

INFLUENCE OF TELEVISED VIOLENCE ON EMOTIONAL AND ACADEMIC ADJUSTMENT OF STUDENTS IN FEDERAL TERTIARY INSTITUTION IN ANAMBRA STATE

OKENYI, OKWUNWA SABINA
Department of Psychology
Madonna University Nigeria,
Okija Anambra State
+23407032747155
e-mail-sabinaokenyi@gmail.com.

ABSTRACT

This research is on "the influence of televised violence on emotional and academic adjustment of students in federal tertiary institutions in Anambra. " The research objectives are; to ascertain the effect of televised violence on social adjustment of students in federal tertiary institutions in Anambra State, to examine the influence of televised-violence on emotional adjustment of students in federal tertiary institutions in Anambra State, to determine the effect of televised-violence on the academic performance of students in federal tertiary institutions in Anambra State and to ascertain the extent of violent television programme that increase crime rate in federal tertiary institutions in Anambra State. The research study adopted the cultivation theory and social cognitive theory as the theoretical framework for this study. The researcher made use of both primary and secondary means of data collection. The population of the study comprises 15000 students of Federal Polytechnic Oho, while Taro Yamane formula was used to arrive on 390 sample size. The data collected was analyzed using simple percentage method while Chi-square was used to test the hypotheses. The research-work made some of the following findings; that there is significant effect of televised violence on social adjustment of students, the influence of televised violence on the academic and emotional adjustment is significant, that there is influence of televised-violence on emotional adjustment of students, that violent television programme increase crime rate in campus and that students who are heavy viewers spend their study time on television viewing and thus perform badly academically. Television violence therefore has negative influence on the youths who are heavily exposed. It was recommended that; television programme producers should consider the use of quarreling (vulgar abuse and harmless physical contact) as a better way of expressing anger, or setting disputes in their television productions. The use of guns and live ammunition on television programmes should be discouraged by producers, regular enlightenment programmes and seminars should be organized by authorities of tertiary institutions to educate and enlighten youths on the dangers of exposure to television violence. Teachers should try to reduce the viewing time of the students by mapping out and giving them assignments regularly. More so the National Broadcasting Commission (NBC) should set up guidelines that will limit the amount of television violence aired to the audience, which the youths constitute a great number.

Key word: *televised violence, emotion, academic adjustment*

INTRODUCTION

Ever since television came into existence, it has remained the most influential medium among the mass media. It can be considered a credible source of information. Reasons being the full colour, action packed, audio and visual strength, combination of actors/actresses as well as presenters. This makes television a realism medium to the audience. It carries the audiences along through drama, film, documentaries and other Beautiful presentation and shows thereby entertaining, educating, and informing them (Oberiri, 2016). Generally, electronic media is playing a strong role in construction, reconstruction of ideas, opinion and reframing the various understandings of every individual throughout life. Muhammad and Bushra, (2015). Every passing day the world is revolutionized. Individuals have great influences from different sources of

communication, performing a very strong role not only in the development of mature persons' thinking but also in youngsters. Majority of people watch TV, use internet, and listen to radio and get exposure. The same case is with youth/youngsters, who accept more influence — negative or positive. However, there exist a considerable number of young people who draw inspiration from the contents of television programmes (Curtis, 2012).

Television according to Onwuegbu (2011) is an electronic cum audio-visual device through which viewers watch recorded and live programmes on air. The influence of television on the lives of people stems not only. From the three roles it plays - as a medium of information, education and entertainment. Also many groups have taken solace in television and its programmes as means of relaxation, recreation, withdrawal, goal setting. Therefore, the propagation of television and its attendant's consequence on behaviour of youths has called for a great concern in recent times. The value of television as a medium of mass communication is esteemed all over the world. Television portray message that have influence on the viewers, mostly on their behavioural pattern (Baran, 2009). Studies show that television contributes to the transmission of culture. According to Zins, Weissberg, Wang, and Walberg (2014), teaching and learning in schools have strong emotional, and academic components. They observed that students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families using several gadgets and television in particular. Sometimes, violent programmes are shown on the television.

Violence on society has been widely studied and vigorously debated. Based on the cumulative evidence of studies conducted over several decades, the scientific and public health communities overwhelmingly conclude that viewing violence poses a harmful risk to children (Onyekosor and Nwankpa, 2014). Critics of the research challenge this conclusion and dispute claims that exposure to TV violence leads to real-life aggression (Okpala, Awujo, and Okpala, 2012). As we move into the digital era with enhanced images and sound, media violence will undoubtedly continue to be a focus of public concern and scientific research. In recent times, it appears the rate at which violence is aired on television is increasing. Osuji (2009) defined violence as an act accompanied by attack or force inflicting injury or pains on another person. Enyi (2013) has also defined violence as the act of showing in motion pictures and movies the acts accompanied with attacks and injuries. Moreso, violence on the streets as well as the tendency of youths (including students) to act violently, after viewing violence has become an increasingly disturbing issue among manyconcerned groups.

