

**THE INFLUENCE OF TELEVISION SERIES ON STUDENTS AT CALEB  
UNIVERSITY**

**BY**

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**A RESEARCH PROJECT WRITTEN AND SUBMITTED TO THE  
DEPARTMENT MASS COMMUNICATION, COLLEGE OF ART, SOCIAL AND  
MANAGEMENT SCIENCES (CASMAS), CALEB UNIVERSITY, IMOTA,  
LAGOS, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN MASS  
COMMUNICATION**

**AUGUST, 2021**

## **DECLARATION**

I, **FRANK-IBI EMMANUEL**, hereby declare that this research work was written by me to acquire a B.sc in Mass communication and has not been submitted or accepted for any other degree anywhere. This research work is a product of my intellectual investigation and is not copied from any past research work, I also declare that both published and unpublished materials directly used in the research are appropriately attributed.

**Signature.....**

**Date.....**

## CERTIFICATION

This is to certify that this research work was carried out by **FRANK-IBI EMMANUEL OGHENERURU** in the Department of Mass Communication, College of Art, Social and Management Sciences, Caleb University, Imota, Lagos.

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## **ACKNOWLEDGMENTS**

My sincere gratitude goes to the Almighty God for the grace, wisdom, understanding, strength, and patience he gave me during the course of completing this project. I bid my thanks to my splendidly supportive and helpful supervisor, Prof. Oluyinka Esan for her encouragement, understanding, and valuable contribution towards the completion of this study.

I also express gratitude to my family, friends, and coursemates for their moral, physical, spiritual, and financial support.

## **ABSTRACT**

*The research work focused on realizing the influence of television series on students at Caleb University, the specific objectives of the study was to determine how often students at Caleb university watched television series, what kind of television series they watched, and to assess the different ways the television series they watched influenced their social and academic lifestyle. The methodology used by the researcher was descriptive survey method and exploratory survey method of research as is most suitable for the study. Data was collected online through the use of Google forms and it was tabulated and analyzed using simple percentages for easy interpretation and understanding. The researcher discovered that a large number of students at Caleb University watched television series daily and weekly, and have been influenced positively rather negatively by television series. Thence, the researcher recommended that: students should endeavor to cultivate more positive qualities rather than negative qualities from television series to shape their social and academic lifestyle.*

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## **CHAPTER ONE INTRODUCTION**

### **1.1 BACKGROUND TO THE STUDY**

Television is an audio-visual medium that may influence its viewer at a high level, it has a great entertainment value, and its mode of persuasion is different from alternative mass media.

Television series have many advantages and play a significant role in entertaining and educating. Television series provides information about many things e.g. culture, dressing, food, sports, crime, politics, science and so on.

Long-running TV and radio programs based on social psychology are helping individuals worldwide to create positive changes in their lives, from encouraging literacy to raising the standing of ladies in societies wherever they're marginalized, said renowned social cognitive psychologist Albert Bandura, Ph.D., at a presidential invited address at APA's 2004 Annual Convention in Honolulu. Bandura's social learning theory which emphasizes how modeling and enhancing people's sense of efficacy can help them improve their lives is at the heart of numerous serial dramas now airing in Africa, Asia

, and Latin America. Moreover, research is finding the dramas' gripping storylines and realistic characters are proving influential by encouraging people to adopt family planning methods, seek literacy programs, improve women's status and protect against AIDS infection. (Dittmann, 2004).

An actor in a radio or TV series, anime, or cartoon may serve as a role model who demonstrates the positive or negative consequences of his/her character's actions. A role model's most significant impact occurs when the audience identifies with the character and follows the character's positive example. People often want to emulate a task model's behavior.

By following a character through a storyline, a listener can be motivated to adopt prevention techniques and learn the importance of education, getting tested for STIs, and so on. (UNFPA, 2002)

The first television series was experimental, periodic broadcasts seeable inside a compact vary from the published tower beginning within the Thirties. However, televised events like the 1936 summer Olympics in Deutschland, the 1937 initiation of King of

Great Britain within Britain and David Sarnoff's famed introduction at the 1939 big apple worlds truthful within the United States spurred growth medium.

