



## PERCEIVED EFFECTS OF TELEVIEWING ON THE ACADEMIC PERFORMANCE OF THE STUDENTS OF THE COLLEGE OF TEACHER EDUCATION

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**ABSTRACT:** *The utility of mass media like television watching can have positive effects on students if well guided by parents and guardians. Television watching as a learning process can promote general learning as well as student's academic performance either negatively or positively (Nganda, 2007). This study aimed to determine the perceived effects of televiewing on the academic performance of the students of the College of Teacher Education of Cagayan State University. The respondents of the study were the eighty (80) students from the College of Teacher Education who were randomly selected from the different sections of the College. This study used the descriptive normative method. The descriptive normative method was used in determining the perceived effects of Televiewing on the academic performance of the student-respondents. The questionnaire was the primary tool used in gathering data from the respondents. The questionnaire was used in gathering data on the perceived effects of Televiewing on the academic performance of the student-respondents. The grades of the respondents in the most recent semester were taken with regards to their academic performance in class. Results of this study revealed that TV viewing greatly affects the viewers in both ways which either positive or negative and for this, it is recommended that parents and teachers of the respondents should strictly limit students time in watching TV especially during school days and that close supervision should be maintained for the respondents to focus more on their studies.*

**KEYWORDS:** *television, tele viewing, cell phones, academic performance, technology, perceived effects, modernization, young generation*

### INTRODUCTION

The innovation on technology made students media literate and equipped with the skills that can help them to effectively analyze, understand and evaluate new forms of information and make smart decisions about its quality and uses (Rowland's et al., 2008) The use of social media has become comprehensive and currently, the most popular. In the previous years social media is used to connect people in any part of the world in the same



manner as students who are increasingly responding to this evolution of technology (Martinez-Aleman & Wartman, 2009). This in turn put pressure on members of faculty to use social networking within the classrooms and outside the classrooms to connect with students. There are many advantages for universities and colleges that can be gained by connecting with students through the social media. It is used to increase thinking and building of communication.

Mass media includes newspapers, magazines, books, television, radio, films and other forms of communication that reach large audiences with no personal contact between the individuals sending the information and those receiving it (Thomas, 2000). It is essential to the social, political and economic development of society and has promoted various segments. Mass media plays a leading role in promoting education (Burchfield, 1993). According to Clifford (1995) cable communications, digital television, video games, internet, newspapers and magazines are changing patterns of behavior and models of accessing knowledge, entertainment and ways of seeing and interacting with one another.

Pre-school children all over the world come into daily contact with various forms of mass media (Clifford, 1995). Such media have a lot of influence on their academic and social behaviour. Of all the channels of mass media, television plays a monumental and leading role in promotion of education (Less, 1988). In Kenya, television technology development has been dynamic in many aspects. In 1980s, there was only one television channel in Kenya, that is, Voice of Kenya (VoK) which was state owned. However, in 1990s, a number of television stations were licensed to operate in the country. There are over nine (9) television stations operating in Kenya with others under process of being licensed (Ahinda, 2010). These stations come with catchy programs to attract targeted audience (Landry, Smith & Swank, 2008). Some of these programs are not fit for children undergoing their formative period. They have effects on their academic performance and social behavior (Wanjohi, 2012). Television is a common means of communication that reach large audience with no personal contact between individuals sending the information and those receiving it (Thomas, 2000). This means the audience targeted by television is enormous with its tentacles extending themselves to homes and social places (Nganda, 2007). Tiriki East



Division of Hamisi Sub-County is located in a relatively rural area. However, the state of television coverage in the area is equally as good as the one in urban area (Ahinda, 2010). Access to television therefore is bound to rise regardless of the stiff competition that exists among other media businesses that are also expanding (Wanjohi, 2012).

