

ST MARY'S UNIVERSITY OF MINNESOTA USA

NAIROBI CAMPUS

FACULTY OF ARTS AND SOCIAL SCIENCE

**THE EFFECT OF TIME PUPILS SPEND IN WATCHING
TELEVISION ON THEIR ACADEMIC PERFORMANCE:
A CASE STUDY IN KAREN 'C' PRIMARY SCHOOL.**

A project submitted to the Department of Education in
Partial Fulfilment of the requirement of a Bachelor of
Science in Education

By

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Nairobi, Kenya

DECLARATION

I the undersigned hereby declare that this work is my original work achieved through my personal reading, scientific research method and critical reflection. It is submitted in partial fulfilment of the requirements for the Degree of Bachelor of Science in Geography. It has never been submitted to any institution for academic credit. The necessary information and materials used from other sources has been duly and fully acknowledged.

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ABSTRACT

The project was carried out in Karen 'C' Primary School and specifically with the two upper classes of forms seven and eight. It aimed at investigating on the time pupils spend in watching television and its effect on their academic performance. It gives a brief background on the alarming concern of parents and teachers about the television watching habit of pupils. It exposed other studies done related to the topic and the knowledge of gap was vividly established. Its objectives were to find out if hours spent on watching television by pupils have a positive or negative influence on their academic performance. Three categories of questionnaire were designed and sent out to pupils, parents and teachers at random in Karen 'c' Primary School. These questionnaires contain deferent items derived from the objectives. The Pearson Product Moment Correlation (r) was used among other methods to correlate the time pupils spend in watching television and their academic performance. After the analysis, the study reveals that all pupils watch television in Karen 'c'. However, It observed that there is insignificant positive relationship between the time pupils spent in watching television and their academic performance. This was contrary to the expectations that time spent in watching television by pupils will have a strong positive or negative relationship with their academic performance. The result was due to factors such as poor estimation of time by pupils, misinformation, and other factors that have direct influence on pupils' academic performance. Parents and teachers control of the pupils' television watching habits attributed to the weak positive relationship. The study also reveals isolated cases of negative relationship, which had no concrete prove.

The researcher recommends that it is necessary for parents and teachers to continue to control the time pupils spent in watching television to increase it positive influence. It will also be of great help to incorporate television programmes in academic work since it proved an effective tool for academic performance.

The researcher suggests that this same research could be repeated in different environment in a larger scale to cover many pupils. It will also be a curious thing to find out the factors that have direct influence on pupils' academic performance.

DEDICATION

I dedicate this work to my beloved late father, Philbert Aabeisie my dear old mother Innoncencia, my sisters Edith, Pauline, late Francisca, my brothers Rosario, Guy, Pamphilio, and the entire Aabeisie family for their care love and support but especially for the formal education they gave me.

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To the headmaster of Karen 'C', Mr. J. Kahangi and staff I register my sincere thanks and gratitude for allowing me to use their school for this project. I am also grateful to Rose Kendeli for typing and putting together the pieces of my rough work on the project. I am similarly indebted to Theresa wangui for arranging and binding up the entire document.

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CHAPTER ONE

1:0 INTRODUCTION

1:1 Background to the problem

There has been a significant technological advancement in Africa for the past decade, especially in the field of television broadcast. In fact, in the 1980s very few towns in Africa had television services. At present, most towns in Africa have access to television service, including Nairobi, the capital city of Kenya. Karen, a division of Nairobi, is not an exception. Television broadcast, with its numerous programmes, is gradually replacing other forms of African entertainment such as story telling, riddles, songs, music and many other forms of family interactions. The youth especially are attracted to the television because the television programmes are specially designed to suit that purpose. It is common to see children gathered round a television in their homes for four to six hours and from one programme to the other. "Television viewing is a major activity that has an influence on children and adolescents. Children in the United States watch an average of three to four hours of television a day. By the time of high school graduation they would have spent more time watching television than they have in classroom". ([http: www.familyresource.com/parenting/43/187/](http://www.familyresource.com/parenting/43/187/))

Parents are worried about these behaviours of their children. This was obvious to me when I was a headmaster in St. Gabriel Junior Secondary School in Tumu in the Upper West Region of Ghana. Most parents came to me with complaints about their children's interest in watching television instead of reading. They would insist that I discipline these children in school. They believed that the time their children spent in

watching the television would influence their lives negatively. It would also lead to poor academic performance and a waste of money in their schooling.

<http://www.familyresource.com/parenting/43/187/> states that children who spent longer time in watching television are likely to have lower grades in school, read fewer books, exercise less or be overweight. These assumptions about children in the States might not be different from children in Africa, especially those in Karen 'C' Primary school. Unfortunately, there has not been any research on the issue in Karen 'C' where the researcher intends to investigate.

Television viewing has brought many misunderstandings between parents and children. Some parents have drawn timetables for their children specifying when to watch the television and even supervising them to be sure that they follow the time scheduled. For example, in (<http://www.familyresource.com/parenting/43/187/>) it emphasised that active parents can ensure that their children have a positive experience with television by placing limits on the amount of time in television viewing per day and per week and turning off the television during family meals and study time. These practices are also done by some parents of Karen 'C' Primary school. Some parents who are capable of buying a television set simply do not buy one because their children will be attracted to the television instead of their studies.

Some teachers also believe that the hours pupils spend in watching the television affects their academic performance. Most pupils who, for one reason or another, are not able to do their homework are accused of using their time for studies in watching television. However, few parents and teachers are able to see the positive influence of television watching on pupil's academic performance. As a headmaster, a parent once

came to me asking me how he could acquire a loan to enable him buy a television set for his children to view at home. Secondly, from the way children share with their peers and in class shows that they are well informed about current issues in the world through the television.

The researcher in this study hopes to investigate this issue and draw a conclusion as to whether the hours pupils spend in watching television has any relationship with their academic performance. This work hopes to support or disqualify the assumption that hours pupils spend in watching television has negative effect on pupils' academic performance. Karen 'C' Primary school is situated in a section where most parents had difficulties in controlling their children on the hours they spent in watching the television. This information will be helpful to parents, teachers, pupils, training colleges, television programmers and the public.

1:2 Statement of the problem

Most of the Karen 'C' Primary school pupils parents are from the middle class in Kenya. Almost every parent has a television set at home. This attracts most children of school going age. The issue has been a great concern for teachers and parents who think that the television viewing is affecting pupil's academic performance negatively. There seems to be a stereotype among teachers and parents of Karen 'C' Primary School that pupils' poor reading and poor academic performances are the result of the time they spend in watching the television. For this reason some parents would not allow their children to watch television, while others gave many restrictions to pupils on the length of time to spend in watching television. There is, therefore, the need to

investigate the possible effects of the time pupils spent in watching television has on their academic performance.

Few parents and teachers, however, think that their children learn through television viewing. Other teachers remark that students who do well in the current affairs quizzes are those who constantly watch television. This issue in Karen 'C' Primary is very necessary to investigate since there is apparently no research to prove any relationship between hours spent in watching television and the academic performances of pupils, and if there is a relationship whether it is negative or positive.

Makokha (- 1999, p. 25-), in his study, *Youth and Mass Media: a Case Study of Kahawa West Parish*, established that youth in Kahawa West Parish spent more of their time in watching television than in studies. His research focused on media in general and did not investigate the relationship between television viewing and academic performance. Although he mentioned briefly that the youth spent more of their time in watching television than in studies, there was no conclusion as to whether television actually affects pupils' academic performance positively or negatively. This study is to establish the type of relationship that exists between the time spent on the television viewing and the academic performance of pupils.

