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Statistical analysis of the effects of watching television media on academic performance: The case of Wolaita Sodo town preparatory school students in southern part of Ethiopia

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Abstract
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. The main objective of the study is to analyze the effects of Television viewing on academic performance of Wolaita Sodo town preparatory school Students. Total sample of 193 respondents were included in the study and the data was collected by using self-administered questionnaire and analyzed using SPSS version 20. The collected data was analyzed by using descriptive statistics, Bi-variate Pearson's correlation and multiple linear regression analysis. Results of Pearson's correlation revealed that there is significant association among the independent variables (time spent on watching television, and time spent on study) and the response variable (academic performance) of preparatory school students. The multiple linear regression result also revealed that the academic performance of preparatory school students is significantly affected by time spent on watching television media, time spent on study, study after watching television and class attendance. Time spent on watching television and generally time used for entertainment rather than study was identified as the most significant factors that affect academic performance of students negatively. Hence, to tackle the problem, parents are encouraged to monitor the shows, films and programs that their children watch. Also, to enhance the students' academic performance, parents are advised to ensure that high-quality educational programs be made available and children should be encouraged to watch informational, educational and nonviolent movies and programs. And also students should select the programs and manage their time for study and entertainment.

Keywords: watching television, academic performance, multiple linear regression analysis, preparatory school students

1. 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 programs/contents such as acts of violence, aggression and immoral sexual behaviors that are considered as detriments to their cognitive development (Ogakason, 2017) [1].

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. TV influences our perception of politics, religion, movies, governance, fashion and culture. TV 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 (Anatsui, 2014).

According to Avosa *et al* (2000) [3], Mass media includes newspapers, magazines, books, television, rasssssssdio, films and other forms of communication that reach large audiences with no personal contact between the individuals sending the information and those receiving it. It is essential to the social, political and economic development of society and has promoted various segments. Mass media plays a leading role in promoting education. Cable communications, digital television, video games, internet, newspapers and magazines are changing patterns of behavior and models of accessing knowledge, entertainment and ways of seeing and interacting with one another. School children all over the world come into daily contact with various forms of mass media.

In the field of education, the influence of television is well recognized. The effects of TV on children are as old as the medium itself. The first major media-effects studies "The Payne Fund Studies" conducted in the year 1929. Early concern centered around physiological effects (with starting at picture tube ruin a child's eye sight) as well as emotional or psychological effects. However, a review of the related literature shows that the impact of television on the education of school-going children is controversial i.e. According to William and Haertel (1982) [2] the result of this research studies indicated that "There is a slight negative relationship between Television viewing and achievement. Television does influence achievements, but its effect is small". "The influence of Television on achievement depends on the amount of viewing time. Up to 10 hours per week of viewing may actually enhance achievement slightly. Beyond 10 hours, achievement diminishes with increased viewing up to 35 or 40 hours per week, and beyond that level, additional viewing apparently has little further impact."

In Ethiopia, television is the least accessible type of mass media in contrast to the press and radio. Yet it is perhaps the most appealing type of mass media to most people.

Nowadays globalization penetrates cultural and social boarders around the world and simultaneously strengths smaller regions and feelings of social identity. Political and social power is taking as new dimensions. Cultural awareness and misunderstanding are growing. So it is possible to say that, journalism is at the center of these changes.

Here it is possible to say that the case in Ethiopia is no different. Ethiopia; as part of this world-wide trend of influence is subject to this situation, which can be exemplified by the increased flow in to the country and consumption by the local audience of foreign produced cultural materials of the media. Global media in the form of print, broadcast and online (magazine, newspapers, television, radio and internet) are particularly in the Dire-Dawa city. With more and more video, and TV service giving homes spreading, young Ethiopians opportunity for access and use of global media particularly popular culture is increasing. Nowadays, electronic materials and equipments are becoming cheaper, affordable, and easily accessible. This gives an opportunity to investigate how the global media products are being consumed by local audience and to identify the consequences.

1.2 Statement of the Problem

Many parents, education providers, and other education stakeholders worldwide have expressed concern about the amount of television and the type of programming to which children are being exposed to. Morgan (1993) asserts that despite several decades of research in the United States of America there is little consensus on whether childhood television watching has beneficial, harmful or negligible effects on educational achievement.

