

# Media Habits and Academic Performance of Elementary Pupils of the Camarines Norte State College Laboratory School

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**Abstract:** *This study attempted to look into the relationship between the media habits and academic performance of elementary pupils of Camarines Norte State College Laboratory School. Results of the study showed that there was an almost even distribution of pupil-respondents as to sex, age and grade level; Watching television, reading books and doing homework/projects were the most frequent activities done by the respondents; Pupil-respondents spend more hours on studying their lessons and doing homework/project during weekdays and doing other things and studying lessons during weekends; Even with the presence of various media at home, studying lessons and doing ones homework/project were still the priority of the pupil-respondents; All of the respondents have at least one media present at home; Parents often impose regulation on their children's use and enjoyment of media; Pupil-respondents have a very good academic performance; and, The media habits of the respondents did not in any way affect their academic performance except for that of the male grade two respondents. Findings also showed that enjoyment of media seemed to be effective with regards to maintaining very good grades and performance in the classroom.*

## 1. Introduction

Media like the television, the internet and other recent inventions like video games have indeed changed the modern world. Though they can produce great benefits, these media can also cause great harm. Too many children in our schools and communities are suffering from that harm. Children now spend more time in front of TV and video games screens than they spend on any other activity of their lives except sleeping. Research shows that unhealthy media habits have been linked to a host of problems, especially aggressive and violent behavior, lower reading scores, poor academic performance, unhealthy sexual behaviors, obesity, tobacco use and underage drinking.

Studies have shown that extensive television viewing may be associated with, "aggressive behavior, poor academic performance, precocious sexuality, obesity, and the use of drugs or alcohol". "Television, video games, and music are very influential and if there is too much violence available for children to watch, play, or listen to, this can sway their attitudes in a negative direction." (Essay Trader)

Television, music, computer games and video games are all things that are fun and sometimes educational for kids. However, these media can have both good and bad influence on children. The frequent exposure to these media may have some effects on children's school performance. It is then the purpose of this study to look into these effects.

## 2. Objectives of the Study

This study attempted to look into the relationship between the media habits and academic performance of elementary pupils of Camarines Norte State College Laboratory School. Specifically, it aimed to: a) gather profiles of respondents on the following aspects: profile of the pupils as to sex, age, and educational level; pupils' educational experiences in and outside the school; media present in the home; and, family regulation of the child's use of media; b) find out whether differences exist among the different profiles; c) determine the media habits of the respondents; d) determine the academic performance of the pupil respondents; and, e) determine whether media habits have an effect on the pupils' academic achievement.

## 3. Hypotheses

- a) The respondents' profiles don't vary significantly; and
- b) The media habits of the respondents have no significant effects on their academic performance.

#### 4. Method and Procedure

The following methods and procedures in conducting the research were followed:

##### 4.1. Design of the Study

This research focused on students' perceptions of media habits and its relationship to academic performance. It also made use of documentary analysis as secondary source of data such as previous year's performance. Thirty percent (30%) of the total population of elementary pupils from Grades Two to Six at the Laboratory School of the Camarines Norte State College was taken as respondents. This was done through the fish bowl method. Parents of the pupil-respondents were also taken as respondents to check on the congruency in their answers.

Presented in the table that follows is the total population and the sample size of the respondents per grade level:

**Table 1. Population of the Study**

Grade Level	Population			Sample		
	M	F	T	M	F	T
Grade II	35	46	81	10	14	24
Grade III	25	53	78	8	16	24
Grade IV	45	48	93	14	14	28
Grade V	37	43	80	11	13	24
Grade VI	49	41	90	15	12	27
Total Pupils	191	231	422	58	69	127
Total Parents			422			127
Grand Total			844			254

The data were gathered through a semi-structured interview guide that was formulated based on the materials read and consultations made. To validate the instrument, a dry run was administered to pupils who were not taken as respondents. Other data needed were taken from records kept and maintained by the Guidance Counselor of the School.

##### 4.2. Data Collection and Recording Procedures

A 20-minute semi-structured interview was conducted with the elementary pupils as respondents. Responses to the items in the data-gathering instrument were done through the help of the advisers. A hundred percent retrieval was made possible for the 20-minute activity. Questionnaires prepared for the parents were personally sent to them to ensure a hundred percent retrieval.

