

TITLE PAGE

INFLUENCE OF TELEVISED VIOLENCE ON SOCIO- EMOTIONAL AND ACADEMIC ADJUSTMENT OF STUDENTS IN FEDERAL TERTIARY INSTITUTIONS IN ANAMBRA STATE

**A PROJECT REPORT PRESENTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR MASTERS IN EDUCATION (M.ED)
IN THE DEPARTMENT OF EDUCATION
FOUNDATIONS UNIVERSITY OF
NIGERIA, NSUKKA.**

BY

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JUNE, 2013

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DEDICATION

This project is dedicated to the entire members of Gab. Ezeukwu family.

May God bless and reward you all.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor Dr. D.U. Ngwoke whose esteemed insights played a very vital role in the scope and content of the study.

I will not forget my teachers who gave me the foundations that I needed most Profs. T.A. Nwachukwu, D.N. Eze, B.G. Nworgu, E.C Umeano and U. Eze.

This intellectual work is a synergy of many minds. Therefore, I remain grateful to all too numerous to mention, who in one way or the other encouraged or assisted me during the course of this study.

Thank you

Ezeukwu F.C

TABLE OF CONTENTS

Title Pages	i
Approval page	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
Abstract.....	vi

CHAPTER ONE: INTRODUCTION

Background of the Study	1
Statement of Problem	7
Purpose of the Study	8
Significance of the Study	8
Scope of the Study	9
Research Questions	10
Research Hypothesis	10

CHAPTER TWO: REVIEW OF LITERATURE

Conceptual Framework	12
Concept of Violence	12
Televised Violence	15
Socio-Emotional Adjustment	20
Academic-Adjustment	24
Gender difference in socio-Emotional and Academic Adjustment	25
Theoretical Framework	
• The social cognitive theory	27
• The catharsis theory	31
• The cultivation theory	33
• Theory of adjustment	36
Review of Empirical Studies	
Studies on violence and Television viewing	38
Studies on Aggressive behavior and television violence	39
Studies on Gender and Television violence	44
Summary of Literature	49

CHAPTER THREE: RESEARCH METHOD

Design of the Study	..51
Area of Study	51
Population of the Study	52
Sample and Sampling Techniques	..52
Instrument for Data Collection	.53
Validation of Instrument	..53
Reliability of the instrument	..54
Method of Data Collection	54
Method of Data Analysis	...55

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

Population Distribution on the social adjustment of students	...56
Population of the sampled studies	.57
Population of the Respondents	..58
Research Question One	.56
Research Question Two	57
Research Question Three	..59
Research Question Four	61
Hypothesis One	.57
Hypothesis Two	58
Hypothesis Three	..60
Hypothesis Four	61

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION AND RECOMMENDATIONS

Summary of the findings	...63
Discussion of the findings	.64
Implications of the study	...66
Recommendations	.67
Limitations of the study	.68
Suggestions for further study	68
Summary	..69
Conclusion	69

REFERENCES	71
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APPENDIX A	.79
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APPENDIX B ě ...80

APPENDIX C ě ...83

ABSTRACT

The major focus of this study is to assess the influence of television violence on socio-emotional and adjustment of student of federal tertiary institution in Anambra state comprising Nnamdi Azikiwe University Awka, Federal Polytechnic Oko and College of Education, Umunze. The study assessed what kinds of program me's/films contain violence and how it affects the respondent and influence their lifestyle and behaviour particularly undergraduates. The respond that formed the sample size were 300 in numbers randomly selected from the three Federal tertiary institution understudy. The questionnaire was designed to measure the rate of influence of television violence as well as socio-emotional and academic adjustment of student understudy. This was done in order to determine the nature and the extent of the effect of TV violence on undergraduates. In the findings of this study, it was found that youths initiate violence they observed on TV and the effect of TV violence on them is profound.

CHAPTER ONE

INTRODUCTION

Background of the Study

The overwhelming influence of television on the lives of people since its invention has over the years become not only un-debatable, but equally stunning. Television according to Onwuegbu, (2001) is an electronic cum audio-visual device through which viewers watch recorded and live programmes on air. The influence of television on the lives of people stems not only from the three roles it plays - as a medium of information, education and entertainment. Also many groups have taken solace in television and its programmes as means of relaxation, recreation, withdrawal, goal setting and socialization.

Teaching and learning in schools have strong social, emotional, and academic components (Zins, Weissberg, Wang, & Walberg, 2004). Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families using several gadgets and television in particular. Sometimes, violent programmes are shown on the television.

Violence on society has been widely studied and vigorously debated. Based on the cumulative evidence of studies conducted over several decades, the scientific and public health communities overwhelmingly conclude that viewing violence poses a harmful risk to children. Critics of the research challenge this conclusion and dispute claims that exposure to TV violence leads to real-life

aggression. As we move into the digital era with enhanced images and sound, media violence will undoubtedly continue to be a focus of public concern and scientific research.

In recent times, it appears the rate at which violence is aired on television is increasing. Osuji (2009) defined violence as an act accompanied by attack or force inflicting injury or pains on another person. Enyi (2003) has also defined violence as the act of showing in motion pictures and movies the acts accompanied with attacks and injuries. Moreso, violence on the streets as well as the tendency of youths (including students) to act violently, after viewing violence has become an increasingly disturbing issue among many concerned groups.

The combination of sound and vision has made television exert tremendous influence in shaping the lives of students in tertiary institutions. It is informing, educating, entertaining and persuasive. As a result of this, it is a powerful force in determining the socio-emotional and academic adjustments of students. Despite the importance of television, its harmful effects cannot be overemphasized as it shapes the students' socio-economic and academic aspects of life. Students watch violent movies/films on television screen without considering if its advantages outweigh the harmful effects on their lives and the society at large (Bushman & Cantor, 2003).

Different television stations show violent and horror movies that students often like to copy and form attitude about life without weighing the hazardous effects of such violent movies on one's behaviour. In this case, television is easily

manipulated by movie makers to show movies that dominate the realm of students' reasoning thus consciously or unconsciously impacting on their socio-emotion and academic adjustments. With its adaptability to modern technology, television is a veritable tool for integration by providing the viewers' access to a variety of information which helps them to know and understand each other but when wrongly manipulated it influences the socio-emotional and academic adjustment of students.

The issue of learners' adjustment at school has long been a concern of educationalists and psychologists. From the psychological point of view, adjustment is important because it plays a role in the optimal development of children. The educationists view adjustment of learners at school as determining the children's school performance as well as their likelihood of continuing at school rather than dropping out. Reynolds, Weissberg and Kaspro (1992) write that early school adjustment determines later school adjustment and social competence in children. This implies that adjustment has a significant influence on children's attitudes towards school and school progress. This further implies that the academic adjustment of children could lead to poor performances in school work, poor attendance to lectures and other class activities, mention but a few. This is a situation where the adjustment is a negative one.

Today students copy role models from television screens in the form of clothing, hairstyle, language and attitudes. The aftermath is that greater number of students in federal tertiary institutions in Anambra State, Federal College of

Education Umunze and Federal Polytechnic Oko tend to reflect these attitudes in the form of social vices such as gansterism, cultism and examination malpractices. The content of television programmes has unlimited violence which includes robbery, shoot-outs, murder, and use of dangerous weapons.

The proliferation of violent movies, in the market tends to increase the rate of violence being carried out by students in tertiary institutions. Considering the ever increasing cases of cult clashes resulting in bloodletting and death of students countless records of rape and armed robberies by students leads to the fact that heavy exposure to televised violence influences the viewer's social behaviour.

In recent times, researchers have repeatedly been pointing to the fact that the increase in violence especially among students in tertiary institutions is attributable to viewing televised violence. Anaekwe, (2002) argues that poor academic performance experienced among students can be attributable to over indulgence by students who spend long hours watching violence programmes on television, which at the end tilt them negatively in terms of emotional disposition.

Television is emotionally and psychologically harmful to children and youths. Television seem to be most significant in leisure activity. The National Television violence study (NTSV) conducted from 1994 to 1997, reported that watching so much violence on television causes children and young adults to think that the world is a mean and dangerous place (American Psychological Association, 2006).

Televised violence programmes influence children. Therefore, television influences teenage violence. Freedman (1983) says that when a child is confronted, he or she goes back to what they have learned from watching television. In some cases, children using what they learned from the television can be very violent, but due to the fact that we learn from doing something over and over, it is the same for watching violent situations over and over. Children learn them and react in a violent manner.

Children cannot tell the difference between real and unreal act on television. Television programmes contain a lot of make-up belief. Some of the acts on television are make-up stories. As such, the actors and the story may not be true. Thus, young children are unlikely to realize that when a character attacks someone it is not real and should not be imitated.

The assumption that television violence have impact on children's value and perception of the world has long been a central one in social science theorizing. The American researchers; Tubbs, Stewart, Moss and Sylvia, (1980) noted that as children grow older, those who had unsatisfactory social relationships were reported to be heavy viewers. These researchers further reported that although there was no indication that behaviour in most normal children reflect violence act after viewing television, certain children might be victim. In short Schramm (1976) emphasized that intellectual and emotional characteristics of children were important factors in determining the influence of televised violence on socio-emotional and academic adjustment of children.

Violence on television is inextricably linked to human aggression and emotional imbalance especially among students in tertiary institutions. However, some researchers do not believe that there is a conclusive body of evidence to justify this view. This study therefore, aims at x-raying the impact of televised-violence on socio-emotional and academic adjustments of students, as well as whether gender moderates the extent of the influence.

Furthermore, researchers are increasingly focusing on issue of gender related difference and similarities in school performance Shraunt (1976) are positively related to gender differences. According to Benbow and Stanley (1983) policy-makers and school administrators have made progress in eliminating sex discrimination from their policies and programs. In spite of those vestiges of sex discriminations, gender bias and sex stereotyping still remains (Earle and Roach, 1989).

Gender bias occurs whenever someone's attitude, decisions and actions towards an individual are based on that individual's gender. Thus in Nigeria which is a patriarchal society gender bias is very persuasive, Hodge (2001). It therefore deserves careful examination as a factor that could influence children's school performance and social adjustment.

