

TELEVISION AND THE UNIVERSITY OF BENIN STUDENTS IN THE ERA OF SHUTDOWNS

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BENIN CITY, NIGERIA

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS
COMMUNICATION, FACULTY OF ARTS, UNIVERSITY OF BENIN, BENIN CITY, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE BACHELOR OF
ARTS (B.A) DEGREE IN MASS COMMUNICATION.**

AUGUST, 2023.

DECLARATION

This project work is based on a study carried out by me, in the Department of Mass Communication, Faculty of Arts, University of Benin, under the supervision of Dr. Collins Kediehor.

All the findings and analysis in the study are products of my personal research and where the views of others have been used and expressed, they were duly acknowledged.

ENOBAKHARE JUDITH OYEMWEN

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CERTIFICATION

This is to certify that this research work was duly carried out by Enobakhare Judith Oyemwen in the Department of Mass Communication, Faculty of Arts, University of Benin, in partial fulfilment of the requirement for the Bachelor of Arts (B.A) degree in Mass Communication.

DR. COLLINS KEDIEHOR

Project Supervisor

DATE

DR. D. EKHAREAFO

Head of Department

DATE

DEDICATION

I dedicate this project to the Almighty God, the source of all knowledge, wisdom, and inspiration. In humble recognition of His guidance and grace, I offer this work as a testament to His boundless love and the strength He provides in every endeavor and in my days through school. May this project be a reflection of the values and principles instilled in me through faith, and may it serve as a small token of my gratitude for the blessings and guidance received throughout this journey.

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I dedicate this project to the Almighty God, the source of all knowledge, wisdom, and inspiration. In humble recognition of His guidance and grace, I offer this work as a testament to His boundless love and the strength He provides in every endeavor..

I am deeply thankful to my supervisor Dr. Collins kediehor, for his dedication, patience, and commitment to my academic and professional growth. His mentorship has been instrumental in my development, and I am truly fortunate to have had the opportunity to work under their guidance.

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ABSTRACT

The research work is focused on Television and the University of Benin in the era of shutdowns.

The study was aimed to examine the role that television played in the lives of the university of

Benin students during university shutdowns . It was based on the cultivation theory, uses and gratification theory and reception theory. The study adopted the survey research method with the use of questionnaire. Findings of the study reveals that students actively engaged in television programs as they have good knowledge of the contents . The study concludes that television has played an active role in the lives of university students and and greatly influenced their personal lives in the era of shutdowns . Against this background, the study recommends that student should set a limit for their TV time during shutdowns to engage in other activities likes reading, exercising or socialising. And watch programs that would help them bond better with family.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many has regarded television very disposable in the the age of the new media. It is not as easily disposable as imagined.

Television according to the Wikipedia has defined as a system for transmitting visual images and sound that are reproduced on screens, chiefly used to broadcast programs for entertainment, information, and education. The television set has become a commonplace in many households, businesses, and institutions.. From mechanical television to electronic television, there continues to be a shift in how televisions are viewed today.

Especially for the university students they no longer get to be stuck with the cable television but the online television that development has placed in their hand.

Often times, with our busy lives, we don't have many opportunities to sit in front of the television (Ahmud, 2012). If you do get the opportunity to sit down, you will more than likely be using a mobile device, laptop, or personal computer. New technologies are making viewing television extremely convenient for the audience. Statistics show that traditional television is the environment losing the most fans in favor of the Internet.

According to Ciacu and Tanase (2012), an online television has two important functions: that of content producers and that of content distributor (license from other sources or generated by specialized or not users). The internet has opened up a new way of viewing content and even the way we store media. Some critics are not fans of watching television on a computer monitor, however it has its benefits. Television on the internet broadcast by request and the audience feedback is rapid. There are several alternatives to your regular television channels through options such as Video on Demand, which is a device with the ability to access recent, film and movies anytime.

Television has with no doubt has been therefore made more accessible than ever to every kind of person in the world. And fortunately the regular Nigerian university student is not left out in this. Specifically those in federal universities or universities under ASUU, Who have faced more sit at home than ever getting to learn through the normal school duration without a break. Because of the frequent university shutdowns they face many students have been made to look to other mediums for support of all kinds. So that they can be on the moving train of life and not get

stuck with the ever pausing academic system. However there several things an undergraduate could look to the television medium for.

A university students may look to television for entertainment, and with various ways to view internet television shows, such as through smartphones, tablets, laptops, or even smart LED TV's, you are not limited to a single medium to watch your favorite shows (Jones Inc.com). As the mediums continue to be created, television will have to stay abreast on these newer technological devices.

The average Nigeria university students be will caught using this medium often or most times, because of the rate at which they are made to take time off education and focus on other things due to regular university shutdowns.

Especially during the COVID-19 lockdown which was one of the longest university shutdowns In the history of Nigeria. Television has been given considerable importance in many countries as a source and a tool of teaching. The success stories of using television for education in many countries has negated the concept that television is basically on entertainment oriented medium and it is hostile to thoughts. Television is adaptable and can follow different approaches when used in the different educational situations. The medium is used for formal, non-formal and informal education. To support formal education, television usually function as supportive and reinforcement tool. Television can be attached with school curriculum and time tables. When systematically organized it takes the form of school broadcast. In non-formal education, television has a more specific role to play. When used as a part of multi-media communication tool, television can directly or indirectly teach the subject matter.

