AN ASSESSMENT OF THE EFFECTS OF TELEVISION VIEWING ON THE HABITS OF STUDENTS IN SELECT SECONDARY SCHOOLS IN ZARIA, KADUNA STATE.

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS(MA) DEGREE IN DEVELOPMENT COMMUNICATION.

DEPARTMENT OF THEATRE AND PERFORMING ARTS, FACULTY OF ARTS, AHMADU BELLO UNIVERSITY, ZARIA.

DECLARATION

I, Ogakason, RasheedOshoke**(P13ARTP8003)** hereby declare that this dissertation titled ***An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools in Zaria, Kaduna State*** was written by me and is a product of my own research. It has not been presented in any previous application for a higher degree. All quotations are clearly indicated and sources of information have been acknowledged by means of reference.

_____ _____

OGAKASON, RasheedOshoke **Date**
P13ARTP8003

CERTIFICATION

This dissertation entitled ***An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools in Zaria, Kaduna State*** by OGAKASON,RasheedOshoke**(P13ARTP8003)** meets the regulations governing the award of the degree of Master in Development Communication of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Professor M. I. Umar-Buratai Chairman, Supervisory Committee	_____ **(Signature)**	_____ **(Date)**
Professor Umar Pate Member, Supervisory Committee	_____ **(Signature)**	_____ **(Date)**
Professor M.I. Umar-Buratai Head of Department	_____ **(Signature)**	_____ **(Date)**
Professor KabirBala Dean, School of Post Graduate Studies	_____ **(Signature)**	_____ **(Date)**

DEDICATION

This research work is dedicated to Almighty God for His infinite mercy in seeing me through this academic journey. Secondly, to my lovely parents Chief OgakasonAliyuUmoru and Mrs.Ogakason Faith Sifawu.

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With utmost gratitude to the everlasting creator of the heavens and earth, I want to use this medium to send my profound appreciation to all that have contributed in one way or the other to the accomplishment of this study.

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ABSTRACT

Access to the television set is prominent among young people. However, due to the influence of television, some of its programmes/contents have been linked to incidents of social vices such as open violence, illicit sex, drug abuse and other related immoral acts. The study therefore setsout to establish the effects of television viewing on habit formation among secondary school students in Zaria metropolis. The objectives of this study areto determine the level of secondary school studentsexposure to television viewing, identify the type of programmes/contents that secondary school students view on television and examine the perceptions of secondary school students on the effects of television viewing on their habits formation. The theoretical frameworks deployed for this study are the Cultivation theory of mass media by George Gerbner (1976) which propose that heavy viewers of television are thought to be cultivating attitudes that seem to believe that the world created by television is an accurate depiction of the real world, while Bandura's social learning theory/Modelling process (1977) reveals a clear connection between what is seen on the screen and what is enacted in real life through learning. The study employed both quantitative and qualitative research methods. The instruments used to elicit data for this research were questionnaire, focus group discussion and key informant interview. The targeted population is students of Demonstration and Government Secondary Schools in Zaria metropolis with a sample sizeof 375 respondents. Findings of this study revealed that television viewing is prevalent among secondary school students in Zaria and they watch television daily for relaxation, enlightenment and entertainment purpose. It also discovered that the students prefer watching foreign television channels, films/movies more frequently than local ones which expose them to certain television contents that are alien to our norms and traditions which can be detrimental to their minds and cognitive development. Furthermore, the study established that exposure to viewing unsupervised and restricted television programmes that portray contents that are unsuitable for young minds have negative influence on the habits formation of secondary school students.The study recommends that parents and guardians should endeavour to control or minimize the access to television set and frequency of television viewing by their children. Theyshould be active in monitoring and scrutinizing the type of channels and programmes viewed by children, especially foreign television channels and programmes.

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Television is one of the electronic media that is commonly accessed in most homes especially by young people who have become familiar with how the medium operates and helps them interact with their environment and beyond. Children, due to their undiscerning minds are very vulnerable and impressionable to what they see and hear especially what the watch on the television screen. They replicate and exhibit certain habits that are attributed to viewing certain television programmes/contents such as acts of violence, aggression and immoral sexual behaviours that are considered as detriments to their cognitive development. This study sets out to access the effects of television viewing on the habits of students in select secondary schools in Zaria, Kaduna State.

1.1 Background of the Study

Television is an important tool for most people, young or old, today most information are delivered to the public via this technology. It can now be accessed easily via cables or satellite, which could provide consumers with every type of information they need in their daily activities. According to Kamaruzaman (2009:151):

> With the emergence of this media and the production of various programmes, television has caught the attention of most people. Comparable to other media, television is the most accessible media to most people, including young children, where television is their most favourite form of media.

Burton (2003) argues that the use of television by young children particularly has raise debates and concerns to many organization and researchers (e.g. Griffiths and Machin, 2003 Anderson and Pempek, 2005) due to the boundless access to various types of information which could affect their development, behaviour, health and learning. Likewise, Chinemere (2014:58)

states that “Television is a compact structure that creates an intimate medium, because it brings the world into our homes and brings its audience into direct relationship with particular values and attitudes”. Rodman (2006) posits that television remains the most time consuming activity, yet the main source of news and information. For instance, Roberts, Foehr and Rideout (2005) carried out a national study that took an in-depth look at the media habits of children and adolescents as per the situation in United States of America. In surveying more than 2,200 children and adolescents from 8 through 18 years of age it was confirmed that, on average youth spent 6 ½ hours a day with media while spending only 2 ½ hours a day with parents and just 50 minutes a day on homework. It was further noted that despite all the newly developed technologies that are available adolescents spend the most time (Nearly 4 hours a day) watching T.V including live and pre-recorded T.V, DVDs and Videos.

Similarly, in a research conducted in Nigeria by Usaini (2010) on the “influence of television on the social behaviour among teenagers”, it was evident that teenagers watch television. About 68.8% of the respondents said they watch television stations vigorously, this accounts for the reason why about 81.9% regularly watch the stations. The teenagers spend their time exploring television programmes/contents like movies, soap operas, reality TV shows, music videos, fashion shows and entertainment news. It is the medium through which politics is conducted and it is humanity’s main form of entertainment. It is a significant way of passing on information to the people, because it is considered to be among the greatest communication mechanism ever designed and operated by man.

Behavioural problems can occur in children of all ages very often they start in early life; young children may refuse to do as they are asked by adults, in spite of being asked many times, they can be rude, swear and throw tantrums, or express outburst of aggressive or disruptive

behaviour (Carr, 2000). Some children may even have serious behavioural problems such as physical fights, drug abuse, arson etc.Rutter and Taylor (2002) admit that;

> Behavioural problems occur when the child continues to behave badly for several months or longer and such behaviorsbreak the rules accepted in his/her family and community. These behavioural problems may be disruptive, delinquent and deviant. Also, they opined that these sorts of behavioural problems can affect a child's development and also interfere with his ability to live a normal life.

In reference to the aforementioned, Reza and Mercy (2001) report that violence by young people is one of the most visible forms of behavioural problems in human society. This connotes that concerns about the mass media and childrenbehaviour is on the increase, not only because of its communicability but as a result of its effects on children's behaviour. Children are exposed to different social environments and hence they react differently to mass media. A typical African child has different social environments from that of a child in a developed country, like Britain or American (Gbadeyan, 2008). Today people wonder why teenagers/children behave the way they do, researchers such as Kadiri and Muhammed (2011) conclude that culture and the media are some of the factors that affect the way teenagers dress, talk, walk or even influence the type of music or the food they want. The media is believed to cause intended change and unintended change of peoples' behaviour and also reinforce what already exist or prevent change (McQuail 1994). As television competes with other activities and experiences in a child's life, their own attitudes and beliefs both about television and about life in general are important determinants of children's response to television. Television may be a socializing force but it interacts in complex ways with other forces in a child's life to determine the patterns of socialization for that child. (Kadiri and Muhammed, 2011).

Much of television's power and influence over adults and children lies in its capacity to strike deep emotional chords in viewers and to increase their identifications with characters to arouse emotional response and in general to deepen their involvement in the television

experience. UNESCO, surveyed children in 23 countries around the world in 1998, it was discovered that 91 percent of children had access to the television set in their homes and not just in the U.S, Canada and Europe, but also in the Arab states, Latin America, Asia and Africa. More than half (51 percent) of boys living in war zones and high-crime areas chose action heroes as role models, ahead of any other images; and a remarkable 88 percent of the children surveyed could identify the Arnold Schwarzenegger character from the film Terminator. UNESCO, reported that the Terminator 'seems to represent the characteristics that children think are necessary to cope with difficult situations".Moreover the ability to force viewers to see needs where they had none or to feel dissatisfaction when they had previously been content lies at the heart of successful television programmes and advertisements. As many children spend more of their leisure time at home engaged in television viewing than other activities besides school, television's impact on their learning social and effective development cannot be over emphasised. Gross (2013) corroborates that children exposure to television to an extent can make them learn about fashion, speech, obedience, social interactions, values, morality and a whole host of behavioural patterns from viewing television. Television further restricts an individual indulging in alternative activities such as reading, sports, religion, and active hobbies. Television's depiction of horror, crime and violence further removes an individual from the real life problem.

However the debate of whether television has effects on children behaviours may be the most salient issue because programming has negative effects on children beyond promoting aggressive behavior. For example, television shows perpetuate gender and racial stereotypes and offer young viewers a distorted perspective of how the world works with people and how people behave. Thus, the medium provides numerous opportunities for presenting reinforced behaviors that could be modeled. The constant bombardment of the mass media's "ideal" images and

messages are omnipresent throughout childhood a time when the formulation of self-concept is crucial. Syed (2010).

In recent years increased attention has been focused by many professionals (e.g George Gerbner, 1998; Kadiri and Muhammed, 2011) with regard to its impact on human lives at any stage of development. Television is considered to be a potentially strong agent for children, adolescents and other family members, especially with its combined effects of audio and visual. According to Healy (2004) the impact of television is more on children because they are more impressionable and vulnerable than adults. Childhood is a period during which children feel the pressure of constructing an adult identity. Thus, television can have a profound impact on children as well as on adolescent's development and behaviour. Television is now a household name across the length and breadth of Nigeria with increasing accessibility and limited censorship by the society. Psychologists like Raghotham and Sashidhar (2013) postulate that children addiction to television hasbecome a matter of great concern to psychologists, community health personnel, paediatricians, educationalists, parents, planners and social scientists worldwide. In viewof the above, the imperative for this research is to examine the effects of television viewing on the habits of students in select secondary schools in Zaria metropolis.

1.2 Statement of the Research Problem

As one of the largest forms of public media to ever exist, television 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 young minds, but are inimical to their habit formation. Unfortunately, television is such an open medium that viewers can virtually have access to all its programmes/contents without restriction or inhibition. Studies in the developed countries have shown abundantly (e.gBushman, and Huesmann, (2006);Samrat,

(2008); Robertson, et al, (2013) that television viewing is harmful to the cognitive development of young persons. Furthermore, their studies revealed that there is a link between television viewing and incidents of social vices such as open violence, illicit sex, drug abuse and other related immoral acts.

The focus of this research is the anti-social behaviours observed amongst children that are directly linked to contents portrayed in certain television programmes. In the developing World, Nigeria for instance, research into television viewing and its effects on habit formation among children appears to be less in Zaria metropolis, especially in television media studies. The focus of this study is geared towards assessing the link between television viewing and its effects on the habits of young people at the Secondary School level in Zaria.

1.3 Aim and Objectives of the Study

The aim of this study is to establish the effects of television viewing on habit formation among secondary school students in Zaria metropolis. This research has the following objectives:

1) To determine the level of secondary school students exposure to television viewing.
2) To identify the type of programmes/contents that secondary school students view on television.
3) To examine the effects of television viewing on the habits of secondary school students.

1.4 Research Questions

In achieving the goals of this research, the following research questions have been formulated.

1) What is the level of secondary school students' exposure to television viewing?

2) What type of programmes/contents do secondary school students view on television?
3) What are the effects of television viewing on the habits of secondary school students?

1.5 Significance of the Study

In Nigeria, television is blossoming especially in its dominance in the contents of the programming of most television stations and channels, including the digital satellite television popularly referred to as cable television. Therefore, this study seeks to draw the attention of media practitioners and owners (especially television) to the vital role television plays as an agent of socialization of young people. Having this fact in mind, television media practitioners and owners will be mindful of the kind of programmes they air, most especially at prime time, knowing fully the vulnerable and gullible nature of children.

Also, part of the uniqueness of this study is that it will be of immense significance to researchers in the academia in the 21st Century. It does not only aim at contributing to knowledge but also providing a foundational basis for further studies into the socialization role of television. Nonetheless, parents and guardians of children and also children who are at the heart of this study will understand how television contributes to shaping their social behaviour in their immediate environment. It will also avail counsellors, child-care institutions, students and agents of development viable information on where and how children draw inferences for their social behaviours. This is because children might not only behave in a certain manner because of mere peer influence, but also from what they watch on television. It is also believed that the findings of this study will be an added resource to available literature and will be used to promote informed decision-making and policies by the regulating bodies of the broadcast industry.

1.6 Scope of the Study

The scope for this study is restricted to 10-17 year olds students of Demonstration Secondary School, Samaru and Government Secondary School, Jama'a, Zaria. at the first year level at Covenant University. These schools were chosen because majority of the students fall within the age bracket needed for the study.Then, the students at this level could easily and appropriately answer the questions in the questionnaire, and also, they are familiar with the television set, so they are exposed to the various contents/programmes portrayed on the television screen. Also, Demonstration Secondary School is run by Ahmadu Bello University, Zaria while Government Secondary School is a public school. Thus, both secondary schools constitute a large proportion of children from Zaria metropolis. According to the Child Right Act of Nigeria (2003); "a child is one who is below the age of eighteen years". This study will focus on Children between ages ten to seventeen years.

According to theUnited Nations Convention on the Rights of the Child Approximately one-third of the world's population is made up of a billion young people under 18. They make up half the population in the least developed nations; less than a quarter in the most industrialized ones. Hence, the characteristics of young children are generally similar; the research findings would be generalized to include all secondary school students in Zaria, Kaduna State.

1.7 Definition of Terms

Some terminologies used for this research have been defined within the context of this study which includes:

Television: This is an electronic device used to receive sound and images which create television programs that people watch. It displays audio-visual contents with the aid of other electronic gadgets such as DVDs and cable enabled devices.

Television viewing: This refers to the attention an individual devotes to watching television set such as the amount of time children spend watching television programmes/contents.

Effects: This refers to the impact something has on someone. This can either be positive or negative. e,g the effects of television viewing on the behaviour of secondary school students.

Behaviour: Thisis the way one acts. The way one behaves in a particular time may be influenced by different factors. For instance, children tend to act like their favourite characters on television.

Children: Group of people who are below 18 years of age. Children and young people are used interchangeably. They are categories of people within the ages of 10-17 years and commonly found in secondary schools.

Habits: The process by which new behaviours are developed and become automatic.For instance the exhibition of certain attitudes attributed to television viewing such as violence, aggression, indecent dressing, etc.

Programmes: Programmes are segments of contents intended for broadcast through the use of the electronic media such as television. These programmes are aired by television stations and channels.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

Television programmes packaged for audience reach a high percentage of students. Since the young children of today are the future leaders of tomorrow, the phenomenal effects of television can be better imagined as an avenue for learning, cultural exchange, social orientation and mobilization. No doubt, there is a serious need to consider the young ones' pattern of viewing with a view to assessing its influence on their Habits formation.

2.1 Television as a Medium of Communication

Communication is a common phenomenon that cuts across the daily activities of human beings. It is an act that is integral to human existence; hence it is part of human existence on earth. In describing communication, Rodman (2006:6) posits that:

> Communication refers to the process of human beings sharing messages. The messages might be entertainment, information, or persuasion. They might be verbal or visual, intentional or unintentional. In fact they might have a different meaning to people sending them than those who receive them.

Furthermore,Ugboajah (2001) cited in Obe, (2008:2) sees communication as:

> The processes which involve all act of transmitting messages to channels which link people to the language and symbolic code used to transmit such message. It is also the means by which such messages are received and stored. It includes the rules, customs and conventions which define and regulate human relationships and events".

The above definitions signify that communication is a multi-dimensional concept that takes place using different media. In the twenty-first century, communication technology is such that information can be shared instantaneously by millions of people simultaneously, almost anywhere around the world. Therefore it is pertinent to note that the mass media is crucial to any society as it helps in fostering communication and information dissemination. According to Giddens (2006) the medium is the message, that is to say, society is influenced by the type of

media as well as the contents which the media convey. Television as an electronic medium has transformed the mass media and its main traditional functions of information, education and entertainment. There is no gainsaying that in the 20th and the 21st centuries, it has become one of the most commonly used media with its potentials of sight and sound; it has dramatic and demonstrative powers which has made it able to hold its audience spellbound and take them on a 'roller coaster' into its world. Television is considered as an electronic carpet which seems to transport millions of persons each day to far off places (Syed, 2010). This electronic medium ensures its visibility without any global discrimination. People were not only sceptical about it, but were also jealous, unkind and even hostile. Over a short span of time, however, it emerged as a remarkable medium of communication, entertainment and education. It needs to be mentioned that it found its space in all countries of the world and has transformed our planet into a 'gigantic electronic village' bringing various people and continents close (Bushan, 1992). Over the years it became a central dimension of our everyday activity and in our country it has grown at a phenomenal pace.

Television is one of the major and significant ways of passing on information to the people because it is considered o be the greatest communication mechanism ever designed and operated by man after the internet. It influences our perception of politics, religion, movies, governance, fashion and culture, it is a compact structure that creates an intimate medium because it brings the world into our homes and it is not a mere transmission device, but it is a medium that brings its audience into a direct relationship with particular values and attitudes. In today modern world, television is one of the most commonly recognized forms of media and one can easily find a television set in many Nigerian homes.Rodman (2006), states that Television remains the most time consuming activity, and it remains the main source of news and information. It is the medium through which politics is conducted and it is humanity's main form

of entertainment, it is also the world's most powerful sales tool." Television is a very powerful tool because it has the ability to break or make any society due to the fact that its medium has the ability to make the viewers replicate actions they get exposed to; either in part or whole. That is why Television has become a very strong medium for advertising and other persuasive communications. For many of us the television is our first or only source of news and current events. Most channels have news updates up to four times a day and current affairs programmes which take a deeper look at the news that has affected the world that day or week.Television according to Onwuegbu, *(*2001) is an electronic cum audio-visualdevice through which viewers watch recorded and live programmes on air. Daramola (2005:172) further asserts that:

> Television is a sight and sound medium of communication. It transmits sound and pictures from given broadcasting studio to millions of homes everyday by means of electromagnetic radiation, using the techniques of radio. The word "television" is a combination of both Greek and Latin words. The Greek, Tele (meaning far) and the word vision (to see) both combined to form the word television. Thus, television means vision and sound at a distance.

From the above, there is absolutely no doubt that despite the availability of other medium of information technologies, television still stands a high chance of creating a make belief perception on the minds of its viewers as it is bound to shape their beliefs on how to relate with their environment. This is further supported by Onabanjo(2005) television is usually a novelty, it combines sight and sound. In the developed world, television has been used to a large extent in the areas of formal, non-formal and informal education. Studies have shown that other media, political indoctrination, cultural and innovation, character building and formation are part of what television could be used to achieve. Television is considered to be potentially strong agent for children, adolescents and other family members, especially with its combined effects of audio and visual. In terms of technological advancement and development Fiske (1992), concludes that; with the changing times, you can now receive your television signals even in your car

which makes it much easier with modern technology. Television signals could be received in any part of the globe.

2.2 History of Television in Nigeria

The history of television broadcasting in Nigeria revolves around the suitability of the medium for political propaganda and for educational broadcasting. This justified the fact that, Television development in Nigeria has been motivated by two factors: politics and education. The two are inextricably linked since education is always a vote catcher, and all governments are, to a degree, genuinely altruistic vis-a-vis education. It follows then that it is the educational factorthat the leaders present to the people in order to secure their approval and support for the introduction or expansion of television. That television could, once established, be used for blatant propaganda must havemotivated politicians, although the extent to which this is so can only besurmised. Tracing the history of the establishment of the first televisionstation in Nigeria, Egbon (1982) writes that**,** television transmission began in Western Nigeria on October 31, 1959. This servicewhich was initiated by a Regional Government was not only the first in Nigeria, butremains today the oldest in the whole of the African continent. The birth could betermed purely accidental, because it was borne out of political dissension. ChiefObafemiAwolowo and his party men had walked out of Parliament in protest againsta constitutional debate at the eve of Nigeria's independence. This action wascondemned by the ruling government over the Federal all-Nigeria Radio BroadcastingService, but access was denied the opposition leader to reply to the accusations.Instead of establishing a Radio Station alone, to offer an unrepressed 'voice' innational affairs, the Western Region commenced television transmission. Thus, while the aim of this expensive venture as delineated by the Government may not seriouslybe in dispute, yet the real motives may actually be more of 'regional pride' and'prestige'. Perhaps the whole action was calculated to spite political opponents.Doubtlessly, the people of Western Nigeria, at the

time, had to be shownwhy Western Region had to embark upon what was describedas a 'wasteful' and 'prestigious' project.

According to Faronbi (1979):

> Ibadan Television was established as a missionary in a wilderness ofunbelievers and critics. To many, it was a diversion of the scarce resourcesof the region to a prestigious project'.This kind of thinking at the time was strongly countered by theargument that television was being established to satisfy theeducational aspirations of the people of the Western Region.

