

Influence of Watching Yoruba Home Video Films on Secondary School Students Academic Performance in Yoruba Language in Ile-Ife Metropolis, Osun State, Nigeria

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Abstract

The study examined the influence of watching Yorùbá home video films on secondary school students academic performance. Three research questions were raised to guide the study. A Questionnaire on “Influence of Home Videos” (IHV) was used to collect the data. The instrument was administered to 200 students from five secondary schools in Ife metropolis. The study employed descriptive survey research design. The result showed that majority of the respondents 59.5% performed below average based on film watching. Also, the result revealed that there is a significant difference in the performance of male and female students in Yorùbá language ($t=184.93$; $p<0.05$). Finally, the result also showed that there is a significant relationship between Yorùbá movie genres students watched and their academic performance ($r = -0.570$, $p < 0.05$). The study recommends among other things that time should be allocated for watching films by children, educative film are to be encouraged and the content of films to be reviewed before allowing children to watch them.

Keywords: Yorùbá video film; Academic performance; Secondary schools; Yorùbá Language, Ile-Ife metropolis

Introduction

Film exhibition began to thrive during the colonial era, with Glover Memorial Hall playing host to a range of memorable films viewed by Nigerians" in August 1903 (Omatsola, 1999 and Okon, 2009). According to Okome (1991) it was the magic of the moment for people to see moving pictures. For many years “films continued to be shown in film houses in Lagos, to relieve the monotony of Lagos life through interesting and innocent entertainment” (Opubor and Nwuneli, 1979). At the inception of film industry, motion picture was developed largely for educational purposes only to have that purpose engulfed in a wave of commercial and entertainment explosion. The advent of globalisation as a result of urbanization and civilization such as access to television and cable network programmes have relegated most students to a mere showbiz and often distracted by series of cartoons and movie activities (Fehintola, & Audu, 2012).

In Nigeria, television is a product of globalization which is an important source of educational enlightenment (Naigles & Mayeaux, 2001). Television provides better, sophisticated, diverse information and education. It is also a source of entertainment. This aided the explosion of films in the country. Hence, motion picture showed definite signs of becoming a significant entertainment industry leading to an explosion in the number of film goers. It was also recorded that over the past 20 years, US children have been participants in what is called, a “mass media explosion.” In 2000, 97% of American homes with children had television sets, 97% had a video cassette recorder, and 89% had a personal computer or other video game-capable equipment (Federal Trade Commission, 2000). As a result, children spend a larger part of their time consuming all forms of media; more than half of this time is spent watching television, movies, or videos (Roberts, Foehr, Rideout, & Brodie, 1999). Thus, television was seen as a distraction during teaching/learning process which has become a common daily occurrence among secondary school students across the nation (Fehintola, and Audu, 2012). In fact, television has been variously criticized for negative impact on academic performance of secondary school students.

For instance, Gentile and Anderson, (2003); Shin, (2004) cited in Burgess, Stermerand Burgess, (2012) expressed concern that television viewing might begin to compete for academic time and eventually decrease school performance.

Another point that aided the explosion of film goes is the depressed economy and parents' desire to make ends meet. Many families were torn apart leaving the care of their children to the grannies while they went in search of greener pastures. They do not bother to check up their children's performance in schools. This encouraged truancy in children. Little time is devoted to their studies since they are left alone to make decisions on their own. They neglect their homework and are not prepared in class (A Common Sense Media Research Study, 2012). In support of this idea, Sharif, Wills, and Sargent, (2010) asserted that time spent on media use could simply displace time spent doing other activities that promote academic performance, such as doing homework or reading books. The aftermath of this could be seen in the high rate of failure recorded for them both at internal and external examinations.

The effectiveness of learning by the use of the film as compared to the lecture method of instruction shows rather conclusively the superiority of the film in acquisition and retention. Hence learners are likely to gain more when taught by electronic media especially film (Ogunyemi, 1993).

