

INFLUENCE OF TELEVISION VIEWING HABIT ON PUPILS' EMOTIONAL DEVELOPMENT IN ORLU EDUCATION ZONE 1, IMO STATE

Egornu, Eucharia Onyebuchi

Department of Early Childhood and Primary Education
Faculty of Education, University of Nigeria, Nsukka

Abstract

The study investigated the influence of television viewing habit (TVVHa) on emotional development of pupils in Orlu education zone 1, Imo state. The design of the study was Ex post facto. Six research questions and six null hypotheses guided the study. The sample size for this study is 782 respondents made up of 391 pupils and 391 parents purposely drawn from 51 public schools in Orlu education zone 1. The instrument used for the study was Individual Television Viewing Report (ITVR) and Scale of Attainment of Emotional Development (SEAD). The research questions were answered using descriptive statistics and the hypotheses were tested using analysis of variance (ANOVA). The reliability coefficient of 0.84 and 0.91 was obtained for weeks one and two respectively with the overall reliability of 0.93. The internal consistency for the scale of attainment of emotional development (SAED) was obtained using Cronbach alpha. The reliability coefficient was as follows: regulates feeling and behaviour 0.88, finding balance and self-regulation 0.92, aggression 0.77, love 0.93, appreciation 0.94 and frustration 0.72. The overall for SAED is 0.95. This was considered high enough for the instrument to be reliable. The analysis showed that moderate TV viewing facilitates emotional development more than high TV viewing habit. Intense viewing habit seems to be very harmful to emotional development. Among the recommendations made were that Parents and guardians should endeavour to control or minimize the access to television set and frequency of television viewing by pupils. This will enable them to be mindful of the level of attention their children give to television viewing.

Keywords: Television viewing habit, emotional development, pupils, parental monitoring

Introduction

The development of emotional ability in childhood is a critical milestone of human development. It is within the framework of child's interaction with the environment that the child matures the capacity to cope with emotional stress, share intentional communications, developmental representation of self and others and understand others intentions. From birth, children rapidly develop their abilities to experience and express different emotions, as well as their capacity to live with and manage a variety of feelings (National Scientific Council on the Developing Child, 2004). Children's emotional development is built into the architecture of their brains. The development of these capabilities occurs at the same time as a wide range of highly visible skills in mobility (motor control), thinking (cognition), and communication (language). Emotional development is largely influenced by relationship with parents and peers.

Emotional development refers to the reactions of someone at a particular time or situation. It is the behavior of someone towards oneself or another person which could manifest in form of feeling of joy, happiness, appreciation, gratitude, sadness, fear, anger, aggression and self-regulation. Hearn (2010) views emotional development as a feeling of joy or sadness, the ability to recognize, express and manage feelings at different stages of life and to have empathy for the feeling of others. Kimberly (2013) stated that emotional development is the aroused psychological state marked by increased bodily

activity and strong feelings directed to some subjects. Contextually, emotional development refers to the behaviour of someone towards oneself or another person which could manifest in form of feeling of joy, happiness, love, frustration, appreciation, gratitude, sadness, fear, anger, aggression, and self-regulation. Emotional development helps one to solve a large number of general problems for example time management, interpersonal skills, team work, self-motivation, leadership as well as how to control one's self in the environment where there is a lot of distractions.

We live in a world that is full of distractions in every corner. Things that distract children might differ from one person to another as their interests are different. These distractions include hunger, poor lighting poor sleeping habit, illness, fatigue noisy environment and much more television viewing. Television viewing is the act of watching television programs for the purpose of acquiring knowledge and for entertainment. In other words, it is a process of viewing television programs with interest to learn and to entertain oneself. According Ogakason (2017) television viewing refers to the attention an individual devotes to watching television set such as the amount of time children spend watching television programs/contents. Through viewing some educative programs on the television like cartons such as Barbie, PEABOARD and CHAIRMAN as well as story hour – Tales by moon Light, children learn to be knowledgeable about people and the world around them. It seems to enhance children's emotional development. When children listen to stories of tales by moon light; a child or animal rewarded for exhibiting love, empathy, kindness or punished for bad behaviour, they learn a lot. However, excessive television viewing habit seems to deprive children from achieving successively. Children spend a sizable chunk of their time viewing television programs and act out what they see. By so doing they form a habit known as television viewing habit.