The combination of sound and vision has made television exert tremendous influence in shaping the lives of students in tertiary institutions. It is informing, educating, entertaining and persuasive. As a result of this, it is a powerful force in determining the emotional and academic adjustments of students. Despite the importance of television, its harmful effects cannot be overemphasized as it shapes the students' economic and academic aspects of life. Students watch violent movies/films on television screen without considering if its advantages outweigh the harmful effects on their lives and the society at large (Bushman & Cantor, 2013). Muhammad and Bushra (2015) noted that different television stations show violent and horror movies that students often like to copy and form attitude about life without weighing the hazardous effects of such violent movies on one's behaviour. In this case, television is easily manipulated by movie makers to show movies that dominate the realm of students' reasoning thus consciously or unconsciously impacting on their emotion and academic adjustments.

In stressing the influence of television programme on youth behaviour, Oberiri (2016) noted that the popular "Big Brother Nigerian" programme is affecting the behaviours of most girls, especially on their dressing. While Onyekosor and Nwankpa (2014) were of the opinion that televised violence programmes are one of the reasons there are increase in cultism activities in most institution of learning. They noted further that when a student is confronted, he or she goes back to what they have learned from watching television. In some cases, student using what they learned from the television can be very violent, but due to the fact that we learn from doing something over and over, it is the same for watching violent situations over and over.

Students learn them and react in a violent manner. Therefore, the focus of this study is on the influence of televised violence on emotional and academic adjustment of students in federal tertiary institutions in Anambra.

2.3 Theoretical Review

In a bid to give theoretical backing to the study of the influence of violent programme on behaviour of Students in Federal Polytechnic Oko, the social learning theory and cultivation theory were examined and adopted as the theoretical framework for this study

Social Learning Theory

This theory was propounded by Albert Bandura (1997), and suggests that individuals are likely to imitate what they see. For example, a child learning to brush her teeth is likely to watch an adult do it before she imitates or copies what the adult has done. He argued that children learn aggressive responses from observing others, either personally or through the media and the environment, and many individuals believe that aggression will produce reinforcements (Isom, 2009). Bandura used a Bobo doll experiment, where children watched a video of a doll being abused and some of them imitated the aggressive must behavior citing Evans 1989 further states that, “Albert Bandura believed that aggression must explain three aspects: first, how aggressive patterns of behaviour are developed; second, what povokes people to behave aggressively; and third, what determines whether they are going to resort to an aggressive behaviour pattern on future occasions”.

It therefore follows that children who watch where an intimate partner or a parent is abused might imitate what they see and start acting like that. As they watch the films where intimate partner is being abused, there is the tendency that they will do away with the practiced norm and start acting what they view. Some scholars who studied social learning theory criticized this theory and said that children youth who associate with other violent/aggressive peers not necessarily their family members or friends might start acting like their friends thereby behaving aggressively to this criticism, Ontario Ministry of Children & Youth Services (2010) citing Akers J Sellers, states that “development of delinquent attitudes and behaviour prior to association with deviant peers is not inconsistent with the theory because group associations still influence behaviour”. McQuail (2010) explains that, “Bandura’s model posits four basic processes of social learning that occur in sequence: attention, retention, production and motivation”. McQuail explaining the four basic processes, says that the television programmes relevant to peoples’ lives draw their attention than retain what they have learnt from the programmes adding them to the knowledge they have before, which will be seen in their behaviours, either negatively or positively, this will bring about reinforcement and reward inciting motivation (McQuail 2010)

Some of the assumptions are that the mass media are not the only source of social learning and that the influence of the mass media on the masses depends on other sources, which might be the parents, friends, teachers, and others. These assumptions mean that people cannot learn only from personal experiences but also from indirect sources. Ferguson frd) citing Freedman 2002 and Savage 2004 says that “results on social learning theory have been weak, inconsistent, and compromised by research methods.” In everyday occurrences, social learning theory is not that real in the sense that behaviour that is modelled from the dia might not be successful in the real world.