It is worthy of note that the films brought to Nigeria to educate the populace did not meet the teaching needs in Nigeria and their subject-matter did not correlate with specific school subject. Films that were supposed to be educational were directed wrongly. For instance, one film director commented on a film on 'Soil Erosion' he directed as follows: 'I have only a vague idea of what soil erosion was but expected to be enlightened locally as we had not completed the part of the scenario which dealt with remedial measures. We had completed about three-quarters of the film before I began to understand fully the facts about erosion and then realized that the film was directed the wrong line'. It could be rightly concluded that, the intension of colonial administration was to provide recreation and entertainment.

The idea of Yoruba home video films was inspired by Yoruba Travelling Theatre (Adenugba, 2007). Yoruba home video films production evolved through the creative ingenuity of popular culture and entertainment in the urban Yoruba environment. The films were produced to serve as an alternative to the cinemas, hence one could seat within the comfort of his/her home and watch the movies produced in the VHS format via your VCR which save cost and made productions easier, faster and cheaper (Adeiza, 1995; Okon, 2009). According to Ogundele (1997), by the end of the 1980s, home video plays had become the dominant technological medium of popular culture and entertainment in Yoruba urban centres. More and more homes began to acquire video machines. Hence, with the influx of these video films with assorted themes in the market and the uncontrolled nature of sales and rentals, parents and children buy or rent films which may have adverse effect on the morals of the entire citizenry. Home video films could be said to have both negative and positive effect on the Nigerian child depending on the type of film, the time, and the level of control parents are able to adopt. It is however clear that a child imitates what he sees hence he must be guided since much time could be wasted by children in watching some of these videos, which may eventually have serious implications on their academic performance (Oladunjoye, n.d.).

Films were made for the viewing pleasure of Nigerians with messages to inspire, motivate, reprove, and correct anomalies especially in the political and social systems, to eschew violence and all forms of evil. Home video viewing, however, provides an accessible domestic venue that extends the movie market to diverse mainstream audiences in cities and rural villages. Televisions are now common, and the homes of television owners often become crowded with extended family and friends gathered for an evening of watching movies (McCall, nd). It is worthy of note that people as well as students have a more lasting impression of what they see and experience less difficulty in recalling. Home video has remained an instrument of entertainment, information and education. To corroborate this assertion, Omojuwa *et al.*, (2009) opined that general audience programmes are not deliberately designed for instruction but for entertainment. Hence, the use of the film for academic instructions could affect school performance positively in acquisition and retention but there is no gain saying that the type of Yoruba home video films currently produced in Nigeria are not educational and therefore not motivating and beneficial to academic performance of secondary school students.

It is with the foregoing background that this study set out to review the influence of watching Yoruba home video films on the academic performance of students in Yoruba language.

Statement of the Problem

As a result of the oil boom of the 1980s, there was a rapid improvement in the living condition of the Nigerian populace. Hence, more and more homes began to acquire television and video machines which aided the proliferation of home video films in Nigeria and especially in Yoruba society. Yoruba home video film became a medium of popular culture and entertainment in Yoruba urban centres and since most students living with their grannies were free to do as they like, they prefer visiting video clubs even at a time they were supposed to be in class. Not only that, students poor performance in Yorùbá language in both external and internal examinations was evident in the West African Examination Council (WAEC) and the National Examination Council (NECO) of 2007, 2008, 2009, and 2010(Arong & Ogbadu, 2010).

The study therefore investigates the influence of watching Yoruba home video films on student's academic performance in Yoruba language. The questions this study intends to answer were as follows: -

1. What is the academic performance of students in Yoruba Language based on their response to film watching?
2. Is there any significant difference between male and female students academic performance in Yoruba language?
3. Is there any correlation between the Yorùbá movie genres students watched and their academic performance?