Many teachers in Nigerian schools are still gender insensitive. This insensitivity continues to exert powerful and regulative influences on many students and also bring about differences in the academic and socio-emotional adjustments of these students. There is need to investigate it.

Statement of Problem

A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning. Unfortunately, many students lack social-emotional adjustment after viewing violent programmes on television. As a result, they become less connected to school as they progress from elementary to through secondary to tertiary institution, and this lack of connection negatively affects their academic performance, behavior and health. Negative effect of televised violence on students' academic performance as observed by Blum and Libby may be as a result of students' inability to adjust academically after viewing violent programmes on television.

Violence is one of the dominating messages disseminated through the sensation of television, which plays an active role in entertaining and impacting the lives of today's young audience. The influence of televised violence on socio-emotional and academic adjustment of children has been largely associated with imbibing new ways of life and has not been properly addressed by different researchers. These ways include social, emotional and mental behaviours. Gender is also an important consideration in the degree of influence of televised violence as women appear to react differently to televised violence. Because of its prevalence, violence on TV has grown to be a controversial issue on which several studies have been conducted since the 1950s. This project explores the influence of televised violence on socio-emotional and academic adjustment of students in federal tertiary institutions in Anambra state

Purpose of the Study

The purpose of this study is to investigate the influence of televised-violence on socio-emotional and academic adjustment of students. Specifically, the study seeks to determine:

1. The influence of televised violence on social adjustment of students who are intense, moderate and low viewers.
2. The influence of televised-violence in emotional adjustment of students who are intense, moderate and low television viewers.
3. The influence of televised-violence on the academic adjustments of students who are intense, moderate and low viewers.
4. Influences of televised-violence on studentsö Gender

Significance of the Study

The findings of this study will be found useful to the teachers, parents, educational psychologist, school administrators, policy-makers and students.

The findings of this study will be theoretically significant as the data provided will hopefully help the educational psychologists in refining all the theories with regards to the influence of televised violence on studentös socio-emotional and academic adjustments.

The teachers / lecturers will benefit from this study as they become aware of the influence of televised-violence on the behaviour and academic performance

of their children, considering their developmental stages. It will help them make use of appropriate technique in teaching the children.

The findings of the study will be of immense help to educational psychologists and policy-makers and assist them in their different duties towards the students and their overall performance. For the students, this study will go a long way in assisting them in creating a balance on the rate at which they are exposed to televised-violence.

Parents too, will find this work valuable as it will assist them in knowing what exposure to televised violence can cause their children in school. This will help them to check against such violence-portrayed movies capable of influencing attitudes negatively.

Lastly, this work would be beneficial to future researchers who can now readily lay their hands on the result of this work by making use of the research report.

Scope of the Study

This study will be carried out in Anambra state tertiary institution and will cover three federal tertiary institutions.

The content scope of this study will be limited to influence of televised-violence on socio-emotional and academic adjustments of students. Apart from the effects of exposure to-televised violence movies on academic performance of heavy viewers, this study also looks at the socio-emotional adjustments of viewers

as well as measure the degree of such influence across gender. Respondents who watch television below 2 hours per day will be regarded as low viewers, those who watch television between 2 ñ 4 hours per day will be regarded as moderate viewers while those who watch above 4 hours per day will be regarded as intense viewers.

Research Questions

The following research questions will serve as guides in this study:

- i. What is the influence of televised violence on the social adjustments of students who are intense, moderate, and low viewers?
- ii. What is the influence of televised violence on the emotional adjustments of students who are intense, moderate and low viewers?
- iii. What is the influence of televised violence on academic adjustments of students who are intense, moderate and low viewers?
- iv. What is the influence of televised violence on students gender?

Research Hypothesis

The following research hypothesis will be tested at 0.05 level of significance:

- H0₁: Televised-violence does not significantly influence social adjustment of students who are intense, moderate and low television viewers.
- H0₂: The influence of televised violence on the emotional adjustment of intense, moderate and low viewing students is not significant.

- H0₃: The influence of televised violence on the academic adjustment of intense, moderate and low viewing students is not significant.
- H0₄: The influence of televised violence on students gender is not significant

CHAPTER TWO

REVIEW OF LITERATURE

The review of literature in this study will be studied under the following subheadings:

Conceptual Framework

- The concept of violence
- The concept of televised violence
- Socio-emotional adjustment
- Academic adjustment
- Gender differences in children's socio-emotional and academic adjustment

Theoretical

- Social cognitive learning theory
- The catharsis theory
- The cultivation theory
- Theory of Adjustment

Review of Empirical Studies

Summary of Reviewed Literature

Concept of Violence

Violence implies physical attack of an individual on another person. Activities that may legally involved violence include hunting, law enforcement, sports and war. Crime includes many illegal forms of violence such as armed

robbery, burglary, arson suicide, rape, gansterism toughness, thuggery, murder, karate and judos, illegal forms of firearms and all illegal forms of violence that are recognized in the rules and regulations of a given society. Webster's dictionary of English language defines "violence" as the quality or state of being violent, intensity fury, also unjust exercise of power, injury, outrage, physical force unlawfully exercised and act tending: an act tending to intimidate or overawe by causing apprehension of bodily injury.

Violence is not just physical. People inflict psychological and emotional damages after viewing televised violence. Episode in which someone is reduced to tears, humiliated or simply made fearful (perhaps by threat of violence) are still violent. Violent is the adjective meaning the situation whereby injury is caused by exhibiting intense emotional or mental excitement.

So the inherently different nature of televised violence becomes yet another variable. Television violence does not exist in isolation, so our understanding of what is violence behaviour is the formation of our attitudes towards violence and it happens through a collection and accumulation of experiences from various media and texts. Graeme (2005) posits that violence is not a single act of a single text within a single medium.

The underlying fact about violence (especially televised violence) is that the viewers form different reactions towards a given violence movie. Whereas some viewers might exhibit non-aggressive attitudes; others might be aggressive after watching televised violent movies. (Odenigbo and Adejefor, 1997) Regrettably, it

has equally been found that females, children and the elderly are usually victims of violence; they have already been cast in this role by the prevailing mythologies which inhabit texts. We are disinclined that women will commit violence as their male counterparts.

Newcomb (1979) cited in Ezeukwu (1999) asserts that;

Violence on television is an overt expression of physical force against self on another person, with the intent to compel action against one's will on pain of being hurt or killed, or actually hurting or killing.

The following specific acts of violence are typically televised in Nigerian society: rape, fantasy world, gangsterism, toughness and other various aggressive behaviours. Today, the television screens of television stations are daily bombarded with local and foreign movies that portray violence. With the emergency of cable transmission that allows for multiple stations, the competition is becoming stiff as stations how compete for the available airspace and audience. The result is the increase in production, distribution and airing of televised violence.

Media experts are concerned with the effects of television individuals especially children. Studies of violence and of heavy television watching indicate that media effects can be negative as well as positive. The critical question is whether media contribute to the development of good society. Such a statement involves many assumptions and unanswered questions. The mass media especially television and movies that deal in fiction, depict a lot of violence thus; teenagers

are numbed by all the anti-social, deviant and treacherous figures on television. The serious concern about media-depicted violence is that it has a numbing, callousing effect on people especially teenagers.

It is imperative to note that violence is in different context and form; for instance, in terms of aggressive cues, media portrayals cue viewers here comes in gender to consider women as likely or appropriate targets of violence. In terms of priming effects, media presentations of women as victims of violence heighten the likely hood that viewers, when confronted by real-life women, will have similar thoughts about them (Baran and David, 2006).

Televised Violence

Television characters that are attractive, successful, and of high status are more likely to be imitated than those who are unattractive, unsuccessful, or ridiculed (Bandura, 1994). Because of the dual role of TV as a reflection and an influence, it is critical to assess the messages sent incessantly into American homes. Prime-time broadcast entertainment programming reaches approximately 100 million Americans each night (Nielsen Media Research, 1998).

Television (TV) programming both reflects the values and ideals of the society as well as shapes the attitudes and beliefs of those who watch it. Heavy TV viewers tend to believe that the representations on TV programming reflect the state of the world outside TV, and thus develop perceptions about our world based on TV information (Katharine, 2000). Through patterns of inclusion and exclusion, television content sends implicit messages about the relative cultural

importance of different groups, behaviours, and ideologies (Gerbner, Gross, Morgan, and Signorielli, 1994).

Negative portrayals of the things programmed on TV can influence the self-concepts and images of viewers. Further, such portrayals can influence the attitudes and belief of the general public. Even when viewers recognize that the content they are viewing is fictional, its messages and images gradually shape expectations and beliefs about the real world (Huston, Donnerstein, Fairchild, Feshbach, Katz, Murray, Rubinstein, Wilcox and Zuckerman, 1992).

Televised violence has been hypothesized to influence its audiences at a number of levels, principally, cognitive, affective (or emotional) and behavioural. The ubiquity of crime and violence in the mass media has stimulated a whole host of debates about how far the media may encourage anxieties, shapes attitudes, define value or excite behaviour in the public. Graeme (2005) observes that we are certain that violent portrayals are pervasive in the media, especially the most dominant medium, television. Scholars strongly agree that exposure and over the long term of continuous exposure. We also know that certain types of portrayals of violence, certain types of viewers, and certain environments increase the probability of negative effects.

The media are themselves significantly responsible for arousing public anxiety and for making uncritical assertions about violence. The **1960 Bobo Doll Studies** of Albert Bandura who showed children a violent movie and then encourage them to play with oversize, inflated dolls. Bandura concluded that kids

who saw the film were more inclined to beat up the dolls than were other kids. Critics have challenged Bandura's methodology and said that he mistook childish playfulness for aggression.

The phrase 'televised violence' is often used to express the common fear that violent imagery in programmes breeds aggression in viewers. The assumption is that such entertainment programmes are of a violent nature rather than of positively relaxing type. It is argued further that such violent acts on television and movie screens cause behaviour in the viewers and consequently lead them to commit violent acts.

Baran and Davis (2006) point out that television violence produces short-term increases in aggression by activating (priming) aggressive thoughts, increasing psychological arousal and triggering an automatic tendency to imitate observed behaviours (especially among children). Television violence also produces long-term increases in aggression and violence by creating long-lasting (and automatically accessible) aggressive scripts and interpretational schemes, and aggression-supported beliefs and attitudes about appropriate social behaviour.

