

**EFFECTS OF TELEVISION VIEWING ON ENGLISH LANGUAGE PERFORMANCE
IN SECONDARY SCHOOLS IN IMENTI CENTRAL, MERU COUNTY.**

BY

CAROLINE NGUGI KIARIE

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION OF THE
UNIVERSITY OF NAIROBI.**

JUNE, 2015

DECLARATION

a. Declaration by the Candidate

This is my original work and has not been presented for award of a degree in any other University.

Signed: _____

Kiarie Caroline Ngugi

E56/78831/2012

Date

b. Declaration by Supervisor

This research Project in Master of Education has been submitted to the University with my approval as university Supervisor.

Dr. Lewis Ngesu

Department of Educational Foundations

University of Nairobi

Signature: _____

Date

DEDICATION

This study is dedicated to my Family, John Kiarie, Hellen Kanja, brothers and sisters for their motivation and understanding that enabled me make my dream come true.

Be blessed.

ACKNOWLEDGEMENTS

My greatest appreciation goes to Almighty God, who has brought me this far. My special gratitude goes to my supervisor Dr. Ngesu Lewis for his untimely guidance and concern accorded to me. I also extend my gratitude to my family and the University of Nairobi fraternity for mutual support, I recognize the appreciation and contribution of my late mother Mary Gakii for her encouragement and prayers as well as my dad John Kiarie for Motivation, My appreciation also goes to all lecturers who taught me and all friends for their moral Support.

ABSTRACT

This study looked into the effects of television viewing on academic performance among secondary school students, Meru County. The purpose of the study was to investigate the effects of television programmes on academic performance of secondary school students in Imenti Central, Meru County.

Study objectives were to determine whether there was any relationship between television viewing and performance of the English subject. The relationship between the number of hours spent watching the television and its effects on academic performance. The existence of Kenyan governments' policies on television viewing and its effect on performance among secondary school students.

Review of literature was done with Bandura's social learning theory being the theoretical framework besides a relevant illustrated conceptual framework. The design of the study was descriptive survey, the target population for the study were five public secondary schools. A population of 150 students, 100 teachers and 50 parents were randomly selected from the group. The researcher took 30% of the total target population which was 90 respondents, 45 students, 15 parents and 30 teachers. Instruments used were participant observation and a focus group discussion guide. Also used were secondary school teachers' records of work, terms report cards and students' daily diary.

Data analysis was done both qualitatively and quantitatively. The study recommended further research on: A comparative study for determining the effects of television on academic performance of public secondary school students and private secondary schools. There is also need for a specific study to bring to light the effects of television on categories such as urban secondary schools and rural secondary schools.

TABLE OF CONTENTS

Declaration.....	i
Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Table of contents.....	v
Lists of tables.....	viii
List of figures.....	ix
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study.....	4
1.4 Objectives of the Study.....	4
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Limitations of the Study.....	6
1.8 The Scope of the Study.....	6
1.9 Assumptions of the Study.....	6
1.10 Operational Definition of Terms.....	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.0 Introduction.....	8
2.1 Effects of Television viewing on English Language Performance.....	8
2.2 The number of hours that secondary school students spend watching the Television and its impact on English language academic achievement among students.....	8
2.3 Government policies on television viewing and its effects on English language performance.....	9
2.4. Theoretical Framework.....	11
2.5 Conceptual Framework.....	13

CHAPTER THREE: RESEARCH METHODOLOGY	14
3.0 Introduction	14
3.1 Research Design	14
3.2 Location of the Study	14
3.3 Target Population.....	15
3.4 Description of Sampling Procedure and Sample Size	15
3.5 Data Collection Instruments and Procedures	16
3.5.1 Participant Observation	17
3.6 Validity	17
3.7 Reliability.....	17
3.8 Procedure for Data Collection.....	18
3.9 Data analysis procedure-----	18
3.10 Ethical Issues	19
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSION	20
4.0 Introduction	20
4.1 Response Rate of Respondents	20
4.2 Television programmes in relation to performance in English Language in National Examinations.....	22
4.3 Effects of hours spent watching Television and its impact on English Language academic achievement	24
4.4 Existence of Kenyan Government’s Policy on Television Viewing and its effect on Language achievement	26

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	27
5.0 Introduction	27
5.1 Summary of the study.....	27
5.2 Summary of the study.....	27
5.2.1 Television programmes and performance in language.	27
5.2.2 Relationship between existing government policies and its effect on English Language performance.	28
5.3 Conclusions	29
5.4 Recommendations	29
REFERENCES.....	31
<u>Appendices.....</u>	<u>34</u>
<u>Appendix 1: Introduction to respondents.....</u>	<u>34</u>
<u>Appendix 2: Analysis of participant observation.....</u>	<u>35</u>
Appendix 3: Focus group discussion guide for students	36
Appendix 4: Focus group discussion guide for parents	37
Appendix 5: Focus group discussion questions for teachers	38
Appendix 6: Work plan.....	39
Appendix 7: Budget.....	40
Appendix 8: Research permit.....	41
Appendix 9: Research authorization.....	44

LISTS OF TABLES

Table 3.1 Target Population.....	15
Table 4.1 Response rate of Students	21
Table 4.2 Response rate of Teachers	21
Table 4.3 Response rate of Parents	21

LIST OF FIGURES

Figure 2.1 The interrelationship between TV viewing and Language Performance	13
Figure 4.1 Programs watched by students	23

CHAPTER ONE

INTRODUCTION

This chapter comprises the background to the study, statement of the research problem, purpose of the study, objectives of the study, research questions as well as the significance of the study, assumptions of the study, scope of the study, limitations of the study and definition of operational terms.

1.1 Background to the Study

Globally, viewing of television occupies a large portion of children's time. Almost one in five children spend more than 35 hours of watching the television each week (Gentile & Walsh, 2002). Recent studies outlined by (Anderson, Field, Collins, Lorch, & Nathan, 1985; Huston, Wright, Rice, Kerkman, & St. Peters, 1987) suggest that starting from pre-school, children spend more time watching television than participating in any other activity except sleeping. (Huston, Watkins, & Kunkel, 1989) argue that children also have extensive experience with television before they are exposed to many socializing agents, such as schools, peers, and religious institutions. Given the central function of television as a medium of socialization in most children's lives, it is important to understand its potential effects on a variety of cognitive, academic, social, behavioral, and attitudinal outcomes of the viewers, particularly school going children.

Wright and Hutson (1995) of Unites States of America found out that those children who watch cartoons and other more entertaining television programs were less likely to spend times with books and other print media. In addition, (Reinking, 1990) found that those children who are heavy television viewers showed the greatest decline in language performance.

The television, however, may be an ideal medium to foster some of the skills and knowledge needed for later reading acquisition. This is due to the fact that, the television involves minimal print, and the decision to view can be controlled entirely by the teachers and parents.

