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## Impact of TV Viewing on Academic Performance of High School Students Aged 16-18 in Islamabad: A Survey Study (2024-2025)

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### Abstract and indexing



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# Impact of TV Viewing on Academic Performance of High School Students Aged 16-18 in Islamabad: A Survey Study (2024-2025)

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## Abstract

The primary objective of this study was to explore the influence of television viewing on the academic performance of high school students. A sample of 100 students, comprising 50 boys and 50 girls, was selected using a stratified sampling method from two high schools in Islamabad. The study aimed to categorize students as either heavy or light television viewers based on their responses to a questionnaire. This questionnaire inquired about the amount of time spent watching television and the types of programs watched. The relationship between television viewing habits and academic performance was then analyzed by comparing the academic achievements of both groups. The results indicated that there was no significant difference in the academic performance of heavy and light television viewers. Whether students spent a considerable amount of time watching television or only a small amount did not seem to affect their academic results. This suggests that television viewing, in isolation, may not be a determining factor in academic success. Furthermore, the study found that other external factors, such as study habits, parental involvement, and socioeconomic background, could play a more substantial role in influencing students' academic performance. Thus, the research emphasizes the need to consider multiple variables when examining the academic success of students, rather than attributing their performance solely to their television-watching habits. In conclusion, while television viewing remains a popular activity among students, it does not appear to have a significant impact on academic achievement, suggesting that other factors may have a more direct influence on student performance.

**Keywords:** Television Viewing, Academic Performance, High School Students, Heavy vs. Light Viewers, Stratified Sampling

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## **I. Introduction**

The main purpose of this study is to analyze the influence of television viewing on academic performance of school children. This study in particular carried out an extensive survey aimed at assessing the effect of television on high school student's academic performance. Television is one of the world's largest consensual systems and powerful electronic mass medium that were invented in the 1920s. The impact of it on the society can be felt in all ways, changing people's life style and becoming cultural haunt. Television, unlike print media which took centuries to shape culture, ignited a wildfire almost the instant it was born.

There are technological changes occurring now that are radically reshaping television, and those include the various ways in which cable systems are improving, fiber optics are being used once again, satellite communication has rejuvenated itself, digital transmission has matured and one can find new combinations of television with computing and telecommunications. There are new forms of television entertainment like interactive TV, holography and virtual reality. Even with the rise of computers and the Net, TV is still holds a central place in children's lives.

A national survey conducted recently disclosed that 70% of Pakistan's population had a TV, and an estimated 100 million children and adults watch approximately two hours of TV per day. Although new media, such as the internet and social networks have emerged, television still has an important role in taking up substantial time for adolescents.

Research indicates that, even with the rise of digital media, a large number of teenagers continue to devote several hours each day to television viewing. Therefore, understanding how television viewing habits impact high school students can help develop strategies to enhance academic performance, encourage healthy media consumption, and support the cognitive and socio-emotional growth of young people.

## **Objectives**

- To explore student's views on the effect of television on their academic success.
- To offer recommendations to promote healthy television viewing habits among students.
- To assess how television viewing correlates with student's grades.

## **Hypothesis**

"High school students with no exposure to television earn high grades than those who watch television".

## **2. Literature Review**

Over 50% of students watch TV daily on weekdays, with 60% of parents infrequently or never monitoring or limiting their TV habits. (Levine, 1996).

The time spent on watching television usually 27 hours per week the average reading time, is 8.1 or a ratio of 3:1. (Angle, 1981). Surveys do as well back up the facts that kids read too little and watch TV too much. (Levine & Levine, 1996; Wells & Blendinger, 1997).

A negative consequence of excessive television viewing is the reinforcement and perpetuation of mindless consumerism and susceptibility among young people. (Levine & Levine, 1996). The habit of watching television increases gradually during junior school years and decreases afterwards. The best time to mould their tv viewing habits are the years before and after adolescence. (Clark, et al., 1978). People with little or no education and low income are prone to watch more television. (Housden, 1991; Mediamark Research Inc, 1996).

Adolescents who watch television during late night tend to have more television viewing than others. (Potter, 1987). Teens who watch less tv are more likely to continue their education by enrolling in college (Corporation for Public Broadcast, 1993).

Patrick (1991) discovered that achievement in schooling and studies is directly connected with "limited television viewing". Felter (1984) reported that achievement scores were "sharply lower" among students who watched more television.

### **3.Methodology:**

This study used quantitative research design and employed a survey method to investigate how television watching influenced the academic achievement of high school students. A stratified sampling method was used to select a sample of 100 students (50 boys and 50 girls) between the ages of 16-18 years from two schools in Islamabad. A survey was administered in google forms to collect the data.

