

# LEARNERS' PERCEIVED UTILIZATION OF ELECTRONIC MEDIA FOR ACADEMIC ENHANCEMENT AMONG UPPER PRIMARY SCHOOL PUPILS IN LAGOS, NIGERIA

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## ABSTRACT

*This study examined the utilization of electronic media for academic enhancement among upper primary school pupils in Lagos, Nigeria using a questionnaire as a tool for obtaining data. It targeted 300 primary school pupils of 155 males and 145 females between 8 to 12 years old. The study adopted a descriptive research design of survey type. Purposive sampling technique was used to sample the 300 upper primary school pupils from the target population. The questionnaire was validated and tested for reliability and it yielded 0.85. Two research questions were raised for the study. Percentages and charts were used to analyse the responses from the respondents. Two third of the sample size 183(75.0%) claimed that electronic media utilization development pupils towards their academics. Furthermore, majority of the respondents 161(58.5%) believed that electronic media help in solving academic problems of the pupils. Apart from these positive effects, negative impacts of electronic media outweigh the positive impacts according to the teachers included. 80.0% of the respondents indicated that electronic media negatively affect pupils' academic enhancement. 216(78.5%) submitted that the excessive use of electronic media causes low academic grades. It was therefore recommended that primary school pupils should be monitored by their parents on the type of content of electronic media their children are exposed to in order not to be influenced negatively. Effort should be geared towards the enhancement of media literacy at all level. There is a need for improving the quality of programme content for students especially primary school pupils.*

**Keywords:** Electronic Media, Utilization, Enhancement, Upper primary

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## INTRODUCTION

Primary school pupils are children of tender age between four to ten years. This is a time when the child becomes conscious of television and movie characters. Historically, familiar characters have attracted children from an early age. The expansion of children's media in recent years through sources such as cable TV and video games has greatly increased the number and variety of such characters and their

related toys. The electronic media are designed to expand the pupil's knowledge of society and the larger world, develop creativity, encourage problem-solving, role-playing, and improve literacy and vocabulary.

A typical example of such a media application is the flipped classroom. The flipped classroom is a classroom where homework is done by the pupils at school and school work is done at home. The school work is the recorded lessons' videos adopted or adapted by the teachers on all the topics in any subject of interest. The pupils will need to watch the video at home online or offline through electronic media like internet, TV with DVD player in the absence of the teacher. Then, do the homework (assignments) in the class in the presence of the teacher who will render assistance in the area of difficulties and monitor their learning progress (Yusuf, Makinde & Malik, 2017).

Newton (2009) identifies some functions of electronic media as: (i.) it provides reliable, verifiable, adequate and complete information's but further objectivity is needed in arranging the information for the audience; and (ii.) it provides education that is a powerful and economical tool for knowledge and has great potential if used imaginatively and with vision. The media can also be used to raise awareness and educate the masses to overcome various social problems and the development of civic sense; (iii.) it is considered as the power of electronic media that Influence Public Opinion. Electronic media have a great potential to influence and analyze various national and international issues, suggest various options, weigh the best option to arrive at the correct solutions to guide their audience; and (iv.) it caters for a wide range of entertainments for tastes and requirements of almost all the segments of the society.

The study by Shabi and Udofia (2009) explicate that as Obama in his speech pinpointed that children cannot accomplish unless they raise their expectations and turn off television sets. Active learning from books is better than passive learning such as watching televisions and playing games. Furthermore, Anonymous (2008) in one of his study opines that students who watched four or more hours of television decline their grades from 36% to 29% while the students watching an hour or less per weekday mostly increased their grades from 20% to 29%. Schmidt and Vandewater (2008) concluded that children who are at liberty viewer of TV are found to lose their concentration as compared to the children watch less the media. Apart from the negative effects of electronic media over viewers, they further established that educational programs are positively associated with academic outcomes while the entertainment programs negatively affect academic performance.

