

## **ANALYSIS OF THE IMPACT OF TELEVISION PROGRAMME ON PRIMARY SCHOOL CHILDREN LEARNING BEHAVIOUR IN AWKA URBAN**

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**ABSTRACT:** *Television viewing among young children has been an on-going issue as it is found to affect their development in various areas. This problem is getting more worrisome as the percentage and amount of hours of television exposure among young children is increasing especially with the growing production of children's television programs. The paper therefore analyzes the impact of these television programmers' on primary school children learning behaviour. The study is guided by Albert Bandura's, social learning theory which distinguishes between enactive and vicarious learning by doing and experiencing the consequences of your actions. Vicarious learning is learning by observing others. Primary and secondary data were collected and analyzed qualitatively. It is important for your children as the people of tomorrow to be media literate, educative programmes enhance the intellectual ability of the children. Hence academic level of these children understudy is highly discouraging. Parents should set limits discuss with their young children about what is right and what is wrong especially on aggressive behaviours.*

**KEYWORDS:** learning behaviour, school children, television, violence, parents.

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### **INTRODUCTION**

Television is one of the most common electrical appliances in our homes and as such almost all individuals are exposed to at some time or other. Since its inception in 1959 in Nigeria, and followed by Eastern Nigeria in 1960 with the launch in Enugu. Television has become the primary entertainment and information medium by which about 90% of household in Nigeria have at least one television set. Television is so awful, and kids watch so much of it, that it's not surprising that there's been much sociological research on its effects. A lot of studies have shown that children are among the heaviest users of television. Young children spend between 3 and 4 hours watching television each day.

On average a primary school child spends more than half or in some cases equal to an adult's working week sitting in front of the television set. To all concerned, this raises some alarming questions. What purpose does television serve? What consequence has the use of television? Can television influence social, moral, ethical, racial, intellectual and personality development? Television has more than thirty different functions for children. In the public debate television is often said to have two functions – to entertain and to inform. However these two narrow functions prove irrelevant to children. We can sub-group the functions for ease into: entertainment, it serves the purpose of amusing and exciting.

*Living Fantasy and Escapism*; meets a need for escaping real life and entering a fantasy world. It allows one to enter an imaginary whimsical world where one's Macho and Stud images are inacted for andre-inforced.

*Non-social*; it can be used to avoid social interaction by retreating to a place where it is possible to shut other people out or by requiring other people to be quiet so that the programme can be enjoyed.

*Informative*; The informative need that television satisfies for children can be described as reality orientation, in particular how to dress, behave, talk and play sport or as today's children might say to acquire street creed.

*Time Consuming Activity*; As already stated, some children watch up to forty hours of television a week and sometimes more during school holidays. An absorbing distraction, instead of playing outside, doing homework, household or religious duties children are glued to the box. Exciting and interesting hobbies which require time are ignored. It has been estimated that by the time a person reaches the age of 25 he will have given up 5 years of his fruitful life to watching television.

*Social Utility*; Television's most important social function is that one can identify and obtain an almost real contact with people on television, and the programmes provide topics of conversations, it also allows watching in mixed company. Hence it was argued that television gives boys and girls an excuse to sit close together.

*The Nature of Observational Learning*; The way in which the behavior of children and adults changes as a consequence of exposure to the behaviours of others. Numerous studies of children's reaction in play indicate that children watching another person will subsequently act in the same or similar manner. All the investigators have acknowledged that a child's values, knowledge and behaviour may be developed and moulded at least in part by observational learning. Young children's observation of others on films has been shown to produce an impressive level of learning of unfamiliar behaviours. Studies into social learning and imitation shows: children will imitate the behavior of models from television programmes if they see the behavior as being more rewarding. If the imitated behavior is further acclaimed by peer groups then re-enforcement will occur and a 'permanent' manifestation of behavior will take place. Also children who lack older siblings or peers to supply salient models for their behaviours are more likely to adopt the behaviours modeled on televisions. Children as well as adults as a consequence of watching violent firms are inclined to display more aggressive behaviour.

As well as learning bad conduct children can learn and enrich their behavior from television. An educational programme called SasameStreet was introduced to enrich the knowledge of children with poor family educational background. However, far from decreasing the gap between the child from impoverished environment and the educational advantaged family, the gap widened. Children from the educationally advantaged class gained more from the programme as their parents encouraged them to watch the programme more than the educationally impoverished family. Rather than decreasing the gap in educational standard, it achieved to increase it. Irrespective of some producers in screening educationally beneficial programmes, if the programmes are not being viewed by children and encouraged by the parents, as in the case, then television only plays a devastating role in the social structure.