##### 4.3. Data Analysis and Reporting Procedures

Every item on the survey was entered into Simplified Statistics for Beginners (SSB) for

analysis. A frequency distribution was developed to determine the mean for each variable. The ANOVA test was used to compare the means of the responses by gender, age and educational level. Correlations were used to determine if any linear relationships existed between the surveyed information on media habits of the respondents. Multiple comparisons were also made to determine if relationships existed between media habits and academic performance.

#### 5. Results, Analysis and Interpretation

##### 5.1. Respondents' Profile

Presented in the succeeding tables are the profiles of the pupil-respondents on the aspect of sex, age, educational level, educational experiences in and outside school, media present in the home, and family regulation on the respondents' use of media.

**Table 2. Respondents' Profile as to Educational Level, Sex and Age**

Sex	Grade Level						Total	%
	II	III	IV	V	VI			
Male	10	8	14	12	15	59	46.5	
Female	14	16	14	12	12	68	53.5	
Total	24	24	28	24	27	127	100.0	
Age								
8	22	1				23	18.1	
9	2	23	3			28	22.0	
10			22	2		24	18.9	
11			3	22		25	19.7	
12					27	27	21.3	
Total	24	24	28	24	27	127	100.0	

Table 2 reveals that female population almost always outnumbers the male population. As shown in the table, female respondents comprise 53.5% of 127 pupils and only 46.5% accounts for the male respondents. It also shows the distribution of the pupil-respondents as to educational level and age. It is observed that the sample sizes for ages eight to twelve are almost equally distributed with age nine as the highest percentage of 22.0% followed closely by respondents' age twelve comprising 21.3% of the 127 pupil-respondents

**Table 3. Respondents' Profile as to Educational Level and Age**

Sex	Age					Total	%
	8	9	10	11	12		
Male	9	9	13	13	15	59	46.5
Female	14	19	11	12	12	68	53.5
Total	23	28	24	25	27	127	100.0

Table 3 shows that there was almost even distribution of female respondents across age except for age nine which got the highest number of

frequency. It further shows that male respondents were also almost evenly distributed for ages ten to twelve.

### 5.2. Pupils' Educational Experiences In and Outside the School

Pupils do not only acquire learning inside the classroom under the tutelage of their mentors but also from experiences outside the school, e.g., their homes, peers and neighbors. Learning from school is reinforced by follow-up activities in their homes. However, reinforcements supplied by teachers may not be given attention due to certain activities that catches their interest more such as visual and print media.

Table 4 presents data on activities indulged in by pupil-respondents during their free time. It discloses that 81.1% of the pupil-respondents pamper themselves more frequently on watching television, 80.3% reading books, and 78,7% doing homework/projects aside from studying their lessons during their free time. However, activities like listening to the radio, playing with other children, playing computer games, and watching movies are also attractive to them.

The activities mentioned are mostly indoor activities which reinforce the observation made by an anonymous author. He wrote: "Gone are the days when young children of schools would indulge more in outdoor games and activities. Every Sunday would be spent playing cricket outdoors in scorching heat of sun. Today we seldom see our young children even playing a board game indoors." (Sawhney)

**Table 4. Frequency of Activities done by Respondents during their Free Time**

Activities	f	%
Watch television	103	81.1
Listen to the radio	47	37.0
Play with other children	73	57.5
Study lessons	97	76.4
Play computer games	57	44.9
Read books	102	80.3
Watch movies	58	45.7
Do homework/project	100	78.7
Bond with brother/sister/mother	2	1.6
Do household chores	2	1.6
Eat	3	2.4
Draw pictures/write stories	5	3.9
Sleep	3	2.4

Filipino children now-a-days are with similar pastimes, i.e., playing with laptops, iPod, cellphones and other electronic gadgets instead of playing outdoor games. The data in table 5 show that despite the various activities engaged in by the respondents

during weekdays and weekends, their studies was the topmost priority. Most of them spent an average of 2.6 hours studying their lessons and 2.6 hours doing their homework or project on weekdays.

On weekends, the respondents gave almost equal attention to their studies as much as on weekdays, e.g., 2.8 hours was spent on studying their lessons and 2.8 hours doing homework or projects, though doing other activities ranked first which is also expected.

