Parents’ Perception Of Television Viewing Habit As A Predictor Of Preschoolers’ Violent And Attention Behaviours In Nursery Schools Imo In State, Nigeria

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Abstract
The study investigated parents’ perception of television viewing habits as a predictor of preschoolers’ violent and attention behaviours in nursery schools in Imo State, Nigeria. The study was guided by two specific purposes and two null hypotheses. The study adopted a correlation research design with a population of 30,296 preschoolers in 1,275 nursery schools. The sample size of 450 was drawn through a multistage stage sampling procedure using cluster, simple and stratified random sampling techniques. Parents’ Perception of Television Viewing Habit Scale (PPTVHS) and Preschoolers’ Violent and Attention Behaviours Scale (PVABS) were used for data collection. The PPTVHS and PVABS were face validated through confirmatory factor analysis. The internal consistency reliability was established through Cronbach alpha with coefficients of 0.88 and 0.79. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of
significance. The study revealed that parents’ perception of television viewing habits significantly predicts preschoolers’ behaviours such as violent and attention behaviours. Based on the findings of this study, the researchers recommended that the parents should avoid watching or providing horrendous and violent video clips in order to avert and reduce incidences of violent behaviours among preschoolers. More so, parents of preschoolers should not allow them to watch any form of television programme when they have homework to do in order to reduce attention problems.

**Keywords:** Parents, Perceptions, Televisions Viewing Habit, Violent and Attention Behaviours

**Introduction**

In recent years, Television TV has been adjudged to be taking prominence as an instructional material needed to support and enhance teaching and learning for the younger ones. TV is one of the most common electronic gadgets in many homes. Chinemere (2014) stated that television is a compact structure that makes the world a global village through establishing direct relationship between its audience and content. According to Thompson (2015), (TV) is a telecommunication means used in displaying moving images, stories or events in two or three dimensions with the associated sound. The rapt attention given in observing the motion pictures or images, stories and events displayed can be seen as TV viewing.

TV viewing is an image or object on the television screen. The images or objects may be moving or stationary. According to Van (2011), television viewing is the art of spending time in front of a TV screen by actively or passively giving attention to what is being displayed. Television viewing habits have been defined differently by different authors. Van (2018) defined TV viewing habit as the tendency of a person to spend a given amount of time viewing TV programmes. The importance of TV cannot be underestimated because it helps children to speak English, learn inventions and good morals, as well as keep children busy among other benefits. This could be the reason Ogakason (2017) revealed that TV viewing is prevalent among secondary school students in Zaria and they watch television daily for relaxation, enlightenment and entertainment purpose. Also, TV viewing habit is the act of watching or viewing any image or object on the screen. Television viewing habit is the attention an individual devotes to watching television and the number of times individuals spend watching TV programmes or contents (Ogakason, 2017).

Similarly, Ngwoke and Ibiam (2011) defined TV viewing Habit (TVH) as the average daily viewing time of primary-school-age children. TVH can be delineated from the nature of programme, the age of the viewers and the time of viewing among others. Of all the attributes of television viewing habits, the most disturbing is the amount of time spent viewing television programmes (Ngwoke & Ibiam, 2011).

The amount of time spent in television viewing can be categorized into low television viewing (Ngwoke, 2011), normal viewing and heavy television viewing (American Academy of Pediatrics, Committee on Public Education, 2001). Ngwoke noted that the low television viewers only spend less than one hour a day (<1h/d) in front of the television screen. This act could be a result of a lack of interest in television programmes and activities or due to some behavioural
challenges. Low viewing could also be as a result of erratic supply of power. Those with low viewing habit tend to acquire lesser information to their educational status. On the other hand, American Academy of Pediatrics, Committee on Public Education (2001) explained that normal television viewing entails viewing television programmes for not more than three hours (<3h/d) and not greater than two hours (>2h/d) per day. This depicts the fact that those who watch television programmes and activities for less than two hours can be categorized as normal television viewers. Normal television viewers spend two house of quality time to understand the content of a television programme (Moses, 2008). It is suggestive that normal television viewers tend to suffer less from eye defects and other forms of health conditions arising from strenuous eye activities. Normal television viewing can promote good health, quality education, cognitive and emotional developments. It is also worthy of note that watching television for more than two hours is associated with heavy television viewing.

