

Effects of watching television to intermediate pupils of st. john integrated scho...

[Media](#), [Television](#)



EFFECTS OF WATCHING TELEVISION TO INTERMEDIATE PUPILS OF ST. JOHN INTEGRATED SCHOOL A Baby Thesis Presented to, The Faculty of St. John Integrated School The Partial Fulfillment Of the Requirements for The Fourth Year English Basic Curriculum By: Toni Marc S. Opiana Weiner Dennis Hilbero Renz Jeremie A. Laughlin Mark Edwin Sarmiento Faustino Luis Arciolo Oh Tae Sung " David" Researchers Submitted to: Ms. Joy Palima Chapter 1 The Problem and its Background Abstract The main purpose of this study is to find out the effects of watching television towards the studies and personalities of the pupils in the intermediate level in the elementary department. A total of thirty eight (38) respondents in the elementary department were given questionnaires to find out whether television has been either harmful or beneficial to the pupils' studies and self. The pupils will be answering questions related to their experience with watching television, how it has affected them in their studies and if television was the reason for their violence. Results showed that majority of the pupils' feedback on television are positive, but there were a few negativity in some parts which will be discussed later on as we go further into the study. It has also been proven that television isn't where they were influenced into violence and vulgarity. Many of our respondents believed that television is the best way to entertain a person as young as them as long as that person avoids anything that may affect their studies and themselves. It is also recommended for teachers to teach students about what is good and not good to watch. LOL Teachers may also use television as another mode of education for their pupils' learning. Therefore, it may help them learn faster because of its high entertainment factor. Statement of the Problem

Television has showed us what life looks like in the outside world. But these things television had showed us might have influenced our fellow youngsters to do these things out of curiosity. And too much television may bring them to forgetting their studies and bring them to sleep deprivation. But there have also been good things that television had given us, like educational TV programs and even TV ratings to see if the program is suitable for children. The objective of this study is to find out the effects of watching television towards the intermediate pupils of St. John Integrated School. The purpose of this study is to answer the following questions: 1. Is television where pupils get their vulgarity? 2. Do the pupils neglect their homework and studies because of watching too much television? 3. Is television beneficial or not for a student, overall?

Chapter 2 Review of Related Literature

Related Literature

The Positive and Negative Effects of Television

By: a blogger named stephanie Television, one of electrical devices which has been part of people's lives, is widely used as source of entertainment, education and information. Besides of its advantageous function, there are contradictions where some people agree and disagree that television gives negative effects which are dangerous for family life and any sense of community. I disagree with the statement, seeing that the positive effects that are gotten from television are more than the negative effects. Watching television entertains, educates, and informs. This three factual advantages developed, giving more and more advantages. The value of family life could increase when they spent time together, and the ability of television to entertain supports this condition to happen. There are shows which fit all generations and could make people happy watching it. When members of the family watch the

shows, they laugh, and a comforting atmosphere is created. This happens to tighten the emotional relation between each member of the family. The educative use of television brings parents nearer with their children, the children could learn from the television and at the same time their parents teach them. This quality time is very expensive, and this could be created by watching the television. Other advantage of television is people could build a good and complementing relationship. The information people get from television is very fast, and the spreading information could start conversations that built relationships between people. The three important roles of television gives positive effects for family life and sense of community. However, it is undeniable that television also gives some negative effects. Almost all TV shows are fiction, based on the author imagination, causing some stories are the opposite of the reality. Children and teenagers might learn inappropriate things by watching television, thinking that it is the best and ideal condition of life. Children might learn dangerous activities while teenagers might practice them. Looking at this condition, parents have to guide children to understand the negative effects and telling them that those inappropriate things should not be learnt. In conclusion, television gives positive and negative effects. It could be entertaining, educative, and informative to people, which are the three positive effects, as well as increase the value of family life and sense of community. The negative effects that might be given could be prevented if the audiences are guided correctly. The Negative Effects of Television on Performance in School By: Gina Poirier *Reading and Language Comprehension Learning how to read, comprehend and develop vocabulary

takes practice and time spent reading books or being read to. Language development also requires a lot of interactive conversation. Kids of all ages who spend hours every day in front of a television are losing that opportunity and falling behind in this area in their education. Even educational TV programs do not help as much as reading and talking. According to Dr. Ellen Abell of the Alabama Cooperative Extension System, TV does not develop the part of the brain responsible for language. " Children who watch too much television and do not read enough may have trouble paying attention and listening to comprehend language." *Cognitive Skills Children need interactive activities to learn how to take initiative and solve analytical problems, which are important skills in every classroom subject. Imaginative play and games are important parts of their cognitive development that are lost when they sit in front of a TV. Studies also suggest that heavy TV watchers also have shorter attention spans, especially if they watch erratic, non-educational programming. Kids who can't pay attention or interact well in class obviously do not excel in learning. The problem starts before kids are school-aged. According to research by Heather Kirkorian et al. in the journal " Children and Electronic Media," " Television, especially when viewed by children younger than age two, may have a negative effect on attention development." *Homework Performance TV distracts kids while they are doing their homework well or prevents them from completing it at all. Failing to complete homework leads to the obvious consequences of lower grades and poorer comprehension of the educational material. Kids need quiet time free of distractions when they complete their homework; often times they also need adult assistance and interaction. *Test Performance Some