Austin (1992) points out that; Television watching can have positive effects on pre-school children if well guided by parents and guardians. Television watching as a learning process can promote general learning as well as pre-school children's academic performance either negatively or positively (Nganda, 2007). Some scholars support this when they state that; although excessive television watching may impair school performance, limited amount of television watching may be beneficial (Morgan, 1993 & Williams, 1986). A negative association between television watching and measures of school achievement became significant after studying the influence of Television watching on academic performance as researched in USA on 200 pre-school children using observations (Gaddy, 1986 & Richie, 1987). Watching educational television programs may enhance school readiness and academic performance (Anderson & Wright, 2001). These benefits appear to be related to pre-school children watching specific educational programs. In a study entitled "Impact of television on performance of pre-school children conducted in Lang'ata Division – Nairobi, Kenya," by Nganda (2007) found that; television watching by pre-school children can be beneficial to them as long as the programs' content are appropriate.

Many parents, education providers, and other education stakeholders worldwide have expressed concern about the amount of television and the type of programming to which children are being exposed to (Zevenbergen, 2007). Morgan (1993) asserts that despite several decades of research in the United States of America there is little consensus on whether childhood television watching has beneficial, harmful or negligible effects on educational achievement. According to Hancox (2004), this uncertainty is due to lack of long term follow up data particularly for pre-school children.

In developed countries like Britain and United State of America, children watch an average of five to eight hours of television while in developing countries they watch an average of



three to five hours of television everyday (Hancox, 2004). Too much television watching can have adverse affects, such as aggressive behavior, poor school academic performance, early sexual activity, and drug or alcohol use among other effects (Austin, 1992). By the end of preschool, the average child in the United State and other developed countries will have seen 8,000 murders and 100,000 other violent acts on television (Hancox, 2004). The world being a global village, children in Kenya could equally have access to the same programs. Children's cartoons and action programs lead to more than 20 acts of violence per hour, compared to 5 acts per hour during prime-time hours in developed countries (Hancox, 2004). Given that these programs are aired in local television channels in Kenya, there is a possibility of Kenyan children to be exposed to the same. More than \$3 billion of products related to war movies have been sold worldwide (Huston, 1983). Technological advancement in terms of television spreading rapidly to most parts of the world Kenya included. The spread of DSTV television channel and other television channels in Kenya have exposed children to foreign programs. This has made the world a global village where what is watched on television in the developed countries is equally watched in developing countries hence the proliferation of negative effects like poor pre-school performance, aggressive behavior, and English, Kiswahili and Mother tongue languages impediment among others (Zevenbergen, 2007).. It is therefore true to assert that Tiriki East Division has not been spared either by these effects of television watching on pre-school children. Pre-school children watch anything that is flushed on the screens of their televisions (Landry, Smith & Swank, 2008). In the year 2012 a pre-school child was treated at a Health Centre and discharged after being injured by a classmate who was displaying and practicing a wrestling contest style as he had watched it being done on a fellow wrestler on the WWF wrestling program on television in Tiriki East Division (Ahinda, 2010). Some pre-school children use abusive languages as heard on some television programs while playing with others in the fields. During a graduation ceremony for top class pre-school children to join standard one last year at a pre-school in Tiriki East Division, Hamisi Sub-County, a serving DICECE officer highlighted that unlimited watching of television programs by pre-school children affects their academic performance at the end of the term (Ahinda, 2010). Parents and guests present concurred with the officer. Similarly the officer alleged that television watching by pre-school children had negative effects on their acquisition of English,



Kiswahili and Mother Tongue languages. To her, this was manifested in the way they verbalize words and in their written work (Ahinda, 2010). Poor academic performance and impediment of development of English, Kiswahili and Mother Tongue languages as a result of television watching by pre-school children needed to be investigated. Hence the need to study effects of television on academic achievement and languages: - English, Kiswahili and Mother Tongue acquisition to pre-school children in Tiriki East Division of Hamisi Sub-County, Vihiga County, Kenya. The study therefore aimed at examining effects of television on academic

Television, one example of mass media material is very common to almost all of us. Almost all houses in urban and rural areas have their own television set. This example of mass media material can be used effectively into an instructional plan and it can be utilized not only for entertainment but more of imparting and developing skills, attitudes, values, and knowledge. Creative and effective use of television increase the probability of pupils to learn more, retain better what they learn and may improve their performance. But unwise use of this media material can deteriorate their performance. Television affects the viewers and these may be short or long range, manifest or latent, strong or weak and can be classified as educational, psychological, political, or sociological. On the part of the pupils, these effects of television are clearly manifested on their behaviour, attitudes, the way they adorn themselves and most of all, in their academic achievement. Since television claims a big portion in our lives in many ways, it possesses power in influencing the pupils' academic performance and it may be positive or negative. Television has become an essential part of many homes. This example of mass media material entertains, informs, exposes us to new ideas and connects us to the outside world. It has changes our lives in more than a thousand ways.