The content difference accounts for the fact that students who watch television often are better at recalling televised stories than audio taped ones. Early television viewing on the African continent started with the advent of colonialism in the 19th century. However, the television was only a reserve of the wealthy and the educated; it was mainly used for entertainment and had few programs that were educative. (Medrich, 1979).

Mwamwenda and Mwamwenda (1987), carried out a study on the effects of school physical or learning facilities on the performance of children in Kenya. It was established that the availability of television like any other facility had a direct link with the performance in languages of school going students.

Mwamwenda and Mwamwenda (1987) concluded that the availability of suitable programmes on the television influenced student's learning. swanson (1994) argues that children spend more time watching television than any other activity except sleeping. Television's impact on reading and other academic skills depends not only on the amount of television watched, but also on what is being watched as well as the age of the child. Studies have shown that children who watch carefully constructed educational programs that are aimed at their age level (such as Sesame Street), do better on pre-reading skills (at age 5) than children who watched infrequently or not at all (MacBeth, 1996, Wright, 2001).

These same studies further show that children who watch cartoons or other purely entertainment television shows during their pre-school years, do poorer on pre-reading skills at age 5 (MacBeth, 1996). According to America Academy of Pediatrics (1987) television

can inform, entertain and teach. However, some of what television teaches may not be the things students should learn.

The results of recent research suggest that there is considerable overlap between the comprehension processes that take place during reading and those in pre-reading television viewing (Van den Broek, 1996-1997). Thus, it may very well be the case that children who learn these comprehension skills from television viewing before they can read come equipped, so to speak, with some crucial tools when they later start to understand. If so, this has important implications for education, by opening the door for early childhood education of some of these essential literacy skills.

Anderson, (1996) argues that the television affects how children learn. High-quality non-violent shows can have a positive effect.

1.2 Statement of the Problem

Many education providers, parents and other stakeholders internationally have expressed concern about the number of hours of watching and the type of programs that students are exposed to. Morgan (1993) asserts that despite several decades of research in the United States of America there is little in consensus on whether childhood television watching has beneficial, harmful or negligible effects on academic achievement. Hancox (2004), this uncertainty is due to lack of long term follow up data particularly for children.

Advancement in technology is spreading fast to most parts of the world including Kenya. The fast spread of digital television systems in Kenya have exposed students to foreign programs. This has made the world a global village where both the developed countries and developing countries watch similar things on television with the availability of numerous channels hence the spread of negative effects like poor performance in secondary school students. It is therefore true to assert that Imenti central has not been spared by these effects of watching

television on secondary school students. The students watch anything that is flushed on the screens of their televisions.

Last year a student's education was sponsored by the President for staging a wonderful drama performance at the National Drama Festival in Mombasa after watching the Nigerian Movies on television during a district prize giving day, a county Education Officer highlighted that unlimited watching of television programs by secondary school students affects their academic performance at the end of the term. Guests present and parents concurred with his remarks. Poor academic performance as a result of television watching by secondary school students in Imenti Central, Meru County in Kenya needed to be investigated. The study investigated the effects of television programs on English KCSE performance in secondary schools in Imenti Central, Meru County.

1.3 Purpose of the Study

One of the most famous agents of socialization in the contemporary society is the television. As an agent of socialization, the television takes a lot of student's time as they watch various programs. Television viewing by the students may be a factor in the development of the use of English language. The purpose of this study was to explore the effects of television viewing on English language performance in secondary schools in Imenti Central, Meru County.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i. To investigate the effects of television viewing on English language examination performance in English language of secondary school students in Meru County.
- ii. To establish the number of hours that secondary school students spend watching the television and its impact on English language academic achievement among secondary school students in Imenti Central, Meru County.

iii. To determine the Kenyan Government's policy on television viewing in schools and its effects on English language academic achievement among students in Imenti Central, Meru County.

1.5. Research Questions

In order to achieve the objectives stated in the proposed research, the following questions were stated:

- i. What effects of television viewing on English language performance of English language on secondary school students in Meru County exist?
- ii. How much time do secondary school students spend watching the television and what impact does it have on English language academic achievement among secondary school students in selected secondary schools of Imenti Central, Meru County?
- iii. Does the Kenya government has policies on television viewing and what effect do they have on English language academic achievement among students in Meru County?

1.6 Significance of the Study

The findings of the study will help the Ministry of Education with guidance in designing and formulating policies to address the effects of the time that students spend watching television on their achievement in English in selected secondary schools. The findings of the study will help teachers in schools and parents at home to come up with appropriate television programs to be watched by students respectively and appropriate time for such programs in their community. Based on the findings teachers and parents would understand the importance of controlling television watching among students. Students would benefit from the study in that the results will be used by teachers and other stakeholders to advise them on appropriate television watching habits that would enhance their language performance.

Future researchers would gain from the knowledge and findings of this work and apply in other related studies.

1.7 Limitations of the Study

Although every endeavor was made to obtain all materials considered relevant to the research question, some texts were to be excluded just because of unavailability. For instance, some reports written in the early 1970s identified in the web searches were not available electronically and were not obtained in time for data-extraction.

Co-operation from respondents, some of the respondents were not willing to participate in the Focus Group Discussions, since they might have found it rather not important to them because of time factor, however after persuading, them they gave the information. These limitations were overcome by reassuring confidentiality to respondents and getting latest work on educational journals.

1.8 The Scope of the Study

The study was carried out in Central Imenti, Meru County. The study attempted to assess the effects of watching television on English language achievement of secondary school students in selected schools in Imenti Central, Meru County.

1.9 Assumptions of the Study

The study was based on the following assumptions

- i. There is television viewing among secondary students in Meru County.
- ii. Television viewing negatively affects students 'academic performance in English Language.
- iii. The respondents will provide truthful and honest responses to the item under study.
- iv. The selected schools will provide the required data to address the research problem adequately.

1.10 Operational Definition of Terms

Effects: This refers to impact television watching has to secondary -school students.

Performance: This refers to the quality of secondary school students' academic work in the learning areas as measured at the end of every academic term's assessments.

Secondary School Students: This refers to children between the age of 13 and 19 years who attend secondary school for learning

Television; This refers to a device that puts electrical signals into visible images on a screen with accompanying sound.

Academic achievement in English: This refers to good performance in the English subject.

Excessive: Refers to too much watching of four or more hours in a day.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter covers television programmes viewing from a historical perspective and what scholars had written about how it affects students' performance in English language in secondary schools.

2.1 Effects of Television viewing on English Language Performance

Just a few of Television programs teach students important skills such as reading, writing, science or problem solving. Most shows on Television including cartoons are non-educational (Swanson, 1994). More time spent watching television programmes are linked to poor school performance. Late night watching tires students that they can't pay much attention in schools (Ozmert and Toyran, 2002).

