

**THE IMPACT OF TELEVISION ON ACADEMIC PERFORMANCE OF
UNIVERSITY STUDENTS: A CASE OF UCU SCHOOL OF JOURNALISM,
MEDIA AND COMMUNICATION**

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DECLARATION

I, Kide Charity James, declare to the best of my knowledge that I am the sole writer of this dissertation and no one has ever submitted this work in Uganda Christian University or any other learning institution.

Signature

Date

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APPROVAL

This dissertation has been done under my supervision and is now ready for submission
at Uganda Christian University Academic Board

Signature

Date

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(Supervisor)

DEDICATION

I dedicate this dissertation to my mother Mrs. Betty James and entire family for their constant encouragement both physically and financially in my education journey plus my friends who have been constantly reminding me that anything is possible as long as you set your mind to it. It has been a tough journey of us starting local but we surely are aiming global.

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ABBREVIATION AND ACRONYMS

DVRs- Digital Video Recorders

UCC-Uganda Communication Commission

UCU -Uganda Christian University

UGT-Uses and Gratification Theory

VCRs-Video Cassette Recorders

ABSTRACT

This research investigates the impact of television on the academic performance of university student. A case of the school of journalism, media and communication, an area of increasing relevance in the digital age where media consumption patterns are rapidly evolving. The study was guided by the research objectives which; examine the role of television in shaping media literacy, analyze how Television viewing influences the development of journalism skills, explore the television viewing habits of journalism students. The theoretical framework used was the uses and gratification theory. This theory was relevant for the study because it will explore the motivations and gratifications university students derive from television viewing and understand how these factors relate to their academic performance. The study employed an in-depth interview guide as a method of data collection. The findings indicate a nuanced relationship between television viewing habits and academic outcomes, revealing the moderate consumption of educational programming can enhance students' knowledge and critical thinking skills. Recommendations are provided to foster a balanced approached.

CHAPTER ONE

1.0 Introduction.

This study was on the impact of Television on University Students' Academic Performance a case of UCU school of Journalism Media and Communication. This chapter presents the background of the study, the problem statement, general purpose of study, the research objectives, questions, significance and the justification of the study to examine the television viewing habits of journalism students, how television viewing influences the development of journalism skills and what are the television viewing habits of journalism students.

1.2 Background of the study

Concerns about how television affects college students' performance is becoming more widespread among academics and researchers. Given the proliferation of social media, educational channels and entertainment content on television, it is critical to comprehend how television affects university students' academic performance Hinkley & Associates, (2012). The history of television is extensive, spanning multiple decades. According to Johnson, (2006), the first Television transmission started in the late 1920s and regular broadcasts followed in the 1930s. early television was mostly utilized for amusement with newsreels, sports and variety shows making up the majority of the content. Television started to play a big part in public information and education though as more channels became available and technology advanced. Tichenor & Licnty (2006).

Early television was mostly utilized for amusement with newsreels, sports and variety shows making up the majority of the content. But as technology advanced and more channels were accessible, Television started to become a major source of

public knowledge and instruction Tichenor & Lichty (2006). People would gather around tiny screen to watch short comedies and dramas and be amazed by the visuals. In 1945 people understood exactly what Television was being that it is a picture and sound that transmitted over the air to homes so that they could watch. Noll, (2004).

Television was a time dependent medium that followed broadcaster 'schedules. the audience comprehended the clear definition of television because they made themselves available to watch television programs when they were broadcasted. Programmable video recorders were developed in the 1970s, viewers were no longer as reliant on set of schedules because they could watch shows whenever it was convenient for them thanks to the use of video cassette recorders (VCRs) and subsequently, digital video recorders (DVRs). with VCRs and cable families which could record TV shows to avoid commercial breaks, watch parts of shows out of chronological order, watch movies quickly and subscribe to premium movie channels. Mathews, (2003).

Since the 1990s digital technology and the growth of the internet have continued to redefine television, allowing people to watch shows free from anywhere instead of just Infront of a television. Noll, (2004). The physical television set is no longer required because television can now be accessible from a personal computer a variety of mobile devices additionally, viewers have access to alternative Television services like Direct TV.