**Table 5. Number of Hours Spent by Respondents during their Free Time**

Activities	Number of Hours Spent			
	During Weekdays		During Weekends	
	AWM	R	AWM	R
Watch television	2.1	5	2.5	4
Listen to the radio	1.3	9	1.5	9
Play with other children	1.8	7	2.0	7
Study lessons	2.6	1	2.8	2
Play computer games	1.7	8	2.0	8
Read books	2.3	4	2.4	5
Watch movies	1.8	6	2.0	6
Do homework/ project	2.6	2	2.8	3
Others	2.4	3	3.0	1
<b>Average</b>	<b>2.1</b>		<b>2.3</b>	

Table 6 reflects the number of hours spent by respondents doing their homework. It clearly shows that 39.4% of the respondents spent two hours in accomplishing their assignments while 36.2% do the same for only one hour during weekdays.

**Table 6. Number of Hours Spent on Homework by Respondents during Weekdays**

Hours Spent	Frequency	%	Rank
One (1) hour	46	36.2	2
Two (2) hours	50	39.4	1
Three (3) hours	15	11.8	3
Four (4) hours	13	10.2	4
More than 4 hours	3	2.4	5
Total	127	100.0	

**Table 7. Number of Hours Spent on Homework by Respondents during Weekends**

Hours Spent	Frequency	%	Rank
One (1) hour	39	30.7	2
Two (2) hours	44	34.6	1
Three (3) hours	18	14.2	3.5
Four (4) hours	18	14.2	3.5
Five (5) hours	4	3.1	5
Six (6) hours	2	1.6	6.5
More than 6 hours	2	1.6	6.5
Total	127	100.0	

Table 7 discloses that the number of hours spent for homework during weekends is the same as that on weekdays. Forty-four or 34.6% do their assignments for two hours while 30.7% of the respondents; do the same in only one hour.

### 5.3 Media present in the home

Children are growing up in a media-saturated environment. Current estimates suggest that the “average” child between 2 and 18 spends 5 hours and 48 min/day with electronic media and 44 min/day with print media (Roberts et al., 1999). The data that follows reflect the inventory of electronic media present in the home. Table 8 shows that 40% of respondents have at least one of all the electronic media listed in the table; 15.8% possess at least two of the electronic media surveyed; and 5.9% have at least three of the media mentioned in the table.

**Table 8. Electronic Media Present at Home**

Media Inventory	1	2	3	4	5
1. Television in the home	48 (37.8)	46 (36.2)	22 (17.3)	9 (7.1)	1 (0.8)
2. Radios	66 (52.0)	33 (26.0)	13 (10.2)	4 (3.1)	1 (0.8)
3. CD/ VCD players	56 (44.1)	44 (44.1)	14 (11.0)	5 (3.9)	2 (1.6)
4. Computers with or without internet access	63 (49.6)	16 (12.6)	6 (4.7)	0 (0.0)	5 (3.9)
5. Number of the following Media in own bedroom					
5.1 Televisions	62 (48.8)	7 (5.5)	2 (1.6)	0 (0.0)	1 (0.8)
5.2 Radios	59 (46.5)	4 (3.1)	2 (1.6)	0 (0.0)	0 (0.0)
5.3 CD/ VCD Players	39 (30.7)	8 (6.3)	1 (0.8)	0 (0.0)	1 (0.8)
5.4 DVD players	39 (30.7)	5 (3.9)	2 (1.6)	0 (0.0)	2 (1.6)
5.5 Game players	51 (40.5)	6 (4.7)	5 (3.9)	1 (0.8)	2 (1.6)
Average Percentage	40.0	15.8	5.9	1.7	1.0

n = 127

As reflected in table 9, 63.8% of the respondents maintain a lot of books in their homes; 19.7% maintain some books; 46 or 36.2% keep few magazines; 26% keep some of the same print media; and only 21.3% of the respondents maintain a lot of magazines.

**Table 9. Print Media Present at Home**

Media Inventory	None	Few	Some	A Lot
Books in the home	5 (3.9)	16 (12.6)	25 (19.7)	81 (63.8)
Magazines in the home	21 (16.5)	46 (36.2)	33 (26.0)	27 (21.3)

n = 127

### 5.4 Family regulation of the child’s use of media

Of the ten indicators of family restriction on media use, as shown in table 10, parent-respondents had often imposed restrictions on their children’s use of media with an average weighted average of 3.7.

