

**ANALYSIS OF MEDIA PROGRAMMES AMONG THE ADOLESCENTS
IN NIGERIA: INTERNET AND TELEVISION PROGRAMMES AS A
FOCUS**

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Abstract

The purpose of this study was to investigate the amount of time spent on television and internet by adolescent boys and girls of junior secondary school students. Descriptive research design using survey method was adopted. The population for the study was drawn from six (6) junior secondary schools in Ika North, Ukwuani, Ndokwa, Aniocha and Oshimili, Ika South Local Government Areas in Delta North Senatorial District. Three hundred and fifty (350) junior school students were randomly selected using proportional sampling technique. The instrument used for the collection of data was questionnaire. The data collected was statistically analyzed using Mann-Whitney U test, at a significant level of 0.05. The result revealed that adolescent boys (80.3%) spent more time viewing television and Internet (44.0%) than adolescent girls who spent (39.5%) & (66.8%) on internet and television respectively. Based on these findings, it was recommended that adolescents should be selective in their choice of programmes on television and internet and they should reduce time spent to between 30 minutes to one hour daily or even watch on alternate days and not on daily basis.

Key words: Media, internet, Television,
Viewing and Adolescent.

Television is an electronic device which
transmits pictures and sound. It is used

for entertainment information and commercials. Messages sent out on the television by many entertainment industries reflect values that are alien to our local culture and often promote materialism, crime, violence, and immorality. National Foundation for Family Research (NFFR2001) Adolescents are exposed to indecent dressing, models and videogames (Swing 2010) However with access to the internets, students have access to search for - information on the web that will enrich their academic contents, It makes all kinds of data transmissions faster. It gives access to information from all over the world, an incentive to combine and evaluate this information. As a result of its fluid capabilities, the Internet has more current up to date information than books (National Academics, 2006). However, the Internet also has limitations and dangers. American Academy of Pediatrics 2001(AAP) affirmed that the activities adolescents engage in alone like e-mail, visit the chatrooms, sending messages to unknown friends, unregulated information, access to sexual materials, instruction for making bombs, and-- long hours of use on irrelevant damaging information may have effects on adolescents physical, cognitive and emotional well being and development.

(American Academy of Pediatrics 2001), (AAP) Degenova and Rice (2002) reported that the average American family watched 30 hours of

television a week and children of ages 2 to 5 years viewed television for 14 hours per week. Many children and adolescents spent hours every day online, browsing the Internet. Many parents complained that their children spent even more time online than they used in watching television (Santrock 2005).

Numerous surveys have attempted to measure how frequently children use the internet at home. Estimates varied from as high as several hours a day, to as low as 3 hours a week, (University Communication Laboratory Analysis Internet Project (2003). (UCLA) Media exposure among African-American of 8-18 years old, averaged just over 9 hours daily (Santrock 2005) -A study in Nigeria revealed that an average Nigerian youth spent about 4 hours daily watching television and about 6-7 hours of the internet, some did- all night browsing (New Nigeria, 2005) According to Frost (2006), the number of televisions worldwide was estimated to stand at 1.5 billion- with many- more viewers. A global study conducted by Greerifield and Yan (2006), showed that averagely people watch television for just over three hours each day. Roberts, (2004) found out that 8-18 years old boys spent more time watching television than- girls, but girls spent considerable time listening to music. Boys use -computer and video games more than girls. According to Dacey and Travers (2002), spending 10-20 hours

per -week, watching television (1½ hours- to 3 -hours per day) is considered significant amount. Light Viewing- could be said to be 30 minutes to one hour: daily (31/2 hours to 7 hours weekly).

According to Conner (2008), using the internet for -less than- two hours a week such as 17minutes per day is normal or light. One becomes a Heavy user if online for more than 18 hours a week (2.57minutes, approximately 3hrs per day). When an adolescent spends time that is more than 10 hours a day on line (70hrs per week) in non-work related activity is classified as a compulsive and potentially addicted user.

