TEACHERS' PERCEIVED UTILIZATION OF ELECTRONIC MEDIA FOR ACADEMIC ENHANCEMENT AMONG PUPILS IN UPPER PRIMARY SCHOOLS IN YOBE STATE, NIGERIA

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Abstract
This study examined the utilization of electronic media for academic enhancement among upper primary school pupils in Yobe State, Nigeria. A descriptive survey research design was adopted. Purposive sampling technique was used to sample the 300 upper primary school pupils from the target population. Questionnaire was used as a tool for obtaining data. The questionnaire was validated and tested for reliability and it yielded 0.85. Two research questions were raised for the study. Percentages and charts were used to analyse the responses from the respondents. Two third of the sample size 183 (75.0%) perceived that electronic media utilization develops pupils towards their academic enhancement. Furthermore, majority of the respondents 161(58.5%) perceived that electronic media help in solving academic problems of the pupils. Apart from these positive effects, teachers observed that the negative impacts of electronic media outweigh the positive impacts. 80% of the respondents observed that electronic media negatively affect pupils' academic enhancement. 216 (78.5%) reported that excessive use of electronic media causes low academic grades. It was therefore recommended that primary school pupils should be monitored by their parents on the type of contents of electronic media their children are exposed to in order not to be influenced negatively thereby encouraging low academic performance. Efforts should be geared toward the enhancement of media literacy at all levels. There is a need for improving the quality of programme contents for students, especially primary school pupils.

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

Introduction

Primary school pupils are children of tender age between four to ten years. This is a time when a child becomes conscious of television and movies. Historically, familiar characters have attracted children from an early age. The expansion of children's media in recent years through sources such as cable television (TV), toys and video games have greatly increased the number and variety of such characters and their related (Dauch, Imwalle, Ocasio & Metz, 2018). The electronic media are designed to expand pupils' knowledge in the society and the larger world, develop creativity, encourage problem-solving, role-playing, and improve literacy and vocabularies. According to Dauch, Imwalle, Ocasio and Metz (2018), children engaged in playing a particular toy for a longer period for better focus for exploration and creativity unlike what is obtainable these days when children are exposed to media.

A typical example of such media application is the flipped classroom. The flipped classroom is a classroom where homework is done by pupils at school and school work is done at home. The school work is the recorded lessons' videos adopted or adapted by the teachers on the topics in any subject of interest. The pupils will need to watch the video at home online or offline through electronic media like internet, TV with video visual display (DVD) player in absence of the teacher. Then, do the homework (assignments) in the class in the

presence of the teacher who will render assistance in the difficult areas and monitor their learning progress (Yusuf, Makinde & Malik, 2017).

Newton (2009) identifies some functions of electronic media as follows:

(i) Provides reliable, verifiable, adequate and complete information, but further objectivity is needed in arranging the information for the audience.
(ii) Provides education that is a powerful and economical tool for knowledge with great potentials if used resourcefully and with vision. The media can also be used to create awareness and educate the masses to overcome various social problems and the development of civic sense.
(iii) It is considered as the power of electronic media that influence public opinion. Electronic media have a great potential to influence and analyze various national and international issues, suggest various options, deliberate the best option to arrive at the correct solutions to guide the audience.
(iv) It caters for a wide range of entertainment for tastes and requirements of almost all the segments of the society.

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

Researches indicate that children in Nigeria which is the limited area of this work using a wide variety of audio-visual media. This has become part of children's environment, as television programmes are being made for infants, toddlers and teenagers. On the positive side of it, there is evidence that carefully designed TV programme used at an adequate time and period can be educational (Alade, Lauricella, Kumar & Wartalla, 2020).

The electronic media contributes immensely to the academic enhancement of learners by providing important sources of information. It also plays a role in the transmission of attitudes, perception and beliefs. Dominick (2003) emphasised that television was an influential force when the following factors are operational:

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

The need to remodel scientifically based practical answers to important questions about media effects on the physical and mental of children is very necessary. However, the study so far did consider electronic media utilization like Internet, Radio, Cable TV and Handsets on primary school pupils' academic enhancement which is the gap this research comes to fill.

Statement of Problem

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

Research Questions

(i) What is the use of electronic media by primary school pupils in Yobe State?
(ii) What are the influences of electronic media usage on the academic enhancement of upper primary school pupils in Yobe State?

Methodology

The research design that was adopted for the study was descriptive survey. A descriptive research design is a scientific method which enables the researcher to observe and describes the behaviour of a subject without influencing it in any way Russell, Alliex & Gluyas, 2016). Therefore, the descriptive design of survey type which involves the use of the questionnaire which was considered as being appropriate for this research that aimed at finding out the relevant media effect on primary school pupils' utilization and academic enhancement as well as giving accurate and dependable results.

The population for this study consists of all public primary schools in Damaturu LGA, Yobe state. The target population consisted of upper public primary school pupils (Primary 4 – 6) from five public primary schools in Damaturu Local Government Area of Yobe State. This category of pupils was fully aware of the independent variable and electronic media. They were able to answer questions that were asked to them.

