

# **STUDENTS' EXPOSURE ON TAGALOG TV PROGRAM AND THE PERCEIVED EFFECT ON THEIR PERFORMANCE IN FILIPINO SUBJECT**

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**ABSTRACT** This study was conducted to determine the students' exposure on Tagalog TV program and the perceived effect on their performance in Filipino subject and was limited on determining the profile, the level of Tagalog TV program exposure and perceived effects on the performance in Filipino of the first year college students of Guimaras State College enrolled in Filipino 1 – Akademikong Filipino for First Semester, AY 2015-2016. The results show that out of the 144 respondents participated in the study, majority were 16 – 19 years of age, mostly females, with P5,000 and below average family monthly income, and belong to small (1-5 members) family size. Most of the respondents watched news, followed by teleserye, cartoons, entertainment, and educational shows. Moreover, news and teleserye were very often to be watched, while cartoons, entertainment, educational shows, and other shows were just sometimes to be watched. As to average number of hours spent in watching, news program have been watched daily for an average of 4.25 hours, while teleserye have been watched for 3.86 hours; 3.70 hours for cartoons; 3.26 hours for educational shows; 2.94 hours for entertainment, and 1.26 hours for others. Further, students perceived that watching tagalogtv programs result to: developed good communication skill in Filipino, got familiar and interested, enhanced inter-personal relationship, motivated to be more creative and imaginative, actively involved in classroom activities, and improved grade in Filipino subject. The type Tagalog TV programs watched, frequency of watching, and time spent in watching did not significantly correlate on the perception of the respondents on its effect on their performance in Filipino subject. The result shows that the perceived effect of watching Tagalog TV programs was not related to type, frequency and time spent on watching those TV shows.

**Keywords:** Tagalog TV Program, Exposure, Performance in Filipino Subject

## **INTRODUCTION**

### **Background of the Study**

School performance predicts educational attainment; it has the potential to affect a host of economic and health outcomes. The relation between television and movie viewing and school performance has been a subject of debate. Studies on preteens and adolescents have suggested a detrimental effect of television viewing on school performance relating it to lower homework completion, more learning problems, and worse academic achievement. However, little is known about what exactly it is about viewing television that affects school performance. Time spent watching television displaces time doing homework, or does media use influence behavioral characteristics that are ultimately related to school performance; In a cross-sectional study, it was found that hours of weekday television viewing and viewing of R-rated movie content were associated concurrently with poor school performance. These observed effects for media exposure could involve intermediate processes and several hypothesized pathways linking media variables to change in school performance (Sharif, I., et.al 2009).

Given the central role popular media plays in the lives of our children, it is important to have an understanding of the impact television viewing has on academic achievement and school performance. Parents and teachers alike ask the question of how much television viewing is too much. Few people would argue that an investigation of children's TV viewing habits could help parents better understand how youth occupy their free time. In addition, there has been growing concern over the relationship between the media and rising violence and other antisocial behaviors among youth (Thompson, 2003).

On effects of Television, more than half of U.S. students watch more than three hours of television per day on weekdays, and 60% of parents rarely or never limit their child's television viewing habits (Levine & Levine, 1996). The average television weekly viewing time is approximately 27 hours per week, while the average reading time is 8.1; a 3 to 1 ratio (Angle, 1981). Studies (Levine & Levine, 1996; Wells & Blendinger, 1997) support the finding that children watch too much TV and read too little. It has been argued that a negative side effect of high levels of viewing might include the promotion of "unintelligent consumerism" and a physically and intellectually passive dependency among our youth (Levine & Levine, 1996).

Viewing habits typically increases throughout elementary school years, and decreases during high school years. The years right before and after adolescence are the most opportune times to shape TV viewing habits (Clark, et al., 1978). Individuals in lower income brackets and with lower educational levels watch more television (Housden, 1991; Mediamark

Research Inc, 1996). Adolescents who view television during late night hours average more television viewing than do other adolescents (Potter, 1987). African American youth tend to watch more TV than their white counterparts (Caldas & Bankston, 1999). Teens who are in the lowest per week viewing category are more likely to continue their education by enrolling in college (Corporation for Public Broadcast, 1993).