Television viewing habit refers to the attitudes and actions of an individual towards television viewing. This appears to depend on the age of the individual and the time spent in viewing television. For instance, if an individual spends more than 2 hours on daily basis viewing television for one month or more, it becomes a habit as it may lead to unproductive lifestyle. Ngwoke (2011) refer to television viewing habit as the amount of time children spend viewing television, the nature of the programmes and viewing pattern. Television has captured the world and its expansion is more rapid than that of radio or automobile. Ezema (2006) views television as a means to see at a distance and as one of the wonders of the modern world. It seems to have the capacity to take someone round the world in a twinkle of an eye, in terms of academic and social life in general. It has become an important part of people's way of life so that it is difficult to say whether it is a luxury or necessity. Television abounds everywhere. It remains overwhelmingly the greatest source of education, information and entertainment. El-Houfey and Elserogy (2013) state that television viewing habit gives children a distorted image in life, and makes it hard for children to distinguish between reality and fantasy.

However, excessive television viewing habit appears to be an aberration as it appears to have the capacity to take children away from other forms of play as it incorporates many activities which require time to watch. The time children spend in viewing these television programs appear to be a thing of concern to most parents, teachers and society at large. A poor television viewing habit among children can be the cause of prevalent negative behaviors among children such as fighting, aggression, worrisomeness, shyness, lack of respect, grumbling as well as bullying. In most families in Orlu education zone 1, Imo state most children seem no longer to be involved in family interaction, playing with friends, learning physical skills and ordinary games, reading at

home or doing assignments nor do they run errands. Instead, they may be seen throwing tantrums and generally insulting elders as well as smoking, stealing, refusing to do assignment, or sleeping, refusing to run errands unless they are forced to by putting off the television. Hence television viewing habit can be healthy or unhealthy depending on the amount of time spent viewing it and the content of what is viewed. Garba (2015) provides an explanatory analysis of time spent by children in viewing television across the world through surveys as follows: Nigerian children watch television for an average of four hours per day 28 hours per week; American children watch television for an average of 14 hours per week while Australian children spend 7 hours per week. Latino children watch television for an average of 8 hours per week while North American children watch television for four and half hours daily thereby making it 31 ½ hours per week.

On the other hand, Japanese children watch television for 5 hours per day and 35 hours per week. American Academy of Child and Adolescent psychiatry (AACAP, 2012) stipulated that children in the United Kingdom watch television for an average of 3-4 hours per day; 21-28 hours per week. Although television may provide a child with some degree of learning, giving too much attention to it may have a negative influence on a child. In other words, television viewing may not be too healthy for a growing child when not controlled; and what children watch often seems to have deep impression and almost control the way they act especially when television viewing becomes a habit.

Spending too much time on TV viewing may result to “Mean World Syndrome”. According to Gerbner (2002), the term mean world syndrome means that children may be afraid that what they watch on TV may happen. It is also used to describe a phenomenon whereby violent-related content of TV makes viewers believe that the world is more dangerous than it actually is. Apart from violence on TV shows, some aspects of TV programmes are fearful and unrealistic. Close observation by the researcher also show that most children fear much about their environment. Fear may be deadly especially if it hinders some aspects of development particularly during primary school age.

The implication of the above is that children absorb whatever they see or learn in their environment and apply same when opportunity calls to do so. The more mature a child is, the more the child gains understanding of his environment. So, children may develop new understanding of what they see, hear or learn particularly what they observe in the environment of which parents, caregiver and television are major components.

More so, during TV viewing, there is release of dopamine. 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 children spend much time sitting in front of TV as witnessed in Orlu education zone 1. This appears to influence children’s life emotionally. Funk (2005) posits that children who watch a model rewarded for performing violently in the TV are more likely to experience a desensitization effect and behave in a similar manner particularly if it has to do with aggression or frustration tendencies. When watching violence TV children can become desensitized to pain and suffering of others and show increased fondness towards violence and aggression. All these negative vices/emotions appear to influence children’s behavior especially those in primary school.