Many undergraduates having to fall back to the Importance of television to communicate information, idea, skills and attitudes has been affirmed by researches. In the words of Director BBC “next to home and school I believe television to have a more profound influence on human race than any other medium of communication.”

If media is to work as an effective teaching tool then certainly it is helping hand towards, achieving the aim and objectives of education. Media is an agent of boost cultural economic and social development activity. Television, as an important mass medium disseminates education through formal and information methods.

Television also continues to benefit students by making them conscious of the environment, rights, duties and privilege. It is a source of teaching etiquettes, language skills, hobbies, social relations and religious believes. This way, even without school environment, students can still be groomed appropriately.

Role of television is neither fixed nor easily tangible and measurable. . And this nature has made student convenient enough to use this medium. Because of its flexible nature, students can do more than one thing at a time using this medium.

1.2 Statement Of The Problem

The major role of television overtime has been known for years to just inform and to entertain. But in the hands of the kind of University students who are always forced on a break from school, it could and as it has served as a medium of comfort as well tool for further development.

Not missing out a day from the daily information given around the world and being consistently remind of other ways to succeed and be relevant in the society outside the walls of the school is one piece of information a student in the tertiary stage need. And this information could be very well gotten through television. As well as guidelines on how to go about this new knowledge if the student so desires it.

Unfortunately, for a student who lacks balancing or was never very grounded on the importance of schooling, would purse other enticing goals at the detriment of his of her current education. That is either not knowing how to keep up with school activities when there's a sudden call for it or not wanting to ever get engaged with the school curricular anymore in a bid "for better things to do".

While the others who would rather get entertained through this medium have been observed to be oftentimes exposed to illicit content that would be a bases of self destruction rather than merely seeking comfort, and by this would be marred for a long period of time and at the end, possibly affect their studies.

How ever this study seeks to know the role of television in the life of the University of Benin students during the university shutdowns

1.3 Objective Of The Study

1. To know the level of Television exposure of the university of Benin during the shutdowns
2. To know the use of television to a student during the university shutdown
3. To know the students perception on television content
4. To know the relevance of television content to the university of Benin students
5. To know the level of influence television has on the university of Benin students

1.4 Research Question

1. What is the level of Television exposure of the university of Benin during the shutdowns medium
2. What is the use of television to a student during the university shutdown
3. What is the students perception on television content
4. What is the relevance of television content to the University of benin students
5. What is the level of influence television has on the students

1.5 Significance Of the Study

This study is meant to show the relevance of television to university students during university shutdown. This study helps to know how and why students make use of television during university shutdown

This study also aims to show how much impact television has in the lives of university students. This study aims to reveal how much television can help students during university shutdown down and by what means.

1.6 Scope of the study

The research is meant to reveal to us the role of television in the lives of students during university students during the shutdown. The study is a scope study of university of Benin students. (UNIBEN)

1.7 Operational Definition Of Terms

1. **Education:** The process or art of imparting knowledge, skill and judgment. They are facts, skills and ideas that have been learned, either formally or informally.
2. **Knowledge:** The fact of knowing about something; general understanding or familiarity with a subject, place, situation etc. Awareness of a particular fact or situation; a state of having been informed or made aware of something.
3. **Role:** Designation that denotes an associated set of responsibilities, knowledge, skills, and attitudes.
4. **Shutdown:** The action of stopping operations; a closing, of a computer, business, or event.
5. **Student:** A person seriously devoted to some subject, whether academic or not. A person who studies or learns about a particular academic subject.
6. **Television:** An electronic communication medium that allows the transmission of real-time visual images, and often sound.
7. **University:** Institution of higher education (typically accepting students from the age of about 17 or 18, depending on country, but in some exceptional cases able to take younger students) where subjects are studied and researched in depth and degrees are offered.

CHAPTER TWO

2.1 Introduction

This chapter is focused on the role of television in the life of students, its benefits during university shutdowns. While university shutdowns were defined by several scholars, the types of television programs were also discussed briefly in this chapter. It also addresses the challenges that come with television usage. Theories associated with this study are also discussed, theories like Cultivation theory, uses and gratification theory, and reception theory.

For a credible analysis of this study, related studies by scholars were also reviewed in relation to this study.

2.2 Review of concepts

2.2.1 Television

Scholars in cultural studies analyze television as a text that embodies cultural meanings and power dynamics, examining how it shapes identity, representation, and cultural practices. (Hall, 1980)

With advancements like smart TVs and online streaming, television has evolved into an interactive medium, allowing viewers to engage with content, share opinions, and customize their viewing experience. (Jenkins, 2006). Television is a tool of mass communication, enabling the one-to-many dissemination of information, news, entertainment, and advertising to a broad audience, contributing to a shared public sphere. (McQuail, 2005) Television serves as a cultural artifact that reflects and influences societal norms, values, and ideologies through its

programming and representation of diverse voices and perspectives. (Fiske, 1987) Television is a medium that transmits audio and visual signals through electromagnetic waves, allowing for the remote delivery of information, entertainment, and education to a mass audience. (McLuhan, 1964) Television can be seen as an institution or system of production, distribution, and consumption of audiovisual content. It involves networks, stations, advertisers, and viewers, shaping cultural norms and values. (Williams, 1974)

Types of television programs

Television is a popular medium for broadcasting a wide variety of programs. Here are some common types of television programs:

Drama Series: These are fictional shows that follow a storyline with recurring characters. Examples include "Game of Thrones" and "Breaking Bad."

