

## Television and Academic Performance of Nigerian Youths: Implications for National Development

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### Abstract

This study emphasizes on the devastating impact of Television on the youths' academic performance, propensity for violence, unruly behavior and the loss of moral and national values. TV is a compact structure that creates an intimate medium, because it brings the world into our homes not as a mere transmission device, but as a medium that brings its audience into direct relationship with particular values and attitudes. TV remains the most time consuming activity, yet the main source of news and information. It is the medium through which politics is conducted and it is humanity's main form of entertainment. It is a significant way of passing on information to the people, because it is considered to be the greatest communication mechanism ever designed and operated by man after the internet. The study employs quantitative empirical primary and secondary data. The findings of the study drew attention to the fact that TV viewing hours have significant effects on the students' academic performance. In other words, staying in front of the TV set for too many hours does not allow students to bring out their full potentials in their academics. It therefore recommends that all the stakeholders to this effect should become more active to ensure that the media become sensitive to the impact of violence on the youths. Parents should monitor what their children watch on TV.

### Introduction

Betty [2002], defines the Media as various means of communication technology such as: television, radio, newspaper, press, news reporting agencies, internet, movies, mobile devices, video games, etc. Communication is the process of passing on information, ideas or messages with one or more individuals in a particular place at a particular time through a channel. Without communication, the world can hardly move forward.

The Media is expected to play the watchdog role and be part of the system of checks and balances in the political system. This is as enunciated in the Constitution of the Federal Republic, Section 22 of 1999 which states: "The press, radio, television and other agencies of the mass media shall at all times be free to uphold the fundamental objectives contained in this Chapter and uphold the responsibilities and accountability of the government to the people."

The media is a powerful 'director and molder' of public opinion and a powerful means of creating general attitudes of thought and feeling. It is gigantic force in any community capable of doing almost anything such as elevating societal tastes and standards; its wants and desires. But, if they become deliberate tools for manipulating the public in the interest of certain groups or classes, the Media can become agents of defilement and even retrogression. No other human institution has such potentialities for good and or for evil. For instance, Media reportage on situations or events in the country today arising from the health of President Umaru Yar'Adua is an example of how the Media can manipulate. The Media is expected to play the watchdog role and be part of the system of checks and balances in a political system.

The Media is the main source of information in today's world and citizens base their actions on this information. In the process of informing and educating, the Media provides inputs for the formation of ideas, hence they constitute veritable instruments for mobilization. Today, everyone has come to be entirely dependent on the Media in the quest for knowledge on a wide range of interesting events. As the organization of society became more complex and far-reaching, the importance of the Media in the acquisition and dissemination of knowledge had inevitably increased. Often times the Media revels uncontrollably in its importance and arrogates to itself the status of kingmakers in the body-polity of the nation, and even tending to believe that being Kingmakers, they could also un-make Kings.

Lawal [2008, p.1], opines that the mass media fulfills five major functions which are "to inform, educate, instruct, merchandise and to entertain". Every branch of the mass media has an attribute that makes it distinct

and different from every other one. For example the electronic media deals with sound and visuals, the print media deals with the crafting of headlines and new stories that give you details and information about an event or incident while the new media works with sound, visuals and crafting of words together. It is sometimes considered as the triple threat.

Television is one of the major and significant ways of passing on information to the people because it is considered to 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.

Rodman [2006, p258], states that “TV remains the most time consuming activity, and it remains the main source of news and information. It is the medium through which politics is conducted and it is humanity’s main form of entertainment, it is also the world’s most powerful sales tool.” TV is a very powerful tool because it has the ability to break or make any society due to the fact that its medium has the ability to make the viewers replicate actions they get exposed to; either in part or whole. That is why TV has become a very strong medium for advertising and other persuasive communications.