Maina (- 2001, p. 35-), researched reading community newspaper in Nairobi, but television viewing was just mentioned without much exploration. This study attempts to determine if there is any relationship between the time pupils spend in viewing television and their academic performance.

Rossi and Soukup (-1994, p. 17-), investigating the Mass Media and the Moral Imagination, concluded that television has a great power to engage moral attention and

move moral feeling. As such, television is a strong potential tool for moral education. Rossi and Soukup, however, do not investigate the television viewing and the academic performance that the researcher is trying to establish.

Rossi and Soukup (-1994, p. 99-), said that television viewing has become the largest leisure time activity of many people. Their finding, unfortunately, did not explain if the leisure time extended into the study time and thus affected the studies of pupils. Are people, especially pupils, disciplined to use exactly what is called leisure time for television? This study intends to investigate deeper into the time allocation for television viewing, especially by pupils, and how it influenced their academic work.

1:3 Objectives of the study

This study aimed at achieving the following objectives:

- I. To find out if hours spent on watching television by pupils have a positive influence on their academic performance
- II. To find out if hours spent on watching television by pupils have a negative influence on their academic performance.

1.4 Research questions.

The researcher attempted to answer the following questions:

- I. What are the positive effects of the hours spent in watching television by pupils on their academic performance?
- II. What are the negative effects of the hours spent in watching television by pupils on their academic performance?

1.5 Hypothesis.

The study assumed the following hypotheses:

- I. Hours spent in watching television by pupils have a positive effect on their academic performance.
- II. Hours spent in watching television by pupils have a negative effect on their academic performance.

1:6 Significance of the study

The purpose of the study was to enable professional teachers to give advice as to whether the poor academic performance of pupils could be attributed to the time those pupils spent in watching television. It is often difficult to give concrete answers in a situation like this. Many teachers and parents rely on the stereotype without any proof. Some pupils probably have been unjustly denounced for watching television because parent and teacher thought that it affected their academic performance negatively. For this reason the researcher, who is also a teacher, intended to investigate the issue to see the sort of relationship, if any, that exists between time spent in watching television by pupils and their academic performance. This was to help solve many misunderstandings and quarrels between parents and children, teachers and pupils on children's' habits in viewing television.

There is no doubt that all those involved in children's learning, such as schools, training colleges, and psychologists will find this piece of work very helpful. The research is also going to be heavily used by the media planners, especially the television sector, in planning their programmes to suit the demands of the society.

1:7 Assumptions of the Study

The study had the following assumptions:

- I. Pupils who spend less time in watching television will achieve high grades in their academic work.
- II. Pupils who spend more time in watching the television will achieve poor grades in their academic work.

1:8 Limitation of the study.

- The researcher had very little time at his disposal to do this research. He was attending full time lectures and was only using the time after classes and the weekends to do this work. Therefore, the initial intention to do the study in all schools in Nairobi was reduced to only the upper primary of Karen 'C' Primary School. Fortunately, I believe this did not significantly affect the total results of the research.
- The researcher had a language problem. He speaks only English and not the national language of Kenya (Kiswahili). However, the researcher trained two research assistants who acted as interpreters and helped him to overcome the language problem.
- The researcher faced a financial problem because he was working within a limited amount from his sponsors. The limited amount compelled the researcher to conduct the research only in the upper primary of Karen 'C'. Though the resources were very limited, he was able to put them into effective use and thus achieved the objectives of the project.

- The researcher was not able to visit families at night although that was the usual time when children watch their programmes. This was because the researcher was not sure of security due to the threat of arrest by Police. The study, therefore, was conducted during the day. This problem, however, did not significantly affect the results.
- The intention of the researcher was to do the research in all the schools in Kenya but due to the limited time, resources and finance, he confined it to Karen “C” Primary School. There was a fear that the research would likely have some limitations. However, the researcher used his limited resources in the best possible ways to achieve his objectives.

1:9 Operational definitions of terms and key words

This section comprises the list of definitions of the key terms in the research.

Investigation: To discover and examine all the facts about a topic; to try to discover facts and information by research.

Effects: To cause something to occur.

Academic: Attribute of education in school, involving reading and study.

Performance: An action or achievement considered in relation to how successful it is as measured in terms of scores, marks, etc.

Karen ‘C’: This is a name of government primary school in Karen, a section of Nairobi, the capital city of Kenya.

K.C.P.E: Kenya certificate of primary education.

CHAPTER TWO

2:0 LITERATURE REVIEW

This chapter deals with the review of the literature related to the research topic. Literature related to the use of the media and especially television viewing by children and the youth are discussed in this chapter.

2.1 Pupils Time Spent in Viewing Television and Academic Performance

Observed actions in most training colleges and secondary schools in Ghana show that the government has provided them with television sets. This presumes that it has an important role in the academic life of a student. The authorities in these schools have strict regulations as to when television should be used. The assumption of the authority is that the time students spend on television viewing, if not controlled will affect their academic performance negatively.

In/http: www.kff.org/content/1999/1535/pressreleasefinal.doc.html, a research on the amount of time children spent in using media each day, we find the following:

<u>MEDIA PROGRAMME</u>	<u>TIME SPENT IN HOURS AND MINUTES</u>
Watching TV	2; 45
Listening to music	1; 27
Reading for fun	; 44
Watching videos	; 39
Using a computer for fun	; 21
Playing video games	; 20

According to the above research, television takes about 65% of children's time. The above researcher, however did not relate the hours the children spent in watching television to their academic performance. The current study will attempt to see the relationship between the two.

Furthermore, Alexander and Joice (-1997, p. 20-), stress that television watching affects academic achievements among children. They said that an impressive number of research studies demonstrate beyond any reasonable doubt that excessive television viewing has adverse effect on children's achievements in school. One study shows that younger children who watch television for over three hours have lower scores in reading and overall achievement tests than those who watch television for an hour. Another, a mass media in Japan, found that children showed decline in both reading skills and homework time. In the above two researches the methods and results are very convincing, however both were conducted in first world countries, United States and Japan respectively. This work hopes to investigate the topic specifically in Karen 'C' Primary to see if there is the same relationship. The situation might be different in Kenya, a third world country.

Bourgault (-1995, p.105-), writing on Mass Media in Sub Saharan Africa, indicated that African governments use television for education, although this is very expensive. The use of the television programmes in schools, however, did not work because they encountered problems such as high cost, over-ambitious planning and insufficient coordination between donors and recipients. The government's intention, however, was that TV could be used for education in schools. Unfortunately, Bourgault did not draw a reliable conclusion as to whether the television viewing actually

influenced students positively in their academic performance. For this reason this work will be necessary to see how television watching affects the academic performance.

Bourgault further observed that schools in Niger were equipped with television sets controlled by classroom assistants known as “monitors”. The monitors helped administer the classroom and guide the children through exercises provided in an accompanying manual, but there was little mention of the results, whether positive or negative. The amount of time pupils spent on the programme also was not indicated. The government failed to establish any relationship between the time students spend on television viewing and the effect on their academic performance, which is the focus of this current research in Karen “C” Primary School.

Television can be used by schools to provide programmes of education and cultural values for schools and colleges. Languages and other subjects such as Mathematics, Science and Agriculture are transmitted on television. “Television and films enable objects to be seen in motion or in whole and this makes the subject matter real and understandable for children” Kwame (-1997, p. 35-).

Alexander Alison and Hanson Jarice (-1997, p. 20-), found that some parents use television viewing as a reward to encourage their children to study. “ If you get an “A” on your composition you can watch an extra hour on TV”. The investigation, however, failed to establish any concrete relationship with the actual results and how they relate to the time spent in watching the television. Is the child going to stay away from the television viewing until after he/she gets an “A” or before he/she is allowed an extra hour to watch the television? Is the television watching going to be an obstacle for the child getting the “A”? Some of these questions remain unanswered from the study of

Alexander and Jarice. This study intends to find out if there is an relation between the time pupils spent in watching television and their academic performance that relations as far as the pupils of Karen "C" Primary are concerned, and the above question will be addressed.