Comedy Series: These programs aim to entertain and amuse through humor, like "Friends" or "The Office."

Reality Shows: These feature real people in various situations, from talent competitions like "American Idol" to survival shows like "Survivor."

News and Current Affairs: Programs like "CNN News" or "60 Minutes" provide information on current events and analysis.

Documentaries: These informative shows explore real-life topics, from nature and history to science and social issues.

Talk Shows: Hosted by celebrities or experts, talk shows like "The Ellen DeGeneres Show" feature interviews, discussions, and entertainment.

Sports: Broadcasting sporting events and related content, from live games to sports analysis programs like "SportsCenter."

Game Shows: These involve contestants participating in games or quizzes for prizes, such as "Jeopardy!" or "Wheel of Fortune."

Children's Programs: Geared towards kids, these shows often combine education and entertainment, like "Sesame Street" or "Dora the Explorer."

Cooking and Food Shows: Popular programs like "Top Chef" showcase culinary talents and recipes.

Music Shows: Featuring live performances, music videos, or artist interviews, such as "MTV Unplugged" or "The Voice."

Educational Programs: Designed to teach and inform, with examples like "National Geographic" documentaries and history lessons

Talk Shows: Hosted by celebrities or experts, talk shows like "The Ellen DeGeneres Show" feature interviews, discussions, and entertainment.

Home Improvement and DIY Shows: Focused on home renovation, decorating, and DIY projects, like "Property Brothers" or "Fixer Upper."

2.2.2 University shutdowns

University shutdowns can be defined as the abrupt cessation of regular academic functions due to various emergency situations, such as natural disasters, public health crises, or security threats. These closures often disrupt teaching, research, and administrative activities. (Holley & Taylor,

2009) .Scholars may view university shutdowns as a critical component of crisis management in higher education. Such closures are a strategic response to mitigate risks and protect the safety and well-being of students, staff, and faculty. (Davies & Thomas, 2008) University shutdowns are seen as triggering the need for comprehensive academic continuity plans. These plans aim to ensure that essential academic functions, including online teaching and remote work, can continue during the shutdown period. (Perry, 2020) University shutdowns often involve complex legal and policy considerations. Researchers may examine the legal frameworks governing shutdown decisions and their implications for academic institutions and their stakeholders. (Gormley, 2014)Some scholars may explore the social and psychological consequences of university shutdowns on students, faculty, and staff. These closures can have significant emotional and mental health effects that warrant scholarly attention. (Sahu, 2020)

2.3 Review of related literature

2.3.1 The Role of Television in Student Life:

1. Information and News: Television serves as a crucial medium for students to access news updates, stay informed about global events, and remain connected to the world outside the university.

2. Educational Content: Television programs, documentaries, and educational channels can supplement remote learning, providing additional resources and knowledge to enhance academic pursuits.

3. Entertainment and Relaxation: Television offers students an avenue for relaxation and entertainment, providing a break from academic demands and fostering a sense of well-being.

2.3.2 Benefits of Television During University Shutdowns:

1. Access to Diverse Content: Television exposes students to a wide range of genres, topics, and cultures, expanding their knowledge and promoting cultural awareness.
2. Social Connection: Television shows and series serve as conversation starters and common interests among peers, facilitating social bonding and building a sense of community during times of isolation.
3. Emotional Engagement: Television programs can evoke emotions, offering a form of escapism, comfort, and emotional support to students experiencing stress or anxiety.

2.3.3 Challenges and Considerations:

1. Excessive Screen Time: Overconsumption of television may lead to sedentary behavior, reduced physical activity, and potential negative health impacts.
2. Distraction from Academic Responsibilities: Uncontrolled television viewing can detract from academic focus and productivity, requiring students to manage their time effectively.
3. Quality and Content Selection: Ensuring students have access to reliable and informative content becomes crucial, as the internet offers a vast array of misinformation and potentially harmful content.

2.3.4 Mitigating Challenges and Maximizing Benefits:

1. **Developing Media Literacy Skills:** Educating students about critical media consumption can empower them to make informed choices and distinguish between reliable and biased information.
2. **Balancing Screen Time:** Encouraging students to establish healthy media habits, such as setting limits on television viewing and incorporating physical activity breaks.
3. **Curating Educational Television Resources:** Universities can collaborate with educational channels or platforms to provide curated educational content tailored to students' needs and academic requirements.

2.4 Theoretical Framework

2.4.1 Introduction:

The theoretical framework for studying television in the era of shutdown encompasses various concepts and perspectives that help analyze the impact of shutdowns on television networks, programming, viewership patterns, and the industry as a whole. This framework draws upon multiple theoretical lenses to understand the complex dynamics and implications of shutdowns on television.