On Effect of Visual Media Use on School Performance: A Prospective Study, Iman Sharif, MD, MPH, Thomas A. Wills, PhD, and James D. Sargent, MD (2009) found that the extent that school performance predicts educational attainment. The study suggested a detrimental effect of television viewing on school performance relating it to lower homework completion, more learning problems, and worse academic achievement. In a cross-sectional study, we found that hours of weekday television viewing and viewing of R-rated movie content were associated concurrently with poor school performance. Overall, the findings offer strong evidence for parental monitoring of children's television viewing time and, especially, restricting exposure to adult movie content during early adolescence.

On Television Viewing and Academic Achievement Revisited by Thompson, Franklin T.; Austin, William P. Given the central role popular media plays in the lives of our children, it is important to have an understanding of the impact television viewing has on academic achievement and school performance. Parents and teachers alike ask the question of how much television viewing is too much. Few people would argue that an investigation of children's TV viewing habits could help parents better understand how youth occupy their free time. In addition, there has been growing concern over the relationship between the media and rising violence and other antisocial behaviors among youth.

The relationship between media exposure and school performance has not been studied extensively among college students; specifically in Guimaras State College wherein students have Hiligaynon or Karay-a as their mother tongue. Hence, this study on students' exposure on Tagalog TV program and the perceived effect on their performance in Filipino subject was conducted.

## **Statement of the Problem**

This study aimed to determine the students' exposure on Tagalog TV programs and the perceived effect on their performance in Filipino subject for AY 2015-2016. Specifically, this study sought answers to the following questions:

1. What is the personal profile of the respondents in terms of age, sex, monthly family income, and family size?
2. What is the level of Tagalog TV program exposure of the respondents as a whole and when categorized according to type of TV shows, frequency of watching and average number of hours spent in watching?
3. What is the perceived effect of Tagalog TV viewing on the performance of respondents in their Filipino subject?
4. Is there a significant relationship between the profile of the respondents and the perceived effect of Tagalog TV viewing in their academic performance as whole and when categorized as to variables?

## **METHODOLOGY**

### **Research Design**

This study employed descriptive method of research. According to Dr. Y.P. Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. This study used the design to determine the students' exposure to Tagalog TV program and the perceived effects on their performance in Filipino subject.

### **Locale of the Study**

The study was conducted at Guimaras State College, the only government agency of higher learning in the island province of Guimaras. There are three campuses offering degree programs with Filipino subject, namely, the Mosqueda campus, in the municipality of Jordan, Baterna campus in the municipality of San Lorenzo, and Salvador campus in Buenavista. Only the Salvador campus was covered in this study for accessibility and easier conduct of data collection.

### **Respondents of the Study**

The first year college students of Guimaras State College at Salvador campus enrolled in Filipino 1 – Akademikong Filipino for the first semester, AY 2015-2016 were the subjects of the study. The respondents were selected using the stratified random sampling. From the entire population of students with Filipino subject during the semester covered, a sample size of 144 respondents was drawn using the Slovin's formula.

## Data Gathering Instrument

A researcher-made questionnaire was used in this study to determine the students' exposure to Tagalog TV program and the perceived effect on their academic performance in Filipino subject. The instrument used was composed of two parts: Part 1 covered the profile of the respondents and Part 2 focused on students' exposure to Tagalog TV programs and the perceived effects on their academic performance in Filipino.

The questionnaire used in the study was subjected to validity and reliability tests wherein four (4) juries who are experts in their field of specialization were selected to validate and test its reliability.

## Data Gathering Procedure

The procedure of data gathering was followed as: after the researcher made questionnaire was found valid and reliable, the researchers secured permission and approval for the conduct of the study following the flow of research activities in approved GSC Research Manual.