Television is a visual auditory medium for communicating through sound and vision. It is primarily used for information communication, education, product and service advertising, entertainment and leisure a few different components together

including colour, action, music, picture and drama TV that simultaneously appeals to viewers senses. Mahesh & Nabi, (2013).

According to Greeson, (1991), Television has been found as a platform to shape the values and behaviour of young people. Transition in television is available in many tools compared to traditional method. Digital television is available in variety platform such as online, mobile application, social media and user generated content. Watching television is a convenient activity for everyone. In today's generation, its common for everyone to have at least one television regardless of economic status. Noor, (2013).

Despite the wide spread of television use among university students, there is lack of research examining its impact on their academic performances. Some urged that excessive television viewing can have negative effects on academic achievement such as decreased attention span, decreased motivation and decreased academic performance. Robbinson & Bachen, (1991). others claimed that moderate amount of television viewing can have a positive effect such as increased knowledge acquisition, improved critical thinking and enhancing one's cognitive development. This study aims to find out the impact of television on university students' performance and understand its effects on their academic performance.

1.3 RESEARCH PROBLEM

Television has become an integral part of modern life and university students are no exception. With the proliferation of television stations and streaming services, students have access to a wide range of programs including news, entertainment and educational content. However, excessive television viewing has been linked to a range of negative effects on young people including decreased academic

performance, social isolation and decreased mental health. Therefore, this research seeks to explore the role of Television in shaping media literacy, analyze how television viewing influence's the development of journalism skills and to examine Television habits of journalism students.

1.4 General objective

The general objective of the study was to examine the impact of television on university students' performance with focus on the School of Journalism Media and Communication

1.5 Research objectives

1. To explore the role of television in shaping media literacy
2. To analyze how television viewing influences the development of journalism skills
3. To examine television viewing habits of journalism students

1.6 Research questions

1. What is the role of television in shaping media literacy?
2. How does television viewing influence the development of journalism skills?
3. What are the television viewing habits of journalism students?

1.7 The scope of study

The scope of the study covered three dimensions that is geographical content and time and these were discussed in detail below.

1.8 Geographical scope

This study was conducted at Uganda Christian university under the department of School of Journalism Media and Communication main campus. It gathered

information from the journalism students and lecturers. The study focused on the research objectives.

1.9 Time scope

This research will be carried out around May -July 2024, since that's the period the undergraduate journalism students will be on semester to continue with their academic year.

1.10 Justification of the study

According to Hinkley and & Taylor, (2012), There has been a lot of attention paid to the issue of university students using television widely. Students who watch more television are less likely to be physically active and they live sedentary lives. Research on how Television affects Ugandan university students' social skills, mental health and academic performance is lacking nevertheless this study is noteworthy because it looks into how television affects university students' academic performance in an effort to close the knowledge gap.

1.11 Significance of the Study

To the other scholars. This study will add to the body of knowledge already available on the effects of media on young adults by offering a distinctive viewpoint on television consumption amongst university students and future researchers that wish to investigate how media influence university students' professional growth and career aspirations.

To the media industry. This can guide the creation of content that encourages favorable results. For example, media producers can alter their material to encourage more positive effects if the study indicates that specific genres or programming styles are linked to unfavorable consequences.

To Uganda Communication Commission (UCC). The results of this study will guide policy and regulatory choices pertaining to Ugandan television content for instance UCC may think about enacting regulations to encourage university students to watch television in a more responsible manner if the study indicates that excessive television watching is linked to unfavorable effects.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an explanation of the research's concept and reviews the empirical literature on the subject of televisions impact on university students' academic performance in connection to other related topics.

2.1 Theoretical framework.

2.1.2 Uses and Gratification Theory

According to Ruggiero, (2000). The uses and gratification theory (UGT) has its roots in 1940s, when communication researchers tried to figure out why different people are drawn to different kinds of media contend and how they consume it. Potter, (2012), states that UGT is still one of the most widely applied theories in media and its more curial now than ever because it helps explain why consumers adopt to the new media.