2.4.2 Cultivation Theory:

Cultivation Theory examines how television influences individuals' perceptions of social reality over time. In the era of shutdowns, this theory is relevant to understand the impact of increased television consumption on viewers' attitudes, beliefs, and behaviors. It explores whether prolonged exposure to specific types of television content during shutdowns contributes to changes in audience perspectives, worldviews, or social norms.

The cultivation theory which was propounded by Gerbner (1972), has the following assumptions.

- television is unique because it is persuasive
- the persuasiveness of television of television gives it power to establish cultural mainstream
- television is a medium of conservative socialization because it reinforces cultural norms and practices.
- television creates a shared view of the world because of its dominance.

2.4.3 Uses and Gratifications Theory:

The Uses and Gratifications Theory focuses on the motivations and needs that drive individuals to consume media. In the context of shutdowns, this theory helps understand the reasons why people turn to television during periods of isolation or limited activities. It examines how

television fulfills various needs such as information, entertainment, companionship, and escape, and how these needs may evolve during shutdowns.

The uses and gratification theory was propounded by Elihu Katz (1970). However, in 1972, McQuail, Blumer and Brown suggested the "Diversion need" as a category for the purpose of media. According to them, the media can be used to divert attention from loneliness anxiety, troubles etc.....television.....serves as a means of emotional release.

2.4.4 Reception Theory:

Reception Theory emphasizes the active role of the audience in interpreting and making meaning from media texts. In the era of shutdowns, this theory is essential to understand how viewers engage with television content and adapt their consumption practices. It examines the audience's reception of reruns, archival content, or international shows, and explores the ways in which viewers negotiate their relationships with television in the

2.5 Review on Empirical studies

Trinidad & Daniel (2021) did a study on the effect of COVID-19 on the physical activity and recreational habits of university students. Due to COVID-19 a majority of states across the nation were put on lockdown, limiting the recreational activities an individual could partake in,

like utilizing gyms and workout studios. Pre and Post-lockdown physical activity, fitness, and recreational habits could be measured through a series of questions using a Qualtrics survey. So the purpose of the study was to review how the COVID-19 shutdowns influenced the level of physical activity engaged in prior to and during the lockdown. Additionally, the study served to investigate how college students have decided to utilize their time recreationally during the pandemic.

After evaluating the results of the surveys, a significant shift in behavior was seen in the from before and during the COVID-19 lockdown. Although they expected some categories to have a significant change, the majority of categories demonstrated considerable amount of alterations in behavior. Interpretation of these results determined that COVID-19 lockdowns may serve to place more active recreation activities at risk, but there is a propensity for individuals to use the time wisely and successfully in regards to certain health and school behaviors.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this chapter is to present the methods and procedures used in solving the problems of this study. It was presented using the the following subheadings: Research design, population of the study, sample size , sampling technique, instrument of data collection, method of administration of instrument as well as method of data analysis are discussed expressively.

3.2 Research Design

Research design can be defined as a conceptual structure within which research will likely be done. According to Creswell, research designs are “the plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis”.

Morealso, William Zikmund says Research design is defined as a master plan specifying the methods and procedures for collection and analyzing the needed information."

According to Kerlinger (1986) research design is the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance.

However Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation.

Surveys are used to collect data and information about various topics, such as opinions, attitudes, behaviors, preferences, demographics, and more. The design of a survey ensures that the data collected is relevant, accurate, and reliable.

3.3. Population of the study

The population of the study refers to the well-defined group or aggregate of individuals, objects, or events possessing certain characteristics or attributes of interest to the researcher, from which a sample is selected and study findings are generalized." This is according to Leedy, P. D., & Ormrod, J. E. According to Creswell (2012), population is a group of individuals who have the same characteristic.

Because of the the large sum of the university of Benin, the population selected for this research study are all the full time undergraduate in mass communication department in the university of Benin. The total population of students in the department are 902 . This population was derived from the

3.4 Sample size

The sample size of this study was 90. The sample of 90 was derived using simple percentage formula.

The purpose of the simple percentage formula is commonly used to express a fraction or a part of a whole as a percentage especially for large population such as the study population of 902 . Using the Percentage formula, 10 percent of 902 is approximately 90.

Therefore 90 Were selected from the department of mass communication in the university of Benin for the distribution of the questionnaire

3.5 Sampling Technique

The stratified random sampling method was used in this research. This sampling technique simply entails the researcher dividing his population into sub unit; that is, strata. This means the research questionnaire would be distributed according to the size of each sub group of mass communication student, which are the 100, 200, 300 and 400 level.

3.6 Area of the study

This is about or rather, it defines the exact territory of area, a geographical area where the study is to be conducted.

Because of the nature of this research, this study focuses on the university of Benin students, Benin city, Edo state, Nigeria, As the study is focused around them.