### **Statement of the Problem**

Considering the importance of television generally in promoting the culture of the society and influencing behavior of children either positively or negatively the researcher felt an obvious need for embarking on the study. A lot of studies have been carried out in Nigeria pertaining to primary school children; the recent study on children was “enhancing the learning ability of primary school children with television”.

Although there are several television programmes that are good to impact good behavioural habits as well as moral value to the primary school children, but they failed to take notice of such programmes, it also envisaged problems which includes:

- Constant viewing of television programme that are specially made for adult by primary school children.
- Lack of parental control on television viewing habit of the primary school children.
- Poor creation of awareness of time for those programmes made for children viewing by the media houses.

### **Purpose of the Study**

The purpose of this work is to conduct an in-depth research on the impact of television programme on primary school children learning behavior in Awka urban, with a view to answer these questions:

- What purpose does television serve?
- What consequence has the use of television?
- Can television influence the social, moral, ethical, racial, intellectual and personality development?

### **Significance of the Study**

The fundamental significance of the study lies in enhancing the primary school children learning behavior by exposing them to various stages and changes they will experience in life. The study provides means for the Nigerian primary school children on how best they can cope or manage themselves at any stage of life. It will assist the primary school children to value the culture of their society and to a greater extent appreciate reading other people culture and history. It will also help them to start taking notice of the most educative programme that the television industries create for them.

The study will help in promoting a better understanding of the Nigerian primary school children behavior to the adult. It will help parents to know a better way of impacting morals, norms and values of life to those children. It will provide appropriate way of guiding the television viewing habits of these children by the parents. Also, it will help the society to inculcate the societal norms and values to Nigerian primary school children, and to provide a useful guide to the television stations to develop a comprehensive and educative programme that will impact, good morals on adolescent behaviour.

### **Scope of the Study**

The scope of this study is to find out how television programmes affects primary school children learning behaviours in Awka Urban area of Anambra State, and also the opinion of pupils on the impact of television programmes is verified. Also the research depends more on the questionnaire which were distributed to pupils and teachers and were completed and

returned. Furthermore, some textbooks, newspapers and journals, include nets which provided a lot of information pertaining to the study.

## **LITERATURE REVIEW**

Television viewing among young children has been an ongoing issue as it is found to effect their development in various areas. This problem is getting more worrisome as the percentage and amount of hours of television exposure among young children is increasing, especially with the growing production of children television programs. Studies have found that television exposure to young children could effects their language and cognitive development, lead to behavior problems, attention disorder, aggression and obesity. This paper will discuss the impact of television programme on primary school children learning behavior in Awka urban.

Given the considerable amount of time, children stay in presence of television. It is not surprising to find that the impact of television on children behaviours and development has been the subject of much debate. James (2008) strongly believes that what people watch in television affect their earning behavior either positively or negatively. This is always the case in a situation where the viewers cannot determine what to watch and what not to watch. This is still a great challenge to the children who cannot control their desires. Turner and Helms (2008) states that a televised aggression enables view to drain off or discharge their aggressive tendencies. Thus agreeing with “Catheris theory” of television viewing which proposes that watching aggressive behavior on television provides a vicarious outlet for the viewer’s own aggressiveness.

Goranson (2009) carried out a research on how television programme affects primary school children behavior. The findings from the study revealed that primary school children becomes capable of high levels of abstract thought and reasoning more than adult. When watching television, primary school children interests at this age tend to revolve around the following; independence, sex and romance, music video, horror movies for boys particularly, and pornographic videos.

Core (2008) added that the sexually explicit lyrics of magic television (MTV) corrupt the values of young people. Supporting this, one analysis of childhood top-ten favourite television programmes found, for example, that one quarter of all the interactions between individuals on the shows contained sexual content. Thomas (2008) and Green (2007) noted that seeing repeated acts of violence has a tendency to slowly desensitize the viewer to aggression especially on the children and this was directed as the negative impact of television programme on the side of children. It is believed that primary school children who believe in the reality of television and identify with its violent heroes are the ones likely to be more aggressive especially if they continue to fantasize about aggressive heroic themes. Television also can deceive; it teaches children that everything turns out all right in the end, thereby encouraging laziness in them. For example, it takes only about 30 to 60 minutes for detectives to sort through a complex array of clues and discover the killer and they always find the killer (Huston, Walins and Kunked 2007, Signoriell, 2009).