#### **Research Design:**

Descriptive and correlational study was used to examine the relationship between high television exposure and academic achievement.

#### **Sample:**

The sample consists of group of 100 students (50 boys and 50 girls) taken from IMCB G-6/2 and , IMCG F-7/4 Islamabad.

#### **Data Collection Instrument:**

A self-constructed questionnaire was created, incorporating a Likert scale to gather information on student's television viewing habits and academic achievement. The questionnaire was designed to obtain pertinent data while ensuring the reliability and validity of the findings.

#### **Sampling Technique:**

The stratified sampling method provided representation of both genders and schools, thus improving the generalizability of the results.

### Sample Characteristics:

- Total sample size: 100 students
- Boys: 50 (50%)
- Girls: 50 (50%)

### Data Analysis and Statistical Test:

Descriptive statistics (percentage) and inferential statistics (correlation) will be employed to analyze the collected data. A Chi-Square Test of Independence was applied to examine the relationship between type of viewer (heavy or light) and academic performance categories (below 49%, 50–69%, and 70% & above). This test was selected because both variables were categorical in nature, and the data were collected using a survey questionnaire with a Likert-type scale.

### 4. Data Analysis and Interpretations

- 4.1 Gender-wise Distribution of Heavy and Light viewers .

Type of viewers	Male	Female	Percentage
Heavy viewers	15	28	43%
Light viewers	35	22	57%

As shown in Table 1, heavy viewers account for 43% of the total respondents, including 15 males and 28 females. Light viewers make up 57%, consisting of 35 males and 22 females. This indicates that a larger proportion of female students (28) fall into the heavy-viewing category compared to male students (15).

- 4.2 Age-wise Distribution of Viewers

Age	16years	17years	18years
Heavy viewers	20	15	8
Light viewers	28	18	11

Table 2 illustrates that 16-year-old students represent the highest number of both heavy and light viewers. As age increases, the number of heavy viewers gradually decreases, suggesting that older students may have better control over their television-watching habits.

• 4.3 Academic achievements by viewing category

S.No	Particular	Academic Results			Total
		Below 49%	50%to 69%	70% and Above	
1	Heavy viewers	12	20	11	43
2	Light viewers	18	24	15	57
	Total	30	44	26	100

The table shows that light viewers performed slightly better academically. Among light viewers, 15 students (26%) scored 70% or above, compared to 11 students (26%) among heavy viewers. This suggests that television viewing has minimal direct influence on academic performance when considered alone.

• 4.4 Gender \_Academic Achievements Relationship

S.No	Particular			Academic Results						Total
				Below 49%		50% to 69%		70% and Above		
1	Male	Heavy viewers	Light viewers	7	5	12	8	6	5	43
2	Female	Heavy viewers	Light viewers	10	8	18	6	9	6	57
	Total			17	13	30	14	15	11	100

**Overall interpretations:**

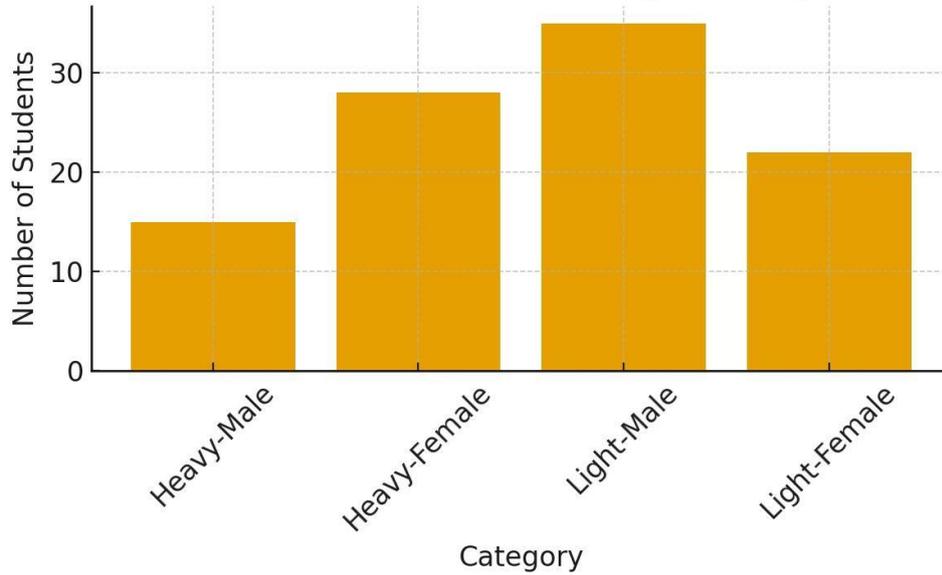
- Female students, though watching more television on average, demonstrated better academic outcomes than male students.
- This finding implies that effective time management may moderate the effects of TV viewing on academic achievement.
- The correlation between heavy viewing and lower grades is weak, indicating that television exposure alone is not a determining factor in academic success.