Primary school child is a young person between 6 – 12 years who attend primary school. According to the Federal Republic of Nigeria, (FRN, 2013), in her National Policy on Education, primary education is the education given in institutions for children between the ages 6 to 12 years. Currently, in Orlu Education zone 1, many families seem to be either single or dual income parents. Often, this phenomenon places

pupils alone in a home with the unrestricted access to a TV either in the sitting room, in the bedroom or both. In this circumstance, nobody is there to censor what children view on TV. Working parents do not seem to have the excess time which is required to effectively and satisfactorily operate existing censorship systems. However, the amount of time spent by pupils viewing TV, and the amount of time spent viewing offensive contents are of great concern to parents. Parents and teachers often complain aloud that pupils in Orlu find it difficult to listen to, or obey their parents and other authorities. In many occasions, pupils have been disobedient to the point of beating up their younger siblings, fighting older ones, stealing and refusing to run errands. It is also observed that some pupils watch home videos in front of business centres even during school hours.

The effect is that such pupils displace domestic chores, reading at home, sports, house chores as well as playing with friends for TV viewing. The consequences are not far-fetched because some of these pupils grow up to become TV addicts. Further consequences include pornography, early sex life and sexual harassment which are prevalent among pupils. Some teachers have reported of older pupils molesting younger ones sexually in quiet corner of the school. These may in turn result to prevalence or wide spread of sexually transmitted diseases (STDs). Without appropriate emotional development, pupils may find it difficult adjusting to school and school related activities. This may eventually translate to poor adjustment and behavior problems in later life and may endanger the social development of the viewers particularly children as they are the major targets of the many television programs.

With the increasing number of TV programs as well as the increasing alienation of parents from their parental role due to their busy schedules, television Viewing Habit of pupils is becoming more and more undeterminable. Unhealthy television viewing habit may be harmful for the growing child. Casual observation by the researcher shows that many family members gather in the sitting room during evening periods and work-free days for family interaction. Everyone particularly children glue their eyes to the television set which prevents them from quality family interaction. Any issue raised under this scenario outside the television programs is usually seen as distraction. These days, many TV programs are targeted at children because they are the larger audience. This state of affairs is likelihood to make children engage in high Television viewing Habit. The impact is that children do not do assignment, do routine household chores, rest, play and interact with others, run errands or engage in physical activities. It is also common to see school children watching television around business centers along the streets even when they are late to school. Most children seem to learn from and imitate the behavior of individuals they observe. Watching violence on television seems to have made a significant number of children to behave violently and exhibit unfriendliness. So most children fight, quarrel, and throw tantrums. The problem of this study therefore is to ascertain the specific influence of TV viewing habit on pupils' emotional development.

Purpose of the Study

The main purpose of the study is to determine the influence of Television viewing habit (TVvHa) on pupils' emotional development in Imo State. Specifically, the study sought to determine the influence of;

1. (high, moderate and low) television viewing habits on pupils' regulation of feelings.
2. (high, moderate and low) television viewing habits on pupils' finding balance and self-regulation skills.
3. (high, moderate and low) television viewing habits on pupils aggression/ violence.

4. (high, moderate and low) television viewing habits on pupils show of love.
5. (high, moderate and low) television viewing habits on pupils show of appreciation.
6. (high, moderate and low) television viewing habits on pupils exhibiting frustration tendencies

Research Questions

The following research questions guided the study:

1. What is the influence of (high, moderate and low) television viewing habit on the test of attainment of pupils' regulating feelings and behavior?
2. What is the influence of (high, moderate and low) television viewing habit on test of attainment of pupils' finding balance and self regulation?
3. What is the influence of (high, moderate and low) television viewing habit on pupils' aggression/violence?
4. What is the influence of (high, moderate and low) television viewing habit on test of attainment of pupils' show of love?
5. What is the influence of (high, moderate and low) television viewing habit on the test of attainment of pupils' show of appreciation?
6. What is the influence of (high, moderate and low) television viewing habit on pupils' test of attainment of exhibition of frustration tendencies?

Also the following null hypotheses guided the study and tested at 0.05 level of significance:

Hypotheses

The following null hypotheses have been formulated for the study and were tested at .05 level of significance.