According to Hernandez (1985), television has an enormous impact to children's lives. To many, the importance has all been positive but if we look closer enough, television has affected family lives, social habits, how people think, how people adorn themselves and how they view the world. Thus, concerned researcher should not take television for granted. Television, radios, computers are some examples of mass media materials. Mass media



claim a big portion in our lives and the young lives of children. That according to Hernandez, a great percentage of knowledge about the world even before they go to school, thus media become their early teachers. She further pointed out that today a lot of things we know or think we knew outside our own experiences come from the media. They bombard us with information, knowledge, communication, values and attitudes through sounds, color, picture and a lot of action. Media offer children an informal curriculum in an open classroom, thus media become an effect and powerful teacher. And also still on the point of view of Hernandez, media education entails the progressive development of critical understanding. It helps to produce youths who will be appreciative, critical and discriminating listeners, viewers or readers of the different mass media materials. He further pointed out that considering the tremendous impact and influence that mass media has on our pupils and their lives, media education must be included in the school curriculum in the different subject areas but the major step in attuning the school's curriculum to the needs of its students in keeping with the process of preparing them for the better.

Esteban (1990) stated several advantages and disadvantages of the mass media just like for example, the television, it informs or educates the public about what is happening around the world. She also made mentioned that the child is the victim of the ethical political propaganda but also the beneficiary of the morally upright propaganda. Media play an important role in our lives because it educates and entertains the people. And according to Cassata (1998), education of the public is one of the media's most powerful functions as a method of aiding the public welfare and education by the media is essential to educational, political and social progress in contemporary societies and seldom acts apart from its influence. The public's need to have social and political information is the media's role in the educational process.

Mass media can be classified into two namely the print media and the non-print media. Print media include the magazines, journals, and books while the non-print media include the television, video and computers. According to Greenfield, the non-print media are the greatest sources of knowledge and universal truth. Furthermore, listening to the radio and television affects greatly the process of the way people think, classify, and reason out things.



Hidalgo (1993) states that using the non-print media in the language arts is a vital and central part of learning to read, write, talk, listen, communicate, create and think. He also noted that non-print media are not as important in understanding each other and the whole world as print media are. Mass media materials have advantages and disadvantages. Sattayanumat (1988) , found out that media resources have advantages as well as disadvantages. For instance, they are available and are very easy to use, they can be used for group or individual discussion and they can provide assistance to special learners.

With the support that the Philippine educational system expresses in the use of instructional media in classroom as further expressed in the memorandum of agreement, one cannot but also overemphasize the application of these mass media instructors. On the study conducted by Reyes (1987), she found out that there is significant relationship between Televiewing and academic achievement of the fourth year high school students. That the fourth year students can adjust their time viewing and can budget their leisure time and study time. She further pointed out there was also significant relationship between academic achievement ad types of television programs viewed by the respondents, probably because the content of these programs are related to student activities and learning experiences inside the classroom. On the use of television, Nacino (1990), found out that children viewing television come from well to do families and girls tend to spend more time with television than the boys and the effects of TV on the children's home leisure time varies. In the study conducted by Reyes (1988), it was revealed that students manifest interest in television viewing. They are exposed to variety of programs. Almost 80 % of the knowledge is acquired by the child through the eyes. That's why in the study conducted by Bruan, she found out that more students are visual learners. She further recommended for the use of supplementary video as an aid to develop the different skills of students. In the study conducted by Tolentino (1991), she found out that the educational media have become a necessity in the organization of the educational process and the success of media is hampered by budgeting and financial constraints.



## **STATEMENT OF THE PROBLEM**

This study aimed to determine the perceived effects of televiewing on the academic performance of the students of the College of Teacher Education of Cagayan State University.