Television series educates viewers worldwide about how to practice different things which are either beneficial or erroneous to them.

## **1.2 STATEMENT OF THE PROBLEM**

There are different types of television series accessible for students to watch; while they watch these series, there's a high chance of the television series influencing them, be it positive or negative. Students are often influenced by what they watch in several ways in which, as a result of they'll simply devour habits from what they've seen before. For instance, the television series they plot might relate to a phase of life they're surfing and so they make choices as they have seen. So they have been influenced. Several students constitute this class, and that they are influenced either positively or negatively.

### **1.3 OBJECTIVES OF THE STUDY**

The main objective of this study is to examine the influence of television series on students at Caleb University.

Specific objectives of this study include:

- To determine how frequently the students in Caleb university watch television series
- To determine the different kinds of series students in Caleb university watch
- To assess if the lifestyles of Caleb university students is influenced positively or negatively
- To see the various ways in which Caleb university students are influenced by television series

### **1.4 RESEARCH QUESTIONS**

The following are the research questions that cropped up in the process of analyzing this project research work:

How often do Caleb university students watch television series?

What kind of television series do Caleb university students watch?

In what way has television series influenced the lifestyle of Caleb university students?

### **1.5 SIGNIFICANCE OF THE STUDY**

The findings of this study can bridge the gap of lack of comfortable information on the influence of television series on students. This study will also show the role television and televisions series play in the education and lifestyle of students. These study results are

likely to influence further scholarly research by other researchers who may be interested in this field of knowledge and initiate appropriate mitigation.

## **1.6 SCOPE OF THE STUDY**

This study, which focuses on the impact of television series on students, covers, however, the lifestyle of scholars is wedged by what they watch on television. The study conjointly shows the sort of series students watch and if it influences them positively or negatively. the standard and amount of this analysis are going to be dependent upon a bunch of things that embrace the time allocation for its completion, the answers of the scholars to produce adequate data/information through the administered analysis instrument, and several other inherent factors too various to mention.

## **1.7 DEFINITION OF TERMS**

**Television:** may be a telecommunication medium used for transmission moving pictures in monochrome or color and 2 or 3 dimensions and sound

**Television series:** may be a cluster of programs created or tailored for television broadcast with the common series title, typically associated with each other in a subject or differently. Television series are often created open-ended, not with a preset variety of episodes.

**Influence:** the potential to own an impression on the character, development, or behavior of someone or one issue, or the impact itself.

**Lifestyle:** a mode of living that reflects the attitudes and values of an individual or group.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Without dainty words, this chapter can review all types of literature related to the research study. This chapter will be based on three factors: a theoretical framework which is the theories adopted in explaining this study, conceptual review which deals with the researcher's view of some key concepts of the study, empirical review- which deals with the relevant theories relates to the subject matter and used to explain the subject matter.

#### **2.2 THEORETICAL FRAMEWORK**

Theories are essential to explain and predict occurrences. Therefore, this study is close to framing and social learning theory.

#### **FRAMING THEORY**

Framing is a theoretical framework based on the assumption of how issues shown in the media affect the understanding of the audience.

The conception of framing theory relates to the agenda-setting theory however expands its focus by examining essential problems instead of a specific topic.

When an individual acknowledges an occurrence, he has one or additional interpretations or frameworks. The speculation deals with individual psychological feature processes.

The social science fundamentals of framing were arranged by Goofman (1974), United Nations agency assumes that individuals cannot effectively grasp the globe around them.

Goofman additionally states that individuals apply the 'primary frameworks'. The first frameworks discuss with people that create assumptions while not looking at previous data. The thought of framing is a spinoff from the second level of agenda-setting (Ghanem, McCombs & Chenrov, 2009). Frames are viewed in terms of the extent of the clash during the adoption of the euro in various countries (Weaver, 2007). Goofman, 1974 states that the primary frameworks can be divided into two: natural and social. Both of them help in interpreting data so that experiences can be understood from a broader view. The difference between the two is in their functions. Natural frameworks view

events as physical occurrences and neglecting any social factors, while social frameworks identify events as social occurrences. It views occurrences as something done by people.