### **Statement of the Problem**

Nigeria is currently facing serious concerns and erosion of her culture because TV programmes are filled with activities such as rape, assassination, street fights, armed robbery, domestic violence and other forms of immoral behaviors that can cause violence. These TV programmes and the music that youths and children are exposed contain a lot of violent and immoral contents that are eroding the good social values and morals that the country was set on for the general good. These youths and children are vulnerable to these programmes that are not well scrutinized and unsupervised. The media constructs a reality for its audiences, and so its audiences eventually adopt the symbolic violent world of the media as a reflection of their reality. Negative outcomes have been observed in today’s schools, which appear to be related to too much of the wrong kind of media exposure such as: an epidemic of attention deficit disorder, behavioral problems, faltering academic abilities, language difficulties [which extend to reading comprehension as well as oral expression] and weak problem-solving skills are reported by teachers across the globe. Of course, parent’s rushed life-styles and societal changes are partially responsible as well. The presence of TV in homes has grown rapidly over the years in Nigeria. Parents, who can afford certain luxuries for their children, provide TV sets for their children in their rooms and this gives teenagers the opportunity to view programmes without parental supervision.

The fact that teenagers act out the violence they watch on television, rather than being a passive observer is a matter of grave concern to experts. There has been an extensive research on the relationship between televised violence and violent behaviour among youth, through longitudinal, cross sectional and experimental studies have all confirmed the correlation. This is placing a lot of negativity on our cultural values that is making Nigerians look like violent and evil people, and assume a name that they are not supposed to bear. The effect of TV programme is encompassing, not on the children alone, but the youth in general.

Encarta English Dictionary defines youth as the time when somebody is young, which is a period between childhood and maturity. The Collins English dictionary [2000] defines youth to be the period between childhood and immaturity, the quality and condition of being young, immature or inexperience. Purpose of the study is to evaluate the devastating influence of TV programmes on the Nigerian youths, socio-cultural values, image and the society at large.

### **Research Questions**

- What is your exposure preference to violent films?
- How many hours do you spend watching TV during weekdays?
- Does excessive TV Viewing affect academic performance?
- Are you knowledgeable about TV ratings or classification?

### **Methodology**

The study employs both quantitative empirical primary and secondary data. The descriptive research survey design was adopted, because of the in-depth nature of the study, and structured questionnaire was used as an instrument. [Based on the research supervised by the researcher] The 2,450 students’ ages of 9-17years in Command Secondary School Ikeja Military Cantonment as the population, while 250 were chosen as a sample size, irrespective of their age, gender and level. Purposive Random sampling method was employed to elicit

information from the respondents. The focused was on the exposure to violence films, the awareness and knowledge on the rating and classification of films by NFCB.

### **Theoretical Framework and Review of Related Literature**

#### **Cultivation Theory of Mass Media**

Cultivation analysis concentrated on the enduring and common consequences of growing up and living with television. Theories of the cultivation process attempt to understand and explain the dynamics of television as the distinctive and dominant cultural force of our age. The study done by Gerbner [1980] specifies that repeated, intense exposure to deviant definitions of 'reality' in the mass media lead to perception of the 'reality' as normal. The result is a social legitimization of the 'reality' depicted in the mass media, which can influence behavior.

Gerbner, clarifies that his objectives are not with "information, education, persuasion, and the like, or with any kind of direct communication 'effects' but on the collective context within which, and in response to which, different individual and group selections and interpretations of messages take place. He works present a social psychology theory on communication effects and consequently, on persuasion as related to mass media.

Potter [1993] notes Gerbner's intentions for using "cultivation" as an academic term to define his interest in "the more diffuse effects on perceptions that are shaped over a long period of exposure to media messages". "Cultivation," rather than "long-term effects" indicates the emphasis on the constant nurturing, exposure, and consistent incorporation of the viewing public experiences through mass media channels.

#### **Observational Learning and Imitation Behavior Theory**

Folarin [2002:82] asserts that both theories assume that people, especially children, tend to learn from the mass media and to model their behavior on that of the Dramatis personae. The process is similar to that by which children imitate the behavior of adults around them. While, Bandura's studies in the 1960's provided evidence that modeled behavior [aggression] is spontaneously imitated by children and adolescents. According to Bandura, "the best and most effective way to teach children novel ways of acting is to show them the behavior you want them to display. This theory has proved that how people behave in a society depends on what they see and perceive others behave.