A random sampling technique was adopted to select the sampled primary schools for this study. In deciding on sample size, the size of the population was also considered. According to the figures got from State Universal Basic Education Board (SUBEB) in education district Damaturu LGA Yobe State, the population of public primary school children in Primary 4-6 was 500,843 in number (Yobe Primary School Board). Nwana (1992) as cited in Okoro (2011), if a target population is of several thousands are available, 5% of the target population will be used as sample. Therefore, the researchers used a stratified random sampling to select a sample size of 300 upper primary pupils (primary 4-6) drawn from five (5) public primary schools in Damaturu, Yobe metropolis because it was a fair representation.

Instrument for Data Collection

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

Validation of Research Instrument

The researchers and three other experts in the area of study validated the instrument for face and content validity. The research questionnaire titled "Electronic Media Utilization and Pupils' Academic Enhancement (EMUPAE)" questionnaire was critically scrutinized and

necessary corrections were made based on the clarity, structure and contents. The reliability coefficient for the research instrument was established. The virtuousness of the questionnaire items that was employed was measured with the inter-item consistency reliability test. The pilot test of the research instrument was carried out on other 100 upper primary school pupils other than the sampled one for the research to determine the Cronbach alpha value of the instrument at 0.05 level of significant which yielded 0.85. The value was compared with the suggested criteria as mentioned by Ogunkola and Archer-Bradshaw (2013), that a benchmark of 0.7 is acceptable. Therefore, the research questionnaire is reliable based on the test-retest reliability value of the instrument at 0.85.

Results

The completed questionnaire was numbered for easy coding and to prevent missing questionnaire from the respondents. Out of the 300 copies of the questionnaires administered only 275 were well filled and returned which is 91.7% return rate. Data were entered into the excel sheet and saved into a computer to prevent loss of data. The analysis was carried out using descriptive statistics, that is, the social demographics of the respondents and other appropriate statistical tools.

Table 1: Socio-economic and demographic characteristics of the respondents

SEX	FREQUENCY	PERCENTAGE (%)
Male	145	52.7
Female	130	47.3
Total	275	100

Source: Fieldwork: 2018

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

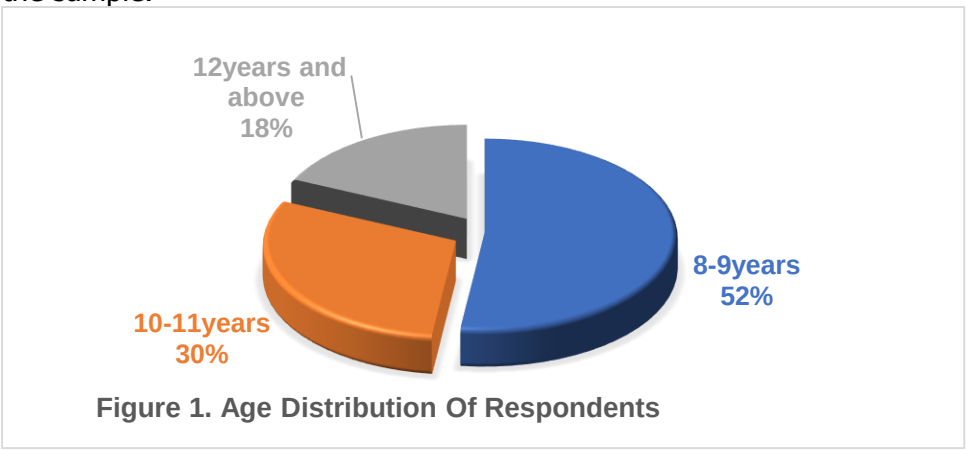

Figure 1: Age Distribution of the Respondents
Source: Fieldwork: 2018

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

Research Question One: What is the level of use of electronic media by primary school pupils in Damaturu LGA, Yobe State?