Heavy television viewing is associated with spending more than three hours in front of a television watching television programmes without recourse to other activities whatsoever (American Academy of Pediatrics, Committee on Public Education, 2001; Pearson, Salmon, Crawford, Campbell & Timperio, 2011). To Gortmaker (2011), heavy television viewing habit is the unacceptable amount of time that is beyond three hours preschoolers spend in viewing television programmes. Therefore, heavy television viewers are the preschoolers who are fixed to television programmes for a period that is not less than three hours. In a survey of 30 parents, 46.70% reported that their children view TV for 3-5 hours daily, 33.3% of the parents said their children view TV for more than 5 hours daily and only 20% said their children view TV for 2 or less than 2 hours (Sajjan, 2013). However, heavy television viewing seems to be associated with emotional problems and hyperactivity in pre-school children (Miller, 2007). Also, Miller stressed that heavy television viewers may not have the likelihood to plan their studies on time and adjust their time according to their own needs to be fully engaged in television viewing. Furthermore, Pearson, Salmon, Crawford, Campbell and Timperio (2011) suggested that heavy television viewers do not have the ability to manage their note-taking habits in paraphrasing and summarizing their classroom notes in their own words which could be more among preschoolers.

Preschoolers are among the heaviest television viewers among the population of television viewers with 76% proportion (Sajjan, 2013). It was reported that preschoolers invest more time in television viewing than any other activity (Schmidt & Vande water, 2008). In the same vein, Sanders, (2012) found that most preschoolers can spend more than three hours viewing television. This assertion is further supported by Kamaruzaman, (2013) whose report showed that the percentage of hours preschoolers view television is very high. Studies in the African context, particularly in Nigeria and South Africa also revealed that compared to a decades ago, preschoolers are now spending more than three hours in television viewing and this could have a consequential influence on their behaviours (Oyero & Oyesomi, 2014). It was revealed that children are getting glued to the TV for as much as three to six hours a day during the school break (Healthy Active Kids South Africa Report Card, 2014). More worrisome is the fact that parents were reportedly alarmed that 45% of the children were glued to TV programmes (Huta singh, 2003). Similarly,
Raghotham and Sashidhar (2013) posited that preschoolers’ addiction to television has become a matter of great concern to psychologists, community health personnel, pediatricians, educationalists, parents, planners and social scientists worldwide and most importantly the parents. It is suggestive that heavy television viewing habit can lead to behavioural problems (Christakis, Zimmerman & Di Giuseppe, 2004). This could be explained based on the assumption that preschooling is a period of information seeking, gathering and learning mainly through perceptions. This could have consequential influence on preschoolers’ violent and attention problems.

Violence can be seen as the use of physical force to hurt somebody or destroy something. Violent is a destructive behaviour that can lead to severe consequences if left unmanaged (Kelly, 2021). Violent behaviours are those behaviours that can cause physical harm or injuries to self or another (Shilpi & Sandhya, 2017). Violent behaviour can range from hitting, kicking, biting and hurting animals (Kelly, 2021). Exposure of children to different factors such as violent television programmes may lead to violent behaviour. Factors such as violent heavy television viewing by preschoolers may lead to increase in violent behaviour. It is most likely that heavy television viewers may develop violent behaviour faster than low television viewers when the content is not educative and informative. According to Friefrich and Stein (2011), viewing non educative programmes on television can cause social isolation and behavioural problems in preschoolers. Children who view programmes in which violence is very realistic may likely imitate such acts (Eastman, 2012).

Children who engage in heavy watching of aggressive TV characters always perceive the violent act to be realistic thereby risking being exposed to the risk of later aggression (Oyero & Oyesomi, 2014). This suggests that the more the children are exposed to the violent television programme, the more they are most likely to be engrossed in violent activities. Empirically, Cellestine, Zimmerman, DiGiuseppe and McCarty (2017) revealed that there was increased physical aggression among children who view TV unfettered programmes. Similarly, Avosa (2010) found that pre-school children modeled aggressive behaviour from television depending on the frequency of view. More so, Manganello and Taylor (2009) found that children exposed to more television, both directly and indirectly, are at increased risk for exhibiting aggressive behaviour.