McQuail, (2005), Notes that uses and gratification hypothesis holds the audiences use of media due to the variety of needs, desires, wishes and motives thus UGT assumes that viewers choose what they want to watch on their own. Furthermore, the individual is aware of the reasons behind their media intake, audiences select media that would suit their needs and aspirations. instead of being passive consumers or viewers.

Additionally, UGT serves as a framework for understanding how and why people actively look for particular kinds of media. Phua et al, (2017). Media satisfies peoples requirements for information, social interaction and relaxation. Individual differences among audience members such as media self-efficiency, habitual behavior, prior attitudes and self-regulation have been discovered in studies, these

media choices consequently result in increased civic engagement, social contacts, information acquisition and distraction. Humphreys et al (2013), and LaRose & Eastin, (2004).

According to Gil de Zuniaga, (2012), UGT has utilized the goal of consumption behavior of audiences within the framework of the computer mediated communication in recent times.

Rubbin, (1999), asserts that media faces a lot of competition from other communication particularly face to face interactions. Since individuals consume information on their mobile devices these days thus the rivalry is fierce compared to traditional media even materials accessed through apps, social networks and text messages seeks for the same attention. In this context of study university students in Uganda are probably watching television for a number of reasons including learning, keeping in touch with friends and current affairs. The UGT hypothesis is pertinent to this study because it will explore the role of television in shaping media literacy, analyze how television viewing influences the development of journalism students and examine the television habits of university students.

2.2 Empirical literature review

2.2.1 The role of television in shaping media literacy.

According to Moses, (2008), the effects of television on kids in his study conducted in Malaysia shows that television is essential for the spread of information, he came to the conclusion that heavy watchers are at moderate level and this is advantageous for children's education since they acquire information.

Miller, (2007), states that excessive television watching can lead to attention issues with specific programming like movies, short films or any other digital media

portrayed on Television, new information is continuously updated. The study made it clear how crucial it is for kids to watch television in moderation to improve their understanding.

According to Hoffner et al, (2006), Through a survey method with adolescents it analyzed television as a source of occupational knowledge and it has the potential to introduce them to vocations they may not have explored.

High school students' acquisition of media literacy is emphasized through their consumption of digital videos. This method helps students develop critical thinking abilities in addition to technical skills allowing them to navigate media structures and comprehend the underlying motivations behind them. Their research emphasizes how critical it is to reevaluate media literacy instruction in order to better prepare students for the challenges within media usage. Blackall et al, (2004).

Zulkiflis, (2017), Television can significantly enhance media literacy. In the study about Public Broadcasting Program in Indonesia it showed that television has the potential to be an effective teaching tool by enhancing media literacies through emotional and moral components. For journalism students in particular who need to have excellent media literacy skills in order to critically evaluate media content.

Young people nowadays are drawn to reality TV thus the programs help to improve on their skills and assist them make quick money and raise awareness of current issues in a study conducted in Malaysia's Ambikapur District. Naveen, (2016).

According to Nazli et al, (2008), Instructional television shows affect preschoolers. Children who watch television become socially involved and begin to portray characters of their favorite actors and actress in a similar vein Wright et al, (2001),

discovered that there are direct and indirect impacts associated with watching television.

Television significantly influences university student's media literacy. In a study conducted at Illinois at Chicago in the United States. college students who watch more TV are more likely to use media literacy and critical thinking techniques such as recognizing bias and the influence of advertising on public opinion which shows that this fosters chances for critical thinking and analysis. Hargittai & Walejko, (2010).

Mwangi & Mutisya, (2018), Explore how media literacy is shaped by television. The study found that many people in the area still primarily get their news from Television. They view news as having greater credibility than other media. The study came to the conclusion that many East Africans especially the older folks still rely heavily on television as a source of news. This emphasizes how crucial it is to take into account how traditional media such as television shapes peoples conceptions of critical thinking.