In developed countries like Britain and United State of America, children watch an average of five to eight hours of television while in developing countries they watch an average of three to five hours of television every day (Hancox, 2004) [12]. Too much television watching can have adverse effects, such as aggressive behavior, poor school academic performance, early sexual activity, and drug or alcohol use among other effects (Austin, 1992) [18]. By the end of preschool, the average child in the United State and other developed countries will have seen 8,000 murders and 100,000 other violent acts on television (Hancox, 2004) [12]. The world being a global village, Students in Ethiopia could equally have access to the same programs.

The relationship between television viewing and academic performance of children has been a subject of controversy. The viewing of educational programs by children has been associated with desirable characteristics in children like getting higher grades, reading more books, placing higher values in achievement and being more creative. In another study, Lemish (2007) [5] found that heavy viewing of television hinders reading, related problem solving, expressive language and listening skills, blunt imagination and contribute to laziness. Others have shown that the negative effect of hours in front of television disappear when confounding factors such as intelligent quotient or socio-economic status are included.

Considering the inconsistent opinions, views and results of findings on the influence of television program viewing on the academic achievement of students, there is need to carry out further study on the influence of viewing television programs on students' academic achievement. In particular, the influence of viewing Television programs on students educational achievement in Wolaita Sodo require attention since at this stage, the students are capable of using the medium of television on their own and they can watch TV programs easily.

In Wolaita Sodo, many TV channels are available; some of these are EBC, recently emerged TV channels called Kana TV and others. Therefore this research is intended to assess the effect of watching Television programs on academic performance of students and identifying which TV channels are mostly affecting academic performance of students and how those programs are affect academic performance of students are need to investigate. Based on the above statements of the problem this research project is identified the following key research questions.

Key Research Questions

- What is the level of viewing that students spent on Television per a day
- What is the association between TV viewing time, average study time and academic performance mainly average score of students?
- Which Television program do students watch most of the time?
- What is the effect of Time on academic performance of students?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of the study is to analyze the effects of Television watching on academic performance of preparatory students (Grade 11 and 12) in Wolaita Sodo preparatory School, Wolaita Sodo town in southern part of Ethiopia.

1.3.2 Specific Objectives

- To identify the level of viewing the students spent on TV per a day.
- To examine the association between time spent on viewing TV, average time spent on study and average score of students.
- To identify the TV program that students mostly watch.
- To compare the average score of students based on the level of viewing TV.

2. Data and Methodology

2.1 Description of Study Area

Wolaita Sodo Town is located in southern central part of Ethiopia at a distance of 390 km through Shashemene and 329km through Hossaena from Addis Ababa, Capital of Ethiopia and 167km from Hawassa, the capital city of SNNP regional state. Wolaita Sodo town is one of the three reform towns in Wolaita zone which is one of the thirteen zones in SNNP region. The town is located at latitude and longitude of 6°54′N 37°45′E with an elevation between 1600 and 2100 meters above sea level.

According to the 2007 Census conducted by central Statistics Agency (CSA) of Ethiopia, the town has total population of 76,050, of which 40,140 are men and 35,910, are women (CSA, 2007) [3].

2.2 Target Population

The target population of this study was all grade 11 and 12 students in Wolaita Sodo Preparatory school students enrolled in 2010 E.C academic year. It has (403) numbers of grade 11th students and 3381 numbers of grade 12th students total of 3,784 students in 2010 E.C academic year (from office of school Director). From these, number of males and females were 1929 and 1855 respectively with age level of 18 and 22.

2.3 Study Variables

Semester average score of the students is taken as dependent variable and sex, age, the time students spent on watching TV programs per a day, type of watching, motivation for reading after watching TV programs, frequency of watching TV program per a week, study time of students per a day, enough study time, original place of residence of students, reason of watching TV programs, time devoted on the average in home work per a day, level of viewing Television are taken as independent variables.

2.4 Sampling technique

The data for this study was obtained from stratified random sampling technique. Grade 11 students were taken as strata 1 and grade 12 students taken as strata 2. The students with in the class/strata were assumed similar. Data collection period was April 2018.

2.5 Sample Size Determination

Sample size determination is one of the first considerations in planning sample survey. The sample size determination is important, because taking too large sample increases the precision, but wastes the resources while too small sample reduces precision the results. So, it is better to determine optimum sample size. According to Cochran (1997) [13], the sample size determination formula for the study is given as:

$$n_o = \frac{(Z_{\alpha/2})^2 PQ}{d^2}$$

For this study sample size is going to be calculated using the sample size calculation formula given in above when unknown proportions of students who said watching satellite TV media has an impact on academic performance will be obtained by pilot survey and margin of error 7% used with 95% of confidence interval.