Decades of studies have linked childhood hours in front of the TV with aggressive behavior to earlier sexual activity, smoking, obesity, and poor school performance. The research has lead the American Academy of Pediatrics to suggest children watch no more than 2 hours of TV per day and that children under 2years old watch none at all. But results from studies on cognitive abilities and TV watching have been mixed. Some researchers have found that high quality; educational TV programmes are a boon for learning. Others have shown that the negative effects of hours in front of the TV disappear when confounding factors- such as IQ or socioeconomic status is included. In essence, which conforms that too much time in front of the TV reduces children's learning abilities, academic achievement, and even the likelihood of their graduating from university

#### **Empirical Studies on TV Viewing and the Academic Performance**

Robert Hancox at the University of Otago in New Zealand and colleagues studied nearly 1000 children born in Dunedin, NZ in 1972 and 1973, the data gathered from both parents and children on how many hours a day were each spent watching TV at age 5,7,9,11,13,15. The researchers then re-evaluated participants at the age of 26 came up with the view that kids who watched the least TV- especially between the ages of 5 and 11 had the highest probability of graduating from university by the age of 26, regardless of IQ or socioeconomic status. But, those who watched the TV more than 3 hours per day had the highest chance of dropping out of school without qualifications. The effects seemed to be strongest for those who had a median IQ level, probably because the outcomes for the children at either IQ extreme are less likely to be affected by TV watching.

Two other studies also published in the July issue of Archives of Pediatric and Adolescent Medicine found similar results. Dina Borzekowski at Johns Hopkins Bloomberg School of Public Health and colleagues found that Northern Californian third-graders-aged about 8-with a TV in their bedroom watched more TV and performed worse on standardized tests than classmates without a bedroom TV.

Frederick Zimmerman and Dimitri Christakis at the University of Washington in seattle in [1990-1996] found that kids who watched the most TV before the age of 3 performed poorest on reading and mathematics tests at ages 6 and 7. In an accompanying editorial, Ariel Chernin and Deborah Linebarger at the University of Pennsylvania, US, points out that all three studies do not separate the effects of educational versus entertainment programming. One proposed mechanism of how TV harms educational achievement is that TV takes time away from creative play, reading or doing homework. But, the editorial notes, and research specifically examining this suggests "it is not the amount of viewing that matters but the content of what is viewed.

In the April [2001] issue of Pediatrics says that watching an hour of TV a day increases the child's chance of developing attention problems by almost 10 percent. "The newborn brain develops very rapidly during the first two to three years of life", says Dr. Dimitri Christakis, a researcher at Children's Hospital and Regional Medical Center in Seattle. Even educational TV can be damaging, that's because it's not the content that is the culprit, but it's the unrealistically fast-paced visual images that may alter normal brain development."

Though, some people watch TV to escape their difficulties in real life. Fantasy and reality are very difficult to tell apart for children. TV requires not as much concentration as reading. If kids watch a lot of TV, they will get used to it and won't be able to concentrate at school. Kids who have TVs in their rooms cannot focus on their homework and Daytime sleepiness for kids is caused by late night TV watching. Kaiser Family Foundation of Menlo Park, California showed that young children learning to read have problems if they watch TV. They found that only 34 percent of 4 to 6 year old can read, due to the fact that, they spend an average of 49 minutes reading books compared to 2 hours and 22 minutes watching TV or playing on the computer.

While, American Academy of Pediatrics [AAP], kids in the United States watch about 4 hours of TV a day-even though the AAP guidelines say children older than 2 should watch no more than 1 to 2 hours a day of quality programming. Guidelines, further say that children under age 2 should have no "screen time" [TV, DVDs or videotapes, computers, or video games] at all. During the first 2 years, a critical time for brain development, TV can get in the way of exploring, learning, and spending time interacting and playing with parents and others, which help young children, develop the skills they need to grow cognitively, physically, socially and emotionally.