research shows that TV is directly correlated with lower standardized test scores. The amount of TV, when it is viewed and the content are all factors in this correlation. For school-aged students, multiple hours of TV viewing during weekdays with violent and non-educational content is the most harmful. According to a study by Iman Sharif and James D. Sargent in the journal " Pediatrics," " Taken as a whole, our findings add empirical support to the importance of American Academy of Pediatrics guidelines for parental limits on media time (particularly weekdays) and content as a way to enhance the chances of success in school during adolescence." TV Diet (7): Learning and Education By: a parent blogger named Ronit Some people might say, " Big deal. Not every child has to do well at school. Besides, there are things kids can learn from watching TV too". Well, humans must learn to survive. Your kids' opportunities in life depend very much on their abilities to learn and develop new skills. Read on and you will see that watching TV causes kids to do poorly at school, but this also sets them up for a much more limited life long after they finish school. Many researchers have expressed concerns about the decline in kids' learning abilities as a direct result of watching too much TV. While health concerns include obesity, anorexia and diabetes, educators say that watching too much TV and being less active physically damages kids' coordination. Whereas in the past, playing ball games was part of every kid's daily routine, spending hours in front of the TV exercises mainly kids' eyes and possibly their fingers (by switching from one channel to the other). During the early years and the beginning of primary school, kids develop their gross and fine motor skills. Activities like ball games, beading, cutting and pasting, coloring in, playing

card games and building games (like Lego) improve hand-eye coordination and prepare the kids for writing and drawing. During Physical Education classes, awkward kids lose popularity and self confidence due to their poor performance, which in turn hurts their academic motivation and achievements. Two other education concerns are increased hyperactivity and reduced energy level. Being underactive while watching TV results in kids being agitated during classes, yet lacking the energy to perform due to the drop in their metabolism. Some parents say their kids are more hyperactive after watching certain shows on TV, while others say their kids are lethargic and even depressed. Good learning requires kids to concentrate on a task for some time. Being agitated prevents the kids from focusing long enough, while having too little energy prevents them from concentrating enough to get the benefit of the task. Repeated failure only compounds this problem with the added negative emotions. Eye strain is another health risk that directly affects kid's learning abilities. The American Optometric Association claims that sitting in front of a screen for two hours increases the risk of eye strain and focus problems. Class work requires good vision both close up (paper) and far away (board). Without good eyesight, kids find it difficult to perform and gradually link learning with discomfort. The National Centre for Educational Statistics has found in a study that students who watched over six hours of TV a day achieved lower academic results. One major reason for this is believed to be shorter attention span. The kids surveyed did not have enough patience. They were so used to the fast-paced TV world, in which people succeed overnight, that hard work became a bad word to them. A research done by Dimitri Christakis of the Child Health

Institute at the University of Washington has found that direct exposure to stimulus overload in the early years, while the brain is still developing, has a direct connection to the increase in attention deficit. Essentially, he claims that TV promotes ADD/ADHD. Another contributor to the attention problem is flicking channels and not focusing on one thing for a long period of time.

When kids do spend time doing their homework, most of them have the TV on, which distracts them from focusing and produces worse results than their true potential. Surprisingly, watching a lot of TV undermines kids' language development. A long study has shown strong correlation between watching TV and limited language skills. Kids who were exposed to adult shows displayed even more limited language skills. In the early years, this immediately translates to challenges in the first years of schooling. *Why is this? Babies learn language by listening to their environment and initially developing their Receptive Language. Over time, they begin to respond more and more clearly, thus developing their Expressive Language. By interactive with other human beings, and even by talking to themselves, the expressive language gradually catches up to the receptive language. However, while kids listen a lot to what is on TV, they do not talk at all, so the gap between their ability to understand and express themselves increases. With limited communication skills, their performance suffers at school and in society.