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Also it has been argued that television trains individuals to become passive learners, rarely, if ever does television require active responses from the observer. Heavy television use may produce not only a passive learner, but also a passive life style. Over the past decade, sexual content on television has increased and become more explicit. It also highlights that children also spent more of their leisure time, watching television which takes away important activities such as; reading, school work, playing, family interaction and social development. The consistent sexual messages primary school children learn from television's content are those sexual behaviours that usually occur between the unmarried couples while the negative consequences of sexuality (such as an unwanted pregnancy and sexually transmitted diseases) are rarely shown.

Ginsberg (2009) also gathered that primary school children that watch too much television are likely to be influenced by the following sexuality; homosexual, lesbian, indecent wears, alcohol, drug abuse, smoking, aggressiveness, disobedience, lying, laziness race and gender stereotype. On the other hand, they are likely to achieve lower grades in school, reading fewer books, exercise less and be overweight, which is the negative impact of television towards primary school children.

Tucker (2008) stated that male children who watched little television were more physically active than those who watched a lot and this can be seen as a positive impact of television on primary school children. Research shows that television viewing is a major activity that influences children greatly from the findings. The study reviewed that children watch an average of 3 to 4 hours of television daily. In children's thought and minds, it exposes them to a wide range of knowledge such as educative programmes, entertainment programmes and cartoon network characters. It also review that the rate of immodest dressing and immoral behaviours find within children in our modern society is being transmitted to them through the television based on the result of the study, the following recommendations were made, since the importance of focusing on impact of television viewing was long observed by Anagbogu (2007); that Nigerian primary school children prefer viewing action, violence and love films which promote bad behaviours and suggested that television should be used to promote educational studies and healthy habits rather than promotion of violence crimes and corruption. Parents need to be guided on how best to monitor viewing of television by their children because the quest to view pornographic film is very high. Parent should also view the programmes alongside their children, they are to turn off the television during meals and study time, and as well turn on when the programmes are appropriate for the kids viewing.

Television industries in Nigeria should be used for various educational programmes which inculcate positive behavior; modeling positive dressing codes which portray their culture and also non-governmental organization (NGO's) are called upon to continue with monitoring of films being displayed to the public. The government on their side should also intensify the censorship of the types of films displayed on Nigerian television screen. There are many reasons why children watch television and the reasons vary from individual persons. As Jones (2007) pointed out, one of such reasons is "uses and gratifications", or "needs and gratifications". According to him, the principle of "uses and gratification" lies behind why children watch television rather than what they watch on the television. This idea stemmed from what he called "functionalist paradigm" which means the needs of the individual, and this

needs include the quest for knowledge, a bid to satisfy their emotional needs and the desire for varieties.

Larson and Richards (2009) found that television tends to link children with their families in part because children often watch television with other family members. Television can pass along a wealth of information and positive experiences to the children. Positive aspects include political awareness, information on various profescus entertainment and education. A study by Anderson and Levin (2009) showed that children who watch television learn more. This gives the impression that television viewing helps children to perform better at school. Also the children are said to help their peers on television. They also learn how to construct a descent English and can easily avoid errors through the most popular programmes shown on Nigerian Television Authority (NTA) programme called MIND YOUR GRAMMAR.

Negative response from television programme could also be as a result of violence films shown on television station and excessive commercialism that permit excessive control by dominant advertisers who response to their own rested interests and not to the need of the children. This advert comes in form of half-truth and frantic speed to encourage buyer, which enhances emotional instability and lying in children. It was also observed that television industry promote western cultures which influences children's behavior both physically, psychologically, socially and even culturally. It has been indicated that most programmes that children watches are foreign movies and music. Finally, television programmes have succeeded in impacting more of negative behavior to the children than positive acts.

### **Summary**

The review of related literature shows that children were conceptualized at a time in a person's life between childhood and adolescent. While the concept of learning was seen as a relatively permanent change in behavior arising from experience and behavior; a neural visceral reaction exhibited by an individual as a result of elicitation of a given stimulus Okoye (2001). However, in the theoretical review of children, they were found to be influenced not only in Nigeria but in other part of the world. Before the era or evaluation of television and its programmes, children were inculcated a lot of values about their, traditions, customs, culture to mention but a few. These were done through storytelling, folklores and dances. Finally, the television and issues of children learning behavior was to explore and to know the interest, reasons behind children viewing of television and to examine the rate of television influence on children both positive and negative part from the reviewed literature, it was found that there is still need to carry out this research in the area to determine the impact of television programme on primary school children learning behavior.