From all indications, violence on television is one of the most visible issues on the effects of mass communication. Current studies on learning theory have shown that there may be some trends that link aggressive behaviour with viewing televised violence. Cultivation theory suggests that heavy repeated exposure to television 'cultivates' in us a distorted perception of the world we live in, making it seem more like television portrays it than it is in real life. Current research is

concentrating primarily on children, partly because of the funding for such research and partly because a general feeling that children may very well be the most affected by television violence. The debate over media violence has eluded definitive answers for more than three decades. At first blush, the debate is dominated by one question ñ whether or not media violence actually causes real-life violence. But closer examination reveals a political battle. On the one hand, there are those who blame media violence for societal violence and want to censor violent content to protect children. On the other hand are those who see regulation as the slippery slope to censorship or a smokescreen hiding the root causes of violence in society. Bittner (1989) observes that there is a convergence of the fairly substantial experimental evidence for short-term causation of aggression among some children by viewing violence on the screen and the much less certain evidence from field studies that extensive violence viewing precedes some long-run manifestations of aggressive behaviour. This convergence of the two types of evidence constitutes some preliminary evidence of causal relationship.

Haralambos and Holborn (2008) maintain that one area which can be used to illustrate the problematic relationship between the media and audience is violence thus 'television violence' is often used to express the common fear that violent imagery in programmes breeds aggression in viewers. This fear has also been extended to other forms of media, such as video gaming and on the internet. We, however, need to remind ourselves of essential truths about the nature of representation. Violence in the media is only a constructed version of that which is

pretends to represent. It is not *órealô* violence but a representation. As a result of its representation of real life experiences, televised violence is simultaneously invalidated as a source of idea about how we may understand and deal with that experience.

Media have the potential to encourage or even cause crime, violence and aggressive and even criminal behaviour. The reason for concern lies primarily in the repeated demonstration of the high level of portrayal of crime and violence in popular media of all kinds. Elucidating on such portrayal of crime and its aftermath, McQuail (2005) points out that the persistent belief that screen violence (especially) as a cause of actual violence and aggression has led to many thousand research studies, but no great agreement on the degree of causal influence from the media.

The possible link between media portrayal and actual violence has been highlighted by some cases of apparently motiveless killing, where an association of the perpetrators with certain media became prominent in forms of rapes, armed robbery and cult clashes in tertiary institutions.

The consequence of televised violence is usually accompanied by portrayals of negative or harmful consequences which often result from the inability of the viewer to see movies as a representation of life experience and not a real-life experience. In the study of the effect of televised violence on viewers, it is essential to look at the realism in the context of mediated violence. Boys with realistic media violence tend to produce more real-world aggression. Realistic

(media) perpetrators are more likely to reduce inhibitions because their behaviours are more applicable to real life situations than are unrealistic perpetrators such as cartoon or fantasy characters.

Moviemakers and movie producers have argued that the proliferation of violent movies in the markets is in response to viewers' preference for action-packed movies and stiff competition among film producers. Agreeing to the above argument, Hamilton (1988) cited in Graeme (2005) points out that the portrayal of violence is used as a competitive tool in both entertainment and news shows to attract particular viewing audiences. The likelihood that a television program will contain any violent acts and the type of violence portrayed depend on a number of economic factors: the size and demographic composition of the potential viewing audience; the distribution of tastes for violent programming; the values placed by advertisers on viewing audiences and the willingness of viewers to pay for programming; the costs of different types of show; the number of networks and stations in a viewing area; the market for different types of programs. Economics thereafter, explains television violence as the product of rational, self-interested decisions made by viewers and television programmers.

Socio-Emotional Adjustment

According to the dictionary of psychology 'emotion' is referred to as any short-term evaluation, affective, intentional, psychological state including happiness, sadness, disgust and other inner feelings. While adjustment is referred to as adaptation (in psychology) especially behavioural adaptation to a particular

environment or circumstances.

Social influence ñ Refers to the process whereby a person's attitude, opinions, belief or behaviour are altered or controlled by some form of social communication. It includes conformity, compliance, obedience persuasion and the influence of social norms. These attributes make the children adjust to whatever that comes out from watching the televised violence their social behaviour changes because they model the actors on the scene.

Wilson, (2008) offers that children engage in emotional sharing with well-liked characters that in turn may account for the valuing or enjoyment of television violence, or at the least, toleration. According to Potter (2008) people identify with characters who have similarities to them but who also have qualities that they would like to possess. From a social learning-cognitive theoretical perspective, children may focus on television characters who are like them to guide their behavior or help them form scripts of acceptable behaviours and possible outcomes (Signorielli, 2006).

Emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. Because relationships and emotional processes affect how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students (Elias et al., 1997).

This emotional empathy toward on-screen characters has been described by some researchers as the result of the sanitized and glamorized pattern that

television violence follows (Kunkel & Zwarun, 2006; Potter, 2008). Kunkel and Zwarun define a sanitized depiction of violence to mean that the portrayal fails to show realistic harm to victims, both from a short- and long-term perspective, while a glamorized depiction refers to violence that is performed by attractive role models who are often justified for acting aggressively and who suffer no remorse, criticism, or penalty for their violent behavior (p. 210).

The use of humor in violent content is one way programming can be both sanitized and glamorized. According to Wilson, Colvin, and Smith (2002), 70 percent of child aggressors in their TV study were featured in a scene that combined violence with humor, whereas less than half of adult perpetrators were shown in this context. Cartoons commonly integrate violence and humor as seen by the Cultural Indicator's Project and NTVS.

Other previous studies reiterate the high content of violence in cartoons. For example, the American Academy of Family Physicians found that cartoons account for 46 percent of television violence (American Association of Pediatrics Committee on Communications, 1995). Peters and Blumberg (2002) took a critical look at research examining the effects of cartoon violence on children's moral understanding and behavior, asking if its effects truly are as detrimental as they have been perceived. They explain that given the fantasy-based content and unrealistic character actions, cartoons create a gray world as far as violence is concerned.

Cartoon violence, they suggest, may provide young viewers with a faulty impression of the impact of violence and aggression in real-life situations. That is, children as an audience are desensitized, experiencing a false sense of reality in which consequences of violence are limited, levels of harm are unrealistically low, and kids aggress against kids their own age (Wilson, Colvin, & Smith, 2002). This bystander effect consists of increased callousness, desensitization, and behavioral indifference toward real-life violence among others. Slaby, Roedell, Arezzo and Hendrix (1995) explain that when violence is portrayed as commonplace, acceptable, and justifiable, the viewing of violence can undermine the viewer's feelings of concern, empathy, or sympathy toward victims of real-life violence.

The American Academy of Pediatrics (2009) explains that children younger than eight cannot uniformly discriminate between real life and the fantasy or entertainment reality offered by TV. As a result, Kids quickly learn that violence is an acceptable solution to resolving even complex problems, particularly if the aggressor is the hero.

Televised-violence triggers socio-emotional adjustments in individuals. Prolonged exposure to television violence tends to shape a person's perception of real life situation as well as his/her social life. He may start avoiding others in form of withdrawal or may become maladjusted. When a person is very angry, or very much afraid as a result of exposure to televised violence, we usually recognize his/her emotion by the way he/she behaves. The next thing is to determine which patterns of behaviour distinguish one emotion from the other or

how accurate are we in telling one emotion from another.

It is important to note that people ordinarily express a good deal of emotion with their voices. The possibility that media portrayals of violence and aggression might have some positive effects by allowing a vicarious release of emotion and aggression has sometimes been advanced. Reactions emanating from exposure to televised violence are exhibited through overt or external manifestations. Anti-social activities such as gangsterism when demonstrated are imbibed by watching televised violence. It is obvious that the influence of televised violence varies among individuals; some react positively while some react negatively. Whichever way of such reaction, it is apparent that there is a change in attitude noticeable after a person views such violent movie. Individuals that prefer war movies are often inclined to nurse the desire to join the military people inflict psychological and emotional damages on others after watching televised violent movies.

Academic-Adjustment

According to Webster dictionary of English language "academic" refers to college or university. Here in this study we refer to university students who are heavy viewers of televised violence. Children who are heavy viewers academically use. The time for their studies for television viewing their by, leading them to poor academic performance. They have divided attention and their ideas are distorted; often taken out of context facts regarding levels of viewing televised violence by students who are intense moderate and low viewers are misleading and can be detrimental to educational efforts.

Gender Differences in Socio-Emotional and Academic Adjustments

Gender differences were also observed in the expression of aggression. Specifically, men were more likely to engage in serious physical aggression and criminality, whereas women were likely to engage in forms of indirect aggression. Men and women reported similar frequencies of engaging in verbal aggression, general aggression, and aggression toward spouses. For men, the effects were exacerbated by their identification with same sex characters and perceptions of realism in televised violence.

How male and female children feel about violent programmes they are viewing on TV and how they feel after watching are other underlying variables of present research. Influences of televised violence on social, emotional and academic adjustment are main areas of focus, while new studies emerge addressing additional consequences from televised violence. As researchers continue to find new angles and utilize advanced research methods, one commonality still plaguing research is the hesitation to infer causality. Even so, prevention advice and intervention studies are on the rise. The following review reflects themes previously discussed, and offers new insight into TV violence

The longitudinal relationships observed in this study held true, even after controlling for the effects of early aggressive behavior in childhood, socio-economic status, intellectual ability, and various parenting factors. These findings support the hypothesis that the casual effects of media violence exposure found in laboratory settings can be generalized to real from childhood to adulthood.

Relating it to the study in the federal tertiary institutions in Anambra state (Nnamdi Azikiwe University Awka, Federal College of Education Umunze and Federal Polytechnic Oko), it was observed that intense viewing of televised violence is attributing to early exposure to televised violence which over time, makes such intense viewer to show aggressiveness more than the moderate and low viewers of televised violence. Among students studied, it was observed such habitual long exposure to televised violence affects socio-emotional and academic adjustments of intense viewers than the moderate and low viewers. Another major findings is in the degree of aggressiveness across genders and it was discovered that women show low level of aggressiveness due to their emotional adjustments to violence.