Young people's perception of advertising is more positive when they are exposed to television commercials. The researchers also discovered a positive relationship between opinions about advertising and how frequently people viewed Television commercials. Okeyo & Ochieng, (2017).

Hornik, (1978), Watching television is a demonstrative to precisely and productively observe class subjects. in addition research indicates that communication is another benefit for preschoolers thus those who watch educational programs will have higher

grades, participate in more reading activities and achieve a higher level academically than those who don't.

A study in Uganda by Okeyo & Ochieng, (2017), Found out that young people's perception of advertising is more positive when they are exposed to television commercials' researchers also discovered a positive relationship between opinions about advertising and how frequently people viewed television commercials.

Wilbur Schramm, (1962), in Zaria Nigeria shows that there is no longer any room for dispute on the effectiveness of television instruction for pre schoolers. When concepts and experiences in the subjects may readily be referred to audiovisual media concurrently improves the quality of education in all its technical forms fostering the development of student's communication abilities.

Television shapes the way of our soul by gradually showing a framework of expectancies. Bender, (2011), Television teaches the mind, it shows how it should think and do same things that school classes take years in accomplishing over the years. It has a long-lasting impact both positive and negative which is an unavoidable factor in determining who and what we will be. Debola, (2014).

Akita University in Japan indicates that students watched more lectures on television due to the fact that the interaction between teachers is well-planned, shows can effectively communicate ideas in a way that captures and holds viewers' attention providing a great deal to inspire students .Features like cameras can rotate around corners and provide views of objects that are impossible to observe in a traditional classroom thus students actively can share ideas both with the teachers and fellow students during the time of learning. Khan, (1989). Television visually presents information which appeal to all sensory organs of the body. Egan, (1991).

Liebert & Sprafkin, (1988), described television as an important educational tool, referring to it as a special kind of teacher that helps pupils develop their cognitive and academic skills and so raises their probability of engaging in socially desirable behavior. This involves not just imparting new abilities but also teaching them what socially acceptable behavior looks like.

social and intellectual skills. Are impacted in children at times due to the type of environment they are exposed to so frequent watching of television will make them adopt to some of the things they watch thus them acting like their favourite characters in shows. Webster, 1998.

According to Hizal, (1983), Television promotes education speed when it comes to impose studies. Students interact with lectures using two-way communication means where by information shared can be traced back and new ideas are picked in the sharing of the different knowledges between the teacher and student.

2.3 analyze how television viewing influence development of journalism skills.

The quick development of technology has changed how people get their news and information, with many now getting their news mostly from television. As a result, in order to guarantee that viewers obtain accurate and trustworthy information, the norm of journalism has grown.

Walker, (1995), Stated that he preferred television because of its sound and visual effects and that it can be used to teach live, which is helpful for the development of dynamic skills in the field of journalism because students pick up on the material quickly. It can also be used to demonstrate processes or physical skills to show movement.

According to Yuki Fujiorka, (1999), Watching television frequently emphasizes the value of viewers engaging in cognitive activities while absorbing television content. Television has shown to be more beneficial in education than other forms of communication because it allows students to access academic content in a more direct and personalized manner.

Ogunyemi et al., (2019), Evaluated the impact of television on the growth of journalistic abilities in Nigeria. Viewing television news shows might help students develop and improve their journalistic abilities, especially in areas like analytical and critical thinking.

According to a study done in South Africa by Owoseni and Adeyemi, (2018), viewing television news helped pupils become more analytical.

Watching television enhances the journalistic abilities like writing and speaking. Students' writing abilities are improved through daily watching of television news, especially in terms of consistency and clarity. Olatunji and Oyewusi, (2018).

According to Kim et al., (2015), Students studying journalism and who watch television news regularly tend to do better academically than those who don't. Likewise, to a study conducted by Park et al, (2017).

Television shows give students background information and enhance their pre-academic abilities, talent and improves their academic achievement. Students acquire skills like abstraction and problem-solving which are crucial in the journalism industry. This study was noticed during investigations into the impact of television viewing on children's socialization carried out in the state of Niger. Levine & Ornstein, (2006).