Buttlefield (1990) asserts that today's children are exposed to more information than any other generation in history, the more time spent watching television, the poorer their performance. Television watching during childhood has adverse effects associated with later educational achievements. It has long lasting adverse consequences for educational achievement and subsequent social economic status and wellbeing (Buttlefield, 1990)

Excessive television has adverse effects on school performance and the more television a student watches the greater the negative impact on his/her learning Hancox, (2004) concludes that students obsessed by television watching habits are less creative and more passive.

2.2 The number of hours that secondary school students spend watching the Television and its impact on English language academic achievement among students.

More than half of U.S. students attend more than three hours of television per day on weekdays, and 60% of parents rarely or never limit their child's television viewing habits (Levine & Levine, 1996). The average Television viewing in a week time is approximately 27 hours per week, while the average reading time is 8.1; a 3 to 1 ratio (Angle, 1981). Studies

(Levine & Levine, 1996; Wells & Blendinger, 1997) support the finding that children watch too much Television and read too little. It has been argued that an adverse side effect of high levels of viewing might include the promotion of "unintelligent consumerism" and a physically and intellectually passive dependency among our youth (Levine & Levine, 1996). Viewing habits typically increases throughout elementary school years, and decreases during high school years. The years right before and after adolescence are the most opportune times to shape Television viewing habits (Clark, et al., 1978) Individuals in lower income brackets and with lower educational levels watch more Television (Housden, 1991).

Students who view Television during late night hours have on average more Television viewing than do other adolescents (Potter, 1987). African American youth tends to watch more Television than their white counterparts (Caldas & Bankston, 1999). Teens who are in the lowest per week viewing category are more likely to continue their education by enrolling in college (Corporation for Public Broadcast, 1993).

Some of the studies reviewed found no significant relationship between the number of hours students spend watching television and its impact on English language academic achievement at all (Gortmaker, Salter, Walker & Dietz, 1990b; Hagborg, 1995; Shastri & Mohite, 1997). A few studies (Felter, 1984) uncovered a large and significant negative relationship, while most others (Angle, 1981; Clark, et al., 1978; Cooper & Valentine, 1999; Dornbusch, 1986; Gorman & Yu, 1990; Patrick, 1991; Tymms, 1997) found smaller, yet significant negative relationships. Naturally, parents' failure to provide guidelines for TV viewing has a lot to do with the attitudes and values of today's children (Clark, 1978; Levine & Levine, 1996; Sharman, 1979).

Patrick (1991) discovered that higher school social studies achievement is associated with "limited TV viewing". Felter (1984) reported that achievement scores in reading, English, and written expression were "sharply lower" among students who viewed more than six hours of

TV per day. Researchers (Dornbusch, 1986; Potter, 1987) have stated that a negative relationship does not begin to manifest itself until a child exceeds a 10 or more hour per week threshold, with the strongest negative relationship observed for 30 or more hours of viewing. Razel (2001) reported a curvilinear relationship for each age group up to 20 years. Each category had an optimal range of viewing times that allowed for a positive impact up to a certain amount and an adverse impact on a point of saturation. The fact that pre-second grade children possessed a larger positive relationship than older children might be a reflection of the quality of programming targeted at the younger group. According to the analysis, optimal viewing time decreased with age, which provided for an overall negative relationship when age group was not disaggregated (Razel, 2001).

2.3 Kenyan Governments Policy on Television Viewing in Schools and its effect on English Language Academic Achievement among students.

What passed for media law in Kenya is section 79 of the Constitution that states: Except with his own consent, no person shall be hindered in the enjoyment of his freedom of expression, that is to say, freedom to hold opinions without interference, freedom to receive ideas and information without interference, freedom to communicate ideas without interference (whether the communication be to the public generally or to any person or class of persons) and freedom from interference with his correspondence.

The section that seems relevant to the media would be the clause referring to “freedom to communicate ideas without interference. “However, such freedom could be withdrawn "in the interests of defense, public safety, public order, public morality or public health" according to Section 79 subsection (2) paragraph (a) of the Constitution.

Fredrick Obura asserts that the Kenya institute of curriculum development former Kenya institute of education has finalized plans to run a 24/7 visual TV channel programmes aimed at enriching classroom teaching. The programmes cover languages, sciences, arts, agriculture

and applied sciences. Already, KICD has made a deal with international agencies and the government to generate content to be aired using modern technologies. "John Kimotho, senior deputy director, Media and Extension Services at KICD argues that they have forged local and international partnerships to enhance capacity of their digital broadcast," KICD will transmit content from the Kenya Wildlife Service, National Museums of Kenya, Agriculture Development Corporation and the Ungwana Initiative, through, Christian Broadcast Network ,Edu tv and MTV, among other platforms. Kimotho says they also hope to provide distant and open learning through TV Channel to ensure uniform knowledge access and better learning environment.

The educational digital broadcasting channel launched by President Kibaki in 2010 is the only broadcast channel fully dedicated to educational content in the region. The channel features programmes suited for direct classroom use in combination with instruction on use in schools. Some of the formats used include documentaries, drama, public affairs features, and musical performances. Speaking at the launch, the president said the educational channel will enable the government to provide expanded high quality transmission through the schools broadcasting programmes. These initiatives are part of the overall plan to integrate information and communication technology in education and provide quality education to Kenyans.

2.4. Theoretical Framework

In Bandura's view, people are both products and producers of their environment (Bandura, 1994). In relation to the media, individuals are influenced by and use what they watch. With observational learning, or modeling, people observe how others act, interact, and suffer the consequences of their actions (Vander Zanden, 1984). Thus, one can claim that by watching celebrities, fans can make assumptions about how the world works and decide whether or not to incorporate that behavior into their own lives. This theory asserts that symbolic models,

such as the models presented in the mass media, “play an influential role in shaping human thought and action” (Bandura, 2001) because they display a greater diversity of behavior and activities than what the average individual witnesses in his or her daily life. Bandura further asserted that people can learn attitudes as well as actions by observing models, particularly those presented by the media. This theory is therefore relevant to this study as it helps to explain the role of observational learning in determining its effect on performance of English among students. It is for that reason this theory will be used to establish the extent to which imitation television viewing behavior among students in the identified area affects their performance in academics. Basil (1996) contends that fans who strongly identify with a media personality are more apt to engage in watching the television.