Cultivation Theory

Cultivation theory talks about the impact the television makes on people, on the way they view the world. Ozer (2011) sees cultivation theory “as the random and unintentional learning, unconscious gaining of demographic realities of the television world by the viewers. In other words, the concept explains the contribution of television watching to global perception and social reality conceptualization of the viewers”. According to Miller (2002), “the notion of cultivation describes a long-term and cumulative impact of television on our views of reality. Cultivation theorists believe that television can create and maintain very basic sets of beliefs about the world and that these influences are cumulative and long-lived ones”. This indicates that the world view of the person who watches violence on the television does not change immediately, it is cumulative. Miller (2002) continues and states that, “cultivation theory talks about the

long-term and cumulative consequences of exposure to an essentially repetitive and stable system of messages which do not happen immediately but is gradual, stable and continues". For McQuail (2010), "the central hypothesis of the research was that viewing television gradually leads to the adoption of beliefs about the nature of the social world which conform to the stereotyped, distorted and very selective view of reality as portrayed in a systematic way in television fiction and news". McQuail also opines that it involves learning, the construction of a view of social reality dependent on personal circumstances and experience (such as poverty, race or gender) and also in reference group membership and also that it is an interactive process between messages and audiences (McQuail). Some of the critics of cultivation theory are of the opinion that it has limitations which are its concentration on television only and social construction's effect. Some also said that it has weak and limited effects of cultivation. Miller (2002) states that these scholars "noted the relatively small effects that were found in cultivation processes and the fact that.

EMPIRICAL REVIEW

Reviewing related studies on the influence of violent television programmes, we begin with the work of Signorielli (2013). He conducted a content analysis on 13 weeks of network dramatic programming that builds upon content research from the Cultural Indicators Project and context research from the National Television Violence Study (NTVS). Results indicate that the overall level of violence did not change between the spring of 1995 and the fall of 2010, with six out of 10 network primetime programs containing some violence. One omission from Signorielli's study that limits its contribution is the elimination of news/information programs from her analysis. With this removal, only fantasy violence is included in the analysis. One new finding, however, showed that the same amount of violence continues to be committed, but by fewer characters. In short, for the past 30- years plus, violence was found in 60 percent of prime-time network programs at a rate of 4.5 acts per program.

Glascok (2010) designed a content analysis to review aggressive behaviours also within prime-time network television programming, using Bandura's social learning social cognitive theory and Gerbner's cultivation theory to guide his research. Recognizing that programming formats have changed over the last decade to include news magazine and reality shows, Glascok's study adds to previous content analyses while focusing specifically on verbal, indirect, and physical acts of aggression. A total of 6,599 aggressive acts were coded, and overall, he found there were approximately 68 acts of aggression per hour on network prime-time TV. No significant differences were found in TV genre or network. It is important to note that Glascok' findings are based on weighted representations of sex and ethnicity, as opposed to the actual representations seen on TV. This fact challenges the results of the study because data is not based on a representative sample, but rather, a quota sample' that does not reflect what viewers actually see when they watch.

According to Smith, Nathanson, and Wilson (2012), past content analyses are plagued by at least three limitations. First, they claim all previous research has focused on violence seen on major broadcast networks, ignoring violence on popular premium cable programming. This limitation is even seen in more recent research like Signorielli (2013) and Glascok's (2010) studies. The second limitation is that a majority of previous studies have compared prime time only to Saturday morning television programming. This is the case with Gerbner's famed Cultural Indicators Project, which does not account for other time frames such as after-school or late-night television. Third, Smith et al. offer that past research has taken only a minimal look at the contextual nature of violence while focusing more on sheer amount. To combat these limitations, Smith, Wilson, and various other researchers engaged in three separate studies all assessing violence on television, and all published in the March 2002 issue of the *Journal of Communication*.

Using social cognitive theory to frame their analysis, Smith, Nathanson and Wilson (2012), designed their study to assess the prevalence and context of violence in a random, representative sample of 23 broadcast, independent, cable channels. As an extension of data from NTVS, this study found no significant differences in the amount of violence between prime time and other times of day. According to the authors, violence is prevalent no matter what time of day is considered. However, only the most popular viewing hours were assessed, and because of its low levels of violence, public broadcasting was dropped from

analyses involving context. Both points contradict the study's generalizations regarding violence on all channels, all the time.

Additionally, like several other studies, this research did not include news or sports programming, further excluding research of real violence on TV. The oversight of news and sports programming, along with the exclusion of public broadcasting, provides an inaccurate understanding of the true dimensions of violence on TV. The misconceptions of this study's findings suggest researcher bias and the hope of creating favorable results.

According to cultivation theory, people who watch a great deal of television will come to perceive the real world as being consistent with what they see. A study by the Kaiser Family Foundation (2010) found that kids ages 8 to 18 watch approximately four and a half hours of television each day. The study also found that 71 percent of kids have a television in their bedrooms. If what they see is violence, cultivation theory suggests that these young viewers will develop a fear of victimization. Gerbner (2012) described the patterns of violence and victimization as demonstrations of power.