- H₀₁:** There is no significant influence of (high, moderate and low) TV viewing habit on a test of attainment of regulating feelings and behaviour
- H₀₂:** There is no significance influence of (high, moderate and low) TV viewing habit on a test of attainment on finding balance and self regulation.
- H₀₃:** There is no significant influence of (high, moderate and low) TV viewing habit on a test of attainment on aggression/violence.
- H₀₄:** There is no significant influence of (high, moderate and low) TV viewing habit on a test of attainment of love
- H₀₅:** There is no significant influence of (high, moderate and low) TV viewing habit on a test of attainment of appreciation
- H₀₆:** There is no significant influence of (high, moderate and low) TV viewing habit on a test of attainment of frustration

Methods

The design for this study is ex-post facto research design. The researcher used the ex-post facto design because it availed the researcher the opportunity to ascertain how TVvHa influence the emotional skill development of pupils. The study was carried out in Orlu educational zone 1, Imo State. Orlu Education Zone 1 was chosen for this study based on the fact that it has the largest pupil's density. The zone is highly accessible from the state capital. It's expected that the findings from the schools in this zone will be applicable to other public primary schools in the state. However there has been paucity of research evidence on the influence of television viewing habit on pupils' emotional development. Also, the researcher is from Orlu zone and is familiar with the terrain of the zone. This will make it easier, less expensive and more convenient for the researcher to obtain all the

data required for efficient research. The population of the study comprised 4226 parents and 17640 primary 5 pupils in 160 public primary schools in Orlu educational zone 1(Imo State Basic Education Board, 2018). Primary 5 pupils were chosen for this study because they fall within the late childhood stage and therefore are expected to be able to read, write, calculate and even answer oral questions. Another justification for selection of primary 5 pupils for this study is also based on the fact that pupils within this age bracket could give sincere information that will enable the researcher to ascertain whether TV viewing habit has any influence on the emotional development of pupils in Imo State. The sample size for this study is 782 respondents made up of 391 pupils and 391 parents drawn from the population. The sample size was computed using Yamen (1967), formula for computing sample size. Seven instruments developed by the researcher were used to collect data for the study: these are: Individual television viewing report (ITVR); test of pupils' regulating feelings and behaviour' test of pupils' finding balance and self regulation; test of pupils' aggression/violence; test of pupils' show of love; test of pupils' show of appreciation; and test of exhibition of frustration tendencies.

The instruments were validated by three experts and trial tested on 4 pupils each from 5 public primary schools in Ohaji local Government Area of Imo state. The internal consistency of the instrument was obtained using Crombach Alpha reliability method. The reliability coefficient for ITVR was 0.84 and 0.91 for weeks one and two respectively. The reliability coefficient for SAED was as follows: regulates feeling and behaviour 0.88, finding balance and self regulation 0.92, aggression 0.77, love 0.93, appreciation 0.94 and frustration 0.72. Collection of data for this study was done by the researcher and 8 assistants briefed by the researcher. The data collected were analyzed using mean and standard deviation in answering the research questions. One way Analysis of variance (ANOVA) was used to test the null hypotheses at 0.05 level of probability. ANOVA was used because the independent variable (television viewing habit) has three levels (low, moderate and high) television viewers. Pupils who viewed television for an average of 0-1 hour daily were categorized as low viewers; pupils who viewed television for an average of 1-2 hours daily were categorized as moderate viewers and pupils who viewed television for of 3 hours or above daily were categorized as high viewers.

Results

Research Question One: What is the influence of (high, moderate and low) Tv viewers on regulating feelings and behaviour?

Table 1: Mean and standard deviation scores of high, moderate and low Tv viewers on regulating feelings and behaviour

S/N	TV viewers	N	\bar{x}	SD
1	High	160	2.91	0.76
2	Moderate	130	3.33	0.80
3	Low	101	3.11	0.81

Results in table 1 show that standard deviations ratings of the students in the three groups are close to their mean ratings. From the mean ratings of the three groups, moderate TV viewers regulate feelings and behaviour more than the high TV viewers followed by low Tv viewers. There is no significant influence in the mean scores of high, moderate and low Tv viewers on regulating feelings and behaviour

Table 2: Hypothesis 1: One-way analysis of variance on influence of TV viewing Habit on regulating feelings and behavior

	Sum of Squares	df	Mean F	Sig.
Between Groups	12.925	2	6.462	.000
Within Groups	239.555	388	.617	
Total	252.480	390		

Table 2 shows $F(2, 388)=10.467$, $P=0.000$. The associate probability value of 0.000 is less than the level of significance (0.05). The associate probability is less than the level of significance (0.05), therefore, the null hypothesis was rejected and the alternative hypothesis upheld. This means that there is significant difference in the mean scores of high, moderate and low TV viewers on regulating feelings and behaviour.