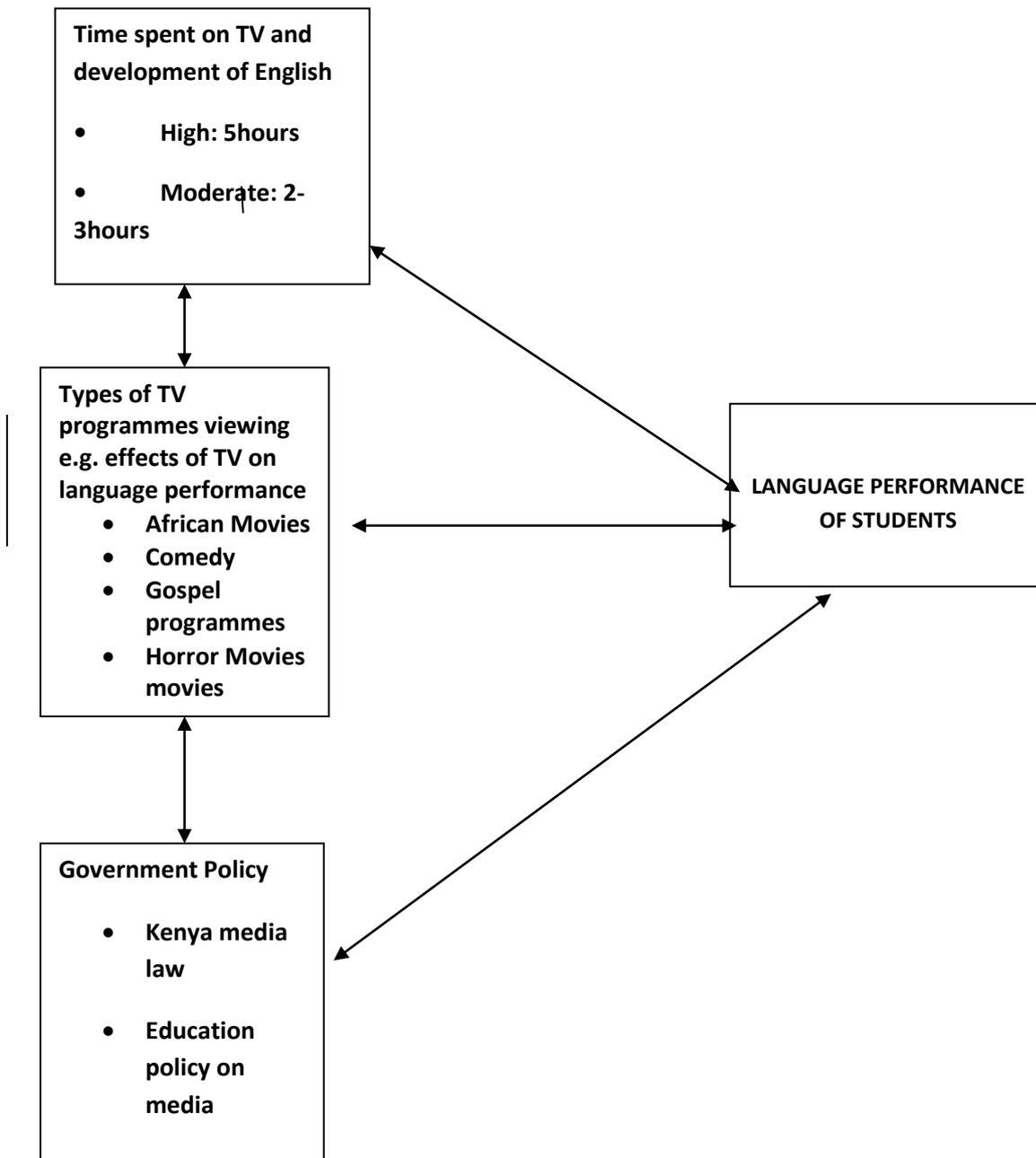
2.5 Summary of Literature Review

Globally numerous studies such as (Anderson,D.R and Collins,P.A(1988). The Impact on Children’s Education: TV’s influence on cognitive development. Huston,A.C,and Wrih tJ. C(1983). Children’s processing of television have been carried out in the effect of television programmes on the performance of English language in schools. The argument of most scholars asserted that some people have a stronger predisposition to the influence of mass media than others. Students like adults according to the literature reviewed are highly vulnerable to television viewing and are therefore in need of protection. The lack of literature on television viewing is particularly acute in Kenya where absolutely no studies have been carried out. Thus, the study, therefore attempted to investigate the effects of Television programmes on the performance of English Language in secondary schools.

2.6 Conceptual Framework

INDEPENDENT VARIABLES

DEPENDENT VARIABLE



(Source: Researcher, 2015.)

Figure 1: The interrelationship between TV viewing and Language Performance

The conceptual frame work shows the relationship between independent variables namely, time spent on television, programmes watched and Government policy and the dependent variable which is English language performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focused, on the research methodology to be employed in the study. The researcher addressed the: research design, study location, target population, sampling technique, research instruments, pilot study, validity and reliability, data collection procedures and data analysis technique.

3.1 Research Design

The research design adopted for this study is descriptive survey design. This type of research depicts the state of affairs as it exists. (Kothari, 2004), the researcher can only report what has happened or what is happening. According to Mugenda and Mugenda (2003) descriptive research is a systematic collection and analysis of data in order to answer questions concerning current status of a program, project or activity. According to Kerlinger (1976) descriptive survey design does not deal with the manipulation of variables.

The researcher therefore found descriptive survey study design suitable for determining the effects of television programmes on performance of English on secondary school students in Imenti Central, Meru County. The design involved collecting data on a sample of the respondents who were selected to represent parents, teachers and students from selected schools in Meru. This study design aimed at investigating the problem by use of observant participation and focus group discussion.

3.2 Location of the Study

The study was carried out, in selected secondary schools of Imenti Central of Meru County which lies on the north-eastern side of Mt. Kenya. This is one of the geographical features that contribute to the climate patterns experienced in the region. It has both private and public schools that offer the English curriculum. The reason for selecting this district in Meru is

because English language performance in the National Exams has been on the downward trend over the years and therefore the researcher was interested in coming up with the best ways in which performance in English could be improved in the region.

3.3 Target Population

According to Borg and Gall (1989) target population is defined as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of the study. This study mostly comprised of the following, 150 students, 100 teachers and 50 parents from secondary schools as the principal respondents.

Table 3.1 Target Population

OFFICER	POPULATION
Teachers	100
Parents	50
Students	150
Total	300

Source: Author (2014)

3.4 Description of Sampling Procedure and Sample Size

Koul (1984) defines sampling as the process by which a relatively small number of individuals, objects or events are selected and analyzed in order to find out something about the entire population from which it is selected. The study, used random sampling. Random sampling was appropriate to select representative samples from the groups of students, teachers and parents.

3.4.1 Sample size

The researcher sampled 5 schools for the study. This represents 30% of the total public schools from the zone. The sampling units were public schools randomly selected from the total public schools from the area. Purposive sampling technique was applied to identify 5

public schools from the region based on poor performance in English language activities. A sample size of 150 students, 100 teachers and 50 Parents was randomly selected from the group. The researcher took 30% of the total target population which was a total of 90 respondents. 45 students, 15 parents and 30 teachers.