This is a pointer that heavy exposure to televised violence may be one of the causes of aggressive behaviour, crime and violence in society. It is worthy of note that heavy undefined television viewing can help form preschoolers' unwanted behavioural manifestation (Sujala, 2013). The behavioural danger in heavy television viewing may have informed the American Academy of Pediatrics (2013) to raise concerns about the time children spend viewing television and recommended that children should not watch television for more than three hours. It is suggestive that the more preschoolers watch television, the more likely it determined their attention processes.

Attention behaviour also known as attention-deficit or hyperactivity disorder (ADHD) is among the most common psychiatric disorders in human beings as well as in preschoolers. ADHD is a chronic and diffuse childhood disorder characterized by developing inappropriate levels of activity, impulsivity, low tolerance for frustration, poor behavioural regulation and distractibility.
(Cormier, 2012) and failure to maintain concentration (Wilens & Fusillo, 2011). The term is used to describe a set of problems associated with deficits in visual-motor and cognition (Wilkerson & Steichen, 2015) and social skills (Harpin, 2015).

Symptoms of attention problems include short attention span, poor concentration, and being easily distracted (Millichap, 2012). Millichap stressed that those children who watch television more than two hours per day during childhood are most likely to develop the symptoms of attention problems in adolescence. Paying attention to scary visual images/programmes may have detrimental impact on preschoolers. Images of monsters, nasty animals or horrible faces are likely to stay in their minds and instill into them attention management issues (Barkley, 2010). Similarly, Cheng, Maeda, Yoichi, Yamagat and Tomiwa (2010) revealed that daily television exposure at childhood has a relationship with pro-social behavior at later age. Johnson, Cohen, Kasen, and Brook (2007) showed that children who spent two or more hours of television viewing per day were elevated at risk for poor homework completion, negative attitude towards school, poor grades and attention span problems. Preschoolers’ attention may be tampered with when a normal-looking character transforms into an evil one particularly if they see the character changing. The level of damage that heavy television viewing can cause preschoolers’ attention has not been given sufficient literature. According to Nnajieto (2012), the impact of heavy television viewing on children has not been properly documented. Children who spend long hours viewing television programme often seem to face problems associated with concentration and commitment in class. Nnajieto further suggested that heavy television viewing can be instrumental to unjustifiable social vices.

Studies have been carried out on the perception of parents of preschoolers’ behaviours. Gingold, Simon, Schoendorf (2013) studied excess screen time in US children in relation with alternative functions and family rules. More so, Sajjan (2013) investigated parents’ perceptions about the television viewing habits of their children. Similarly, Khanna (2016) studied parents’ perception of the influence of television advertisements on children in India. From the backdrop, there exists a dearth of studies on parents’ perception of TV viewing habits as a predictor of preschoolers’ violent and attention behaviours as well as in nursery schools in Imo State, Nigeria.

**Purpose of the Study**

The study investigated the extent parents’ perceptions of TV habit can predict preschoolers’ violent and attention behaviours. Specifically, the study sought to:

1. find out the extent of prediction of parents’ perceptions of television viewing habit on preschoolers’ violent behaviour in nursery schools in Imo State.
2. determine the extent of prediction of parents’ perceptions of television viewing habit on preschoolers’ attention behaviour in nursery schools in Imo State.

**Research Questions**

The following research questions guided the study.
1. What is the extent of prediction of parents’ perceptions of television viewing habits on preschoolers’ violent behaviour in nursery schools in Imo State?
2. What is the extent of prediction of parents’ perceptions of television viewing habits on preschoolers’ attention behaviour in nursery schools in Imo State?

Hypotheses
The following hypotheses were tested at a 0.05 level of significance
1. Parents’ perception of television viewing habits does not significantly predict preschoolers’ violent behaviour in nursery schools in Imo State.
2. Parents’ perception of television viewing habits does not significantly predict preschoolers’ attention behaviour in nursery schools in Imo State.