Table 3: Post-Hoc test of significant difference among TV viewers on regulating feeling and behaviour

(I) grouping	(J) grouping	Mean Difference (I-J)	Std. Error	Sig.
High	Moderate	-.42446*	.09278	.000
	Low	-.19628	.09986	.146
Moderate	High	.42446*	.09278	.000
	Low	.22818	.10422	.092
Low	High	.19628	.09986	.146
	Moderate	-.22818	.10422	.092

The Table 3 shows significant difference ($p<0.05$; $p=0.000$) between high and moderate Tv viewers, but no significant difference ($p>0.05$; $p=0.146$) was observed between the high and low Tv viewers. However, significant difference ($p<0.05$; $p=0.000$) was observed between moderate and high Tv viewers. Also, no significant difference was observed between moderate and low Tv viewers. This suggests that moderate TV viewers regulate feeling and behaviour more than the high and low Tv viewers.

What is the influence of high, moderate and low Tv viewers on finding balance and self-regulation?

Table 4: Mean and standard deviation scores of high, moderate and low Tv viewers on finding balance and self-regulation

S/N	TV viewers	N	\bar{x}	SD
1	High	160	2.36	0.61
2	Moderate	130	2.36	0.68
3	Low	101	2.44	0.73

From table 4 mean ratings of the three groups, low TV viewers scored higher on finding balance and self-regulation than the high and moderate TV viewers. There is no significant influence in the mean scores of high, moderate and low Tv viewers on finding balance and self-regulation

Table 5: One-way analysis of variance on influence of TV viewing Habit on finding balance and self-regulation

	Sum of Squares	df	Mean F	Sig.
Between Groups	.519	2	.260	.585
Within Groups	172.255	388	.444	
Total	172.775	390		

Table 5 shows $F(2, 388)=0.585$, $P=0.558$. The associate probability value of 0.000 is greater than the level of significance (0.05). Therefore, the null hypothesis was upheld. This means that there is no significant influence in the mean scores of high, moderate and low TV viewers on finding balance and self-regulation.

What is the influence of (high, moderate and low) TV viewers on aggression and violence?

Table 6: Mean and standard deviation scores of high, moderate and low TV viewers on aggression and violence

S/N	TV viewers	N	\bar{x}	SD
1	High	160	2.39	0.63
2	Moderate	130	2.37	0.59
3	Low	101	2.33	0.68

From the results in table 6, the low standard deviations scores show that the ratings of the students in the three groups are close to their mean ratings. From the mean ratings of the three groups, high Tv viewers scored higher on aggression and violence than the moderate and low Tv viewers.

Table 7: One way analysis of variance on influence of TV viewing Habit on aggression and violence

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.221	2	.110	.274	.760
Within Groups	156.113	388	.402		
Total	156.334	390			

The results in table 7 show $F(2, 388)=0.274$, $P=0.760$. The associate probability value of (p) is greater than the level of significance (0.05). Therefore, the null hypothesis was upheld. This means that there is no significant influence in the mean scores of high, moderate and low TV viewers on finding aggression/violence.

What is the influence of high, moderate and low TV viewers on show of love?

Table 8: Mean and standard deviation scores of high, moderate and low TV viewers on show of love

S/N	TV viewers	N	\bar{x}	SD
1	High	160	3.14	0.98
2	Moderate	130	3.22	0.95
3	Low	101	3.27	0.77

The low standard deviations ratings show that the ratings of the students in the three groups are close to their mean ratings. From the mean ratings of the three groups, low Tv viewers scored higher on show of love than high and moderate Tv viewers.

There is no significant influence in the mean scores of high, moderate and low TV viewers on show of love

Table 9: One-way analysis of variance on influence of TV viewing Habit on show of love

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	1.213	2	.606	.716	.489
Within Groups	328.517	388	.847		
Total	329.730	390			

Table 9 shows $F(2, 388)=0.716$, $P=0.489$. The associate probability (P) is greater than the level of significance (0.05). Therefore, the null hypothesis was upheld. This means that there is no significant influence in the mean scores of high, moderate and low TV viewers on show of love.

What is the influence of high, moderate and low TV viewers on appreciation?