3.5 Data Collection Instruments and Procedures

Focus Group discussion and Participant observation are the instruments that were used in the study to collect data in order to meet the research objectives

3.5.1 Focus Group Discussion

Focus group discussion comprised of secondary school students, teachers and parents who were held to discuss information on television watching gathered from participant observation. The researcher was the moderator and led the discussions on the topic on effects of television viewing on English language performance in secondary schools in Imenti central, Meru county under study using the questions listed in Appendix 3. The researcher liaised with the provincial administration particularly the chief in organizing these discussion groups. Three groups comprising of 10 teachers, three groups comprising of 5 parents each and five groups of 9 students.

FGD sessions were prepared carefully through identifying the primary objective(s) of the meeting, developing key questions, developing an agenda, and planning how to record the session. The next step was to identify and invite suitable discussion participants; the ideal number was between five and ten.

3.5.2 Participant Observation

Participant observation was very key in data collection as it enabled the researcher to obtain first hand authentic information to some questions. The researcher was able to observe the visible details like daily time allotment, time spent watching television, television programmes watched and more hidden details like cultural behavior were more readily observed and interpreted.

3.6 Validity

Cook and Campbell (1979), define validity as the “degree of accuracy that the data collected in the study is a representation of the subject under study. ’This means that validity assisted the researcher to determine the degree to which the questions presented in the focus group discussion was accurate. Further, the researcher sought the assistance of her supervisors and other scholars to assess the relevance of the content of the questions of the focus group discussion. The researcher incorporated the experts recommendations in the final focus group discussion questions.

3.7 Reliability

Reliability is the consistency of measurement, or the degree to which an instrument measures the same subjects. In short, it is the repeatability of a measurement. A measure is considered reliable if a person’s score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. (Orodho, 2005) defines reliability as the ability of the research instrument to measure what it is meant to measure consistently and dependably. Reliability of measurement concerned the degree to which a particular number of students performed similar results over a number of repeated trials. Reliability of the research instruments was determined through giving tests and re-testing method.

3.8 Procedure for Data Collection

The researcher obtained an introduction letter from Nairobi University and a research permit from the National Council of Science, Technology and Innovation. Data collection for the study began with holding focused group discussions with three groups comprising ten teachers, three groups comprising five parents and five groups comprising nine students at various intervals of the week. The parents held focused group discussion during the weekends at their homes when most of them were free from heavy responsibilities.

3.9 Data Analysis Procedure

After data collection, editing, coding of similar themes, classifying and tabulating are the processing steps that were used to process the collected data for a better and efficient analysis. As Mugenda, O and Mugenda, A (1999) points out that data editing, classification and tabulating are the process of bringing order, structure and meaning of the mass information collected.

Data editing examined the collected new data to detect errors and omissions for correction to ensure accuracy and consistency. Data coding assigned symbols to answers to classify or categorize responses. Data was, coded and recorded on tally sheet after the systematic analysis of each individual variable for measuring completeness; occurrence and clarity because raw data collected from the field through primary data are never well organized for interpretation. The researcher then needed to understand the collected data and yet they came in all sorts of shapes and size (Robson, 2002). Data classification reduces data into homogeneous groups or attributes for getting meaningful relationships. Tabulation arranged data into concise and logical order in a procedure referred to as tabulation through columns and rows.

The two statistical methods; descriptive and inferential analysis were applied to measure and determine the relationship that exists among the collected data. Descriptive analysis such as percentages, mean and mode was used to help understand and interpret variables, distributions size, and relationship. Apart from response rate that was presented and analyzed qualitatively the rest findings were presented qualitatively.

3.10 Ethical Issues

The study involved the use of student's participants, consent and confidentiality factors were valued during the entire duration of the study. In order to gain the consent of the respondents regarding this study, the researcher showed a written letter authority and explained the details of the research, its objectives, purpose and procedure before involving in the actual interview or focus group discussion. The privacy of the respondents, as well as the confidentiality of their responses was prioritized.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSION

4.0 Introduction

This chapter analyzes the results that were received from the research conducted. Thus it highlights the factors affecting performance of English Language in Secondary School in Imenti Central, Meru County. The analysis was based on the answers, which were given by the respondents during the Focus Group Discussion and what was observed during the observation. The data was presented quantitatively by use of frequency distributions tables and percentage charts and graphs, and finally the qualitative analysis, which gave the summary of the study.

4.1 Response Rate of Respondents

A total of 45 students were selected to attend the focus group discussion. The response return rate was 86%. The 14% were the ones who didn't participate. 30 secondary school teachers were selected to attend focus group discussions and participant observation. All turned up. This was 100% response rate. This response rate may be an indication that teachers attach a lot of significance to educational studies. A total of 15 parents were sampled for the study and out of these 80% were available for focus group discussion however, 20% didn't turn up. Participant observation was done in the course of focus group discussions. Tables 4.1, 4.2 and 4.3 shows the findings.

Table 4.1 Response rate of Students

Category	Frequency	Percentage
Response	39	86%
No Response	6	14%
Total	45	100

Source: Author (2015)

Table 4.2 Response rate of Teachers

Category	Frequency	Percentage
Response	30	100%
No Response	0	0%
Total	30	100

Source: Author (2015)

Table: 4.3 Response rate of Parents

Category	Frequency	Percentage
Response	12	80%
No Response	3	20%
Total	15	100

Source: Author (2015)

Parents' response rate points out that there is still need for sensitization of some parents to take educational matters of their children seriously. This was established during the participant observation when some parents kept their children busy with house chores during school days. Researcher concluded that these parents did not attach importance to the study even after the researcher had explained the purpose and the objectives of the study.

4.2 Television programmes in relation to performance in English Language in National Examinations.

TV programmes for students should be educative and a means to enhance their educational skills and knowledge. They are also supposed to be age appropriate and dealing with current issues. The findings of the study indicate that students watched variety of programmes. During interviews with students the researcher was able to establish that 55%, of students preferred watching Nigerian movies, Jad, a form two student had been named ‘*Oga*’ a popular name with the Nigerian Kings and he being the class prefect was proud whenever anyone addressed him so. Faith a form one student could speak in the Nigerian accent for example during the Focus group discussion she said, *‘mama don let me watch naija ooh!!I swear to tell nkechi my sister Ooh!’*.

Christine a form four student told us that they had nicknamed the principal and the deputy as respectively ‘*chief*’ and ‘*Oga*’ that are common in the Nigerian movies, 20% watched horror movies, a student was heard saying that they enjoy watching horror movies because they made him gain courage to face most horrifying things in life. 10% watched soap operas from western countries, a number of the girls in the form two east could narrate most soaps on local televisions 10% watched cartoons and other students programmes like question time while 5% preferred programmes with gospel message. Nigerian movies were preferred probably because they are broadcasted in all television channels and use language that is simple.