In essence, framing theory proposes that how something is presented to the viewers (called "the frame") influences people's choices about interpreting the information. Frames are perceptions or thoughts that work to shape or structure message meaning. The most common use of frames is in terms of the frame the news or media place on the knowledge they convey. Frames are thought to influence the perception of the news by the audience; during this means, it may well be seen as a style of second-level agendasetting- they not solely tell the audience what to have faith in (agenda-setting theory) however additionally the way to have faith in that issue (second-level agenda setting, framing theory).

### **Assumptions**

The following concepts are associated with framing:

- Audiences interpret information through their frames. Audiences' frames may correspond with or oppose the media's frames.
- Frames are reinforced every time they are evoked, whether positively or negatively.
- Frames building is a systematic process that occurs over time.

### **Weaknesses of framing theory**

- Every individual or person has their own and different mind frames.
- The effect of a particular piece of information can also have a positive and damaging impact on the individual.
- The positive and the negative impact of the event or scenario is individual according to their frames

## **SOCIAL LEARNING THEORY**

Social learning theory, proposed by Albert Bandura, emphasizes the importance of perceptive, modeling, copying people's behaviors, attitudes, and emotional reactions. Social learning theory considers however each environmental and psychological feature factors act to influence human learning and behavior.

Albert Bandura agrees with the educational theories of conditioning and conditioning in social learning theory. However, he adds two important ideas; mediating processes occur between stimuli & responses, and behavior is learned from the setting through experimental learning.

Social learning theory is a theory that proposes new behaviors are heritable by watching and imitating others. It states that learning may be a process during a social context and may occur purely through observation or direct instruction, even in absence of motor reproduction or direct reinforcement. In addition to observing behavior, learning also occurs by observing rewards and punishments, a process known as vicarious reinforcement. Once a specific behavior is continually reprimanded, it'll presumably refrain. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements by emphasizing the critical roles of various internal processes in learning individuals.

### **Assumptions of Social Learning Theory**

Several vital assumptions ground social learning theory:

- **People learn through observation;** learners can attain new behavior by simply observing a model.
- **Reinforcements and punishment have indirect effects on behavior and learning;** individuals form their beliefs
- **Mediational processes influence our behavior;** perceptive factors contribute to whether a behavior is attained or not.
- **Learning does not necessarily lead to change;** just because an individual learns something does not mean they will have a behavior adjustment.

## **2.3 THE ROLE OF TELEVISION AND TELEVISION SERIES**

Television is an inescapable part of modern culture. We rely on television for recreation, news, education, culture, weather, sports, and even music since the arrival of music videos.

Television may be a system for converting visual images with sound into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen. Television is a fantastic instructional tool. It broadens data of various cultures, promotes tolerance, and offers an understanding of international problems. Through current affairs, discovery, lifestyle, change of state shows, and children's programs, television encourages scientific and cultural curiosity.

Television series is one of the numerous advancements in recreation, and it offers both positive and negative influences to people who have interaction with it.

### **2.3.1 EDUCATION AND ENTERTAINMENT PROGRAMMING IN AFRICA**

Entertainment-Education [EE] is an associate degree approach within which social messages cooperate into recreation programs. The strategy is to mix the efforts of (1) an imaginative team that styles the plotline, incorporating socially informative messages, associate degreed (2) an analysis team that uses communication and activity theories to attain and live behavior modification.

Entertainment education comes in several forms, together with serial dramas broadcast on TV and radio, cartoons, interactive "talk" shows, and folks media. It permits the audience to create choices on their own while not being preached to.

Education and entertainment programs in the mass media have been used worldwide as an excellent means of information and influence for social and behavioral change. This process uses popular formats in entertainment to tackle social issues in an entertaining way (Perlman, 2013).