The *DailyTimes* (November 2, 1959) carried a front page report of the inaugurationof the new Western Nigerian Television service in Ibadan. Chief Awolowosaid in his speech that the venture was initiated because the RegionalGovernment was convinced that it could play a major role in increasingboth the pace and standard of education which was regarded as the key toprogress in other fields. He said that it was the aim of his government tobring information about development in Nigeria and in the outside worldinto the people's homes so that they might benefit from that knowledge.He declared that 'television will serve as teacher and entertainer, and as astimulus to us all to transform Nigeria into a modern and prosperousnation'. This educational task might be performed through formaleducational programmes for schools and less formal programmes foradults. Political motivation notwithstanding, the Western Nigeria Television venture took off successfully and became the pride of the entire Region and the nation. The other two regional governments in the east and the north soon followed suit. The National Council of Nigeria and the Cameroon (N.C.N.C.) government of the Eastern Region and the Northern People's Congress (N.P.C.) government of the Northern Region had to prove to their respective peoples that whatever the Action Group (A.G.) government of the West could do, they too could do for the people of their regions. Even the Federal Government at Lagos had to hurry into the television race. So, three additional television stations sprang up in Nigeria in a quick succession, Adegbokun (1983) writes that with its establishment on the 31st of October,

1959, WNTV became the first operational television station on the continent of Africa, with the slogan 'First in Africa'. A year later, the former Eastern Nigeria Television Service (ENTV) came into being. This was followed by Radio Television Kaduna, established by the former Northern Nigerian Government as an arm of the Broadcasting Company of Northern Nigeria (BCNN) in March,1962. The Federal Government, a month later, established the Nigerian Television Service (NTS) in Lagos. Thus, the Federal Government and the three existing regional governments of the early 1960s all had television stations of their own. Observers at the time believed that although these television stations were welcomed and useful in many respects, they nevertheless served partisan political purposes for their various governments. This political and sectionalist heritage was to be passed over to future television establishments in Nigeria. Egbon (1982) voiced what was in the minds of many Nigerians: Although all the Nigerian Regional Television Stations in the First Republic (Post IndependencePeriod) proclaimed national goals in their operational statements, yetthe dominant tone was very much sectional and essentially partisan in federal politics.The accent was on regionalism and strengthening the power base accordingly to theneeds of the government in power. In short, programming was simply divisive andpropagandistic, as the coverage traced a sectional pattern-reflective of the nation'spolitical ideologies and diversities. After this initial scramble for regional television stations, a period of over one decade elapsed before another major scramble erupted. However, it is evident that the inception of television in Nigeria was as a result of the urgent need of the Nigerian press coupled with the protest borne out of political and educational undertones in relationship with the socio-political disagreement between the leader of the opposition, Chief ObafemiAwolowo and the central government.

2.3 Children and Television Viewing Habit

Television is one of the most common electrical appliances in our homes and as such almost all individuals are exposed to it at some time or the other. With regards to children, studies have shown that they are among the heaviest users of television (Adam, 2014). According to Van (1990) television viewing refers to the art of spending time in front of a television screen while participate actively or passively in what is being displayed. He added that television viewing habit also refers to the amount of time an individual spent viewing television programs, nature of such programs, the age of the viewer and viewing hour (Jason and Johnson, 1995).To buttress this view, Gortmaker (2001) views television habit as the average viewing time of individuals. He continued, television viewing pattern may impact positively or negatively on individuals' cognitive development. Viewing television programs for 1-2 hours daily on the average may enhance an individual's cognitive skill development, while a habit of 3 hours or more of television viewing of general audience programs may reduce the time individuals would spend engaging verbally and socially with family members and significant others which are perquisite for effective cognitive skill development.

Mass media play a significant role in most people's lives, affecting family routines, social interactions, cultural norms, and leisure activities all of which impact upon contemporary childhood. Television is particularly significant in early childhood; it is the child's first and most enduring contact with the mass media and an integral part of the overall environment in which early childhood development occurs, Victoria, (2009). The amount of television children watch varies immensely. Viewing habits range from the child who watches no television at all to the child who is in front of the television nearly all waking hours. The decision to watch television is influenced by several factors, including the lack of any preferred or required alternative activity; fondness for particular programs or characters; habit; and mood. The longer a child has

spent watching television at any one time, the more difficult he or she is to distract. This means that during the formative years, children spend more time in front of a television set. As it is today, television has become a major influence educationally, as well as social learning. With most families owning at least one television set, children have become very television friendly from at least, the age of six. It is found in many homes and it requires a minimal skill to operate, such that children find it easy to manipulate its visual nature, their viewing appetite increases from the age of eight into early adolescence with viewing averaging four hours a day. Television has become the dominant medium to which the children are exposed, obviously for children and of course everybody.Children are the most captivated of television audience, since childhood is a period of seeking information, gathering and learning. According to Sanders, (1994); The "average child," between the ages of six and eighteen, will have spent 4,000 hours listening to radio and CDs, watched 16,000 hours of television, and watched several thousand more hours of movies.This assertion is further supported in a survey by Certain & Kahn (2002) the percentage of hours young children watch television is related to several variables, which include early television viewing and maternal education.

Their longitudinal study indicates that greater television viewing in early childhood is associated with greater viewing at school age, due to continuing environment influence, child preferences or habit, or the interaction of both, and less educated mothers tend to watch more television at all ages. The interconnection between early childhood development and television begins at the start of life, those who watched more than three hours per day are more likely to have behavioural problems such as stealing or fighting than those who watch television for less than an hour per day making exposure to television one of the most enduring and consistent experiences of childhood, and arguably one of the most powerful.

2.4 Television as a medium of Socialization

The media are one of the most powerful agents of socialization on the planet today and widely believed to play a part in the early socialization of children and long term socialization of adults (McQuail, 2005). Because socialization is such a long-term process and partly because any effect from the media interacts with other social background influences and variable modes of socialization within families, the nature of the role the media play is somewhat difficult to determine (Hedinsson, 1981).

According McQuail (2005):

> The thesis of media socialization has, in fact, two sided to it: on the one hand, the media can reinforce and support other agencies of socialization; on the other, they are also viewed as a potential threat to the values set by parents, educators and other agents of social control. The main logic underlying the thesis is that the media can teach norms and values by way of symbolic reward and punishment for different kinds of behaviour as represented in the media. An alternative view is that it is a learning process whereby we all learn how to behave in certain situations and expectations which go with a given role or status in society. Thus the media are continually offering pictures of life and models of behaviour in advance of actual experience.

There is no doubt that television as a medium of communication plays a vital role in the socialization process. Some proponents of this view argue that television is an early window. In this context, it is imperative to note that television is the medium with the greatest potential for transmitting information and beliefs from one group of persons to another. It is influential in the socialization of children. McLuhan (1996), Opines that: “If you want to change the World, go to the television”. This shows the level of power, control and influence it has on its viewers. Television has been and still functions as an important transmitter of information since its invention. It is used as a source of education and entertainment. It is also regarded as an agent of socialization because television has the power to potentially teach distant values and norms continually and individually. Television therefore significantly influences our own mental and

physical behaviours and the interaction with one another by disseminating different ideas to viewers. Television has pushed the boundaries of societal values leading to changes in norms to tolerance for different behaviours , many of today's television shows depict our current societal norms, some shows depict what the producers would like to present as a norm, more violence, more sexual and more offensive language is shown today than ever before when viewed repeatedly these things work to bring the World into our homes, with television, we can tune into wholesome entertainment, helpful news and educational uplifting and informative programmes but television can also bring on sometimes subtle sometimes not subtle that can destroy whatever spirit of unity and righteousness we may be trying to encourage in our lives.

Fiske (1992) argues that; television has been misused. The number of programmes and commercials that conflicts with normal standard is steadily rising and few viewers demonstrate enough discipline to resist. The days are long put when we consider television to be an innocent put of daily life or casual baby sitter. This connotes the fact that television is a powerful and persuasive teacher for the child who spends more time in front of the television than reading their books. Television besides being a powerful agent of communication also foster various degrees of crime, violence, aggression, robbery and other social vices.

2.5 Effects of Television Viewing on Children's Behaviour

Television has been a master of image and illusion through the major technology. We have been able to see its potentials for greatness as well as its vulnerability because most of its viewers especially children, are very impressionable at their young age, watching television have both positive and negative impact as many of them tend to believe what they watch on television. This is represented in programming, content and presentation. According to Kirkorian et al, (2008) since television first appeared in the United States living rooms in the middle of the

twentieth century, observers have voiced recurrent concern over its impact on viewers, particularly children.

In the developed world, the effects of television on children have been researched over the years. For instance researches conducted by Samrat (2008) and Robertson et, al. (2013) have found that television affects the way that children think and act in some way. Growing up, children have become more influenced by television than by their parents. When children watch television, they are physically passive yet mentally very active, absorbing information, ideas, and values. Television is such a powerful teacher that adults must be very sure that the lessons children learn from television are desirable in order to ensure their child's mental well-being. Hence, television has the potential to generate both positive and negative effects, but many researches seem to have paid more attention to the negative effects than the positive ones, particularly on the behaviour of children and adolescents. Due to the nature of this research, some of the positive effects of television are discussed with more attention given to the negative effects.

2.5.1 Positive Effect of Television Viewing on Children Behaviour

An individual's developmental level is a critical factor in determining whether the medium will have positive or negative effects because not all television programs are bad. Television's combination of sound and imagery renders it a powerful aid to learning. A review of research by Wetzel, et al. (1994) shows that adding sound to still pictures results in greater learning than merely adding motion. That is, the combination of sound and either still or moving images is more effective than just making still images move. Kozma (1991) found that television's combination of multiple symbol systems that is, its mix of spoken language, text, still images, and moving images yields greater learning gains than media that rely primarily on one symbol system. In corroborating the above view, Marshall (2001) points out that traditional

textbook tend to take a linguistic approach to learning. However, television's multiple modes can portray content through a variety of approaches, e.g., linguistic, aesthetic, logical, or narration, thus more effectively matching viewers' various intelligence preferences. This depicts how television viewing can impact positively on children's learning behavior through watching certain television programmes with high educational or moral contents. In a research conducted by Saltrick, Magret and Shelley (2004) their findings provides clear evidence that the type of content children view may be a truer determinant of their future academic success than the amount of time they spend watching television. Thus children's viewing of educational television programmes has been shown to support significant and lasting learning gains, while too much viewing of other types of programming may be associated with a lack of academic achievement. This means that there is a positive relationship between children's viewing of educational television programmes and their cognitive performance.

According to Rice (1983) television viewing and language learning has a correlation with the child growth. Television stimulates imagination as long as the child does not depend on it for imaginative activity (Singer & Singer, 1986) and it can be used to increase creativity and tolerance (Rosenkoetter, Houston & Wright, 1990). However, children can adopt and copy the behaviours they witness on television, and when these behaviours are rewarded on television, they see such behaviours as positive and something they would like to model. Family values can also be exemplified through television viewing, as can positive behaviour, morals, and decision-making skills. Such television programmes that display pro-social contents which shows individuals being rewarded for good behaviour, can help the children develop good habits.

2.5.2 Negative Effect of Television Viewing on Children Behaviour

Several negative effects on children's behaviour have been attributed to viewing certain television programmes that portrays contents that are adverse on the habit formation of children.

Neurological Effect

This refers to the effect television has on nervous system especially regarding structure, functions, and abnormalities. Research indicates that most parts of the brain, including parts responsible for logical thought, tune out during television viewing and produces brainwaves in the low alpha range. Some scientists believe that release of high amounts of dopamine reduces the amount of the neurotransmitter available for control of movement, perception of pain and pleasure and formation of feelings especially when a person spend much time sitting in front of television. According to David (2014) while alpha waves achieved through meditation are beneficial, too much time spent in low alpha wave state caused by television can cause unfocused day dreaming and inability to concentrate as most part of the brain, including parts responsible for logical thought, tune out during television viewing.. This connotes that prolonged exposure to rapid image changes (like on a TV show designed for an infant) during critical periods of brain development may precondition the mind to expect high levels of stimulation. This may then make the pace of *real life* less able to sustain our children's attention. The more hours a child views rapid-fire television, the more likely they will have attention challenges later in life. Swanson (2012).

Watching too much television can actually cause harmful changes to a child's brain structure, television viewing is directly or indirectly associated with neuro-cognitive development of the children. Some neuro-anatomists argue that excessive television viewing (more than five hours perday, seven days a week) can have a serious toll on a child's cognition. The limbic system ofthe brain (the emotional part) is designated as the image-making centre. They believe that the limbic system develops more slowly when a young person spends half of their life in front ofthe television set. A strong limbic system provides a natural defence against the constant violentimages that penetrate consumer culture. Violence on television could lead to

anxiety. Healy (2004) postulates that another need that the media fills for children is one of entertainment. This could happen due to the power of environmental experiences in shaping the developing brain because of the flexibility of its neuronal connectivity. Repeated exposure to any stimulus in a child's environment may forcibly impact mental and emotional growth by either setting up particular circuitry ("habits of mind") or depriving the brain of other experiences.

Corroborating the above assertion, Valkenburg (2001) argues that;

> The anxiety hypothesis assumes that the television-induced fright leads to regressionin behaviour, which is expressed in a reduction in the quantity of imaginative play. These televisionimages have an effect on children's imagination. Nowadays children do not have to engagetheir imagination. They do not need to make up new stories or invent games.

The above scholars focuses on the amount of time children view the television, as they have unanimously come to a consensus that, too much time and exposure of children to television can bring about the possibility of the content of television programs affecting the child's cognitive development as they glue themselves to frequent television viewing as other studies have suggested that content is a crucial part of television. There is a chemical change in the brain, similar to that which is seen in post-traumatic stress disorder when a child spend too much time viewing television the brain reacts as if the person doing the viewing has actually been abused.

Mean World Syndrome

"Mean world syndrome" is a term coined by George Gerbner (2002) to describe a phenomenon whereby violence-related content of mass media makes viewers believe that the world is more dangerous than it actually is. Gerbner, a pioneer researcher on the effects of television on society, argued that people who watched a large amount of television tend to think of the world as an intimidating and unforgiving place. A direct correlation between the amount of television one watches and the amount of fear one harbours about the world has been proven,

although the direction of causality remains debatable in that persons fearful of the world may be more likely to retreat from it and in turn spend more time in indoor, solitary activity such as television watching. This connotes that viewing violence can increase the fear of becoming a victim and a sense of mistrust of others as it instil fear on its viewers to see the world as dangerous and are more fearful place.

Nabi and Sullivan (2001:28) indicate that:

> The amount of television viewing directly influenced prevalence estimates of violence in society, as well as intentions to take protective measures, and indirectly affected mean world attitude. The number of opinions, images, and attitudes that viewers tend to form when watching television will have a direct influence on how the viewer perceives the real world. They will reflect and refer to the most common images or recurrent messages thought to have an impact on their own real lives.

Television viewing colours our experiences and makes us less trusting of others, thus unwilling to participate in civic life. We might see the world as a `mean" place, but believe that it is our moral obligation to make it better. Values are more likely to be shaped by family ties than by external influences such as television. A child, after viewing some violent situations on television might reasonably think that the real world is cruel because young children have trouble distinguishing between reality and fantasy. This means that if they watch a lot of television, they are likely to believe that the `world of television is the real world. And it is a `mean world, where people don't trust each other, would try to take advantage of each other, and are looking out primarily for them. To overcome Mean world syndrome, spend a week without watching any television. Television can fill your mind with negativity, bombard you with image manipulation via commercials and give you a distorted view of reality by showing you everything that is bad about the world.

Aggression

One of the most worrying behaviours that parents faced with their young children today is the tendency to perform any motion of aggression. Many television shows today tend to insert aggression behaviour in most of the scenes, which is not just the actions of kicking or hitting, but to the extent of raping and killing. According to Bushman and Huesmann (2001), one of the reasons why the effects of television violence may be so powerful is that aggression and television violence feed off each other. This reciprocal relationship between television violence and aggression can create a vicious cycle. It is the struggle of hero versus the shadow that is pervasive in children's programs. This reflects children's own struggle to form their own identities (Kolter& Calvert, 2003). Violence is abundant in many television programmes. Many viewers, especially children, like the fast action and use of weaponry common in many violent scenes. Often violence is what makes the hero of the story. 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. By allowing children to view violence on television we are impressing in their minds that violence is a normal acceptable behaviour. The children most at risk of forming aggressive behaviour when they become young adults are those who watch a steady amount of television violence, perceive it as realistic, and identify with the aggressor (Bushman &Huesmann, 2001). The combination of extensive exposure to violence and identification with aggressive characters was a particularly potent predictor of subsequent aggression for many children (Huesmann et al., 2003).

Children who initially are high in aggression respond to aggressive television programmes with higher levels of aggression than they would under neutral conditions. To measure pro-social self control i.e. Obedience, tolerance of delay, and task persistence, results

showed clearly that children exposed to anti-social television programmes subsequently displayed very lower levels of self-control on each and every of these measures. Under some circumstances, exposure to television aggression can lead children to accept what they have seen as a partial guide for their actions. As a result the present entertainment offering of the television medium contributes in some measure to the physical and verbal aggressive behaviour of many children and to the disrespect of societies and individuals. Such an effect has been shown in a wide variety of situations. Many children choose to watch and are continually exposed to television violence and take them to be a reflection of the real world. This may lead to the belief that violence and crime are frequent occurrence in the society and to the approval of violent behaviour. This finding is as important as the finding of an association between television violence and aggressive behaviour itself

However it clearly shows that there is a correlation between an excessive viewing of violence on television and children's exhibited aggressive behaviours. Hence when young children continuously watch aggressive actions from the television, there will always be a tendency for them to imitate the actions, thinking such actions as part of their play, which could lead to actual aggressive behaviour. This is because repetition of violence in the mass media could result in a decreased emotional sensitivity to media violence and increased probability for decreased emotional sensitivity to actual aggressive behaviour in real life situations. Therefore, when children, especially young children, see violence on television, they have a difficult time differentiating between what is real or what is make believe, and tend to emulate or copy what they are seeing.

Desensitization

Children are very impressionable and are easily desensitized to the violence they see on television. Research has shown that young children are aroused by aggressive scenes on

television and show higher levels of emotion when watching aggressive programs than when watching passive programs. The arousal diminishes with repeated exposure to television and the violence no longer affects children. When people are no longer aroused by violence they become less responsive to human suffering and may not be as quick to help or may not intervene during an emergency. When there is a problem, arousal levels are high and quick action is taken but when arousal levels do no increase then people are not as concerned about the problem and may not jump in to solve it. Because society is becoming more aggressive, there will be more violent societal situations and if people do not take swift action and help because they are desensitized to the violence, many lives could be lost.

Desensitisation is a word used to describe the ways in which viewing acts of violence reduce our responsiveness (Bushman &Huesmann, 2006). Furthermore, Joanne Cantor (2002) explains that desensitization occurs when an emotional responseis repeatedly evoked, and the action tendency that is associated with the emotion proves irrelevant or unnecessary. According to Gunter &McAleer (1997), children shown a violent program sequence tend to take longer to give a warning about the violence or misbehaviour of other children when compared to similar children who have not watched any television violence.Media violence may stimulate aggressive behaviour by desensitising children to the effects of violence. This means that the more violence that a child views on television, the less emotionally concerned they become and the more acceptable it seems (Cline, Croft&Courrier, 1973). The promotion of violent behaviour leads us to believe that violence is common and acceptable.

According to Suler (2005), this reduces our normal inhibitions about behaving in certain anti-social ways, and may lead to us stopping exerting conscious control over our behaviour. To support this view, Tabetha (2010) posits that children who watch a model rewarded for performing violently in the media are more likely to experience a desensitization effect and

behave in a similar manner. When watching violence, children can become desensitized to pain and suffering of others. Violence on screen is very different to violence in the real world, stating that media violence is more likely to make children more frightened than frightening. According to Huesmann and Moise (2003), there are stronger desensitisation effects for males than there are for females. They suggest that boys who watch excessive amounts of television show lower than average physiological arousal in response to scenes of violence. The above statements depict the fact that, frequent viewing of violent contents on television may cause children to be less anxious about violence and see it as more 'normal'. Therefore, they may be more likely to engage in violence themselves. Browne and Hamilton (2005) further argues that, there is consistent evidence that violent imagery in television, film and computer games has substantial short-term effects on arousal, thoughts, and emotions. This increases the likelihood of aggressive or fearful behaviour in younger children. They are particularly frightened by scary and violent images, this also influences their dreams, causing night mares. Most often, violent crimes shown in television are unjustified and often go unpunished, leaving the viewer fearful.

2.6 Theoretical Framework

In the course of this study, the ways by which television has influenced the attitudes and behaviour of children was looked at. This is situated within the context of media effects studies, especially television. Therefore, in a bid to give theoretical backing to the study of how television shapes children's behaviour, the cultivation theory and social/modelling theory were critically examined. These theories were selected because they prove the fact that the media, especially television are capable of influencing the psychological disposition of its audience with reference to how they relate with their environment and beyond.

2.6.1 Cultivation Theory of Mass Media

Cultivation theory is a social theory which examines the long term effects of television. It was founded by George Gerbner in 1976 after conducting several large research projects on the effects of television on viewers. He compared television's socializing force to that of religion, claiming that it defines social roles; standardizes behaviour and homogenizes communities much like religion did in early human history. Also, because television portrays excessive amounts of violence, it can cause people to develop Mean World syndrome, or the idea that the World is scarier than it really is. Gerbner sorted television's effects into two categories; first order and second order. First order effects refer to general beliefs about the world, while second order effects involve specific attitudes toward one's environment or certain aspects of society, like law enforcement. Shanahan, (1998) further asserts that; "Cultivation is a method for gauging the impact of television viewing on beliefs, behaviours, and attitudes.

The primary proposition of cultivation theory states that the more time people spend 'living' in the television world, the more likely they are to believe social reality portrayed on television". Cultivation leaves people with a misperception of what is true in our world. This means that high frequency viewers of television are more susceptible to media messages and the belief that they are real and valid. Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, the belief that the world is a far worse and dangerous place then it actually is. Cultivation theorists posit that television viewing can have long-term effects that gradually affect the audience. Their primary focus falls on the effects of viewing on the attitudes of the viewer as opposed to created behaviour. Heavy viewers of television are thought to be 'cultivating' attitudes that seem to believe that the world created by television is an accurate depiction of the real world.

The theory suggests that prolonged watching of television can tend to induce a certain paradigm about violence in the world. Theorists break down the effects of cultivation into two distinct levels: first order is a general belief about the world, and second order – which are specific attitudes, such as a hatred or reverence for law and order, pedophiles, etc. The theory suggests that this cultivation of attitudes is based on attitudes already present in our society and that the media take those attitudes which are already present and re-present them bundled in a different packaging to their audiences. One of the main tenets of the theory is that television and media cultivate the status quo, they do not challenge it. Many times the viewer is unaware the extent to which they absorb media and also viewing themselves as moderate viewers when, in fact, they are heavy viewers. The theory suggests that television and media possess a small but significant influence on the attitudes and beliefs of society about society. Those who absorb more media are those who are more influenced.