Of the ten (10) indicators, putting limits on how much time their child must watch television was rated often with the highest weighted mean of 4.4 while putting limits on how much time their child play computer and video games had the second highest weighted mean and rated often. Ranked third in the list, is the frequency of seeing the parents read by their children with an average mean of 3.9 or a descriptive rating of often.

**Table 10. Family Restrictions on Media Use**

Restrictions on Media Use	WM	Int.
1. How often do you monitor how your child uses the internet?	3.5	O
2. How often do you watch TV programs together with your child?	3.9	O
3. How often do you talk to your child about TV programs?	3.8	O
4. How often do you talk to your child about the music he/she listens to?	3.6	O
5. How often do you put limits on how much time your child may play computer and video games?	4.2	O
6. How often does your family play games or do activities together?	3.5	S
7. How often does your child see you read?	3.9	O
8. How often do you select TV programs for your child to watch?	3.7	O
9. How often do you find appropriate internet sites for your child to visit?	2.9	S
10. How often do you put limits on how much time your child may watch television?	4.4	O
Average Weighted Mean	3.7	O

Legend:

4.5 – 5.00 Always (A)      1.5 – 2.49 Rarely (R)  
 3.5 – 4.49 Often (O)      0.5 – 1.49 Never (N)  
 2.5 – 3.49 Sometimes (S)

### 5.5 Differences Among the Different Profiles

Table 11 reveals that the observed difference in the activities done by pupil-respondents' during their free time on school week was significant as to age and grade level. Activities done as to sex however appeared otherwise.

**Table 11. ANOVA Result for Respondents' Profile and Activities Done During Free Time on School Week**

Profile	df	Computed Value	Tabular Value	Decision
Sex	16	1.51	2.12	Failed to Reject Ho
Age	62	4.063	2.25	Reject Ho
Grade Level	44	2.821	2.61	Reject Ho

Table 12 shows that no significant differences were noted between the activities done by the respondents during free time on school week. The computed ANOVA values as to sex, age and Grade level profiles all failed to reject the null hypothesis.

**Table 12. ANOVA Result for Respondents' Profile and Activities Done During Free Time on Weekends**

Profile	df	Computed Value	Tabular Value	Decision
Sex	16	1.25	2.12	Failed to Reject Ho
Age	62	2.184	2.25	Failed to Reject Ho
Grade Level	44	1.244	2.61	Failed to Reject Ho

Table 13 discloses that no significant differences were seen between the media present in the homes of the respondents and the profiles considered in this study. The computed ANOVA values as to sex, age and Grade level profiles all failed to reject the null hypothesis.

**Table 13. ANOVA Result for Respondents' Profile and Media Present at Home**

Profile	df	Computed Value	Tabular Value	Decision
Sex	20	0.080	2.086	Failed to Reject Ho
Age	76	0.866	2.170	Failed to Reject Ho
Grade Level	54	0.293	2.530	Failed to Reject Ho

Table 14 exposes that the observed difference in the profile of the pupil-respondents and their use and enjoyment of television and other media was significant as to age and grade level; it is however, insignificant as to sex when the computed ANOVA value failed to reject the null.

**Table 14 . ANOVA Result for Respondents' Profile and Use and Enjoyment of Television and Other Media**

Profile	df	Computed Value	Tabular Value	Decision
Sex	18	2.101	2.101	Failed to Reject Ho
Age	69	2.564	2.17	Reject Ho
Grade Level	69	2.564	2.17	Reject Ho

### 5.6 Media Habits

The table that follows reflects the frequency of the use of media by the pupil-respondents. Of the ten indicators listed, three items rarely happen, such as: TV on even if no one is watching; CD player on; and TV on while reviewing for a test.

All the rest of the indicators sometimes happen. These are: TV on during meals; watching TV before bedtime; seeing taped movies/music videos on TV; playing video game or computer game; reading a book or magazine; watching TV while doing homework; and surfing the internet.