Africa is no exception; programs have been used to create awareness on societal issues and bring about political and social change. Different countries in Africa have also incorporated different media to get their message across.

In Nigeria, a 30-minute 52-episode family television series "I Need to Know" on adolescent health issues was sponsored by UNFPA. It aimed to bridge the gap between parent and child while encouraging open dialogue on adolescent sexual health issues and encouraging policymakers to provide adolescents access to information and youthfriendly services. The plot follows seven secondary school students dealing with HIV/AIDs and depicts the advantages of knowing the right data and the consequences of not knowing. Previous programs on this topic had failed. However, this one succeeded because its content was detailed enough to encourage a change in reproductive health behavior, and it gave parents enough information to educate their teenagers.



### 2.3.2 TELEVISION SERIES IN NIGERIA

In Nigeria, before victimization technology, folktales were used to educate and entertain youngsters and youths. This was done through grandparents telling stories to their grandchildren and elders well-rounded sharing parables to younger generations within the village squares or the youths in similar age teams acting plays to show others to go through norms and values (Olajide, 2006).

With the advancement of technology, the media also started advancing in broadcasting educative and entertainment television programs such as *The Village headmaster* in 1968, *Tales by Moonlight* in 1984, *Cockcrow at dawn* in the 1980s, *Basi and Company* in 1986, *Checkmate* in 1991; *I need to know* in 1997, *Super story* in 2001 (Ayomide, 2018). This progress over the years has led to the creation of so many television series in Nigeria.

## 2.4 EMPIRICAL REVIEW

Apuke and Dogari (2017) researched the influence of television programs on youth dressing patterns in Nigerian tertiary institutions. They used Taraba state university, Jalingo, as their case study. According to their research and findings, youths copy hip hop, makeup, and hairstyles shown on television programs than any other form of dressing, and imitating such dressing makes them appear indecent. Television programs portray a message that influences their viewers, especially their mode of dressing. Television in terms of fashion has influenced youths and students who tend to copy different television programs, and series presenters and actors/actresses costumes projected on the screen, mainly contrary to our traditional norms and values.

Rinivas Rao (2019) studied the influence of television shows and movies on learning English in English classrooms. According to the research, teenagers seek out sexual information from television content rather than their parents or other adults by being attracted to programs with sexual content.

The main aim of the paper was to determine TV influence on the sexual behavior of adolescents.

Oluwatosin (2012) researched the influence of Television on the behavior of secondary school students. According to the research, television series has both positive and negative effect on viewing habits of students. Students often imitate what they watch on television screens, especially exposing them to illicit sex and drug abuse through drug TV shows; it also exposes students to violence through action movies that may induce actual

violence in them. On the other hand, however, many educative TV shows inspire students; shows such as 'who wants to be a millionaire', 'brain test', etc.

## **CHAPTER THREE METHODOLOGY**

### **PROPOSAL FOR FIELDWORK 3.1 INTRODUCTION**

This chapter focuses on the design and method employed in gathering data for this research; it examines the study population, study samples, and sampling technique, sources of data, data collection techniques, the validity of data, and reliability of data.

### **3.2 RESEARCH DESIGN**

The method of design that is adopted for this study is the survey method. According to Burton (2007), surveys gather samples from a large population and are conducted for description, exploration, and explanation. Thus, surveys are done with representative samples of a population being studied, and it is supposed that information gotten from the sample is valid for the general population.

This method is considered appropriate because it can obtain descriptive information concerning the population and explanatory information between variables of this work.

### **3.3 POPULATION OF THE STUDY**

The study population refers to the characteristics that define the subjects that should be included in the population. For example, the respondents used for this survey would be drawn from Caleb University Imota, Lagos. There are 5,807 students at Caleb University (Students Representative Council).

### **3.4 SAMPLE SIZE**

A sample size is a small number of elements drawn from a large population to represent the entire population. However, the sample size has all the characteristics of the larger population and therefore can represent the entire population characteristics. For example, Caleb University has an estimated population of 5,807 students and three colleges: CASMAS, COPAS, and COLENSMA.