**Statistical Test Used:**

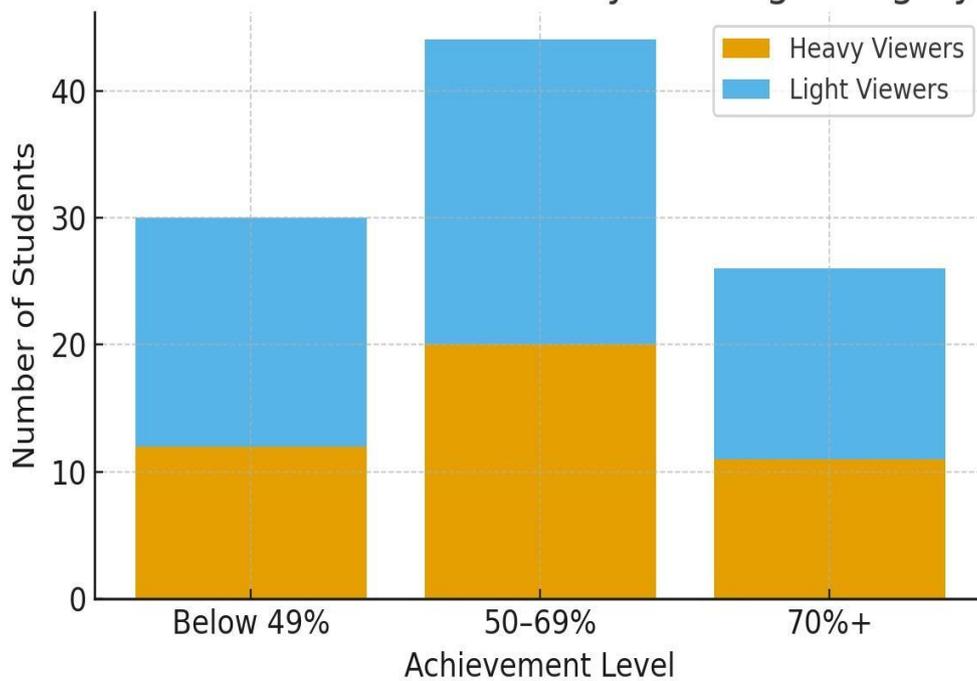
- A Chi-Square test was applied to determine whether there was a significant association between type of viewer and academic achievement.
- The results showed that the calculated  $\chi^2$  value (0.23, df = 2, p > 0.05) was lower than the critical value (5.991), indicating that there was no significant relationship between the two variables.

➤ Therefore, it was concluded that the amount of television viewing did not significantly affect academic performance among the students.

Gender-wise Distribution of Heavy and Light Viewers



Academic Achievements by Viewing Category



## 5. Findings and Conclusion

- There is a somewhat positive correlation between watching television and students academic success.
- Females are more likely to be heavy television viewers.
- Effective time management is a crucial factor in academic performance.
- Female heavy viewers generally perform better academically than their male heavy viewing counterparts.
- Heavy viewers constitute 43% of the total population (15 males, 28 females), while light viewers make up 57% (35 males, 22 females).
- The majority of students prefer watching entertainment shows, with most heavy viewers being 16 years old.
- Watching television does not have a significant effect on academic success, provided that students manage their time well.
- Being exposed to television does not play a decisive role in achieving academic success.
- Some heavy television watchers can earn high grades by utilizing effective time management and study habits.
- Based on the Chi-Square test findings, there was no significant association between television viewing habits and academic performance. This suggests that factors other than viewing time may influence student's academic outcomes.

## 6. Suggestions and Recommendations

Based on the findings of the study, the following suggestions are made:

- **Enhance Time Management Abilities:** Motivate students to effectively manage their time to balance television watching and academic obligations.
- **Oversee Television Content:** Urge students to emphasize educational or informative programs rather than entertainment shows.
- **Educate on the Minimal Influence of Television:** Inform students that television viewing has a negligible effect on academic performance when time is managed well.
- **Highlight Individual Study Techniques:** Stress the significance of personal time management and study habits for achieving academic success.
- **Achieve a Balance Between TV and Academics:** Encourage students to find a healthy balance between watching television and fulfilling academic responsibilities.
- **Promote Self-Discipline:** Instruct students to regulate their television watching habits for improved academic results.

- **Encourage Parental Engagement:** Recommend that parents get involved in monitoring and guiding the television viewing habits of high school students.

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