Rao Lakshmana (-1975, p. 43-), stressed in his research that television cannot replace the traditional classroom teacher. The teacher continues to be necessary not only to conduct discussions of the content of a programme but also for purely psychological reasons and also because students can get the necessary personal attention which they need.

Rao Lakshmana (-1975, p. 35-), established that radio and television offered a variety of other gratifications, such as counsel in daily living, self-glorification and escape from boredom. These help to refresh the mind of the person to go back to normal business or studies with greater zeal.

Burnet Mary (-1971, p. 20-), found that television viewing has a long-term effect on children. It makes them passive, leading to "drop out" from school because they cannot meet the demands of the school environment.

2.2 Television viewing and character training.

Makokha (-1999, p.35-), researched the youth and mass media in a case study in Kahawa West Parish. He focused on media in general and how each of these affects the character of the youth either positively or negatively. One of the methods of his data collection was a questionnaire; unfortunately, he covered the youth in general but not specifically those in school. Therefore, he dwelled much on violent behaviour of the youth because of the programmes they watch on the television. His research was based

on the types of programmes the youth watch on the television and how these influence their behaviour. Time spent in watching television and its influence in academic performance was not his interest. He did not relate the media influence on the youth with their academic performance. The current study is specifically interested in youth at school and the establishment of a relationship with their time spent watching television and their academic performance.

Bangfo (-2001, p. 6-), writing on social outcasts in Africa and their challenges, mentioned that the media could influence these youth to acquire positive values in the society but could also influence them negatively. Television viewing was briefly mentioned as one of the media. He did not specifically observe the influence of this medium on students' performance. His study aimed at seeing the contributions of the media in general on the social outcast. The establishment of the connection between the time spent in viewing television and the academic performance is therefore necessary.

Burnet Mary (-1971, p.19-), established that television viewing is the school of life for the disadvantaged children. It may be their chief source of information about how to get along with others and solve their own problems.

Maina (-2001, p. 35-), also investigated community newspapers in Nairobi, yet where television viewing was mentioned without much attention. On the effect of television on the society he said, "Television has changed the way we live. It has transformed the way we receive our news and the way our impressions are formed. It has influenced the nature of education and helped to kill the art of conversation."

Bland, et al (1998, p. 105-), say that television is a communications medium, which is always searching for entertaining materials.

The education of our pupils should stress the multicultural dimension so that they can be able to adjust in every situation and be useful in this area of enculturation, “Educators should incorporate ideas from cultural groups for all students and give the shared culture a prominent role in the education of all Crow, et al (-1997, p.115-). These ideas will be effectively achieved in television viewing, which gives broader coverage of the world.

Amoah (-1986, p. 96-), says that television viewing makes it possible for people to learn about the cultural heritage of other countries. “Such exposure brings about broad mindedness and helps to bring about effective assessment of government policies”.

Alexander and Hanson (-1997, p. 21-), stress that children varied their behaviour through the television. If so, do they also learn things in academic fields that can improve their academic performance? The finding could not go further. Precisely this work hopes to narrow down to the relationship of the use of the time on the TV watching and whether that is helpful or harmful to the pupils’ academic work. Alexander and Hanson further observed that television watching puts away children from learning some characters from their parents. Things such as talks, games, family festivities, arguments and other family activities are turned off immediately the TV is turned on. It is stressed that children learn the character of the parents by imitating. Turning on the TV prevents this interaction.

“Parents must monitor children on the type of friends they move with, the time they leave the home and when they return, where they go and even the approval of the television programmes they view”.(-*Ghanaian Daily Graphic*, Saturday, December 21,

2002, p. 20-). Writing on the topic, “ Let Children See No Evil On Our Screens”, Hamza Rudolph says that films, videos and television are very effective media of communication because they appeal to both sight and hearing. He said the ministry of health and other stakeholders have used these media effectively to educate Ghanaians on the HIV and AIDS pandemic. He said the same media is also misleading children into casual sex, vulgar language, homosexuality and indecent dressing. He called on parents to monitor the television watching habits of their children (- *Ghanaian Daily Guide*, Tuesday, December 24, 2002-).

2.3 Effect of television viewing on physiological development.

Alexander and Jarice observe that television viewing has a negative effect on students’ physical growth. They say that there is a direct relationship between the incidence of obesity in children and time spent viewing television. They established that the 6-11 age group who watched television for more hours experienced a greater prevalence of obesity or super obesity than children who watched television at the same age for fewer hours. The proof of this research in the States, however, was interested in the relationship of the time spent in television watching with physical growth. This study will focus on the time pupils spend in watching the television with the academic performance to see if there is any relationship.

East Africa Standard, Wednesday March 12,2003, Bernadette Murgor wrote on the topic: how too much television affects children. She said television watching has positive attributes including being educative, entertaining and informative. She also acknowledged that television viewing has some negative effects, because it uses visual and audio stimulation-which has powerful influences on young audiences. She

established that children learning takes place through interactive play and experimentation with their senses, their environment and their interaction with the people around them. Therefore, the time spent in front of the television interferes with this vital learning process.

She established that time spent in passive viewing of television programmes where all the creative work has been done for them does not promote the imagination and creativity of children. She emphasised that watching too much TV has been linked to negative health effects. She revealed that obesity has a link with television watching. She said television viewing by children is likely to make them consume high calorie foods advertised. She concluded that noise from TV also has some negative effect on children, such as hearing damage and ear ringing being the most serious consequences.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Description of sample and sampling procedure.

The researcher aimed at investigating the time pupils spent in watching television and its effect on their academic performance, whether positive or negative. A case study in Karen 'C' Primary School. The target population was the two senior classes of forms seven (7) and eight (8). These two forms are divided into three classes each making six classes in all. Each class, has forty-two pupils making the total of two hundred and fifty-two (252) pupils.

The researcher gave twenty questionnaires designed for the pupil to twenty pupils in each of the classes at random to answer. In total one hundred and twenty pupils out of the two hundred and fifty two, making about 48%, of the targeted population were given the questionnaires.

Then twenty pupils in the same class who were not given the pupils questionnaires were given questionnaires designed for parents to be sent to their parents to answer. This covered about one hundred and twenty parents out of the two hundred and fifty two making about 48%.

Another set of questionnaires designed for teachers was given to ten teachers at random out of the fifteen teachers in the upper primary to answer. This number was about 67% of the teachers.

3.2 Description of Research Instruments

The researcher was able to use several types of instruments such as questionnaires, interviews, observation schedule, and library resources. The questionnaires, which will be administered to teachers, parents and pupils in Karen 'C' Primary School.

4.3 Data collections

The researcher will use both primary and secondary sources of data for this study, which will include the under listed methodology.

- Questionnaire of about twenty questions will be sent to 120 students in upper primary at random. Ten teachers in the upper primary and one hundred and twenty (120) parents of the students who were given the questionnaires at random in Queen of Peace Catholic Primary School in Karen 'C'
- The researcher will visit the school to have informal interview with 20 pupils and a formal interview with about five teachers to supplement and collaborate information supplied by the questionnaire.
- The researcher will take photographs of two teachers and four pupils as samples after asking for their concerns.
- The researcher will visit about 10 families to observe the issue himself and interview about 20 parents who were not given the questionnaire.
- The researcher will consult secondary sources, such as libraries, magazines, journals, newspapers, periodicals and others related to the issue.