UNESCO, surveyed children in 23 countries around the world in 1998, it was discovered that 91 percent of children had a TV in their home...and not just in the U.S, Canada and Europe, but also in the Arab states, Latin America, Asia and Africa. More than half [51 percent] of boys living in war zones and high-crime areas chose action heroes as role models, ahead of any other images; and a remarkable 88 percent of the children surveyed could identify the Arnold Schwarzenegger character from the film Terminator. UNESCO, reported that the Terminator 'seems to represent the characteristics that children think are necessary to cope with difficult situations'. In 1956, researchers took to the laboratory to compare the behavior of 24 children watching TV. Half watched a violent episode of the cartoon Woody Woodpecker, and the other 12 watched the non-violent cartoon The Little Red Hen. During play afterwards, the researchers observed that the children who watched the violent cartoon were much more likely to hit other children and break toys.

Six years later, in 1963, Professors A. Badura, D. Ross and S.A. Ross studied the effect of exposure to real-world violence, TV violence and cartoon violence. They divided 100 preschool children into four groups. The first group watched a real person shout insults at an inflatable doll while hitting it with a mallet. The second group watched the incident on TV. The third watched a cartoon version of the same scene, and the fourth watched nothing. When all the children were later exposed to a frustrating situation, the first three groups responded with more aggression than the control group. The children who watched the incident on TV were just as aggressive as those who had watched the real person use the mallet, and both were more aggressive than those who had only watched the cartoon.

Over the years, laboratory experiments such as these have consistently show that exposure to violence is associated with increased heartbeat, blood pressure and respiration rate, and a greater willingness to administer electric shocks to inflict pain or punishment on others. Other scientists have sought to establish a connection between media violence and aggression outside the laboratory; a lot of surveys indicate that children and young people who report a preference for violent entertainment also score higher to aggression indexes than those who watch less violent shows.

For example, a Norwegian study that included 20 at-risk teenaged boys found that the lack of parental rules regulating what the boys watched was a more significant predictor of aggressive behavior than the amount of media violence they watched. It also indicated that exposure to real world violence, together with exposure to media violence, created an "overload" of violent events. Boys who experienced this overload were more likely to use violent media images to create and consolidate their identities as members of an anti-social and marginalized group.

On the other hand, researchers report that parental attitudes towards media violence can mitigate the impact it has on children. Huesmann and Bacharach conclude, "Family attitudes and social class are stronger determinants of attitudes toward aggression than is the amount of exposure to TV, which is nevertheless a significant but weaker predictor." Too much television- particularly at ages critical for language development and manipulative

play can impinge negatively on young minds in several different ways including the following: Higher levels of television viewing correlate with lowered academic performance, especially reading scores. This may be because TV substitutes for reading practice, partially because the compellingly visual nature of the stimulus blocks development of left-hemisphere language circuitry. For instance, a young brain manipulated by jazzy visual effects cannot divide attention to listen carefully to language.

Violence in Nigerian TV's programme has become sought of a regular basis and has continued to gain more acceptances by producers and directors. Most times when they are asked about the adverse effects of these on their audiences and society, they simply say that "they are portraying their messages in the easiest and most convincing manner since these stories are most times associated with real life situations". And one of the questions that critics have failed to answer, whose job is it when youths watch TV movies and often times get influenced by what they have seen?, is it the parents, the regulators, producers, or the youths themselves?.

This topical issue which has engaged the attention of scholars in the fields of psychology, sociology, political science and mass communication in recent times has been on how parents could help in reducing the damaging influence of violent films on the children. The current socio-economic terrain in Nigeria has made parents to become pre-occupied with searching for money and other material things. This deprives the children of their parents' company. Absence of parents from home thus paves the way for the children to acquire certain values from TV programmes and video films when they watch without parental guidance.