Researches indicate that children in Nigeria and in Lagos which is the limited area of this work using a wide variety of audio-visual media. This has become part of children's environment, as television programmes are being made for infants, toddlers and teenagers. On the positive side of it, there is evidence that carefully designed TV programme used at an adequate time and period can be educational.

The electronic media contributes immensely to the academic enhancement of learners by providing important sources of information. It also plays a role in the transmission of

attitudes, perception and beliefs. Dominick (2003) emphasises that television was an influential force when the following factors are operational:

- i. The same ideas, people or behaviours recur consistently from programme to programme;
- ii. Heavily exposure of a child to TV content; and
- iii. A child limited interaction with parents and other influencing agents and lacks a standard against which to assess media portrayals.

The need to remodel scientifically based practical answers to important questions about media effects on the physical and mental of children was now very necessary. However, the study so far did not consider electronic media utilization like Internet, Radio, Cable TV and Handsets on primary school pupil's academic enhancement which is the gap this research come to fill.

### **Statement of Problem**

The electronic media and all air programmes for children's consumption are to fulfil their social responsibility theory. But electronic media create a problem by showing exaggeration and tricks which poses a wrong impression on the minds of the children. It hard for primary school pupils to make tangible decisions for themselves concerning their total well-being, academics and future because of what they learn from the electronic media usually leads them to confusion and melancholy. Thus, this study focused on the likely effect of usage of the electronic media on the academic enhancement of primary school pupils in Lagos state, Nigeria.

### **OBJECTIVES OF THE STUDY**

The main purpose of this research was to study the utilization of electronic media on the academic enhancement of upper primary school pupils in Lagos state, Nigeria. In this regard, the following objectives were designed:

1. to examine the use of electronic media by upper primary school pupils in Lagos state, Nigeria
2. to find out the influence of electronic media usage on the academic enhancement of upper primary school pupils in Lagos state, Nigeria

### **Research Questions**

1. What is the use of electronic media by primary school pupils in Agege, Lagos State?
2. What are the influences of electronic media usage on the academic enhancement of upper primary school pupils in Agege, Lagos State?

### **METHODOLOGY**

#### **The Research Design**

The research design that was adopted for the study was descriptive of survey type. A descriptive research design is a scientific method which enables the researcher to observe and describes the behaviour of a subject without influencing it in any way. Therefore, the descriptive design of survey type which allows for the use of the questionnaire was considered as being appropriate for this research which aimed at

finding out the relevant media effect on primary school pupils' utilization and academic enhancement as well as giving accurate and dependable results.

### **Research Population**

The population for this study consists of all primary school pupils in Agege, Lagos. The target population consisted of upper primary school pupils (Primary 4 – 6) from five public primary schools in Agege, Local Government Area of Lagos State. This category of pupils fully aware of the independent variable, electronic media and are able to answer questions when they asked.

### **Sample and Sampling Techniques**

Purposive sampling technique was adopted for this study. In deciding on sample size, the sizes of the population were also considered. According to the figures got from SUBEB in education district I Agege, Lagos, primary school children of aged 6 - 8 years were 573,902 in number and those of aged 9 - 12 were 500,843 in number. Citing Nwana in Okoro (2011), if a population is of several thousand, 5% or fewer samples will do. Therefore, the researchers used a sample size of 300 upper primary pupils of age range 8 - 12 years drawn from 5 public primary schools in Agege, Lagos metropolis because it was a fair representation.

### **Instruments for Data Collection**

The researchers used a researcher-designed questionnaire titled "Electronic Media Utilization and Pupils' Academic Enhancement (EMUPAE). The instrument comprises section A for demographic data and section B of segments A – C of 19 items to elicit information from the respondents on their views and feelings about the issues, 'electronic media utilization by primary school pupils' and their academic enhancement'.