3.4 Data analysis

The research used the Pearson Product moment correlation method to correlate time spent in watching television and the academic performances of pupils. This method was appropriate. The relationship of time spent in watching television and their academic performance was calculated using the figures obtained in the data.

CHAPTER FOUR

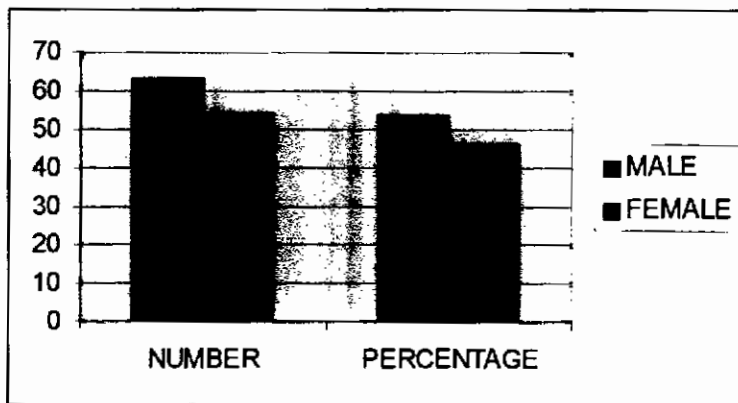
4.0 PRESENTATIONS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation and analysing of the finding of the data collected. The study had two objectives: To investigate if time spent in watching television by pupils has a positive influence on their academic performance and to find out if time spent by pupils in watching television has a negative influence on pupils academic performance. The findings are discussed item by item and categorised under the following to achieve the above objectives:

The demographic of the pupils, their accessibility to television, the time they spent in watching the television and the influence of the television watching on their academic performance.

4.1 Demographic characteristics of the Pupils.

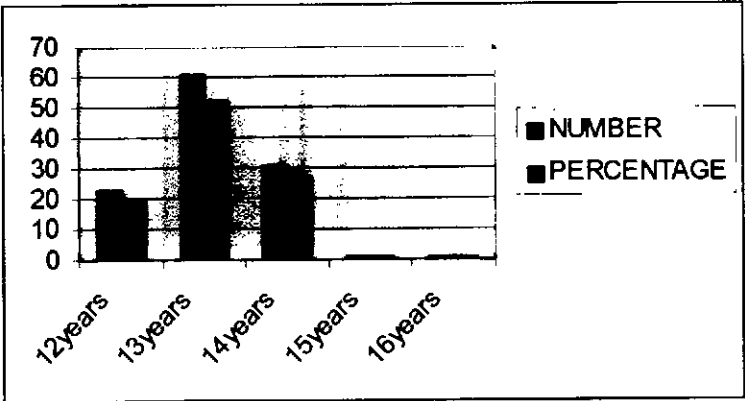
Figure 4.1.1 The demographic Distribution of the pupils



The above demographical graph of the pupils, who actively participated in the exercise, shows that more boys than girls were given the questionnaire to answer. Sixty-three (63) of the 117 pupils in the upper primary were boys making 53.8% of the

population. Fifty-four out of them were girls making 46.2% of the total population under study. The difference between boys and girls population is seven percent. Since this was done at random, it might not be feasible to conclude that there are many more boys in Karen 'C' Primary School than girls though that is most likely. The researcher has covered both sexes in Karen 'C' upper primary in fulfilments of the objectives of the project. The table also reveals that both sexes watch television at home after school.

Figure 4.1.2 Age distribution of pupils



The above age distribution table shows that majority of the pupils in the upper primary of Karen 'C' are thirteen (13) years old. It reveals that sixty-one (61) pupils out of the 117 are 13 years old, which is fifty two percent (52.1%) of the pupils who participated in the exercise. Thirty-one (31) out of the 117 pupils are fourteen (14) years old making 26.5%. Twenty-three (23) pupils are twelfth years (12) showing 19.6%. Fifteen and sixteen years old recorded a pupil each and are 0.9% each. About eighty percent (80%) of the pupils are between 13 and 16 years. The researcher targeted these age groups because these are within the early adolescence, a period of curiosity, stress

and storms when they mostly conflict with parents. At this age, pupils are not able to manage their time well by themselves. This was confirmed when seventy-four parents out of eighty said that they controlled the time for their children in watching television. Seventy five percent of the teachers' respondents also held that they have punished pupils for refusing to do their homework in favour of television watching, their interest to exploit many things out of curiosity included the watching of the television.

4.2 The accessibility of the television sets by pupils.

Table 4.2.1 Accessibility of television by pupils.

Access to TV	Number	Percentage
TV at home	111	94.9
Without TV	6	5.1
Total	117	100

The above table reveals that one hundred and eleven (111) pupils out of the one hundred and seventeen (117), about 94.9%, have access to television at home while six (6) a percentage of 5.1% not having access to television at home. This further confirmed that the area under studies is very appropriate to the topic under investigation. Majority of the parents of the pupils in this school have television sets at home. This made it easy for the pupils to actively participate in providing the researcher the needed information on the project.

Table 4.2.2 Pupils who watch television at home.

Watching TV	Number	Percentage
Pupils who watch television	117	100
Pupils who do not watch TV	0	0

The above table reveals that all the one hundred and seventeen (117) pupils in Karen 'C' Upper Primary who took part in the exercise watch television at home. Though in table 4.2.1 it shows six (6), (5.1%) pupils without television at home, there is evidence that they watch television elsewhere. This affirms the assumption that pupils are in the habit of watching television. No pupil in Karen 'C' Upper Primary is denied the watching of television. This group was therefore appropriate for the observation of the time they spent in watching the television and its effects in their academic performance.

4.3 Time spent by pupils in watching television at home.

Table 4.3.1 Time devoted to television viewing in a day.

Time	Number of pupils	Percentage
30 minutes	11	9.4
1 hr.	18	15.4
1 hr. 30 mins.	29	24.8
2 hrs	9	7.7
2hrs. 30 mins	26	22.2
3 hrs	6	5.1
3 hrs. 30 mins	5	4.3
4 hrs	2	1.7
4 hrs. 30 mins	5	4.3
Above 5 hrs.	6	5.1
Total	117	100

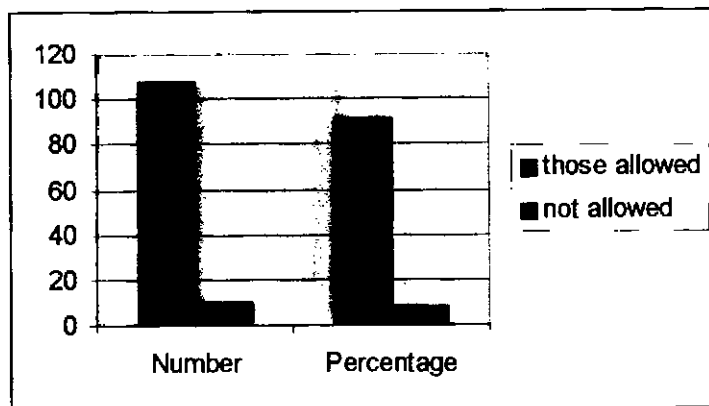
It is observable that pupils spent varied length of time a day in watching television as shown in the table above. This length of time varied from thirty (30) minutes for the least to those who spent over five hours a day. All the pupils spent some time a day in watching television, which confirms the table that shows that all the 117 pupils watched television either at home or elsewhere.

In the above table the most frequent time pupils spent in watching television is one hour thirty minutes. This recorded twenty-nine (29) out of the 117 pupils, which is about 24.8%. The second highest duration of time in the frequency is two hours thirty minutes, which shows twenty six (26) pupils, making 22.2%. All who spent 30 minutes a day in watching television said that their parents controlled their time for watching the television and that the 30 minutes is only to listen to news. However, as observed in table 4.4.1, only three pupils actually took News as their interesting programmes. It could be deduced that the eight others who said they watch television for thirty minutes are not realistic since they have other interesting programmes, which they watch.