This is what one student replied, *‘I love watching Nigerian movies especially where Osita Itheme popularly known as ‘Aki’’ and Chinedu Ikedieze well known as ‘Ukwa’ are involved .They remind me that everything is possible in life despite a persons physical looks’*.

The above findings concur with what was established during focus group discussion with teachers and parents. Both seemed to agree that Nigerian movies are very popular with students.

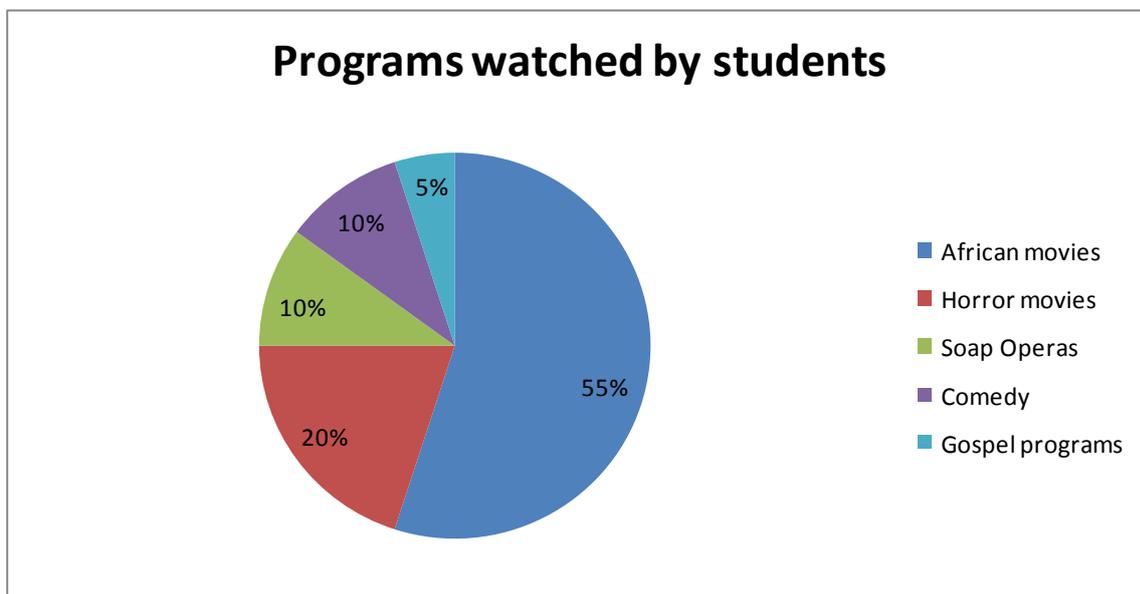


Figure : 4.1 Programs watched by students

Fig 4.1 Shows programmes watched by students when researcher asked the television programmes they did watch. After establishing programs watched by students the researcher sought to establish the relationship between the programmes and performance in English language. The findings were sought from class teachers. Teachers availed progress records and continuous assessment marks for language activity. Close scrutiny established that students who watched cartoons and other educational programmes scored above average in the language test. Students, who watched gospel programs, scored about 50-55 % marks in the test. This is what one teacher of English from the sampled schools responded . *“Some of the students dream of being like the actors they watch in the movies and hence ape their behavior”*.

From the above findings one may reason that movies and soaps took a lot of time to be run .Sometimes an hour or more and therefore student spent a lot of time watching the

programmes at the expense of school work. Programmes which take less time like cartoons, educational programmes and gospel might have allowed students time for school activities and in addition some educative value. Further analysis indicated that students who watched cartoons, educational and gospel programmes were able to narrate what they watched.

The level of language used in programmes may facilitate borrowing of vocabulary and some phrases. Students who watched African, horror and soap operas were not able to narrate well what they watched because they did not understand the language conventions used. Students spent time watching pictures and actions but could not relate language used in the programmes. Time spent in watching TV programmes is time that could be used communicating in the house and learning skills at home.

4.3 Effects of hours spent watching Television and its impact on English Language academic achievement

The researcher investigated on hours spent on TV watching by students and choosing of programmes to be watched. The findings indicate that most parents watched TV programmes with students at home, with minority watching TV in social places while a small proportion due to the nature of their work, they rarely watched TV at home or social places such as hotels or market place.

The researcher was able to determine TV watching frequency in relation to performance. The researcher noted that students who indicated that they watched TV more frequently were not performing well in the English exams administered. The researcher used English as the language of communication in secondary schools which were grouped according to ability and age. It was observed that they responded in short sentences with a lot of grammatical mistakes. Poor construction of sentences was also noted among the group. Majority in this category could not explain their answers when responding to questions asked by the researcher. This is an indication that these students were not exposed to activities that could

promote learning such as set book reading, storytelling, group discussion, news telling among others. They preferred TV to set books. Researcher also found out that although these students frequently watched TV, they could also fluently narrate some of their favorite programmes.

Twenty (20%) of who frequently watched TV were found to have less grammatical mistakes in their explanation and their sentence construction was average. They indicated that when not watching TV, they went through their story books. Ten students, 10%, who less frequently watched TV, were found to be good in explaining events, good command of grammar and answered questions from researcher fluently. The researcher concluded that there was a relationship between frequency of watching TV and performance in English by students. Who less frequently watched TV were not able to express themselves fluently perhaps because they do prefer TV to activities that would enhance performance in English, this is what one parent said, "My son was initially a top performer in school but with the introduction of digital migration and introduction of new interesting programmes he has seized to perform well. I have realized that his performance is deteriorating.

Teachers indicated that there was a relationship between hours spent watching television and language performance. Students who indicated that they spend more than two hours on TV were found to be below average in reading skills, fluency in storytelling and could barely communicate in English. This same group was among the students whose parents did not control the programmes they watched. Students who spend less time on the TV were found to be above average in language performance. Based on the test administered to students by the researcher, there was a strong relationship between the data provided by teachers and performance scores in the language test. The test was marked out of 50 marks. 20% of students scored between 30-50 marks, 25% scored 20-29 marks, 30% scored 10-19 marks and 25%, 25 students, score 10 and below. Students who scored 30-50 marks (20%) were

students who teachers indicated that were above average in debates, fluency in expression and vocabulary. 25 students were average in performance scoring between 20-29 marks. It was established these students also did not spend much time on TV and watched educational programmes. 55 students who were below average scoring 19 marks and below. This group is the one that spend much time on television, watched programmes they liked and preferred television to homework.

4.4 Existence of Kenyan Government's Policy on Television Viewing and its effect on Language achievement

The United Nations Declarations of human rights (1948), the Jomtien Declaration of Education for all (1990), the Dakar declaration of education for all Act (2001), Millennium Development Goals and the Kenya children Act (2001), all state that every child is entitled to basic rights and education is one of the major rights. In Kenya, the ministry of Education has adopted a sector wide approach to programme planning. It is a programme of involving all stakeholders in education in order to attain a strong coordination mechanism between the Government and development partners in other areas.