Statement of the Problem

We are living n exponential times; over one billion people in the world have access to the Internet. Children go to the internet for information, entertainment, relationships and support Conner (2008) discovered the following research facts, that:-

- a) Women are now on-line more than men
- b) 11% of the people going on-line, are becoming compulsive or addicted.
- c) 20% of the 'people going on-line will experience clear negative impacts to their life,
- d) Use of the Internet is a contributing factor in nearly 50% of all families.

Nearly 20% of the people going on-line will encounter one or more of the following problems.

- i) Personal neglect,
- ii) Isolation and avoidance from people,
- iii) Lost productivity,
- iv) Depression,
- v) Marital problems,
- vi) Sexual addiction,
- vii) Gambling away savings,
- viii) Internet abuse in the workplace,
- ix) Academic failure.
- x) Kids staying up all night (Miriam,2001).

Adolescence's television viewing has been of concern to parents, educators, psychologists and health care providers for almost as long as the medium itself has been in existence. Krait and Patterson, (1993) studies focused on children's exposure to potentially harmful content, such as violence,sex,-or food advertising.

Papadekis (2001) suggests that the amount of time adolescents spend in front of the screen is an important predictor of cognitive, behavioral, and physical outcomes in adolescents, inducing school performance, bullying, attention, and weight status. Accordingly, the American Academy of Pediatrics (MP)(2001) currently suggests that 'pediatricians recommend to parents that they limit children's total media time (with entertainment media) to no more than 1 to 2 hours of quality

programming per day and to remove television sets from children's bedrooms.

The amount of time the adolescents spend online and in front of television is being challenged and extended in, speed that is inaccessible to their parents, and teachers in Delta State. This study is conducted to better understand the individual, familial, and socio-cultural forces that shape adolescent's television viewing and internet use, and to identify possible simple approaches that parents and educators can use to help reduce adolescent's television-viewing time and use of internet.

The researcher intends to determine the differences between adolescent boys and girls on amount of time devoted to watching television the internet.

Purpose of the Study

To determine the differences between adolescent boys and girls on the amount of time devoted to watching television and using the Internet.

Research Questions

The following research questions guided the study:

- 1) Are there significant differences between adolescent boys and girls on time spent visiting and viewing television?
- 2) Are there significant differences between adolescent boys and girls

on time spent visiting and using the internet?

Hypothesis

- 1) There is no significant difference between adolescent boys and girls on time spent visiting and viewing television.
- 2) There is no significant difference between adolescent boys and girls on time spent visiting and using the internet.

Methodology

Population: The total population for this study comprised of all adolescents in Junior Secondary Schools in Ika North, Ika South, Ndokwa, Aniocha, Oshimili, Ukwuani L.G.A of Delta State.

Research Design: Descriptive research design using survey method was used. Data was collected from subjects using questionnaire.

Sample and Sampling Technique

Two junior secondary schools each were randomly selected from Ika North, Ika South, Ndokwa, Aniocha, Oshimili, Ukwuani Local Government Areas in Delta State using hat drawn method of random sampling techniques. The population of the six schools was five thousand eight hundred and fifty three (5,853) according to Ministry of Education, Planning, Research and Statistics Department Headquarter, Asaba. Three hundred and fifty (350) respondents were used as

sample for this study based on Krejcie and Morgan (1970)'s recommendation that three hundred and fifty (350) is accepted for a large population and that five percent (5%) of the selected population is alright. Proportional sampling technique was used to select

fifty (350) is accepted for a large population and that five percent (5%) of the selected population is alright. Proportional sampling technique was used to select sample for this study as described by Miles (2001) that it gives every member of the population equal and independent chance of being selected or included in the sample.

Instrument for Data Collection

A questionnaire, was developed by the researchers based on the objectives set, research questions and formulated hypotheses. The questionnaire was divided into two sections — 'A' and 'B'. Section A elicited personal data from the subjects such as age, school, gender, class. Section 'B' contained questions designed to elicit information on levels of computer literacy, amount of time devoted to watching the television and Internet daily/weekly, and activities performed mostly at the internet. The questionnaire used was a closed

ended question made up of objective-like questions, checklist and categorical responses.