Cultivation analysts hypothesize that people who are heavy viewers of television will be more likely to hold beliefs and attitudes congruent with the messages and world view of television. (Shanahan, 1998). Analyses and comments on the theory are common among communication scholars and theorists. Griffin (2012: 366) states that:

> Most people who decry violence on television are worried that it affects receptive young viewers by encouraging aggressive behaviour". Griffin however observed that the cultivation theory transcends television violence, that scholars had, for instance, used it to theorize about how television "affects the perceptions about health risks of smoking, the popularity of various political positions, and appropriate gender roles". He concluded that, "the ways television might affect views of social reality are probably too many to count

Gerbner and Gross (1976) further assert that those who watch television more have the perception that real world is similar to the world presented in television dramas. This phenomenon is highly inhibited by heavy viewers of television than light viewers. For holding up this theory, "several studies showed significant relationships between the amount of exposure

to television and viewers' specific attitudes, perceptions, and beliefs about the social world that were derived from televised contents" (Konijn, Molen, andGeemen , 2005). Over the past decades, television has become a powerful source of information about social reality to many people (Roskos and Davies, 2004; Van den Bulck, (1996). In fact, two basic assumptions underlying cultivation theory are that television is the most important distributor of social reality information and that heavy viewers of television hold beliefs about the social world that are more consistent with televised representations than light viewers do (Gerbner and Gross, 1979; Gerbner, Gross, Morgan andSignorielli, 1994)" (Juliette, Konijn,Vanand Walma ,2005).

However, the cultivation theory is similar to other media effects theories in the fundamental assumption that media contents influence behaviours on its audience, the theory, to an extent focuses on the long term process of audience attitudes, while other media effects theories focus on immediate or short term behaviours of the mass audience.

2.6.2 Social Learning Theory/Modelling Process

The social learning theory was propounded by Albert Bandura in 1977 emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Most of the research on television violence, according to Cullingford (1984), is designed to demonstrate a clear connection between what is seen on the screen and what is enacted in real life. Social learning theory suggests that viewing any content leads children to reproduce this content when there is good reason to reproduce it in their environment (Dorr,1986). Social learning theory has been applied extensively to the understanding of aggression and psychological disorders, particularly in the context of behaviour modification.

Bandura (1977) further postulate that:

> In society children are surrounded by many influential models, such as characters on television. These models provide examples of behaviour to observe and imitate, e.g. masculine and feminine, pro and anti-social. Children pay attention to some of these models and encode their

> behaviour. At a later time they may imitate the behaviour they have observed. They do this regardless of whether the behaviour is 'gender appropriate' or not but there are a number of processes that makes it more likely that a child will reproduce the behaviour that its society deems appropriate for its sex.

It rests on the hypothesis that children learn from and imitate what they see: that they model their behaviour from television, they observed specifically when the individual is rewarded for aggressive acts, as they constantly witness 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. Hence human social behaviour is learned, and much of this process occurs through trial and error, especially in the earliest years of life.

Observational learning takes place when children pattern their behaviour to that of models. By watching television, a child can learn new forms of behaviour. Not only does learning from television consist of improving one's knowledge of what is going on in the world that is political, economic, industrial, and foreign affairs but television is also a major source of social learning (Gunter &McAleer, 1997). According to Gunter and McAleer (1997), through television, children may learn about themselves, about life, about how to behave in different situations, about how to deal with personal and family problems, and so on. The most common and pervasive examples of social learning situations are television commercials. Commercials suggest that drinking a certain beverage or using a particular hair shampoo will make us popular and win the admiration of attractive people. Depending upon the component processes involved such as attention or motivation, we may model the behaviour shown in the commercial and buy the product being advertised.

According to Pfukwa (2001), the modelling process is the application of the general social learning theory to the acquisition of new behaviour from media presentations. The media

are said to be readily accessible and attractive sources of models. They give symbolic modelling of almost every conceivable form of behaviour. Young people acquire attitudes and emotional responses and new styles of conduct from television, for example, from the films they watch. They acquire new types of behaviour from exposure to multimedia communications. Children usually want to identify with models whom they view as attractive and with of imitation. For example, they may emulate the T.V. character as a role model. Teenagers may emulate an international popular musician or the way a T.V. character dresses, behaves and the kind of food they eat. Also a lot of teenage girls are dieting to try to maintain what they call a super figure. Nigerian Children/youths want to imitate the Western models they see on T.V. for example, Super Model, Miss Universe, Miss World and Miss Malaika. They want to look like these beauty queens. Therefore, it is very clear from this theory that television has great powers to shape the way children/teenagers behave. To sum it up Kwaramba (2002) says, three kinds of effects are generally identified. These are:

• Cognitive, to do with knowledge and feelings,

• Affective, to do with attitude and feelings,

• Behavior, which is the main focus of the duty to do with behavioural change.

In conclusion these theories hold the fact that the media most especially “television” has the will power to enforce and influence the attitudes of its viewers who are well exposed and informed by this audio-visual medium by shaping their beliefs and mentality on how they perceive the real world. They will reflect and refer to the most common images or recurrent messages thought to have an impact on their own lives.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This study examined the Effects of Television Viewing on the Habits of Secondary School students in Zaria**.** 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.

3.1 Research Design

A research design refers to a detailed outline of how an investigation is going to take place. It includes how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.

According to Terre Blanche and Durrheim (2002:29):

> Research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

Leedy (1993) further assert that research design can be defined as the common sense and clear thinking necessary for the management of the entire research endeavour and a complete strategy upon the central research problem. However for the purpose of this research, the researcher adopted the survey method in soliciting the relevant information needed from the study population who form the scope of this study. According to Baran (2002) "surveys allow communication researchers to measure characteristics, opinions or behaviours of a population by studying a small sample from that group and then generalize findings". The survey research design is a valuable tool for assessing opinions and trends because it is used to handle a large population especially on issues of the moment that involve systematic collection of data from population of study through the use of questionnaires, interview, observation etc. However, the

researcher employed the use of survey method because the survey method gets an overview of the opinion of respondents. This research work combined elements of quantitative and qualitative methods of research.

Quantitative research design is the standard experimental method of most scientific disciplines. These experiments are sometimes referred to as true sciences, and use traditional mathematical and statistical means to measure results conclusively. They are most commonly used by physical scientists, although social sciences, education and economics have been known to use this type of research. It is the opposite of qualitative research. Harwell (2011) posits that, Quantitative research methods attempt to maximize objectivity, replicability, and generalizibility of findings, and are typically interested in prediction. Integral to this approach is the expectation that a researcher will set aside his or her experiences, perceptions, and biases to ensure objectivity in the conduct of the study and the conclusions that are drawn. Quantitative research on the other hand refers to an approach that collects, analyzes and displays data in numerical rather than narrative form. The essence of adopting this method is because of its flexibility and interactive nature that will best assist in the collection of data on the phenomenon under study.

Qualitative research method focuses on gathering of verbal and written data rather than measurement. According to Shank (2002:4) qualitative method is "a form of systematic empirical inquiry into meaning". By systematicand empirical Shank suggest a process of inquiry that is "planned, ordered and public", and which thus is grounded in the world of experience.

Denzin and Lincoln, (2005:3) Supports this view by concluding that:

> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their

> natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

This therefore makes the researcher to serves as the primary data gathering instrument in qualitative research because; the researcher employs various gathering strategies, depending upon the thrust or approach of the study. Therefore the suitability of both methods for this research is due to the fact that they are needed to address the research topic in accordance with the research objectives. More so, the study adopts both methods because of their determinant, flexibility and their interactive nature that will assist in the collection of data on the phenomenon under study.

3.2 Study Population

A population is a collection of elements about which we wish to make an inference. This refers to a set of all possible cases of interest in a given research activity. It is a collection or set of individuals or objects whose properties are to be analyzed. (Bello and Ajayi, 2001). Corroborating this view, Marzcyk, DeMatteo and Festinger (2005) sees population of a study as the entire relevant number of people within the scope of the research. This is usually defined by the purpose of the study or the research questions or rather what the research is aimed at answering. The population for this study is male and female students of Demonstration Secondary School (ABU main campus) and Government Secondary School Jama'a, Zaria. Data obtained from the schools' administrative departments put the entire students population at three thousand, two hundred and eighty-two students, (3,282) with Demonstration Secondary School having a student population of one thousand, seven hundred and fifty-seven (1,757) while Government secondary school has a student population of one thousand, five hundred and twenty-five (1,525) respectively.

3.3 Sample Size/ Technique

The main function of the sample size/technique is that it allows the researcher to conduct the study of individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much like a give-and-take process. The population "gives" the sample, and then it "takes" conclusions from the results obtained from the sample. In this study, the researcher used a random sampling technique in the collection of data. This was achieved through the use of questionnaires to enable the researcher to better analyze and examine the effects of television viewing on the habitsof Secondary School students. Hence in determining the sample size of the given population of three thousand, two hundred and eighty two (3,282) the statistical formula was used. According to Yamane (1967) sample size can be determined by the following formula.

$$n = \frac{N}{1+ N (e)^2}$$

Where:

N = Total Population

E = Level of precision or error limit = 5% or 0.05

n = Sample size

Therefore:

$$N= \frac{3282}{1+3282 (0.05)^2}$$

$$= \frac{3282}{9.205 = 356.5}$$

n = 357

Creating room for inaccurate filling of questionnaire and drops out (5%)

$$\frac{5 \times 357}{100} = 17.85$$

357+ 18 = 375.

Therefore for a population of one thousand, seven hundred and fifty five students, the researcher employed a random distribution of the sum of three hundred and seventy five copies of questionnaire to the respondents.

3.4 Research Instruments

Due to the nature of this study, the researcher used Questionnaire, Focus Group Discussion (FGD) and Key Informant Interview (KII) as instruments for data collection. The essence of research instrument is to enable the researcher gather pertinent data that will be used to answer the research questions.

3.4.1 Questionnaire

According to Martherset, al (2009) Questionnaires are very convenient way of collecting useful comparable data from a large number of individuals. Bello and Ajayi (2000) further asserts that, a questionnaire is a series of relevant questions sometimes statements which are usually used to elicit information from target population of a given study. The Questionnaire is one of the research instruments commonly used in the behavioural sciences and it involves drawing up a set of questions on various subjects or specific aspects of a subject that a selected number of a population are requested to answer (Sobowale, 1983). The Questionnaire is a veritable way of eliciting the views of a group, people or population of the study about an event, activity or phenomenon.

Questionnaire form part of the instrument for data collection for this study because it will provide one of the best means for collecting the varied views of the respondents concerning the impact of television on the Nigerian child and provides a deeper insight into the views of the students concerning the issue under prop. There are two types of questionnaire that are commonly used in research: close-ended and open-ended questionnaire format. The close-ended is the type that no respondents' answers are limited to a fixed set of responses, usually the Yes or

No response and/or several options from which to choose. The open-ended is the type that no options or predefined categories are suggested. The respondents supply their own answer without being constrained by a fixed set of possible responses. For this study, the close-ended and open-ended questionnaire format is employed in order to elicit adequate information from the respondents. When properly constructed and responsibly administered, questionnaires become vital instruments by which statements can be made about specific groups or people or entire population.

3.4.2 Focus Group Discussion (FGD)

Focus Group Discussions involves a series of dialogues between the researcher and the target audience and also among the target audience themselves. They allow for a more extensive and in-depth narration of experiences and information sharing about a subject matter. Focus Group Discussion is a research instrument that involves a small group (usually three to eight people) who are drawn together for an in-depth discussion on a specific issue. This is like an in-depth interview but using a group rather than an individual (Fawole, et al, 2006).

However, the study employed the FGD method by forming two groups of eight (8) discussantseach from both schools. The discussantsare students that were randomly selected from eachclass (JSS1-SS3) making up a total sixteen (16) persons. The essence is to find out the effects of television viewing on the habits of secondary school students. The researcher also participated actively in the process of the entire activity which gave room for first-hand experience and information gathering.

3.4.3 Key Informant Interview (KII)

The key informant interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews. Key Informant Interview

method requires the interviewer asking questions generally in a face-to-face contact to the other person or persons. (At times the Interviewee may also ask certain questions and the interviewer responds to these, but usually the interviewer initiates the interview and collects the information.) This sort of interview is direct personal investigation in which the interviewer has to collect the information personally from the sources concerned. He has to be on the spot and meet people from whom data have to be collected. This method is particularly suitable for intensive investigations (Somekh, B. and Lewin, C. 2005). The method of collecting information through personal interviews is usually carried out in a structured way. As such we call the interviews as structured interviews. Such interviews involve the use of a set of predetermined questions and of highly standardized techniques of recording.

Meanwhile, the researcher used this instrument to interview four (4) teachers, two each from both schools and six (6) parents whose children are students in both schools in Zaria metropolis. This will enable the researcher get in-depth information on the effects of television viewing on habit formation of secondary school students.

3.5. Reliability of the Instrument

The reliability of instruments was determined by pretesting each at a time before administering the same instrument to the respondents. According to Gregory (2007), reliability refers to the attribute of consistency of results in a measurement by a research instrument. The researcher determined the reliability of the instruments through internal consistency. Mugenda and Mugenda (2003), defines internal consistency as a way of establishing reliability of test items whereby data is determined from scores obtained from a single test administered by the researcher to a sample of subjects after which scores obtained from one item are correlated with scores obtained from other items in the instrument to establish their coefficient. This reduces

time required to compute a reliability coefficient and its application results in a more conservative estimate of reliability.

A pilot study was carried out in both schools. The study areas are Demonstration Secondary School and Government Secondary School Jama'a, Zaria. In administering the instrument of data collection for this study, a total number of 38 copies of questionnaires were distributed among the respondents. The choice of this number was due to the fact that it is ten percent of the sample size and a fair representation of the entire study population. The quantitative data gathered was interpreted and analysed in line with the objectives of the study, deductions were drawn from the results with regards to the subject of investigation. However, nineteen copies of questionnaires were distributed each to secondary school students in both schools. The respondents filled and returned the copies of questionnaires. That is to say that all 38 copies of questionnaires were administered and retrieved from the respondents. Thus, data from the questionnaire was statistically analysed using the SPSS program for the data analysis. Descriptive analysis was therefore used to provide a summary of the responses and the information is presented numerically. The results are displayed using tables and a summary of data collected is done for each table. After computing the scores, a correlation was done so as to establish the correlation coefficient. According to Bowling (2002) an alpha of 0.5 or higher is considered a sign of acceptable internal consiste0ncy. The present study yielded a reliability of 0.481 which is slightly higher than the recommended and so it is acceptable.

3.6 Validity of the Instrument

According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of inferences, which are based on the research results. In fact, it is the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study. In order to increase content validity of the instruments, items from the questionnaires were tested using the

same questions to different participants. The respondents were asked to complete the questionnaires and give comments on clarity of instructions and relevance of the individual question as they appeared on the questionnaire. Pilot testing enabled the researcher to identify shortfalls in the instruments such as ambiguity, unclear directions, clustered questions, insufficient space for responses, wrong numbering and spellings among other mistakes. The researcher corrected the erroneous areas and therefore confirmed content validity of the instruments.

3.7 Method of Data Analysis

Knowing that inferences would be drawn from the data collected, it is essential that simplicity and effectiveness be ensured. The descriptive statistical method was employed in this study by utilizing simple percentage, frequency tables, charts and figures. This is so because, with descriptive statistics, data is reduced to understandable and meaningful level, which allows for easier interpretation. The analysis was based on the findings derived from the presentation and interpretation of the data collected.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter deals with the presentation of results and discussion of data gathered for the study through the administration of copies of questionnaires, focus group discussion and key informant interview on The Effects of Television Viewing on the Habits of Students in select Secondary Schools in Zaria. This study adopted both the quantitative and qualitative methods of research for data collection and analysis. The quantitative data gathered through questionnaire were analyzed while the qualitative data from focus group discussion and key informant interview was used to support the findings of the quantitative data. The data collected using the quantitative approach was coded using the Statistical Package for Social Sciences (SPSS) software. It was accompanied by the interpretation of the data and graphical illustration of data in form of pie charts, frequency tables and bar charts for better understanding. To achieve the objectives of this research, a sample of three hundred and seventy five copies of questionnaire was administered to students of Demonstration Secondary School (DSS) and Government Secondary School (GSS), Zaria (Two hundred and one copies for DSS and one hundred and seventy fourCopies for GSS). Out of the three hundred and seventy five copies of questionnaire distributed, three hundred and forty copies of questionnaire were filled and returned by the respondents from both schools (One hundred and eighty five from DSS and one hundred and fifty five from GSS). This represents a high response rate of 91%. The data collated was divided into four sections. The demographic data takes the first section while data presented and responses to the research questions/objectives form the other sections.

4.1 Presentation of Data

The following research findings derived from the questionnaire are further presented and analysed below:

SECTION A: Demographic Information of Sampled Population of the two secondary schools.

Table 1: Demographic Characteristics of Respondents selected from Demonstration Secondary School (DSS) and Government Secondary School (GSS) Jama'a,Zaria.

Variables	Frequency		Average %	Average Mean
Age	**DSS**	**GSS**		
10 – 13	79 (50.3)	78 (49.7)	46.2	
14 – 17	106 (57.9)	77 (42.1)	53.8	13.7
	185	**155**		
Sex				
Male	101 (54.6)	84 (45.4)	54.4	
Female	84 (54.2)	71 (45.8)	45.6	
Religion				
Islam	124 (46.8)	141 (53.2)	77.9	
Christianity	61 (81.3)	14(18.7)	22.1	
Others	-	-	-	
Household size				
1-5	70 (84.3)	13 (15.7)	24.4	
6-10	95 (45.5)	114 (54.5)	61.5	9.3
11-15	10 (50.0)	10 (50.0)	5.9	
16-20	6 (54.5)	5 (45.5)	3.2	
21-25	4 (28.6)	10 (71.4)	4.1	
26-30	-	3 (100)	0.9	
Class				
JSS1	32 (53.3)	28 (46.7)	17.6	
JSS2	25 (62.5)	15 (37.5)	11.8	
JSS3	36 (59.0)	25 (41.0)	17.9	
SS1	29 (54.7)	24 (45.3)	15.6	
SS2	30 (47.6)	33 (52.4)	18.5	
SS3	33 (52.4)	30 (47.6)	18.5	

Source: Field Data from DSS and GSS Zaria, May, 2016.

Note: Figures in parentheses are in percentages.

Age Distribution of Respondents

The demography of the respondents shows that the age bracket of 14-17 years had the highest frequency for both schools with 57.9% for DSS and 42.1% for GSS, while ages 10-13 had 50.3% for DSS and 49.7% for GSS with an average mean of 13 years. This implies that 14-17 years has the highest number of respondents with an average age of 13 years found in secondary schools.

Distribution of Respondents by Sex

The response rate on gender type reveals that majority of the respondents from both schools are males representing an average population of 54.4 %. 54.6% males from DSS and 45.4% males from GSS. The female constitutes the lowest number of respondents with an average population of 45.6 % with 54.2% for DSS and 45.8% for GSS respectively. This indicates more number of male students in both secondary schools.

Religion Status of Respondents

The table indicates that 77.9% of the respondents are Muslims while 22.1% are Christians. Other religions were not specified. This indicates that majority of the students found in the selected secondary schools are Muslims.

Household Size of Respondents

The distribution of the respondents from the two schools by household size showed that 24.4% of the respondents had 1-5 members, 61.5% had (6-10) members while 5.9% had (11-15) members, 3.2% had (16-20) members, 4.1% had 21-25 members and 0.9% had (26-30) members. The significance of this spread is that majority of the respondents are within the household population of 6-10 members. Thus the calculated mean value (average) of household size of the population was found to be 9.3. This implies that family of each respondent has at least 7 people in the house.

Class of Respondents

The distribution of the respondents for both schools according to class illustrates that the average number of students in JSS 1 (17.6%), JSS 2 (11.8%), JSS 3 (17.9%), SS 1 (15.6%), SS 2 (18.5%) and SS 3 (18.5%) representing the total population of students from the two secondary schools. The essence of this class distribution is to ensure that students of these classes are given a fair chance to contribute by responding to the distributed copies of questionnaire on the research topic.