**Table 15. Summary of the Pupil-Respondents' Media Habits**

Media Habits as Disclosed by Pupil-Respondents	WM	Int.
1. How often is a TV on during meals?	2.79	S
2. How often is a TV on even if no one is watching?	1.97	R
3. How often do you watch TV before bedtime?	3.33	S
4. How often do you see taped movies/music videos on TV?	2.78	S
5. How often do you play a video game or computer game?	2.87	S
6. How often do you read a book or magazine?	2.98	S
7. How often do you have the CD player on?	2.44	R
8. How often do you watch TV while doing homework?	2.38	S
9. How often is the TV on while reviewing for a test?	1.80	R
10. How often do you surf the internet?	2.52	S
Average Weighted Mean	2.59	S

Legend:  
 4.5 – 5.00 Always (A)      1.5 – 2.49 Rarely (R)  
 3.5 – 4.49 Often (O)      0.5 – 1.49 Never (N)  
 2.5 – 3.49 Sometimes (S)

Table 16 reflects the data on the pupil-respondents' use of media as monitored by their parents. Items 1 and 2, reveals that parent-respondents impose rules on their children's use of media particularly television with a positive answer of 118 or 92.9% as against the no with only 8 or 6.3% and 111 or 87.4% against 14 or 11.2%,

respectively. On the question of whether a television set can be found in the bedroom, 76 or 59.8% said no as against 43 or 33.9%. On the question of whether a television set can be seen where the child stays most of the time, 61 or 49.2% said no while 59 or 46.5% said yes. Seventy-six or 60.8% of the parent-respondents disclosed that they don't have a connection to the Internet at home while 43 or 33.9% have.

On the question of whether there are any media items like a television or radio in the place where their child does homework, 74 or 58.3% said yes while 52 or 40.9% said otherwise. Forty-two 33.1% of the parent-respondents claimed that their child turn any of the media on while he/she studies while 78 or 63.8% does not. One hundred one or 79.5% of the parent-respondents revealed that their child does his/her homework right after school while only 25 or 19.7% does not. Seventy-three or 57.5% said that media items distract their child from studying/doing their homework while 40.8% claimed otherwise.

**Table 16. Information on Media in the Home and Rules on Its Use as Imposed by Parents**

Media Habits as Disclosed by Parent-Respondents	Yes	No	N/A
1. Do you have rules about when TV can be watched?	118 (92.9)	8 (6.3)	1 (0.8)
2. Do you have rules about how much time TV can be watched?	111 (87.4)	14 (11.2)	0 (0.0)
3. Does your child have a TV in his/her own bedroom?	43 (33.9)	76 (59.8)	8 (6.3)
4. Is a TV located in the room where he/she spend the most time?	59 (46.5)	61 (49.2)	4 (3.2)
5. Do you have a connection to the Internet from home?	43 (33.9)	76 (60.8)	6 (4.8)
6. Are there any media items like a television or radio in the place where he/she does homework?	74 (58.3)	52 (40.9)	1 (0.8)
7. Does your child turn any of them on while he/she studies?	42 (33.1)	78 (63.4)	3 (2.4)
8. Does your child do his/her homework right after school?	101 (79.5)	25 (19.7)	1 (0.8)
9. Do the media items distract him/her from studying/doing his/her homework?	73 (57.5)	51 (40.8)	1 (0.8)
Average	73.78	49	2.78

n = 127

### 5.7 Academic performance of the pupil respondents

Table 17 indicates the academic performance of pupil-respondents for School Year 2008 -2009. It reveals that all pupil-respondents have very good

academic performance with an average of 87.12 for males and 88.06 for females.

**Table 17. Academic Performance of Pupil-Respondents**

Grade Level	Academic Performance					
	Male		Female		Average	
	Ave GPA	Int.	Ave GPA	Int.	Ave GPA	Int.
II	86.40	VG	87.27	VG	86.84	VG
III	87.55	VG	87.48	VG	87.52	VG
IV	86.53	VG	88.20	VG	87.37	VG
V	86.35	VG	87.98	VG	87.17	VG
VI	88.83	VG	89.37	VG	89.10	VG
<b>Ave.</b>	<b>87.12</b>	<b>VG</b>	<b>88.06</b>	<b>VG</b>	<b>87.60</b>	<b>VG</b>

Legend:

95.5 – 100 Outstanding (O) 79.5 – 85.49 Good (G)  
 89.5 – 95.49 Superior (S) 74.5 – 79.49 Poor (P)  
 85.5 – 89.49 Very Good (VG)

### 5.8 Test of relationship between media habits and pupils' academic achievement

The tables that follow reflect the summary of the computation for the relationship between media habits and pupils' academic achievement using the Point Biserial Correlation Coefficient.