Agboola, (2004) conducted a study on the effects of televised violence on secondary school students in Lagos state of Nigeria. The study was basically to investigate whether there is any relationship between violence and the deviant behaviour among secondary school students.

To elicit data, a sample size of 340 was drawn from 5 secondary schools in Lagos and copies of questionnaire were distributed among selected teachers and students in selected schools in Lagos. The result obtained indicated that the viewing of televised violence by secondary school children go a long way in negatively influencing them into deviant acts behaviour. This is in line with the inference drawn from the study in the federal tertiary institutions (Nnamdi Azikiwe University Awka, Federal college of education Umunze and Federal

Polytechnic Oko) that intense viewers of televised violence are negatively influenced into deviant acts after long exposure to televised violence.

Theoretical Framework

This study will be anchored on the following theories:

- **The social cognitive theory**
- **The catharsis theory**
- **The cultivation theory**
- **Theory of adjustment**

The Social Cognitive Theory

Bandura is the leading proponent of social learning theory. His central proposition is that ways of behaving are learned by observing others, and that this major means by which children acquired unfamiliar behaviour, although performance of acquire behaviour will depend at least in part on factors other than acquisition. (Bandura, 1973).

The social Cognitive learning theory, developed by psychologist Bandura (1986), proposes that social behavior is determined by a combination of mental and physical abilities and desires. Students learn new behaviors through observing others perform them. The consequences we observe others receiving influence our willingness to perform the behavior ourselves. Television characters - and the actors who play them are often taken as role models by viewers, young and old alike. Numerous studies document the influence of television viewing on the aggressive behavior of children and adolescents (Josephson, 1996). Conversely,

there is substantial evidence that television characters are effective models of prosocial behavior (Johnston & Ettema, 1986).

Social cognitive learning theory (also known as vicarious learning, observational learning or modeling) is a type of learning that occurs as a function of observing, retaining and replicating novel behaviour executed by others. It argues that reinforcement has the influence of influencing which response one will partake in, more than it influences the actual acquisition of the new response, Wikipedia (2009).

Social cognitive learning theory is the theory that people learn new behaviour through overt reinforcement or punishment, or via observational learning of social factors in their environment. If people observe positive desired outcomes in the observed behaviour, then they are more likely to model, imitate and adopt the behaviour themselves. It encompasses both identification and imitation to explain how people learn through observation of others in their environment.

In other words, it involves the tendency, especially by children to identify with admired aggressive hero and copy their behaviour whenever a relevant situation arises. Imitation is the direct, mechanical reproduction of behaviour. This theory, assumes that people, especially children, tend to learn aggression from the mass media and to model their behaviour after the ones displayed ñ when people observe media violence, they learn and imitate what is seen.

The famous study of Bandura that further strengthened this theory deserves

emphases here. Vivian (2003) opines that children may be susceptible than adults to media violence. Some early studies concluded pointed to a casual link. These include the **1960 Bobo Doll Studies** of Albert Bandura, who showed children a violent movie and then encouraged them to play with oversize, inflated dolls. Bandura concluded that kids who saw the film were more inclined to beat up the dolls than were the other kids. Critics have challenged Bandura's methodology and said that he mistook childish playfulness for aggression. In short, Bandura and other aggressive stimulation scholars have failed to prove their theory to the full satisfaction of other scholars.

Collaborating with the above, Baran and Davis (2006) pointed out that; Bandura conducted what is now considered a classic experiment in modeling aggressive behaviour from television, one that has direct bearing on several aspects of the media effects debate. He showed nursery school children a television program in which a character, Rocky, was either rewarded for aggression (given candy and a soft drink and called a strong champion) or punished for those same behaviours (reprimanded, called a bully and spanked with a rolled-up magazine). Those who saw aggression rewarded showed more aggressive activity in a free play period (disinhibition), and those who saw it punished displayed less (inhibition). You can almost hear those people believe that media have no effects on viewer aggression crowing, "See, the bad guy is punished, so media portrayals of violence actually reduce subsequent aggression".

Elucidating further on this theory, Bittner (1989) maintains that the

observational learning theory, for example, could apply more strongly to very young children who are in their formative years of growth when their environment has a significant effect on what they learn. In essence, if television becomes a surrogate parent, it could certainly influence behaviour. Later in the child's life, with the behaviour well manifested, violence learned in the formative years could be reinforced.

The observational learning theory mainly centers on children and the effect of televised violence on their behaviour. Ezeukwu (1999) rightly points out that the observational learning theory states that children and youths, including even adults, can learn aggressive behaviour by observing televised violence and model their behaviour after aggressive media characters.

Television, or other forms of media violence; this theory continues, increase the probability of audience aggression, not only by providing opportunities for children to learn aggression but also by presenting violent characters who act as behaviour models for the tender minds. Summarily, consumers of representation can acquire new patterns of behaviour by simply watching these representations. We all know how to shoot a gun, although many of us have never actually performed or been reinforced for that act. Salient ingredients are associated with the observational learning theory: inhibitory effects, disinhibitory effects and vicarious reinforcement. Inhibitory effects implies that seeing a model punished for a behaviour is sufficient to reduce the likelihood that the observer will engage in that behaviour. Disinhibitory effect implies that seeing a model rewarded for a

prohibited or threatening behaviour increases the likelihood that the observer will engage in that behaviour. Lastly, vicarious reinforcement is central to social cognitive through the mass media. Although observation learning can occur in the absence of any reinforcement, vicarious or real, whether observes actually engage in that learned behaviour is a function of the reinforcement contingencies (which is the value, positive or negative, associated with a given reinforce).

Relating this theory to the study, viewers of televised violence copy and identify with admired aggressive heroes often displayed in forms of dress code, hairstyle, use of vulgar or foul languages and mannerism. There is a linkage between exposure to televised violence and media representation. Students prefer to be identified with their media heroes. This accounts for the reason why it is a common occurrence to see students wearing different dress and hair styles on campus.

The Catharsis Theory

The catharsis theory is Aristotolian by origin and it explains the effects of viewing televised violence in terms of immunizing the viewer against aggressive behaviour in the normal course of daily life. Catharsis suggests that when children watch televised violence, they drain off their aggression causing frustrations and so decrease the probability of acting violently. A person who sees a violent television programme or movie might end up less likely to commit violence.

Baran and Davis, (2006) made reference to the research by Seymour Feshbach in 1961 as a milestone in the study of catharsis theory. According to

Baran and Davis (2006), Feshbach apparently did demonstrate a reduction in aggression after viewing in 1961, and he obtained similar result in a 1971 study (Feshbach and Singer) conducted with finding from Nigeria Broadcasting Company (NBC). The research was undertaken in a group home for television programs with little or no violence while the other half were allowed to watch violent content. A variety of behavioural measures indicated that the boys viewing the violent programs were less aggressive. These findings may not have been caused by catharsis; however, the boys who were in nonviolent programming group may have been frustrated because they were not allowed to watch some of their favourite shows. Heightened frustration might account for their increased aggressiveness.

Other early proponents of this theory included the research conducted by James d Halloran, the then director of British center for mass communication research at the university of Leicester in 1964/1965 and the study conducted by F. Scott Anderson in 1977. These early researches and subsequent researches collaborated with the opinion of Ezeukwu (1999) that catharsis explains the effects behaviours in the normal course of daily life. This theory suggests that when people watch televised violence, they drain off their aggression- causing frustration and so decrease the probability of acting violently. A person who sees a violent television programme or movies might end up less likely indulging in violence.

In summary, the catharsis theory suggests that one builds up frustrations in

one's daily lives that released vicariously by watching violent behaviour. Bittner (1989) concludes that this theory claims that there are actual benefits gained from televised violence. It suggests that watching violence allows individuals vicariously to release pent-up everyday frustration that might otherwise explode dangerously. Vivian (2003) summarily explained that by seeing violence, so goes the theory, people let off steam. Most advocates of the cathartic effect claims that individuals who see violent activity are stimulated to fantasy violence, which drains off latent tendencies toward real-life violence.

Relating this theory to the study, it is observed that though heavy exposure to televised violence is capable of making viewers show aggressiveness, moderate viewers of televised violence sometimes show non-aggressiveness irrespective of hours of exposure to televised movies. This means that instead of making them aggressive, this category of students' viewers often see televised violence as media representations and not real life experiences. As a result, they are capable of sieving media representation from realism thereby reducing their inclination to aggression.

The Cultivation Theory

George Gerbner and his colleagues at the University of Pennsylvania propounded the cultivation theory in 1971. George was a foremost critic whose years of research produced a violence profile for all television programming. The basic idea behind cultivation analysis is that heavy television viewing cultivates perceptions of the reality in line with the view, both violent and non-violent, of the

world presented in television programmes. The symbolic world of the television shapes people's construct of reality. In as much as the symbolic world is one of the violence, hatred, injustice and so on, television viewers, especially children and the youths tend to conceptualize the real world in their minds as a world in which violence, hatred and injustice prevail.

Though the cultivation theory looks at the effect television viewing has on how people perceive the world, Graeme (2005) explains that refinements of the theory through research over a period of time have added notion such as that of the general or mainstream television view of violence, among other effects areas. He further observed that the major problem facing the cultivation theory is that it relies quite heavily on content analysis, of television in particular. It also assumes that 'heavy' users of television are more likely to be influenced than are 'light' users. This does not necessarily follow, and ignores other factors which might in fact, cause a light user to be influenced (first-hand experience of violence, for example). It assumes that television viewing is as much a passive as an active experience.

The study of cultivation perspective has generated controversy since its postulation. Such controversies are anchored on camps and antagonistic perspectives. Baran and Davis (2006) points out that Gerbner work attempted to use traditional social scientific research methods to examined very large- scale humanistic questions.

Cultivation hypothesis, developed by Gerbner and his colleagues explained the effect of violent content on audiences, provides a conceptual framework for the study of television content, and in this case, specifically content related to adolescent issues. The hypothesis posits that heavy viewers of television cultivate perceptions about the "real world" that are based on the television "world" they see. In other words, heavy viewers are more likely to believe that television content imitates and represents the world at large (Gerbner, Gross, Morgan, and Signorielli, 1981).