### **Sources of Data**

Generally, information required is derived from both primary and secondary sources. The former included oral interview which is a basic source of historical information especially when dealing with contemporarily issues. The later involve references to books, journals, magazines, newspapers and lecture notes, to mention but a few. The fieldwork – a primary sourcing, involve among others, visits to various schools including village and community schools.

Armed with the materials derived from both primary and secondary sources, we proceeded to the interpretation of the available information at hand. Making use of all the periods of the effect of the media, -

1915 – 1942 period of very powerful effects.

1942 – 1960 period of limited effects.

1961 – 1974 period of moderate effect.

1974 – Represents period of powerful effect.

On the whole, the study adopted the systematic investigative and thematic approach in the course of data analysis and interpretation at various stages.

### **Organization of the Study**

This research work is organized into five chapters. Chapter one deals with the introduction, background to the study, statement of the problem, purpose of the study, significance of the study, scope of study. The chapter terminates with endnotes.

Chapter two examines review of related literature; also source of data, organization of the study, literature review and theoretical framework. The chapters terminate with endnotes.

Chapter three examines methodology, research design, area of the study, population of the study, research sample and sampling techniques, instrument used for data collection, validity of the instrument, method of collecting data, method of data analysis and ends with the end notes.

Chapter four which is the presentation and analysis of data has discussion of results, summary of findings and ends with end notes.

Chapter five, which is the concluding chapter, has the summary, recommendation, conclusion and suggestion for further studies then ends with end notes.

### **THEORETICAL FRAMEWORK**

Albert Bandura noted that the traditional behavior view of learning was accurate but incomplete because they gave only a practical explanation of learning and over look important elements particularly social influences. His early work on learning was grounded in the behavioural principles of reinforce and punishment, but he added of focus on learning from observing others. This expanded view was labeled social learning theory; it was considered as non behavioural approach. Social learning theory distinguishes between enactive and vicarious learning. Enacting learning is learning by doing and experiencing the consequences of your actions. Vicarious learning is learning by observing others. People and animal can learn merely by observing another person or animal and these bring about challenges. Bandura (1986) notes that observing learning includes four elements; paying attention, retaining information or impression, producing behaviours and being motivated to repeat the behavior.

### **METHOD**

This study is designed to find out the impact of television programmes on primary school children learning behavior in Awka urban. This goal cannot be achieved unless the research work is orderly, imaginative, logical and accurate. Hence, this chapter is associated with the

research method used in carrying out the work. The pertinent pointed here is that; it helps to know which method is appropriate for the project.

### **RESEARCH DESIGN**

It is an acceptable fact that research design is the basic plan that guide data collection and the analysis phase of any research work. The design of a research can be regarded as the framework which specifies the type of information to be gathered including the source of data and the procedure used in collecting them. Therefore, on the basis of this study, the research design used for collecting the required information is the survey analysis on the basis of self-administrated questionnaire, interview and personal observation. The analysis of the data collected is based on descriptive survey research design. A descriptive survey design is concerned with conditions or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developed. This is appropriate for this study because the researcher collected data from a sample of primary school pupils in order to examine the impact of television programmes on primary school children learning behavior, in Awka urban of Anambra State.

### **Area of the Study**

The geographical location of this research work is within Awka urban (metropolis). The number of primary schools within this metropolis is about 23 (twenty three). The research is to examine the impact of television on primary school children learning behavior in Awka urban.

### **Population of the Study**

In this research study, the population consists of 5 randomly selected schools in Awka metropolis with a total population of 1000 pupils. These are; Central School Amawbia, Udoka Primary School Awka, Central School, Awka, Unity Primary School, Umuokpu and Practising School.