## Data Analysis

Data gathered from this study was tabulated, analyzed and interpreted employing both descriptive and inferential statistics. The statistical tools used in this study in analyzing the data gathered were: frequency and percentages to determine respondents distribution as a whole and according to categories of selected variables and responses for each of the items in the instrument; mean to describe the influence of the selected variables in terms of level of TV exposure, T-test for significance of correlation, Pearson r to determine the extent of relationships among variables in the study and ANOVA to determine if there are difference or deviations in correlating students' performance in Filipino with the different variables of the study.

## RESULTS AND DISCUSSIONS

### Profile of respondents

The profile of respondents is presented in terms of their age, sex, monthly income and family. Results reveal that of the 144, majority (80.6%) aged between 16 to 19 years of age, while only few (19.4%) aging 20 years of age and above; most of them are females with 81.9% while the male counterparts are only 18.1%; half (50%) of them had a monthly income of P 5,000.00 and below, followed by those (35.4%) earning between P 5,001.00 to P10,000.00; and just half (51.4%) belongs to small family size with 1-5 members, with near half (45.8%) having medium family size (6 to 10 members).

Table 1. Profile of the respondents

Profile		Frequency	Percent
Age	16 to 19	116	80.6
	20 & above	28	19.4
Sex	Male	26	18.1
	Female	118	81.9
Monthly Income	5,000 & below	72	50.0
	5,001-10,000	51	35.4
	10,001-15,000	10	6.9
	15,001-20,000	4	2.8
	above 20,000	7	4.9
Family Size	small (5 & below)	74	51.4
	medium (6-10)	66	45.8
	large/extended (more than 10)	4	2.8
Total		144	100.0

## Tagalog TV shows

Tagalog TV shows being watched by respondents included the specific TV program, the frequency of watching and the average number of hours spent in watching. Results show that most of the respondents used to watch news (83.3%) and teleserye (81.3%); these are followed by cartoons (63.2%), entertainment (58.3%), and educational shows (52.1%). Very often, respondents watched news and teleserye, having a mean of 3.61 and 3.59, respectively. But sometimes, they also watched entertainment shows with a mean of 3.39; educational and other shows, with a mean of 3.06 respectively, and cartoons, with a mean of 3.03. As to the average number of hours spent in watching Tagalog TV program, news program have been watched at an average of 4.25 hours daily, followed by teleserye with an average of 3.86 hours, then cartoons with an average of 3.70 hours and educational shows at 3.26 hours, while only 2.94 hours daily for entertainment and only 1.26 hours for other shows.

**Table 2. Tagalog TV shows, frequency and number of hours spent**

Tagalog TV shows watched	Frequency of watching			average # of hours spent
TV shows	F	%	Mean	Interpretation
News	120	83.3	3.61	Very often
Teleserye	117	81.3	3.59	Very often
Cartoons	91	63.2	3.03	Sometimes
Educational shows	75	52.1	3.06	Sometimes
Entertainment	84	58.3	3.39	Sometimes
Others	20	13.9	3.06	Sometimes

## Perceived Effects of Tagalog TV viewing

The perceived effects of Tagalog TV viewing among respondents are ranked accordingly such as: developed good communication skill in Filipino (72.9%); got familiar and interested (68.1%), enhanced inter-personal relationship (57.6%), motivated to be more creative and imaginative (55.6%), actively involved in classroom activities (54.9%), improved grade in Filipino subject (52.1%). Other perceived effects on their academic performance in Filipino subject are: fluent in oral recitation in Filipino (48.6%), enhanced self confidence, motivated to love and appreciate the subject, and strived to study harder in Filipino at 45.1% respectively, excited with the learning environment (36.1%) and self-independence (33.3%).