Table 18 shows that for the Grade Two Male group, the variables compared have strong relationship with an  $r = -0.67$ , moreover, it rejected the null hypothesis with the computed value of the  $rpb = 2.58$  as against the tabular value of 2.306. On the other hand,  $rpb$  for the female group failed to reject the null hence, a no significant relationship between the variables was noted. A no significant relationship between the variables was also observed when both groups were considered.

**Table 18. Summary of Point Biserial Correlation Coefficient For Grade Two Respondents**

Group	Comp Value	Table Value	Decision	rpb	Re-mark
Male	2.58	2.306	Reject Ho	-0.67	SR
Female	0.45	2.179	Failed to Reject Ho	-0.13	VWR
Both	1.53	2.074	Failed to Reject Ho	-0.31	WR

n= 10, 14, 24 df= 8, 12, 22

Legend:

Strong Relationship (SR) Weak Relationship (WR)  
 Very Weak Relationship (VWR)

Table 19 reveals that the computed t-values of 0.47, 1.35, and 0.47 failed to reject the null hypothesis of no relationship between the variables compared for the male, female and both groups.

**Table 19. Summary of Point Biserial Correlation Coefficient For Grade Three Respondents**

Group	Comp Value	Table Value	Decision	rpb	Re-remarks
Male	0.47	2.45	Failed to Reject Ho	-0.19	VWR
Female	1.35	2.1.45	Failed to Reject Ho	0.34	WR
Both	0.47	2.07	Failed to Reject Ho	0.10	VWR

n= 10, 14, 24 df= 8, 12, 22

Legend:

Very Weak Relationship (VWR)      Weak Relationship (WR)

Table 20 discloses that the computed t-values of 0.47, 0.78, and 1.13 also failed to reject the null hypothesis of no relationship between the variables compared for the Grade Four male, female and both groups. For the male group, the variables were noted to have very weak relationship while for the female sample, a weak relationship was seen.

**Table 20. Summary of Point Biserial Correlation Coefficient for Grade Four Respondents**

Group	Comp Value	Table Value	Decision	rpb	Re-remarks
Male	0.47	2.18	Failed to Reject Ho	0.13	VWR
Female	0.78	2.18	Failed to Reject Ho	0.22	WR
Both	1.13	2.06	Failed to Reject Ho	0.22	WR

n= 14, 14, 28 df= 12, 12, 26

Legend:

Very Weak Relationship (VWR)      Weak Relationship (WR)

Table 21 shows that the computed t-values of 0.26, 0.99, and 1.53 failed to reject the null hypothesis for the Grade Five male, female and both groups. The rpb values of 0.08, -0.30 and -0.12 were interpreted to be of weak to very weak relationship between the variables considered.

**Table 21. Summary of Point Biserial Correlation Coefficient for Grade Five Respondents**

Group	Comp Value	Crit Value	Decision	rpb	Re-remarks
Male	0.26	2.23	Failed to Reject Ho	0.08	VWR
Female	0.99	2.23	Failed to Reject Ho	-0.30	WR
Both	1.53	2.07	Failed to Reject Ho	-0.12	VWR

n= 12, 12, 24 df= 10, 10, 22

Legend:

Very Weak Relationship (VWR)      Weak Relationship (WR)

Table 22 reveals that the computed t-values of 0.12, 0.46, and 0.18 failed to reject the null hypothesis of no relationship between the variables

compared for the male, female and both groups. The computed rpb values of -0.03, 0.14 and 0.04 were interpreted to be of very weak relationship between media habits and academic performance.

**Table 22. Summary of Point Biserial Correlation Coefficient for Grade Six Respondents**

Group	Comp Value	Table Value	Decision	rpb	Re-remarks
Male	0.12	2.16	Failed to Reject Ho	-0.03	VWR
Female	0.46	2.23	Failed to Reject Ho	0.14	VWR
Both	0.18	2.06	Failed to Reject Ho	0.04	VWR

n= 15, 12, 27 df= 13, 10, 25

Legend:

Very Weak Relationship (VWR)      Weak Relationship (WR)

The findings showed that only the Grade One male group was affected their use of media, all other groups were not. The monitoring done and the restrictions on the use of media by their children may have been effective. The failure to reject the null hypothesis, however, does not mean that the null is true. (Martz, 2013). Media might still have an effect on academic performance though it was not shown by the number of respondents considered.