Lillard & Boguszewski, (2015), conducted research on how television viewing affects Niger State children's socialization and the findings showed that students' proficiency in the following three areas, language development through exposing them to a variety of vocabulary and sentence structures that sharpen their comprehension skills and increase their familiarity with storytelling, creativity through exposing students to a variety of cultures, traditions, and ways of thinking that sharpen their critical thinking and problem-solving abilities and verbal skills by providing models of effective communication and dialogue that boost students' confidence when expressing themselves.

Mares, (2013), Studied the impact of television watching on children's socialization in the state of Niger. Based on how students learn to behave and act like their role models who portray a positive image in the society, the study found that television fosters a spirit of cooperation, nurturing, and models of prosocial behavior among students by portraying positive role models, showcasing supportive relationships, teamwork, and social responsibility.

According to Leeuw & Buijzen, (2016), In their study examined the impact of television watching on kids' socialization in the state of Niger. They noticed that television helps teachers plan lessons by making learning enjoyable, simple, and easy for kids. When watching dramas on television, students can channel their potentially violent impulses that they might otherwise aim against their parents, professors, or fellow students.

Raygor, (2006), Studied the impact of television viewing on young people's socialization in Niger state where he discovered that watching television is a great way to meet people, look into the prosocial behavior of others including empathy, generosity, and virtues as linked to adults' and students' positive personality development.

Edith & Weller, (2011), looked at how television viewing affected Niger State children's socialization. They concluded from their research that television is in a helpful contingency management tool for changing behaviour. In other words, students may use television as a tool for reward and punishment to address problematic behaviour.

Dewany, (1927), In their investigation into the effects of television watching on the academic performance of students from higher and lower socioeconomic backgrounds in Karachi. Found out that educated individuals might use the media wisely and believed that public education rather than censorship was the best way to address the disinformation issue. Television helps pupils to better academically by addressing issues with disinformation.

One of the most significant influences on the development of attitude, values and behavior is television. It is a social educator that influences the development of the body, mind and social interactions. While television is a source of entertainment and amusement for its average audience, it also has the responsibility of educating the public, and influencing the formation of certain values such as consumerism, inequality and status quo in society. Besley, (2008).

Spingel, (1992), states that our opinion on religion, celebrities, politics, fashion and other aspects of culture and convention are influenced by television.

2.2.3 To examine the television viewing habits for journalism students.

Television is still a major news distribution tool and knowing journalism students watch can help us anticipate how future journalists will watch and interact with media. This review summarizes empirical research on journalism students' television watching habits with an emphasis on consumption patterns, factors influencing viewing preferences and educational consequences.

Shoenbacht el al, (2021), studies show that journalism students frequently display unique viewing preferences that may be different from those of the broader public. Compared to their non journalistic peers many journalism students have tendency to interact with news content more critically since they watch news at primetime hours that correspond with regular television schedules and they place high priority on remaining informed reflecting their career goals and committing to a disciplined lifestyle., according to study by Wei & Hindman, (2021).

Watching patterns have changed as a result of the digital and traditional technologies. Students stream news from many devices making it harder to distinguish between other digital media and television. Particularly journalism students are watching less linear television as a result of the integration of internet streaming services. Hasebrink et al, (2019).

Gentile &Walsh, (2002), Found out in their study that students are more exposed to media than any other form of play activities according to National Institute on Media and Family research conducted on kids who spend more time sitting Infront of computer screens watching their favourite programmes.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the study methodology used for collecting data, analysis and interpretation covering the demographic, research design, data collection, target population, sample size and ethical considerations.

3.1 The Research approach and research Design

A qualitative methodology was used to examine the impact of television on university students' academic performance, with a focus on the school of journalism media and communication. In-person interviews provided the majority of the non-numerical data used in the study, as questions like what role does television play in shaping media literacy, how its viewing influences the development of journalism skills and journalism students' consumption of television content in their day-to-day activities.

3.2 Population.

3.1 Shukla, (2020), defines population as a collection of units to which the research findings were carried out. In this study The UCU School of Journalism Media and Communication acted as the population study.