### **Validation of Research Instrument**

The researchers and three other experts in the area of study validated the instrument for face and content validity. The research questionnaire titled "Electronic Media Utilization and Pupils' Academic Enhancement (EMUPAE)" questionnaire was critically scrutinized and necessary corrections were made based on the clarity, structure and contents. The reliability coefficient for the research instrument was established. The virtuousness of the questionnaire items that was employed was measured with the inter-item consistency reliability test. The pilot test of the research instrument was carried out on other 100 upper primary school pupils other than the sampled one for the research to determine the Cronbach alpha value of the instrument at 0.05 level of significant which yielded 0.85. The value was compared with the suggested criteria as mentioned by Ogunkola and Archer-Bradshaw (2013), that a benchmark of 0.7 is acceptable. Therefore, the research questionnaire is reliable based on the test-retest reliability value of the instrument at 0.85.

### **Data Presentation**

The completed questionnaire was numbered for easy coding and to prevent missing questionnaire from the respondents. Out of the 300 questionnaires administered

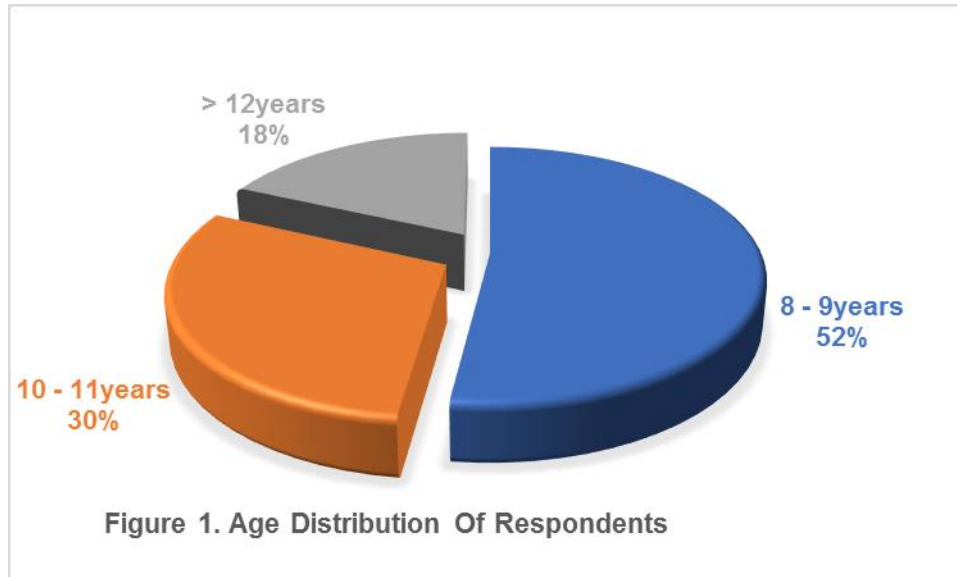
only 275 were well filled and returned given 91.7% return rate. Data were entered into the excel sheet and saved into a computer to prevent loss of data. The analysis is carried out using descriptive statistics, that is, the social demographics of the respondents and other appropriate statistical tools.

**Table 1: Socio-Economic and Demographic Characteristics of The Respondents**

SEX	FREQUENCY	PERCENTAGE (%)
Male	145	52.7
Female	130	47.3
<b>Total</b>	<b>275</b>	<b>100</b>

**Source: Fieldwork: 2018**

Table 1 illustrates that 145(52.7%) of the respondents are male while 130(47.3%) are female. The researchers try as much as possible not to be gender bias in the selection of the sample and sampling technique for the study.



**Source: Fieldwork: 2018**

Figure 1 indicated that 143(52%) respondents were between the ages of 8 - 9, 80(30%) respondents were between 10-11 while 50(18%) respondents were between the ages of 12 and above.