Where:-

n_0 =The initial sample size

n_o= sample size, if $\frac{no}{N}$ is negligible

P= the estimated proportion of students watching satellite TV media.

Q=the estimated proportion of students not watching satellite TV media

n= $\frac{no}{1+\frac{(no-1)}{N}}$

$Z_{\frac{\alpha}{2}} = 1.96 \; for \; \alpha = 0.05$, The critical value of standard normal cumulative distribution.

$d = 0.07$, Margin of error (the maximum allowable error)

$N_1 = 403$, Total number of Grade 11 students (strata 1)

$N_2 = 3381$, Total number of Grade 12 students (strata 2)

N=3784, total number of students in Grade 11 and 12 in Wolaita Sodo town preparatory school in academic year of 2010 E.C.

α = level of significance

n = the total sample size selected for this study

To determine the sample size we have calculated the proportion of P& Q as:

P=0.56 and Q= 1-P = 1-0.56 =0.44, obtained from pilot survey.

d=0.07

N= 3784

$$n_o = \frac{(Z_{\alpha/2})^2 PQ}{d^2}$$

$n_{o=(1.96)^2}$*0.56*0.44÷ $(0.07)^2$ = 193

$n_o = n$ Because $\frac{no}{N} = \frac{193}{3784} = 0.05$, which is negligible, so we use $n_o \; as \; n$

Sample size for each stratum is:

$n_h = \frac{N_h}{N}(n)$, Number of sample size in h^{th} strata

$n_1 = \frac{403}{3784}(193) = 21$, Number of sample size in strata 1.

$n_2 = \frac{3381}{3784}(193) = 172$, number of sample size in strata 2.

So our sample size is

$n = \sum_{h=1}^{2} n_h$=21+172=193

2.6 Method of Data Analysis

The data was analyzed by using descriptive statistics, bi-variate Pearson's correlation and multiple linear regression analysis.

3. Results and Discussions

3.1 Introduction

To assess the relationship between the response variable and the suggested independent variables, the multiple linear regression analysis is employed in this study. Before going to the analysis of uni-variate and multivariate statistics, it is better to start by briefly summarizing the cases of the data. A total of 193 students were selected in this study.

3.2 Descriptive Statistics

From the table (1) below we can see that the minimum semester average score of the students is 60 and the maximum is 96 whereas the average is 75.73 with standard deviation of 10.248. The minimum time that the students spent on watching TV per a day was two hours and the maximum time is six hours per day. The average time that the students spent on watching TV is about four hours. The minimum average time that the students spent for study per a day is two hours and the maximum is seven hours whereas the average time is 3.76 hours per day. The age of students who participated in the interview was between 18 and 22 years old and the average age is about 20 year.

Table 1: Descriptive Statistics

Variables	sample	Min.	Max.	Mean	St. deviation
Semester average score of students	193	60	96	75.73	10.248
Time students spent on watching STV per a day	193	2	6	3.99	1.414
Average time spent for study per a day	193	2	7	3.76	1.376
Age of students	193	18	22	19.91	1.288
Family's average monthly income	193	2000	5000	3478.24	1044.202
Students average time spent for home work	193	2	5	3.44	1.035
Total sample	193				

From the total of 193 sampled respondents (Table 2), 100(51.8%) are males and 93 (48.2%) are female students. About 21 (10.9%) of the respondents are from Grade 11 while 172 (89.1%) from Grade 12 at the time of survey. 101 (52.3%) are from urban area and 92(47.7%) students origin rural participated in the study. About 153 (70.3%) of respondents have TV connection at their home and the remaining 40 (20.7%) of them have no TV channels at their home, that is the majority of respondents have TV channels at their home. Based on their level of viewing, majority 99 (51.3%) of respondents watch TV three hours and above per a day and 94 (48.7%) of them are light viewer (below 3 hours) per a day. In addition 55 (28.5%) of respondents usually watch TV, 122(63.2%) of them are watching TV some times, 10 (5.2%) are watching TV rarely and 6(3.1%) of respondents do not watch TV. Based on the purpose the students watch the TV, 43 (22.3%) of respondents watch TV for entertainment purpose, 78 (40.4%) watch TV to obtain information, 34(17.6%) watch for educational purpose, and 35(18.1%) of the respondents watch TV to spent their time while only 3 (1.6%) of respondents watch Television for another purposes. The great majority,81 (42%) of respondents interested to watch Kana TV, the majority, 70 (36.3%) choose to watch Ethiopian Broadcasting Corporation (EBC), 30(15.5%) watch EBS TV (Ethiopian Broadcasting Service), and the remaining 12 (6.2%) of them are interested to watch other TV channels.