The crux of the cultivation hypothesis is that television is ubiquitous, and the types of messages are relatively similar and frequently repeated, regardless of program type. Similar stories and situations get played out over and over, and the repetition of these messages leads to accumulative effects in audiences. Cultivation effects do not occur immediately or with one television program; they are the result of long-term and heavy viewing. Jefferes (1997) explains: "Like the steady drip of a faucet, measurable effects at any one moment may be small, but they accumulate over time." (p. 87)

Since the introduction of the cultivation hypothesis to the field of mass media effects, modifications have been introduced to address the potential effects of long-term, heavy viewing of specific program types. For example, the cultivation hypothesis informed studies on the impact of adolescent viewing of talk shows (Davis and Mares, 1998; Buerkel-Rothfuss and Mayes, 1981).

Cumulative effects of viewing were manifested in stereotypical views of gender roles, fear of violence, and overestimating adulterous affairs.

Relating this theory to the study, it is evident that student who view televised violence especially war movies tend to see the world as chaotic and that the end of technology is destruction as often portrayed in such war movies. They end up creating media representations that are inaccurate and distorted. They only see the ugly side of media portrayals and see the society as haven for all sorts of atrocities. The aftermath is that many viewers of televised violence tend to perceive the world as a much dangerous place than it really is.

Theory of Adjustment

This theory is also referred to as the person-environmental correspondence theory. It was originally developed by Rene Dawis, George England and Lloyd Lofquist from the University of Minnesota in 1964. This theory states that the more closely a person's abilities (skills, knowledge, experience, attitude, behaviours and so on) correspond with the requirements of the role or organization, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer.

Similarly, the more closely the reinforcers (rewards) of the role or organization correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as satisfying. The theory acknowledges that the correspondence between person and environment may not be perfect. Even a good correspondence change over time. The flexibility

of a person or an environment will determine the extent to which they can tolerate any lack of correspondence between abilities and requirements and / or values and reinforcers. Flexibility varies from individual to individual and from environment to environment.

Relating the theory to this study heavy viewer of televised violence when the lack of correspondence is so great that flexibility is no longer viable, some form of adjustment often takes place affecting them emotionally and academically.

Active adjustment involves when the individual tries to change the environment, thereby touching the behaviour. Reactive adjustment this involves the individual trying to change their behaviours to suit the environment better by changing the values or their personal priorities. The viewers of televised violence (youths/students) are persistent in trying to adjust by continuously going to the film out-lets for watching the violence movies tilting them towards attitude change especially their behaviour and academic adjustments.

Review of Empirical Studies

Research on the effects of viewing television violence in most parts of the world comprised of several themes seen in previous studies. New programs, growing audiences, and an evolving medium contribute to the continued importance of content of the images kids see on their TV screen.

Studies on Violence and Television Influence

Nearly every single American household, 99 percent, owns at least one television, while most households own two or more (Herr, 2007). Potter (2008) observed that more than half of all American households have three or more television sets. In Nigeria, the percentage of household that owned television is not documented, but the scenario in Nigeria appears similar to that of America in terms of ownership of TV. A study by the Kaiser Family Foundation (2010) found that kids ages 8 to 18 watch approximately four and a half hours of television each day. The study also found that 71 percent of kids have a television in their bedrooms. Television's saturation is evident, as is the presence of violence in programming.

Signorielli (2003) conducted a content analysis on 13 weeks of network dramatic programming that builds upon content research from the Cultural Indicators Project and context research from the National Television Violence Study (NTVS). Results indicate that the overall level of violence did not change between the spring of 1993 and the fall of 2001, with six out of 10 network prime-time programs containing some violence. One omission from Signorielli's study that limits its contribution is the elimination of news/information programs from her analysis. With this removal, only fantasy violence is included in the analysis. One new finding, however, showed that the same amount of violence continues to be committed, but by fewer characters. In short, for the past 30- years plus,

violence was found in 60 percent of prime-time network programs at a rate of 4.5 acts per program.

Studies on Aggressive Behaviour and Television Influence

Glascok (2008) designed a content analysis to review aggressive behaviors also within prime-time network television programming, using Bandura's social learning social cognitive theory and Gerbner's cultivation theory to guide his research. Recognizing that programming formats have changed over the last decade to include news magazine and reality shows, Glascok's study adds to previous content analyses while focusing specifically on verbal, indirect, and physical acts of aggression. A total of 6,599 aggressive acts were coded, and overall, he found there were approximately 68 acts of aggression per hour on network prime-time TV. No significant differences were found in TV genre or network. It is important to note that Glascok's findings are based on weighted representations of sex and ethnicity, as opposed to the actual representations seen on TV. This fact challenges the results of the study because data is not based on a representative sample, but rather, a quota sample that does not reflect what viewers actually see when they watch.

According to Smith, Nathanson, and Wilson (2002), past content analyses are plagued by at least three limitations. First, they claim almost all previous research has focused on violence seen on major broadcast networks, ignoring violence on popular premium cable programming. This limitation is even seen in more recent research like Signorielli (2003) and Glascok's (2008) studies. The

second limitation is that a majority of previous studies have compared prime time only to Saturday morning television programming. This is the case with Gerbner's famed Cultural Indicators Project, which does not account for other time frames such as after-school or late-night television. Third, Smith et al. offer that past research has taken only a minimal look at the contextual nature of violence while focusing more on sheer amount. To combat these limitations, Smith, Wilson, and various other researchers engaged in three separate studies all assessing violence on television, and all published in the March 2002 issue of the *Journal of Communication*.

Using social cognitive theory to frame their analysis, Smith, Nathanson and Wilson. designed their study to assess the prevalence and context of violence in a random, representative sample of 23 broadcast, independent, and cable channels. As an extension of data from NTVS, this study found no significant differences in the amount of violence between prime time and other times of day. According to the authors, violence is prevalent no matter what time of day is considered. However, only the most popular viewing hours were assessed, and because of its low levels of violence, public broadcasting was dropped from analyses involving context. Both points contradict the study's generalizations regarding violence on all channels, all the time.

Additionally, like several other studies, this research did not include news or sports programming, further excluding research of *real* violence on TV. The oversight of news and sports programming, along with the exclusion of public

broadcasting, provides an inaccurate understanding of the true dimensions of violence on TV. The misconceptions of this study's findings suggest researcher bias and the hope of creating favorable results.

According to cultivation theory, people who watch a great deal of television will come to perceive the real world as being consistent with what they see. A study by the Kaiser Family Foundation (2010) found that kids ages 8 to 18 watch approximately four and a half hours of television each day. The study also found that 71 percent of kids have a television in their bedrooms. If what they see is violence, cultivation theory suggests that these young viewers will develop a fear of victimization. Gerbner (2002) described the patterns of violence and victimization as demonstrations of power.

Wilson, Smith, Potter, Kunkel, Linz, Colvin, and Donnerstein (2002) used NTVS data to investigate the nature and extent of violence contained in television programming that targets children 12 years and younger. They found that programs targeted to children contain more violence overall than non children's shows. Additionally violence in children's programming is more likely to be sanitized and trivialized. For example, their results showed that more than three fourths of violent scenes in kids' programs contained some form of humor, while only one fourth of other types of programming displayed aggression in a humorous context.

Knowing what they did about how much and under what conditions violence was being committed, Wilson, Colvin, and Smith (2002) set out to learn

more about the perpetrators committing this violence. Returning to NTVS data, the researchers assessed the nature of the characters, the nature of the violence, and the context of the violence. They found that a large majority of violent perpetrators, 89 percent, were adults, while children and teens accounted for four and seven percent respectively. Considered together across the 2,500 hours of programming sample, this means that younger perpetrators engage in on-screen violence roughly once every hour and a half, and adult perpetrators approximately five times per hour. Overall, compared to adult perpetrators, this study found that younger perpetrators are more likely to be portrayed as attractive, are punished less often, and engage in violence that results in fewer negative consequences to the victim. In spite of this, the violence committed by child characters is less serious and less intense.

Weaver (2011) conducted a meta-analytical review of existing research to investigate selective exposure to and the enjoyment of media violence. A common argument for the saturation of violence in the media is that audiences are sensation seekers who want violence (Potter, 2008; Krcmar & Greene, 1999). In his study, Weaver (2011) found selective exposure to and enjoyment of violent content to be unique processes in that violence increases selective exposure but decreases enjoyment.

Regarding exposure, Vidal, Clemente, and Espinosa (2003) conducted an experimental study, which hypothesized that attraction toward violence is related to the amount of TV usage. Vidal, et al. summarized their findings claiming that

the more youths watch violence, the more they enjoy it. The researchers also found that initial valuing of violence was neutral meaning participants did not like or dislike violence prior to the experiment. In a cross-sectional study, Krcmar and Vieira (2005) investigated the impact of family relations and found that children's moral reasoning and perceptions of justified and unjustified violence were not similar to the responses of their parents. While limitations to this study keep it from being generalized to all youth, the data does spark discussion and implies a need for further research.

In a national sample of 148,189 sixth to twelfth graders, only 29%–45% of surveyed students reported that they had social competencies such as empathy, decision making, and conflict resolution skills, and only 29% indicated that their school provided a caring, encouraging environment (Benson, 2006). By high school as many as 40%–60% of students become chronically disengaged from school (Klem & Connell, 2004). Furthermore, approximately 30% of high school students engage in multiple high-risk behaviors (e.g., substance use, sex, violence, depression, attempted suicide) that interfere with school performance and jeopardize their potential for life success (Dryfoos, 1997; Eaton et al., 2008).

Effects of televised violence on school children Haralambos and Holbom (2008) conducted a study on the effect of televised violence on school children/students in USA using the columbine High School shooting in 1999 as a case study. The study was to investigate and find out whether televised violence induces aggressive behaviour among school students.

They used observation method in their investigation and exposed the sample to televised violent movies. These students used, after watching the movies arrived at school the next day and started acting violently on their fellow students to the extent that they killed thirteen of them and when they realized the gravity of the offence they have committed they killed themselves too. This shows that violence on television influence young children's behaviour.