Reliability of the Instrument

The split half method was selected within the Statistical Package for the Social Sciences (SPSS) for testing reliability coefficient to determine the internal consistency of the respondents to the items on the questionnaire with the reliability coefficient of 0.835 and the internal consistency coefficient of 0.794. Procedure for Data Analysis Data collected were statistically analysed using descriptive statistics like frequencies, percentages, mean and standard deviation. The Null Hypotheses involved in the study was tested with Man-Whitney U test and the Hypothesis was tested at 0.05 level of significance.

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Table 1: Length of Time Respondents Spent on Television and Internet by Gender Classification

| Time spent Daily/Weekly | | Internet | | Television | |
|-------------------------------------|-----------------------|--------------|--------------|---------------|---------------|
| Daily | Weekly | Male | Female | Male | Female |
| HEAVY USERS 1½ - 2 hrs/day | 10 ½ - 14 hrs/week | 56 (29.0) | 36 (22.9) | 85 (44.0) | 69 (43.9) |
| 3-4hrs/day | 21-28hrs/week | 10 (5.2) | 10 (6.4) | 36 (18.7) | 16 (10.2) |
| 4-5 hrs/day | 28-35hrs/week | 07 (3.6) | 09 (5.7) | 07 (3.6) | 07 (4.5) |
| 6-7 hrs/day | 42-49 hrs/week | 05 (2.6) | 04 (2.5) | 11 (5.7) | 09 (5.7) |
| 8 hrs and above/day | 56hrs and above/week | 07 (3.6) | 03 (1.9) | 16 (8.3) | 04 (2.5) |
| Total of Heavy Users | | 85 (44.0) | 62 (39.5) | 155 (80.3) | 105 (66.8) |
| TOTAL USERS 30mins-1hour per day | 3½ - 7 hours per week | 60 (31.1) | 30 (19.1) | 27 (14.0) | 44 (28.1) |
| MON-USERS | | 48 (24.9) | 65 (41.4) | 11 (5.7) | 8 (5.1) |
| Total | | 193 (100) | 157 (100) | 193 (100) | 157 (100) |

Note that: Figures in parentheses are the percentages

Table 1 shows at a glance the difference that existed between male and female heavy, light and non-users of Internet and television.

The frequency breakdown of heavy users in Table I revealed that 56 (29.0%) of the boys used the internet for 1 1/2 -2 hours daily (10 1/2 - 14 hours per week as against 36 (22.9%) females who use the internet for the same period. A total of 10 (5.2%) and 10 (6.4%) males and females respectively spent 3-4 hours per day (21-28 h per week) using the Internet, while 7 (3.6%) males spent 4-5 hours daily (28-35 hours per week) as against 09 (5.7%) females who spent the same number of hours on the Internet. Only 05 (2.6% male spent up to 6-7 hours per day (42-49 hours per week) on the Internet while 04 (2.5%) females spent the same time. 7 (3.6%) males spent more than 8 hours per day (56 hours and above per week) on the internet, while 03 (1.9%) females spent the same number of hours.

time using the Internet and watching television than girls. Boys were more heavy users than girls. This is evidenced in the high number of males recorded as heavy users of

Among the adolescents who watched television, the males accounted for 85 (44.0%) of the total number of heavy viewers spending 1 1/2 -2 hours per day, while, the females were 69 (43.9%) who spent the same number of hours. 36 (18.7%) males and 16 (10.2%) females accepted that they spent 3-4 hours daily (21.28 hours per week) watching television and a total of 11 (5.7%) males and 09 (5.7%) females spent 6-7 hours daily (42-49 hours weekly), while equal number of viewers 07 (3.6%) males and 07 (4.5%) females were recorded for 4-5 hours daily (28-35 hours weekly) and 16 (8.3%) males spent 8 hours and above per day (56 hours and above per week) watching television against 04 (2.5%) females who spent the same period.