The sample size respondents would be selected from the population of these colleges

for the study. Using the formula  $\frac{N}{1+N(e)^2}$

n: signifies the sample size

N: signifies the population of the study

E: signifies the margin error of 0.05  $n = 5,807 /$

$(1 + 5,807(0.05)^2) n = 5,807 / (1 + 5,807 (0.0025) n = 5,807 /$

$(1 + 14.5) n = 5,807 / 15.5 n =$

374.645 (approximately)  $n = 375$  (desired sample size)

Therefore, the sample size of this study is 375 Caleb University Students.

### **3.5 DATA COLLECTION INSTRUMENT**

This study used a questionnaire for data collection; the respondents are expected to tick the answers provided in the options. The answers obtained from the respondents will be analyzed, calculated, arranged in tables, and the findings will eventually be summarized.

The first part of the questionnaire is being used to get information on respondent's biodata, while the other sections are being used to get answers from the respondents.

### **3.6 VALIDITY OF THE INSTRUMENT**

In research, instruments used for data collection are examined to know whether they are suitable instruments or not to be used to measure certain phenomena. The validity of the data collection instrument will be checked by my project supervisor, who will inspect the questionnaire and make adequate corrections when necessary.

### **3.7 RELIABILITY OF THE INSTRUMENT**

Ogbazi and Okpala (1994, p.25) posit that “reliability of an instrument or test is the degree to which an instrument, the pre-test technique would be applied. The pre-test technique is a process whereby the researcher administers a constructed questionnaire to the same group more than once to discover how consistent each element of the group is in the instruments scoring at such different times.

The researcher would administer the questionnaires to a sample group of ten to ascertain the instrument’s reliability.

### **3.8 METHOD OF DATA ANALYSIS**

Responses collected with the aid of the questionnaire will be analyzed using the Statistical analysis technique. It involves the use of percentages, tables, and frequencies. The figure obtained from the respondents and the total number of questioners issued will be added to the table's column in a presentable manner.

### **QUESTIONNAIRE**

Dear respondent,

My name is **FRANK-IBI EMMANUEL**. I am a final year student of the mass communication department at Caleb University. I am researching the influence of television series on students.

Information provided will be treated with the utmost confidentiality. Please be honest in selecting appropriate items in the questionnaire.

**INSTRUCTION: PLEASE RESPOND TO ALL THE QUESTIONS IN THIS SECTION UNLESS OTHERWISE INDICATED. MOST CAN SIMPLY BE ANSWERED BY TICKING THE APPROPRIATE RESPONSES.**

**SECTION A: BIO DATA**

1. Gender: Male ( ) Female ( ) Non-Binary
2. Age Bracket: 15-20 ( ) 20-25 ( ) 25-30 ( )
3. College: CASMAS ( ) COPAS ( ) COLENSMA ( )
4. Level: 1001 ( ) 2001 ( ) 3001 ( ) 4001 ( ) MSc 1 ( ) MSc 2 ( )
5. Religion: Christianity ( ) Islam ( ) Others .....
6. Marital Status: Single ( ) Married ( ) Others .....

**SECTION B**

7. Do you watch television series?
  - a) Yes
  - b) no
8. Do you enjoy watching television series?
  - a) Yes
  - b) No
9. How often do you watch television series?
  - a) Daily
  - b) Weekly
  - c) Monthly
  - d) Yearly
10. What kind of television series do you watch?
  - a) Action

- b) Science fiction
- c) Educational
- d) Comedy

11. In what way has the television series influenced your lifestyle?

- a) Positively
- b) Negatively

**SECTION C:**

**INSTRUCTIONS: PLEASE INDICATE YOUR FEELINGS ABOUT THE STATEMENTS ON THE LEFT BY TICKING ONE OF THE CORRESPONDING ANSWERS.**

S/N	QUESTION	YES	NO	MAYBE
12	Do television series have any influence on your behavior?			
13	Does television series have any positive impact on your lifestyle?			
14	Does television series have any negative impact on your lifestyle?			
15	Does watching television series have any impact on your academic performance			
16	Does television series make you take wrong decisions?			
17	Does television series change your perception of reality?			