Another issue that has attracted the attention of scholars and communication experts is the attempt to draw a correlation between TV films and violence. Since the early 1970's researchers in the United States of America [USA] have been trying to probe and establish whether violence in films could lead to aggressive behavior, especially of children and teenagers who watch video films in Africa, South of the Sahara, the story is the same as people are apprehensive over the possibility of violent films engendering violence in the society, and that there is a symbiotic relationship between societal violence and the media exposure. The International stations and programmes have helped to make the Nigerian audience more sophisticated, so most Nigerians prefer foreign programmes to local ones, and as a result of the influence these TV programmes, Nigerian culture and social values are in danger .

#### **Implications for Excessive TV-Watching:**

**Obesity:** Health experts have long linked excessive TV-watching to obesity- a significant health problem today. While watching TV, children are inactive and tend to snack. They are also bombarded with advertising messages that encourage them to eat unhealthy foods such as potato chips and empty-calorie soft drinks etc. Too much educational TV has the same indirect effect on children's health. Even if children are watching 4 hours of quality educational TV, that still means they are not exercising, reading, socializing etc.

**Sight:** While viewing, the eyes are practically motionless and 'defocused' in order to take in the whole screen. Constant movement is required for healthy eye development. Visual exploration is a prerequisite of seeing, and necessary for developing a sense of depth and perspective. The two-dimensional screen does not facilitate such development .The sense of sight is maturing through age 12, therefore, one of the most passive visual activities, can seriously impair a child's observational skills through excessive TV viewing

**Hearing:** Since TV is more visual than auditory, children's sense of hearing is not being fully exercised. Active listening is a skill that needs to be developed. Children need practice in processing auditory stimulation, making their own mental pictures in response to what they hear. Also, when TV is constantly on, the sense of hearing may be dulled by the persistent background noise.

**Radiation and Artificial light:** Early research on radiation has led to a substantial reduction in the amount of X-rays being emitted. Little experimental evidence exists on the effects of artificial light on people; further research is needed before conclusions can be made. In the meantime children should be nourished as much as possible by natural light, and not 'overdosed' with artificial TV light

**Sleep Deprivation:** Many studies indicate that children are staying up late to watch TV. One reported that children as young as eight were still watching TV at 11.30pm on school nights. Teachers comment that children are too tired and irritable to work well after late night viewing. Sleep is a physical necessity, required building up the growing organism. It is also a psychological necessity, the prerequisite for dreaming. Yet dreams after TV viewing may be disturbed, with vivid TV images resurfacing and causing night mares.

**Effects on Cognitive and Intellectual Development:** Numerous child development and educational experts express great concern with TV's numbing effect on children's brains. Many reports suggest that the children's minds are not developing the way they should, and this is attributed in large measure to excessive TV viewing.

**Reading Skills:** A lot studies have documented declining literacy rates over the last thirty years.TV viewing is an easier and preferred activity compared to the challenge of book reading, especially for children who have not

yet developed fluent reading skills. TV requires little concentration, de-focuses the mind, offers electronically produced images, and encourages passivity, while reading necessitates concentration, thought, focusing and the ability to visualize.

**Effects on Creativity and Imagination:** 'Boredom' is the empty space necessary for creativity. With TV filling a child's leisure moments, the necessary void is never experienced. When children are bombarded with TV images, their own ability to form imaginative pictures becomes severely impaired. Studies which have investigated how TV viewing affects performance in creative problem-solving, suggest that excessive viewing may lead to decreased attention, persistence, and tolerance. The displacement of problem-solving opportunities also results in a more limited repertoire of creative solutions.

**Effects on Social Development:** TV is not a substitute for meeting and interacting with real people in real situations. A child cannot develop a sense of self in the absence of contact with others. While viewing, a child is not gaining practice in relating to others and in constructive interpersonal problem solving.

Notwithstanding, the use of TV in moderation can be a good thing, students or children can get help learning the alphabet on public TV, or can learn about wildlife on nature shows. And parents can keep up with current events on the evening news. No doubt about it, TV can be an excellent educator and entertainer when is properly utilized. Some people watch TV to escape their difficulties in real life. TV can serve as a companion of the 'lonely', it exposes the happenings in other countries of the world right in your bedroom and so on.