Method
Design of the Study
The research design for the study was a correlation survey research design. According to Nworgu (2015), a correlation research design is used to establish the extent of relationship, association or co-variation between two or more variables. It enables a researcher to find out the proportion of variation in the dependent variable (criterion variable) that is predicted by the independent variable (predictor variable) using regression analysis. The design was appropriate for this study because the researcher is interested in determining parents’ perception of preschoolers’ television viewing habits as a predictor of preschoolers’ violent and attention behaviours in nursery schools in Imo State. Besides, most recent studies like Okenyi et al. (2019), Achagh et al. (2020), Eya et al. (2020), Ezema et al. (2019), Gana et al. (2019), Ugwuanyi and Okeke (2020), Ugwuanyi, Okeke et al. (2020), Ugwuanyi, Okeke and Njeze (2020), Ugwuanyi, Okeke and Ageda (2020), Ugwuanyi, Okeke and Asomugha (2020) have adopted this design.

Population of the Study
The population of this study consisted of 30,296 nursery two pupils in the 1,275 preschools in Imo State. Imo State has three education zones. Okigwe zone has six (6) L.G.As. with 7,550 and 284 schools, Owerri Education Zone has nine (9) L.G.As with 12,558 pupils in 493 schools and Orlu Education Zone has 12 L.G.As with 8,584 pupils in 493 schools respectively (Imo State Universal Basic Education Board (IMSUBEB), Owerri, Department of Planning, Research and Statistics, Data on the Population of Nursery Schools by L.G.A. by L.G.A, 2020/2021). The preschoolers in nursery two were used because they have watched a considerable amount of television programmes and are little matured as well have got enough time to display such behaviours in words and actions. The preschoolers’ parents responded on behalf of their children. This is because preschoolers’ information on television viewing habits and their manifest behaviours can be elicited from their parents.
Sample and Sampling Technique

The sample for the study was 450 preschoolers represented by their parents in the 45 schools. The sample was drawn using a multistage sampling procedure. In the first stage, the schools were clustered into three Education Zones of Owerri, Okigwe and Orlu zones. Purposive sampling technique was used to sample 15 schools from each of the zones making a total of 45 schools from the three zones. A proportionate stratified random sampling technique was used to draw 10 preschoolers each from the 45 schools. This gave 450 preschoolers in the 45 nursery schools sampled from the three zones. The demographic section of the PPTVH was used to identify through their parents those that view TV for more than 3 hours a day against the recommendation of the American Academy of Pediatrics (American Academy of Pediatrics, 2016). Therefore, only those identified to view television for more than three hours were used for the study. By implication, all the parents of the 450 preschoolers responded to the instruments. The choice of the parents in responding on behalf of their pupils is because they would have made a series of observations on their television viewing habits as well as their behavioural dispositions.

Instruments for Data Collection

Two self-designed instruments titled Parents' Perception of Television Viewing Habit Scale (PPTVHS) and Preschoolers’ Behaviour Scale (PBS) were used for data collection. The Parents' Perception of Television Viewing Habit Scale (PPTVHS) consisted of two sections (A and B). Section A elicited information on demographic data of the respondents such as school type, location, gender, age, television ownership, duration of television viewing per day and type of guardian. The categorization of television viewing was thus; below 1 hour (low viewing), less than 2-3 hours per day (normal viewing) and more than 3 hours per day (heavy viewing). Section B contained 10 items that elicited responses from parents’ perceptions of the television viewing habits of their children. The PPTVHS was structured in line with the modified Likert four points of response format of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) respectively. The maximum and minimum response scores for PPTVHS were 40(4*10items) and 10(1*10items) respectively.

The second instrument titled Preschoolers’ Violent and Attention Behaviour Scale (PVABS) made use of the demographic information of PPTVHS as explained above in section A. Section B of PVABS consisted of 20 items in the two clusters of I and II that elicited information on preschoolers’ violent and attention behaviours. The instrument was rated on a four-point rating scale. The response pattern for each of the clusters was Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) respectively. The cluster on PVABS covered Violent and Attention Behaviours with 10 items each.

Validation of the Instruments

Confirmatory factor analysis was used to validate the Parents' Perception of Television Viewing Habit Scale (PPTVHS) and Preschoolers’ Violent and Attention Behaviour Scale (PVABS) which
yielded Eigenvalues that ranged from 3.00 to 3.11 for the instruments. Five items each from the instruments were deleted by the factor analysis reducing the number of items to 10 each from a total of 15 items.