3.7 Instrument of Data collection

The intended instrument of data collection for this work is a set of carefully constructed questionnaire. According to asemah et al Aquestionnaire is, therefore, a set of questions designed to investigate a given subject matter. Questionnaire is extensively used by researchers to obtain facts about past, present and anticipated events, conditions and practices and to make inquiries concerning attitudes and opinions. It is an instrument used by the researcher to elicit data from respondents. It is a list of a research orsurvey questions asked to respondents and designed to extract specific information and it servesfour basic purposes; namely: to collect the appropriate data, make data comparable and amenable to analysis, minimise bias in formulating and asking question and to make questions engaging and varied (Business Dictionary, 2017d). The questionnaires shall be online administered to the respondents in order to obtain their opinions on the topic.

3.8 Method of Instrument Administration

The researcher with the aim of achieving a fast and accurate study, used the aid of online questionnaire to gather responses from the university of Benin students. The online questionnaire makes it faster to reach students in the department as p. The link to fill the questionnaire was

dropped on their class group chat on Whatsapp through the help of the respective course representative in each level in the department of mass communication.

At the comfort of their screen, the questionnaire was easily responded to and also eliminated the risk of having of misplacing or having a disorganized research instrument.

3.9 Validity and Reliability of instrument

The ogheide (2007p.224) states that "validity refers to the extent to which a a scale actually or accurately measures the variable . It is supposed to measure" . He further states that if the measured variable is a reflection of what actually goes on in the emperical world. Thus, validity according to Asemah et all (2022) is seen as the extent to which measurements are useful in making decisions relevant to a given purpose. Validity can, therefore, be seen as the appropriateness, meaningfulness and usefulness of the specific interferences made from test scores or data collected.

The content validity of the instruments used for the study was achieved by its vetting by the project supervisor for appropriateness of terminology, item focus and comprehensiveness of the instruments.

3.10. Method of Data Analysis

The statistical method used in analysing the data is the simple percentage formula.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 preamble

This chapter reveals the total number of responses gotten from the administered questionnaires as well as the findings gotten during the course of the research. The analysis is based on 90

questionnaires distributed to the full-time undergraduate students in the Department of Mass Communication, University of Benin.

It also shows the frequency in the demographic data of the respondents, like their age , level, marital status and Gender. And the reveals further their frequency in the research questions administered to them.

4.2 Data Presentation

Table 1: Marital status of respondent

Variable	No of respondent	Percentage
Single	76	84.4
Married	14	15.6
Total	90	100

Source: Field work, 2023.

Table 1 shows that out of the 90 respondents representing 100%, 76 respondents representing 84.4% were single while 14 respondents representing 15.6% were married. This means that of all the total population, there were a majority of singles.

Table 2 : Age Of respondent

Variable	No of respondent	Percentage
16-20 years	12	13.3
21-25 years	68	75.6
26 and above	10	11.1
Total	90	100

Source: Field work, 2023.

Table 2 shows the age variation of the total study. From the table, 12 respondents representing 13.3% were between the ages of 16-20, 68 respondents representing 75.6% were between the ages of 21-25, while 10 respondents representing 11.1% were between the ages of 26 and above. Therefore, it can be concluded that the highest age of respondents in the population was between the ages of 21-25, while the other respondents fell between the ages of 16-20 and 26 and above.

Table 3: level of respondent

Variable	No of respondent	Percentage
100 level	8	8.9
200 level	20	26.7

300 level	24	22.2
400 level	38	42.2
Total	90	100

Source: Field work, 2023.

Table 4 shows that out of the 90 respondents that participated in the survey research, 8 respondents representing 16.7% were in 100 level, 20 respondents representing 22.2% were in 200 level, 24 respondents representing 26.7% were in 300 level while 38 respondents representing 42.2% were in 400 level.

Table 4: Gender of respondent

Variable	No of respondent	Percentage
Male	44	51.1
Female	46	48.9
Total	90	100

Source: Field work, 2023.

Table 4 shows that 46 respondents representing 51.1% are females, while 44 representing 48.9% are males. These figures were gotten out of the 90 respondents of population study. This infers that the population has more females than males.

Table 5:How well do you use the television medium?

Variable	No of respondent	Percentage
Very often	30	33.3
Often	34	37.8
Sometimes	18	20
Rarely	8	8.9
Total	90	100

Source: Field work, 2023.

Table 5 show that out of 90 respondents representing 100%, 30 respondent use the television very often, 34 respondents representing 37.8% use it often, 18 respondents representing 20 percent use it sometimes , while 8 respondents representing 8.9% rarely use the television medium. This show that a very high number of respondent make good us eof the television medium.

Table 6: How much did you use the television medium during the university shutdowns?

Variable	No of respondent	Percentage
-----------------	-------------------------	-------------------

Very often	24	26.7
Often	40	44.4
Sometimes	22	24.4
Rarely	4	4.5
Total	90	100

Source: Field work, 2023.

Table 6 shows that 24 respondents representing 26.7% used the television medium very often during shutdowns, 40 respondents you 44.4 % used the television medium often during university shutdowns, 22 respondents representing 24.4% used sometimes and 4 respondents representing 4.5 percentage rarely used the television medium during university shutdowns.

This means that a very high number of respondent used the television medium during university shutdowns.

Table 7:How much do you know about television contents or programmes?

Variable	No of respondent	Percentage
Very much	20	22.2
Much	50	55.6
Few	12	13.3

Very little	8	8.9
Total	90	100

Source: Field work, 2023.