A few number, 66(34.2%) of students study their course after watching TV, and the remaining 127(65.8%) do not study after watching TV. When we come to the motivation of students after watching TV, the majority, 91(47.2%) of the respondents have slight or medium motivation to study after watching TV, 56(29%) of respondents have low motivation and 46(23.8%) have high motivation to study their course after watching TV. In addition to this, majority of the students, 99(51.3%) reported that watching Kana TV affected their academic performance, 58 (30%) of the students reported that watching EBC TV affected their academic performance, 26(13.5%) reported that watching EBS TV affected their academic performance, 10(5.2%) of the respondents reported that their academic performance was affected by other factors rather than TV. Majority of the students, 139 (72%) attend a class regularly, and 54 (28%) of them do not attend their class regularly. About 155(80.3%) of respondents obtained moral support from their parents for their education, and 38 (19.7%) of respondents do not obtain moral support for their education. In addition, majority of respondents, 107 (55.4%) do not give enough time to study their courses, and 86 (44.6%) of respondents give enough time to study their courses.

Table 2: Descriptive statistics for categorical Variables

Variable	Categories	Number	Percent
Gender	Male	100	51.8
	Female	93	48.2
Grade Level	Grade 11	21	10.9
	Grade 12	172	89.1
Place of residence	Urban	101	52.3
	Rural	92	47.7
Have TV connection at home	Yes	153	79.3
	No	40	20.7
Level of Viewing TV	Heavy	99	51.3
	Light	94	48.7
Frequency of watching TV/week	Usually	55	28.5
	Sometimes	122	63.2
	Rarely	10	5.2
	Never	6	3.1
Reason of watching TV	For entertainment	43	22.3
	For information	78	40.4
	For education	34	17.6
	To spend a time	35	18.1
	Other	3	1.6
Mostly watching TV	Kana	81	42
	EBC	70	36.3
	EBS	30	15.5
	Other	12	6.2

Table 3

Variable	Categories	Number	Percent
Study after watching TV	Yes	66	34.5
	No	127	65.8
Motivation for reading after watching STV	High	46	23.8
	Medium	91	47.2
	Low	56	29
STV that affect average score of students	Kana TV	99	51.3
	EBC	58	30
	EBS	26	13.5
	Other	10	5.2
Class attendance	Yes	139	72
	No	54	28
Parents moral support	Yes	155	80.3
	No	38	19.7
Giving enough study time	Yes	107	55.4
	No	86	44.6

3.3 *Multiple linear regressions Model*

Since the nature of our response variable (students average score) is continuous, the multiple linear regression model is employed to analyze the data.

$$Y = B_o + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + \cdots + B_p$$

Where Y is dependent variable, X_i are independent variables, the B_o is called Y-intercept, the β_i are called slopes or coefficients and ε_{ii} are errors or residuals of the model.

3.3.1 Test of model adequacy checking Analysis

Model adequacy

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.932[a]	.869	.865	3.768	1.667

The coefficient of determination, multiple correlations of 0.932 and a multiple adjusted

R-square of 0.865 showed that magnitude of the relationship between academic performance and independent variables. The result indicated that a linear relationship of the independent variables accounted for 93.2% of the total variation in academic performance of students. And also Adjusted R-square = 0.865, indicates about 86.5% of variation in average score of students is explained due to variation in explanatory variables. And the remaining percentage is explained by other predictor variables which is not included in the model. And also Durbin-Watson is indicates there is no auto correlation in residuals of model.