These researchers Haralambos and Holborn in their study revealed that the students misconstrued media representation portrayed in the televised violent movies for real life experience thus becoming aggressive in school the next day. The same findings is applicable to the three federal tertiary institutions in Anambra state (Nnamdi Azikiwe University, Awka, Federal College of Education Umunze and Federal Polytechnic, Oko) as it is evident that intense viewers of televised violence exhibit aggressiveness in forms of cultism, bullying, fighting and use of foul languages often copied from their media characters influence of television violence on socio-emotional adjustment of children.

Studies on Gender and Television Violence

Huesmann, Moise, Podolski and Eron (2003) conducted a research on the longitudinal relations between children's exposure to television violence and their aggressive and violent behavior in young adulthood. The study was to investigate whether early exposure to media violence is a contributing factor to the development of aggression. However, much of the past research on media violence has focused on short-term effects and reported significant effect only for

boys.

This study draws on social-cognitive observation learning theory, desensitization theory and social compassion theory to examine the longitudinal relationship between early exposure to television violence and children aggressive behaviour for both males and females. This study is a follow-up of the 3-year longitudinal study conducted by Huesman and his colleagues in 1977. In the original study, which included 557 children from five countries (aged 6-10 years), researcher gathered information on childhood Television-violence viewing, identification with aggressive Television characters, judgments of realism of Televised violence, aggressive behaviour, and intellectual ability, as well as parents' socio-economic status (measured by educational level), aggressiveness, parenting practices and attitudes, and parents' Television usage (i.e., Televised-viewing frequency and TV-violence viewing).

To elicit data, researcher interviewed and gathered collateral data (i.e., archival records and interviews of spouses and friends) on 329 participants from 557 which was their original sample. At the time of the follow-up the participants ranged in age from 20 to 25 years.

The findings of the study reveal that early childhood exposure to television violence predicted aggressive behaviour for both males and females. Furthermore, while a positive relationship was found between early aggression and subsequent televised violence viewing, the effect was not significant. These findings suggest that, while aggressive children may choose to watch more violent Television

programming, it is more plausible that early childhood exposure to televised violence stimulates increases in aggression later in adulthood.

Gender influences vary in the study of the impact of televised violence. One thing that children do learn about from the early window is gender (or sex) roles. Constock (1991) avers that portrayals in television and other media of highly attractive persons may encourage dissatisfaction or lowered evaluations of the attractiveness of those of the pertinent sex in real life. Women are easily drawn to their role models. The more a viewer identifies with media characters (for example, with those they consider like themselves or attractive), the more likely it is that he or she will model the behaviours demonstrated by those characters.

A survey by Hassan, Osman, and Azarian (2009) measured affection towards violence on television, meaning how strongly participants preferred or enjoyed viewing violence. They sought to determine whether violent entertainment viewing habits of adolescent boys in Kuala Lumpur predict their attitudes about aggression. From their sample, they found that boys with a greater affection for violence in movies exhibited a more positive attitude toward aggression in general.

Media-depicted violence scares far more people than it inspires to violence, and this, according to George Gerbner, a leading researcher on screen violence, leads some people to believe the world is more dangerous than it really is. Gerbner calculates that 1 in 10 television characters are involved in violence in any given week. In real life, the chances are only about 1 in 100 per year. People who watch

a lot of television see their own chances of being involved in violence nearer the distorted television level than their local crime statistics or even their own experience would suggest. It seems that television violence leads people to think they are in far greater real-life jeopardy than they really are.

Apart from the psychological impact of televised violence on viewers, it equally shapes the interaction and behaviour of viewers in social setting such as groups or school. Popular discussions of the effect of televised violence often focus on their impact on particular social group and gender. Media representations of social group vary considerably. Changes in social attitudes and awareness over the years have led in some cases to marked differences in the representation of particular groups. In the study of its social adjustment in the viewer, it should be noted that the causal relationship between media violence and behaviour is influenced by the viewers' characteristics such as age, aggressiveness, perception of the realism of the content and identification with aggressive characters. We also look at the viewers' social environment, that is, parents, family and school that exert tremendous influence on the behaviour of viewers. Finally, we consider of portrays, justification of the violence and the depiction of its consequences. In all, research on violent television and film, video games and music reveals unequivocal evidence that media violence increases the likelihood of aggressive and violent behaviour in both immediate and long-term contexts.

Differences in socio-emotional and academic adjustment pattern have been cited as major causes of differences in students' social behaviour and academic

performance. Data indicating a difference in televised-violence viewing is related to psychological type, culture, race, sex or ethnicity do not mean that a group of students can learn in only one way nor do the data show that all students of a particular gender or racial or ethnic group possess adaptive behaviour, on superior or high academic performance.

Consequently, much concern is being expressed over the continuous poor academic performance of students in tertiary institutions in Anambra state. Academically, these children that are heavy viewers of televised violence do not have time for their lectures not to talk of having private studies leading to their poor academic adjustment. Adjustment simply put is the act, process, and means of adjustment, regulation, arrangement and settlement over issues (Webster dictionary 2004).

Besides gender inducement to crime, heavy viewing of televised violent movies affects academic performances of students. No person serves two masters at a time thus, students that spend long hours watching violent movies tend to imbibe the notion that aggression can be used as point of diversion for academic activities. It is obvious that heavy viewing of televised violent movies affect students' cognitive domain and intellectual development thus, heavy viewers are said to perform below average in examination. This non-challant attitude to academic activities often account for the reason why students indulge in examination malpractice of threatening lectures to pass them at all cost.

Summary of Literature Review

Related literature showed that studies over the last decade have attempted to address limits in previous research by examining more than just the immediate, overt, behavioral responses a child may or may not demonstrate after viewing violent television. Two major themes have emerged in recent research on watching TV violence that focus on children's cognitive capacities and development. These themes are emotional development, which includes kids' enjoyment and acceptance of TV violence; and moral development and understanding, which includes reasoning and the conflict between reality and fantasy. It is noticed that televised violence has different dimensions. Different theories as it relates to televised violence exist. These theories include the social cognitive theory, the catharsis theory and the cultivation theory among others.

All these theories are related to televised violence, however, some theories either state that televised violence influences violent activities in students; other theories are of the view that televised violence instead of being a catalyst for violence would rather be a repelling factor.

Again, empirical studies indicate that there are people who have also studied the influence of televised violence on the social and moral aspects of students. While most of the studies are of the view that televised violence affects the students, other are of the view that all are merely academic for there may not be any laid down proof to it.

From the empirical studies reviewed, it was discovered that no research

work has been carried out on the influence of televised violence on the social, emotional and academic adjustments of students of federal tertiary institutions in Anambra state. This study, therefore intend to add a new dimension to other studies on the influence of televised violence on viewers.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the procedure that will be used in carrying out the study. These include design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The design of the study is the descriptive survey. This design is aimed at finding, describing, and reporting events without manipulation. Nworgu, (2006) defines a survey design as one that involves collecting data on, and describing in a systematic manner, the features, characteristics or facts about a given population, considered to be representative of the entire group. Ali (2006) describes the descriptive survey design as one in which a group of people are studied by collecting and analyzing data from only a few of the people considered to be representative of the entire group or phenomenon. The design is appropriate for this study since it will be used to elicit information on influence of televised violence on socio-emotional and academic adjustment of students in federal tertiary institutions in Anambra state.

Area of Study

The area of this study is Anambra State of Nigeria. This study will covers three federal tertiary institutions in the state. These federal tertiary institutions are

Nnamdi Azikiwe University Awka, Federal College of Education Umunze and Federal Polytechnic Oko. These federal tertiary institutions are sampled for the study because of the numerous film outlets found around them. These federal institutions are citadels of learning that bring together a conglomerate of students and staff from different tribes and races of the world with their differences in values, beliefs and aspirations. As a result of numerous film outlets around these institutions, students are easily influenced by heavy exposure to televised violence.

Population of the Study

The population of this study consists of the students of the sampled three federal tertiary institutions in Anambra state, that is, Nnamdi Azikiwe University Awka, Federal College of Education Umunze and Federal Polytechnic Oko; this population is 1150 students (both male and female). The choice of students as the population is due to the fact that they are the ones that are easily influenced by heavy exposure to televised violence.

Sample and Sampling Techniques

A sample is a smaller group of elements drawn through a definite procedure from a specified population for inclusion in a study and from which the researcher hopes to gain generalizable knowledge about the whole population (Nworgu, 2006). A sample of 300 students will be randomly sampled from a population of 1150. This sample represents 26% of the population as recommended by Cohen, Mannion and Morrison (2011). Simple random sampling technique will be used to

sample 100 students from each the three federal tertiary institutions under study.

Instrument for Data Collection

The questionnaire will be used as the instrument for data collection in this study. In constructing the questionnaire for this study, the researcher ensured that relevant variables were incorporated based on the objectives of the study, research questions and hypotheses. The questionnaire comprised of items with a modified four points scale provided for the respondents to make their responses to the questionnaire. Section 6A elicits information on sex of respondent. Section 6B was made up of four clusters, cluster A elicits information on televised violence, cluster B elicits information on emotional adjustment, cluster C elicits information on academic adjustment and cluster D elicits information on social adjustment. Each cluster has 10 items and there are a total of 40 items in all. The instrument was developed on a four point scale of strongly agree (SD), agree (A), disagree (D) and strongly disagree (SD).

Validation of Instrument

Copies of the questionnaire were given to 3 experts; one in measurement and evaluation and two in educational psychology. The copies of the questionnaire were given to them along with research questions, purpose of study and hypotheses. The validates were requested to check the appraise the language and clarity of the items in the questionnaire, assess the appropriateness of the questionnaire items for collecting the required information from the subjects and assess the comprehensiveness of the questionnaire items in covering all the

matters of the research. On the basis of their inputs, corrections were made and the final version was developed. (Please, see the appendix for their validation report).

Reliability of the Instrument

To determine the reliability of the instrument, a trial-test was conducted with thirty respondents (15 boys and 15 girls) from Modonna University, Okija outside the area of study. The data collected with the aid of the questionnaire was collated and analyzed using Cronbach Alpha. Cronbach Alpha was used to measure the internal consistency coefficient of the items. The rationale for the use of Cronbach Alpha was informed by the fact that the items had no right or wrong answers as they were not dichotomously scored. The reliability coefficient obtained for cluster A, B, C and D were 0.877, 0.798, 0.874, and 0.827 respectively. The overall reliability of the instrument was 0.847 (See Appendix C).