Table 7 shows out of the 90 respondents representing 100% , 20 respondents representing 22.2% Know very much about television content. 50 respondents representing 55.6% knows much about television content. 12 respondents representing 13.3% know a few about television content and 8 respondents representing 8.9 knows very little about television content.

Table 8:What kind of television programmes interest you?

Variable	No of respondent	Percentage
Entertainment programs	32	35.6
Family sitcoms	40	44.4
News programs	6	6.7
Educational programs	12	13.3
Total	90	100

Source: Field work, 2023.

Table 8 reveals that out of the 90 respondents representing 100%, 32 respondents representing 35.6% have instrest in entertainment programs. 40 respondents representing 44.4% have interest

in family sitcoms. 6 respondents representing 6.7% have interest in news programs. 12 respondents representing 13.3 % have interest in educational programs.

Table 9: What kind of television program did you consume the most during university shutdowns?

Variable	No of respondent	Percentage
Entertainment programs	30	33.3
Family sitcoms	8	8.9
News programs	20	22.2
Educational programs	32	35.6
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 30 respondents representing 33.3% consume entertainment programs the most during shutdowns, 8 respondents representing 8.9% consume family sitcoms the most during university shutdowns. 20 respondents representing 22.2% consume News program during university shutdowns. 32 respondents representing 35.6% consume Educational programs during university shutdowns.

Table 10: What kind of television program did you find most helpful during university shutdowns?

Variable	No of respondent	Percentage
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Entertainment programs	24	26.7
Family sitcoms	12	13.3
News programs	20	22.2
Educational programs	34	38.7
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 24 respondents representing 26.6% find entertainment programs the most helpful during shutdowns, 12 respondents representing 13.3% find family sitcoms the most helpful during university shutdowns. 20 respondents representing 22.2% consume News program during university shutdowns. 34 respondents representing 38.7% consume Educational programs during university shutdowns.

Table 11: What do you think about the kind of contents shown on television?

Variable	No of respondent	Percentage
Very good	20	22.2

Good	54	60
Fair	10	11.1
Poor	6	6.7
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 20 respondents representing 22.2% think the kind of content shown on TV are very good, 54 respondents representing 60% think the kind of content shown on TV are good. 10 respondents representing 11.1% think the kind of content shown on TV are very fair. 6 respondents representing 6.7% think the kind of content shown on TV are fair.

Table 12:How often did you find television content offensive during the university shutdowns?

Variable	No of respondent	Percentage
Very	14	15.6
Moderately	50	55.6
Slightly	8	8.9

Not at all	18	20
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 14 respondents representing 15.6% finds the kind of content shown on TV very offensive, 50 respondents representing 55.5% finds the kind of content shown on TV moderately offensive. 8 respondents representing 8.9% finds the kind of content shown on TV slightly offensive. 18 respondents representing 20% finds the kind of content shown on TV not offensive at all.

Table 13: How often did you find television content helpful during the university shutdowns?

Variable	No of respondent	Percentage
Very	24	26.7
Moderately	48	53.3
Slightly	14	15.6
Not at all	4	4.4
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 24 respondents representing 26.7% finds the kind of content shown on TV very helpful, 48 respondents representing 53.3% finds the kind of content shown on TV moderately helpful. 14 respondents representing 15.6% finds the kind of content shown on TV slightly helpful. 4 respondents representing 4.4% finds the kind of content shown on TV not helpful at all.

Table 14: Did television programs help to stay informed or current during the university shutdowns?

Variable	No of respondent	Percentage
Yes	54	60
No	18	20
Not exactly	14	15.6
Unsure	4	4.4
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, Television programs helped 54 respondents representing 60% to stay informed or current during university shutdowns , Television programs helped 18 respondents representing 20%,to stay informed or current during university shutdowns, while Television programs did not exactly help 14 respondents representing 8.9% to stay informed or current during university shutdowns, 4 respondents representing 20% were unsure of the disposition.

Table 15: What area of your life did television program contribute greatly to during university shutdowns?

Variable	No of respondent	Percentage
Mentally	30	33.3
Emotionally	38	42.2
Socially	12	13.3
All of the above	10	11.1
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, Television programs contributed greatly to 54 respondents representing 60% mental life during university shutdowns. Television programs contributed greatly to 18 respondents representing 20%, Emotional life during university shutdowns. Television programs contributed greatly to 14 respondents

representing 8.9% social life during university shutdowns while, contributed greatly to 10 respondents representing 20% mental, social and emotional life during university shutdowns.

Table 16: How well were you able to use the television medium in the area of self-development during university shutdowns?

Variable	No of respondent	Percentage
Very	8	8.9
Moderately	50	55.6
Slightly	22	24.4
Not at all	10	11.1
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 8 respondents representing 8.9% were able to use the television medium in the area of self development very well, 50 respondents representing 55.3% were able to use the television medium in the area of self development moderately well. 22 respondents representing 24.4% were able to use the television

medium in the area of self development slightly well. While 10 respondents representing 11.1% were not able to use the television medium in the area of self development at all.

Table 17:How well has your daily routine or study habits changed due to television viewing during university shutdowns?