Based on the analysis so far discussed from Table 1, it could be inferred that differences existed between the time spent on television and Internet by adolescent boys and girls. This was because boys seemed to spend more time on internet 85 (44.0%) and 155 (80.3%) males for television as against 62 (39.5%) and 105 (66.8%) females for Internet and television respectively. It could also be seen that the highest

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percentage of females were light users of Internet and television, with a record of 60 (31.1%) and 44 (28.1%) number recorded as light users for male and female for television and internet as against 30 (19.1%) and 27 (14.0%) recorded as light users for girls and boys. Also

'boys use the internet more than girls as this was evidenced in the high percentage 65 (41.4%) of non-users of internet among the girls as against 48 (24.9%) non-users of Internet among the boys. Also, 11 (S.7%) males were non-users of television as compared to 08 (S.1%) for females.

Table 2: Gender Distribution of Frequency of Visiting the Internet and Watching Television

| S/No | Frequency of Internet Visit | Internet Male | Female | Television Male | Female |
|------|-----------------------------|---------------|--------------|-----------------|--------------|
| A | Once daily | 12 (6.2) | 10 (6.4) | 45 (23.3) | 22 (14.0) |
| B | Twice daily | 09 (4.6) | 04 (2.5) | - | - |
| C | Once a week | 28 (14.5) | 14 (8.9) | 09 (4.6) | 07 (4.5) |
| D | Twice a week | 18 (9.3) | 13 (8.3) | 09 (4.6) | 09 (4.5) |
| E | Twice a month | 14 (7.3) | 07 (4.5) | 03 (1.6) | 01 (0.6) |
| F | Only after school hours | 18 (9.3) | 21 (13.4) | 21 (10.9) | 25 (15.9) |
| G | Only on weekends | 31 (16.1) | 20 (12.7) | 17 (8.8) | 14 (8.9) |
| H | Always | - | - | 35 (18.2) | 27 (17.2) |
| I | Sometimes | - | - | 14 (21.3) | 46 (29.3) |
| J | Never | 48 (24.9) | 65 (41.4) | 11 (5.7) | 08 (5.1) |
| K | Any other | 15 (7.8) | 03 (1.9) | 02 (1.0) | - |

| | | | | |
|--------------|--------------|--------------|--------------|--------------|
| Total | 193 (100) | 157 (100) | 193 (100) | 157 (100) |
|--------------|--------------|--------------|--------------|--------------|

Figures in parentheses are the percentages

Internet Use

Data in Table 2 indicates that 12 (6.2%) of the boys visited the Internet once and 10 (6.4%) of the girls visited the internet once daily. A total of 09 (4.6%) and 04 (2.5%) males and females visited the Internet twice daily respectively. For those who visited the internet once a week 28 (14.5%) males and 14 (8.9%) females were recorded while 18 (9.3%) and 13 (8.3%) males and females claim to visit the internet twice a week respectively. 14 (7.3%) males visited the internet twice a month while 07 (4.5%) females visited within the same period. 18 (9.3%) and 21 (13.4%) males and females respectively claimed they only went to the internet after school hours, while 31 (16.1%) males and 20 (12.7%) females went to internet only on weekends, 48 (24.9%) males and 65 (41.4%) females never visited the Internet. Also, 15 (7.8%) males and 03 (1.9%) females said their visitation to internet depended on availability of fund and time at their disposal.

Television Use

For those who watched television 45 (23.3%) males and 22 (14.0%) females watch the television once daily to listen to news while 09 (4.6%) males and 07 (4.5%) females claimed they watched television once a week and twice a week 03 (1.6%) males and 01 (0.6%) females watch television twice a month only. 21 (10.9%) males watched only after school hours as against 25 (15.9%) females. 17 (8.8%) males said they watched television only on weekends as against 14 (8.9%) females who watch during the same period. 35 (18.2%) of the boys said they watched television always and 27 (17.2%) of the girls also said, they always watched television always. Majority, of the students claimed they did not have time for television, this was revealed by 41 (21.3%) of the boys who sometimes watched television as against 46 (29.3%) of the girls who said that they sometimes watched television too, but not always. 19 (5.4%) never used the television because their parents did not allow them and they do not

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even have them at home. Among these were 11(5.7%) boys and 08 (5.1%) girls, 02 (1.0%) of the boys' claimed they watched television only when it was convenient for them, that is when not busy at home or with school assignment. The breakdown of the analysis revealed that boys were more frequent users of television and 'internet as they

visited the internet and used the television more than the girls, though the gap between the frequencies of the males/females, figure 1: 925 close, it can be said, the frequency of visit is almost equal as the differences between number of adolescents who visited at a particular time was very slight and negligible.