The six pupils who spend over five hours a day in watching television, are among those who said that their parents do not control their time for watching television. One of these spends as much time as eight hours a day in watching television.

Two of them are last born and the other four are from single parents. This reveals that the lack of control from parents on the time pupils spent on watching the television is one of the factors that leads to the long hours spent in watching television. From the family background of the six pupils it is inferred that they are the only children at home and in the absence of other children to play with, they alternatively watched the television thereby spending many hours in watching the television. It might as well be due to constant absence of parents from home to control them or still most likely that they are pampered children.

Figure 4.3.1 Control of children's television watching.



In the above table, the pupils allowed to watch TV are one hundred and seven (107) out of 117 which is about 91.5 %. These pupils gave the following reason:

- a) Fifty-six (56) pupils watch television for education purpose.
- b) Thirty three (33) pupils watch television as a good use of leisure time.
- c) Fifteen(15) pupils said that their parents allowed them to watch television to keep them busy so that they don't go out.
- d) Three (3) pupils watch television because their parents watched it too.

The above reasons given by these pupils affirm the hypothesis that television watching by pupils has a positive effect on pupils' academic performance.

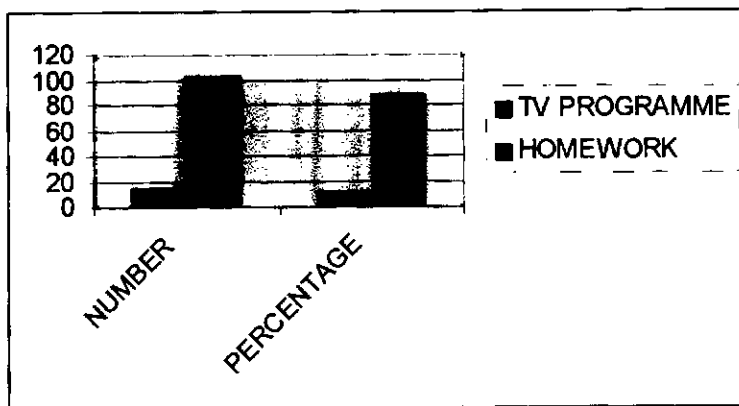
Ten (10) pupils, 8.5 % are not allowed to watch the television by their parents with reasons such as:

- a) Three (3) pupils said their parents do not allow them to watch television because according to them pupils need time to study and pass the Kenya certificate of primary education (K.C.P.E). The hypothesis that television

watching by pupils will negatively affect their academic performance is therefore realised from the reason of these parents.

- b) Four pupils parents do not allow them to watch the television because most movies are indecent and may negatively influence the lives of their pupils, which fall under the hypothesis of the negative influence of television viewing.
- c) Three (3) pupils parents are against their children watching of the television because they will be addicted to the television and spend most of their time on it.

Figure 4.3.2 Choice of either watching interesting TV programme of doing homework.



The table above shows pupils preference to either watching their interesting TV programme or doing their homework. This reveals that only fourteen (14) pupils preferred to watch their interesting programme first and 103 prefer to do their homework.

Those who chose to watch their interesting TV programmes instead of the homework argued that a break in the watching of the TV programme would be difficult to follow the story in subsequent series since the programmes have fixed time. To them, it is

better to observe that and do homework later. Those in favour of doing their homework first said that homework is more important because it will help them pass their K.C.P.E exams. Others said their parents or teachers would punish them if they fail to present their homework. Yet for others they will not be allowed to watch the TV if their homework is not done. It is apparent from the above reasons that pupils are controlled by various factors to limit their time for watching television and to give priority to studies.

Table 4.3.2 Division of time for TV programme and studies by pupils

Division	Number	Percentage
More time for Studies	69	59
More time for TV programme	14	12
Equal time for studies and TV	39	33

The table above reveals how pupils divide their time for TV programmes and studies. Sixty-nine (69) pupils out of 117, about 59% gave more time to studies than watching TV. Thirty nine (39) pupils, about 33%, gave equal time for the watching of the TV programme and studies. Fourteen (14) pupils about 12%, chose preferred to spend more time in watching the TV programmes to studies. This shows that pupils recognized the importance of studies and gave priority to that at home. This revelation has disproved the attitude of some parents and teachers that children prefer watching television to studying. From the above outcome that is not the case since sixty-nine pupils out of one hundred and seventeen preferred studying to television watching.

watching is helpful or harmful to studies. Since pupils gave priority to studies, one would expect that they be in opposition to the watching of TV. Contrary, sixty-nine (69) pupils affirm the watching of TV as helpful as against forty eight (48) pupils out of 117 about 41% who said TV watching affects their studies negatively. Again, 42% of pupils were punished for watching TV neglecting their studies. These reveal that some of the sixty-nine pupils who said they would prefer studying to watching television again agree that TV watching is helpful for academic work. It is observed that these pupils would have liked to give priority to their homework but in practice, they do not do that. This is because the number has been punished for watching television is greater than those who actually said they will prefer watching television to studying. It is therefore true to say that though pupils know that studies are very important for them, the TV programmes are more attractive to them.

4.4 The influence of television on pupils' academic performance.

Table 4.4.1 television programmes watched by pupils

Programme	Station	Number	Percentage
La mujer De mivida	Nation	27	23
Days of our lives	KTN	21	17.9
Passions	KBC	16	13.6
Charmed	KTN	14	12
Wrestling	KBC	6	5.1
Miami sands	Nation	5	4.3
Deception	KTN	5	4.3
Smack down	KBC	3	2.6
Cartoon network	Nation	3	2.6
News	Nation	3	2.6
Others		14	12
Total		117	100

The above table shows that pupils watch many diverse types of television programmes. The one with highest frequency is that of the “La mujer De mivida” which is shown on Nation. This has recorded twenty-seven pupils out of the 117 making 23%. This programme duration is about fifty-five minutes. The lowest programme watched by pupils in terms of frequency are that of News and Cartoon Network which recorded three (3) pupils each or 0,9%. It is again observable that though eleven pupils recorded

in table 4.4.1 that they watch television for thirty minutes a day only during news, only three(3) actually listened to news as shown above. The second observation is that the eleven pupils who watch television for thirty minutes were not realistic because all the above programmes have their durations above thirty minutes. The shortest programme from the above is News, which last for forty-five minutes and the longest “La mujer De mivida” which last for fifty-five minutes. This reveals that pupils watch more than one programme a day.

Furthermore, the most frequent TV programmes watched by pupils are romantic in nature. It is obvious that one would expect that pupils would be more knowledgeable in romantic love affairs and not academic work.

Table 4.4.2 Concerns of parents on TV watching by pupils.

Concern	NO concern	TOTAL
28	52	80

The above table shows that fifty-two parents felt that the television watching habit by their children is any concern for the family while twenty-eight felt that there is a problem for their children’s involvement in watching television as far as their academic work is concern. It is observed that the fifty-two parents who said that the television watching does not affect academic performance of their pupils and thus has no concern for the family, are not realistic. As shown in the table 4.4.2 below, only six of them actually do not control their children television watching. The rest of them control their children in the time they spent in watching the television. This attitude

reveals that there is a concern of the family in the watching of the television by their children though the parents are giving some misinformation here.

Table 4.4.3 Control of pupils time in TV watching by parents.