### **Psychological Effects**

Gerbner has conducted the longest running study of TV violence. His seminal research suggests that heavy TV viewers tend to perceive the world in ways that are consistent with the images on TV. As viewers' perceptions of the world come to conform to the depictions they see on TV, they become more passive, more anxious, and more fearful. Gerbner's research found that those who watch greater amounts of TV are more likely to: overestimate their risk of being victimized by crime; believe their neighborhoods are unsafe, and assumed that the crime rate is increasing, even when it is not

### **Any Remedy?**

#### **The National Film and Video Censors Board [NFVCB]**

NFVCB was established to keep a watchful eye on TV, movies including the entertainment contents. The board was established by Act 85 of 1993 as the official regulatory agency for the film and video sector of the Nigerian economy. The board is empowered by law to classify all films and videos whether imported or produced locally. NFVCB's mission is to contribute to the positive transformation of the Nigerian society through the censorship and classification of film and video works, while balancing the need to preserve freedom of expression within the law, and limit social harm caused by films.

According to NFVCB, censorship is practiced to protect the young from unsuitable contents as well as to maintain stability and harmony in our multi-ethnic and multi-religious society. The impact and influence of both foreign and local movies and the invasion of foreign cultural imports and censorship, classification will continue to play an important role in fostering a morally wholesome and socially cohesive society in order to safe guard core community values such as the importance of family, respect for elders, and moral integrity. Censorship and classification or ratings are not sufficient to maintain the morals of our society, as the industry, artists, parents and community at large have to play a significant role in determining what the society as a whole considers as an acceptable standards for media content.

**Priority Intervention Mechanisms** was set up to organize training programmes focusing on new content development:

- Aimed at institutionalizing international best practices in film production.
- To organize international conferences on film censorship and classification, impact in society and development.
- Draft and successfully implement new national distribution policy to transform the industry and ensure increased independent productions get access to the market.
- Launch new censorship and classification guidelines to aid filmmakers and professionalize the National Film and Video Censors Board [NFVCB] operations

#### **The Ratings/ Classification for TV Programmes/ Movies by NFVCB:**

**G: GENERAL [IT CUTS ACROSS ALL AGE GROUPS]**

**C: ALL CHILDREN [0-10YEARS AGE]**

**PG: AND PG 13: [PARENTAL GUIDANCE FOR AGES 13 AND BELOW]**

**R18: RATED 18 [MATURED AUDIENCE ONLY]**

**RE: RESTRICTED VIEWING**

**NG: NOT FOR GENERAL EXHIBITION**

The main issues in the classification include: Theme and context, Language, Sex and nudity Violence, Drugs, Traditional rituals and ritual killings and custom and so on. Realizing the importance of these Boards mentioned above and their functions in the Nigeria, the question is how realizable is their objective by which they are meant for?. One can see that movie ratings are becoming less and less trustworthy in terms of giving parents real guidance on shows with unsuitable content. PG-13 movies tend to make more money than R- rated films, and as a result, the industry is experiencing a “ratings creep”. As a result, the Motion Picture Association of America had being found having rated R-rated films, now being rated as PG-13, in order to increase box-office profits and rental sales.

In movie theaters, there is some control over who watches what, but at home, there’s little to stop teenagers from watching a restricted movie on one of the many emerging specialty channels. Kids may also have access to adult video games at the local video store. In December, 2001 the U.S Federal Trade Commission reported that retailers allowed 78 percent of unaccompanied minors, ages 13 to 16, to purchase video games rated “mature”. According to the Annenberg Public Policy Centre, 57 percent of kids aged 8 to 16 have TVs in their bedrooms, and 39 percent have gaming equipment.