Wilson, Smith, Potter, Kunkel, Linz, Colvin, and Donnerstein (2012) used NTVS data to investigate the nature and extent of violence contained in television programming that targets children 12 years and younger. They found that programs targeted to children contain more violence overall than non-children's shows. Additionally, violence in children's programming is more likely to be sanitized and trivialized. For example, their results showed that more than three fourths of violent scenes in kids' programs contained some form of humor, while only one fourth of other types of programming displayed aggression in a humorous context.

Knowing what they did about how much and under what conditions violence was being committed, Wilson, Colvin, and Smith (2012) set out to learn more about the perpetrators committing this violence. Returning to NTVS data, the researchers assessed the nature of the characters, the nature of the violence, and the context of the violence. They found that a large majority of violent perpetrators, 89 percent, were adults, while children and teens accounted for four and seven percent respectively. Considered together across the 2,500" hours of programming sample, this means that younger perpetrators engage in on-screen violence roughly once every hour and a half, and adult perpetrators approximately five times per hour. Overall, compared to adult perpetrators, this study found that younger perpetrators are more likely to be portrayed as attractive, are punished less often, and engage, violence committed by child characters is less serious and less intense.

Weaver (2011) conducted a meta-analytical review of existing research to investigate selective exposure to and the enjoyment of media violence. A common argument for the saturation of violence in the media is that audiences are sensation seekers who want violence (Potter, 2008; Krcmar & Greene, 2010). In his study, Weaver (2011) found selective exposure to and enjoyment of violent content to be unique processes in that violence increases selective exposure but decreases enjoyment. Regarding exposure, Vidal, Clemente, and Espinosa (2013) conducted an experimental study, which hypothesized that attraction toward violence is related to the amount of TV usage. Vidal, et al. summarized their findings claiming that the more youths watch violence, the more they enjoy it. The researchers also found that initial valuing of violence was neutral meaning participants did not like or dislike violence prior to the experiment. In a cross-sectional study, Krcmar and Vieira (2015) investigated the impact of family relations and found that children's moral reasoning and perceptions of justified and unjustified violence -were not similar to the responses of their parents. While limitations to this study keep it from being generalized to all youth, the data does spark discussion and implies a need for further research.

In a national sample of 148,189 sixth to twelfth graders, only 29%-45% of surveyed students reported that they had social competencies such as empathy, decision making, and conflict resolution skills, and only 29% indicated that their school provided a caring, encouraging environment (Benson, 2016). By high school as many as 40%-60% of students become chronically disengaged from school (Klem & Connell, 2014). Furthermore, approximately 30% of high school students engage in multiple high-risk behaviours (e.g.,

substance use, sex, violence, depression, attempted suicide) that interfere with school performance and jeopardize their potential for life success (Eaton et al., 2009).

Effects of televised violence on school children Haralambos and Holbom (2010) conducted a study on the effect of televised violence on school children/ students in USA using the columbine" High School shooting in 1999 as a case study. The study was to investigate and find out whether televised violence induces aggressive behaviour among school students. They used observation method in their investigation and exposed the sample to televised violent movies. These students used, after watching the movies arrived at school the next day and started acting violently on their fellow students to the extent that they killed thirteen of them and when they realized the gravity of the offence they have committed they killed themselves too. This shows that violence on television influence youth behaviour.

RESEARCH QUESTIONS

1. To what extent is the influence of television-violence on emotional adjustment of students in federal tertiary institution in Anambra state.
2. To what extent is the effect of televised-violence on the academic performance students in federal tertiary institutions in Anambra state.
3. To what extent does violence television programme increase crime in federal tertiary institutions in Anambra state?

AIMS AND OBJECTIVES OF THE STUDY

The main objectives of this study remains on the influence of televised violence on emotional and academic adjustment of students in federal tertiary institution in Anambra while the specific objective include:

1. To examine the influence of televised –violence on emotional adjustment of student in federal tertiary institution in Anambra state.
2. To determine the effect of televised- violence on the academic performance of students in federal tertiary institutions in Anambra state.
3. To ascertain the extent violence television programme increase crime rate in federal tertiary institution in Anambra state.

METHOD

Population of study

The research population of this study comprises the students of federal tertiary institutions in Anambra. According to the statistics to the researcher through the polytechnic website. Federal Polytechnic Oko has about 15,000 students (source <http://www.federalpolyoko.edu.ng>).