Mann Whitney U Test of Television and Internet Time of Adolescent Boys and Girls

| Sources of variance | Gender | N | Mean Rank | Sum of Ranks | Mann-Whitney U | Wilcoxon W | Z-Cal | Z-Crit | Sig. |
|----------------------------------|--------|-----|-----------|--------------|----------------|------------|-------|--------|------|
| Frequency of visit to internet | Male | 193 | 176.99 | 34512.50 | 14822.500 | 26912.500 | 1.372 | 1.96 | .17 |
| | Female | 157 | 173.63 | 26912.50 | | | | | |
| | Total | 350 | 350.62 | 61425.00 | | | | | |
| Time internet daily | Male | 193 | 166.41 | 32449.00 | 13339.000 | 32449.000 | 2.139 | 1.96 | .03 |
| | Female | 157 | 186.41 | 28976.00 | | | | | |
| | Total | 350 | 353.35 | 61425.00 | | | | | |
| Time internet weekly | Male | 193 | 159.08 | 31320.00 | 11910.000 | 31020.000 | 3.565 | 1.96 | .00 |
| | Female | 157 | 196.16 | 30405.00 | | | | | |
| | Total | 350 | 355.24 | 61425.00 | | | | | |
| Frequency of watching television | Male | 193 | 161.47 | 31486.50 | 12376.500 | 31486.500 | 3.006 | 1.96 | .00 |
| | Female | 157 | 193.15 | 29938.50 | | | | | |
| | Total | 350 | 354.62 | 61425.00 | | | | | |
| Time on television daily | Male | 193 | 171.04 | 33352.50 | 14242.500 | 33352.500 | 1.101 | 1.96 | .27 |
| | Female | 157 | 181.11 | 28072.50 | | | | | |
| | Total | 350 | 352.15 | 61425.00 | | | | | |
| Time on television weekly | Male | 193 | 289.96 | 37042.00 | 12293.000 | 24383.00 | 3.176 | 1.96 | .00 |
| | Female | 157 | 157.31 | 24383.00 | | | | | |
| | Total | 350 | 347.27 | 61425.00 | | | | | |

Key

Sig = Significant

RULE

NS = Not Significant

reject

Z Cal = Z-calculated

Decision

If Z-cal > Z-Critical

Z-cal < Z-critical –accept H₀

Table 3 reveals that the number of observation from the two groups (males/females) stood at 193 and 157 each with the mean rank and the sum of ranks for the two groups of males and females with the test statistics to reveal the differences among the samples in term of time spent on television and internet.

Internet Use

The result in Table 3 revealed that for frequency of visit to internet, the computed Z-test value of 1.372 is less than the Z- critical value of 1.96 for a two tailed test at the .05 level of significance ($z\text{-cal} < 1.96$) and the observed probability level of significance (.170) is greater than 0.05 ($P > 0.05$).

Recommendations

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

1. Teachers and Parents should teach clear goals on use of Internet. Operational guidelines must be set up regarding time use, adult supervision, and problem solving.
2. Teachers and parents should talk to their young ones about potential online dangers, for example, sexual victimization, initiation into cultism, addiction, exposure to pornography and criminal activities,

3. All media executives should regulate their programmes to foster appropriate educational programmes. For example, documentaries, quizzes, debates, personality interviews with heroes.
4. Limit adolescent's total media time to no more than 1 to 2 hours of quality programming per day.
5. Remove television sets from children's bedrooms.
6. Monitor the shows children and adolescents are viewing. Most programs should be informational, educational, and nonviolent.
7. View television programs along with children, and discuss the content. Use controversial programming as a stepping-off point to initiate discussions about family values, violence, sex and sexuality, and drugs.
8. Support efforts to establish comprehensive media-education programs in schools.

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