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Perceived Influence of Violent Television Show on Pupil Learning and Academic Performance

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ABSTRACT

This study examined the perceived influence of violent television shows on pupils' academic performance in the Ilorin West Local Government Area, of Kwara State. The study "adopted a descriptive survey research design, the population comprises of all private and public primary school teachers. The researcher used a simple random sampling technique to select 157 public primary school teachers and 143 private primary school teachers with a total of 300 public and private primary school teachers. One instrument tagged "Questionnaire on Violent Television Show" (QVTS). The reliability coefficient is 0.79. The findings of the study revealed that the level of the perceived influence of violent television shows on pupils' academic performance is very high in Ilorin West Local Government Area, Kwara State, and there was no significant difference in the perceived influence of Violent Television on Pupils Academic Performance based on gender. There was no significant difference in the perceived influence of Violent Television on Pupils' Academic Performance based on school type. it was concluded that the perceived influence of violent television on pupils' academic performance is very high. It is recommended that parents and guardians should actively monitor and regulate the content their children are exposed to on television, and media literacy in education should be implemented in schools to enhance pupils' critical thinking skills and ability to analyze and evaluate media content.

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1. INTRODUCTION

Academic performance refers to the level of achievement pupils demonstrate in their educational pursuits, commonly assessed through metrics such as grades, exam scores, and other indicators of learning and academic progress. It reflects the extent to which pupils have acquired and comprehended the expected competencies, knowledge, and abilities within a particular academic environment. Some researchers Wigfield and Cambria (2010) described it as "the extent to which a student, teacher, or school attains educational goals as defined by various achievement indicators such as test scores, grades, and completion rates. Academic performance is a crucial indicator of a student's capacity to uphold the academic goals and standards set by educational institutions.

Furthermore, academic performance encompasses more than just cognitive abilities; it also includes elements such as regular attendance, active engagement in class, participation in discussions, and timely completion of assignments. It is indicative of the comprehensive dedication and effort that a student puts into their educational Endeavors Eccles and Wigfield (2000). Also, Academic performance pertains to the educational accomplishments and results of pupils, encompassing a range of measures that reflect their learning and showcase their capacity to attain educational objectives and benchmarks Wigfield and Cambria (2010).

Gender pertains to the societal and cultural expectations, roles, behaviors, and identities linked to being either male or female within a specific community (Ridgeway, 2011). Gender refers to the societal roles and traits assigned to individuals based on their perceived biological sex. It has an impact on different facets of life, such as behavior, opportunities, and societal norms.

The article by Ridgeway (2011) Gender operates as a fundamental framework in social dynamics, influencing people's experiences and shaping social relationships. It plays a pivotal role in everyday interactions, with embedded gender expectations and stereotypes contributing significantly to gender inequality. Grasping the notion of gender is essential when examining the distribution of power, disparities in society, and the development of one's sense of self in connection with cultural norms and expectations. It permits a more thorough analysis of how gender impacts both individuals and the wider societal framework

The term "school type" refers to the categorization or classification of educational institutions based on specific characteristics or criteria. It typically refers to the different types of schools within an educational system, such as public schools, private schools, charter schools, or specialized schools. Kao and Thompson (2003) explored various factors influencing educational achievement and attainment, including the role of school type. It discusses how different types of schools can contribute to educational stratification and disparities in academic outcomes among racial and ethnic groups. Kao and Thompson (2003) explained that the concept of school type is important for understanding the educational landscape and examining the potential differences in academic performance, resources, teaching approaches, and overall educational experiences among students attending different types of schools. It allows for an exploration of the potential impact of school structure and organization on students' educational trajectories.

Previously, the degree to which early childhood exposure to standard violent content on screens, especially during a crucial phase of brain development, could forecast future psychological challenges and academic vulnerabilities remained uncertain, Zimmerman and Christakis (2005) Toddlers and young children who watch violent movies, including Halloween horror films, television shows or video games may be more likely to develop anxiety, sleep disorders, and aggressive and self-endangering behaviors. Extensive viewing of television

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violence may cause children to become more aggressive and anxious. *Crespo et al*. (2010) talks about how children who watch many hours a week of violent TV may become inured to violence and begin to see the world as a scary and unsafe place. So, we wanted to see the long-term effect of typical violent screen exposure in preschoolers on normal development, based on several key indicators of youth adjustment at age 12. The detection of early modifiable factors that influence a child's later well-being is an important target for individual and community health initiatives, and psychological adjustment and academic motivation are essential elements in the successful transition to adolescence.