Sample Size Determination

In determining the sample size, the researcher used Taro Yamane formula (1969) of sample size determination as follows:

Formula

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

$$= \frac{15000}{1+15000(0.05)^2}$$

$$= \frac{15000}{1+15000(0.0025)}$$

$$\frac{15000}{1+37.5} = 389.6$$

Approximately the sample size is 390.

Data Collection

The data for this study was gathered from two major source- primary and secondary sources. These two source put together helped the researcher to produce a fairly report with minimum bias or errors.

Primary Data

The primary data was sourced through questionnaire. The questionnaire contained open ended and optional forms to eliminate bias in the choice of selection by the respondents.

Secondary Data

The secondary sources were derived from existing but related tests, which were produced by earlier researchers. Specifically, the materials used for extracting secondary information for this purpose included journals, textbooks and online materials.

Sampling Technique

The researcher will use convenience sampling technique. The choice of the convenience sampling technique anchor on the ease to reach potential respondents on the polytechnic.

Area of Study

The area of study used in this research exercise is federal tertiary institutions in Anambra State

Research Instrument

For this survey research, the instrument used was questionnaire. In designing the questionnaire, conscientious efforts were made to structure the series of questions in dichotomized multiple choice questions which give the respondents the chance to choose from a range of possible answers or alternatives. This questionnaire was basically divided into two parts. The first part was the classification section that requires the bio information of the respondents. These questions are on age, sex, level of education, marital status, income level etc.

The second part of the questionnaire possesses the questions relating to the subject matter of the study. They are easy to answer because they have two or more options "yes" or No" as the case may be and all these questions were non-committal and neutral in nature as well as. structured in a close ended manner that will allow for easy coding and response identification.

RESULT

DATA PRESENTATION AND ANALYSIS

Introduction

The chapter focuses on the analysis of the data collected through appropriate statistical tools such as frequency tables and simple percentage. The presentation of data collected means arranging the different forms of data obtained through various data collecting techniques to enable the researcher perform analysis and exact new meaning from it. The researcher distributes the copies of questionnaire with the help of two research assistant and the data collected were presented as follows:

Table 1: Questionnaire Distribution and Return

Questionnaire	Respondents	Percentage of Respondents
Returned	380	97.4
Not returned	10	2.6
Total distributed	390	100

Source: field-survey, 2018

Table 1 above shows the distribution and returns of the questionnaire. The copies of questionnaire administered were 390 representing (100%) from which 380 (97.4%) were returned, while 10 representing (2.6%) were not returned. The 380 copies of questionnaire that were returned were considered adequate enough for making valid deductions and conclusions. Hence, the research analysis was based on the returned copies of questionnaire.

Analysis of Data

Table 2: Sex Distribution of Respondents

OPTION	FREQUENCY	PERCENTAGE %
Male	168	44.2
Female	212	55.8
Total	380	100

Source: field survey, 2018

The table 2 shows the responses of the sex distribution of the students. In the table, 168 respondents representing 44.2% of the respondents indicated that they are male while the remaining 212 respondents representing 55.8% indicated that they are female. Therefore, this table reveals that majority of the respondents are female.

Table 3: Age Distribution of Respondents

OPTION	FREQUENCY	PERCENTAGE
17-20	83	21.8
21-25	115	30.3
26-30	62	16.3
30-35	81	21.3
36 and above	39	10.3
Total	380	100%

Source: Field Survey 2018

The table 4.1.3 shows the age distribution of respondents. In the table, 83 respondents representing 21.8% out of the entire respondents are within the age of 17-20 years, 115 respondents representing 30.3% are within the age bracket of 21-25 years, 62 respondents representing 16.3% are within the age bracket 26-30 years, 81 respondents representing 21.3% out of the entire respondents are within the age bracket of 30-35 while the remaining 39 respondents representing 10.3% indicated to be within 36 and above age bracket.

Analysis of Substantive Issues

Table 4: How much hours respondents spent viewing television in a day?

OPTIONS	RESPONSE	PERCENTAGE (%)
2hrs& below	219	5.6
2-4hrs	87	6.9
Above 4hrs	74	9.5
TOTAL	380	100%

Source: Field survey,'2018.

The above table shows the responses spent viewing television in a day". In the table. 1 2 hours and below as the how many hours spent representing 22.9% indicated 2-4 hours as the h; day, while the remaining 74 respondents represent how many hours spent viewing television in a c below chart:

Table 5: Have any Television Programme influence your Decision or Behaviour at any Particular time'?

OPTIONS	RESPONSE	PERCENTAGE (%)
Yes	281	73.9
No	37	9.7
Can't say	62	16.3
TOTAL	380	100%

Source: Field survey, 2018.