SECTION B: Television Viewership and Frequency of Respondents from the Two Secondary Schools

Respondents' access to television set at home

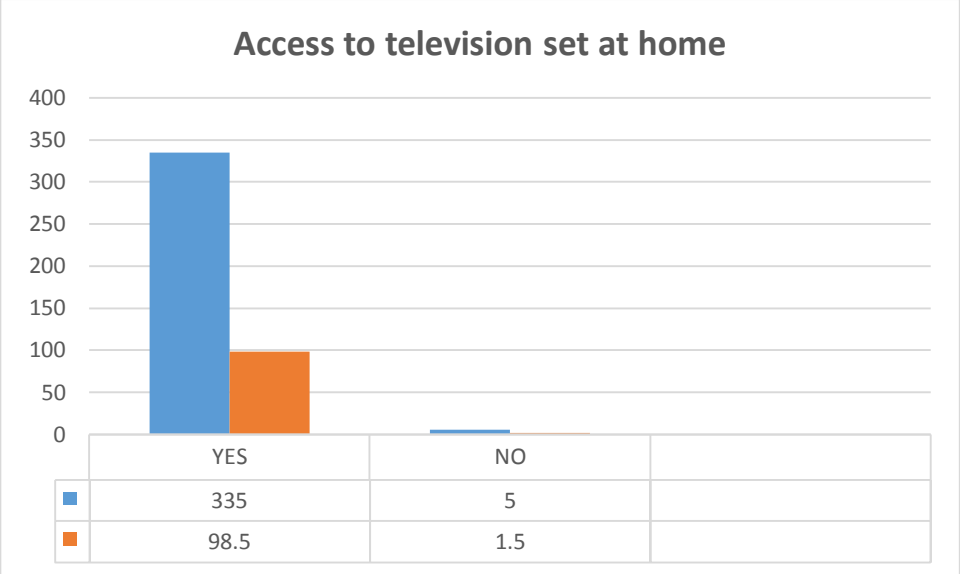
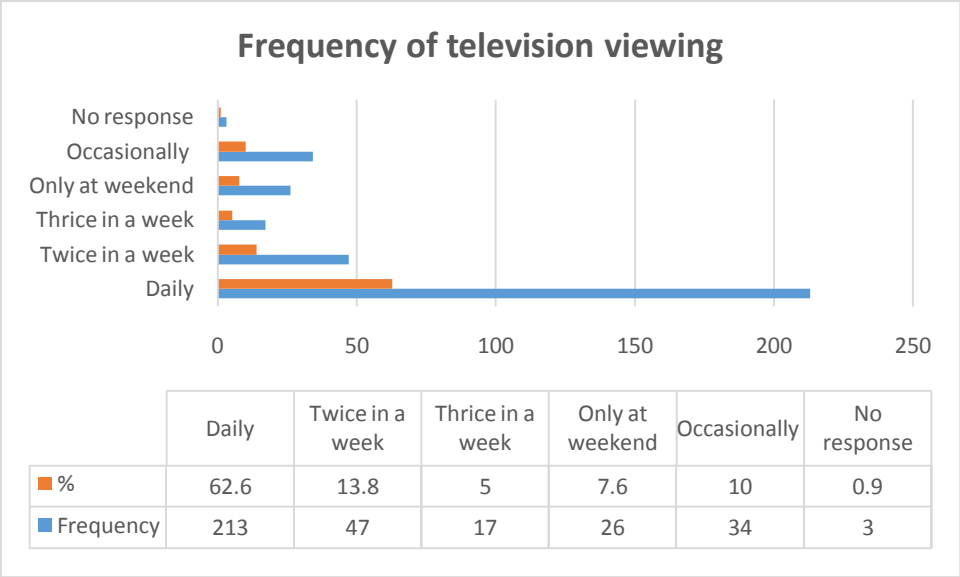


Figure 1: Bar chart showing students access to television set at home.

The chart above shows that 335 representing 98.5% of the respondents agree that they have access to the television set at home while 5 representing 1.5% of the respondents do not have access to television set at home. Hence, majority of the students have access to the television set at home which implies that the television set is a common asset found in their homes. KII with DSS teacher, Mr Muhammad KabirIdris reveal that "As a teacher, I can say that

television is a common appliance found in many homes and as such many children including those at the secondary school level have access to the television set".(*Researcher's interview with Mr Muhammad KabirIdris, Teacher, DSS, November, 2016*).This depicts that one can hardly find a home without a television set which implies that secondary school students have access television.

Respondents' response to television viewing frequency



	Daily	Twice in a week	Thrice in a week	Only at weekend	Occasionally	No response
%	62.6	13.8	5	7.6	10	0.9
Frequency	213	47	17	26	34	3

Figure 2: Bar chart showing students' frequency rate of television viewing

The above chart indicates that 62.6% of the respondents watch television daily, 13.8% of the respondents watch television twice in a week, 5% of the respondents watch television thrice in a week, 7.6% of the respondents watch television only at weekends, 10% of the respondents watch television occasionally and 0.9% of the respondents went for no response. This shows that majority of the students watch television daily. Also, data from FGD sessions from both schools gathered that the students watch television daily.(*FGD response DSS and GSS, November, 2016*).This indicates that daily exposure to television viewing has become part of the habits of the students.

Respondents' response to purpose for watching television

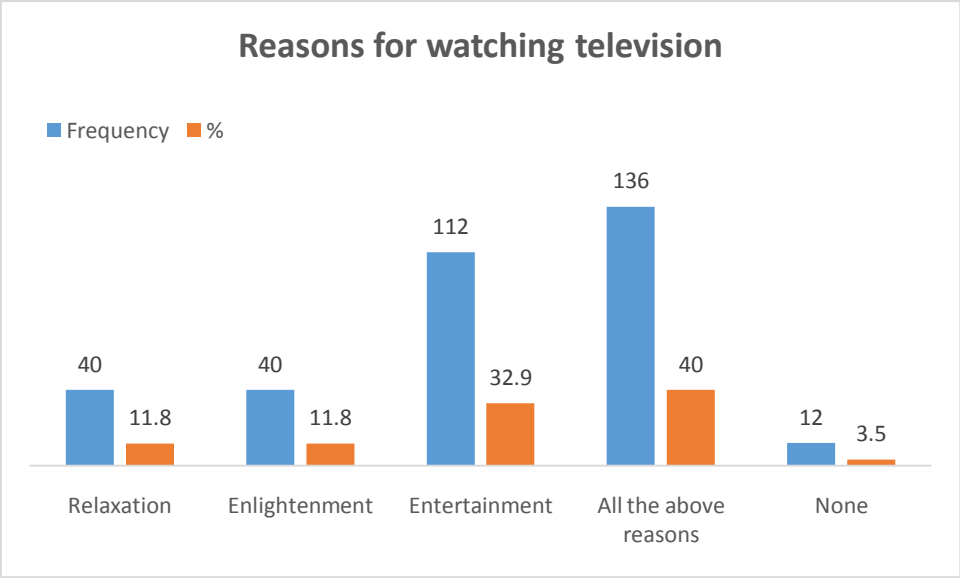


Figure 3: Bar chart showing respondents' purpose for watching television.

From the chart above, it can be deduced that 11.8% of the respondents watch television for relaxation purpose, 11.8% of the respondents watch television for enlightenment purpose, 32.9% of the students watch television for entertainment purpose, 40% of the respondents watch television for all of the above reasons and 3.5% of the respondents went for none of the reasons. This indicates that students watch television for relaxation, enlightenment and entertainment. Also, FGD response from both schools discovered that the students watch television for enlightenment, entertainment and education purpose. (*FGD response from DSS and GSS, November, 2016*).Also, KII with parent, Mr Khalid MuhammedYakubu a further supports that:

> Aside relaxation, especially during their leisure time at home, my children watch television because they want to be updated with the new frontiers, they want to know what is happening in the world in order for them to be entertained and educated. (*Researcher's interview with Khalid MuhammedYakubu, November, 2016).*

Hence, it is obvious that secondary school students access to the television set is determined by several purposes which includes; relaxation, enlightenment and entertainment purpose.

Respondents' response to frequency of hours devoted to watching television

Table 2: Hours devoted to watching television by respondents

Variables	Frequency	Percentage	Mean
1-2 hours	126	37.1	
3-4 hours	90	26.5	
5-6 hours	35	10.3	
≥7hours	44	12.9	
None of the above	45	13.2	

Source: Field Data from DSS and GSS Zaria, May, 2016.

From the above table 37.8% of the respondents watch television for 1-2 hours, 26.5% of the respondents watch television for 3-4 hours, 10.3% of the respondents watch television for 5-6 hours, 12.9% of the respondents watch television for 7 hours and above while 13.2% of the respondents do not have specified time in watching television. Furthermore, data from KII with parent, Mrs Ada Sunday supports that "My children watch their favourite television programmes for an hour or two daily, depending on the programme duration". (*Researcher's interview with Mrs Ada Sunday, November, 2016).* This indicates that most of the students watch television for 1-2 hours while the average hour they watch television is 2 hours per day.

SECTION C: Level of exposure to television channels and programmes viewed by Secondary School students.

Respondents' response to having a favourite television programme

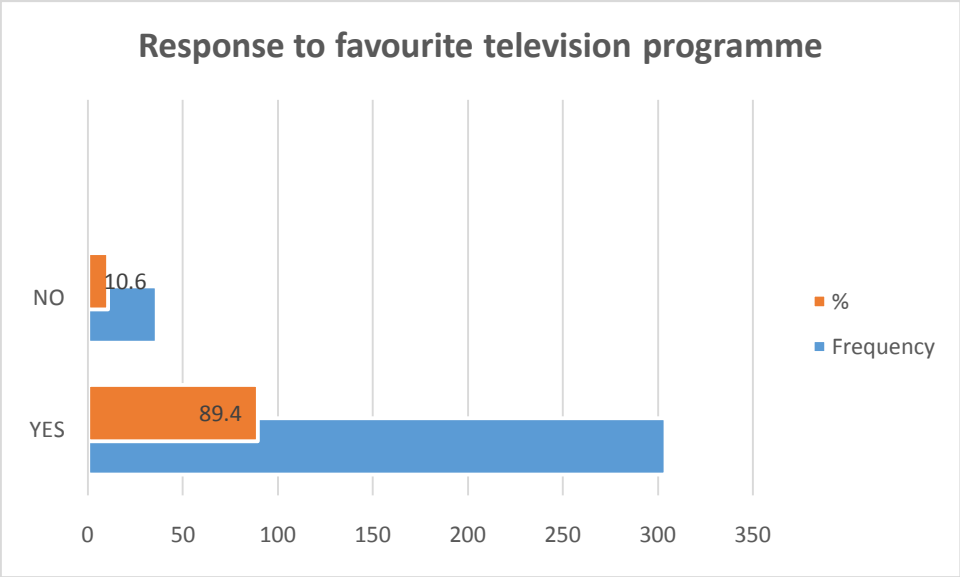


Figure 4: Bar chart showing respondents response to having a favourite television Programme

The chart above shows that majority of the respondents representing 89.4% of the students have a favourite television programme while very few 10.6% of the respondents do not have a favourite television programme. This depicts that a higher percentage of the students have a favourite television programme which they view on television. Thus, the students are accustomed to viewing certain television programmes that appeals to them which can in turn affect their cognitive development because frequent exposure to content of such television programmes tend to instil perceptions of the outside world which can be harmful on the habits of the students.

Respondents' response to favourite television programme(s)

Table 3: Respondents' favourite television programme(s)

Favourite programmes	Frequency	%
Educational	133	39.1
Religious	152	44.7
Music	124	36.5
Cartoons	189	55.6
Films/Movies	251	73.8
News/Documentaries	170	50.0
Advertisement	30	8.8
Fashion/Lifestyles	77	22.6
Sports	121	35.6

Source: Field Data from DSS and GSS Zaria, May, 2016.

From the table above, the responses from the respondents on their favourite television programme indicates that 39.1% of the respondents favourite television programme is Educational, 44.7% of the respondents favourite television programme is Religious, 36.5% of the respondents favourite television programme is Music, 55.6% of the respondents favourite television programme is Cartoons, 73.8% of the respondents favourite television programme is Films/Movies, 50.0% of the respondents favourite television programme is News/Documentaries, 8.8% of the respondents favourite television programme is Advertisement, 22.6% of the respondents favourite television programme is Fashion/Lifestyle and 35.6% of the respondents favourite television programme is sports. The above distribution reveals that majority of the respondents favourite television programme is Films/Movies while the least percentage of the students view Advertisement as their favourite television programme. In support of the above finding, FGD response from participants in both schools revealed that the students favourite television programmes is films/movies. (*FGD response from DSS and GSS, November, 2016*).

KII with teacher Mr Muhammad KabirIdris corroborate that:

> As a teacher, from a close observation of the way my students behaves and Interacts with their peers, one can easily conclude that their favourite television programme is movies especially foreign movies such as Indian movies, most especially in this environment where such movies are being subtitled in Hausa language the dominant dialect spoken by majority of the students. (*Researcher's interview with Mr Muhammad KabirIdris, Teacher, DSS, November, 2016*).

The implication from the above distribution reveals that watching Films/Movies have become a habit or a norm on the part of the students which can influence their thoughts about the world due to the kind of contents contained in some of those programmes.

Respondents' response to reasons for watching television

Table 4: Respondents' frequency distribution to reasons for watching their FavouriteTelevision programmes

INDICES	SA	A	U	D	SD
It increases my scope of knowledge	193 (56.8)	111 (32.6)	24 (7.0)	9 (2.6)	3 (0.9)
It increases my faith	130 (40.0)	89 (26.2)	81 (23.8)	20 (5.9)	14 (4.1)
It lightens up my mood and makes me happy	173 (50.9)	101 (29.7)	44 (12.9)	17 (5.0)	5 (1.5)
It helps me to improve on my social life	142 (41.8)	119 (35.0)	48 (14.1)	23 (6.8)	8 (2.4)
It keeps me informed about my environment and beyond	152 (44.7)	76 (22.4)	67 (19.7)	17 (5.0)	25 (7.4)
It keeps me aware of new brand/products	138 (40.6)	103 (30.3)	66 (19.4)	16 (4.7)	17 (5.0)
It teaches me the latest fashion trend	95 (27.9)	84 (24.7)	95 (27.9)	33 (9.7)	33 (9.7)
It keeps me entertained	177 (52.1)	89 (26.2)	53 (15.5)	9 (2.6)	12 (3.5)

Source: Field Data from DSS and GSS Zaria, May, 2016.
Note: figures in parentheses are in percentage

The above distribution shows that 56.8% of the respondents strongly agreed that they prefer watching television programmes because it increases their scope of knowledge, 32.6% agreed, 7.0% undecided, 2.6% disagreed and 0.9% strongly disagreed. Inference from the responses to this question reveals that the students tendency of viewing Educational television programmes is to increase and gain more knowledge on issues and happenings around them.

From the above table it is observed that 40.0% of the respondents strongly agreed that watching television programmes increases their faith, 26.2% agreed, 23.8% undecided, 5.9% disagreed and 4.1% strongly disagreed. Thus, students' viewership of Religious television programmes is as a result of increasing their faith and other activities inclined to their religious belief such as, adhering to the doctrines of their religion.

The table above depicts that 50.9% of the respondents strongly agreed that watching television programmes lightens up their mood and make them happy, 29.7% agreed, 12.9% undecided, 5.0% disagreed and 1.5% strongly disagreed. This indicates that most of the students watch Musical television programmes because it makes them feel happy and relaxed especially in situations where they have mood swings.

The table above shows that 41.8% of the respondents strongly agreed that watching television programmes helps to improve their social life, 35.0% agreed, 14.1% undecided, 6.8% disagreed and 2.4% strongly disagreed. Hence, it is observed that the students watch cartoon programmes on television in order to help them to improve on their social life.

The above table reveals that 44.7% of the respondents strongly agreed that watching television programmes keeps them informed about their environment and beyond, 22.4% agreed, 19.7% undecided, 5.0% disagreed, and 7.4% strongly disagreed. Therefore, students are fond of viewing television programmes such as News/Documentaries because it keeps them informed about their environment and beyond.

The above table shows that 40.6% of the respondents strongly agreed that watching television programmes keeps them aware of new brand products, 30.3% agreed, 19.4% undecided, 4.7% disagreed and 5.0% strongly disagreed. This implies that students view advertisements on television in order to be well informed and aware of existing new brand products.

The table above shows that 27.9% of the respondents strongly agreed that watching television programmes teaches them the latest fashion trends, 24.7% agreed, 27.9% undecided, 9.7% disagreed and 9.7% strongly disagreed. The above table depicts that students watch television programmes on Fashion/Life style in order to learn about the latest fashion trends.

The table above shows that 52.1% of the respondents strongly agreed that watching television programmes keeps them entertained, 26.2% agreed, 15.5% undecided, 2.6% disagreed and 3.5%. It is clear from the above table that the students watch Sports programmes on television because it keeps them entertained.In Support of the above findings, response from KasimFalalu, FGD participant state that "I prefer watching my favourite television programs/channelsbecause I learn more about my environment and the world". (*FGD response, DSS, November, 2016*). Another FGD participant, Blessed David observed that "Watching my favourite television program lightens up my mood during my leisure time". (*FGD response, DSS, November, 2016*). In addition, FGD participant, AbdulmajidMuhammed posit that "I prefer watching my favourite television programmebecause it keeps me entertained". (*FGD response, GSS, November, 2016*). Also, Deborah Peter an FGD participant further assert that "I prefer watching my favourite television programme tolearn about other peoples' culture and tradition". (*FGD response, GSS, November, 2016*). Corroborating the above findings, KII with parent DrKestonOdiwoaffirm that:

> My children prefer watching their favourite television programmes because theyget a lot of excitement from viewing their preferred programmes. It also improves on their social lives as they learn some vocabularies which they inculcate in their daily conversation at home and outside the house. (*Researcher's interview with Dr KestonOdiwo, November, 2016).*

From, the above response, it is clear that television viewing have positive impact on secondary students. Thus,these reasons connotes that the students learn and adopt several positive behaviours from watching their favourite television programmes.

Respondents' response to types of television channels viewed

Table 5: Respondents viewership of television channels

CHANNELS	FREQUENCY	PERCENTAGE (%)
MBC Action	91	26.7
NTA	24	7.1
Zee World	40	11.7
Arewa T.V	22	6.5
BBC	11	3.2
Sunnah T.V	39	11.5
Nickelodeon	57	16.7
Super Sports	9	2.6
Wap T.V	14	4.1
Other channels	12	3.5

Source: Field Data from DSS and GSS Zaria, May, 2016.

In order to determine the type of television channels often watched, the respondents were requested to list 9 of their frequently viewed channels. After doing that, a frequency count of their television channel preferences were constructed and the following were ranked in the table above. It shows that 26.7% watch MBC Action Channel, 7.1% watch NTA, 11.7% watch Zee World, 6.5% watch Arewa T.V, 3.2% watch BBC, 11.5% watch Sunnah T.V, 16.7% watch Nickelodeon, 2.6% watch Super Sports, 4.1% watch Wap T.V and 3.5% watch other channels.

The above ranking shows that a higher proportion of the students watch MBC channels the most. The implication of the above distribution reveals that the students are more inclined to viewing foreign television channels and programmes compare to local television channels and programmes which are accessed via cable or satellite television.. FGD response from participants in both schools reveal that the students access television channels and programmes via cable enabled network devices such as DSTV, STRONG, STAR TIMES and GoTV. (*FGD response from DSS and GSS, November, 2016*). Similarly, KII with Parent, Dr Yusuf Abdulhakeem state that "My children access television programmes through cable network such as DSTV I do not

allow them to access television contents through other means such as recorded video cassettes or DVDs". (*Researcher's interview with Dr Yusuf Abdulhakeem, November, 2016).*

Hence, it is discovered that secondary school students view much of cable or satellite television especially foreign channels and programmes. Thus, viewing certaincontent displayed in these foreign channels is inimical to their behaviours because they tend to consume foreign television contents which are most times alien to the norms and values of the Nigerian society.

Respondents' response to time of viewing television programmes

Table 6: Frequency distribution to time of viewing television programmes

TIME	SCORE	RATIO
Morning	460	1.35
Afternoon	434	1.28
Evening	766	2.25
Late night	483	1.42

Source: Field Data from DSS and GSS Zaria, May, 2016.

Note: Ratio is the inverse relationship between total score and population of the Respondents

The distribution from the table above shows that the ratio of 1.35 respondents views television programmes during morning hours, 1.28 during afternoon hours, 2.25 during evening hours and 1.42 ratio of the respondents views television programmes during late night hours. This implies that the highest ratio of the students watch television more during evening hours. Also, FGD response from Umar Salisu posit that "I only watch television when i am back from school especially in the evenings after school hours". (*FGD response from DSS, November, 2016*). This is in line with the response from KII with parent, Dr Yusuf Abdulhakeem that "My children only watch television programmes during evening hours especially when they are back from school".(*Researcher's interview with Dr Yusuf Abdulhakeem, November, 2016).*

This depict that the students view television after school hours because they are engaged in other activities such as school activities or other household activities during their holidays.

Nevertheless, viewing television at such hours can also interfere with other activities such as attending to home work and assignments as well as engaging in household activities.

Respondents' response to days of viewing television

Table 7: Respondents frequency distribution to days of viewing television

DAYS	SCORE	RATIO
Monday	1317	3.87
Tuesday	1296	3.81
Wednesday	1354	3.98
Thursday	1356	3.99
Friday	1337	3.93
Saturday	1538	4.52
Sunday	1512	4.45

Source: Field Data from DSS and GSS Zaria, May, 2016.

Note: Ratio is the inverse relationship between total score and population of theRespondents

From the above table, it is observed that, the ratio of 3.87 of the respondents watch television more on Mondays, 3.81 watch television more on Tuesdays, 3.98 watch television more on Wednesdays, 3.99 watch television more on Thursdays, 3.93 watch television more on Fridays, 4.52 watch television more on Saturdays and 4.45 watch television more on Sundays. The highest ratio from the above findings shows that students watch television more on Saturdays than other days of the week.Hence, the students view television more during weekends. This is supported by KasimFalalu an FGD participant who posits that "I only watch television at weekends". (*FGD response from DSS, November, 2016*). KII with parent, YunusMuhammedfurther observe that "My children watch television every day including weekends".(*Researcher's interview with Dr Yusuf Abdulhakeem, November, 2016).*The implication of these findings is that secondary school students are accustomed to viewing television more during weekends which can also interfere with their weekend schedule of activities.

SECTION D: Effects of television on habit of secondary school students.

Table 8: Respondents response to the effects of television viewing on the habits secondary school students.