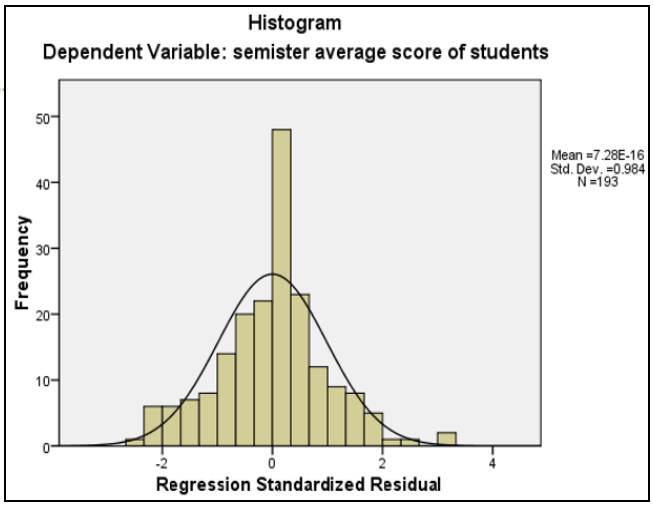

Fig 1: Histogram

3.4 Bivariate Correlation Analysis Result

The correlation coefficient is a statistical measure of the strength of association in addition to direction. The Semester average score of students and the time they spent on watching TV per a day have a strong negative relationship to each other. But the relationship between semester average score of students and the average time they spent for study per a day have a strong positive relationship to each other. Correlation is significant at the 0.01 level.

Table 4: Correlations

		semester average score of students	Average time spent for study per a day	Time students spent on watching STV per a day
Semester average score of students	Pearson Correlation	1	.569**	-.894**
	Sig. (2-tailed)		.000	.000
	N	193	193	193
Average time spent for study per a day	Pearson Correlation	.569**	1	-.531**
	Sig. (2-tailed)	.000		.000
	N	193	193	193
Time students spent on watching STV per a day	Pearson Correlation	-.894**	-.531**	1
	Sig. (2-tailed)	.000	.000	
	N	193	193	193

**. Correlation is significant at the 0.01 level (2-tailed).

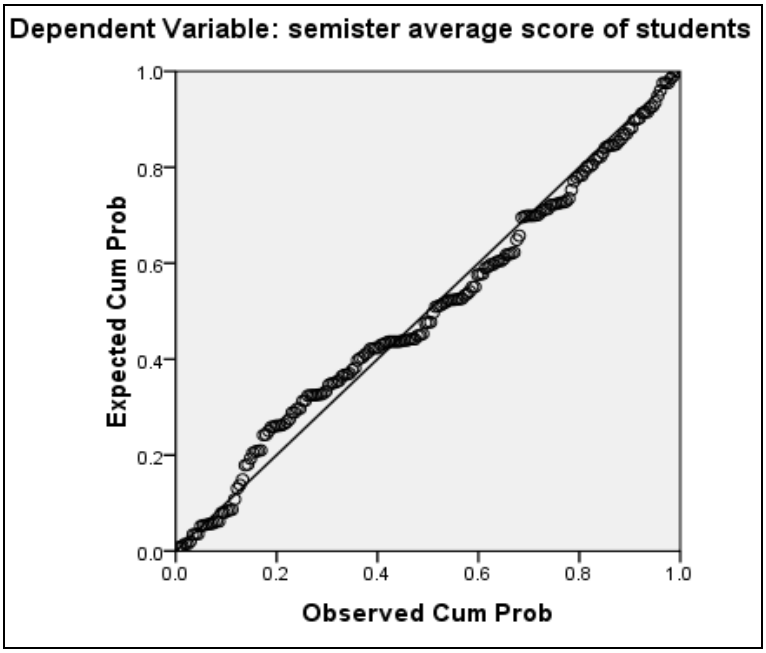

Fig 2: Normal P-P Plot of Regression Standardized Residual

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	85.400	1.899		44.972	.000	81.654	89.147
	Average time spent for study per a day	.923	.227	.124	4.064	.000	.475	1.371
	Time students spent on watching STV per a day	-2.925	.359	-.404	-8.145	.000	-3.634	-2.217
	Giving enough study time	-4.094	.744	-.200	-5.502	.000	-5.562	-2.626
	Class Attendance	-3.833	.801	-.168	-4.787	.000	-5.413	-2.253
	Study after watching STV	-2.023	.622	-.094	-3.250	.001	-3.251	-.795
	Level of viewing STV	4.744	.835	.232	5.681	.000	3.097	6.391

a. Dependent Variable: semester average score of students From the above table above the fitted regression model is;

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6$$

$$\hat{Y} = 85.4 + 0.923X_1 - 2.925X_2 - 4.094X_3 - 3.833X_4 - 2.023X_5 + 4.744X_6$$

The variable those included in the model (X_1, X_2, X_3, X_4, X_5, and X_6) has significance effect on academic performance of students. Where (X_3, X_4, X_5, and X_6 are Dummy variables which contains the value "0" and "1"). Now the model is written as:

$\hat{Y}$ = 85.4+ 0.923 X_1 -2.925 X_2 -4.094D_1 – 3.833D_2-2.023D_3+ 4.744D_4

Where,

$\hat{Y}$ =the semester averages score of Grade 11th and Grade 12th students in Wolaita Sodo preparatory school.