Parents	Number	Percentage
Controlled of chn TV watching	74	92.5
No control	6	7.5

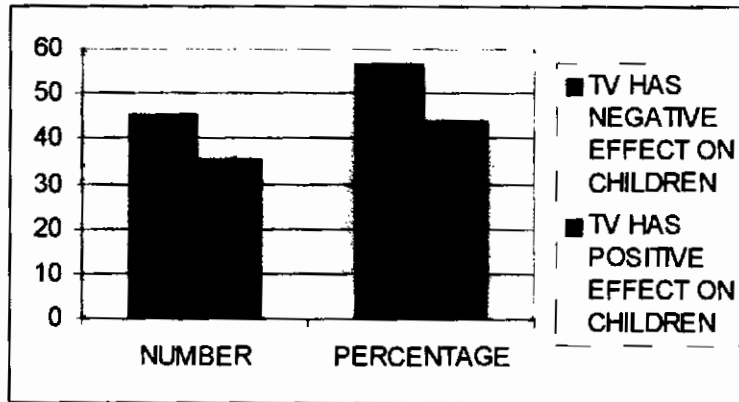
Seventy-four (74) parents out of the 80 controlled the time for their children in watching TV and only six (6) do not control them. Though about 52 parents out of the 80 said the TV watching habit of their children does not cause any concern in the family about 74 parents control their children in the watching of the TV. These revelations confirm that there is indeed a concern by parents in the television watching habits of their children, hence the need to control them as shown in the table above.

Some of their concerns are that:

- a) Children neglect their homework in favour of TV watching if they are left free.
- b) Some of the TV programmes are not good for children and therefore they need to control them.
- c) It is also to prevent them from sleeping late.

The above reasons are evidence affirmation of one of the objectives of the research that time spent in television watching by pupils has a negative influence on pupils' academic performance. It also reveals that the television watching has other effects on children other than academic performance.

Figure 4.4.1 Attitude of parents on positive or negative influence TV watching on pupils academic performance.



The presentation of the above table reveals that forty-four (45) out of the 80 parents said that the time pupils spent in watching TV, negatively affects their academic performance. Thirty-five (35) parents said it is helpful for their children's academic performance. The above information reveals that television viewing has both negative and positive influence on pupils' academic performance with the negative influence more dominant.

Table 4.4.4 Pupils punished by teachers for neglecting home work in favour of television watching.

Activity	Number of teachers	Percentage
Trs. Who ever punished pupils	6	75
Trs. Who never punished pupils	2	25
Total	8	100

The above table shows the respondents of eight (8) teachers who responded in relation to whether the time pupils spent in watching television has negative or positive

influence on pupils' academic performance. It was observed that six (6) teachers out of the eight teachers, about 75%, have ever punished pupils for neglecting their homework in favour watching their favourite television programmes. Only two (2) teachers about 25% have never punished pupils on this issue. Homework is one of the major activities that lead to good academic performance. Neglecting homework in favour of television viewing surely will lead to poor academic performance. Therefore, the television watching has negative influence on the pupils' academic performance.

4.5 Pearson product moment correlation

$$R = \frac{N\sum xy - \sum x \sum y}{\sqrt{\{(N\sum x^2 - (\sum x)^2)\} \{N\sum y^2 - (\sum y)^2\}}}$$

$$\sqrt{\{(N\sum x^2 - (\sum x)^2)\} \{N\sum y^2 - (\sum y)^2\}}$$

The illustration in appendix V shows the time pupils spend in watching television and their academic performance. Pearson Product moment Correlation (r) formula shown above was used to relate time pupils spend in watching television and their academic performance. The X column is the average time in minutes each pupil spend a day in watching television and the Y column is the position of each pupil in class at the recent end of term examination. When computed the result of the relationship was 0.09, revealing that there is a weak positive relationship.

It was expected that there would be a strong positive or negative relationship between the time pupils spend in watching television and their academic performance. Many factors can be attributed to this result of non-existence of relationship. One of the major contributory factors is that pupils were not able to give appropriate estimation of the time they spend in watching television. For example, some pupils gave the time they spend in watching the television as 30 minutes and their favourite television

programmes as “La mujer De Mivida” which last for fifty-five minutes. It is therefore probable that information on time spent by pupils in watching television could have been underestimated.

Secondly, about 75% of the teachers have ‘ever’ punished pupils for neglecting their homework in favour of TV watching. This might have led pupils to give lower estimate of the time they spend before the television, which influence the overall results. Thirdly, the position of pupils in their recent examinations reveals that the exercise was done by bright pupils as well as weak pupils. Since the observation is that there is almost non-existence of relationship between the time pupils spend in watching television and their academic performance, it could be established that there are other factors. These factors could include availability of textbooks, effective teaching, supervision and genetic inheritance, which directly influence academic performance either positively or negatively.

The weak positive relationship between times spent by pupils in watching television and their academic performance as revealed should not however be discarded. Factors that led to the positive relationship could include the revelation that about 92.5% of parents control their children television programmes and time spent in watching. For example, both parents and teachers viewed that television viewing promotes learning of skills of concentration in pupils, which is a vital skill in the classroom situation where pupils listen to illustrations. This could lead to increase in academic performance.

It has been established in figure 4.3.2 that 88% of the pupils would prefer to do their homework instead of watching television if confronted with a choice. This reveals

that pupils gave priority to studies and watch television only in their leisure time, which is time well spent.

There was no concrete revelation of a negative relationship between time pupils spend in viewing television and their academic performance. However, there are possibilities that time spent in television viewing can affect pupils academic performance negatively, especially if pupils are not controlled. For instance, it was observed that the television programmes pupils watch are more romantic in nature than academic and subsequently pupils would only learn more about romance. It is also mere logic that since the time pupils spend in watching television is irreversible, pupils time for study would be reduced. This subsequently will negatively affect their academic performance. It has also been observed in figure 4.4.1 that 56.2% of parents said that television viewing affects pupils academic performance negatively. They observed that their pupils' television watching habit has killed their reading skills and creativity since television viewing is a passive exercise.

In table 4.3.1 an isolated case observed revealed that parents did not control the six pupils who watched television for five hours and above every day. One of them had second position in class, one had the fifteenth position and the other four were between thirty and forty position. However, they are isolated but they are signs that TV viewing can negatively affect academic performance.

4.6 Summary

It is observable that pupils in primary school are much involved in television viewing. One hundred percent (100%) of all observed revealed that pupils watch television at home. They watch variety of TV programmes, which are educative, but

also some indecent TV programmes of immorality. Pupils prefer to spend hours in watching television if they are not controlled. Ideally, they value studies as more important to television viewing but in practice, they are more attracted to television watching. They prefer watching television to studies. TV viewing is a concern for parents. Ninety two and a half percent (92.5%) of the parents control their childrens' television watching habits.

Teachers contribute to the control of the time pupils spend in watching television by punishing those pupils who fail to do their homework because they spend all their time in watching television. The study also reveals that seventy five percent (75%) of the teachers have ever punished pupils for neglecting their homework in favour of television viewing.

Finally, there is insignificant positive relationship between time pupils spend in watching television and their academic performance. This is contrary to the expectation of a strong positive or negative relationship between times spent by pupils in watching television and their academic performance. This is attributed to misinformation, poor estimation of time, and the influence of other genetic and environmental factors.

The weak positive relationship is because of the control of pupils' television watching habits by parents and teachers. There were no concrete revelations of a negative relationship but that possibility should not be ruled out. Out of the six pupils who spent over five hours in watching the television four of them obtained positions between thirty and forty in their class examination, which is a sign of the negative effect.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was conducted in Karen 'C' Primary under the following two objectives to find out if hours spent on watching television by pupils have a positive influence on their academic performance and to find out if hours spent on watching television by pupils have a negative influence on their academic performance. The study also assumed that the pupils who spent less time in watching television would achieve higher grades in their academic performance than those pupils who will spend more hours in viewing television. The study discussed the time pupils spend in watching television and its relationship with pupils' academic performance. The study established that there is a weak positive (in fact non-existent) relationship between time pupils spend in watching television and their academic performance.