Method of Data Collection

The instruments will be administered to the stipulated respondents in their various schools by the researcher and some research assistance that will be trained by the researcher to carry out this assignment. Prior to the administration of the instrument, the researcher moved round the sampled schools to establish rapport with the respondents. The respondents will be intimated on the modalities and purpose of the questionnaire. They will be employed to take the filling as serious as possible. After administering and retrieving the instrument from the respondents, the researcher will rate the responses of the students to the items according to a

prepared scoring key. The will be scored 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree.

Method of Data Analysis

All the Research questions will be answered using descriptive statistics of mean and standard deviation. Hypotheses 1, 2 and 3 will be analyzed using Paired-Samples t-test whereas hypothesis 4 will analyze using independent t-test. All the hypotheses will be tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter deals with the presentation of results according to research questions and research hypotheses.

Research Question 1: What is the influence of televised violence on the social adjustments of students who are intense, moderate, and low viewers?

Table 1: Mean and standard deviation of influence of televised violence on the social adjustments of students

Variable		N	$\bar{X}$	SD
Televised Violence	Low viewers	90	25.91	3.98
	Moderate viewer	105	26.17	3.83
	Intense viewers	105	28.42	3.54
	Total	300	26.88	3.90
Social Adjustment	Low viewers	90	24.24	4.11
	Moderate viewer	105	25.50	4.01
	Intense viewers	105	27.98	3.65
	Total	300	25.99	4.20

The result in Table 1 above reveals that, 90 students were low viewers, 105 were moderate and intense viewers respectively. The table also indicates that the mean response of students on televised violence for low viewers, moderate viewers and intense viewers were 25.91, 26.71 and 28.42 respectively. The corresponding mean response of students on social adjustment for low viewers, moderate viewers and intense viewers were 24.24, 25.50 and 27.98 respectively. A careful look at the mean values of students' response in Table 1 indicated that as students' level of viewing television increases, the social adjustment of students also increases. It

was further noticed that the mean response of students who are intense viewers was highest in both televised violence and social adjustment rating. It is therefore indicative that televised violence had some influence on the social adjustments of students who are intense, moderate, and low viewers.

Hypothesis 1: Televised-violence does not significantly influence social adjustment of students who are intense, moderate and low television viewers.

Table 2: Pair-sample t-test of the influence of televised violence on the social adjustments of students

variable	N	$\bar{x}$	SD	Df	t	sig	Dec
Televised Violence	300	26.88	3.90	199	5.37	0.00	S
Social Adjustment		25.99	4.20				

*S = Significant

The analysis presented in Table 2 also reveals that the computed t-value was 5.37 with associated probability of 0.00. The value was tested for significance by comparing the probability value of 0.00 with 0.05 level of significance. Since the probability of 0.00 was less than 0.05 set by the researcher, hypothesis 1 was rejected. It means that televised-violence significantly influence social adjustment of students who are intense, moderate and low television viewers

Research Question 2: What is the influence of televised violence on the emotional adjustments of students who are intense, moderate and low viewers?

Table 3: Mean and standard deviation of influence of televised violence on the Emotional adjustments of students

Variable		N	$\bar{x}$	SD
Televised Violence	Low viewers	90	25.91	3.98
	Moderate viewer	105	26.17	3.83
	Intense viewers	105	28.42	3.54
	Total	300	26.88	3.90
Emotional Adjustment	Low viewers	90	25.42	3.70
	Moderate viewers	105	26.04	3.38
	Intense viewers	105	27.78	3.72
	Total	300	26.44	3.72

The result in Table 3 indicates that the mean response of students on televised violence for low viewers, moderate viewers and intense viewers were 25.91, 26.71 and 28.42 respectively. The corresponding mean response of students on academic adjustment for low viewers, moderate viewers and intense viewers were 25.42, 26.04 and 27.78 respectively. A careful look at the mean values of students' response in Table 3 indicated that as students' level of viewing television increases, the emotional adjustment of students also increases. It was further noticed that the mean response of students who are intense viewers was highest in both televised violence and emotional adjustment rating. It is therefore indicative that televised violence had some influence on the emotional adjustments of students who are intense, moderate, and low viewers.

Hypothesis 2: The influence of televised violence on the emotional adjustment of intense, moderate and low viewing students is not significant.

Table 4: Pair-sample t-test of the influence of televised violence on the Emotional adjustments of students

variable	N	$\bar{x}$	SD	df	t	sig	Dec
Televised Violence	300	26.88	3.90	199	3.14	0.02	S
Emotional Adjustment		26.44	3.72				

*S = Significant

The analysis presented in Table 4 also shows that the computed t-value was 3.14 with associated probability of 0.02. The value was tested for significance by comparing the probability value of 0.02 with 0.05 level of significance. Since the probability of 0.02 was less than 0.05 set by the researcher, hypothesis 2 was rejected. It means that televised-violence significantly influence emotional adjustment of students who are intense, moderate and low television viewers

Research Question 3: What is the influence of televised violence on academic adjustments of students who are intense, moderate and low viewers?

Table 5: Mean and standard deviation of influence of televised violence on the academic adjustments of students

Variable		N	$\bar{x}$	SD
Televised Violence	Low viewers	90	25.91	3.98
	Moderate viewer	105	26.17	3.83
	Intense viewers	105	28.42	3.54
	Total	300	26.88	3.90
Academic Adjustment	Low viewers	90	26.18	3.26
	Moderate viewer	105	27.89	3.28
	Intense viewers	105	27.58	3.65
	Total	300	26.99	3.45

The result in Table 5 reveals that, the mean response of students on televised violence for low viewers, moderate viewers and intense viewers were 25.91, 26.71 and 28.42 respectively. The corresponding mean response of students on academic adjustment for low viewers, moderate viewers and intense viewers were 26.18, 27.89 and 27.58 respectively. A careful look at the mean values of students' response in Table 5 indicated that as students' level of viewing television increases, the academic adjustment of students appears to be stable for moderate and intense viewers. It was further noticed that the mean response of students who are moderate viewers was slightly higher than that of intense viewer in academic adjustment rating. It is therefore indicative that televised violence had some little influence on the academic adjustments of students who are intense, moderate, and low viewers.

Hypothesis 3: The influence of televised violence on the academic adjustment of intense, moderate and low viewing students is not significant.

Table 6: Pair-sample t-test of the influence of televised violence on the Academic adjustments of students

variable	N	$\bar{x}$	SD	df	t	sig	Dec
Televised Violence	300	26.88	3.90	199	-0.48	0.63	NS
Academic Adjustment		26.99	3.45				

***NS = Not Significant**

The analysis presented in Table 6 also reveals that the computed t-value was -0.48 with associated probability of 0.63. The value was tested for significance by

comparing the probability value of 0.63 with 0.05 level of significance. Since the probability of 0.63 was greater than 0.05 set by the researcher, hypothesis 3 was accepted. It means that the influence of televised violence on the academic adjustment of intense, moderate and low viewing students is not significant.

Research Question 4: What is the influence of televised violence on students' gender?

Table 7: Mean and standard deviation of influence of televised violence on gender

Variable		N	$\bar{x}$	SD
Televised Violence	Male	158	26.65	4.02
	Female	142	27.14	3.76

The result in Table 7 above reveals that, the mean response of students on televised violence based on the gender of students were 26.65 for male and 27.27 for female. The mean values based on male and female students with regards to televised violence are quite close.

Hypothesis 4: The influence of televised violence on students' gender is not significant

Table 8: Independent t-test analysis of the influence of televised violence on students' gender

variable		N	$\bar{x}$	SD	Df	t	sig	Dec
Televised	male	158	26.65	4.02	198	-1.10	0.27	NS
Violence	female	142	27.14	3.76				

***NS = Not Significant**

The analysis presented in Table 8 above also reveals that the computed t-value was -1.10 with associated probability of 0.27. The value was tested for significance by comparing the probability value of 0.27 with 0.05 level of significance. Since the probability of 0.27 was greater than 0.05 set by the researcher, hypothesis 4 was accepted. It means that parents' gender has significant influence on the social adjustment of students. The influence of televised violence on students' gender is not significant.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS AND RECOMMENDATIONS

In this chapter, the results are discussed and conclusions are drawn from the analysis. Based on the findings, recommendations are made for further studies. Educational implications of the study are given and limitations of the studies stated.

Summary of Findings

The findings of this study are as follows:

1. Violence is not just physical; people inflict both psychological and emotional damages after viewing televised violence.
2. Students who watch televised violence on the screen are of different categories some are heavy, some are moderate and some are low viewers.
3. The influence of televised violence on the academic and socio ñ emotional adjustment is significant.
4. The influence of gender on socio ñ emotional and academic adjustment is not significant.
5. Influence of administrators, parents, and guardians, lecturers on socioñ emotional and academic adjustment of students is seen to be more academic oriented than social by some margin.
6. Influence of film - outlets on socio ñ emotional and academic adjustment on students has impact of on their moral standard and academic performance.

7. Despite the fact that the girls are more emulation oriented than the boys, they are found falling behind the boys in their academic performance. This can be attributable to some other factors other than televised violence.
8. Genders influence on socio ñ emotional adjustment is not significant.
Genders influence on academic adjustment is not significant.

Discussion of the Findings

The findings of this study agree with the proponent of 'Social Learning' theory. Bandura who posited that ways of behaving are learned by observing others and that this major means by which children acquire unfamiliar behaviour, although performance of acquiring behaviour will depend at least in part in factors other than acquisition. (Bandura, 1973)

The findings also agree with (Josephson, 1996), that the consequences of observing others influence our willingness to perform the behaviour ourselves. Television characters and the actors who play them are often taken as role models by viewers, young and old alike, conversely, there is substantial evidence that television characters are effective models of pro-social behaviour. (Johnson & Ettema, 1986).

Based on the findings from the literature reviewed, Baran and Davis (2006) they made reference to the research by Seymour Feshbach in 1961 as a milestone in the study of catharsis theory. Feshbach apparently did demonstrate a reduction in aggression after viewing television violence in 1961, and similar result in a

1971 study. The research was conducted with findings from Nigeria Broadcasting Company (NBC).