## 6. Findings

The following are the important findings:

1. Male and female pupil-respondents are almost equally distributed. 46.46% were male and 53.54% were female; sample sizes for ages eight to twelve are almost equally distributed with age nine as the highest percentage of 22.05% out of 127 pupil-respondents; there was almost even distribution of female respondents across age except for age nine with 28 samples;

2. Most of the pupil-respondents watch television, read books, and do homework/projects more frequently aside from studying their lessons during their free time.; Among the activities listed studying lessons was given more priority by the respondents both on weekdays and on weekends; hours spent on homework or projects ranked second both during weekdays and weekends;

3. 39.37% of the respondents spent two hours in accomplishing their assignments while 36.22% do the same for only one hour during weekdays; Forty-four or 34.65% do their assignments for two hours while 30.71% of the respondents; do the same in only one hour;

4. Forty percent of respondents have at least one of all the electronic media listed; 15% possess at least two of the electronic media surveyed; and 5.9% have at least three of the media mentioned in the table; 63.8% of the respondents maintain a lot of

books in their homes; 19.7% maintain some books; 36.2% keep few magazines; 26% keep some of the same print media; and only 21.3% of the respondents maintain a lot of magazines;

5. Parent-respondents had often imposed restrictions on their children's use of media as described by the weighted mean of 3.72; Of the ten (10) indicators, putting limits on how much time their child must watch television was rated often with the highest weighted mean of 4.35 while putting limits on how much time their child play computer and video games had the second highest weighted mean and rated often;

6. As to the observed differences in the activities done by pupil-respondents during free time on school week among various profiles considered, ANOVA results showed that only age and grade level turned out to be significant with a computed values of 4.063 and 2.821, respectively; none was proven significant for activities done on weekends; the null for the differences between profile and media present at home was not rejected while for profile and use and enjoyment of media, only sex was not rejected;

7. On the frequency of the use of media by the pupil-respondents among the ten indicators listed, three items rarely happen, such as: TV on even if no one is watching; CD player on; and TV on while reviewing for a test. All the rest of the indicators sometimes happen. These are: TV on during meals; watching TV before bedtime; seeing taped movies/music videos on TV; playing video game or computer game; reading a book or magazine; watching TV while doing homework; and surfing the internet.

8. Of the ten indicators listed, items 1 and 2, revealed that parent-respondents impose rules on their children's use of media particularly television. On the question of whether a television set can be found in the bedroom, 59.8% said no while 33.9% said yes. On the question of whether a television set can be seen where the child stays most of the time, 49.2% said no while 59 said yes. Seventy-six or 60.8% of the parent-respondents disclosed that they don't have a connection to the Internet at home while 33.9% have;

9. Putting limits on how much time their child must watch television was rated often with the highest weighted mean of 4.35 while putting limits on how much time their child play computer and video games had the second highest weighted mean and rated often;

10. All pupil-respondents have very good academic performance with an average of 87.12 for males and 88.06 for females; and

11. A no significant relationship was noted between the media habits and the academic performance of the pupil-respondents enrolled from grades two to six except for that of the grade two

male respondents' which turned out to have strong relationship.

## 7. Suggestions

The restrictions imposed by parents on their children on the use and enjoyment of media seemed to be effective with regards to maintaining very good grades/ performance in the classroom; however, it could be possible that with the absence of media of with less use of media, grades obtained could be even better. This is one topic suggested for further research.

It is also suggested that similar study of this kind be conducted in other public and private schools.

## 8. Conclusions

The following are the conclusions arrived at:

1. There was an almost even distribution of pupil-respondents as to sex, age and grade level;

2. Watching television, reading books and doing homework/projects were the most frequent activities done by the respondents;

3. Pupil-respondents spend more hours on studying their lessons and doing homework/project during weekdays and doing other things and studying lessons during weekends;

4. Even with the presence of various media at home, studying lessons and doing ones homework/project were still the priority of the pupil-respondents;

5. All respondents have at least one media present at home;

6. Parents often impose regulation on their children's use and enjoyment of media;

7. Pupil-respondents have a very good academic performance; and

8. The media habits of the respondents did not in any way affect their academic performance except for that of the male grade two respondents.

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