18	Does television series make you lazy?			
19	Does television series make you sad			
20	Does television series make you happy			

Complete the exercise with some courtesy



## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 INTRODUCTION**

This chapter presents responses to the online survey, the analysis, and the interpretation of this data. All the data collected is analyzed with the use of tables, charts, and percentages. This chapter will also include a section for discussing the findings derived from the research work.

Online questionnaires were administered through Google forms; a total of 375 responses were gotten from the respondents.

#### **4.2 PRESENTATION OF DATA**

##### **SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

**Table 4.2.1: FREQUENCY DISTRIBUTION OF RESPONDENTS BY GENDER.**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	<b>187</b>	<b>50%</b>
<b>Female</b>	<b>188</b>	<b>50%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**Table 4.2.2: FREQUENCY DISTRIBUTION OF RESPONDENTS BY AGE**

**BRACKET.**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>15-20</b>	<b>235</b>	<b>62.7%</b>
<b>20-25</b>	<b>122</b>	<b>32.3%</b>
<b>25-30</b>	<b>18</b>	<b>5%</b>

<b>Total</b>	<b>375</b>	<b>100%</b>
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**Table 4.2.3: FREQUENCY DISTRIBUTION OF RESPONDENTS BY COLLEGE.**

<b>College</b>	<b>Frequency</b>	<b>Percentage</b>
<b>CASMAS</b>	<b>175</b>	<b>46.7%</b>
<b>COPAS</b>	<b>144</b>	<b>38.4%</b>
<b>COLENSMA</b>	<b>56</b>	<b>14.9%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.2.4: FREQUENCY DISTRIBUTION OF RESPONDENTS BY LEVEL.**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
<b>100</b>	<b>115</b>	<b>30.7%</b>
<b>200</b>	<b>71</b>	<b>18.7%</b>
<b>300</b>	<b>82</b>	<b>22%</b>
<b>400</b>	<b>107</b>	<b>28.6%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**Table 4.2.5: FREQUENCY DISTRIBUTION OF RESPONDENTS BY RELIGION.**

<b>RELIGION</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Christian</b>	<b>267</b>	<b>71.4%</b>
<b>Muslim</b>	<b>100</b>	<b>26.9%</b>
<b>Others</b>	<b>8</b>	<b>1.7%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**Table 4.2.6: FREQUENCY DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS.**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Single</b>	<b>273</b>	<b>73%</b>
<b>Married</b>	<b>19</b>	<b>5%</b>
<b>Others</b>	<b>83</b>	<b>22%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.2.7: DO YOU WATCH TELEVISION SERIES?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>310</b>	<b>82.5%</b>
<b>No</b>	<b>65</b>	<b>17.5%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

## PERSONAL DATA OF THE RESPONDENTS

The personal data of the respondents were further summarized in a table to show the pattern of which respondents and their demographic characteristics. The main attributes in the personal data were gender, age, level, religion, marital status, and know if the students watch television series.

The findings are accessible in **TABLE 4.2.1** to **TABLE 4.2.7**.

## SECTION B: ANALYSIS OF RESEARCH QUESTION

**TABLE 4.3: DO YOU ENJOY WATCHING TELEVISION SERIES?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>287</b>	<b>77%</b>
<b>No</b>	<b>88</b>	<b>23%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.1: HOW OFTEN DO YOU WATCH TELEVISION SERIES?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Daily</b>	<b>143</b>	<b>38.5%</b>
<b>Weekly</b>	<b>141</b>	<b>37.8%</b>
<b>Monthly</b>	<b>76</b>	<b>20.1%</b>
<b>Yearly</b>	<b>15</b>	<b>3.6%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.2: WHAT KIND OF TELEVISION SERIES DO YOU WATCH?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Science fiction</b>	<b>109</b>	<b>29.2%</b>
<b>Action</b>	<b>131</b>	<b>35.2%</b>
<b>Educational</b>	<b>80</b>	<b>21.1%</b>
<b>Comedy</b>	<b>55</b>	<b>14.5%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**4.3.3: IN WHAT WAY HAS TELEVISION SERIES INFLUENCED YOUR LIFESTYLE?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Positive</b>	<b>287</b>	<b>76.9%</b>
<b>Negative</b>	<b>88</b>	<b>23.1%</b>
<b>Total</b>	<b>375</b>	<b>100</b>