Table 10: Mean and standard deviation scores of high, moderate and low TV viewers on appreciation

S/N	TV viewers	N	\bar{x}	SD
1	High	160	3.22	0.87
2	Moderate	130	3.29	0.94
3	Low	101	3.34	0.96

The low standard deviations ratings show that the ratings of the students in the three groups are close to their mean ratings. From the mean ratings of the three groups, low Tv viewers scored higher on appreciation than high and moderate Tv viewers. There is no significant influence in the mean scores of high, moderate and low TV viewers on appreciation

Table 11: One way analysis of variance on influence of TV viewing Habit on appreciation

	Sum of Squares	df Square	Mean F	Sig.
Between Groups	.828	2	.414	.488
Within Groups	328.689	388	.847	
Total	329.517	390		

Table 11 shows $F(2, 388)=0.488$, $P=0.614$. The associate probability (sig=P) is greater than the level of significance (0.05). Therefore, the null hypothesis was upheld. This means that there is no significant influence in the mean scores of high, moderate and low TV viewers on appreciation.

What is the influence of high, moderate and low TV viewers on frustration?

Table 12: Mean and standard deviation scores of high, moderate and low TV viewers on frustration

S/N	TV viewers	N	\bar{x}	SD
1	High	160	2.20	0.70
2	Moderate	130	2.11	0.62
3	Low	101	1.89	0.50

The low standard deviations ratings show that the ratings of the students in the three groups are close to their mean ratings. From the mean ratings of the three groups, high Tv viewers scored higher on frustration than the moderate and low Tv viewers.

There is no significant influence in the mean scores of high, moderate and low TV viewers on frustration

Table 13: One way analysis of variance on influence of TV viewing Habit on frustration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.311	2	3.156	7.931	.000
Within Groups	154.383	388	.398		
Total	160.694	390			

Table 13 shows the F-ratio, $F(2, 388) = 7.91$, $P = 0.000$. The associate probability ($\text{sig} = P$) is less than the level of significance (0.05), therefore, the null hypothesis was rejected and the alternative hypothesis upheld. This means that there is significant influence in the mean scores of high, moderate and low TV viewers on frustration.

Table 14: Post-Hoc test of significant influence among TV viewers on frustration

(I) grouping	(J) grouping	Mean Difference (I-J)	Std. Error	Sig.
High	Moderate	.08759	.07448	.501
	Low	.31658*	.08016	.000
Moderate	High	-.08759	.07448	.501
	Low	.22900*	.08367	.024
Low	High	-.31658*	.08016	.000
	Moderate	-.22900*	.08367	.024

The Table 14 shows no significant influence ($p > 0.05$; $p = 0.501$) between high and moderate Tv viewers but significant difference ($p < 0.05$; $p = 0.000$) was observed between the high and low Tv viewers. However, significant difference ($p < 0.05$; $p = 0.000$, 0.024) was observed between low, high and moderate TV viewers. This suggests that high and low TV viewers experience significant frustration than moderate TV viewers.

Discussion

Findings revealed that moderate TV viewers followed by low TV viewers were found to regulate feelings and behaviours more than high TV viewers. Thus, there is a significant difference in the mean scores of high, moderate and low TV viewers on regulating feelings and behaviours in favour of the moderate TV viewers. Behavioural problems may occur as a result of much TV viewing example; pupils may refuse to do as they are asked by adults in spite of being asked many times. Morgan (2007) suggests that TV may affect pupil's behaviours in relation to what they buy, how they dress, and act, how they define their identity and how they come to an understanding of their place in the world. This finding is also in agreement with Browne and Hamilton (2005) that there is consistent evidence that violent imagery in television has substantial short-term effects on arousal, thoughts, and emotions. This increases the likelihood of fearful behaviour in children. They are particularly frightened by scary and violent images. This also influences their dreams, causing night mares. The reason could be because children learn from and imitate the behaviour of individuals they observe. Another reason for this could be that as pupils watch scary TV shows they tend to live in fear. On many occasions, TV transmits values that contradict those pursued by the educational curriculum. Children act out what they see in the TV. The more they see a particular event, the more they are likely to act in that manner.

Findings also revealed that low TV viewers were found to find balance and self-regulation more than moderate and high TV viewers. This suggests that low television viewers handle tasks with care without abandoning it halfway. However, there is no significant difference in the mean scores of high, moderate and low TV viewers on finding balance and self-regulation. This finding is in agreement with David (2001) who posits that watching too much television can trigger ones hunger for more possessions while reducing ones personal commitment by five percent for every hour a day. In agreement with this Dowling (2010) asserts that TV can make any situation seem attractive: broken families, sexual unfaithfulness, alcoholism, drug addiction, gang life, dramatization of war, crime, revenge as well as promote wealth and consumerism as the answer to problems. It can also make children want something they would have never needed in many years. The reason for this result could be that pupils at this age are unstable in taking decisions. Most of the things they do seem to be controlled by the environment particularly by what they view in TV.