5.2 Conclusion

The study observed that all the pupils in Karen 'C' Primary School watch television at home. However, there is a weak positive relationship between time pupils spend in watching television and their academic performance contrary to the expectation of a strong positive or negative relationship by the researcher. It was revealed that the following factors have affected the result: Pupils had poor estimation of time spent in television viewing. There was evidence of misinformation by pupils. Finally, it revealed that there are other factors that influence academic performance.

The weak positive relationship is attributed to factors such as parents and teachers' control of pupils' time for watching television and the programmes. There were also isolated cases revealing a negative relationship, which could not be concretely proved.

5.3 Recommendations.

The study reveals that all pupils watch television at home and are always confronted with a choice either to do studies or watch television. The researcher, therefore, suggest that parents and teachers should control pupils on the time spent in viewing television and guide pupils on the type of programmes to watch. Since the television watching by pupils proved a weak positive relationship with academic performance, it will be helpful to include some television programmes in academic work for better performance.

5.4 Suggestions for further research.

The researcher suggests that the same study can be conducted in a different environment and in a larger scale to include many pupils.

Further research can be done on the time pupils spend in watching television and its effects on their physiological development.

Since the study did not establish any relationship between time spent in watching television and academic performance it will be important to investigate on which factors have direct relationship with pupils' academic performance.

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APPENDIX I.

QUESTIONNAIRES FOR PUPILS IN KAREN 'C' PRIMARY SCHOOL NAIROBI.

(Strictly confidential and is only for academic purpose).

Dear pupil,

I am Br. Aabeisie Isidore Nelson, a student in Tangaza college of the Catholic University of Eastern Africa. I am conducting a study of the effects of time spend in watching television on their academic performance. The result of this research will be helpful to pupils, teachers, parents, the television programmers, and the general public. You are kindly requested to respond to the questions to the best of your knowledge to help the researcher arrive at a good conclusion. Be assured that all information collected is highly confidential. Thanks in advance for your contributions.

I. Background information of the respondent.

NAME (OPTIONAL)-----

AGE

SEX Male FEMALE

POSITION OF BIRTH IN FAMILY E.G. 1ST, 2ND, 3RD, 4TH... LAST BORN.

CLASS SCHOOL -----

II Data on time pupils spent in watching television

1. Do you have a television at your home? Yes No
 2. If you do not have a TV in your house, do you have an access to TV?
No Yes
 3. Which is your most interesting programme
-

4. About how much time do you spend before TV every day? Write the time in the boxes below in hours, minutes or both.

HOURS	MINUTES

II. TV watching and academic work

5. Do your parents allow you to watch TV? Tick one. Yes No
6. Give reasons to you answer in question five above.-----

7. If there is a choice to be made between, watching your most interesting programmes and doing your homework, which will you, choose? Tick one of them. Programme Television
8. Give reasons for your answer.

-
9. If you have one hour and you are to apportion your time for your favourite programme and homework, how will you do it? Write the time for homework and for the programme below. Together should make one hour.

ACTIVITY	TIME ALLOCATED
Number of minutes spent on homework	
Number of minutes spent of TV programme	
Total	60 minute

10. Do you think that TV helps you to know more or it affects your studies?
Tick one of these. TV is very helpful TV takes off my study time

11. What do you consider the benefits of television as far as your schoolwork is concerned? -----

12. Are you ever punished for non-completion of homework? Yes No

13. What position in class did you obtain last term?

14. What was your total score/marks out of 500?

Thank you for answering the questions.

GOD BLESS YOU

APPENDIX II

QUESTIONNAIRES FOR A PARENT WITH PUPILS/PUPIL IN KAREN 'C' PRIMARY SCHOOL NAIROBI.

Strictly confidential and is only for academic purpose).

Dear Parent,

I am Br. Aabeisie Isidore Nelson, a student in Tangaza College of the Catholic University of Eastern Africa. I am conducting a study of the effects of time pupils spent in watching television on their academic performance. The result of this research will be helpful to pupils, teachers, parents, the television programmers, and the general public. You are one of the few parents I have selected to help me arrive at good result of the research. You are kindly requested to respond to the questions to the best of your knowledge to help the researcher arrive at a good conclusion. You will be doing me a great favour if this questionnaire is sent back to me through your child. Be assured that all information collected is highly confidential. Thanks in advance for your contributions.

I. Personal background information.

NAME (OPTIONAL)-----

AGE

SEX MALE FEMALE

STATUS MARRIED SINGLE

PLACE OF RESIDENCE -----

II. Data on time pupil sent in watching television.

1. On average how long do your child/children spend in watching TV every day?

Write the time in hours and minutes under the heading in the box below.

HOURS	MINUTES

2. Does the TV watching inhabit concern in your family? Yes No

3. If yes, how? Explain -----

TV. Watching and academic performance

4. Has any of your children ever failed to present his/ her homework because he / she over spent the time on TV? Tick one. Yes No

5. Do you think that the watching of the TV by your child helps her/him in the academic performance? Tick one of these. Yes No

6. If your answer is yes in the above, give reasons.

7. Do you have evidence of positive lessons that your children learn on TV?
Explain. -----

8. Do your child/children neglect homework in favour of TV? Yes No

Thank you for answering the questions.

GOD BLESS YOU.

APPENDIX III

QUESTIONNAIRES FOR TEACHERS IN KAREN 'C' PRIMARY SCHOOL NAIROBI.

(Strictly confidential and is only for academic purpose).

Dear Teacher,

I am Br. Aabeisie Isidore Nelson, a student in Tangaza College of the Catholic University of Eastern Africa. I am researching on the effect of the time pupil spent in watching television on their academic performance. The result of this research will be helpful to pupils, teachers, parents, the television programmers, and the general public. You are one of the few teachers I have selected to help me arrive at a good result on this research. You are kindly requested to respond to the questions to the best of your knowledge to help the researcher arrive at a good conclusion. Be assured that all information collected are kept are highly confidential. Thanks in advance for your contributions.

I. Personal background information.

NAME (OPTIONAL)-----

AGE FEMALE STATUS SINGLE

SEX MALE MARRIED

SCHOOL -----

II. Data on time pupil spent in watching television.

1. Do you think the hours pupils spend in watching the TV has any influence on their academic performance? Tick one of these. Yes No.

2. What positive aspect do you think they learn from television watching? Explain

3. What negative aspect do they learn from the television watching? Explain.

4. From your experience as a teacher, would you recommend children to watch television? Yes No
5. If yes how long do you think will be practicable and useful? Write the time as specified under.

HOURS	MINUTES

6. Give reasons -----

7. If your answer to question six is no give reasons

8. What types of TV programmes would you recommend your pupils to watch?

Thank you for answering the questions.
GOD BLESS YO

APPENDIX IV

Time pupils spend in watching TV and its effect on their academic performance.