The Kenya institute of curriculum development (KICD) through its media service develops broadcast content which is transmitted through National television such as the Edu tv, Citizen tv, Nation tv and Kenya Television Networks. The broadcasted content is usually about formal school curriculum. It covers crucial issues in the society such as drug prevention, Hiv and Aids, life skills and conservation of environment. The programmes are developed through a system of panels made up of teachers and other specialized individuals in various fields. Television lessons are key options for improving educational quality on schools in developing countries around the world. It can lead to improvement in school achievement and can help to fill equity gaps among learners. The television broadcast in Kenya has a large audience of about 20,000 secondary school students across the country.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter entails a brief summary and conclusions of the study. Appropriate measures to be taken are also suggested as recommendations, which would enhance language performance in students. The recommendations are based on the research objectives of the study.

5.1 Summary of the study

This study explored the effects of TV viewing on language performance of Secondary School Students in Imenti Central, Meru County. Basically with its engaging combinations of visual and auditory stimuli, TV has tremendous potential for positively impacting student's learning and development.

5.2 Summary of the major findings.

5.2.1 Television programmes and performance in language.

The study established that students who less frequently watched TV did well in language than those who more frequently watched TV. Findings on commonly watched programs in relation to performance in language indicated that students preferred watching movies and soap operas to educational programmes. However, students who watched educational movies did well in language compared to those who watched other movies.

5.2.2 Number of hours spent watching television and academic performance

The study discovered that most television programmes aired are not educational, only a few are. The more time spent watching these programmes are linked to poor performance. It was discovered that most students preferred watching late night programmes. This has an effect on them in that they have less or no time to do homework and due to lack of sleep most of

them either got late to school or slept in class during the day. Most of these programmes are aired for a long time between two to four hours with intervals of commercial breaks of ten to fifteen minutes.

5.2.3 Relationship between existing government policies and its effect on English Language performance.

The study found out that students did understand language policies used in the programs hence able to use it in communication. It was established that students prefer watching TV to doing homework. TV is watched first and homework done afterwards. Students who did homework before watching TV were found to perform better than those who did their homework after watching TV. Findings on TV and performance indicated that students, who preferred homework to watching TV, watched educational programs, spent less time on TV, did well in language.

The findings, also revealed that secondary school teachers, played a big role in shaping students TV watching habits because they monitored what the students watch more especially the teachers on duty. They were able to advice both parents and students on the role of TV in the student's life. The study found out that because students are exposed to TV they had liberty to choose programmes to watch. It was established that students who watched programs not related to education had a below average in language activity.

Unselected programmes and a lot of time spend on TV are factors that contributed to below average performance in class activities. Students who watch education programmes and spend less time on the TV were found to do better in their language activity.

5.3 Conclusions

Tv watching has a tremendous potential for educating students when properly used. What students watch has a direct impact on their language performance. TV viewing affects language performance because some programmes watched by students are not controlled by parents. Time spent on Television is more than time used on alternative activities including communication at home. Some programmes watched in the evening are likely to be age inappropriate for Students. Students, who watch much TV especially at nights, watch uncensored programs, prefer TV to homework do not perform well in language compared to children who watch less TV and also watch educational or age appropriate programs.

5.4 Recommendations

The findings of the study have truly affirmed that TV when not properly used has overwhelming effects on language performance of secondary school students. To alleviate or eliminate such effects, the researcher would like to offer the following recommendations for the improvement of language performance of students:

1. Need for educative television shows by community leaders

Community should come up with educative TV shows on big screens at a central place on specific days of the month especially in sub urban areas where both parents and students will be encouraged to attend. Before and after the shows, both parents and students should be sensitized on TV watching habits and appropriate programmes to watch with children while at home.

2. Parents Role in TV Viewing

At school meetings and in newsletters to parents at home, teachers should encourage parents to set specific TV viewing goals for their children. For instance, if parents find their children watching TV for more hours a day, they might want to set a two-hour limit or less. Parents also may find it helpful and informative to watch TV with their children. In the process, they

can discover how their children interpret what they watch and provide a reality check when characters and story lines, consistently violate norms for appropriate behaviours.

3. Secondary School Teachers Role in TV Watching

In the classroom, teachers should advice on appropriate programmes to be watched and try to come up with questions related to language on programmes watched. This will encourage students to watch TV critically. To achieve this, teachers should popularize preferred programmes in classroom.

5.5 Recommendation for Further Research

The results from this study have prompted need for further research to explore other effects of TV watching on performance. The following areas should be considered for further research.

1. A comparative study is recommended for determining the effects of Television on academic performance of students in public and private secondary schools.
2. There is need for a specific study to bring to light the effects of television programmes on categories such as urban secondary schools and rural secondary schools.

REFERENCES

- Anderson, D. R., & Collins, P. A. (1988). *The Impact on Children's Education: TV's Influence On Cognitive Development*. Washington, DC: U.S. Department of Education.
- Anderson and Wright, (2001). *Attention Comprehension and Educational Influences of Television*: Sage Publication, London.
- Basil, M. D. (1996). Identification as a mediator of celebrity effects. *Journal of broadcasting and electronic media*, 40(4), 478-495.
- Bandura, A. & Walters, R. (1963). *Social Learning and Personality Development*. New York: Holt, Rinehart & Winston.
- Bandura, A. (1994). Social cognitive theory of mass communication. In J. Bryant & D. Zillman (Eds.), *Media effects: Advances in theory and research* (pp. 61-90).
- Bandura, A. (2001). Social Cognitive Theory in Mass Communication. *Mediapsychology*, 3, 265-299.
- Butterfield, (1990). *The Mediating Role of Cognition*: Sage publication, Newbury Park
- Calvert, S. L. (1988). *Television production feature effects on children's comprehension of time*. *Journal of Applied Developmental Psychology* (pp. 9, 263-273)
- Blumenfeld, P. (1992). Classroom learning and motivation: clarifying and expanding goal Theory. *Journal of Educational Psychology*, 84(3), 272-281.
- Borg and Gall, M. (1989). *Educational Research: An Introduction*, Longman, New York
- Borg, M., Mason, P., & Shapiro, S. (1989). The case of effort variables in student performance. *Journal of Economic Education*, (summer), 309-313.
- Choat, E. (2004). Children, television and learning in nursery and infants' schools. *Educational Studies*, 14, 9-21.