Limited literacy skills have also been recorded as a result of watching too much TV. Because kids spend their time in front of the TV screen, they have very little time left to read at sentence level or beyond. Schooling is very much based on being able to read and write, so the effect is clear. Sleep deprivation has a direct affect on kids' learning abilities. Having TV in their

room and forming an addiction to watching it prevents kids from getting enough hours of sleep and this translates to immediate challenges the morning after with concentration difficulties. Parents' supervision helps in this matter, but many kids admitted that when their parents are not around, they do not get enough sleep. Parents are sometimes too tired themselves to fight over this. A University of Oxford study has found that young kids who watched TV (and played computer games or used mobile phones) lost a month's worth of sleep every year. Their conclusion was that this lack of sleep has direct physical and mental effects on many school-aged children. Research on teenagers' TV habits has found that watching TV late at night prevents kids from falling asleep, partly due to their exposure to the bright light from the TV screen in the hours before bedtime. Sleep regulation is done in our brain by the Pineal Gland, which is sensitive to light. It takes this gland 2 hours to induce sleep after dark, which means that watching TV, particularly in a dark room, before bedtime interferes with sleeping. Kids need a 2-hour break from TV, computer and any other source of direct light before bedtime. As you can see, excessive TV watching, regardless of content, damages many abilities kids need in order to do well at school and later on in life.

Chapter 3 Research Design Research Design This is where our ways of performing the study are explained. This part of the book is where the methods are explained, tells what instruments are used, the gathering of the data and the statistical treatment of the data. Methodology The researchers applied different methods in order to obtain the main goal of the study. The main method we used for the whole study is through survey research method. This is done because we wanted to maintain the simplicity

of our study. And also to gain results in an easier, more organized, and more thorough way. The method used for gaining information related to our topic is through research method, which was done through gathering information related to our concept of study from a source We also performed survey method so that we may be able to answer the questions we are looking for in the whole study. This was done through asking a chosen group of people known as respondents with the use of questionnaires. Then we gather the data from the answered questionnaires into tables and graphs, and then we end our study with a conclusion that was based on the results.

Instrumentation In order to obtain the desired data for our study, we used survey questionnaires as a tool for obtaining them. These are given to our respondents so that they can answer our questions regarding our topic.

Another way of collecting data includes the collection of data from used sources to gain information like websites, magazines, books, newspapers and more that can be applied for the purpose of the research. Furthermore, our researchers used the Internet as a source for gathering information.

Statistics are a way for us to learn what our thesis survey results into, in order to gain our statistics; we used the computer as a tool for us to fuse all our survey answers into one, thus, gaining our desired results. Respondents

The major respondents of the study were elementary pupils of the intermediate level at St. John Integrated School. The data and information concerns their habits in television and how it affects their studies. Within this study, the main process we used in collecting our data is used in a form of a questionnaire, which was a very frequent way in gathering data. The researchers gave questionnaires to intermediate pupils so that they may

respond to the questions that we needed to get answered in order to obtain the data we are required to have, and so that they may have a clearer understanding of their daily activity in watching television. Sample Questionnaire A. Please answer the following questions: if choices are in letters, encircle one, if choices are in circles, shade one or more. 1. How many times do you watch TV in a week? A. 1 - 3 times a week B. 4 — 7 times a week C. 8 — 12 times a week D. 13 time a week or more 2. How many hours do you spend watching TV in a day? A. 1 — 3 hours a day B. 4 — 6 hours a day C. 7 — 11 hours a day D. 12 hours a day or more 3. What things do you watch on TV? Shade any of the given choices. Anime Cartoon shows Movies Reality TV series Reality shows or Talk shows Game shows Music shows Educational shows (like Discovery Channel or History Channel shows) Pro Wrestling TV Sports Others, please specify: _____ 4. Do you learn from watching these things on TV? A. Yes B. No 5. If you chose yes, do you learn good things or bad things on TV? A. Good things B. Bad things C. Both 6. Do you forget to do your homework, or project, or review for a quiz, because of watching TV? A. Yes B. No 7. If you chose yes, how often do you forget studying? A. Always B. Sometimes C. Less often D. More often 8. How much violence do you think there is on TV? A. Little amount (not much) B. Large amount (too much) C. Medium amount B. Please rate the following from 1 — 4 depending on how much you agree on the given statement. 1 — Strongly Agree 3 — Disagree 2 — Agree 4 — Strongly Disagree ___ I learned saying bad words because of watching TV. ___ I learned violence because of watching TV. ___ I sometimes sleep late because of watching TV. ___ I

learned how to do things correctly because of watching TV. ___ I learned about a few things that we haven't learned in school because of watching educational shows (Discovery channel or History Channel shows) on TV. ___ I knew what was happening to our surroundings and to our country because of watching the news on TV. ___ I learned how to read because of watching kids' shows (like Sesame Street) on TV when I was younger. ___ I learned how to count and how to say the alphabet because of watching kids' shows when I was younger. ___ I learned about drugs, alcohol, smoking, and/or sex because of watching commercials and/or shows that are rated SPG on TV. ___ I forget to study and do my homework at home because I get distracted by watching TV. ___ I don't listen to class discussions because I get distracted by think too much over what I saw on TV. ___ I think TV is lacking on educational programs. ___ Overall, TV has been helpful for me in terms of learning and studying.