Specifically, this study aimed to determine the following:

1. What is the profile of the student-respondents in term of:
  - a. Educational attainment of parents
  - b. Occupation of Parents
  - c. Monthly Income
2. To what time student-respondents watch television?
3. Does television viewing affect the study habits of the student-respondents?
4. What is the academic performance of the student-respondents?
5. What are the possible effects of television viewing on the academic performance of the student-respondents?
6. Is there a significant relationship between the possible effects of television viewing and the academic performance of the student-respondents?

## **METHODOLOGY**

This study used the descriptive normative method. The descriptive normative method was used in determining the perceived effects of Televiewing on the academic performance of the student-respondents.

## **RESPONDENTS OF THE STUDY**

The respondents of the study were the eighty (80) students from the College of Teacher Education who were randomly selected from the different sections of the College. Randomizing of respondents was done by draw lots. Students were given pieces of papers and the one who gets the piece of paper with a number in it was one of the respondents. Prior to draw lots, students were asked if they watch television.





## DATA GATHERING TOOL

The questionnaire was the primary tool used in gathering data from the respondents. The questionnaire was used in gathering data on the perceived effects of Televiewing on the academic performance of the student-respondents. The grades of the respondents in the most recent semester were taken with regards to their academic performance in class.

## STATISTICAL TOOL

The data gathered were collated, tabulated, analysed and interpreted. The weighted mean was used to analyse the possible effects of TV on the academic performance of the student-respondents. The Arbitrary scale used was:

- 1.0 – 1.79 – Agree
- 1.80– 2.59 – Strongly Agree
- 2.60 – 3.39 – Disagree
- 3.40 – 4.19- Strongly Disagree
- 4.20 – 5.00 – Uncertain

The Pearson product moment correlation was used to analyse the relationship between academic performance and the perceived effects of Televiewing.

### A. Socio-Economic Profile of Pupil-Respondents

**Table 1**

***Frequency and Percentage Distribution of Respondents According to their Parent's Educational Attainment***

Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
College level/College graduate	42	52.5	30	37.5
High School level/High School graduate	29	36.25	34	42.5
Elementary level/ Elementary graduate	9	11.25	16	20
<b>Total</b>	<b>80</b>	<b>100</b>	<b>80</b>	<b>100</b>

Table 1 shows the frequency and percentage distribution of the respondents according to their parent's educational attainment. The table shows that 42 or 52.5% of the



respondents' fathers are college level/graduates, 29 or 36.25% are High school level/graduates and only 9 or 11.25% are elementary level/ graduates. Likewise, 30 or 37.5% are college level/graduates, 34 or 42.5% of the respondents' mothers are high school level/graduates, and 16 or 20% are elementary level/graduates. These data imply that respondent's parents are very much aware of the possible effects of televiewing on the academic performance of their children

**Table 2**

**Frequency and Percentage Distribution of Respondents According to their father's Occupation**

Father's Occupation	Frequency	Percentage
Farming	45	56.25
Driving	7	8.75
Soldier	3	3.75
Architect	2	2.5
Government employee	13	16.25
Carpentry	3	3.75
Businessman	4	5
Delivery man	2	2.5
Mechanic	1	1.25
<b>Total</b>	<b>80</b>	<b>100</b>

Table 2 shows that frequency and percentage distribution of the respondents according to their father's occupation. The table shows that majority of the respondents' fathers are farmers (44 or 55%). The rest are drivers (7 or 8.75%), soldiers (3 or 3.75%), architects (2 or 2.5%), government employees (17 or 16.25%), carpenters (3 or 3.75%), businessman (4 or 5%), delivery man (2 or 2.5%), and mechanic (1 or 1.25%). The data imply that the families of the respondents belong to the middle class families.