Purpose of the Study

The purpose of this study are meant to:

1. examine whether there is any significant difference between male and female students academic performance in Yoruba language
2. identify if there is any correlation between the Yorùbá movie genres students watched and their academic performance

Methodology

The Research Design

The study employed the descriptive research design.

Population of the Study

The study population is made up of SS2 and SS3 students of public senior secondary school in Ife Metropolis. The study also sampled the opinion of teachers with about ten years experience on the job on the effect of watching Yorùbá home video films on students' academic performance in Yorùbá language.

Sample Size and Sampling Techniques

The sample size was made up of male and female SS2 and SS3 students randomly selected from the public secondary schools in Ife metropolis. Information obtained from the Ministry of Education, Ile-Ife, showed that there were thirty-seven (37) public secondary schools in Ife metropolis out of which five (5) schools were randomly selected.

Instrumentation

The basic instrument used for this study was the researcher self-made questionnaire which was structured to assess the influence of watching home video films on the academic performance of student in Yorùbá language. The instrument consisted of sections A and B. Section A sought information on personal data of the student and teacher; while section B consisted of 15 item questions. The items sought information on the respondent's perception of the influence of watching home video on the academic performance of student in Yorùbá language. The Likert type scale of strongly Agree, (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) was used for research question 1 while Yes and No response was used for research question 2.

Reliability and Validity of the Instrument

The face and content validity of the research instrument was ascertained by the researcher and an expert in Tests and Measurement to ensure that the items in the questionnaire were capable of eliciting the needed information. Test-re-test reliability of the instrument was found to be 0.89.

Result

Research Question 1: What is the academic performance of students in Yorùbá Language based on their response to film watching?

To answer this research question, students' scores were subjected to descriptive analysis. The mean and standard deviation obtained were 3.9 and 1.9 respectively. Students whose scores were less than group mean (i.e. less than 3.9) were termed as "below average performance", those whose scores ranged from the mean to one standard deviation above the mean (i.e. 3.9-5.8) were termed as "average performance" while those who scored above 5.8 were termed as above average performance. The result is presented in Table I below:

Table I: Students' Academic Performance in Yorùbá Language

Academic Performance	Frequency (f)	Percent (%)
Below Average	119	59.5
Average	50	25
Above Average	31	15.5
Total	200	100.0

Table I above shows Students' academic performance in Yoruba Language. It can be observed that 59.5% of the students performed below average while those who achieved average level of performance were 25%, while 15.5% of the students performed above average level of performance.

Research Question 2: is there a significant difference between male and female students response to watching Yorùbá home video films and their academic performance in Yorùbá language?

Table II: T-Test of Significant Difference in Male and Female Students' Academic Performance in Yoruba Language

	Sex	N	Mean	Std. Deviation	Std. Error Mean	t	Df	P
performance	Male	100	2.6200	1.29123	.12912	-12.153	184.932	.000
	Female	100	5.2100	1.69548	.16955			

Table II shows an independent sample t-test conducted to determine the difference in male and female students academic performance in Yorùbá language based on their response to film watching. There is a significant difference in the male (M= 2.620, SD=1.291) and female (M= 5.210, SD= 1.695, $t(184.93) = -12.153$, $p = .000$) students' academic performance in Yorùbá language. Since the p-value is less than .05, it can therefore be concluded that there is a significant difference between male and female students' academic performance in Yorùbá language as a result of their response to film watching.

Research Question 3: is there any correlation between the movie genres students watched and their academic performance?

Table III: Correlation between Yorùbá Movie Genres Students Watched and Their Academic Performance

Variables	N	\bar{X}	SD	R	P
Yorùbá Movie genres/Academic performance	200	4.2850	2.60	-.570	P < 0.05
	200	3.9150	1.99		

As shown in Table III, the correlation coefficient (r) between Yorùbá movie genres students watched and their academic performance is -.570. This value is found to be significant at 0.05 probability level. This also suggests that there is an inverse and significant relationship between movie genres students watched and their academic performance (N = 200, $r = -0.570$, $p < .05$). This result concludes that there is a significant relationship between Yorùbá movie genres students watched and their academic performance.