Research shows that learners who watch violent shows continuously show less interest and exert less effort at school. Huesman and Taylor (2006) states that it has been noticed that violent shows make children tough and less emotional which may lead to their aggressive behavior. While violent television exposure may have short-term effects on adults, its negative impact on children is enduring. Early exposure to violent television places both male and female children at risk for the development of aggressive and violent behavior in adulthood. Extensive viewing of violent television by children causes greater aggressiveness, (Huesman & Taylor, 2006). Sometimes watching a single violent program can increase aggressiveness. Children who view shows in which violence is very realistic, frequently repeated, or unpunished are more likely to imitate what they see, *Crespo et al*. (2010). Exposure to violent home and community environments, as well as an injury due to violence, contribute to both reduced academic progress and increased disruptive or unfocused classroom behavior for children.

Watching violent television during the early years can lead to a later risk of psychological and academic impairment. Before now it was unclear to what extent exposure to typical violent screen content in early childhood a particularly critical time in brain development can predict later psychological distress and academic risks (Anderson & Bushman, 2001). The detection of early modifiable factors that influence a child's later well-being is an important target for individual and community health initiatives and psychological adjustment and academic motivation are essential elements in the successful transition to adolescence. We need to see the long-term effect of typical violent screen exposure in children on normal development based on several key indicators of youth adjustment. Gentile *et al*. (2011) noted that children tend to identify with characters on TV and treat everything they see as real. They are especially vulnerable to humorous depictions of glorified heroes and villains who use violence as a justified means to solve problems.

The area of this study is Ilorin West Local Government Area of Kwara State. This study will cover private primary schools. These private primary schools are sampled for the study because of the numerous programs shown on television nowadays. These private primary schools are citadels of learning that bring together a conglomerate of pupils and staff from different tribes and races of the world with their differences in values, beliefs, and aspirations. As a result of numerous film outlets around these institutes, children are easily influenced by heavy exposure to televised violence. Anderson and Bushman (2001) states that the social development of children has been of major concern to many people. It is generally accepted that children learn better through imitation of what they see or hear. Television is one of the most popular mediums of communication not only in Nigeria but also in other parts of the world. Since its introduction in 1959 into Nigeria, it has become a well-liked leisure activity, reorganizing our patterns of leisure behavior. For most Nigerians, television is a medium of education, information gathering, comfort, and relaxation. Television is also seen as a dominating powerful drug in the minds of children, Gentile *et al*. (2011), as a conveyer of

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cultural beliefs, attitudes, and values, that homogenizes our society, and as a socializing agent.

Television, apart from providing entertainment for children, has an impact on children's learning both in school and out of school. Simmons *et al.* (1999) Says since the television is seen as a powerful teaching tool, the effect of its violent programs on pupils' academic performance needs to be investigated and curbed. Television has been criticized for showing foreign films and programs that glory in the propagation of the culture of violence and immorality. Thus, brutalizing the highly impressionable minds of our children. It has also been discovered that even the local films have nothing to show other than violence, ritual killings, and murder.

It is indisputable that television influences academic performance either directly or indirectly. The effect of televised violence on the academic performance of pupils cannot be over-emphasized. These children are in a sensitive period, during which they are particularly susceptible to the influence of television violence (Huesmann & Taylor, 2006). Furthermore, because children spend so much time watching television and since viewing non-academic related programs can affect their academic performance, it follows that watching aggression on television can foster aggressive impulses among children. Through watching televised aggression, the child may learn techniques of aggression, become emotionally aroused, learn that aggression is acceptable, become accustomed to viewing violence, and so on.

It has been reported that across all channels of television, violence contributes to the poor academic performance of pupils and the learning of aggressive behavior and attitudes (Simmons *et al.,* 1999). It can also contribute to fearful or pessimistic attitudes in children about the non-television world as well as desensitize children to real-world or fantasy violence (Simmons *et al.*, 1999). The fact that heavy exposure to televised violence is one of the major causes of poor academic performance, aggressive behavior, crime, and violence in society. Society has become an unsafe place to live in and people are afraid of anything at night (Foschini & Gans, 1998). Statistics show that the incidence of spectacular crime shown on television seems to be related to the incidence of similar real crimes (Signorielli, 2003); violence on television is made more acceptable to children, because of the manner it is portrayed on television programs. It is shown as a great adventure, a means to achieving the goal, and he who is best at it wins (Foschini & Gans, (1998).