The early researches and subsequent researches collaborated with the opinion of Ezeukwu (1999) that catharsis explains the behaviours in normal course of daily life. It was found out that when people watch televised violence, they drain off their aggression ñ causing frustration and so decrease the probability of acting violently.

The researcher also found out from the cultivation theory of (Gerbner, Gross, Morgan and Signorillin 1981) that students who view televised violence especially movies tend to see the world as chaotic and that end of technology is destructive as often portrayed in such war movies. The aftermath is that many viewers of televised violence tend to perceive the world as a much dangerous place than it really is.

The researcher also discovered that heavy viewers of televised violence when lack of correspondence is so great that flexibility is no longer viable, some form of adjustment often takes place affecting them emotionally and academically.

The findings were in agreement with the views of Rene Davis, George England, and Lloyed Loquist from the University of Minnesota in 1964.

The analysis on hypothesis one revealed that televised violence does not significantly influence social adjustment of students who are intense, moderate

and low television viewers. The indication is that children develop their viewing pattern out of an internal locus stand to succeed emotionally and academically.

Hypothesis two analyses showed that televised violence does not significantly influence social adjustment of students who are intense, moderate and low television viewers. This indicates that the respondents believe that they will succeed in their school work because they really desired to succeed and they work towards it rather than waiting to be influenced by any factor.

The Analysis on hypothesis three showed that the influence of televised violence on academic adjustment of intense, moderate and low students is not significant. This means that students cannot be disturbed by television violence academically.

Finally, Hypothesis four analysis revealed that the influence of gender on socio ñ emotional and academic adjustment is not significant. Similarly, the indication is that the respondents agree that one will succeed in their school work if they study hard not whether they are females or males.

Implications of the Study

The findings of the study have some implications for the government, parents, teachers/lecturers, educational psychologist administrators as well as students themselves.

The findings showed that there are differences in the viewing habits of the students, some are intense, some are moderate and some are low viewers. Some of

their behaviours are warm and inviting, others are not very encouraging as some care-takers of these children do not guide and direct them properly.

Another important implication of the findings is that for students to be well adjusted socially and academically, there must be government control over film ñ programmers and film ñ producers and marketers as regards the type of video films they put in the market. This will help eliminate the immoral films to help the youths.

The study also disclosed that there are minimal differences between the socio-emotional and academic adjustment of students in federal tertiary institutions of Anambra state of the female and male children. This is an indication that gender with the interplay of some other factors could cause these differences, so this will help the parents, teachers/lecturers and all who work with these children to be in resonance of these individual differences and treat them with patience and caution.

Recommendations

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

1. That school administrators, government, parents, educational psychologists, teachers and even religious organization should organize symposiums, seminars and conferences for the students regularly to create awareness on the influence of violent films on our youths or children.

2. Teachers/Lecturers should try to reduce the viewing time of the students by mapping out and giving them assignments regularly.
3. The National Broadcasting Commission (NBC) should set up guidelines that will limit the amount of television violence aired to the audience, which the youths constitute a great number.
4. Programmes and producers of video films should produce special interest TV/Programmes for the children to cater for their special needs and interests such as talents. This will help them to go a long way to develop their talents.

Limitations of the study

Although the study has accomplished the purpose which it is set out to do the following limitations are inherent in the study.

1. Unwillingness of the respondents to complete the questionnaire and correctly in record time thereby delaying the collection of data for this study generally.
2. Non-cooperation from the school authorities in releasing the students for the filling of the questionnaire.

Suggestions for Further Study

1. Strategies for decreasing the influence of televised-violence on socio-emotional and academic adjustment of students.
2. Influence of gender on socio-emotional and academic adjustment of students.

3. The role of television violence on the moral and social upbringing of our children.

Summary

This study was carried out to evaluate the influence of televised violence on the socio-emotional and academic adjustment of students. Gender was also a factor in the study, four research questions and four hypotheses were formulated to guide the study.

Related literature including, concept of violence, concept of televised violence, socio-emotional adjustment, academic adjustment and gender differences in children's socio-emotional and academic adjustment were reviewed.

The population of the study consists of 1150 students who are day and boarding students using a simple random sampling technique. The major instrument used for collection of data was questionnaire. The data collected with the aid of the questionnaire was collated using Cronbach Alfa.

All the research questions will be answered using descriptive statistics of mean and standard deviation. Hypotheses 1, 2 and 3 will be analyzed using paired samples t-test whereas hypothesis 4 will be analyzed using independent t-test. All the hypotheses will be tested at 0.05 Level of Significance.

The results of the study led to the following conclusions;

1. Children's attitudes, beliefs and behaviour can be influenced by what they view on television especially violence, and emotions and impulses are aroused

in the child who is a viewer. This simply means that TV as part and parcel of the total environment that we as society and adults provide for children is a powerful medium. There is no longer doubt that it is capable of influencing young viewers physically, psychologically, emotionally, academically and socially.

2. In this study, it is noted that youths react positively to violent movies/films/programmes thereby, emulating the actors. Going by the findings of this study, televised violence on youths would not be heavy if parents, administrators, lecturers, educational psychologist take up the responsibility of monitoring the viewing habits of the youths.
3. It was also discovered that students who are heavy viewers spend their study time on television viewing and thus perform badly academically. Television violence therefore has negative influence on the youths who are heavily exposed.
4. There is not much difference in male and female when exposed to television violence. The influence is almost the same.

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APPENDIX A

LETTER TO VALIDATE

Department of Educational Foundations
University of Nigeria Nsukka,
25th October, 2011.

REQUEST TO RESPOND TO A QUESTIONNAIRE

I am a postgraduate student of the above department. I am currently carrying out a research aimed at assessing the Influence of Television Violence on Socio-Emotional and Academic Adjustment of Students in Federal Tertiary Institutions in Anambra State.

I hereby solicit your help in the validation of the instrument to be used in collection of data for the study. Attached are the proposed instrument, the purpose of the study, research questions and hypothesis:

1. Appraise the language and clarity of the items in the instrument/questionnaire.
2. Assess the appropriateness of the questionnaire items for collecting the required information from the subjects.
3. Assess the comprehensiveness of the questionnaire items in covering all the matters of the research.

You are required to make your inputs in the attached instrument.

Yours Sincerely,

Ezeukwu, Francisca .C.

APPENDIX B
TELEVISED VIOLENCE, SOCIO-EMOTIONAL AND ACADEMIC
ADJUSTMENT QUESTIONNAIRE (TVSEAAQ)

SECTION A
PART: PERSONAL DATA

INSTRUCTION: Kindly tick (å) to indicate our choice of answer.

1. Sex: Male [] Female []
2. Hours spent viewing television: 2hrs & below [] 2-4hrs [] above 4hrs []

NOTE: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

CLUSTER 1: Televised Violence

S/N		SA	A	D	SD
1	Television violence influences me negatively by imbibing violent and mannerisms.				
2	Television violence makes me to interpret media representation negatively thus affecting me adversely				
3	Exposure to television violence makes me exhibit high probability of aggressiveness.				
4	I enjoyed playing video games that contained acts of violence				
5	Majority of the programmes I watched on television contained images of fighting				
6	I watch television programme that were violent in nature with my parents				
7	Prolonged exposure to watching violence on television shapes my perception of real life situations.				
8	I get angry or argued with people at school because of the violence scene I watch on television				
9	I have not been able to control my emotions lately because of violence movies I watch				
10	Violence on television programmes I watch makes me to hostile to fellow students				

CLUSTER 2: Emotional Adjustment

S/N0	Items	SA	A	D	SD
1	Sometimes I am so terribly nervous that certain sounds (such as door bang) becomes unbearable to me				
2	I think that I am more nervous than most people after watching movies that someone was murdered				
3	My muscles are usually tense when I watch wrestling match in television				
4	When I watch television programmes in which someone was hit on the head I feel it is happening to me				
5	I feel like breaking thing after watching Television programme with similar acts				
6	I feel no pity on people after watching television programme where evil was used to pay evil				
7	I get annoyed after watching movies that righteous people were unjustly treated				
8	I have very little self confidence after watching two person in a television programme abuse each other.				
9	I am not trouble after watching a television programme that involved killing of someone				
10	Media depicted violence scares me far more than it inspires me.				

CLUSTER 3: Academic Adjustment

1	It is often difficult for me to concentrate on my academic work after watching a television programme with violent act				
2	The memories or thoughts of violence events I watch on television programmes interferes with my reasoning when receiving lectures				
3	I have unsteady state of mind in the classroom after viewing violence acts on a television programmes				
4	I feel like forcing my lecturers to assist me in any course I fail after watching television programmes with similar acts				
5	The thoughts of violent programme I have watched influence the way I respond to all academic task assigned to me				

6	I have the urge to fight in school after viewing violent programme on television.				
7	I watch televised violence in order to be braved among my colleagues in school.				
8	I threaten lecturers as a result of aggressiveness I copy from watching violence on television.				
9	I spend more time watching movies rather than having private studies.				
10	I find academic work difficult because of the television programmes I watched				

CLUSTER 4: Social Adjustment

S/N	Items	SA	A	D	SD
1	Television violence influences my social adjustment by making me acquire anti-social behaviour.				
2	Exposure to television violence leads me to accept anti-social behaviour as normal.				
3	Exposure to television violence encourages me to commit crime and aggressive behaviour.				
4	Prolonged exposure to watching violence on television shapes my perception of real life situations.				
5.	Media depicted violence scares me far more than it inspires me.				
6.	I talk about my feelings openly with my friends				
7	My friends and I go out together to watch television				
8	My friends and I do imitate violence characters watched in the television				
9	I feel ill, tense or shy when I watch violence characters in the television				
10	I find my homework boring and unpleasant after watching television programmes				

APPENDIX C
RELIABILITY OF TELEVISED VIOLENCE, SOCIO-EMOTIONAL AND
ACADEMIC ADJUSTMENT QUESTIONNAIRE (TVSEAAQ)

CLUSTER A: Televised Violence

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.877	10

CLUSTER B: Emotional Adjustment

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.798	10

CLUSTER C: Academic Adjustment**Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.874	10

CLUSTER D: Social Adjustment**Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.827	10

Overall Reliability**Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.847	40