Discussion and Conclusion

Based on research question 1, the study revealed that majority of the respondents performed below average in Yorùbá language due to the time they spent in watching films.

This finding corroborated the view of Feyintola and Audu (2012) that television distraction during learning has become a daily occurrence among the senior secondary school students and this has contributed a significant negative effect on learning and academic performance. Also, Tina & Melinda, (2007) confirmed that distraction may affect learning because according to capacity theory, attention can be divided when the brain is exposed to two separate task or event that both require focused attention.

The result of this study showed that there is a significant difference between male and female students' academic performance in Yorùbá language as a result of response to film watching. This corroborated the findings of Hancox, Milne, Poulton. (2005); Zimmerman, Christakis(2005); Borzekowski, Robinson (2005) that increased television weekday screen time had a detrimental impact on school performance. This resulted from parents unconsciously failure to monitor the type of video films and time spent in watching movies. This was as a result of parents living the care of their children to the grannies due to economic situation in the country which drove parents out of their homes in search of greener pastures to make ends meet. Children who are exposed to watching home videos without certain measures of control may perform poorly in their academic work (Arulogun 2009 and Adesanya2004). Therefore when children are over-exposed to home videos, their thought, emotions and interest are always geared toward such films and this will definitely affect their level of concentration. Ferrer (2009) even confirmed that parents are keenly aware that media can affect their children performance in school yet many of them do not care.

It was also gathered from the study that the genre of Yorùbá home video films watched is having adverse effect on the academic performance of students. This was due to the fact that more time is devoted to Yorùbá home video film watching rather than reading relevant academic textbooks. This finding corroborated the findings of (Fehintola, &Audu, 2012).They opined that reading which is less dependent on electricity would maintain primacy in spite of television but this is not so, because there are other programmes at viewing centres that could distract student from reading their books, such as playing games (play station 1-3), watching European premier league, champions league, Spanish laliga most especially on weekends when students are meant to revise and read their books and solve their take- home assignment. In fact Bliss (2013) also confirmed that children watching television when they like tend to performed poor on reading.

Films have control over viewers' emotions and have the power to develop the spiritual life of human race because one does not forget what is seen easily. It therefore becomes imperative to be pre-viewed, pre-set if possible and carefully introduced. When this is done, it would consolidate what has already been learnt and re-orientate attitude of viewers. Therefore, if the academic performance of senior secondary students will be improved or enhanced there is the need for time restriction in terms of watching Yorùbá home video films among students. It must also be stressed that although home video contribute to informative and enlightenment understanding of students such home video type must however be in line with those ingredients that would develop moral and educational performance of students especially those senior secondary school students who may have been distracted by tele-viewing technology and its components (Fehintola, &Audu, 2012). Hence, Popoola (2008) maintained that there should be a restriction in the number of times to which secondary school students will spend watching home video as they serve as a major distraction even while they study in a conducive environment because over indulgence in film watching could make some children sleep late at night thereby affecting their performance in school work apart from lateness or absenteeism.

Recommendations

Based on findings of this study, the following recommendations were made:

- ✚ Parents should handle their children's training themselves and not the grannies to ensure their better academic performance
- ✚ Parents must always enact discipline and force on their children when going astray or watching excessive television so as not to affect their academic performance negatively
- ✚ There should be a section for film art in all our academic establishment especially higher institutions in order to minimize the time spent on watching television
- ✚ For genuine educational service and better academic performance, educational films should be used to demonstrate, clarify and exemplify the ideas and problems which under the teacher's direction, the class is actively exploring.
- ✚ Teachers should give enough assignment to occupy the students during their leisure time to minimize the time spent on watching television
- ✚ The government must throw her weight behind this course because film has the ability of producing situation which appears real and vital to every detail in pedagogical acceptable sequence.

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