High TV viewers were found to score higher on aggression and violence than moderate and low TV viewers. It is assumed that pupils learn from experience, social learning and role modeling. Therefore, when pupils see violence on TV, they have a difficult time differentiating between what is real or what is making - believe and tend to emulate or copy what they see. However, there is no significant difference in the mean scores of high, moderate and low TV viewers on aggression and violence. This finding corroborated with Villani (2005), who suggested that children who constantly witnessed their favorite 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. Bushman and Huesman (2001) opined that one of the reasons why the effects of TV violence may be so powerful is that aggression and TV violence feed off each other. The reason could be that watching violence on television is likely to cause a significant number of children to behave violently especially with children already susceptible to exhibiting violence. Similarly, children who watch aggressive films tend to be more unfriendly to other children. Furthermore, children

admire the hero and heroine and they want to be like them. If the hero uses violence to gain victory, then pupils will learn that violence is needed to overcome the enemy and be victorious. This reciprocal relationship between TV violence and aggression can create a vicious cycle.

Low TV viewers followed by moderate TV viewers were found to show love more than high TV viewers. Further analysis however; show that there is no significant difference in the mean scores of high, moderate and low TV viewers on show of love. This finding is in agreement with Gerhardt (2014) that pupils who view uneducational programs are psychologically affected by having less empathy, a characteristics seen in bullies, that they are more likely to use aggressive strategies to solve problems rather than to search for more peaceful methods of conflict resolution. This perception of danger, when coupled with a lack of empathy, may lead to sadistic behaviour. Psychologists argue that large amount of time spent on watching TV threaten the cohesiveness of the family. Such negative effect may include inhibiting pupils' social development by diminishing the number of conversations between them and their family members. This negative effect may extend outside the family. On the other hand, the reason for this result may be because those who view horror films are not likely to show love as what is obtained in their environment is horror most of the time. In addition, parents have complained about the contents of certain TV shows that even the most "child friendly" programming may present values that contradict those they wish to pass to their children. Those who view violent films are more likely to attack playmates, dispute and violate authority; these attitudes are unsafe to successful school and family attainments.

Low TV viewers followed by moderate TV viewers were found to show appreciation more than high TV viewers. However, there is no significant difference in the mean scores of high, moderate and low TV viewers on appreciation. David (2001) posits that watching too much television can trigger ones hunger for more possessions while reducing ones personal commitment by five percent for every hour a day. In agreement with this, Dowling (2010) asserts that TV can make any situation seem attractive: broken families, sexual unfaithfulness, alcoholism, drug addiction, gang life, dramatization of war, crime, revenge as well as promote wealth and consumerism as the answer to problems. It can also make children want something they would have never wanted in many years to come. On the other hand, TV can help in developing character strength and life skills. This is essential to pupils' overall development. TV shows help pupils learn the value of being aware of and thankful for the good things in their lives and others and in taking time to return kindness. The character strength of gratitude surfaces in TV shows by being intrinsic to the story and by being repeated several times in the action of a lead character. This could be that most TV shows portray wealth and children from wealthy families thereby seducing viewers especially children. Also, many high TV viewers do not appreciate life, parents, peers and friends because family members and other people in the environment may not look like the ones they view in the TV.

High TV viewers scored high on frustration followed by moderate and low TV viewers. Thus, there is a significant difference in the mean scores of high, moderate and low TV viewers on frustration in favour of the high TV viewers. The finding of this study suggests that pupils who view much uneducational contents on TV may depict frustrating tendencies. Vandebroek (2016) agrees that pupils seeing too much violence on TV are more likely to be argumentative impatient, uncooperative, quarrelsome and bull some. These are frustration tendencies. This also agrees with the assertion of Funk (2005) who posits that children who watch a model rewarded for performing violently in the TV are