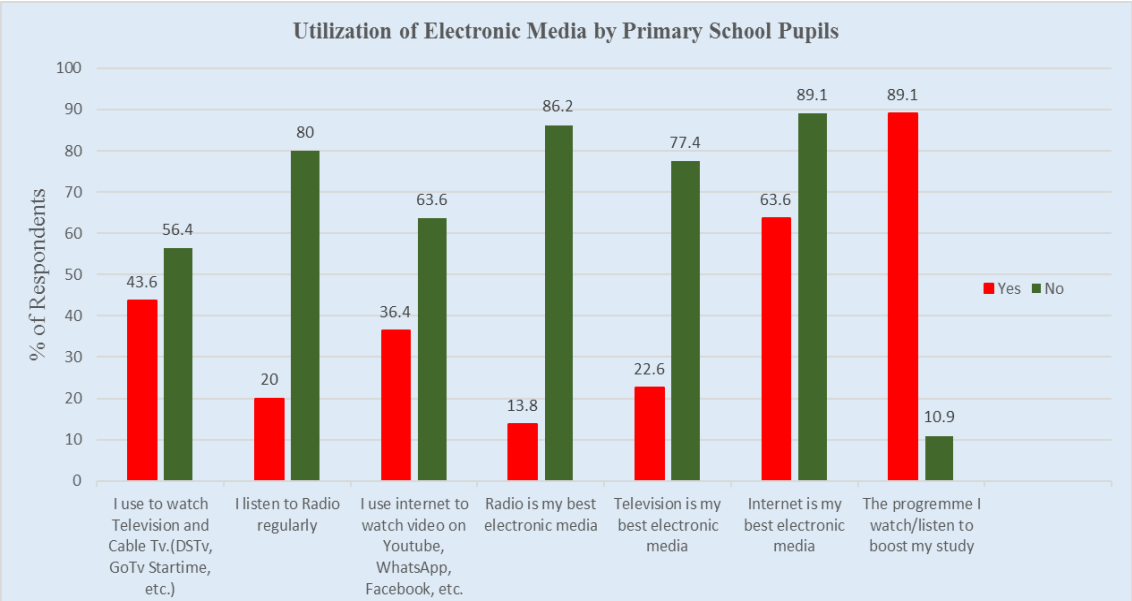

Figure 2: Electronic Media Utilization level by Primary School Pupils

Source: Fieldwork: 2018

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

Research Question Two: What are the influences of electronic media usage on the academic enhancement of upper primary school pupils in Damaturu, Yobe?

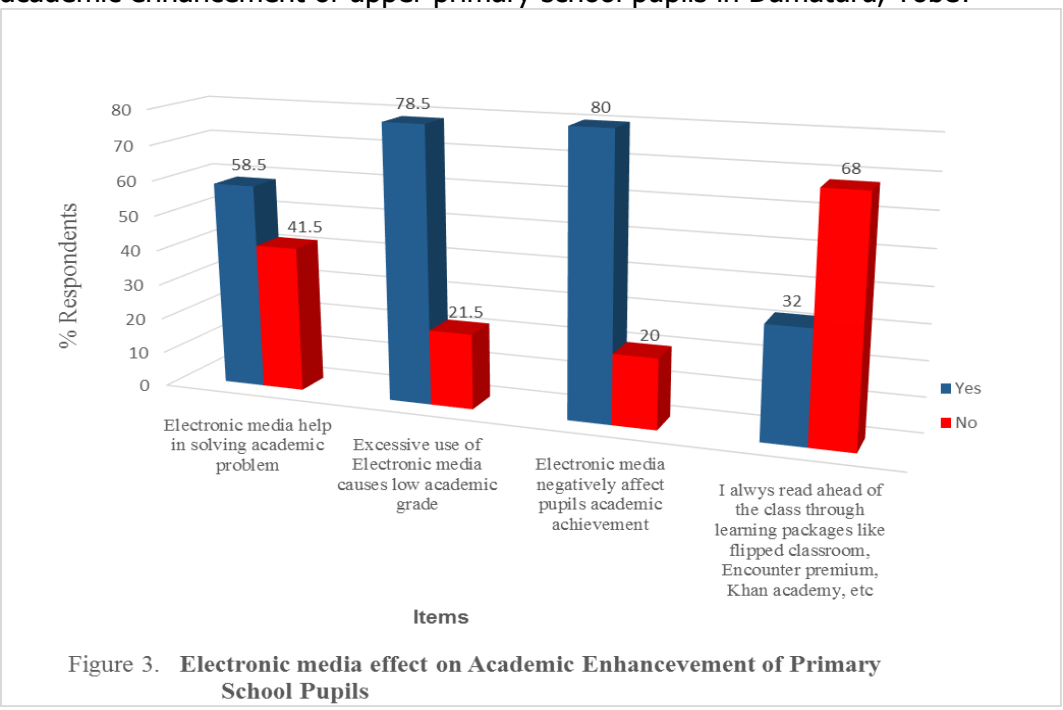

Figure 3. **Electronic media effect on Academic Enhancevement of Primary School Pupils**

Source: Fieldwork: 2018

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

Discussion

Findings show that 245 (89.1%) have access to electronic media while the rest do not have. Out of 275(100%) respondents, 120(43.6%) used to watch TV, 55(20%) listen to the radio and 100(36.4%) use the internet to watch video on YouTube, What Sapp, Facebook, etcetera. Again, 38(13.8%) of the respondents choose the radio as their best electronic media, 62(22.6%) picked the internet while TV/Cable TV is the best for 175(63.6%) of the respondents agreeing to that. Some of the pupils viewed the influence of the electronic media as being educative which helps to broaden their horizon.

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

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

Conclusion

Mass media are essential tools for academic enhancement of children most especially the electronic media. It is concluded from this study's findings that electronic media especially

TV plays an essential function in our daily life, it has some negative as well as a positive influence. Mass media (electronic) usage is a way to development but most of our little children adopt negative traits from them. Research finding affirms the fact that electronic media is a powerful agent of academic enhancement, it can educate and aware the masses; and it can also help learners in their studies more than any other resource. But its positive impacts are less significant than the negative impacts. It is inferred from the research findings of this study that if on one side electronic media utilization aid in learning new ways of education. It is advantageous for students in their curricular activities and support students in solving their academic problems; on other hand, it also negatively affects their academic enhancement. Its negative upshots can be looked into from the psychological and physiological problems. Finally, the study findings show that at liberty viewer of media programs cause low academic enhancement among most of the primary school students.

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