Variable	No of respondent	Percentage
Very	20	22.2
Moderately	38	42.2
Slightly	18	20
Not at all	14	15.6
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100%, 20 respondents representing 22.2% daily routine or study habits has changed very well due to television watching during university shutdowns , 38 respondents representing 42.2% daily routine or study habits has changed moderately well due to television watching during university shutdowns. 18 respondents representing 20% daily routine or study habits has changed Slightly well due to

television watching during university shutdowns. While 10 respondents representing 11.1% daily routine or study habits has not changed at all due to television watching during university shutdowns.

Table 18:How well did you find television to be helpful a source of information during the university shutdowns?

Variable	No of respondent	Percentage
Very	16	17.8
Moderately	50	55.6
Slightly	20	22.2
Not at all	4	4.4
Total	90	100

Source: Field work, 2023.

This table reveals that out of 90 respondents representing 100% , 16 respondents representing 17.8% found television to be helpful a source of information very well during the university shutdowns. 50 respondents representing 55.5% found television to be helpful a source of information moderately well during the university shutdowns. 20 respondents representing 22.2

found television to be helpful a source of information slightly well during the university shutdown. While 4 respondents representing 4.4% did not find television to be helpful a source of information at all during the university shutdown.

Table 19:How well has television impacted your ability to stay focused and motivated with online learning?

Variable	No of respondent	Percentage
Very	8	8.9
Moderately	44	48.9
Slightly	28	31.1
Not at all	10	11.1
Total	90	100

Source: Field work, 2023.

This reveals that, out of the 90 respondents representing 100%, television has impacted 8 respondents representing 8.9% ability very well to staying focused and motivated with online learning. Television has also impact 44 respondents representing 48.9% ability moderately well

to stay focused and motivated with online learning. Television has impacted 28 respondents representing 31.1% ability slightly well to stay focused motivated with online learning.while Television has not impacted 10 respondents representing 11.1% ability at all to stay focused and motivated with online learning .

4.3 Discussion of findings

This section provides the discussion of findings by answering the research questions using the psychographic data collected through the use of questionnaires from the respondents. This is in accordance to the assessment of the role of television in the life of the University of Benin students during the era of shutdowns.

4.3.2Research question: What is the level of Television exposure of the university of Benin during the shutdowns medium?

As a result of the findings from the research, it was revealed that a large percentage of the university of Benin students actually use the television medium and same number also use this medium during the university shutdowns as well as have a good knowledge about television contents.

Table 5,6 and 7 answers this question; especially table 6 and 7

Table 6 sought to know how much they used the television medium and it was revealed that out of 90 respondents representing 100%, 30 respondent use the television very often, 34 respondents representing 37.8% use it often, 18 respondents representing 20 percent use it

sometimes , while 8 respondents representing 8.9% rarely use the television medium. This show that a very high number of respondent make good use of the television medium and then means that a lot of university student frequently watched television programs or news updates during the university shutdowns.

Table 7 also shows that out of the 90 respondents representing 100% , 20 respondents representing 22.2% Know very much about television content. 50 respondents representing 55.6% knows much about television content. With this it can be said there was a high level of exposure to university of Benin students during university shutdowns.

4.3.3 Research Question 2: What is the use of television to a student during the university shutdown?

According to Lorraine (2021) TV promotes learning and fun students and this among other reasons students use television is done through the several kinds of television program that they watch and are exposed to for various reasons. Table 8 reveals the kind of TV program they engage in are News program, Educational program, family sitcoms and, Entertainment programs.

Table 9 also reveals the kind of program they consume during university shutdowns according to their needs. Out of 90 respondents representing 100%, 30 respondents representing 33.3% consume entertainment programs the most during shutdowns, 8 respondents representing 8.9% consume family sitcoms. 20 respondents representing 22.2% consume News programs. 32 respondents representing 35.6% consume Educational programs during university shutdowns. For various needs , they were able to use different kind of programs for various needs. Prove is that they found these TV program helpful during university shutdowns, because it satisfies their

needs. Table 10 reveals that out of 90 respondents representing 100%, 24 respondents representing 26.6% find entertainment programs the most helpful during shutdowns, 12 respondents representing 13.3% find family sitcoms the most helpful during university shutdowns. 20 respondents representing 22.2% consume News program during university shutdowns. 34 respondents representing 38.7% consume Educational programs during university shutdowns.

4.3.4 Research Question 3: To know the students perception on television content ?

To answer this table 11 seeks to know what university of Benin students think about the kind of content shown in TV if it's good or it doesn't meet up to their standard in terms of excellence or good content and out of 90 respondents representing 100%, 20 respondents representing 22.2% think the kind of content shown on TV are very good, 54 respondents representing 60% think the kind of content shown on TV are good. 10 respondents representing 11.1% think the kind of content shown on TV are very fair. 6 respondents representing 6.7% think the kind of content shown on TV are fair. This means alot of them are satisfied with the content produced on TV. Table 12 and 13 also seeks to know if the university of Benin students found television to be a helpful source of the media during shutdowns which only keep them glued to it and how much they took they content as offensive which is likely to keep them away. According to table 12 and 13 it was revealed a large percentage of students find television contents many times offensive as well as many times helpful. Which means even though they don't agree with everything shown on TV for one reason or the other, they still find it's information and benefits very relevant.