The above table shows the responses of respondents on "Have any television programme influence your decision or behaviour at any particular time". In the table, 281 respondents representing 73.9% state yes that television programme have influence their decision or behaviour at a particular time, 37 respondents representing 9.7% states no on the issues whether have any television programme influence your decision or behaviour at any particular time, while the remaining 62 respondents representing 16.3% can't say anything on the question.

Table 6: Does watching television influence violent behaviour on you?

OPTIONS	RESPONSE	PERCENTAGE (%)
Strongly agree	239	62.9
Agree	47	12.4
Disagree	52	13.7
Strongly disagree	4	1
Undecided	38	10
Total	380	100

Source: Field survey, 2018.

The above table shows the responses of respondents on whether watching television influence violent behaviour. In the table, 239 respondents representing 62.9% strongly agreed that watching television influence violent behaviour on you, 47 respondents representing 12.4% agreed that watching television influence violent behaviour on you, 52 respondents representing 13.7% disagreed that watching television influence violent behaviour on you, 4 respondents representing 1% strongly disagreed that watching television influence violent behaviour on you while 38 respondents representing 10% were undecided over the question. This result is further illustrated on the chart below

Table 7: To what extent does televised violence have influence on your emotional adjustment?

OPTION	FREQUENCY	PERCENTAGE %
Very high extent	47	12.4
High extent	182	47.9
Indifferent	67	17.6
Low extent	84	22.1
Total	380	100%

Source: field survey, 2018.

The table 7 shows the research responses on "to what extent does televised violence have influence on your emotional adjustment" 47 respondents representing 12.4% of the entire respondent agreed that to a very high there is influence of televised-violence on emotional adjustment of Federal Polytechnic, Oko students, 182 respondents representing 47.9% of the entire respondents agreed that to a high extent there is influence of televised-violence on emotional adjustment of Federal Polytechnic, Oko students, 67 respondents representing 17.6% were indifferent over the question while the remaining 84 persons representing 22.1% agreed to a low extent there is influence of televised-violence on emotional adjustment of Federal Polytechnic, Oko students. This result is further illustrated on the chart below

Table 8: Does Prolonged exposure to watching violence on television shape your perception of real life situations?

OPTIONS	RESPONSE	PERCENTAGE (%)
Strongly agree	119	31.3
Agree	185	48.7
Disagree	23	6
Strongly disagree	13	3.4
Undecided	40	10.6
Total	380	100

The above table shows the responses of respondents on "Does prolonged exposure to watching violence on television shape your perception of real life situations" In the table, 119 respondents representing 31.3% strongly agreed that prolonged exposure to watching violence on television shapes their perception of real life situations, 185 respondents representing 48.7% agreed that prolonged exposure to watching violence on television shapes their perception of real life situations, 23 respondents representing 6% indicated disagree that prolonged exposure to watching violence on television shapes your perception of real life situations, 13 respondents representing 3.4% strongly disagreed that prolonged exposure to watching violence on

television shapes your perception of real life situations while the remaining 40 respondents representing 10.6% were undecided over the question.

Table 10: Does violence on television programmes make you hostile over your fellow students?

OPTIONS	RESPONSE	PERCENTAGE (%)
Yes	251	66.1
No	37	9.7
Can't say	92	24.2
TOTAL	380	100%

Source: Field survey, 2018.

The above table shows the responses of respondents on "Does violence on television programmes makes you hostile over your fellow students". In the table, 251 respondents representing 66.1% state "yes" that violence on television programmes makes them hostile over fellow students, 37 respondents representing 9.7% states "no" on the issues whether violence on television programmes makes them hostile over fellow students, while the remaining 92 respondents representing 24.2% can't say anything on the question.

Table 11: To what extent is the effect of televised-violence on the academic performance of students Federal Polytechnic Oko?

OPTION	FREQUENCY	PERCENTAGE %
Very high extent	69	18.2
High extent	147	38.7
Indifferent	88	23.2
Low extent .	76	20
Total	380	100%

Source: field survey, 2018.

The table 4.1.11 shows the research responses on "To what extent is the effect of televised-violence on the academic performance of Federal Polytechnic Oko students" 69 respondents representing 18.2% of the entire respondent indicated to a very high extent there is effect of televised-violence on the academic performance of Federal Polytechnic Oko students, 147 respondents representing 38.7% of the entire respondents agreed to a high extent there is effect of televised-violence on the academic performance of Federal Polytechnic Oko students, 88 respondents representing 23.2% were indifferent over the question while the remaining 76 persons representing 20% agreed to a low extent there is effect of televised-violence on the academic performance of Federal Polytechnic Oko students.