- Campbell, M. (2000). Motivational strategies, learning strategies, and the academic A correlational study. Unpublished doctoral dissertation, Nova Southeastern University, Ft Lauderdale, FL.
- Campbell, T. A., Wright, J. C., and Huston, A. C. (1987). From cues and content Difficulty as determinants of children's cognitive processing of televised educational messages. *Journal of Experimental Child Psychology*, 43, 311-327.
- Cohen, L. and Morrison .l.(1994), *Research Methods in Education* :Routledge Chapman Inc.,London
- Hancox (2004) *Early television Exposure and Subsequent Attention Problems In Children*: Department of Health Sciences, Seattle Washington
- Human Rights Watch (HRW) (2005). *Letting them Fail: Government Neglect and the Right to Educationfor Children Affected by AIDS*. Retrieved November, 20 from <http://hrw.org/reports/2005/africa1005>
- Hutson,M. (1995). *Feathering the Nest*.Washington DC.Stewart,Tabori and Chang.
- Huston, A. C., Donnerstein, E., Fairchild, H., Feshbach, N. D., Katz, P. A., Murray, J.
- Huston, A. C., and Wright, J. C. (1983). Children's processing of television: The informativefunctions of formal features. In J. Bryant and D. R. Anderson (eds.) , *Children's Understanding of Television: Research on Attention and Comprehension* (pp. 35-68).New York: Academic Press.
- Huston, A. C., and Wright, J. C. (1989). The forms of television and the child viewer. In G.Comstock (ed.), *Public Communication and Behaviour*. Volume 2 (pp. 103-158). New York: Academic Press.

- Huston, A. C., Wright, J. C., Rice, M. L., Kerkman, D., and St. Peters, M. (1990).
Development of television watching patterns in early childhood: A longitudinal
. investigation developmental Psychology, 26, 409-4
- Kerlinger, F.N (1967), *Foundation of Behavioural Research*: Univerisity of Chicago Press,
Chicago
- Kothari, C.R. (2004), *Research Methodology Methods And Techniques*, Third Edition: New
Age International (P) Limited, New Delhi
- Lorch, E., & Sanchez, R. P. (1997). *Children's memory for televised events*. In P. W. van den
Broek, P. J. Bauer, & T. Bourg (Eds.), *Developmental spans in event comprehension
and representation: Bridging fictional and actual events* (pp. 271-291). Mahwah, NJ:
Erlbaum.
- MacBeth, T. (1996). *Tuning Into Young Viewers*. Newbury Park, CA: SAGE Publications
- Medrich, E. (1979). *Children's TV: The Economics Of Exploitation*. New Haven:Yale
University Press.
- Morgan, (1993), *Television and School Perfomance*; University of Massachusetts Morgan,
(1993)Television and School Perfomance; University of Massachusetts.
- Mugenda O.M, and Mugenda A.G. (1999) *Research Methods. Quantitative and qualitative
Approache*.Nairobi:Acts Press
- Swanson,(1994),Promoting Positive Outcomes For Youth ;The Pussell,
Sage Foundation Press,New York
- Ozmert, E. and Toyran, M.(2002).Behavioral correlates of Television Watching in
Children's: Social Pediatrics Unit, Ankara
- UNESCO (2000). *The EFA 1990 Assessment: Country Reports*.New York;UNICEF
- Van den Broek, P. W. (1997). *Discovering the cement of the universe: The development of
event comprehension from childhood to adulthood*. In P. van den Broek, P. Bauer,
&T. Bourg (Eds.),*Developmental spans in event comprehension representation:*

APPENDICES

APPENDIX 1

INTRODUCTION TO RESPONDENTS

Kiarie Caroline Ngugi
University of Nairobi,
Department of Education Foundations,
P.o box 92,Kikuyu

Dear respondent,

My name is Kiarie Caroline Ngugi, currently undertaking post-graduate studies in Sociology of Education. As part of the requirements, I am conducting a study to establish the effects of Television programmes on language development among secondary school students in selected schools of Meru District, Meru County. I kindly request you to assist me by answering the following questions which will give me vital information for the study.

All information provided is confidential.

Yours Faithfully,

Kiarie Caroline.

APPENDIX 2

ANALYSIS OF PARTICIPANT OBSERVATION

Participant observation formed the basis of analysis which was used by the researcher.

Information through school visits of secondary school students and their television watching habit was observed and recorded. Although out of the total schools visited most students were watching television on their own as most of the parents were out late working .In two homes the students preferred watching movies by use of the Dvd other than watching the programmes on television.

The Participant observation established that secondary school students had access to Television which made them forget doing homework given to them at school. The researcher noted that the language used in most of the Television programmes watched were of the level of secondary school students hence responsible for language development as asserted by Healthy (1995)

APPENDIX 3

FOCUS GROUP DISCUSSION GUIDE FOR STUDENTS

1. Let's do a quick round of introductions. Can each of you tell the group your name and the level of attainment of education?

2. Do you watch local Television programmes?

3 Do you ever watch the television programmes via the Internet on a computer or in another location such as at the library?

If yes, on average how often do you watch television programmes remotely?

And where else do you access the television programmes?

4. Which television programmes are you aware of in the local television industry?

7. Can you tell me what you have learnt from watching the television programmes?

8. What is the advantage to you of having television in school?

9. To what extent would you rate the value you get from watching television?

APPENDIX 4

FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

1. Let's do a quick round of introductions. Can each of you tell the group your name and the level of attainment of education?

2. Do you watch local Television programmes?

- 3 Do you ever watch the television programmes via the Internet on a computer or in another location such as at the market place?

4. Which Television programmes are you aware of in the local television industry?

5. Which television programmes have you watched?

6. Can you tell me what you have learnt from watching the television programmes?

7. What is the advantage to you of having Television with students at home?

Thank you very much for taking the time to answer my questions.

APPENDIX 5

FOCUS GROUP DISCUSSION QUESTIONS FOR TEACHERS

1. Let's do a quick round of introductions. Can each of you tell the group your name and the name of your school?

2. Do you watch local television programmes?

- 3 Do you ever watch the television programmes via your phone?

4. Which Television programmes are you aware of in the local television industry

5. Which television programmes have you watched?

6. Can you tell me what you have learnt from watching the local television programmes?

8. What is the advantage to you of having Television in school?

9. To what extent would you rate the value students get from watching television?

Thank you very much for taking the time to answer my questions.

APPENDIX

WORK PLAN

Activities	September2014	Dec 2014	March 2015	April 2015
Proposal Writing and Presentation				
Data gathering				
Data analysis				
Report writing and defence				

Source: Author (2015)

APPENDIX 7

BUDGET

Activity	Quantity	Unit Cost	Total Cost
Stationery	Printing paper	500	Ksh,3,000
Data Analysis			Ksh.15,000
Proposal Writing	6copies	30per page	Ksh.6,850
Transport			Ksh.16,000
Final copy typing and printing	7copies(60pages)	30per page	Ksh.10,500
Miscellaneous	10%of total amount		Ksh.5,135
Total Cost			56,485

APPENDIX 8
RESEARCH PERMIT

APPENDIX 9
RESEARCH AUTHORIZATION