X_1 =Average time students spent on study per a day

X_2 = Time spent on watching STV

D_1 = students who do not give enough time for study

D_2 = students who do not attend the class regularly

D_3 =Students who Studies after watching STV

D_4 = watching STV lightly

The intercept value of B_0 =85.4 indicates that, the average score of students is 85.4 when all factors are equal to zero in the model. In other word, if there is no predictor variable in the model, the average score of students is 85.4. B_1 = 0.923 implies that for every one hour change of the average time students spent on study per a day, their average semester score is increased by 0.923 times, keeping the other predictor variables as constant in the model. B_2 = -2.925 indicates that for every one hour change of daily satellite TV watching time, the average semester Score of students is decreased by 2.95 times keeping the other predictor variables as constant in the model,

The study examines the effect of watching Satellite TV on academic performance of students. The overall result from the study shows that the maximum time that students averagely spent on study is 7 hours per a day and the minimum of 2 hour with the mean time of 3.76 hours. And also the maximum time spent on watching Satellite TV per a day is 6 hours and the minimum of 2 hour with mean of 3.99 hours.

The daily watching time is negatively related with average score of students. This means the time they spent on watching STV have negative effect on their academic performance, but the time they spent on study have positive effect on their academic performance. In addition the average score of students who watch STV below 4 hours per a day (light viewer) is greater compared to the average score of students who watch STV more than 4 hours per a day (heavy viewer). In addition to this the class attendance have greater effect on academic performance of students which means the semester average score of students who do not attend the class regularly is lower compared with the average score of students who regularly attend the class.

And also the average semester score of students who does not give enough study time is lower compared to the average score of students who give enough study time.

4. Conclusions and Recommendations

4.1 Conclusions

The main objective of the study is to assess the effects of Television media viewing on academic performance of Grade 11 and 12 Students. The findings showed that the majority, (42%) of students watch Kana TV, (15.5%) of students watch EBS and (36.3%) of students watch EBC and (6.2%) other watch TV channels. Based on the level of viewing, the average score of light viewers is greater than that of heavy viewers.

From bi-variate analysis, the time students spent on watching TV and average score of students are negatively correlated, and the time students spent on study and the average score are positively correlated. The students who attend the class regularly achieved better score and those who did not attend regularly achieved low score. The students who give enough time to study their courses achieved better than those who did not give enough time.

About 28.5% of the students watch TV usually, 63.2% watch sometimes, 5.2% watch rarely and 3.1% of the students never watch the TV. About 22.3% of the students watch the TV for entertainment, 40.4% watch to gather the information, 17.6% watch for educational purpose and about 18.1% of the students watch to spend their time. The majority of the students, 42% watch Kana TV, 36.3% watch EBC, 15.5% watch EBS TV channels.

In general, the level of watching TV (heavy or light), the frequency of watching TV, the purpose of watching the TV, the type of the TV channel the students choose and the parents moral to support the students affect the academic performance of the students.

4.2 Recommendations

The outcomes of the research study suggest some measures to be taken by different stake holders to make finding of the study on television watching more fruitful and beneficial for school going age children in study area. The study establishes that longer hours devoted to television watching has been variously criticized for negative effect on academic achievement. Therefore, the need to effectively and adequately balance the watching of TV with reading ability of students will go a long way to model and change their behavioral characteristics towards academics and thereby providing a better environment for a enhanced academic performance. The study notes that students on their own might not be able to solve these problems due to the pleasure involved in watching related media and home video programmers. Hence, to solve these problems in our area, parents should monitor the shows, films and programs their children are viewing.

Teachers should allow their students to watch TV for maximum of one to three hours every day, help them in maintaining balance between their leisure time and study time. That will help them in a long run to develop a balanced and disciplined personality. Students should give due attention to teachers advice. Finally we recommend that the students should select the program and manage their time for reading and watching TV. The students should use their time wisely and effectively. Further studies on this area should be conducted, especially by comparing satellite TV and non-satellite TV channels.

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