Table 12: Do you think that violence television programme contributes to increase of crime in Federal Polytechnic Oko?

OPTIONS	RESPONSE	PERCENTAGE (%)
Yes	235	61.8
No	91	23.9
Can't say	54	14.2
TOTAL	380	100%

Source: Field survey, 2018.

The above table shows the responses of respondents on "do you think that violence television programme contributes to increase of crime in Federal Polytechnic Oko" In the table, 235 respondents representing 61.8% state yes that violence television programme, contributes to increase of crime in Federal Polytechnic Oko, 91 respondents representing 23.9% states no on the issues whether violence television programme contributes to increase of crime in Federal Polytechnic Oko, while the remaining 54 respondents representing 14.2% can't say anything on the question.

Table 13: To what extent does violent television programmes increase crime in Federal Polytechnic Oko campus?

OPTION	FREQUENCY	PERCENTAGE %
Very high extent	52	13.7
High extent	164	43.2
Indifferent	70	18.4
Low extent	95	25
Total	380	100%

Source: field survey, 2018.

The table 4.1.13 shows the research responses on "To what extent does violent television programmes increase crime in Federal Polytechnic Oko campus" 52 respondents representing 13.7% of the entire respondent indicated "to a very high extent" violence television programme increases crime in Federal Polytechnic Oko campus, 164 respondents representing 43.2% of the entire respondents indicated "to a high extent" violence television programme increases crime in Federal Polytechnic Oko campus, 70 respondents representing 18.4% were indifferent over the question while the remaining 95 persons representing 25% agreed "to a low extent" violence television programme increases crime in Federal Polytechnic Oko campus. However, this is illustrated on the chart below:

TEST OF HYPOTHESES

The purpose, of the test for hypotheses was to enable the researcher make definite inferences based on the end result of the test. Chi-square statistical test was used to test the hypotheses as shown below.

In the investigation, the following hypothesis were formulated

Hypothesis one

Ho: televised violence has no significant influences on emotional adjustment of students in federal tertiary institution in Anambra state

Ho: televised violence has no significant influences on emotional adjustment of students in federal tertiary institution in Anambra state

Table 14: Respondents response as regards hypotheses I

OPTION	FREQUENCY	PERCENTAGE %
Very high extent	47	12.4
High extent	182	47.9
Indifferent	67	17.6
Low extent	84	22.1
Total	380	100%

Source: field survey, 2018.a\w

The expected frequency is determined using the formula:

$$= \frac{\text{Total Frequency}}{\text{Number of options}}$$

$$\text{Therefore} = \frac{380}{495}$$

Table 15: Chi-Square Calculation as regards hypotheses I

OPTION	oi	ei	oi-ei	(oi-ei) ²	(oi-ei) ²
Very high extent	47	95	-48	2304	24.3
High extent	182	95	87	7569	79.7
Indifferent	67	95	-28	784	8.3
Low extent	84	95	-11	121	1.3
TOTAL	380				113.6

Source: Researcher’s. Computation, 2018

Note: The degree of freedom was determined using the formula (n-1) where n = number of available option, which is 15.

$$\therefore df=4-1=3$$

Level of significance = 0.05

Using the degree of freedom 3 and 0.05 level significant, the critical value is 7.815

Decision

Because the computed chi-square value is 113.6 and is greater than the critical value 7.815 (113.6>7.815), we reject the null hypothesis and accept the alternative hypothesis. Based on this, we concluded that televised-violence has significant influence on emotional adjustment of students in federal tertiary institutions in Anambra State.

Hypothesis Two

H0: Televised-violence has no significant effect on academic performance of students in federal tertiary institutions in Anambra State.

H1: Televised-violence has significant effect on academic performance of students in federal tertiary institutions in Anambra State.

Table 16: Respondents response as regards hypotheses II

OPTION	FREQUENCY	PERCENTAGE %
Very high extent	69	18.2
High extent	147	38.7
Indifferent	88	23.2
Low extent	76	20
Total	380	100%

Source: field survey, 2018.

The expected frequency is determined using the formula:

$\frac{\text{Total Frequency} \times \text{Number of options}}{\text{Total Frequency}}$

Therefore $\frac{380}{4} = 95$

Table 17: Chi-Square Calculation as regards hypotheses II

OPTION	oi	ei	oi-ei	(oi-ei) ²	(oi-ei) ² /ei
Very high extent	69	95	-26	676	7.1
High extent	147	95	52	2704	28.5
Indifferent	88	95	-7	49	0.5
Low extent	76	95	-19	361	3.8
TOTAL	380				39.9

Source: Researcher’s. Computation, 2018

Note: The degree of freedom was determined using the formula (n-1) where n = number of available option, which is 4.

