship. Setting restriction on what pupils view and time limit will reduce the negative effect and increase the positive. Pupils therefore, should be motivated to viewing educating programmes. By so doing parents will enhance their children's socialization in connection with disciplined behaviour and interpersonal relationship.

Recommendations

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

1. Most programmes viewed should be informational, educational and non-violent. Parents should always try to view television along with children and discussed what is being viewed with them so as to avoid learning of unwanted behaviours.
2. Parents should regulate the time children spend viewing television and the contents being displayed. Time spent on viewing television may displace other more active and meaningful pursuits, such as reading, exercise and playing with friends.
3. Parents should also block out programmes that are inappropriate on their televisions.
4. Parents should also serve as good role models by using televisions appropriately.
5. Teachers should educate students on television viewing.

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