All that has been discussed so far together with the fact that most of what children watch on television is intended for older viewers made the situation quite serious and should be studied. Television as a popular medium of communication has received worldwide criticism for its role in the life of its audience, especially children (Moore, 2004). Even in Nigeria, it has faced a spate of criticism, because often films that are categorized for adult viewing and those of others that are restricted or not for children still find their way to the screen. The world of television is a world of make-believe. Even though it seems impossible for program makers to eliminate violence and horror on the screen, it does not mean that there should be no discretion in the presentation of such programs.

Since the average adult spends more than three hours a day watching television and most children watch at least two hours per day, both adults and children are exposed to a lot of violence (Vandewater *et al*., 2005). For children, the content of television is so different from anything in their life, or experience, that he has no countervailing sources of information. His intelligence is still developing and unequal to the task of assessing and evaluating what he sees on television. They do not distinguish between realities and make-belief that Television violence is realistic. their academic performance is a function of the amount of violent television and the amount of violence they see (Huesmann and Taylor, 2018). Against this

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background, there is a need to go deeper into the study of the effect of television violence on the academic performance of pupils.

The reason for carrying out this study is to investigate the perceived influence of violent television shows on the academic performance of pupils. It aims to explore the relationship between exposure to violent content in television programming and its potential effects on students' cognitive abilities, concentration, and overall academic achievement. By examining the perceptions and experiences of pupils concerning violent television shows, this research seeks to shed light on the possible impact of such programming on their educational outcomes. The findings of this study will contribute to a better understanding of the dynamics between media exposure and academic performance, and provide valuable insights for educators, parents, and policymakers in promoting healthy media consumption habits and creating an optimal learning environment for pupils.

The research question is What is the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government?

Research hypotheses are the following:

(i) H01: There is no significant influence of violent television shows on pupils' academic performance based on gender

(ii) H02: There is no significant influence of violent television shows on pupils' academic performance based on school type

2. METHODS

The research design adopted for this study is a descriptive survey. This design is aimed at finding, describing, and reporting events without manipulation. Nworgu (2006) defines a survey design as one that involves collecting data on and describing systematically, the features, characteristics, or facts about a given population, considered to be representative of the entire group. The population of this study consists of the teachers of the sampled public and private primary schools in Ilorin West Local Government Area of Kwara State.; this population is 1150 teachers (both male and female). The choice of teachers as the population is because they are the ones that are closer to the pupils. A sample of 300 teachers were randomly sampled from a population of 1150. This sample represents 26% of the population as recommended by Cohen *et al*. (2011). Simple random sampling techniques were used to select 157 teachers from public primary schools and 143 teachers from private primary schools in Ilorin West Local Government Area of Kwara State.

The researcher made use of a questionnaire to collect data for the study. Title Questionnaire for Violent Television Shows (QVTS). In constructing the questionnaire for this study, the researcher ensured that relevant variables were incorporated based on the objectives of the study, research questions, and hypotheses (Asamoah, 2014). The questionnaire comprised of items with a modified four-point scale provided for the respondents to make their responses to the questionnaire. Section "A" elicits information on the gender of the respondent and school type. The instrument was developed on a four-point scale of strongly agree (SD), agree (A), disagree (D), and strongly disagree (SD). To determine the validity of the instruments, the instrument was given to an expert in test measurement and evaluation for face and content validity, the correction and observation were strictly adhered to before administration. The test was divided into two groups, odd and even, and the reliability index is 0.79 using Pearson Product Moment Correlation. The researcher trained one research assistant in each school to help in the collection of data which happened to be the class teacher of the selected class in the selected schools.

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All the Research questions were answered using descriptive statistics of mean and standard deviation. Hypotheses 1 and 2 were analyzed using a Paired-Samples t-test whereas hypothesis 3 was analyzed using an independent t-test. All at 0.05 level of significance.

3. RESULTS AND DISCUSSION

3.1. Demographic Characteristics

Table 1 shows the distribution of teachers based on gender. 104 of the respondents representing 34.7% were male, while 196 of them representing 65.3% were female. Female respondents were more in number than male pupils' respondents.

Table 1. Distribution of the teachers based on gender.