**Reliability of the Instruments**

The internal consistency reliability was established through Cronbach alpha. Thirty (30) preschoolers’ parents who did not participate in the actual study were selected and the 30 copies of the instruments were administered to them and the data obtained were analysed using Cronbach Alpha statistics. The reason for using the Cronbach Alpha method is that the items were not dichotomously scored. The reliability coefficients for the Parents’ Perception of Television Habit Scale (PPTVHS) and Preschoolers’ Behaviour Scale (PBS) are .935 and .790 respectively. The reliability coefficients of the clusters of Preschoolers’ Violent Behaviour, and Attention behaviours are .816, and .754 respectively. The Out of 450 copies of the measures distributed, only 400 copies were duly completed showing 89% return rate.

**Method of Data Analysis**

The data collected were analyzed using linear regression to answer the research questions while a t-test associated with linear regression was used to test the null hypotheses at a 0.05 level of significance. The decision rules for the extent of prediction are Very low extent (25% - 0%), low extent (50-26), high extent (75% - 51%) and Very high extent (100% -76%).

**Results**

**Research Question 1:** What is the prediction of parents’ perception of television viewing habits on preschoolers’ violent behaviour in Owerri Education Zone of Imo State?

**Table 1: Linear regression on the extent of prediction of parents’ perception of television viewing habits on preschoolers’ violent behaviour**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.81*</td>
<td>.66</td>
<td>.65</td>
<td>Hgh extent</td>
</tr>
</tbody>
</table>

Very low extent (0% - 25%), low extent (26% - 50), high extent (51% - 75%) and Very high extent (76% - 100%)

Data in table 1 revealed that the regression coefficient (R) and regression square coefficient (R²) are .81 and .66 respectively. This implies that 66% change in preschoolers’ violent behaviour is predicted by parents’ perception of television viewing habits.
**H01:** Parents’ perception of television viewing habits does not significantly predict preschoolers’ violent behaviour in Owerri Education Zone of Imo State.

Table 2: t-test associated with linear regression on the prediction of parents’ perception of television viewing habit on preschoolers’ violent behaviour

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Probability val.</th>
<th>Alpha val.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>30.65</td>
<td>.96</td>
<td>31.91</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Violent behaviour</td>
<td>.81</td>
<td>.03</td>
<td>.81</td>
<td>4.30</td>
<td>.00</td>
</tr>
</tbody>
</table>

Data in Table 2 revealed that parents’ perception of television viewing habits significantly predicts preschoolers’ violent behaviour in Owerri Education Zone of Imo State, t = 4.30, p = .000. Hat the t-test associated with simple regression is 4.30. Thus, the null hypothesis was rejected because the probability value of .00 is less than the alpha value of .05.

**Research Question 2:** What is the extent of prediction of parents’ perception of television viewing habits on preschoolers’ attention behaviour in Owerri Education Zone of Imo State?

Table 3: Linear regression on the extent of prediction of parents’ perception of television viewing habit on preschoolers’ attention behaviour

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.71 a</td>
<td>.51</td>
<td>.49</td>
<td>High extent</td>
</tr>
</tbody>
</table>

Very low extent (0% - 25%), low extent (26% - 50), high extent (51% - 75%) and Very high extent (76% - 100%)

Data in Table 3 revealed that the regression coefficient (R) and regression square coefficient (R²) are .71 and .51 respectively. This implies that a 51% change in preschoolers’ attention behaviour is predicted by parents’ perception of television viewing habits.

**H02:** Parents’ perception of television viewing habits does not significantly predict preschoolers’ attention behaviour in Owerri Education Zone of Imo State.
Table 4: t-test associated with linear regression on the prediction of parents’ perception of television viewing habit on preschoolers’ attention behaviour

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Probability val.</th>
<th>Alpha val.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Constant)</td>
<td>17.94</td>
<td>.76</td>
<td>23.74</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Attention behaviour</td>
<td>.68</td>
<td>.02</td>
<td>.71</td>
<td>22.36</td>
<td>.00</td>
</tr>
</tbody>
</table>

Data in table 4 showed that parents’ perception of television viewing habits significantly predicts preschoolers’ attention behaviour in Owerri Education Zone of Imo State, $t = 22.36, p = .000$. Hence, the null hypothesis was rejected since the probability value of .00 is less than the 5% alpha.