### **Research Sample and Sampling Technique**

Using random sampling technique, specifically balloting without replacement 5 primary schools were sampled out of the population a total number of 200 school pupils were sampled from 5 primary schools. 200 pupils constitute the sample of the study. The school includes:

S/N	Schools	Population	Sample
1	Central School Amawbia	419	32
2	Udoka Primary School, Awka	560	48
3	Central School Awka	280	30
4	Unity Primary School Umuokpu	438	50
5	Practicing School Awka	363	40

### **Instrument Used For Data Collection**

The instrument that was used for the collection of data was structured questionnaire. The questions were based on the research questions which were carefully formulated and are meant to seek required information from the respondents. The questionnaire was divided into two sections. Section A sought information on of personal data of the respondents while part B



consists of statements which demanded information on children learning behavior. Each research question was measured on two (2) point's scale of Agree or Disagree.

### Validation of the Instrument

The instruments made straight effort to reach the selected group and the sample member were able to give the required information needed for concrete conclusion of the research work. Also copies of the questionnaire, alongside the purpose of the study and research questions were given to some lecturers of NTI, to confirm the content validity of instrument by evaluating the quality of the items in terms of clarity and appropriateness of language and adequacy of the items. Their inputs were taken into account before the final production of the instrument.

### Reliability of the Instrument

To establish the reliability, test-retest reliability procedure was the scores of the (200) hundred primary schools pupils used for the sample in this study were collected and analyzed. The test was administered at (3) weeks interval. The score from the two tests were collected and correlated using person's product moment formula. The correlation analysis yields a correlation coefficient of 0.75 for internal consistency of the items.

### METHOD OF DATA ANALYSIS

Frequencies and percentages were used to answer the research question for the study.

### Presentation and Analysis of Data

### DISCUSSION OF RESULTS

This chapter presents the analysis of the data collected from the respondents. A summary of the major findings of the study is also presented at the end of this chapter.

### Research Question One

Are the children actually familiar with television programmes which are meant for their education?

*Table 1 – Responses on children's familiarity with television programme*

S/No	Item Description	No of Agree	% of Agree	No of Disagree	% of Disagree
1	Speak out	130	65%	70	35%
2	Tales by moonlight	152	76%	48	24%
3	Lid vision 101	101	50.5%	99	49.5%
4	Puppet world	160	80%	40	20%
5	Story line	140	70%	60	30%
6	Soup	62	31%	138	63%
7	Binta and friends	150	75%	50	25%
8	Storytime with Auntie Noma	120	60%	80	40%
9	Speak out	150	75%	50	25%
10	Who wants to be a millionaire (Children Version)	62	31%	138	63%

Table one reveals that children in Awka urban are familiar with programmes made for them.

**Research Question Two**

Do the children learn from these programmes which they view?

*Table 2: Promoting academic excellence of the children with television programmes*

S/No	Item Description	No of Agree	% of Agree	No of Disagree	% of Disagree
11	After watching television programme does it help you in reading your books always?	115	57.5%	85	42.5%
12	Do you learn new knowledge from the programmes?	95	47.5%	105	52.5%
13	Do television programmes encourage you to speak in class without being shy or fear?	160	80%	40	20%
14	Does television programmes expose you to have interest in various professions?	138	69%	62	31%
15	After watching television your English pronunciation is it accurate?	87	43.5%	113	56.5%
16	Do you learn how to take good care of your health, eat good food and dress decent from television programmes?	98	49%	102	51%
17	Does television programmes teach you the importance of saying the truth always?	79	39.5%	121	60.5%
18	Do you learn from television programmes on how to relate with people in school, outside and at home?	50	20%	150	75%
19	Do you learn from television programmes on how to respect and be kind to your friends after watching?	168	84%	32	16%
20	Do you learn other people culture from television programme you watch?	190	95%	10	5%

Table two reveals that respondents accepted item 11, 13, 14, 19 and 20 whereas 12, 15, 16, 17 and 18 were rejected, showing that television programmes influences children education positively and that children benefits socially from the programmes and lack the moral aspect of it.

**SUMMARY OF FINDINGS**

From the analysis presented in this chapter, the major findings that emerged from the study includes: it was discovered that children are aware of the various television programmes specifically meant for them. From the respondents, it was discovered that the programmes enhances academic performances of children. For instance, quiz contests like speak out increases their general knowledge. Parents should motivate their child to take part in such quiz contests on TV. Some TV programmes also provide opportunity to prove child's talent in dance, acting, painting, win scholarships etc, which can prove beneficial for child. However, parents should not force children to watch such shows if their child is not interested.

There are also some TV programmes which help children understand the importance of proper nutrition, health and exercise. Apart from that, children also learn a lot of things which are helpful in their academic and future life together with social welfare, whereas the moral aspect is highly discouraging. Along with the positive effects, TV programmes can also have negative impact on children. TV programmes affect the behavior of child the most. Most of the children watch cartoon films. They get infatuated with it so much that they start using the dialogues used by their favourite, cartoon characters frequently.