**Table 3**

**Frequency and Percentage Distribution of Respondents According to their mother's Occupation**

Mother's Occupation	Frequency	Percentage
Housekeeping	57	71.25
Business woman	9	11.25
Laundry woman	2	2.5
Nurse	1	1.25
Veterinarian	1	1.25
Government employee	8	10.00
Farming	2	2.5
<b>Total</b>	<b>80</b>	<b>100</b>

Table 3 shows the frequency and percentage distribution of the respondents according to their mother's occupation. The table shows that majority of their mothers are housekeepers (57 or 71.25%). Others are business woman (9 or 11.25%), laundry woman (2 or 2.5%), nurse (1 or 1.25%), veterinarian (1 or 1.25%), government employee (8 or 10%), and farmer (2 or 2.5%). The data imply that the mothers of the respondents may have the sufficient time to guide their children considering the nature of their mother's job.

**Table 4**

**Frequency and Percentage Distribution of Respondents According to their parent's Monthly Income**

Parent's Monthly Income	Frequency	Percentage
P 15, 000 and above	21	26.25
11, 000 – 14,999	20	25
8,000 – 10,999	22	27.5
5,000 – 7,999	7	8.75
3,000 – 4,999	7	8.75
1,000 – 2,999	2	2.5
Below 1,000	1	1.25
<b>Total</b>	<b>80</b>	<b>100</b>



Table 4 shows the frequency and percentage distribution of the respondents according to their parent's monthly income. The table shows that majority of the respondent's parents income ranges from 8,000-10,999 (22 or 27.5%) followed by P 15, 000 and above (21 or 26.25%), have income of 11, 000 – 14,999 (20 or 25%), have an income of 5,000 – 7,999 (7 or 8.75%), have an income of 3,000 – 4,999(7 or 8.75%). Only 1 or 1.25% has an income of below 1, 000 and 2 or 2.5% have an income of 1,000- 2,999. The results of the data showed that the families of the respondents may have the financial capability to provide for the needs of their children

#### B. TIME OF WATCHING TV

**Table 5**

**Frequency and Percentage Distribution of Respondents According to their parent's Monthly Income**

Time of Watching	Frequency	Percentage
From 6:00 p.m. – 7:00 p.m	25	31.25
From 7:00 p.m. – 8:00 p.m	50	62.5
From 8:00 p.m. – 10:00 p.m	1	1.25
From 6:00 p.m. – 10:00 p.m	4	5
From 7:00 p.m. – 10:00 p.m	0	0
From 7:00 p.m. – 11:00 p.m	0	0
<b>Total</b>	<b>80</b>	<b>100</b>

Table 5 shows the frequency and percentage distribution of respondents according to their time of watching TV. The table shows that majority of the respondents watch only TV from 7:00 p.m. – 8:00 p.m. (50 or 62.5%). None of them watch TV from 7:00 p.m. – 10:00 p.m. or 7:00 p.m. – 11:00 p.m. This implies that the respondents limit their televiewing to a little time to pave the way for their studies or to their sleeping time.



### C. Study Habits of Respondents

**Table 6**

**Weighted Mean Distribution of Respondents as to whether TV Viewing Affects their Study Habits**

Study Habits	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Do you watch TV?	80	100.00	0	0.00
Do you review first before you watch TV	76	95.00	4	5.00
Do you watch first before you review	4	5.00	76	95.00
<b>Overall Weighted Mean</b>	<b>1.3</b>			

Table 6 shows the weighted mean of the respondents regarding study habits. The table shows that all the respondents watch TV but majority of them only watch TV after reviewing their lessons. The data show that the respondents are very aware that studying is more important than televiewing.

### D. Academic Performance of Respondents

**Table 7**

**Frequency and Percentage Distribution of Respondents According to their Academic Performance**

Grades	Frequency	Percentage
90 and above	0	0
85 – 89.99	4	5
80 – 84.99	57	71.25
75 – 79.99	19	23.75
Below 75	0	0
<b>Total</b>	<b>80</b>	<b>100</b>

**Mean Grade = 81.31**



Legend:

- 90 and above - Excellent
- 85 – 89.99 - Very satisfactory
- 80 – 84.99 - Satisfactory
- 75 – 79.99 - Fairly Satisfactory
- Below 75 - Poor

Table 7 shows the frequency and percentage distribution of respondents according to their academic performance. The table shows that 57 or 71.25% of the respondents have a satisfactory rating of 80 -84.99. None of them got a grade below 75.