**Discussion of Findings**

The parents’ perception of television viewing habits predicts preschoolers’ violent behaviour to a high extent in Imo State. The finding of this study is supported by Mia Shavelle (2012) who found out that there is a correlation between violent television programmes and aggressive behaviour. In the same vein, Cellestine, Zimmerman, Di Giuseppe and McCarty (2017) reported that there was increased physical aggression among children as a result of heavy television viewing. In a related finding, Ezeala (2012) reported that heavy television viewing formed can influences the development of violent behaviour. In tandem with the finding of this study was the report by Arya and Robert (2016) who found that some aggressive behaviours were associated with an increase in television watching over the ensuing year. Similarly, Avosa (2010) supported the finding of this study that preschoolers’ model aggressive behaviour was attributed to television programmes they are exposed to.

Furthermore, Minanganello and Taylor (2009) found that three-year-old children exposed to more television, both directly and indirectly, are at increased risk for exhibiting aggressive behaviour. Buttressing the finding of the present study, Ogakason (2017) discovered that watching local television channels, films/and movies more frequently expose them to certain television contents that are alien to socially accepted norms and traditions which invariably influence behavioural disorders. Further study revealed that parents’ perception of television viewing habit significantly predicted preschoolers’ violent behaviour to a high extent in Owerri Education Zone of Imo State. This finding is supported by Mia Shavelle (2012) who found that there is a significant
correlation between viewing of violent television and aggressive behaviour. The possible reason why heavy television viewing as perceived by the parents can predict to a high extent aggressive behaviours is that it does not allow the preschoolers enough opportunity to freely associate with family members as well as friends which can enhance their social skills. Furthermore, exposure to viewing unsupervised and restricted television programmes that portray contents that are unsuitable for young minds have a negative influence on the habit’s formation of preschoolers. Therefore, the researcher believes that heavy television viewing especially with violent television programmes leads to preschoolers’ violent behaviour in nursery schools in Imo State.

Furthermore, the finding of the study showed that parents’ perception of television viewing habit predicts preschoolers’ attention problems to a high extent in Imo State. This finding is supported by that of Johnson, Cohen, Kasen, and Brook (2007) who found that children who spend two or more hours of television viewing per day were elevated at risk for poor homework completion, negative attitude towards school, poor grades and obvious attention span problems. In the same vein, Cheng, Maeda, Yoichi, Yamagat and Tomiwa (2010) reveal that daily television exposure at age 18 months was associated with hyperactivity–inattention and pro-social behaviour at age 30 months. Furthermore, Tamana, Ezeugwu, Chikuma, Lefebvre, Azad, and Moraes (2019) reported that children watching screen programmes for more than two hours a day are 5·9 times more likely to report clinically obvious inattention problems. The hypothesis testing showed that parents’ perception of television viewing habit significantly predicts preschoolers’ attention problems to a high extent in Imo State. The finding of the hypothesis is buttressed by Tamana, Ezeugwu, Chikuma, Lefebvre, Azad, and Moraes (2019) who reported that children who watch screen programmes for more than two hours a day are 5·9 times more likely to report clinically significant inattention problems. This goes on to suggest the fact that inattention problems are associated with heavy television programme viewing among adolescents. This depicts the fact that the more preschoolers are glued to television programmes, the greater propensity they will display attention problems.

Conclusion
Based on the findings of this study, the researcher concluded that heavy television viewing habit predicts preschoolers’ behaviours in nursery schools in Imo State. Specifically, parents’ perception of heavy television viewing habits was a strong predictor of violent and attention behaviours in nursery schools in Imo State.

Recommendations
Based on the findings of the study, the following recommendations were:

1. The study recommended that the parents should avoid watching or providing horrendous and violent video clips in order to avert and reduce incidences of violent behaviours among the preschoolers.
2. Parents of preschoolers should not allow them to watch any form of television programme when they have homework to do in order to reduce attention problems.

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