If accidentally, children watch the TV programmes meant for adults, it can prove dangerous. Such TV programmes are based on the concepts like divorce, crime, murder etc; which can have a very bad impact on child's mind. At times, unwanted thoughts may start coming to their mind which can divert their attention from studies and force them to do undesirable things. It can create disturbance in child's life and make his or her life stressful. Watching TV for longer time can also deteriorate child's health.

## **DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATION**

### **Discussion of Findings**

This study sought to investigate the impact of television programmes on children learning behavior in Awka urban of Anambra – State. The findings show that the educational programmes in the television all together 10 items. The response to this research questions are evidenced in table 1 in chapter four. The result of this research question I shows that large number of children in Awka urban of Anambra State are familiar with the television programmes specifically meant for them. The (10) ten items which were analyzed show the positive responses by the respondents to all the items except item 6 which deals with the social aspect of the children or respondents viewing the programmes.

Also the result of the research question 2 shows that respondents accepted item and 20 whereas 18 did not agree, with yes and 51%, 60.5% and 75% respectively which shows disagreement with items 16, 17 and 18. Then 19 and 20 was accepted as regards to the research question two. At the end of this section two, item 11, 13, 14, 19 and 20 were accepted while items 12, 15, 16, 17 and 18 were rejected by the respondents.

### **Summary**

Previous and recent studies have been done to see the effect between television viewing and school achievement, including language and cognitive skills. Correlational studies show a small but consistent negative relation between concurrent total viewing and various indices of school achievement. In the other hand, positive outcomes are also found in correlation to language development, cognitive development and positive school achievement. However, several studies have found that television could promote positive development and learning outcomes for younger children and negative results on older children, and vice versa.

In two studies using soap program, negative associations of language development are reported on children younger than the age of 2 years old. However, in contrast, it was discovered that

there is positive language development among children at 24 months old and older, and there is a possibility that being too advance for younger children could actually hinders rather than promotes language development. Besides, Uchikoshi in his study on Spanish – speaking English – language kindergartners watching “Arthur”, a children’s television program reported that routine and attentive viewing of “Arthur” can assist non-mainstream bilingual children to develop English narrative styles that match the English-speaking school norms faster, even prior to formal literacy instruction.

On the other hand, negative relationship is found between television viewing and school achievement. The more a student views television, the lower are his or her educational achievement. However, different results are obtained for children of different ages towards television viewing and school achievement. Positive correlation are found for children ages 5 and 6, average negative correlation among children ages 7 to 9 and even more negative correlations are found among older children and adolescence: 10 to 17 years old.

Regardless to the above reasons, as television is accessible to most young children and adolescence, with hundreds of channels that they receive from cables or satellite, the entertainment from this media could be endless to them, which could affect their time management, and influence their tendency to keep on watching the television.

### **Conclusion**

The use of television among young children as well as school age children has been critically discussed by many previous and recent researches. This is because there are more negative outcomes that can be seen among these children due to excessive amount of television viewing and also with the broad range of content being broadcasted, which include violent, sexual, alcohol and so forth. Thus, it is now important for parents to make sure that their children are media literate so that they could later be a better consumer, being prosocial and develop other positive development. However, as young children today are the people of tomorrow, it is important for them to be media literate once they are exposed to the television, as it would easier for parents to develop their children with positive behavior and attitude at a younger age. From the data gathered and analyzed in this study, it is seen that children are aware of the programmes created for them. It was discovered that those programmes enhance the intellectual ability of the children especially on the side of those ones that watch the educative programmes often. Finally, the findings also reveal that children benefit socially from the television programmes but on the lower level. The study also discovered that children benefits nothing morally from these programmes which means that children did not like to pay attention to the moral programmes even though they are aware of the existence of such programmes. However, the researcher came to a conclusion that academic level of these children under study is encouraging, while social aspect is not good and moral aspect is highly discouraging.