3.3 Target population.

Administrators, instructors and journalism students made up the study population and these individuals were selected due to the fact that they watch television. 10 people were interviewed which comprised of 4 lecturers, 2 administrators and 4 journalism students who acted as respondents to the questions of this specific research topic.

3.4 Sampling size

Sample size is an important component of any empirical research project where the objective of the study has to align with the conclusions of the population of the study in order to prevent biases or errors in sampling. the selection of participants is based on their access to knowledge, experiences, competence and the level of television viewing. Taherdoost, (2017).

For this particular study the sample size included 2 administrators, 4 journalism student and 4 lecturers making 10 respondents

3.5 Sampling procedure

Purposive sampling is a form of non-probability sampling that works best when it's necessary to research a particular cultural domain with informed experts within. This specific study used purposive technique to collect reviews from the estimated respondents.

3.6 Research method.

In-depth interview was used in this study to collect data on the impact of television on university students with focus on the UCU school of Journalism Media and Communication. It was selected due its qualitative nature of the topic.

3.7 Data collection tool.

3.7.1 In-depth interview guide

Interviewing entails holding in-depth one on one conversation with a limited number of respondents to learn about their view points on specific concepts or initiatives. Boyce Neal, (2016).

3.9 Ethical Considerations

The researcher asked the School of Journalism, Media, and Communication for approval. The interview was conducted by the researcher by approaching different respondents, the researcher adhered to ethical conduct when performing the study's interviews further more every piece of information was used only for the study's objectives. Throughout the investigation, all scholarly materials were properly cited and referenced.

3.10 Summary

The research approach employed for this study was provided in this chapter where the study explored qualitative study methodology. Ten people from the UCU School of Journalism, Media, and Communication were interviewed including academics, top administrators, and journalists making up the sample. Respondents were chosen using purposive sampling. An in-depth interview guide was the only tool used for data gathering. The acquired data was subjected to an inductive qualitative approach for analysis. The researcher requested ethical clearance from the appropriate authorities.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction.

This chapter explores the impact of television on academic performance of university students with focus on the role of television, its influence on the development of journalism skills and finding out the viewing habits of journalism students. The study answered three research questions from the specific objectives; RQ1: What is the role of television in shaping media literacy? RQ2: How does television influence the development of journalism skills? RQ3: What are the television viewing habits of journalism students?

4.2 Presentation and data analysis

4.2.1 response rate.

The study target population of 10 individuals including lecturers and students and only 6 interviewees were interviewed successfully involving semi-structure interview questions. This implies that 60% of the respondents participating in the research study. Therefore, the research deemed the response rate sufficient to provide the necessary information for the study.

4.2.2 examine how journalism students can use television to enhance media literacy

The majority of interviewees 55% highlighted the role of television in enhancing the media literacy, the influence of television in development of journalism skills and the effectiveness of television for learning. Most interviewees indicated that television is a crucial medium for students learning, leading to equipping students with information about the current affairs around the globe.

In this context, the analysis of the interview data revealed that television can be a valuable tool for enhancing media literacy among journalism students. One of the reviewees expressed that watching television news programs and documentaries helped them develop critical thinking skills, enabling them to do analysis and evaluate information more effectively. The introduction of television programs was of much importance in terms of evaluating information effectively. Additionally respondent number 2 mentioned that television programs such as documentaries and investigative journalism shows helped them develop their research skills as they learn to identify credible sources and evaluate evidence. as Respondent 1 noted out:

4.2.3 analyzing how television viewing influences the development of journalism students.