INDICES	SA	A	U	D	SD
Television viewing promotes acts of violence among secondary school students	105 (30.9)	85 (25.0)	54(15.9)	34 (10.0)	62 (18.2)
Television viewing promotes aggressive behaviour among secondary school students	71 (20.9)	85 (25.0)	59(17.3)	64 (18.8)	61 (17.9)
Television viewing promotes nudity among secondary school students	67 (19.7)	88 (25.9)	82(24.1)	43 (12.6)	60 (17.6)
Television viewing habit can lead to poor academic performance of secondary school students	113 (32.2)	87 (25.6)	55(16.1)	48 (14.1)	37 (10.9)
Television viewing encourages sexual behaviour among secondary school students	92 (27.1)	95 (27.9)	36(10.5)	49 (14.4)	68 (20.0)
Television viewing encourages Smoking/drug abuse among secondary school students	89 (26.2)	72 (21.2)	64(18.8)	48 (14.1)	67(19.7)

Source: Field Data from DSS and GSS Zaria, May, 2016.
Note: Figures in parentheses are percentage

From the above distribution, it is observed that 30.9% of the respondents strongly agreed that television viewing promotes acts of violence among secondary school students, 25.0% agreed, 15.9% undecided, 10.0% disagreed and 18.2% strongly disagreed. The implication of the above result shows that there is a link between manifested acts of violence and television viewing among secondary school students. This is in agreement with FGD response fromUmar Salisuwho observed that "After watching certain television programmes such as movies,I sometimes engage my friends in a fight during disputes. I exhibit the actions of some of my favourite television characters I see on the television screen such as martial arts, boxing etc". (*FGD response from DSS, November, 2016*). Another response from Mustapha Faizah an FGD participant posit that"there have been cases where students involve in knife fights in theschool premises and from their actions one can tell that it is as a result of watching certain television

programmes that portray violent acts". (*FGD response from DSS, November, 2016*). Furthermore, KII with parent, Khalid Muhammad Yakubudiscovered that;

> Violence is prevalent among secondary school students because I have seen my children practicing martial acts such as karateon their peers. This is as a result of the influence of watching their favourite characters displaying such moves and techniques on television.(*Researcher's interview with Khalid Muhammad Yakubu, November, 2016).*

Also, KII with parent, Ada Sunday further argues that;

> The type of programmes they watch affects their behaviour, for instance afterwatching a particular programme my children practice what they watch as they are always ready to engage themselves in a fight. This behaviour prompted me to restrict the type of television programmes they watch.(*Researcher's interview with Ada Sunday, November, 2016).*

In support of the above views from the respondent, KII with teacher,Mr Muhammad KabirIdris affirm that:

> Watching certain television programme affects the students so much that several cases of injuries as a result of incessant rough play among our students have been reported to the school management. It became a serious concern because many of the students involved in such playful acts do not even differentiate between the type of play and what they play with. This attitude influences their relationship with their fellow peers. (*Researcher's interview with Mr Muhammad KabirIdris, Teacher, DSS, November, 2016*).

Also, KII with teacher, Mr AbdurazakKassimreveal that;

> Violence is a common habit among our students, there are certain times we had togo about searching our students to recover dangerous instruments which they use as weapons to threaten and even engage in a fight with their peers. We recovered machetes, daggers, Knives and other dangerous instruments from some of the students.(*Researcher's interview with Mr AbdurazakKassim, Teacher, GSS, November, 2016*).

Hence, such violent behaviours could bring about social vices such as cultism, robbery, rape and torture as a result of the being influenced by programmes that portrays such acts.

The above table shows that 20.9% of the respondents strongly agreed that television viewing promotes aggressive behaviour among secondary school students, 25.0% agreed, 17.3%

undecided, 18.8% disagreed and 17.9% strongly disagreed. The inference from the table reveals that television viewing promotes aggressive behaviour among secondary school students.This coincide with the observation of Mustapha Faizah, FGD participant that "I sometimes use some foul languages I learnt from watchingcertain programmes on television on my teachers to see their reactions or hurt their feelings whenever they get me angry". (*FGD response from DSS, November, 2016*). Also, another FGD participant Suwaiba Imam maintains that:

> I have witnessed some cases where a child who watchedacts of aggressive behaviours on television tends to disrespect their parents and people living around his environment. Also, my sister in JSS2 has been scolded severally for being aggressive at home. This she attributed to watching aggressive behaviours on certain television programmes. (*FGD response from DSS, November, 2016*).

In support of the above finding, KII with teacher, Mrs HalimahBalaposit that "Some of the students exhibit aggressive behaviours, we have had several cases of students exhibiting such behaviours in the school premises". (*Researcher's interview with Mrs HalimahBala, Teacher, DSS, November, 2016*). This is further supported by KII with teacher, Mr AbdurazakKassim that;

> Aggressive behaviour is prevalent among the students. We have recorded a casewhereby a student attempted to beat up one of the teachers after exchanging words with the teacher. This is part of the negative influence of television on our students because they learn such behaviours from certain television programmes/contents, especially movies where they see such actions as normal. (*Researcher's interview with Mr AbdurazakKassim, Teacher, GSS, November, 2016*).

This depict that secondary school students are vulnerable to viewing acts of aggressiveness on television. This can lead to acts of rudeness, indiscipline, vengeance among others. They replicate such actions by being aggressive to their peers and people around them.

The distribution from the above table shows that 19.7% strongly agreed that television viewing promotes nudity among secondary school students, 25.9% agreed, 24.1% undecided, 12.6% disagreed and 17.9% strongly disagreed. Hence, it is observed that television viewing

promotes act of nudity among secondary school students. This finding is supported by FGD response from IsahYunusa that;

> Watching certain television programmes influence students manners of dressing for instance, majority of the boys in this school are fond of sagging their trousers. They cut their trousers into sizes, all in the name of the latest fashion trend which they watch on television. (*FGD response from DSS, November, 2016*).

Another FGD response from AbdulmajidMuhammed confirm that "As, students, watching television influences our mode ofdressing. Several cases have been reported about students who put on school uniform that go against the school dress code. For instance, boys putting on pencil trousers".Similarly, KII with parent, Mrs Ada Sunday argues that "Watching certain television programmes affects my children manners of dressingespecially the grown up ones, they always copy their stars on television especially the act of sagging their trousers. It affects the boys and girls".(*Researcher's interview with Ada Sunday, November, 2016).*

Furthermore, KII with teacher, AbdurazakKassimreveal that "Indecent dressing is the order of the day among our students to the extent that thestate government had to change their school uniform. The students are mostly fond of slim fitting their uniforms". (*Researcher's interview with Mr AbdurazakKassim, Teacher, GSS, November, 2016*). This is further affirmed in a KII with teacher, MuhammedkabirIdris who postulate that;

> Indecent dressing happens on a daily basis in this school, it is a serious challenge for us to curtail as teachers. We have imposed tough sanctions and punishment on students that bridge the school's dress code. We have several cases of students who sag their trousers especially among the male students, also majority of the female students shape their school uniforms to reveal sensitive parts of their body and apply elaborate make up such as those worn by their favourite characters on television, these has resulted to distractions among their fellow students and even teachers. (*Researcher's interview with Mr MuhammedKabir, Teacher, DSS, November, 2016*).

This is evident among youngsters' who go about nude in skimpy and body revealing clothes as they are seen incorporating themselves into the latest fashion craze especially in

imitating the fashion and lifestyles of their favourite movie or celebrity stars which they identify with as a result of television viewing.

From the above table we can deduce that 33.2% of the respondents strongly agreed that television viewing can lead to poor academic performance of secondary school students, 25.6% agreed, 16.1% undecided, 14.1% disagreed and 10.9% strongly disagreed. This shows that television viewing affect the academic performance of majority of the students. In line with this finding, FGD response from Deborah Peter revealed that;

> Television viewing affects my academic performance, for instance at the tune of my favourite television programme I do not concentrate fully on my books. I give much of my attention to watching the television programme. Most times I do regret it after realizing that it affects the way I respond to my teachers questions in the classroom. (*FGD response from GSS, November, 2016*).

KII with parent, Mrs S.O, Badewa corroborate that:

> Television viewing affects my children academic performance especially when they view television rather than studying for their exams. Sometimes they also suffer from sleeping disorder which affect their school performance as they are fond to develop migraine headaches and sleep during lesson hours. It reduces their scores. (*Researcher's interview with Mrs S.O, Badewa, November, 2016*).

This is further supported in a KII with parent, Dr Yusuf Abdulhakeem that;

> Television viewing, if not controlled has negative impact on children's academic performance, In fact I had the course to believe that one of my children was not performing up to my expectation in her academics because she spend more time in viewing television than studying her books. I had to correct such habit by engaging my children in extra moral classes in order to limit the attention my they give to viewing television. (*Researcher's interview with Dr Yusuf Abdulhakeem, November, 2016*).

Furthermore, in a KII with teacher, Mr AbdurazakKassim, it was observed that;

> It is common because some of the students do not read their books. It is observed that they devote much of their study hours to watching television programmes. Several parents have complained to the school management on the poor academic performance of their children and have resulted to restricting the number of hours their children watch television.

> (*Researcher's interview with Mr AbdurazakKassim, Teacher, GSS, November, 2016*).

This implies that television viewing contributes to poor academic performance of secondary school students most especially when the students give more attention to the television set than studying their books. They tend not to do their assignments/home work as well as a decline in their reading culture and preparation for their school examinations which can lead to low grades.

From the above table, it is observed that 27.1% of the respondents strongly agreed that television viewing encourages sexual behaviour among secondary school students, 27.9% agreed, 10.5% undecided, 14.4% disagreed and 20.0% strongly disagreed. This depicts that television viewing encourages sexual behaviour among secondary school students. In corroborating this finding, FGD response from Umar Salisu affirm that;

> Viewing certain television programmes encourages sexual behaviour among secondary school students, for instance, one of my classmates was flogged at the assembly ground for harassing a female student by trying to compel her to date him. The punishment was carried out publicly to serve as a deterrent to other students. *(FGD response from DSS, November, 2016*).

This is further affirmed in another FGD response from Blessing Sunday who state that:

> I have also witnessed incidents of sexual behaviours in the class and when interrogated, they claim they view such acts on certain television programmes. They see it as a norm which they refer to as the latest trend all over the world. They also discuss how they indulge in sexual acts with their boyfriends and girlfriends at home. *(FGD response from GSS, November, 2016*).

This is further supported in a KII with teacher, Mr MuhammedKabirIdrisposit that;

> Bad sexual behaviour is among young children is one of the challenges we face in our society. It has become a daily activity especially among secondary students because the students learn from the sexual contents they watch on television. Sexual immorality is prevalent among our students and has affected them psychologically because they see it as a norm. (*Researcher's interview with Mr MuhammedKabir, Teacher, DSS, November, 2016*).

Such influence can be drawn from the fact that many television programmes such as movies, sometimes portrays obscene scenes which can result to sexual thoughts and stimulation among its viewers especially the young minds who are not that familiar with such acts. Thus, exposure to sexual contents on television can lead to exhibition of unwanted sexual behaviours, such as sexual harassment, premarital sex, rape etc, among secondary students and as well accepting such behaviours as a norm in the society.

The table above reveals that 26.2% of the respondents strongly agreed that television viewing encourages drug abuse among secondary school students, 21.2% agreed, 18.8% undecided, 14.1% disagreed and 19.1% strongly disagreed. This connotes that television viewing encourages drug abuse among secondary school students. This is further affirmed in a KII with teacher, Mr AbdurazakKassim who posit that:

> I know many of my students who smoke as a result of imitating the lifestyle of their favourite characters on television, although they do not engage in such act within the school premises. We do not have the right to punish them because they do it outside the school environment and as such we expect their parents to discipline them and mind the type of programme they watch on television. (*Researcher's interview with Mr AbdurazakKassim, Teacher, GSS, November, 2016*).

Thus, students who are much familiar with viewing television programmes that display characters who are fond of drugs such as cocaine, marijuana, codeine, among others are influenced by such actions and as well imbibe them in their daily lives which can affect their physical and psychological wellbeing.

4.2 Discussion of Findings

The data gathered and analyzed in this study are further discussed here in relation to the research questions with each section reflecting the objectives of the study.

Research Question One

What is the level of secondary school students' exposure to television viewing?

As contained in Figure 1 and response from Key Informant Interview, it is clearly observed that a higher percentage of the students representing have access to television set in their homes compare to the few percentage of students who do not have access to the television set. This implies that a television set can easily be found in most homes and many of the students have access to the television set. The above findings give credence to the assertion of Chinemere (2014) that the presence of television in homes has grown rapidly over the years in Nigeria. Her view on the increase of television sets in most homes is further supported by a research study conducted by *Awake* (2002) that there were 232 television sets for every 1,000 people worldwide. No doubt, today one can easily find a television set in many homes, even when the home does not have one, the children can easily access one through another means.

In Figure 2 and findings from Focus Group Discussion with both schools, it was observed that majority of the respondents' population watch television daily. This finding is consistent with Roberts *et al.,* (2005) in their study reported that adolescents spend most of the time watching television including live and prerecorded T.V, DVDs and Videos. Further, in support of this, Dennisto*et al*., (2007) posit that watching television is more common among high school students. In their study, daily access to the television set was also measured and it was discovered that more young people watched television everyday (61%) than those who do not watch television daily (39%). From the findings, it is obvious that students watch television

every day. This indicates that daily exposure to television viewing can influence the habits of secondary students due to their familiarity with the television set.

In Figure 3as well as responses from Focus Group discussion and Key Informant Interview with respect to purpose of watching television, it was revealed that the highest percentage of the students representing of the entire population watch television for relaxation, enlightenment and entertainment purpose. This shows that majority of the students watch television for all of the above purposes. This is in tune with the research findings of Adeniyi (2015) on the issue of the viewing patterns of Nigerian secondary school students that most students viewed television for pleasure enlightenment, entertainment and several other reasons as it pleases them; although they are very selective about the programmes they viewed, when they viewed it, where they viewed it and who they discussed what they viewed with. This shows that there are several reasons as why secondary school students watch television as it appeals to their taste and gratification. Hence, this can influence their habit formation because they tend to watch television irrespective of the type of contents portrayed by such television programmes.

Table 2 depicts the distribution of the respondents according to the hours they devote to watching television. It was discovered that the highest percentage of students' hours of television viewing is 37.8 which falls between 1-2 hours. This was affirmed by the response from a Key Informant Interview. Thus, this result is corroborated by Rideout, Foehr and Roberts (2010) that young people have increased the time they spend consuming television by an hour to two daily. Their findings maintained that young people watch television at least 2 hours in a day.This implies that such amount of time the students devote daily to television viewing can affect the quality time they dedicate to study their books at home and as such it can be inimical to their habit formation.

Research Question Two

What type of programmes/contents do secondary school students view on television?

From the findings of this research, it was gathered that there are preferences to specific television channels and programmes viewed by the students of both secondary school.

In figure 4, the chart depicts that the number of students who agreed that they have a favourite television programme is 89.4% which represent the majority of the students' population while only 10.6% representing the lowest population of the students do not have a favourite television programme. This implies that the students are more interested and inclined to viewing their favourite television programmes compare to viewing other programmes.

From table 3 and responses from the Focus Group Discussion and Key Informant Interview,it is observed that the preference of movies as a favourite television programme viewed by the students rated the highest percentage of responses from the students' population than other television programmes. The ranking of movies as the most preferred television programme viewed on television by the students in both schools had received empirical support in other studies which had found that movies is the most widely assessed television content by the audience (Rahman, 1998; Dominick, 1999; Aliede, 2002; Okoye, 2003; Ekanem, 2006). These findings were also consistent with what Pardun et al., (2005) and Brown *et al.,* (2006) who reported on students' exposure to television contents, that measures of movie consumption were strong amongst the adolescents. Looking into these findings the implication is that movies are becoming very popular among students especially with the current technology were by these movies can be accessed without much restriction and supervision on the type of movies viewed by the students.

Findings from the distribution of table 4 sought to identify the reasons why secondary school students watch television programmes. Also, Inference from the corresponding

distribution of responses from the Focus Group discussion and key Informant Interview by the respondents on preference for favourite programmes and reasons why they watch their favourite television programmes reveal that students watch television programmes because it; Increases their scope of knowledge. It increases their faith. It lightens up their mood and makes them happy. It helps to improve their social life.It keeps them informed about their environment and beyond. It keeps them aware of new brand products. It teaches them about the latest fashion trends. It keeps them entertained. The above reasons corroborates the findings of John (2011) that students said what they gained from watching television are; more social knowledge about their environment, more knowledge about new products in the market and more knowledge about uses of "what has not been taught by their teachers in school science" especially application. Hence, it is pertinent to conclude that the influence of the television viewing on the habit formation of secondary school students can be determined by their preference and reasons for watching certain television programmes.

Findings from table 5 on the type of television channels and programmes viewed by the students reveal that students subscribe to viewing foreign television channels than local ones. The findings were supported by responses from the Focus Group Discussion and Key Informant Interview. This implies that they have cable television network (satellite television) in their homes which provides easy access to viewing foreign television programmes. The fact that viewers in satellite television households exposed themselves more to satellite than local television had received support in other studies such as that of Okoye, (2004); Mboho and Nwanbueze, (2008); Ebeze, *et.al*, (2012) confirmed that Nigerian viewers turn to satellite television more than local television for information about what is happening around the world.

This is further supported by Fehintola and Audu (2012) that the advent of globalization as a result of urbanization and civilization such as access to television and cable network

programmes have brought about a decline in the preference for watching foreign television channels than locally broadcast ones. The implication of the above findings is that majority of the students depend more on foreign television channels and programmes than the locally broadcast programmes, as such they are more exposed to foreign television contents than the local ones. Hence, viewing some foreign television channels can be harmful on the habit formation of secondary school students because such television channels usually broadcast contents that are alien and unacceptable to the Nigerian culture and insidious to the cognitive development of young minds.

Findings from table 6, Focus Group Discussion and Key Informant Interview reveal that students watch more of television in the evenings than other time of the day. This finding agrees with that of Kiarier (2015) that students' prefer watching evening programmes. She further argued that, time spent on television during evening hours is more than time used on alternative activities including communication at home and other activities such as house chores. This implies that students give much attention to television viewing in the evenings and this can lead to distraction in engaging in household activities.

Resultsfrom table 7, Focus Group Discussion and Key Informant Interview connotes that students spend more time watching television on Saturdays. This corroborated the findings of Hancox, Milne, Poulton. (2005); Zimmerman, Christakis (2005); Borzekowski, Robinson (2005) that students view television more during weekends compare to other week days. The outcome of this finding shows that students give much attention to watching television during weekends especially on Saturdays which can affect the time they spend attending to other household activities. Hence, Popoola (2008) maintained that there should be restrictions in the number of hours to which secondary school students spend watching television during weekends as it serve as a major distraction even while they engage in other activities.

Research Question Three

What are the effects of television viewing on the habits of secondary school students?

The inference drawn from table 8, Focus Group Discussion and Key Informant Interview reveals that television viewing promotes acts of violence among secondary school students. This finding is in line with the position of Ineji (2003) who observed that there is a causal link between viewing violent television content and anti-social behaviour. Television violence could increase the probability of anti-social behaviour. He also noted that, violent films comprise pornography, war films, horror films, crimes, detective, drugs and gangster films. All these movies or films project negative influence on those who watch or view them, particularly teenagers. This is supported by the findings of Santrock (2010) who posits thatchildren and adolescents who absorb a heavy diet of media violence from televisions and video are likely to engage in violent activities.The above discourse indicates that there exists a significant relationship between the violent content of television programmes secondary school students watch and the tendency of them to apply violence in their everyday life.

It is observed that television viewing promotes aggressive behaviour among secondary school students. This finding corroborates the hypothesis of the cultivation theory by Gerbner, Gross, Morgan, and Signorielli (1980:124) who stated that young girls who often watch movies/shows that feature aggression have grown up to be more aggressive adults who engage themselves in confrontational acts such as choking and knife fight, than other girls who have watched few or none of these movies/shows. There is absolutely no doubt that higher levels of viewing violence on movies are linked with increased acceptance of aggressive attitudes and increased aggressive behaviour. This is corroborated by Bandura (2001) Social Learning Theory which states that people learn aggressive behaviour from television and then go out and reproduce them. This might be true especially if viewers identify aggressive behaviour that is not

punished. Studies by Yana et al(2008) further described that some of the fears, tensions, bad dreams and tendencies toward the delinquencies of children are as a result of frequent and regular exposure to murder, mystery movies, and stories filled with violence and torture that young people view on television and movies. At this juncture, it is essential to maintain the view that, in investigating the relationship between the influence of television viewing and habit formation among secondary school students, it is discovered that the more they are expose to and identify with aggressive characters especially the ones they perceive as models on the television screen, the more they are exposed to multiple risk factors which can result to anti-social behaviours and conflict.

Furthermore, television viewing promotes act of nudity among secondary school students. This assumption is corroborated by the assertion of Okpala et al (2012) that television viewing influences adolescents' style of dressing due to what they see on television. This result could be because most adolescent's creativity borrows the clothing styles of popular musicians and movie stars who dress to suit the image they want to portray. Another factor might be that students like to see themselves as fashionable and will not disagree with questionnaire item. This is further affirmed by Kadiri and Muhammed (2011) that young boys choose to wear clothes a couple sizes bigger than their own just to look like the "rappers" they see on television. The girls like wearing everything and anything that "Hannah Montana" or the "Cheetah Girls" are wearing. The above claims is in accordance with the proposition of the Bandura (1977) Modelling theory which states that Teenagers may emulate popular musician or the way a television character dresses, they want to look like these beauty queens. Thus, the influence of television viewing on the dressing pattern of secondary school students is attributed to the fact that certain television programmes show case the different fashion shows, highlighting the latest

trends in fashion and what celebrities are wearing. This influences the students' choice of dress types and what they decide to wear, by what they see on the home movies screens.

Also,it is discovered that television viewing can lead to poor academic performance of secondary school students. This can result to low performance in their school curriculum and even lead to failure in their school examinations. This is in agreement with the position of Adesanya (2004) thatsecondary school students who are exposed to watching television without certain supervision or restriction of access to television viewing may result to poor performance in their academic work. This is because they spend valuable time viewing some television programmes that portray contents that are unsuitable for them than the amount of time they devote to studying their books. Therefore when young people are over-exposed to viewing such television programmes, their thought, emotions and interest are always geared toward such programmes and this will definitely affect their level of concentration. Ferrer (2009) confirmed that parents are keenly aware that television can affect their children performance in school yet many of them do not care. Also, a study conducted by Silas et al (2016) shows that most of the teachers and parents of secondary school students remarked that television viewing greatly influence the academic performance of the students. Hence, when they watch television they are typically not reinforcing school activities or doing homework.

It reveals that television viewing encourages sexual behaviour among secondary school students. This concurs with a study carried out in America and published in 1989 in *Journalism Quarterly* Bogart revealed that in sixty six hours of prime time network television, there were in all, 722 instances of sexual behaviours ranging from verbal expression, erotic touching to intercourse, masturbation, homosexuality and incest. Television viewing is believed to effect adolescents' judgments, romantic relationship and sexuality. The findings from table 8 were consistent with the outcome of the findings of Earles et al (2002) that young people are quick to

learn and adopt what they see on the television screen such as portrayal of sex. This is can result to illicit behaviour among children. Furthermore, Schooler et al (2009) discovered that media exposure had incremental effects on sexual behaviour on the adolescents especially participants of television viewing. This is likelihood of the fact that secondary school students who are exposed to viewing television programmes that display illicit and sexual contents tend to replicate such behaviours in their daily lives.