Gender	Frequency	Percentage
Male	104	34.7
Female	196	65.3
Total	300	100.0

3.2. Research Question: What is the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State?

Table 2 shows the Perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State. The finding revealed that the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State is very high. The weighted mean is 3.05 which is between 3.01 and 4.00 (Very High) and which is a numeric indicator, that the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State is very high.

Table 2. Perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State.

S/N	Teacher's Perception	Mean	SD	Remark
1	Television violence influences pupils negatively by imbibing violence and mannerisms	3.51	0.725	
2	Television violence makes pupils interpret media presentations negatively thus affecting them adversely	3.24	0.626	
3	Exposure to television violence makes pupils exhibit a high probability of aggressiveness	3.12	0.726	
4	Pupils threaten themselves as a result of aggressiveness they copy from watching violence on television	3.24	0.816	
5	The majority of the shows pupils watch on television contained images of violence	2.95	0.890	
6	I watched television shows that were violent to my children	2.80	0.982	
7	Pupils find academic work difficult because of the television shows they watch	2.96	0.853	
8	Pupils imitate violent characters watched on television	3.06	0.806	

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Table 2 (continue). Perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State.

S/N	Teacher's Perception	Mean	SD	Remark
9	Pupils have not been able to control their emotions lately because of violent movie	2.95	0.795	
10	Pupils find school work and educational-related activities boring and unpleasant after they have watched television shows	3.01	0.859	
11	The memories or thought of violent event pupils watch on television shows interferes with their reasoning during class activities	2.98	0.803	
12	The thought of violence show pupils have watched influence the way pupils respond to all academic task assigned to them	2.79	0.861	

3.3. H01: There is no significant difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on gender

Table 3 shows the difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on gender. The finding revealed that there was no significant difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on gender ($t = -3.131$; $df = 298$; $P > 0.05$). The hypothesis was therefore not rejected in light of the result since the significant value (.800) is more than 0.05. This implies that male teachers' perceived influence of violent television shows on pupils' academic performance (Mean= 35.66) is not significantly different from females' perceived influence of violent television shows on pupils' academic performance (Mean= 37.18).

Table 3. Summary of t-test Analysis showing the difference in the perceived influence of violent television shows on pupils'.

Gender	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Male	104	35.66	3.831	-3.131	298	0.800	Not Significant
Female	196	37.18	4.060				

3.4. H02: There is no significant difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on school type

Table 4 shows the difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on school type. The finding revealed that there was no significant difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on school type ($t = -0.554$; $df = 298$; $P > 0.05$). The hypothesis was therefore not rejected in light of the result since the significant value (0.607) is more than 0.05. This implies that private school teachers' perceived influence of violent television shows on pupils' academic performance (Mean= 36.52) is not significantly different

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from public schools' perceived influence of violent television shows on pupils' academic performance (Mean= 36.78).

Table 4. Summary of t-test Analysis showing the difference in the perceived influence of violent television shows on pupils'.

School Type	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Private	150	36.52	4.063	-0.554	298	0.607	Not Significant
Public	150	36.78	4.030				

4. RESULTS AND DISCUSSION

The finding revealed that the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State is very high, this finding is in support of the Crowder *et al*. (2009) which states that 71% of kids have a television in their bedroom and they watch approximately four and half hours a day. Television's saturation is evident, as is the presence in programming.

Another finding of this study revealed that there was no significant difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on gender it is in support of the finding of Wigfield and Cambria (2010) who revealed that that gender had no significant effect on the academic performance of pupils in Literacy in Ilorin West Local Government Area of Kwara State.

The finding revealed that there was no significant difference in the perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area of Kwara State based on school type this is in collaboration with the finding of Wigfield and Cambria (2010) who revealed that school type had no significant effect on

pupils' academic performance in Literacy in Ilorin West Local Government Area of Kwara State.

5. CONCLUSION

In conclusion, the findings of this study highlight the high perceived influence of violent television shows on pupils' academic performance in Ilorin West Local Government Area, Kwara State. Both male and female teachers perceive a similar level of influence from violent television shows, and this perception remains consistent across different types of schools. Based on the findings of this study, the following recommendations were made:

(i) The government should encourage parents and guardians to actively monitor and regulate the content their children are exposed to on television.

(ii) Parents should set limits on viewing habits to mitigate the potential negative effects of violent programming on academic performance.

(iii) Government, stakeholders should create awareness campaigns, workshops, and discussions to educate and engage all parties on the negative impact of violent television shows on pupil's academic performance.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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