**E. Perceived Effects of TV Viewing to the Pupil-Respondents**

**Table 8**

**Weighted Mean Distribution of the Positive Effects of TV Viewing to the Respondents**

Positive Effects of TV Viewing	Weighted Mean	Adjectival Value
1. It educates the people.	1.61	Agree
2. It helps develop skills.	1.54	Agree
3. It entertains people.	1.64	Agree
4. It helps develop creative thinking.	1.76	Agree
5. It helps from public opinion.	1.8	Strongly Agree
6. It adds knowledge.	1.64	Agree
7. It connects us to the outside world.	1.91	Strongly Agree
8. It helps develop critical understanding.	1.95	Strongly Agree
<b>Overall weighted mean</b>	<b>1.73</b>	<b>Agree</b>

Legend:

- 1.0 – 1.79 - Agree
- 1.80 – 2.59 - Strongly Agree
- 2.60 – 3.39 -Disagree
- 3.40 – 4.19 - Strongly Disagree
- 4.20 – 5.00 - Uncertain



Table 8 shows the weighted mean distribution of respondents according to the possible effects of TV viewing on them. An overall weighted mean of 1.73 indicates that the respondents agree that TV viewing have positive effects on them.

**Table 9**

**Weighted Mean Distribution of the Positive Effects of TV Viewing to the Respondents**

<b>Negative Effects of TV Viewing</b>	<b>Weighted Mean</b>	<b>Adjectival Value</b>
1. It negatively affects study habits.	2.16	Strongly Agree
2. It negatively affects social habits.	2.24	Strongly Agree
3. It negatively affects family relationships.	2.8	Disagree
4. It makes people rebellious.	2.83	Disagree
5. It affects the way people think.	2.56	Strongly Agree
6. It portrays negative attitude and bad activities	2.71	Disagree
7. It negatively affects pupil's academic achievement.	2.18	Strongly Agree
8. It produces conflict.	2.39	Strongly Agree
9. It affects the pupil's behaviour	2.49	Strongly Agree
<b>Overall weighted mean</b>	<b>2.48</b>	<b>Strongly Agree</b>

Legend:

- 1.0 – 1.79 - Agree
- 1.80 – 2.59 - Strongly Agree
- 2.60 – 3.39 -Disagree
- 3.40 – 4.19 - Strongly Disagree
- 4.20 – 5.00 - Uncertain

Table 9 shows the weighted mean distribution of the negative effects of TV viewing to the respondents. The table shows that the respondents “strongly agree” that TV viewing affects study habits, it affects social habits, it affects the way people think, it affects pupil's academic achievement, it produces conflict and it affects pupil's behaviour with a corresponding weighted of 2.16, 2.24, 2.56, 2.18, 2.39, and 2.49, respectively. However, the respondents also “disagree” that it affects family relationship, it makes people rebellious,



and it portrays negative attitude and bad activities with a corresponding weighted mean of 2.8, 2.83, and 2.71, respectively. An overall weighted mean of 2.48 indicates that the respondents “strongly agree” that TV viewing has negative effects on them.

#### F.Relationship Between Academic Performance and TV Viewing

**Table 10**

***Analysis of the Relationship Between the Effects of TV Viewing and the Academic Performance of the Respondents***

Computed r- value	T-value	Degree of Freedom	Critical Value
0.43	4.21*	88	1.645

**Legend: \* Significant      Level of Significance = .05**

Table 10 shows the relationship between the effects of TV viewing and the academic performance of the respondents. The table shows that there exist a significant relationship between the academic performance of the respondents and TV viewing.

### CONCLUSIONS

On the basis of the findings of the study, the following conclusions were drawn:

1. TV viewing greatly affects the viewers in both ways which either positive or negative.
2. Televiewing may still be part of the daily activities of the respondents but their discipline of managing their time is being exemplified by the grades they earned from their subjects which is satisfactory rating.

### RECOMMENDATIONS

In the light of the foregoing findings and conclusions, the following recommendations are suggested:

1. Parents of the respondents should strictly limit their children’s time in watching TV especially during school days.
2. Teachers should give more assignments to make the students busy during the night and minimize televiewing.





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