**Table 3. Perceived Effects of Tagalog TV viewing**

Statements	F	%	rank
1. developed good communication skill in Filipino	105	72.9	1
2. got familiar and interested	98	68.1	2
3. enhanced inter-personal relationship	83	57.6	3
4. motivated to be more creative and imaginative	80	55.6	4
5. actively involved in classroom activities	79	54.9	5
6. improved grade in Filipino subject	75	52.1	6
7. fluent in oral recitation in Filipino	70	48.6	7
8. enhanced self-confidence	65	45.1	9
9. motivated to love and appreciate the subject	65	45.1	9
10. strived to study harder in Filipino	65	45.1	9
11. excited with the learning environment	52	36.1	11
12. self-independence	48	33.3	12

## Relationship between the profile of respondents and the perceived effect of Tagalog TV viewing

The perceived effect of Tagalog TV viewing was not dependent on the profile of the viewers. As shown in the following table, the profile of the respondents categorized into age, sex, monthly income and family size were all interpreted as not significant. On individual item: age has a mean of 1.629 with p-value of 0.658 interpreted as not significant; sex with a mean of 2.855 and p-value of 0.894 is interpreted as not significant; monthly income has a mean of 2.208 with p-value of 0.741 is interpreted as not significant, and family size has a mean of 1.308 with p-value of 0.322 also interpreted as not significant. This implies that the perceived effects of TV viewing were homogeneous regardless of the profile characteristics of the viewers.

Table 4. Relationship between Profile of the respondents and the perceived Effect of Tagalog TV viewing

Variables	X <sup>2</sup> -value	p-value	Interpretation
Age	1.629	0.658	Not significant
Sex	2.855	0.894	Not significant
Monthly Income	2.208	0.741	Not significant
Family Size	1.308	0.322	Not significant

## CONCLUSIONS

Based on the findings of the study, the following conclusions were advanced:

1. Majority of the respondents are between 16 to 19 years of age, mostly females having family monthly income of P 5,000.00 and below, and coming from small (1-5) to medium (6-10) family size.
2. Most of the respondents used to watch news and teleserye followed by cartoons, entertainment and educational shows with news and teleserye being watch very often while entertainment, educational and other shows, and cartoons are sometimes to be watched. Respondents used to spend more time watching news program and teleserye, so with cartoons, and educational shows, and less time for entertainment and other shows.
3. The respondents perceived that watching Tagalog TV program resulted to developed good communication skill in Filipino, got familiar and interested, enhanced inter-personal relationship, motivated to be more creative and imaginative, actively involved in classroom activities, and improved grade in Filipino subject.
4. The type of Tagalog TV programs watched, frequency of watching, and time spent in watching did not significantly correlate on the perception of the respondents on its effect on their performance in Filipino subject, and that the perceived effects of TV viewing were homogeneous regardless of the profile characteristics of the viewers.

## RECOMMENDATIONS

Based on the conclusions, the following recommendations were provided:

1. Media education can also be taught as part of the curriculum in schools to enlighten the young students to respond thoughtfully and critically to media content. Based on the result that exposure to TV programs developed among them communication skills in Filipino, and the fact the news program was the most frequently viewed by them. It will enable the students to put media violence into perspective and would be conscious of what is happening in the current trend situation.
2. Considering that next to watching news programs, teleserye is also frequently watched by students, with this, the Movie and Television Review and Classification Board (MTRCB) should be watchful and ensure strict rules and regulations on the films and TV programs that contain violence, nudity, ritual killings and so on.
3. All the stakeholders to this effect should become more active to ensure that the media become sensitive to the impact of violence on the Guimaras children.
4. Parents should be active participants in screening and scrutinizing carefully on the kind of TV programs their children watch. They should also responsible in limiting inappropriate or excessive media use by keeping a critical eye on the content of shows watched by their children.
5. Children who have TV sets in their rooms tend to watch more TV with less supervision; Therefore, TV sets should be removed from children bedrooms. Adults can "mediate" viewing and making TV a learning experience by sitting with the student, discussing, asking questions, and helping with interpretation of the content.

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