From the interview conducted with the selected staffs and students from the school of journalism, media and communication on the ways in which television viewing influences their academic performance, and their responses were as follows;

The staff at the school of journalism, media and communication emphasized on the important role televisions play in shaping the students' perceptions on learning new skills. One of the lecturers highlighted that through specific Television programs students develop writing and storytelling skills as they learn to structure their stories and present information in an engaging manner. Television programs have fostered and strengthened informative environment for learning where students are more informed and engaged in current affairs events. Respondent 3 stated,

“Watching television news programs has helped university students to learn how to structure stories, writing headlines and presenting information in a clear and concise manner”-Respondent 3

Five out of the six respondents highlighted the role of news channels in shaping their media literacy. They noted that their regularities in viewing news programs have significantly improved their ability to distinguish between credible and non-credible sources of information through their direct observation of the television talk shows and documentaries. In addition, four of the respondent's emphasis was how television has significantly contributed to their knowledge of understanding media ethics. They mentioned that television has provided them with practical understanding of media ethics by citing examples of ethical and unethical journalism practices observed on television as learning experiences.

“News channels play a crucial role in teaching us how to differentiate between what is a real news and what might be propaganda or fake news just from direct watching and observing the programs”- Respondent 2

“Seeing ethical breaches on TV news makes us aware of what not to do in our future careers and this helps us a lot just in the context of class assignments”- Respondent 3

4.2.4 Influence of television viewing on development of journalism skills.

From the interviews conducted with the selected individuals from the school of journalism, media and communication, who were asked for their views on how television can influence the development of journalism skills and their opinions are as follows;

The respondents emphasized the significant role television plays in influencing their journalistic skills. All the respondents acknowledged that television has been a source of learning various reporting techniques. They have observed and practiced

skills such as interviewing, live reporting and news anchoring which in return enhance the development of the journalism skills.

“Watching seasoned journalists conduct interviews has been a great learning tool for me as aspiring future journalist, as I try to emulate their techniques in my class assignments”- Respondent 5

Furthermore, five (5) respondents also indicated that television programs, especially news and current affairs have improved their storytelling and scriptwriting abilities. Through watching television programs which have contributed on the increase of students’ ability in crafting well-articulated news scripts and engaging storytelling. They also highlighted the importance of visual and audio presentation skills gained from television watching. They noted that observing professional broadcasts has taught them the significance of visual appeal and clear audio in journalism.

“The narrative style of television news has influenced how I structure my stories and scripts making them more engaging and coherent.” -Respondent 6

“Learning how to use visuals effectively from TV broadcasts has been invaluable for my video journalism projects”-Respondent 1

4.2.5 Television viewing habits of journalism students.

From the interviews conducted to examine how television viewing habits on journalism students, respondents were asked about their viewing patterns, preferences and the amount of time they spend watching television. The respondents reported varying amount of television viewing time ranging from 1 to 3 hours per day with an average of 2 hours. Most of the time is dedicated to news channels and educational programs aired on television channels. The primary purpose of television viewing among the respondents is to stay informed about

current events, learn about journalistic practices and enhance their media literacy skills. In addition, news programs were the most preferred content among the respondents, followed by documentaries and educational programs. Entertainment shows were less important but occasionally watched for relaxation.

“I watch about 2 hours of TV daily, mainly focusing on news channels and sometimes documentaries.”-Respondent 2

“I prefer watching news and documentaries because they provide valuable information and insights related to my studies. I also watch TV to stay updated with what’s happening around the world and to observe how professional journalists handle different situation.”-Respondent 3

4.2.6 summary

This chapter provided findings on the impact of television on academic performance of university students with focus on the school of journalism media and communication, drawing deep insights on the how journalism students can use television to enhance media literacy, its influence on development of journalism skills and how often students watch television.

CHAPTER FIVE

DISCUSSIONS OF KEY FINDIND AND CONCLUSION.

5.1 Introduction.

This chapter presents the discussion of the key findings on the impact of television on academic performance of university students with focus on the school of journalism, media and communication. It also presents conclusions from the findings of the study.

5.2 Examine the role of television in shaping media literacy

According to Blackall et al, (2004), Media literacy is a crucial skill in the digital age and television plays an important role through various digital platforms, emphasizing the need for critical abilities in navigating media construction and understanding the motive behind every show to develop strong media literacy skills.