more likely to experience a desensitization effect and behave in a similar manner particularly if it has to do with aggression or frustration tendencies. When watching violence TV children can become desensitized to pain and suffering of others and show increased fondness towards violence and aggression. All these negative vices/emotions appear to influence children's behavior especially those in primary school. On the other hand, television can glamorize anything it wants to promote; some TV shows are designed to seduce children while simultaneously making them crave things they do not have. In a situation whereby these cravings are not met, the child gets frustrated. This means they seem to demonstrate a strong sense of entitlement.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Parents should watch television with their children to explain confusing or inappropriate content and discuss negative behaviours such as violence and smoking.
2. Parents should actively monitor the type of channels and programs pupils watch, especially foreign television channels and programs.
3. Parents should help pupils think critically about harmful content by explaining that some events on television are fictional and cannot happen in real life.
4. Future studies should include larger and more diverse samples to provide wider coverage and generalizable findings.
5. Researchers should conduct comparative studies to examine the influence of television viewing on pupils in private, urban, and rural primary schools.
6. Educators and parents should study the influence of television viewing habits on pupils' emotional development, considering its impact on behaviour, family life, and daily routines.

REFERENCES

- Bushman, B. J and Huesmann, L. R. (2001). *Effects of Televised Violence on Aggression*. In D. Singer & J. Singer (Editors.), *Handbook of Children and the Media*. Thousand Oaks, CA: Sage Publications.pp223-54
- Dowling, M.(2010).*Young children's personal, social and emotional development*. London: Sage.
- David, N. (2001). *Contentment, television*. www.quotestyle.com
- El- Houfey, A.A., &Elserogy, Y.M. (2013). *The effect of television watching habits on the behavior of primary school children in Assiut City, Egypt*. *International journal of Medicine and Medical Sciences*, 46(4). 1391.
- Ezema (2006). *Telecommunications for Technical Education Students*. Jos. Matchers Publishing Ltd
- FRN (2013:7). *National policy on education*. 6th edition. Yaba Lagos: NERD Press Nigeria.
- Funk, J.B (2005). *Children's exposure to violent video games and desensitization to violence*. *Child and adolescent psychiatric clinics of North America* 14(3) : 387-404, vii – viii.
- Garba, V. P.J. (2015). *Influence of home television viewing on academic achievement of children in upper basic education in Kaduna state*. An unpublished project submitted in the department of vocational teacher education. University of Nigeria, Nsukka.

- Geneva. Browne, K. D. and Hamilton-Giachritsis, C. (2005). *The Influence of Violent Media on Children and Adolescents: A Public-Health Approach*, The Lancet.
- Gerbner, G., Gross, L., Morgan, M., Signorielli, N., & Shanahan, J. (2002). In J. Bryant & D. Zillmann (Eds.), *Media Effects: Advances in Theory and Research*. Mahwah, N J: Lawrence Erlbaum Associates, Inc.
- Gerhardt, S. (2014). *Why love matters: How affection shapes a baby's brain*. Abingdon: Routledge.
- Hearron, P.F., & Hildebrand, V. P. (2010). *Management of child development centre* (7th Edition). U.S.A, Published by Pearson.
- Kimberly, S. Young (2013). *A handbook and guide to evaluation and treatment*. John Wiley & Sons.
- Morgan, M.,&Signorielli, N. (2007). *The "Mainstreaming" of America: violence profile* No. 11. Journal of communication,. Vol. 30, 36-41
- National Scientific Council on the Developing Child (2004). *Children's emotional development is built into the architecture of their brains: working paper No. 2*. <http://www.developingchild.net>
- Ngwoke, A.N. (2011). *Impact of television viewing habit on development of basic cognitive and social skills among primary school children in Nsukka urban*. An unpublished project submitted in the department of Ed. foundations, University of Nigeria Nsukka.
- Ogakason, R. (2017). *An assessment of the effects of television viewing on the habits of students in select secondary schools in Zaria, Kaduna State*. M.A. Dissertation submitted to the school of postgraduate studies, Ahmadu Bello University, Zaria.
- Vandenbroeck, M. (2016). *The organization for economic co-operation and development's international early learning study: Opening for debate and contestation*. Contemporary issues in early childhood, 17(3), 343–351.
- Villiani, S. (2005). *Impact of media on children and adolescents: A 10-year review of the research*. Journal of the American academy of child and adolescents' psychiatry. Conference proceedings/ unpublished works.vol. 4, page 45-51.
- Yamane, Taro. (1967). *Statistics: an introductory analysis*, 2nd Edition, New York: Harper and Row.