NAME	x	x	x^2	y^2	xy
	240	20	57600	400	4800
	270	34	72900	1156	9180
	240	12	57600	144	2880
	285	2	81225	4	570
	285	10	81225	100	2850
	240	5	57600	25	1200
	90	11	8100	121	990
	270	4	72900	16	1080
	300	23	90000	529	6900
	480	17	230400	289	8160
	270	25	72900	625	6750
	330	31	108900	961	10230
	300	19	90000	361	5700
	360	13	129600	169	4680
	45	2	2025	4	90
	30	2	900	4	60
	35	14	1225	196	490
	30	14	900	196	420
	40	13	1600	169	520
	120	37	14400	1369	4440
	120	35	14400	1225	4200
	120	40	14400	1600	4800
	30	28	900	784	840
	60	9	3600	81	540
	150	15	22500	225	2050

125	10	15625	100	1250
135	17	18225	289	2295
150	20	22500	400	3000
150	17	22500	289	2550
120	11	14400	121	1320
~120	17	14400	289	2040
90	16	8100	256	1440
180	13	32400	169	2340
180	12	32400	144	2160
180	12	32400	144	2160
180	20	32400	400	3600
215	12	46225	144	2580
210	20	44100	400	4200
60	25	3600	625	1500
60	25	3600	625	1500
30	23	900	529	690
75	21	5625	441	1575
90	30	8100	900	2700
80	30	6400	900	2400
90	20	8100	400	1800
105	29	11025	841	3045
150	23	22500	529	3450
165	25	27225	625	4125
165	26	27225	676	4290
150	26	22500	676	3900
150	21	22500	441	3150
150	23	22500	529	3450
150	21	22500	441	3150
210	30	44100	900	6300
200	28	40000	784	5600
60	44	3600	1936	2640

60	30	3600	900	1800
90	49	8100	2401	4410
90	45	8100	2025	4050
80	33	6400	1089	2640
90	42	8100	1764	3780
150	41	22500	1681	6150
260	36	67600	1296	9360
90	38	8100	1444	3420
150	37	22500	1369	5550
150	4	22500	16	600
120	32	14400	1024	3840
80	12	6400	144	960
60	10	3600	100	600
180	3	32400	9	540
180	5	32400	25	900
95	1	9025	1	95
150	10	22500	100	1500
150	18	22500	324	2700
150	16	22500	256	2400
130	5	16900	25	650
150	13	22500	169	1950
150	15	22500	225	2250
90	7	8100	49	630
80	9	6400	81	720
80	9	6400	81	720
80	6	6400	36	480
60	3	3600	9	180
85	6	7225	36	510
90	11	8100	121	990
100	13	10000	169	1300
75	19	5625	361	1425

90	19	8100	361	1710	
80	20	6400	400	1600	
90	16	8100	256	1440	
85	14	7225	196	1190	
60	7	3600	49	420	
90	2	8100	4	180	
60	6	3600	36	360	
60	10	3600	100	600	
90	10	8100	100	900	
60	7	3600	49	420	
60	10	3600	100	600	
90	18	8100	324	1620	
60	5	3600	25	300	
50	4	2500	16	200	
60	3	3600	9	180	
150	1	22500	1	150	
320	4	102400	16	1280	
120	10	14400	100	1200	
110	10	12100	100	1,100	
120	3	14400	9	360	
120	10	14400	100	1200	
120	9	14400	81	1080	
130	4	16900	16	520	
60	6	3600	36	360	
60	9	3600	81	540	
160	20	25600	400	3200	
60	6	3600	36	360	
150	17	22500	289	2550	
60	7	3600	49	420	
480	25	230400	625	12000	
TOTAL	15765	1972	2978675	47990	275760

Appendix V

BUDGETING.

The researcher's estimated budget is about twenty thousand (20,000) Kenya shillings. This will include; transport, films and printing of photographs, ink and paper for computer, scanning of pictures, labour for typing and gifts for some people who might be helpful to the researcher in his work.

BUDGET PROPOSE FOR THE RESEARCH IN KENYA SHILLINGS.

ITEM	NO	PER UNIT COST	TOTAL
STATIONERY	-	-	2000
FILM / PRINTING	2	500	1000
TRANSPORT	20	100	2000
COMPUTER INK	2	3500	7000
SCANNING PICTURE	10	100	1000
TYPING COST	5	1000	5000
MISCELLANEOUS	-	-	2000
TOTAL			20,000

Saint Mary's University of Minnesota/USA Nairobi Campus

Christ the Teacher Institute for Education
Tangaza College
P.O. Box 15055
P.C. 00509 Langata
Nairobi, Kenya

011-254-2-89-0339 (office)
011-254-2-89-1407 (messages)
011-254-2-89-0018 (fax)
xtcach@kenyaweab.com

20 January 2003

To Whom It May Concern:

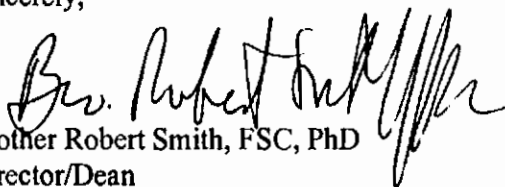
Brother Aabeisie Isidore Nelson, FIC (#0001) is a fourth-year full time student in good standing at Christ the Teacher Institute for Education. In May, he will be graduating with a B.Sc.Ed. As part of his final semester, he is enrolled in a research seminar, during which he is to conduct research and gather informational data regarding various issues, leading to the writing of a major paper. His lecturer for this course, and the person responsible for directing his research, is Mr. David M. Gaiti, one of our lecturers in Geography.

Christ the Teacher Institute for Education is an institute in the School of Education of Saint Mary's University of Minnesota/USA. It is also an institute within Tangaza College, one of the constituent colleges of the Catholic University of Eastern Africa.

In order to accomplish his work, I respectfully request that you allow Brother Nelson the courtesy of having access to your institution or program for the purpose of gathering data, all of which will be shown to and discussed with you.

Thank you for your kind consideration of this request. Please contact me if I can provide additional information, clarification, or amplification of anything above.

Sincerely,



Brother Robert Smith, FSC, PhD
Director/Dean

Associate Dean, School of Education, Saint Mary's University of Minnesota
Dean, Nairobi Campus, Saint Mary's University of Minnesota





Saint Mary's University of Minnesota/USA Nairobi Campus

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011-254-2-89-0339 (Office)
011-254-2-89-1407 (Messages)
011-254-2-89-0018 (Fax)
xteach@kenyaweb.com (email)

TO: Mr. David Gaiti
FROM: Br. Mark
RE: RESEARCH PERMITS
DATE: 07 March 2003

A copy of the Letter of Research Authorization from the Ministry of Education, Science, and Technology is on the reverse side of this memo for the following students in CGE 496 Geography Research:

Reg. #	Name
9901	Abunya Moses (Br.)
0001	Isidore Nelson (Br.) ✓
0115	Trust Machaya (Br.)
0033	James Omara (Br.)
9914	Peter Kombe (Br.)
9930	Orbora, S. Lorongo (Mr.)
9908	Hongoli, Polycarp (Br.)

Thank you.

Cc: CTIE Admin.

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334111

When replying please quote

Ref. No. MOEST 13/243/7
and date



JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040
NAIROBI

7th March 20...03

The Dean of Studies
Saint Mary's University of Minnesota /USA
Nairobi Campus
Christ the Teacher Institute for Education
Tangaza College
P.O. BOX 15055
P.C. 00509 Langata
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Please refer to your letter dated 24th February, 2003 on the above subject

I am pleased to inform you that the following seven students of Tangaza College whose names appear on the attached list have been authorised to conduct research on the topics shown against their names in Nairobi Province and Marsabit District.

It is noted that the research is a partial requirement for their term paper for the completion of CGE 496 Geography Research II.

Advise the students to report to the Provincial Commissioner Nairobi, the Provincial Director of Education Nairobi, the District Commissioner Marsabit and the District Education Officer Marsabit before embarking on their research project.

Yours faithfully


A. G. KAARIA

FOR: PERMANENT SECRETARY/EDUCATION

FOR PERMANENT SECRETARY
MINISTRY OF EDUCATION

- CC
- The Provincial Commissioner
Nairobi
- The Provincial Director Education
Nairobi
- The District Commissioner
Marsabit
- The District Education Officer
Marsabit