### **Recommendations**

The use of television among young children has raised many issues, as discussed above which has put great concern to parents, professionals and researchers. Looking back at the content of television programming that we could access from cable and satellite, the amount of advertisement, violence, and other unhealthy behavior and scenes are being broadcasted for the viewing of the audience. Regardless of the issues raised above, whether TV is harmful or not,

depends on several factors; what is being watched, who is watching, with whom, while doing what and for how long. Hence, it is then the role of parents particularly (as television are watched most at home), to teach their young children about media literacy. This is because, when children are thought to be media literate, they could become savvier TV viewers, who are able to distinguish reliable information from manipulation and thus gradually reducing the problems addressed above.

Apart from setting limits, reducing and carefully choosing channels for young children and school age children viewing, parents could discuss with their young children about what is right and what is wrong especially on aggressive behaviours. This is because when adults express disapproval of on-screen behavior, raised questions about the realism of televised information, and encourage children to discuss it, they teach children to evaluate television content rather than accept it uncritically. Besides, when parents engaged children with moral reasoning, they tend to engage children in social problem solving and prosocial acts, such as helping, sharing and defending victims of injustice. Moreover, as young children are easily influenced by television commercials that are targeted to them, parents are to watch the television commercials together with their children and create a discussion about the program being watched. It is important for parents to encourage their young children to wonder about advertisements, the advertiser's motives, and the effects of consuming the advertised products, so that they understand the real meaning of advertisement, as well as preparing them to be a better consumer.

Also school management should endeavour to go into quiz competition with each other, which will be shown on television station. Television industries on their own part should be used for various educational programmes.

On the other hand, government and non-governmental organizations (NGOS) should assist in monitoring films being displayed to the public. Government should provide adequate materials needed for the production of these programmes and as well assist the school administrators to carryout television quiz competition by sponsoring the programmes.

### **Implications Of The Study**

Television can be a powerful influence in developing value systems and shaping behavior. Much of today's television programming is violent. Hundreds of studies of the effects of TV violence on children and teenagers have found that children may:

- become "immune" or numb to the horror of violence.
- gradually accept violence as a way to solve problems.
- imitate the violence they observe on television and
- identify with certain characters, victims and/or victimizers.

### **Limitations**

A number of factors pose impediments to this research: time, owing to time limitation, the researcher was able to conduct and concentrate her work in only 5 primary schools in Awka urban of Anambra State. Attitude of respondent; some of them were not cooperative.

### **Suggestion for Further Studies**

Further research may be carried out in the following areas;

- A replica of the study can be carried out in Junior Secondary School.
- A similar study can be done in other Local Government Area of the State.
- The study can be done in other States.

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**APPENDIX**

**QUESTIONNAIRE FOR IMPACT OF TELEVISION PROGRAMMES ON PRIMARY SCHOOL CHILDREN**

**PART A**

**Personal Data**

Instruction: Tick  the boxes provided as they apply to you.

Name of the School:

Sex: Male  Female

**PART B**

Items responses on the children’s awareness of the television programmes. Please tick on these two points scale of Agree or Disagree.

*Do you watch the following television programmes?*

S/N	Question	Agree	Disagree
1	Speak out	<input type="checkbox"/>	<input type="checkbox"/>
2	Tales by Moonlight	<input type="checkbox"/>	<input type="checkbox"/>
3	Kidi Vision 101	<input type="checkbox"/>	<input type="checkbox"/>
4	Puppet World	<input type="checkbox"/>	<input type="checkbox"/>
5	Story line	<input type="checkbox"/>	<input type="checkbox"/>
6	Soup	<input type="checkbox"/>	<input type="checkbox"/>
7	Binta and Friends	<input type="checkbox"/>	<input type="checkbox"/>
8	Story time with Auntie Noma	<input type="checkbox"/>	<input type="checkbox"/>
9	Speak out	<input type="checkbox"/>	<input type="checkbox"/>
10	Who wants to be a millionaire (Children version)	<input type="checkbox"/>	<input type="checkbox"/>



*Items responses on the academic enhancement.*

S/N	Question	Agree	Disagree
11	After watching television programme does it help you in reading your books always?		
12	Do you learn new knowledge from the programmes?		
13	Do television programmes encourage you to speak in class without being shy or fear?		
14	Does television programmes expose you to have interest in various professions?		
15	After watching television your English pronunciation is it accurate?		
16	Do you learn how to take good care of your health, eat good food and dress decent from television programmes?		
17	Does television programmes teach you the importance of saying the truth always?		
18	Do you learn from television programmes on how to relate with people in school, outside and at home?		
19	Do you learn from television programmes on how to respect and be kind to your friends after watching?		
20	Do you learn other people culture from television programme you watch?		