**Questions 1.** what is the use of electronic media by primary school pupils in Agege, Lagos State?

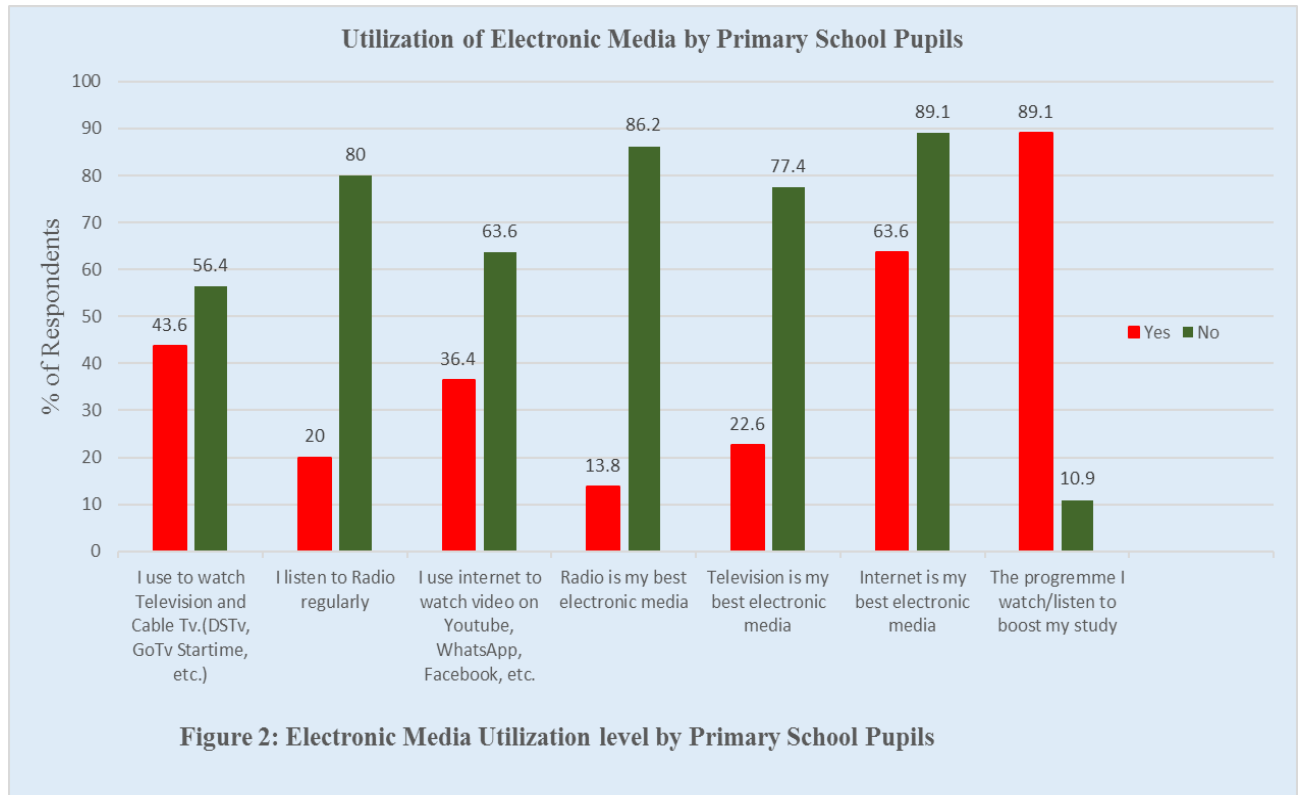
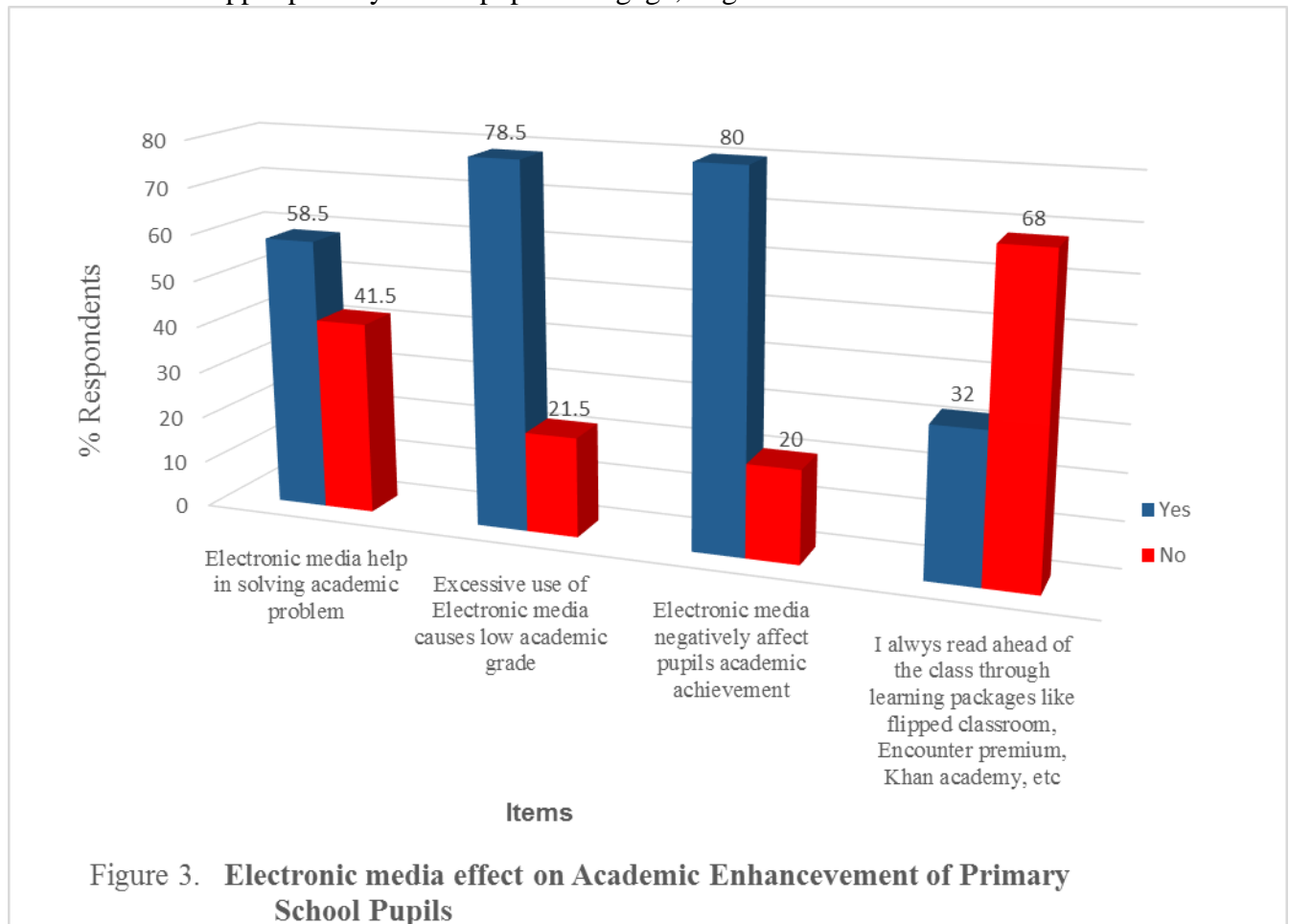