Chapter 4 Data Analysis Table Set 1. 0 Question: How many times do you watch TV in a week? Elementary Respondents | 1 - 3 times a week | 4 - 7 times a week | 8 - 12 times a week | 13 times a week or more | | | | | Population | | | | | No. | No. | % | No. | % | No. | % | No. | % | Grade 4 | 16 | 5 | 13. 16% | 4 | 10. 53% | 2 | 5. 26% | 5 | 13. 16% | Grade 5 | 5 | 1 | 2. 63% | 1 | 2. 63% | 2 | 5. 26% | 1 | 2. 63% | Grade 6 | 17 | 4 | 10. 53% | 6 | 15. 79% | 1 | 2. 63% | 6 | 15. 79% | Total | 38 | 10 | 26. 32% | 11 | 28. 95% | 5 | 13. 16% | 12 | 31. 58% | Table Set 1. 1 Question: How many hours do you spend watching TV in a day? Elementary Respondents | 1 - 3 hours a day | 4 -6 hours a day | 7 - 11 hours a day | 12 hours a day or more | | Population | | | | | No. | No. | % | No. | % | No. | % | No. | % | Grade 4 | 16 | 9 | 23. 68% | 2 | 5. 26% | 2 | 5. 26% | 3 | 7. 9% | Grade 5 | 5 | 3 | 7. 89% | 1 | 2.

63% | 1 | 2. 63% | 0 | 0. 0% | Grade 6 | 17 | 7 | 18. 42% | 7 | 18. 42% | 2 | 5. 26% | 1 | 2. 6% | Total | 38 | 19 | 50. 00% | 10 | 26. 32% | 5 | 13. 16% | 4 | 10. 5% | Table Set 1. 2 Question: What things do you watch on TV? Kinds of shows | Elementary Repondents | Total | | Grade 4 | Grade 5 | Grade 6 | 38 | | No. | % | No. | % | No. | % | No. | % | Anime | 8 | 21. 05% | 2 | 5. 26% | 5 | 13. 16% | 15 | 39. 47% | Cartoon Shows | 11 | 28. 95% | 3 | 7. 89% | 8 | 21. 05% | 22 | 57. 89% | Movies | 14 | 36. 84% | 3 | 7. 89% | 15 | 39. 47% | 32 | 84. 21% | Reality TV Series | 4 | 10. 53% | 2 | 5. 26% | 5 | 13. 16% | 11 | 28. 95% | Reality Shows | 3 | 7. 89% | 1 | 2. 63% | 4 | 10. 53% | 8 | 21. 05% | Game Shows | 7 | 18. 42% | 3 | 7. 89% | 5 | 13. 16% | 15 | 39. 47% | Music Shows | 5 | 13. 16% | 2 | 5. 26% | 6 | 15. 79% | 13 | 34. 21% | Educational Shows | 7 | 18. 42% | 2 | 5. 26% | 11 | 28. 95% | 20 | 52. 63% | Pro Wrestling | 3 | 7. 89% | 1 | 2. 63% | 3 | 7. 89% | 7 | 18. 42% | TV Sports | 6 | 15. 79% | 2 | 5. 26% | 7 | 18. 42% | 15 | 39. 47% | Other | 1 | 2. 63% | 0 | 0. 00% | 1 | 2. 63% | 2 | 5. 26% | Table Set 1. 3 Question: Do you learn from watching these things on TV? Elementary Respondents | Yes | No | | | | Population | | | | No. | No. | % | No. | % | Grade 4 | 16 | 16 | 42. 11% | 0 | 0. 00% | Grade 5 | 5 | 4 | 10. 53% | 1 | 2. 63% | Grade 6 | 17 | 16 | 42. 11% | 1 | 2. 63% | Total | 38 | 36 | 94. 74% | 2 | 5. 26% | Table Set 1. 4 Question: you chose yes, do you learn good things or bad things on TV? Elementary Respondents | Good things | Bad things | Both | | | | | Population | | | | No. | No. | % | No. | % | No. | % | Grade 4 | 16 | 9 | 25. 00% | 0 | 0% | 7 | 19. 44% | Grade 5 | 4 | 2 | 5. 56% | 0 | 0% | 2 | 5. 56% | Grade 6 | 16 | 9 | 25. 00% | 0 | 0% | 7 | 19. 44% | Total | 36 | 20 | 55. 56% | 0 | 0% | 16 | 44. 44% | Table Set 1. 5