Zulkifli, (2017), states that television can effectively improve various dimensions of media literacy, including cognitive, emotional and moral aspects. Media literacy is essential for protecting individuals from low-quality television programs and enabling them to make informed content choices Respati, (2013). Furthermore, the importance of educating adults to be critical consumers of television has paved way for each individual to know which content each one of them can consume. Brookfield, (1986).

5.3 analyze how television viewing influences the development of journalism skills

Television viewing has an impact on the development of journalism skills since students can benefit from watching high quality television programs that enhance their understanding of journalistic practices and ethics. Mielke (1994).

Moreover, television is recognized for its educational and ethical functions with higher formal education levels leading to a more critical stance towards its journalistic characteristics Glomazic, (2013). This dictates that journalism students with higher media literacy are better equipped to understand and apply journalistic principles in their work.

5.4 explore the television viewing habits of journalism students.

Understanding the television viewing habits of journalism students is essential to assess its impact on their academic performance and professional development. studies suggests that journalism students like the general population are influenced by the quality and content of television programs they watch. Improving media literacy among viewers can help mitigate the negative effects of excessive television consumption as highlighted in various studies Astuti et al, (2017).

5.5 conclusion

The findings from this research indicate that television has a multifaceted impact on academic performance, particularly for journalism students. Enhancing media literacy through critical viewing and education can significantly mitigate potential negative effects and promote positive outcomes. Television's role in developing journalism skills is evident with high quality content serving as an educational tool. Journalism students viewing habits are influenced by their media literacy levels,

emphasizing the need to foster critical consumption and application of journalistic skills.

CHAPTER SIX

RECOMMENTION AND AREAS FOR FUTURE STUDIES

6.1 Recommendation

Based on the finding and discussions in the previous chapters, several recommendations can be made to enhance the positive impacts of television on academic performance, particularly on journalisms students.

6.1.2 Examining the role of television in shaping media literacy

We advise putting curriculum development into practice. This will be accomplished by creating specialized courses that emphasizes critical analyzing of news broadcasts, investigating the construction of narratives and examining any potential biases in reporting. Additionally assign projects that allow students to produce original news reports for television, promoting the use of analytical and critical thinking abilities in their viewing experiences.

6.1.3 Analyzing how television viewing influences the development of journalism skills.

Encourage viewers to actively participate in televised journalism. According to our findings the development of critical journalism abilities is significantly impacted by active involvement with television and journalism as a result rather than just encouraging students to passively consume television news and journalistic content we advise journalism programs to actively engage students in these interactions.

6.1.4 Exploring the viewing habits of journalism students.

We advise conducting surveys on regular basis to track viewing preferences. Our investigation into journalism students viewing preferences shows that these preferences have a significant impact on their education and skill development. Its

critical to comprehend and keep an eye on these behaviors using frequent surveys and evaluations.

6.2 Areas for future studies

Future studies can look at a number of topics to learn more about how television affects academic achievement and to create practical plans for raising student's media literacy.

- 1. Longitudinal studies on media literacy development-**To monitor the evolution of media literacy abilities over time and their long-term influence on academic achievement, longitudinal research should be conducted. This can offer more in-depth understanding of the ways that consist of how media literacy affects students' academic performance and critical thinking.
- 2. Impact of different television Genres on academic performance.**
Through examining the ways in which different television program genres- such as news, documentaries and entertainment have varying effects on academic achievements. This can assist in determining the kind of content that is most useful for teaching.
- 3. Role of digital media in media literacy education.** We should examine how digital media channels such as social media and streaming services can be used to teach media literacy. Given the rise of digital media it's imperative to comprehend how media use affects media literacy and academic achievement.
- 4. Effectiveness of media literacy intervention.** Through accessing how well different media literacy interventions and educational initiatives enhance

students' academic achievement and media literacy abilities. This can assist in determining best practices and improving current initiatives to get better.

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APPENDICES

Appendix A: interview Guide

Topic: examining the impact of television on university students' academic performance. A case of UCU school of journalism, media and communication.

1. What is the role of television in shaping media literacy?

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2. How does television viewing influence the development of journalism skills?

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3. What are the television viewing habits of journalism students?

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