**TABLE 4.3.4: DOES TELEVISION SERIES HAVE ANY INFLUENCE ON YOUR BEHAVIOR?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>142</b>	<b>38%</b>

<b>No</b>	<b>168</b>	<b>45.1%</b>
<b>Maybe</b>	<b>65</b>	<b>16.9%</b>
<b>Total</b>	<b>375</b>	<b>100</b>

**TABLE 4.3.5: DOES TELEVISION SERIES HAVE ANY POSITIVE IMPACT ON YOUR LIFESTYLE?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>188</b>	<b>50.3%</b>
<b>No</b>	<b>122</b>	<b>32.8%</b>
<b>Maybe</b>	<b>65</b>	<b>16.9%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.6: DOES TELEVISION SERIES HAVE ANY NEGATIVE IMPACT ON YOUR LIFESTYLE?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>132</b>	<b>35.4%</b>
<b>No</b>	<b>180</b>	<b>48.3%</b>
<b>Maybe</b>	<b>63</b>	<b>16.3%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.7: DOES WATCHING TELEVISION SERIES HAVE ANY IMPACT ON YOUR ACADEMIC PERFORMANCE?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>159</b>	<b>42.4%</b>
<b>No</b>	<b>165</b>	<b>44.1%</b>
<b>Maybe</b>	<b>51</b>	<b>13.5%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.8: DOES TELEVISION SERIES MAKE YOU MAKE WRONG DECISIONS?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>131</b>	<b>35%</b>
<b>No</b>	<b>201</b>	<b>53.9%</b>
<b>Maybe</b>	<b>43</b>	<b>11.1%</b>
<b>Total</b>	<b>375</b>	<b>100</b>

**TABLE 4.3.9 DOES TELEVISION SERIES CHANGE YOUR PERCEPTION OF REALITY?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>180</b>	<b>48%</b>
<b>No</b>	<b>144</b>	<b>38.5%</b>
<b>Maybe</b>	<b>51</b>	<b>13.5%</b>

<b>Total</b>	<b>375</b>	<b>100</b>
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**TABLE 4.3.10: DOES TELEVISION SERIES MAKE YOU LAZY?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>151</b>	<b>40.5%</b>
<b>No</b>	<b>178</b>	<b>47.6%</b>
<b>Maybe</b>	<b>46</b>	<b>11.9%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.11 DOES TELEVISION SERIES MAKE YOU SAD?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>154</b>	<b>40.8%</b>
<b>No</b>	<b>160</b>	<b>42.9%</b>
<b>Maybe</b>	<b>61</b>	<b>16.3%</b>
<b>Total</b>	<b>375</b>	<b>100%</b>

**TABLE 4.3.12 DOES TELEVISION SERIES MAKE YOU HAPPY?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>226</b>	<b>60.5%</b>
<b>No</b>	<b>102</b>	<b>27.4%</b>
<b>Maybe</b>	<b>47</b>	<b>12.2%</b>



<b>Total</b>	<b>375</b>	<b>100%</b>
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#### 4.4 ANSWERING OF RESEARCH QUESTIONS

**Research Question One:** How often do Caleb university students watch television series?

**Table 4.3.1** presents the results of the questionnaire on how often Caleb university students watch television series. The table showed how frequently and inversely Caleb university students watched television series. The table showed that **38.5% (143)** of the students watched television series daily, while **37.8% (141)** of the students watched television series weekly; it also revealed that **20.1% (76)** of the students watched television series monthly, and **3.6% (15)** of the students watched television series yearly.