4.3.5 Research Question 4: What is the relevance of television content to the University of Benin students?

According to table 14 a high number of respondents agreed that they able to stay informed during university shutdowns through the help of television.

It was also revealed that the television medium was able to help people, mentally, emotionally and even socially during university shutdowns down.

Table 16 also revealed also of university of Benin students were able to use the television medium as a tool for self development during the university shutdowns. This means the frequentuniversityshutdownsstudents were still able to developon many areasoftheirlive and televisionhelped play a key role in that. To this end one can say that television has proven to be very relevant to the university of Benin students during university shutdowns l.

4.3.6 Research Question 5: What is the level of influence television has on the students?

Using table 17, 18 and 19 to answer this question, it has be revealed that there a is a high level influence of television in the lives the university of Benin students during university shutdowns.

Table 17 shows that the television viewing greatly influenced their daily routine as well as study habits . Table 18 shows that television has higjly been a helpful source of information during

university shutdowns. Table 19 also shows that television has greatly impacted their ability to stay focused and motivated with online learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study is to find out the role of television in the lives of university of Benin students during university shutdowns. Therefore this study is projected towards, what area of their lives television could affect and Influence, how they were able to keep themselves busy with the television medium during shutdowns, through the kind of programs they were interested in and consume the most , and also what they were able to use the television medium for during university shutdowns.

Findings from the analysis revealed that:

1. Students make great use of the television medium during university shutdowns

2. The television medium is able to affect them , mentally, emotionally, and socially
3. Students make use of the television medium to stay informed as well as educate themselves during university shutdowns
4. Students are able to use the television medium in the area of self development.
5. Students use the television medium to stay focused and motivated with online learning
6. Students engage greatly in television programs like educational programs, family sitcoms , entertainment programs, News programs

5.2 Conclusion

According to the findings, It is evident that Television has played an active role in the lives of the university of Benin students during university shutdowns. A great percentage of the students are open to let television keep them up-to-date and on track with things happening in the society and also influence their personal lives.

5.3 Recommendations

1. Students should set limit on their TV time to ensure that they have enough time for other activities, such as reading , exercise or socialising
2. Students can also watch family friendly shows during university shutdowns like , the Johnson, flatmate etc to promote quality time with loved ones

3. Students can engage in programs that can help them acquire new skills and hobbies like cooking shows, language learning channels or DIY projects
4. They should also explore different cultures by watching travel shows or international films , broadening their horizon during the holiday
5. University of Benin should encourage learning from home during university shutdowns so that students can still keep up with the academic calendar.

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Dear sir/Ma,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am a final year student of mass communication from the university of Benin, Benin city Edo state. As part of the requirement of acquiring a bachelors degree in mass communication, I am currently working on a research on, “Role of television in the life of university students during the era of shutdowns” . For this reason, you have been selected as a member of the sample to be administered.

I thereby beseech you to assist this research by kindly spending a few minutes to complete this questionnaire. You are not required to disclose your identity. I also wish to assure you that your response will be treated with strict confidentiality and shall be used for the stated academic purpose only

Thanks for your cooperation.

Yours faithfully,
Judith Enobakhare.

SECTION A

DEMOGRAPHIC DATA

Age : a}16-20 b}21-25 c} 26 and Above

Sex : a}Male b}Female

Level: a}100 b}200 c}300 d}400

Marital Status : a} Single b} Married

SECTION B

1. How well do you use the television medium during the lockdowns? A}Very often B}Often C}Sometimes D}Rarely
2. How much did you use the television medium during the university shutdowns? A} Very often B}Often C}Sometimes D}Rarely
3. How much do you know about television contents or programmes? Very much B}much C}few D}very little
4. What kind of television programmes interest you? A}Educational programmes B} Family sitcoms C}Entertainment programs D}News programs
5. What kind of television program did you consume the most during university shutdowns? A}Educational programs B} Family sitcoms C}Entertainment programs D}News programs
6. What kind of television program did you find most helpful during university shutdowns? A}Educational programs B} Family sitcoms C}Entertainment programs D}News programs
7. What do you think about the kind of contents shown on television? A}Very good B}Good C}fair D}Poor
8. How often did you find television content offensive during the university shutdowns? A}Very B}moderately C}Slightly D}Not at all
9. How often did you find television content helpful during the university shutdowns? A}Very B}moderately C}Slightly D}Not at all
10. Did television programs help to stay informed or current during the university shutdowns? A}Yes B}No} C}Not exactly D}Unsure
11. What area of your life did television program contribute greatly to during university shutdowns? A}Mentally B} Emotionally C}Socially D} All of the above
12. How well were you able to use the television medium in the area of self-development during university shutdowns? A}Very B} Moderately C}Slightly D} Not at all
13. How well has your daily routine or study habits changed due to television viewing during university shutdowns? A}Very B} Moderately C}Slightly D} Not at all

14. How well did you find television to be helpful a source of information during the university shutdowns? A}Very B} Moderately C}Slightly D} Not at all
15. How well has television impacted your ability to stay focused and motivated with online learning? A}Very B} Moderately C}Slightly D} Not at all