Lastly, television viewing encourages drug abuse among secondary school students. In support of this finding Wanjiru (2009) reported that the most indiscipline cases experienced in secondary schools included: drug abuse, school strikes, stealing, fighting, bullying and sneaking from school, sexual assault and homosexuality. According to her study, the influencing factors toward these issues were traced to television viewing. Yemenia (2009) further corroborates that we see drugs, sex, nudity, and vulgar language portrayed on practically every show or program on television. According to him, these issues are portrayed as a source of entertainment for adults. Young people below the adult age on the other hand, should not be exposed to this kind of entertainment, especially at an age in which they do not have the ability to make a distinction between reality and fantasy. In the same vein, Kariungi (2011) revealed that indiscipline amongst students included, abuse of language, rudeness to teachers, absenteeism from schools and drug abuse. This implies that secondary school students who are familiar with watching movie stars smoking and engaging in other drug activities on the television screen are likely to experiment with such habits among themselves.

4.3 KEY FINDINGS

The findings of this study reveal that;

i. Television viewing is prevalent among Secondary school students in Zaria metropolis and they watch television daily for relaxation, enlightenment and entertainment purpose

ii. The students prefer watching foreign channels, films/movies more frequently than local ones. Thus, they are exposed to certain foreign television contents that are alien to our norms and traditions which can be detrimental to their minds and cognitive development.

iii. Exposure to viewing unsupervised and unrestricted television programmes that portray contents that are unsuitable for young minds have negative influence on the habit formation of secondary school students. Such viewing pattern of television has been linked to incidents of anti-social behaviours such as, open violence, conflict, nudity, poor academic performance, illicit sexual behaviour and drug abuse.

4.4 THEORETICAL UNDERPININGS TO THE FINDINGS OF THE STUDY

The findings of this research are in line with the Cultivation theory by George Gerbner (1976) which explores how heavy viewers of television will cultivate the perception of reality portrayed on the television screen. This was examined in terms of assessing the effects of television viewing on the habits of students. Also, the study identifies with the Social Learning/Modelling Theory by Albert Bandura (1977) which postulates that much learning takes place through observing the behaviour of others, especially through the medium of television. Severin and Tankard (2001) were of the view that many of the effects of the mass media might take place through the process of social learning. These effects according to them might include

but not limited to people learning how to wear new fashions, people getting lessons on how interact on dates, and people assimilating behaviours that may be identified with masculinity or feminity.

Furthermore, in reference to the key findings of the research, the first finding which reveals that television viewing is prevalent among youths is in agreement with Gerbner's theory of cultivation that people who spend more time living in the television world tend to be susceptible to believing what they see in the television world as real. The theory places television viewers into two categories such as the heavy viewers and the light viewers. This research shows in the response of the study population and about 98.5% of these students say that they have access to television sets at home with a 62.6% saying that they watch the television sets daily. This connotes that children are heavy viewers of television. However, unlike Bandura's Social Learning Theory that argues that children watch television with the sole aim of reproducing those traits and that these attitudes are always cultivated by other children thereby creating a chain reaction of virtual world in the real world. While television does promote violence among children according to this research, these attitudes are not always modelled by others because the research shows that most children watch television for relaxation, enlightenment, and entertainment purpose.

The second key finding shows that children prefer watching foreign television programme/content than local ones could be as a result of the poor graphical contents and intriguing story lines of the Nigerian movies. None of the two theories actually directly put this factor to cognisance. This could be because of the packaging in contents and style of presentation in such programmes. Also, in reference to imbibing what they watch on such foreign programmes/contents, this is in line with Bandura's theory that postulates that youths tends to emulate their television heroes in the way they dress, speak and even walk in some cases the kind

of food they eat. These traits tend to affect them socially because of the environment they find themselves.

Finally, according to George Gerbner, he argues that prolong viewing of television can induce a certain paradigm of violence in the world and that young people do not always challenge the contents of media. However, this research argues relatively to an extent that if children expose themselves watching certain to television content that portrays immoral acts it can leads to incidents of social vices in the society, but if the viewership patterns of television programmes/ content by children are regulated and supervised, the effects may be reduced to large extent. While Gerbner had conducted this research in an environment where access to media is unlimited and there are certain freedom attached to children, in a country like Nigeria, where children are subjective to adults, this research shows that supervision is a pertinent tool to curbing children cultivation of negative vices because adults are socially more rational and experienced than children hence, they know what to filter and how to explain certain happenings on television than children.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the summary, conclusion and recommendations of the study are presented. This study intended to find out the effects of television viewing on the habitsof students in select secondary schools in Zaria metropolis. The research questions set for the study have been adequately answered. This chapter further reveals the contribution and suggestions for further studies of the study to body of knowledge.

5.1 Summary

The purpose of this study is to establish the correlation between television viewing and habits formation of young people with reference to students of Demonstration and Government secondary schools in Zaria metropolis. Specifically the study sought to evaluate the television viewing habits of secondary school students; identify the level of exposure to the specific television channels and programmes viewed by students of the selected schools and determine the influence of television programmes on the habits of the students in the two secondary schools. Data gathered for this study were generated from the distribution of the sum of three hundred and seventy five copies of questionnaire to a total population of three thousand two hundred and eighty two students from the two schools. However, only three hundred and forty copies of questionnaire were filled and returned by the respondents for this study.

Based on the datagathered for this research, students between the ages of 10 to 17 have been implicated as being highly viewers of the television set. It was recorded that the television set is highly accessed by the students in their homes. Furthermore, the study found out that the students watch television daily at home. The students watch television for relaxation, enlightenment and entertainment purpose. They watch television for an average of 2 hours daily. The research also found out that students have favourite television programmes out of which

films/movies ranked the highest among other television programmes viewed by the students. The study also established that the students watch television programmes because it; Increase their scope of knowledge. Increase their faith. Lightens up their mood and makes them happy. Helps them improve on their social life. Keep them informed about their environment and beyond. Keeps them aware of new brand products, teaches them about new brand products and keeps them entertained. On the type of television channels viewed by the students, this study discovered that they view foreign channels more than local ones. It was also discovered that the students watch television more in the evenings and on Saturdays.

Furthermore, this research discovered that viewing certain television programmes/contents that portray contents that are unsuitable for young minds have negative influence on their cognitive development.Such viewing patterns have been linked to incidents of social vices such as, open violence, conflict, nudity, poor academic performance, illicit sexual behaviours and drug abuse among secondary school students. Therefore there is need to provide measures to tackle the harmful influence of television viewing on secondary school students.

5.2 Conclusion

From this study, it was concluded that secondary school students are much familiar with the television set. This is evident via their access to television set and they watch it daily for different purpose on an average of 2 hours. The society seems to be less concerned about students' exposure to the television set. This is because it is the same society that had enabled and encourages the use of the television set without considering it influence on young people. The society seems to be quite ignorant about the harm that can be caused by electronic media to the students. Also, available data analysed from the study indicated that different television programmes are viewed by the students' base on their favouriteprogrammes which ranked films/movies as their mostly viewed programmes and frequent viewership of foreign television

channels. Some of the programme contents seemed to influence the habit formation of the students the students negatively. This is why some negative behaviors have persisted in students especially vices such as violence, aggression, nudity, poor academic performance, bad sexual behaviour and drug abuse. Hence, the implications of this study establish that there is a correlation between television viewing and negative habit formation among secondary school students. As such the findings of this study support the views of scholars who agitates that television is harmful to the cognitive development of young persons.

5.3 Recommendations

From the study it was observed that television viewing influences the habit formation of secondary school students as a result of their access and exposure to television and its various channels and programmes. Hence, the following recommendations have been formulated:

i. Parents and guardians should endeavour to control or minimize the access to television set and frequency of television viewing by their children. This will enable them to be mindful of the level of attention their children give to the television set.

ii. Parents and adults should be active in monitoring and scrutinizing the type of channels and programmes viewed by children, especially foreign television channels and programmes.

iii. National film and Video Censor's Board (NFVCB) should ensure strict rules and regulations on the films and television programmes that contain violence, nudity, illicit acts and drug abuse. Hence, Bans and penalties should be strictly levied on any television stations and channels that deviates from the set down rules and regulations.

5.4 Suggestion for further studies

The results from this study have prompted need for further research to explore other related areas of the study. The following areas should be considered for further research.

i. Wider sample coverage of the study population should be looked into so as to aid generalization.

ii. A comparative study is recommended for determining the influence of television on habits formation of students in public and private secondary schools.

iii. There is need for a specific study to bring to light the influence of television programmes on categories such as urban secondary schools and rural secondary schools.

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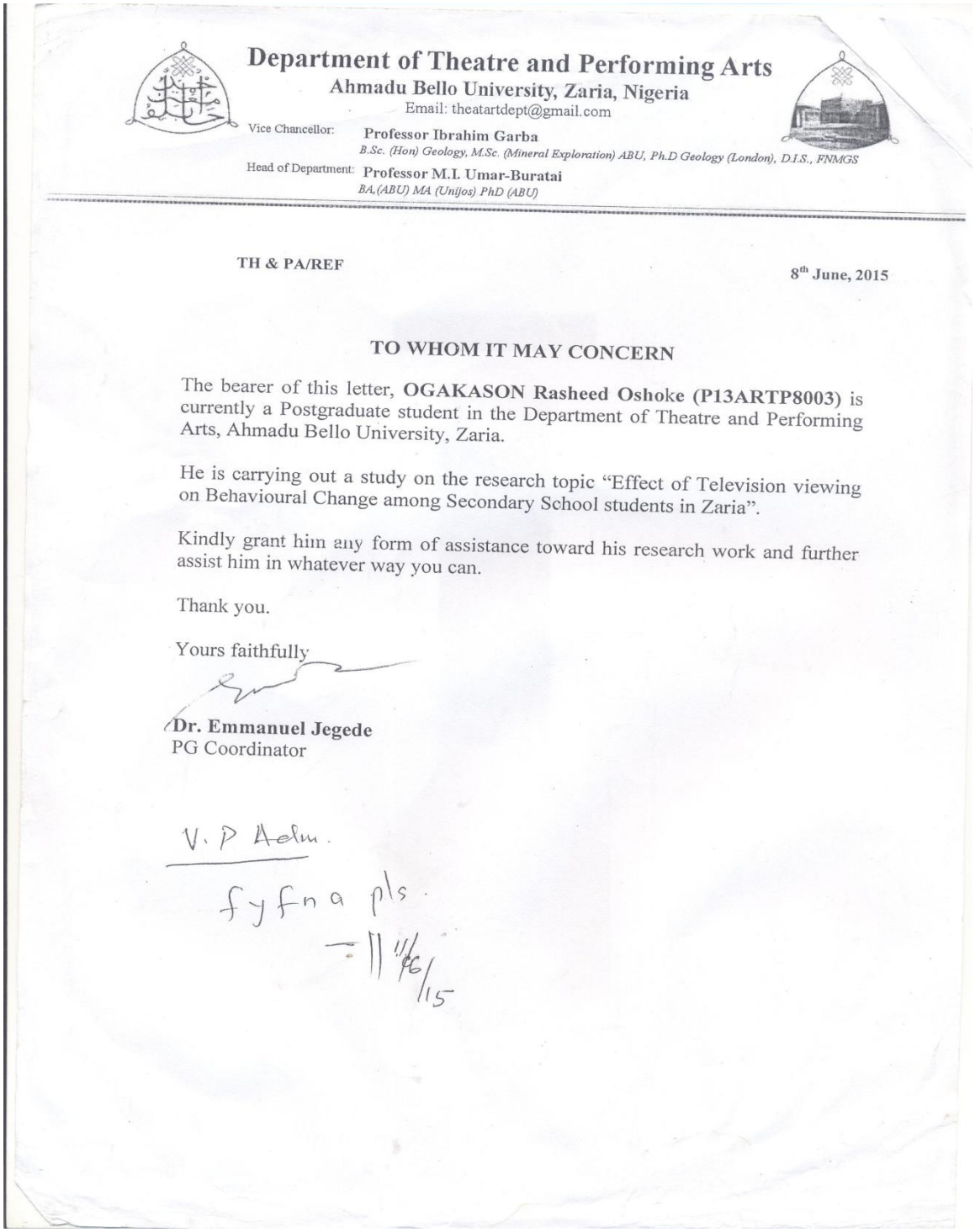
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APPENDICES

Appendix I



Department of Theatre and Performing Arts
Ahmadu Bello University, Zaria, Nigeria
Email: theatartdept@gmail.com

Vice Chancellor: **Professor Ibrahim Garba**
B.Sc. (Hon) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.S., FNMGS

Head of Department: **Professor M.I. Umar-Buratai**
BA,(ABU) MA (Unijos) PhD (ABU)

TH & PA/REF

8th June, 2015

TO WHOM IT MAY CONCERN

The bearer of this letter, **OGAKASON Rasheed Oshoke (P13ARTP8003)** is currently a Postgraduate student in the Department of Theatre and Performing Arts, Ahmadu Bello University, Zaria.

He is carrying out a study on the research topic "Effect of Television viewing on Behavioural Change among Secondary School students in Zaria".

Kindly grant him any form of assistance toward his research work and further assist him in whatever way you can.

Thank you.

Yours faithfully

Dr. Emmanuel Jegede
PG Coordinator

V. P Adm.

fyfna pls.

11/06/15

Appendix II

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS

AHMADU BELLO UNIVERSITY, ZARIA

Dear respondent

I am a postgraduate student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University Zaria. I am conducting a research study on the topic***An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools in Zaria, Kaduna State.***Kindly respond to the set of questions below as it applies to you. All information shall be treated confidentially and strictly for academic purpose.

Thank you.

OgakasonRasheedOshoke.

QUESTIONNAIRE

Instruction: Please thick (√) in the appropriate cells and tables below.

SECTION A: Demographic Data

(1) Age: (a) 10-13 [ ] (b) 14-17 [ ]

(2) Sex: Male [ ] Female [ ]

(3) Religion _____

(4) Class of Student_____

(5) Household population _____

SECTION B: Students Level of Exposure to Television Viewership

(6) Do you have access to television set at home? (a) Yes [ ] (b) No [ ]

(7) How often do you watch television? (a) Daily [ ] (b) Twice in a week [ ] (c) Thrice in a week [ ] (d) Only at weekends [ ] (e) Occasionally [ ]

(8) If Yes, why do you watch television? (a) Relaxation [ ] (b) Enlightenment [ ] (c) Entertainment [ ] (d) All of the above [ ] (e) None of the above [ ]

(9) If No, why do you not watch television? (a) Not interested [ ] (b) No T.V set at home [ ] (c) Time factor [ ] (d) None of the above [ ]

(10) How many hours do you devote watching television in a day? (a) 1 - 2 [ ] (b) 3 - 4 [ ] (c) 5 - 6 [ ] (d) 7 and above [ ] (e) None of the above [ ]

SECTION C: (Questions 13 – 16) Students' Preference for Television Programmes.

(13) Do you have a favourite television programme(s)? (a) Yes [ ] (b) No [ ]

(14) If No, why? (a) Indecision [ ] (b) No cable T.V at home [ ] (c) Not interested [ ] (d) None of the above [ ]

(15) If Yes, Tick your favourite television programme. Please tick as applicable to you.

(a) Educational [ ]
(b) Religious [ ]
(c) Music [ ]
(d) Cartoons [ ]
(e) Films/Movies [ ]
(f) News/ Documentaries [ ]
(g) Advertisement [ ]
(h) Fashions/Lifestyle [ ]
(i) Sports [ ]

Tick [√]for the table below. **Key:** Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**)

(16)	**Reasons for Watching My FavouriteTelevision Programme**	**SA**	**A**	**U**	**D**	**SD**
(a)	It increases my scope of knowledge					
(b)	It increases my faith					
(c)	It lightens up my mood and makes me happy					
(d)	It helps me to improve on my social life					
(e)	It keeps me informed about my environment and beyond					
(f)	It keeps me aware of new brand products					
(g)	It teaches me the latest fashion trend					
(h)	It keeps me entertained					

(17) Please, kindly provide additional information to the table below by indicating the channels and programmes and ticking [√] the time and day(s) of viewing.

CHANNELS		PROGRAMMES	TIME				WEEK DAYS						
			Morning	Afternoon	Evening Hours	Late Night	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

SECTION D:The Effects of Television Viewing on the Habits of Secondary School Students.

	Indices	SA	A	U	D	SD
(18)	Television viewing promotes acts of violence among secondary school students					
(19)	Television viewing encourages aggressive behaviour on secondary school students					
(20)	Television viewing promotes nudity among secondary school students					
(21)	Television viewing can lead to poor academic performance of secondary school students					
(22)	Television viewing encourages bad sexual behaviour among secondary school students					
(23)	Television viewing encourages smoking/drug abuse among secondary school students					

Appendix III

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS
AHMADU BELLO UNIVERSITY, ZARIA

Dear respondent

I am a postgraduate student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University Zaria. I am conducting a research study on the topic:***An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools in Zaria, Kaduna State.*** Kindly respond to the set of questions below as it applies to you. All information shall be treated confidentially and strictly for academic purpose.

Thank you.

OgakasonRasheedOshoke.

Research Questions for Focus Group Discussion

Please kindly introduce yourself

1) How often do you watch television?
2) Why do you watch television?
3) How do you access television programmes/contents?
4) What are your favourite television programmes and channels?
5) Why do you prefer watching such television programmes and channels?
6) What time and days do you watch such television programmes?
7) What are the habits you exhibit after watching certain television programmes/contents?
8) What are the positive effects of television viewing on the behaviour of secondary school students?
9) How are the following negative habits exhibited by you due to viewing certain television programmes/contents?
    i. Acts of violence
    ii. Aggressive behaviour
    iii. Indecent dressing
    iv. Poor academic performance
    v. Bad sexual behaviour
    vi. Smoking/Drug abuse
10) Suggest ways on how to curb these anti-social behaviours attributed to television viewing

Appendix IV

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS
AHMADU BELLO UNIVERSITY, ZARIA

Dear respondent

I am a postgraduate student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University Zaria. I am conducting a research study on the topic: ***An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools in Zaria, Kaduna State.*** Kindly respond to the set of questions below as it applies to you. All information shall be treated confidentially and strictly for academic purpose.

Thank you.

OgakasonRasheedOshoke.

Research Questions for Key Informant Interview for Teachers

Please kindly introduce yourself

1) Do your students have access television set at home?
2) Do you encourage your students to watch television at home?
3) Why do you encourage your students to watch television?
4) How often do your students watch television?
5) How do your students access television programmes/contents?
6) What are their favourite television programmes and channels?
7) Why do they prefer watching such television programmes and channels?
8) What time and days do they watch such television programmes?
9) What are the attitudes your exhibits after watching certain television programmes/contents?
10) What are the positive effects of television viewing on the habit formation of your students?
11) How are the following negative habits exhibited by your students due to viewing certain television programmes/contents?
    - i) Acts of violence
    - ii) Aggressive behaviour
    - iii) Indecent dressing
    - iv) Poor academic performance
    - v) Bad sexual behaviour
    - vi) Smoking/Drug abuse
12) Suggest ways on how to curb these anti-social behaviours attributed to television viewing

Appendix V

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS
AHMADU BELLO UNIVERSITY, ZARIA

Dear respondent

I am a postgraduate student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University Zaria. I am conducting a research study on the topic: ***An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools in Zaria, Kaduna State.*** Kindly respond to the set of questions below as it applies to you. All information shall be treated confidentially and strictly for academic purpose.

Thank you.

OgakasonRasheedOshoke.

Research Questions for Key Informant Interview for Parents

Please kindly introduce yourself

1) Do you have a television set at home?
2) Do your children watch television at home?
3) Why do your children watch television?
4) How often do your children watch television?
5) How do your children access television programmes/contents?
6) What are their favourite television programmes and channels?
7) Why do they prefer watching such television programmes and channels?
8) What time and days do they watch such television programmes and channels?
9) What habits do your children exhibits after watching certain television programmes/contents?
10) What are the positive effects of television viewing on the habit formation of your children?
11) How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?
    i. Acts of violence
    ii. Aggressive behaviour
    iii. Indecent dressing
    iv. Poor academic performance
    v. Bad sexual behaviour
    vi. Smoking/Drug abuse
12) Suggest ways on how to curb these anti-social behaviours attributed to television viewing.

Appendix VI

FOCUS GROUP DISCUSSION SESSION WITH STUDENTS OF DEMONSTRATION SECONDARY SCHOOL, SAMARU, ZARIA.

Good morning all. You are welcome to this discussion session. I am very grateful that you are able to make out time to be a part of this discussion. Before we begin, I would like to say that this discussion is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about our experiences on the effects of television on secondary school students. Please feel free to share your opinion and ideas on the issues that will be raised here.

Researcher: How often do you watch television?

Response

KasimFalalu: I watch television everyday

Ugwu Blessing: It depends on when i am free because they normally give us take home assignmentsin school.

Researcher: Why do you watch television?

Response

KassimFalalu:I watch television for entertainment and news

Mustapha Faiza:I watch television for enlightenment, entertainment and education purpose.

Researcher: How do you access television programmes/contents?

Response

KasimFalalu:I watch television programmes/contents through satellite such as DSTV and Gotv.

Mustapha Faiza:I watch more of cable television and only watch recorded videos Such as DVDs occasionally.

Researcher: What are your favourite television programmes and channels?

Response

OkolodaChisom:I prefer watching movies/films channels such as Telemundo and African Magic.

Umar Salisu:I love watching movie channels especially MBC Channel.

KasimFalalu:I prefer watching Nat Geo Wild.

Oglekwu Blessed David: My favourite channel is Zee World.

Researcher: Why do you prefer watching such television programmes and channels?

Response

KasimFalalu:I prefer watching my favourite television programs/channels because i learn more about my environment and the world.

Umar Salisu: Watching my favourite television programme help me to relax any time i am free.

Mustapha Faiza: Watching my favourite television makes me happy and relaxed.

Oglekwu Blessed David: Watching my favourite television program lightens up my mood during my leisure time.

Researcher: What time and days do you watch such television programmes?

Response

KasimFalalu:I only watch television at weekends.

Umar Salisu:I only watch television when i am back from school especially inthe evenings.

Researcher: What are the habits you exhibit after watching certain televisionprogrammes/contents?