**Research Question Two:** What kind of television series do Caleb university students watch?

**Table 4.3.2** shows the questionnaire results on the kind of television series the students of Caleb university watch. Of course, there are different and many kinds of television series, and the questionnaire asked about only four: Action, Science fiction, Educational, and Comedy.

The table showed that **29.2% (109)** of the students watch Science fiction television series, while **35.2% (131)** of Students watch Action television series; it also revealed that **21.1% (80)** of the students watch Educational television series, and **14.5% (55)** of the students watch Comedy television series.

**Research Question Three:** In what way has television series influenced the lifestyle of Caleb university students?

**Table 4.3.3 - Table 4.3.12** Presents the questionnaire results on the influence of television series on the lifestyle of Caleb university students.

Different questions were probed to measure the influence of television series on the lifestyle of Caleb university students.

One of the questions was in what way television series had influenced their lifestyle. **76.9% (287)** of the students believed that they had been influenced positively by television series, while **23.1% (87)** believed that television series had influenced them negatively.

Another question asked was if watching television series had any impact on their academic performance. Again, **42.4% (159)** of the students were sure that watching television series impacted their academic performance. In comparison, **44.1% (165)** believed that watching television series did not impact their academic performance, and **13.5% (50)** of the students were unsure if watching television series impacted their academic performance.

The students were also asked if the television series they watched had made them take wrong decisions. **Table 4.2.8** showed that **35% (131)** of the students had taken wrong decisions, while **53.9% (201)** of the students did not take wrong decisions, and **11.1% (42)** of the students were unsure if they had taken bad decisions.

The questionnaire inquired if watching television series made the students lazy. The result showed that **40.5% (151)** of the students became lazy, **47.6% (178)** of the students did not become lazy, and **11.9% (45)** of the students were unfixed that watching television series made them lazy.

## **CHAPTER FIVE SUMMARY**

### **5.1 INTRODUCTION**

This chapter provides an overall summary of findings and conclusion. The research work primarily examined the influence of television series on students using the undergraduates of Caleb University as a case study. Data analysis showed the diverse ways in which students were influenced. This chapter will show the benefits of this study.

### **5.2 SUMMARY OF THE STUDY**

The research work started with the background to the study. This was to shed light on the history of television, how it is used and what it could do, then the research problem was identified. The objectives of the study and research questions of the study were drawn out from the statement of the problem. The significance of the study was indicated clearly, then the scope of the study was brought to light and the operational terms of the study were defined.

In Chapter Two, the literature of other authors was reviewed as they related to the research topic. Furthermore, the theories that surrounded the research topic were reviewed in the theoretical review, while the literature review was a study of the works of past researchers as it relates to the influence of television series on students, and the gap in the literature was identified.

Chapter three dealt with the methods employed by the researcher to measure the influence of television series on students. It contained the research design, sample technique, sample size determination, and population size. It also made use of primary research design, using a questionnaire to access data

Chapter four discussed the presentation, analysis, and interpretation of the data of the study.

The research work was carried out using the primary research method. The questionnaire's responses, which were used to gather data from the sample, were all

analyzed with the use of tables, charts, and percentages, and that was used to answer the research questions.

Chapter five looks at the summary of work done, a summary of findings and conclusion, and suggestions for further studies.

### **5.3 SUMMARY OF FINDINGS**

From the theory tested, the following findings can be presumed. They are:

- Caleb University students watch television series.
- Caleb university students watch television series daily and weekly frequently
- Caleb university students are influenced both positively and negatively by television series.
  
- Finally, it is agreeable that television series can influence student's actions, behavior, and emotions.

Therefore, the findings above imply that students are influenced both positively and negatively by television series.

### **5.4 CONCLUSION**

In conclusion, Television series plays a significant impact on entertainment and education because of their many advantages. Television series can be used to provide information about everything be it political, social, economic, or geographic. According to this research, television series has both positive and negative effect on viewing habits of

students, that's why content put warning signs at the beginning of their content to warn its viewers. My suggestion is students should endeavor to implement positive qualities rather than negative qualities from television series to shape their social and academic lifestyle.

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