Figure 2 above revealed that 43.6% of the respondents used to watch TV, 20% listen to the radio and 36.4% use the internet to watch video on YouTube, WhatsApp, Facebook, etc. Also, 13.8% of the respondents choose radio as their best electronic media, 22.6% picked internet while TV/Cable TV is the best for 63.6% of the respondents. In addition, 89.1% of the responded confirmed that the programme they watch/listen to make them interact with people well.

**Questions 2.** What are the influences of electronic media usage on the academic enhancement of upper primary school pupils in Agege, Lagos?



From Figure 3, 161(58.5%) of the respondents claimed that electronic media help in solving the academic problem while 114(41.5%) of them said no. Also, 216(78.5%) of the pupils said the excessive use of electronic media causes low academic grade while 59(21.5%) do believe that excessive use of electronic media cannot cause low academic grade of pupils in primary schools. 220(80%) of the respondents confirmed that electronic media negatively affects pupil’s academic achievement while just 55(20%) of them do not agree that electronic media affect the pupil’s academic enhancement. Also, only 88(32%) of the respondent do read ahead of the class through the use of flipped classroom, encounter premium and Khan Academy while 187(68%) of the respondent do not read ahead of the class through the use of the flipped classroom, encounter premium and Khan Academy. Using 50% as the benchmark, it can be deduced that electronic media like internet, Television/ Cable TV and educational apps like the flipped classroom, Khan Academy, encounter premium can improve student learning if properly use because the majority of them use electronic media somehow.

### **DISCUSSIONS ON FINDINGS**

Findings show that a major part of the sample respondents out of 275(100%), 245 (89.1%) have access to electronic media and make them interact with people while

the rest not. Out of 275(100%) respondents, 120(43.6%) used to watch TV, 55(20%) listen to the radio and 100(36.4%) use the internet to watch video on YouTube, WhatsApp, Facebook, etc. Also, 38(13.8%) of the respondents choose the radio as their best electronic media, 62(22.6%) picked the internet while TV/Cable TV is the best for 175(63.6%) of the respondents. Some of the pupils viewed the influence of the electronic media as being educative which helps to broaden their horizon.

Furthermore, the outcome of this study was in agreement with Newton (2009) who identified some functions of electronic media as (1) links to reliable, verifiable, adequate and complete information to solve educational problems; (2) it can become a powerful and economical tool for education and has a great potential if used imaginatively and with vision. The findings on electronic media usage on the academic enhancement of upper primary schools reveal that 161(58.5%) of the respondents claimed that electronic media help in solving the academic problem. Also, 216(78.5%) of the pupils said the excessive use of electronic media causes low academic grade. 220(80%) of the respondents confirmed that electronic media negatively affect the pupil's academic enhancement. The outcome of this study was in line with Anonymous (2008), in one of his studies, it was found that students who watched four or more hours of television fall off in their grades from 36% to 29% while the students watching an hour or less per weekday mostly improved their grades from 20% to 29%. Similarly, the research carried out by Bushman and Anderson (2001) opined that child having undue habits of television use score lesser than those light viewers.

Schmidt and Vandewater (2008) also added that entertainment programs have negative influences on academic performance while educational programs are advantageous to academic performance. Also, only 88(32%) of the respondent do read ahead of the class through the use of flipped classroom, encounter premium and Khan Academy while 187(68%) of the respondent do not read ahead of the class through the use of flipped classroom, encounter premium and Khan Academy. Similarly, Faisal, Ch. Aqeel, Muh'd SherJuni, Irfan, SohailSattar Gujjar, Javeria, and Malik (2014) affirm that children don't actually use electronic media for studies but having gratuitous habits of television use score lesser than those light viewers especially among young female members of the society.

## **CONCLUSION**

Mass media are essential tools for academic enhancement of children most especially the electronic media. It is concluded from the study findings that electronic media especially TV plays an essential function in our daily life, it has some negative as well as a positive influence. Mass media (electronic) usage is a way to development but most of our little children adopt negative traits from them. Research finding affirms the fact that electronic media is a powerful agent of academic enhancement, it can educate, aware the masses and it can also help learners in their studies more than any other resource. But its positive impacts are less significant than the negative impacts. It is observed in this research finding that if on one side electronic media utilization aid in



learning new ways of education, it is advantageous for students in their curricular activities and support students in solving their academic problems; on other hands, it also negatively affects their academic enhancement. Its negative upshots can be looked in to from the psychological and physiological problems and finally, the study findings show that at liberty viewer of media programs cause low academic enhancement among most of the primary school students.

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