### **Analysis of Data and Discussion of findings**

#### **Discussion is based as:**

#### **Research Question One: What is your level of exposure to violent films?**

155 respondents representing 64% indicated their interest on violent films, while 85 respondents representing 35.4% indicated interest in non-violent films. That means majority of the respondents [students] were interested and liked being exposed to violent films. This result indicates a great negative implication to national human development, because where the youths are in danger likely the nation itself is in great danger.

#### **Research Question Two: How many hours do you spend watching TV during weekdays?**

175 respondents representing 72.9% indicated that ‘until they get tired’, while, 35 respondents representing 14.6% indicated 3-5 hours, 25 respondents representing 10% indicated 1-2 hours. Others indicated that they don’t take note when they are watching TV. Therefore, majority of the respondents were of the view that ‘until they get tired’, that is the indication that the parents are not taking cognizance of the negative impact of excessive TV viewing on their wards. It also shows that there is no close monitoring of these children by their parents. What would be the future of these youths?, that should be the crucial question to ask to all the stakeholders involved

#### **Research Question Three: Does Excessive TV Viewing Affect Academic Performance?**

180 representing 75% respondents [students] agreed that they were influenced negatively by what they watched, while 60 representing 25% conformed that they were influenced positively. That means, majority of the respondents [students] were influenced negatively by what they watched. Also, some of them confirmed that when they over-watched TV, they tend to be tired at school and not able to comprehend very well when teaching is going on, while some of the respondents feel weak and sleepy in the classroom, and sometimes they forget to do their home work.

#### **Research Question Four: Are you knowledgeable about TV ratings or classification?**

145 representing 60.4% were not knowledgeable of movie ratings or classifications, while 95 representing 39.6% were knowledgeable [informed]. The study proves that majority of the respondents [students] were not informed about TV rating and classifications. This is the indication that NFVCB is not creating enough awareness on the TV ratings and classification, which would serve as an eye-opener to them to ensure that information about TV ratings gets to the grassroots.

#### **Findings from Empirical secondary data:**

- The findings show that children who consistently spend more than 4 hours per day watching TV are more likely to be overweight
- Kids who view violent events, such as a kidnapping or murder, are also more likely to believe that the world is scary and that something bad will happen to them.
- Studies indicate that TV consistently reinforces gender-role and racial stereotypes.
- Higher levels of TV viewing correlate with lowered academic performance especially on the reading scores.
- An ‘epidemic’ of attention deficit disorder, behavioral problems, language difficulties and weak problem solving skills are likely to occur as result of excessive exposure of Media exposure on the children.

#### **Conclusion:**

From the findings of the study, attention has being drawn that TV viewing hours has significant effect on the students’ academic performance. That is too many hours in front of the TV does not enable students bring out

their full potential in their academics. Though, some researchers argue that the content of what is being viewed should actually be the major cause for concern, while, others argue that when the programs are educative, then viewing is not too bad. But whatever, is the position taken, the type of programs children are exposed to, should be screened and scrutinized carefully and properly to reduce the violence that are harmful to their social well being and for the national development.

### Recommendations

- Media education should be taught in schools to enlighten the young people to respond thoughtfully and critically to media content. It will enable the kids or the teenagers to put media violence into perspective and perhaps diffuse some of its power.
- National film and Video Censor's Board [NFVCB] should ensure strict rules and regulations on the films and TV programmes that contain violence, nudity, ritual killings and so on.
- Bands and penalties should be strictly levied on any TV station that deviates from the set down rules and regulations. The [NFVCB] should create more awareness about TV ratings and classifications so that children or the teenagers will be less vulnerable.
- All the stakeholders to this effect should become more active to ensure that the media become sensitive to the impact of violence on the Nigeria children.
- Parents should be active participant in screening and scrutinizing carefully on the kind of TV programmes their children watch. They should also responsible in limiting inappropriate or excessive media use by keeping a critical eye on the content of shows watched by their wards.
- Children who have TV sets in their rooms tend to watch more TV with less supervision; Therefore, TV sets should be removed from children bedrooms. Adults can "mediate" viewing and making TV a learning experience by sitting with the child, discussing, asking questions, and helping with interpretation of the content.

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