∴df=4-1=3

Level of significance = 0.05

Using the degree of freedom 3 and 0.05 level significant, the critical value is 7.815

Decision

Because the computed chi-square value is 39.9 and is greater than the critical value 7.815 (39.9>7.815), we reject the null hypothesis and accept the alternative hypothesis. Based on this, we concluded that televised-violence has significant effect on academic performance of students in federal tertiary institutions in Anambra State.

Hypothesis Three

HO: Violent television programme has not significantly increase crime in federal tertiary institutions in Anambra State.

HI: Violent television programme has significantly increase crime in federal tertiary institutions in Anambra State.

Table 18: Respondents response as regards hypotheses in

OPTION	FREQUENCY	PERCENTAGE %
Very high extent	52	13.7
High extent	164	43.2
Indifferent	70	18.4
Low extent	95	25
Total	380	100%

Source: field survey, 2018.

The expected frequency is determined using the formula:

$$= \frac{\text{Total Frequency}}{\text{Number of options}}$$

$$\text{Therefore } = \frac{380}{4} = 95$$

Table 19: Chi-Square Calculation as regards hypotheses III

OPTION	oi	Ei	oi-ei	(oi-ei) ²	(oi-ei) ² /Ei
Very high extent	52	95	-43	1849	19.5
High extent	164	95	69	4761	50.1
Indifferent	70	95	-25	625	6.6
Low extent	95	95	0	0	0
TOTAL	380				76.2

Source: Researcher's Computation, 2018

Note: The degree of freedom was determined using the formula (n-1) where n = number of available option, which is 4.

$$\therefore df = 4 - 1 = 3$$

Level of significance = 0.05

Using the degree of freedom 3 and 0.05 level significant, the critical value is 7.815

Decision

Because the computed chi-square value is 76.2 and is greater than the critical value 7.815 (76.2 > 7.815), we reject the null hypothesis and accept the alternative hypothesis. Based on this, we concluded that violent television programme has significantly increase crime in federal tertiary institutions in Anambra State.

DISCUSSION OF FINDINGS

The finding of the study revealed that televised-violence has significant influence on emotional adjustment of students in federal tertiary institutions in Anambra State. This, finding is in agreement with the proponent of "social Learning" theory. Bandura who posited that ways of behaving are learned by observing others and that this is a major means by which children acquire unfamiliar behaviour, although performance of acquiring behaviour will depend at least in part in factors other than acquisition. (Bandura, 1973)

The finding showed that televised-violence has significant effect on academic performance of students in federal tertiary institutions in Anambra State. This finding is in agreement with the cultivation theory that implied that people who watch a great deal of television will come to perceive the real world as being consistent what they see. The study of Kaiserr Family foundation (2010) found out that kids between the ages of 8 to 18 watch approximately four and a half hours of television each day and this affects their academic performance.

Also, the finding revealed that violent television programme has significantly increased crime in federal tertiary institutions in Anambra State. This finding is consistent with that of Glascock (2010), who designed a content analysis to review aggressive behaviours also within prime-time network television programming,

using Bandura's social learning social cognitive theory and Gerbner's cultivation theory to guide his research. Recognizing that programming formats have changed over the last decade to include news

LIMITATION OF THE STUDY

The scope of the study is one major pitfall, which arose in the course of the research. The researcher could not extend the area of coverage of the study to involve undergraduates in other universities because of time factor and moreover, lack of fund.

SUGGESTION FOR FURTHER RESEARCH

The scope of the study should be widened to include undergraduate of other institution selection of more participants should be encouraged, so as to make broad generalizations much more dependable.

Recommendations

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

1. Television programme producers should consider the use of quarreling (vulgar abuse and harmless physical contact) as a better way of expressing anger, or setting disputes in their television productions.
2. The use of "guns and live ammunition on television programmes should be discouraged by producers.
3. Since this studies and scores her it have shown that violent television programmes have negative influence on the youths in tertiary institutions, regular enlightenment programmes and seminars should be organized by authorities of tertiary institutions to educate and enlighten these youths on the dangers of exposure to television violence.

CONCLUSION

The combination of sound and vision has made television exert tremendous influence in shaping the lives of student in tertiary institution. It is informing, educating, entertaining and persuasive. As a result of this it is a powerful force in determining the socio-emotional and academic adjustments of students, despite the importance of television, this study, concludes that television programme that has violence content can pose harmful effects on the youths through influencing them to antisocial behaviour like encouraging violence and criminal acts.

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