Response

Umar Salisu:I mimic the actions of my favourite characters especially the way they talk.

OkolodaChisom: Watching television programmes encourages me to behave well.

Ilemede Lope: Watching television expose me to issues that happens in real life.

Researcher: What are the positive effects of television viewing on the behaviour of secondary school students?

Response

IsahYunusa: Watching television improves my vocabulary.

KasimFalalu:I learn a lot of things from television especially issues that has todo with new discoveries and boost my social relationship with people.

Mustapha Faizah: Watching television helps me improve on my vocabularyexpression and language development.

Researcher: How are the following negative habits exhibited by you due to viewing certain television programmes/contents?

i. Acts of violence

Response

Umar Salisu: After watching certain television programmes such as movies,Students' tend to engage themselves in a fight. They exhibit the actions of some of their favourite television characters they see on the television screen.

IsahYunusa: In real life, I act like the actors portrayed in my favourite programmes.

Mustapha Faizah: There have been cases where students involve in knife fights in the school premises and from their actions one can tell that it is as a result of watching certain television programmes that portray violent acts.

ii. Aggressive behaviour

Response

IsahYunusa: Watching certain programmes on television expose me to foullanguages and abusive words which i use sometimes when interacting with my peers.

Mustapha Faizah:I sometimes use some foul languages i learnt from watchingcertain television on my teachers to see their reactions or hurt their feelings whenever they get me angry.

iii. Indecent dressing

Response

IsahYunusa: Watching certain television programmes influence studentsmanners of dressing for instance, the boys are fond of sagging their trousers and cutting their trousers into sizes all in the name of the latest fashion trend which they watch on television.

Oglekwu Blessed David:I copy the styles of dressing especially after watchingfashion television programmes. I even cut my school uniform to fit into a particular style of my choice as seen on television.

Ilemede Lope: Students tend to dress like the actors they see on television.

KasimFalalu: Viewing television programmes that portray indecent dressing affect the students manner of dressing, for instance you can find some of the boys who slim fit their trousers to like their favourite television star.

iv. Poor academic performance

Response

Ilemede Lope: Yes, watching television affects the students' academicperformance, for instance as a student, it is expected of you to study hard. But, due to the fact that you observed your pairs watching a particular television programme, you tend to also imbibe your peers by watching such television programme. This inversely affects your study habit by reducing your performance in school.

IsahYunusa: Sometimes you spend much of your time reading and not be able to grasp or assimilate what you have read because you keep thinking about what you have watched on television.

Oglekwu Blessed David: Some students spend most of their reading time in viewingtelevision programmes, thereby loosing maximum concentration in their study.

v. Bad sexual behaviour

Response

Umar Salisu: Yes, it does lead to sexual behaviour, for instance, one of myclassmates was flogged at the assembly ground for harassing a female student by trying to compel her to date him. The punishment was carried out publicly to serve as a deterrent to other students.

IsahYunusa: Of recent, I saw some students touching themselves sexually at the back of my window during break hours.

Ilemede Lope: Students tend not to differentiate between the opposite sex because of what they see on television.

vi. Drug Abuse

No response.

Researcher: Suggest ways on how to curb these anti-social behavioursattributed to television viewing.

Response

IsahYunusa: Students should stop watching television. Parents should destroy DVDs that contain harmful contents and contact the service providers of cable television stations and channels to stop the airing of such contents. For instance, personal subscription. Parents should monitor the movements of their children because they may view certain television programmes outside the home.

KasimFalalu: Students should be restricted to viewing television programmesunder their age categories. Parents should monitor and be mindful of the type of friends their children socialise with, especially deceitful ones.

Mustapha Faizah: Parental guidance and counselling. They should not buy personal television gadgets for their children in their rooms.

Oglekwu Blessed David: Children access to the television set should be monitored and reduced to certain times of the day such as evening hours.

FOCUS GROUP DISCUSSION SESSION WITH STUDENTS OF GOVERNMENT SECONDARY SCHOOL JAMA'A, ZANGO, ZARIA.

Good morning all. You are welcome to this discussion session. I am very grateful that you are able to make out time to be a part of this discussion. Before we begin, I would like to say that this discussion is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about our experiences on the effects of television on secondary school students. Please feel free to share your opinion and ideas on the issues that will be raised here.

Researcher: How often do you watch television?

Response

Christiana Michael: I watch television every day.

Blessing Sunday:I watch television daily during the evening hours.

AbdulkarimUsman: I watch television every night.

Researcher: Why do you watch television?

Response

AbdulmajidMuhammed:I watch television for enlightenment purpose in order to be acquainted with the happenings around the world.

Muhammad Sulaiman:I watch television for entertainment.

AbdulkarimUsman:I watch television for relaxation purpose and to while away time.

Deborah Peter:I love watching television because it inspires me on how to develop myself.

Blessing Sunday:I watch television for relaxation and excitement.

Researcher: How do you access television programmes/contents?

Response

AbdulmajidMuhammed:I access television programmes/content through cable television such as DSTV.

Deborah Peter:I access television programmes/content through GoTv.

AbdulkarimUsman: I access television programmes/content through Star Times.

HussainiHaruna:I access television programmes/content through Strong.

Suwaiba Imam:I access television programmes/content through DSTV.

Researcher: What are your favourite television programmes and channels?

Response

Blessing Sunday: My favourite television programmes are Nigerian movies.

Deborah Peter: My favourite television programmes are Indian movies.

AbdulkarimUsman: My favourite television programmes are Nigerian movies.

Suwaiba Imam: My favourite television programmes are Indian movies.

AbdulmajidMuhammed: My favourite television programmes are sports programmes.

Researcher: Why do you prefer watching such television programmes and channels?

Response

AbdulmajidMuhammed:I prefer watching my favourite television programmebecause it keeps me entertained.

Muhammad Sulaiman:I prefer watching my favourite television programme to understand the happenings in my environment.

Deborah Peter:I prefer watching my favourite television programme to learn about other peoples' culture and tradition.

Researcher: What time and days do you watch such television programmes?

Response

Deborah Peter:I watch television two hours daily every evening from 7pm to 9pm.

AbdulmajidMuhammed:I watch television from 8pm to 10pm in the evening every day.

Suwaiba Imam:I watch television from 8pm to 10pm in the evening every day.

Blessing Sunday:I watch television three hours daily every evening from 5pm to 8pm.

HussainiHaruna:I watch television daily for one hour.

Researcher: What are the habits you exhibit after watching certain televisionprogrammes/contents?

Response

AbdulmajidMuhammed: Watching television makes me imitate the actions of myfavourite characters especially the way they talk. It has influence my language tone especially when communicating with my friends.

Christiana Michael:I tend to imbibe and practice foreign cultures and traditionsafter watching my favourite programmes such as the Indian culture and tradition.

Deborah Peter: Watching my favourite television programmes hasinfluenced my mode of dressing as I tend to apply such styles to my mode of dressing which is far different from my normal style of dressing.

AbdulmajidMuhammed: Watching television has influenced me a lot especiallysport programmes. It has really assisted me in improving in my football skills in the football pitch.

Researcher: What are the positive effects of television viewing on thebehaviour of secondary school students?

Response

Blessing Sunday:I learn to improve my diction by watching televisionprogrammes and it has helped me to improve in my language of communication.

AbdulmajidMuhammed: Watching television has made me learn about manycultures around the world.

Deborah Peter: Watching television has taught me good manners and how to live peacefully among people around me.

Researcher: How are the following negative habits exhibited by you due toviewing certain television programmes/contents?

i. Acts of violence

Response

Christiana Michael:I sometimes act violently after watching my favouritetelevision programme I imitate their way and manner of greeting.

AbdulkarimUsman:I have observed in my little brother that after watchingcertain television programmes, he practice some of the actions portrayed in that programme.

Blessing Sunday:I have practically seen some students smoking, especiallypracticing acts of smoking such as folding papers and lighting them up with fire using matches, claiming that they watch such act on television.

ii. Aggressive behaviour

Response

Suwaiba Imam:I have witnessed some cases where a child who watchedacts of aggressive behaviours on television tends to disrespect their parents and people living around his environment. Also, my sister in JSS2 have been scolded severally for being aggressive at home. This she attributed to watching aggressive behaviours on certain television programmes.

iii. Indecent dressing

Response

AbdulmajidMuhammed: As, students, watching television influences our mode ofdressing. Several cases have been reported about students who put on school uniform that go against the school dress code. For instance, boys putting on pencil trousers.

Blessing Sunday: Aside the school environment, one of my neighboursnormally dress indecently, when asked why she does that she keeps referring to such dressing as the latest fashion trends as portrayed in certain television programmes.

Christiana Michael: Nowadays, most students are now dressing up in pencilskirts and trousers. Such as those worn by super stars on television, they even put on big necklaces and chains bouncing around in such dressing.

iv. Poor academic performance

Response

Deborah Peter: Television viewing affects my academic performance, forinstance at the tune of my favourite television programme I do not concentrate fully on my books. I give much of my attention to watching the television programme. Most times I do regret it after realizing that it affects the way I respond to my teachers questions in the classroom.

Blessing Sunday: It affects students, for instance, during examinations, youfind students still giving much of their attention to viewing television programmes than studying their books. It has contributed to low grades and failures among students.

v. Bad sexual behaviour

Response

AbdulmajidMuhammed: Incidents of sexual behaviours have been witnessed in myclass as some of the girls are fond of sitting on the laps of the boys and touching themselves immorally especially during free lesson periods and break hours.

Blessing Sunday:I have also witnessed incidents of sexual behaviours in the class and when interrogated, they claim it is normal because it is the latest trend all over the world. Especially, the issue of having boyfriends and girl friends. They even claim to engage in sexual acts at home.

Researcher: Suggest ways on how to curb these anti-social behavioursattributed to television viewing.

Response

Deborah Peter: Parents should impose rules and regulations in their house,for instance restricting the number of hours their children spend watching television. This will enable the children to develop their reading habits.

AbdulmajidMuhammed: The school principal should set rules and regulations tocontrol such exhibited bad behaviours among students.

Blessing Sunday: Parents should be mindful of the type of movies theirchildren view on television especially unsuitable programmes for their age grade.

Appendix VII

KEY INFORMANT INTERVIEW WITH PARENT, SAMARU, ZARIA.

Good morning sir, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: Dr KestonOdiwo, Senior Lecturer, English Department, Ahmadu Bello University, Zaria.

Researcher: Do you have a television set at home?

Response: Yes I do

Researcher: Do your children watch television at home?

Response: Yes, My children watch television very much at home.

Researcher: Why do your children watch television?

Response: My children watch television for entertainment purpose because most of theprogrammes they watch are cartoon related and are always excited when viewing such programmes.

Researcher: How often do your children watch television?

Response: My children watch television often the extent that as a parent I felt it was toomuch for them to view television on a daily basis to curtail the excess.

Researcher: How do your children access television programmes/contents?

Response: My children access television programmes and channels through cable networksuch as DSTV.

Researcher: What are their favourite television programmes and channels?

Response: My children prefer watching cartoon channels especially Nickelodeon. Majorly,they view cartoon programmes they rarely watch movies.

Researcher: Why do they prefer watching such television programmes and channels?

Response: My children prefer watching their favourite television programmes because theyget a lot of excitement from viewing their preferred programmes. Because most f the programmes they watch are acted by their age groups and it contains a lot of humour and play.

Researcher: What time and days do they watch such television programmes and channels?

Response:I do not limit my children to viewing television on specific days, especially in the evenings and during the weekends.

Researcher: What habits do your children exhibits after watching certain television programmes/contents?

Response: They want to act and talk like their favourite characters on television, which iswhy I restrict my children from watching violent films or immoral movies.

Researcher: What are the positive effects of television viewing on the habit formation of yourchildren?

Response: They derive some expressions in terms of language.

Researcher: How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?

i. Acts of violence

Response: As a parent, If you do not restrict your children in terms of what they watch on television, they arebound to be incidents of violence among children. Sadly, many parents do not set standards and values in regards to monitoring what their children watch on television. This leads to explosion of moral values as children will begin to exhibit attitudes that are not in conformity with the society.

ii. Aggressive behaviour

Response: Television viewing leads to aggressive behaviour among secondary schoolStudents', in fact when you observe children play; you see them mimicking the actions of shooting, kicking which i believe they are negative effects of television viewing.

iii. Indecent dressing

Response: Television portrays programmes that has to do with the latest fashion trends,being a globalisedworld, you see children imitate the way some celebrities dress on television. They believe and see those celebrities as models and copy the way they dress.

iv. Bad sexual behaviour

Response: Television viewing obviously leads to bad behaviour among secondary schoolstudents because if parents do not curtail their children television viewing habit, the children will be exposed to immoral movies which will result to sexual harassment among children. Every human

being has emotions and if those emotionsare not tilted to more positive things, if they are tilted towards sexual misconduct they will definitely exhibit them.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: Parents should be up and doing and one of the ways they can do it, is to limit the type of programme their children view on television. They should not be exposed to indiscriminate using of television programmes. They should also engage theirchildren to view educationally advantageous programmes.

KEY INFORMANT INTERVIEW WITH PARENT, SAMARU, ZARIA.

Good evening ma, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: Mrs Ada Sunday. Civil servant.

Researcher: Do you have a television set at home?

Response: Yes I do

Researcher: Do your children watch television at home?

Response: Yes, My children watch television.

Researcher: Why do your children watch television?

Response: Aside entertainment purpose, my children also watch television to get enlightenedand educated through the programmes/contents they watch on television.

Researcher: How often do your children watch television?

Response: My children watch television every day.

Researcher: How do your children access television programmes/contents?

Response: My children only access television programmes and contents through satellitesuch as strong.

Researcher: What are their favourite television programmes and channels?

Response: Their favourite television programmes are cartoon related programmes.

Researcher: Why do they prefer watching such television programmes and channels?

Response: They watch their favourite television programmes because it excites them andthey pick interest in such programmes.

Researcher: What time and days do they watch such television programmes and channels?

Response: They watch their favourite television programmes for an hour or two on a daily depending on the programme duration.

Researcher: What habits do your children exhibits after watching certain television programmes/contents?

Response: Well, the type of programme they watch affects their behaviour, for instance afterwatching a particular programme my children practice what they watch as they are always ready to engage themselves in a fight. This behaviour prompted me to restrict the type of television programmes they watch.

Researcher: What are the positive effects of television viewing on the habit formation of yourchildren?

Response: Some of the positive effects television viewing has on my children are learningfrom the storyline as portrayed in their favourite television programmes. They always make reference to what they watch and correct themselves whenever they go wrong in their actions.

Researcher: How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?

i. Acts of violence

Response: Yes, like i said earlier, the type of programme they watch affects their behaviour, for instance afterwatching a particular programme my children practice what they watch as they are always ready to engage themselves in a fight. This behaviour prompted me to restrict the type of television programmes they watch.

ii. Aggressive behaviour

Response: Not really.

iii. Indecent dressing

Response: Watching certain television programmes affects my children manners of dressingespecially the grown up ones, they always copy their stars on television especially the act of sagging their trousers. It affects the boys and girls.

iv. Poor Academic Performance

Response: Not really.

v. Bad sexual behaviour

Response: Viewing certain television programmes that portray explicit acts does affectchildren by making them engage in bad sexual behaviour, I have witnessed a report of an incident where a young child was caught taking off another child's cloth and started kissing themselves. It was discovered that it was as a result of what they watch on television.

vi. Drug Abuse

Response: Yes, I have also witness a case where some children were caught holding papersand trying o smoke it as cigarette. The child made reference to a movie they watched on television.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response:I suggest that the parents have a major role to play in cautioning their children onhow to operate the television as well as other electronic gadgets. Also, parents should educate their children on the advantages and disadvantages of television.

KEY INFORMANT INTERVIEW WITH PARENT, SAMARU, ZARIA.

Good evening sir, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: Dr Yusuf Abdulhakeem. Chief medical Officer, Ahmadu Bello University HealthServices.

Researcher: Do you have a television set at home?

Response: Yes I do
Researcher: Do your children watch television at home?

Response: Yes, My children watch television.

Researcher: Why do your children watch television?

Response: My children watch television mostly for entertainment and relaxation especiallywhen they are less busy. It occupies and prevents them from engaging in bad plays.

Researcher: How often do your children watch television?

Response: My children only watch television whenever they have free time because I controltheir access to the television set.

Researcher: How do your children access television programmes/contents?

Response: My children access television programmes through cable network such as DSTV.I do not allow them to access television contents through other means such as recorded video cassettes or DVDs.

Researcher: What are their favourite television programmes and channels?

Response: Not really, they watch it when they are free. I restrict their favourite channels andprogrammes to educational ones.

Researcher: Why do they prefer watching such television programmes and channels?

Response: Usually, they prefer watching cartoon programmes.

Researcher: What time and days do they watch such television programmes and channels?

Response: They only watch television programmes during evening hours. Especially whenthey are back from school. And there is light.

Researcher: What habits do your children exhibits after watching certain television programmes/contents?

Response: Of course, Children practice what they see on certain television programmesespecially from their favourite programmes. For, instance my children engage themselves in acts of gymnastics and martial acts.

Researcher: What are the positive effects of television viewing on the habit formation of yourchildren?

Response: My children pick a lot of vocabularies from television and it beautifies theirspoken English.

Researcher: How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?

i. Acts of violence

Response: Yea, act of violence is one of the reasons I restricted my children from watching television. I have heard of several cases of violence among children who watch television programmes that portray act of violence. Children learn very fast, for instance my children act like military men.

ii. Aggressive behaviour

Response: It happens, but I have not observed that in my children.

iii. Indecent dressing

Response: It is possible but not in my case.

iv. Poor Academic Performance

Response: Television viewing, if not controlled has negative impact on children's academicperformance, In fact I had the course to believe that one of my children was not performing up to my expectation in her academics because she spend more time in viewing television than studying her books. I had to correct such habit by engaging my children in extra moral classes in order to limit the attention my they give to viewing television.

v. Bad sexual behaviour

Response: Yes, we have to be very careful, not just television because my children caneasily manipulate electronic devices especially the social media. I have heard many rampant cases of sexual abuse and harassment among children. That is why I am very sensitive to what my children watch on television.

vi. Drug Abuse

Response: Yes, maybe for the grown up children and it depends on their exposure to certaintelevision programmes.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: Parents and the society needs to be enlightened on the effects of televisionviewing on their children, especially foreign programmes that portray cultures and norms that are alien to our own culture and tradition. It is harmful to us as Africans and abnormal.

KEY INFORMANT INTERVIEW WITH PARENTS, ZANGO, ZARIA.

Good afternoon ma, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the

Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: Mrs S.O, Badewa. Civil Servant.

Researcher: Do you have a television set at home?

Response: Yes

Researcher: Do your children watch television at home?

Response: My children watch television at home but during their exams I do not allow them to watch television, so that they can focus on studying for their examination.

Researcher: Why do your children watch television?

Response:I allow my children to watch television for relaxation purpose and to prevent them from roaming about and to keep them busy at home after their domestic activities.

Researcher: How often do your children watch television?

Response: My children watch television everyday but i restrict their viewing hours.

Researcher: How do your children access television programmes/contents?

Response: I and my children watch television programmes together during evening hours especially news programme.

Researcher: What are their favourite television programmes and channels?

Response: My children access television content through satellite and DVDs as long as they have access to these gadgets.

Researcher: Why do they prefer watching such television programmes and channels?

Response:I limit my children to religious and educational programmes.

Researcher: What time and days do they watch such television programmes and channels?

Response: Non.

Researcher: What habits do your children exhibits after watching certain television programmes/contents?

Response: Non.

Researcher: What are the positive effects of television viewing on the habit formation of your children?

Response: As a devoted Christian, my children learn how to sing Christian songs and dances which they exhibit during church service.

Researcher: How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?

i. Acts of violence

Response: It depends on the type of channel they watch, if your children are accustomed to viewing television programmes such as religious programmes, they will behave well and vice versa to other programmes.

ii. Aggressive behaviour

Response: Some aggressive behaviours from children are from bad peers, bad homes and the society.

iii. Indecent dressing

Response: Most of the indecent dressing we witness today in the world as a result oftelevision viewing especially from certain television programmes that portray half naked characters on the screen, even the internet. I always admonish my children to avoid imitating such celebrities and people who imitate their style of dressing.

iv. Poor Academic Performance

Response: Television viewing affects my children academic performance especially whenthey view television rather than studying for their exams. Sometimes they also suffer from sleeping disorder which affect their school performance as they are fond to develop migraine headaches and sleep during lesson hours. It reduces their scores.

v. Bad sexual behaviour

Response: Television viewing also contributes to bad sexual behaviour, in fact I have seen agirl of thirteen years who had a boy friend due to the influence of television. I have also witnessed a case where a teenage boy tried to harass another teenage girl by tricking her towards fondling her body. This would have resulted to rape if not for my timely intervention to stop the act.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: Parents should correct their children and encourage them towards moral values.

KEY INFORMANT INTERVIEW WITH PARENT, ZANGO, ZARIA.

Good afternoon sir, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: Khalid MuhammedYakubu. Civil servant.

Researcher: Do you have a television set at home?

Response: Yes

Researcher: Do your children watch television at home?

Response: Yes very well.

Researcher: Why do your children watch television?

Response: My children watch television because they want to be updated with the newFrontiers, they want to know what is happening in the world in order for them to be enlightened and educated.

Researcher: How often do your children watch television?

Response: My children watch television every day as long as there is power supply. I onlyrestrict them from watching very sensitive and delicate programmes.

Researcher: How do your children access television programmes/contents?

Response: My children access television programmes/contents through cable television and DVDs.

Researcher: What are their favourite television programmes and channels?

Response: My children prefer watching movies more than other television programmes.

Researcher: Why do they prefer watching such television programmes and channels?

Response: My children watch their favourite television because it appeals o them and theywant to be aware of the happenings around the world. They find the programme unique.
Researcher: What time and days do they watch such television programmes and channels?

Response: My children only view television during the evening hours when they are free. Ithelps them relax after the day's activities. They watch television daily for three hours, they do not spend much time viewing television.

Researcher: What habits do your children exhibits after watching certain television programmes/contents?

Response: It is peculiar on my children that whenever they watch something strange ontelevision, they tend to imbibe such acts.

Researcher: What are the positive effects of television viewing on the habit formation of your children?

Response: In fact, the most apparent positive influence of television on my children is ontheir vocabulary development. It helps them a lot to learn more about grammatical and sentence construction.

Researcher: How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?

i. Acts of violence

Response: It is happening because I have seen my children practicing martial acts such as Karateon their peers. This is as a result of the influence of watching their favourite characters displaying such moves and techniques on television.

ii. Aggressive behaviour

Response: It is not frequent, it happens occasionally.

iii. Indecent dressing

Response: Very often children imitate their favourite television characters by dressing thesame way as them.

iv. Poor Academic Performance

Response: No, it helps my children a lot as they tap a lot of educative ideas from watchingtheir favourite television programmes. It helps the children academically as I restrict them on the type of programmes/contents they watch on television.

v. Bad sexual behaviour

Response: No, I have not observed that in my children because they are very conscious ofwhat they watch on television. Also, I watch their favourite television programmes with them most often.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response:I suggest the producers of such television programmes should audit or screen theirprogrammes before broadcast. Especially re-scheduling the time and duration of broadcasting certain unsuitable television programmes that are harmful to children most especially programmes that portrays contents that are not in conformity with our culture and tradition.

KEY INFORMANT INTERVIEW WITH PARENT, ZANGO, ZARIA.

Good afternoon sir, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: YunusMuhammed. Retired Civil servant.

Researcher: Do you have a television set at home?

Response: Yes I have

Researcher: Do your children watch television at home?

Response: My children watch television every day.

Researcher: Why do your children watch television?

Response: My children watch television because they want to get educated, enlightened andEntertained.

Researcher: How often do your children watch television?

Response: My children watch television every day including weekends.

Researcher: How do your children access television programmes/contents?

Response: My children only access television programmes and contents through satellite.But I restrict them to watch the programmes I watch. I also monitor and stop them from watching certain television programmes that are harmful to them such as Nollywood channel and other movie channels. Especially at weekends I sit with them to view television programmes.
Researcher: What are their favourite television programmes and channels?

Response:I prefer them to watch inspirational and educational programmes.

Researcher: Why do they prefer watching such television programmes and channels?

Response:I determine the type of programme my children watch on television, I cannot really tell if it is their favourite programme or not.

Researcher: What time and days do they watch such television programmes and channels?

Response: No response.

Researcher: What habits do your children exhibits after watching certain television programmes/contents?

Response: Like I said earlier, I monitor my children on the kind of television programme they watch they watch.

Researcher: What are the positive effects of television viewing on the habit formation of your children?

Response: My children learn positive norms especially abstaining from unwanted behaviour,they also learn how to cook and learn to improve their education by watching educational programmes.

Researcher: How are the following negative habits exhibited by your children due to viewing certain television programmes/contents?

i. Acts of violence

Response: Due to the advantages and disadvantages of watching television. I sit with mychildren to ensure they do no watch programmes that display acts of violence.

ii. Aggressive behaviour

Response: Yes, sometimes I witness other children behaving aggressively to others, even myneighbours children. They try to influence my children with such behaviours they learn and exhibit from television. I even had to cut off their relationship to avoid such negative influence on my children.

iii. Indecent dressing

Response: No, because I do not allow them to watch channels that broadcast programmesthat portray indecent dressing due to my children's vulnerability to such habit.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to television viewing.

Response:I admonish my children on the dangerous effects of television on children andexplain to them some of the contents.

KEY INFORMANT INTERVIEW WITH TEACHER, DEMONSTRATION SECONDARY SCHOOL SAMARU, ZARIA.

Good morning sir, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: MuhammedKabirIdris, Teacher SS Section D.S.S

Researcher: Do your students have access to the television set at home?

Response: As a teacher, I can say that television is a common appliance found in many homes and as such many children including those at the secondary school level have access to the television set.

Researcher: Do you encourage your students to watch television at home?

Response: Well, to some extent since they are students but allowing them to view too muchof television sure interferes with other activities most especially when they view programmes that are not educational. .

Researcher: Why do you encourage your students to watch television?

Response:I encourage my students to watch educational television programmes to assist them in their studies and academic work, also, I encourage them to watch religious and news programmes as well as programmes that discuss political issues.

Researcher: How often do your students watch television?

Response: From personal observation as teacher, my students watch television everydaymost especially after school hours. Their viewership is also determined by the availability of power supply during their leisure time at home.

Researcher: How do your students access television programmes/contents?

Response: My students watch television programmes/contents mainly through DVDs. Theybuy them and bring it to their houses to watch. Also, through cable television to watch movie channels.

Researcher: What are their favourite television programmes and channels?
Response: As a teacher, a close observation of the way my students' behaves andinteract with their peers, one can easily say that their favourite television programme is Movies such as Indian movies, most especially in this environment where such movies are being subtitled in Hausa language which is majority of the students' local dialect.

Researcher: Why do they prefer watching such television programmes and channels?

Response: They prefer watching movies because they are attracted to the actions andcontents displayed in those movies. They are always eager to view such programmes/contents and also while away their time.

Researcher: What time and days do they watch such television programmes?

Response: Like I said earlier, the students watch television during their leisure time at home,they will not mind to watch their favourite television programmes even when they have viewed such programme content before.

Researcher: What are the attitudes your exhibits after watching certain televisionprogrammes/contents?

Response: The students exhibit actions that are not real as portrayed by the television. Thisshows the extent to which the students believe and replicate the actions they see on the television screen. Sometimes, the end result of such imitation brings about injuries and in terms of their behaviour there are some immoral actions they do not need to view such contents at all.

Researcher: What are the positive effects of television viewing on the habit formation ofYour students?

Response: Television viewing has its advantages and disadvantages for instance, the students learn certain habits from television such as how to resolve conflict among them as seen in most of their favourite television programmes. They learn about certain issues that will help them in life and even in future.

Researcher: How are the following negative habits exhibited by your students due toviewing certain television programmes/contents?

i. Acts of violence

Response: Really, watching certain television programme affects the students so much that several cases of injuries as a result of incessant rough play among students have been reported to the school management. It became a serious concern because many of the students involved in such playful acts do not even differentiate between the type of play and what they play with. This attitude influences their relationship with their fellow peers.

ii. Aggressive behaviour

Response: Yes, it makes the students to act rude and aggressive especially imitating such

behaviours as portrayed in the programmes they watch. They act aggressively to their parents, elders and even to the teachers in school.

iii. Indecent dressing

Response: Indecent dressing happens on a daily basis in this school, it is a serious challenge for us to curtail as teachers. We have imposed tough sanctions and punishment on students that bridge the school's dress code. We have several cases of students who sag their trousers especially among the male students, also majority of the female students shape their school uniforms to reveal sensitive parts of their body and apply elaborate make up such as those worn by their favourite characters on television, these has resulted to distractions among their fellow students and even teachers.

iv. Poor academic performance

Response: Normally, watching television programmes can interfere with their study hours and affect their school performance. It is an issue that we cannot measure but from observations as teachers we can easily tell when a student when a student drops in his/her performance through the way they attend to their home works and assignments. Especially the ones we give them to do at weekends. It also reflects in their scores as well.

v. Bad sexual behaviour

Response: Bad sexual behaviours is also a serious challenge we face in our society. It hasbecome a daily activity especially among students because the students learn from the sexual contents they watch on television. Sexual immorality is prevalent among our students and has affected them psychologically as they see it as a norm.

vi. Drug abuse

Response: Non.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: Parents should stop their children from viewing certain television programmes and monitor and control the type of television contents their children watch. They should screen out certain programmes.

KEY INFORMANT INTERVIEW WITH TEACHER, DEMONSTRATION

SECONDARY SCHOOL SAMARU, ZARIA.

Good morning ma, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the

Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: Mrs HalimahBala Senior Teacher Admin.

Researcher: Do your students have access to the television set at home?

Response: Is there any home without a television? I am very sure that almost all the students have a television set in their homes.

Researcher: Do you encourage your students to watch television at home?

Response: It depends, because it is not every program that I will encourage the students towatch. There are many programmes they are not supposed to watch which is not good for them.

Researcher: Why do you encourage your students to watch television?

Response: I encourage my students to watch television at home because there are some programmes they need to watch that will encourage them to be up to date on some issues they are required to know by watching television.

Researcher: How often do your students watch television?

Response: I don't know, it depends on when their parents allow them to watch.

Researcher: How do your students access television programmes/contents?

Response: I do not know.

Researcher: What are their favourite television programmes and channels?

Response: I do not know.

Researcher: Why do they prefer watching such television programmes and channels?

Response:I do not know.

Researcher: What time and days do they watch such television programmes?

Response:I do not know.

Researcher: What are the attitudes your exhibits after watching certain televisionprogrammes/contents?

Response: Some of the programs they watch affects their behaviour sometimes, for Instance, wrestling, Boxing themselves during school hours. They exhibit such behaviour as seen in the television.

Researcher: What are the positive effects of television viewing on the habit formation of your students?

Response: Yes, not all the programs have positive impact. Although some of the programs impacts positively on them as it exposes the student to enable them acquire new skills. They learn manner of approach.

Researcher: How are the following negative habits exhibited by your students due toviewing certain television programmes/contents?

i. Acts of violence

Response: The students imitate what they see in the television by exhibiting certainunwanted behaviour such as boxing, wrestling etc.

ii. Aggressive behaviour

Response: Some of the students exhibit aggressive behaviours, we have had several cases ofstudents exhibiting such behaviours in the school premises.

iii. Indecent dressing

Response: Indecent dressing is evident among our students to the extent that we have imposestrict rules and punishments on students who violate the school's dress code such as disfiguring or slim-fitting their school uniforms by the students. We send such students back home.

iv. Poor academic performance

Response: It depends on what they watch, if they watch programme that will improve theiracademic performance it will not affect their academic performance.Vice versa.

v. Bad sexual behaviour

Response: We have had cases of sexual harassment among some of the students, but theschool does not welcome such behaviours. Just of recent we had a case of a boy who approached a girl in his class and started dating themselves. On hearing this, the school management intervened and warned against such relationship and disciplined them both.

vi. Drug abuse

Response: Non.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: Parents should monitor the kind of television programme their children watch athome. Parents should admonish their children on the negative effects of watching bad programmes.

KEY INFORMANT INTERVIEW WITH TEACHER, GOVERNMENT SECONDARY SCHOOL JAMA'A, ZANGO, ZARIA.

Good morning sir, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: AbdurazakKassim, Teacher, Senior Section.

Researcher: Do your students have access to the television set at home?

Response: Am very sure that almost all my students have access to the television set at homebecause television is one of the basic equipment owned by many parents at home.

Researcher: Do you encourage your students to watch television at home?

Response:I encourage my students to watch television at home because it is a source ofinformation. It is one of the easiest means through which they can get new information about their environment.

Researcher: Why do you encourage your students to watch television?

Response: Same as above.

Researcher: How often do your students watch television?

Response: Base on my observation, the students watch television every day.

Researcher: How do your students access television programmes/contents?

Response: Yes they watch television every day.

Researcher: What are their favourite television programmes and channels?

Response: From my observation, the students prefer watching movies than other televisionprogrammes/contents.

Researcher: Why do they prefer watching such television programmes and channels?

Response: They watch movies in order to keep them busy during their leisure time at home.

Researcher: What time and days do they watch such television programmes?

Response: They mostly have much time to watch television especially during the weekendsand every hours during the week days.

Researcher: What are the attitudes your exhibits after watching certain televisionprogrammes/contents?

Response: I observed some of the students dancing to a particular dance movement and I gotto know from the students that it was what they watched on television.

Researcher: What are the positive effects of television viewing on the habit formation of your students?

Response: It enables the students to have a deep thinking and understanding the norms andvalues in the society.

Researcher: How are the following negative habits exhibited by your students due toviewing certain television programmes/contents?

i. Acts of violence

Response: Violence is a common habit among our students, there are certain times we had togo about searching our students to recover dangerous instruments which they use as weapons to threaten and even engage in a fight with their peers. We recovered machetes, daggers, Knives and other dangerous instruments from some of the students.

ii. Aggressive behaviour

Response: Aggressive behaviour is prevalent among the students. We have recorded a casewhereby a student attempted to beat up one of the teachers after exchanging words with the teacher. This is part of the negative influence of television on our students because they learn such behaviours from certain television programmes/contents, especially movies where they see such actions as normal.

iii. Indecent dressing

Response: Indecent dressing is the order of the day among our students to the extent that thestate government had to change their school uniform. The students are mostly fond of slim fitting their uniforms.

iv. Poor academic performance

Response: It is common because some of the students do not read their books. It is observedthat they devote much of their study hours to watching television programmes. Several parents have complained to the school management on the poor academic performance of their children and have resulted to restricting the number of hours their children watch television.

v. Bad sexual behaviour

Response: Bad sexual behaviour is commonly portrayed in most movies. Our students tendto practice such behaviours after watching such actions on the television.

vi. Drug abuse

Response: I know many of my students who smokes but not in the school premises. We donot have the right to punish them because they do it outside the school environment and as such we expect their parents to discipline them and mind the type of programme they watch on television.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: Government should ensure strict rules and reputations on film producers. Also,parents should monitor and restrict their children from watching certain adult movies and programmes. Lastly, movie producers should not portray issues that are harmful on the psychology of its audience.

KEY INFORMANT INTERVIEW WITH TEACHER, GOVERNMENT SECONDARY SCHOOL JAMA'A, ZANGO, ZARIA.

Good morning ma, I am very grateful that you are able to make out for this interview session. Before we begin, I would like to say that thisinterview is meant to generate information for an ongoing M.A dissertation on An Assessment of the Effects of Television Viewing on the Habits of Students in Select Secondary Schools, Zaria, Kaduna State. So basically we will be sharing information about your experiences on the effects of television on secondary school students.

Name: SimbiatBosede, Teacher, Junior Section G.S.S

Researcher: Do your students have access to the television set at home?

Response: Yes of course, every home has a television set even the average home have atleast a television set no matter the location of their homes.

Researcher: Do you encourage your students to watch television at home?

Response: Sometimes, I do not really abide by encouraging the students to watch televisionprogrammes due to their lack of seriousness. I fear it will take much of their time except when they view educational programme that will motivate them in their education.

Researcher: Why do you encourage your students to watch television?

Response: My students watch television every day especially when there is power supply.

Researcher: How often do your students watch television?

Response: Due to the low cost of cable enabled gadgets. A cable network device can becommonly found in many homes. As such, students can access television programmes and contents via cable television.

Researcher: How do your students access television programmes/contents?

Response: Same as above

Researcher: What are their favourite television programmes and channels?

Response: From mere observation, the students prefer watching movies than other television programmes/contents, especially Indian movies.

Researcher: Why do they prefer watching such television programmes and channels?

Response: They watch such programmes because it appeals to their interest.

Researcher: What time and days do they watch such television programmes?

Response: The students watch television after school hours especially in the evenings.

Researcher: What are the attitudes your exhibits after watching certain televisionprogrammes/contents?

Response: No response.

Researcher: What are the positive effects of television viewing on the habit formation of your students?

Response: Some of the students practice what they watch on television.

Researcher: How are the following negative habits exhibited by your students due to viewing certain television programmes/contents?

i. Acts of violence

Response: Non

ii. Aggressive behaviour

Response: It is common among students as some of them are very rude to their teachers.

iii. Indecent dressing

Response: We handle and curtail such cases especially at the junior section.

iv. Poor academic performance

Response: Not common in the Junior section.

v. Bad sexual behaviour

Response: Not witnessed in the Junior section.

Researcher: Suggest ways on how to curb these anti-social behaviours attributed to televisionviewing.

Response: The parents should ensure that their children watch more of educationalprogrammes than other programmes. They should be very vigilant about the type of programmes/contents their children watch on television.

Appendix VIII



Focus Group Discussion with Students of Demonstration Secondary School, Zaria, Kaduna State.



Focus Group Discussion with Students of Government Secondary School, Jama'a, Zaria.Kaduna State.

Appendix IX



Key Informant Interview with Mr Muhammad KabirIdris, Teacher, Demostration Secondary School, Zaria.



Key Informant Interview with Mrs HalimahBala, Teacher, Demostration Secondary School, Zaria.

Appendix X

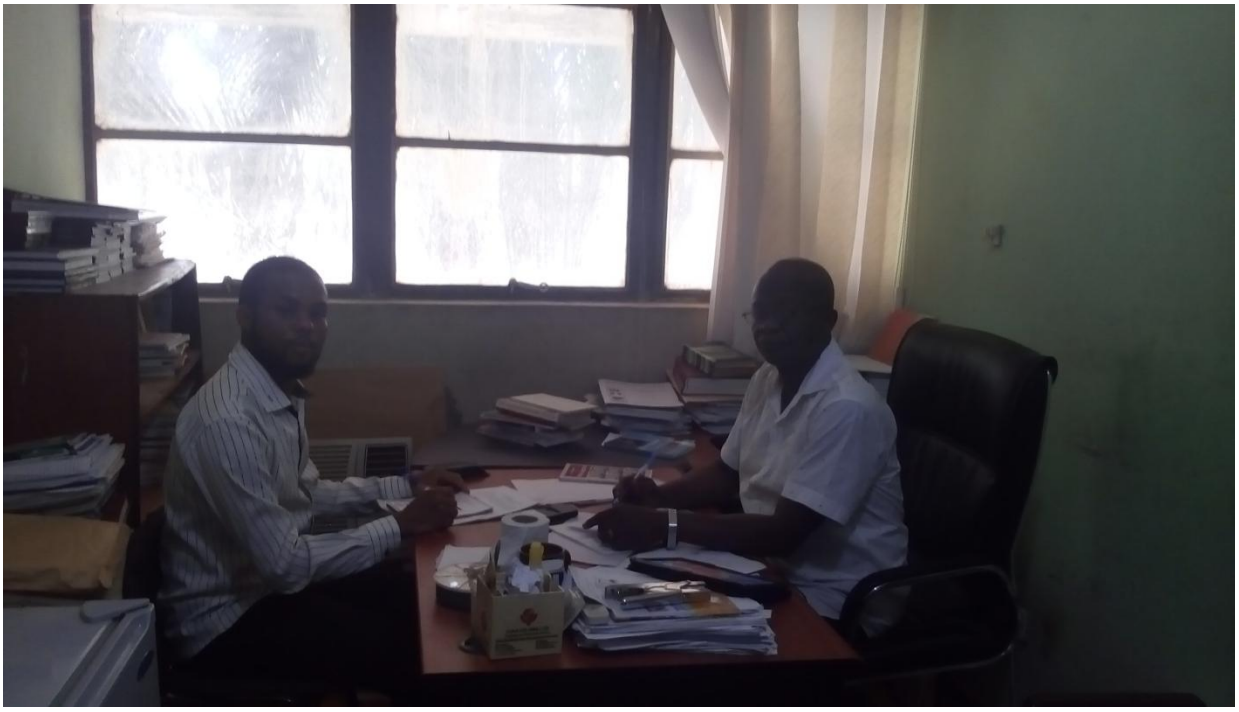


Key Informant Interview with Mr AbdurazakKassim, Teacher, Government Secondary School, Jama'a, Zaria.



Key Informant Interview with Mrs SimbiatBosede, Teacher, Government Secondary School, Jama'a, Zaria.

Appendix XI



Key Informant Interview with Parent, Dr KestonOdiwo, Samaru, Zaria.



Key Informant Interview with Parent, Dr Yusuf Abdulhakeem, Samaru, Zaria.

Appendix XII



Key Informant Interview with Parent, Mrs Ada Sunday, Samaru, Zaria.



Key Informant Interview with Parent, Mr Khalid MuhammedYakubu, Zango, Zaria.

Appendix XIII



Key Informant Interview with Parent, Mr YunusMuhammed, Zango, Zaria.



Key Informant Interview with Parent, Mrs S.O, Badewa, Zango, Zaria.

Appendix XIV

FOCUS GROUP DISCUSSION WITH STUDENTS OF DEMONSTRATION SECONDARY SCHOOL, SAMARU, ZARIA.

	NAMES	AGE	SEX	CLASS
1.	ILEMEDE LOPE	17	Female	SS3
2.	KASIM FALALU	18	Male	SS3
3.	UGWU ONYINYECHUKWU	15	Female	SS2
4.	OGLEKWU BLESSED DAVID	15	Female	SS1
5.	OKOLODA CHISOM	14	Male	SS1
6.	MUSTAPHA FAIZA	13	Female	JSS3
7.	UMAR SALISU	15	Male	JSS3
8.	IKWU BLESSING	12	Female	JSS2
9.	ISAH YUNUSA	12	Male	JSS1

Appendix XV

FOCUS GROUP DISCUSSION WITH STUDENTS OF GOVERNMENT SECONDARY SCHOOL JAMA'A, ZANGO, ZARIA.

	NAMES	AGE	SEX	CLASS
1.	ABDULMAJID MUHAMMED	18	Male	SS3
2.	CHRISTIANA MICHAEL	17	Female	SS3
3.	SUWAIBA IMAM	17	Female	SS2
4.	HUSSAINI HARUNA	15	Male	SS1
5.	MUHAMMAD SULAIMAN	13	Male	JSS3
6.	BLESSING SUNDAY	13	Female	JSS3
7.	ABDULKARIM USMAN	12	Male	JSS2
8.	DEBORAH PETER	11	Female	JSSI

Appendix XVI

KEY INFORMANT INTERVIEW WITH SECONDARY SCHOOL TEACHERS

	NAMES	AGE	SEX	SCHOOL
1.	Mr Muhammad KabirIdris	59	Male	Demostration Secondary School
2.	Mrs HalimahBala	56	Female	Demostration Secondary School
3.	Mr AbdurazakKassim	34	Male	Government Secondary School
4.	Mrs SimbiatBosede	41	Female	Government Secondary School

Appendix XVII

KEY INFORMANT INTERVIEW WITH PARENTS

NAMES	LOCATION
1. Dr KestonOdiwo	Samaru
2. Dr Yusuf Abdulhakeem	Samaru
3. Mrs Ada Sunday	Samaru
4. Mr Khalid MuhammedYakubu	Zango
5. Mr YunusMuhammed	Zango
6. Mrs S.O, Badewa	Zango