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Contents

Influence of E-learning on Secondary School Students' Moral Values and Academic Achievement in Two Local Government Areas in Ondo State

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Abstract

Electronic media can make learning realistic and lively by motivating and generating interest in learning. Educational media as it is often called also facilitates and promotes assimilation and retention of facts, it can equally be abused which can result in poor academic performance and moral vices among students. This paper employed a survey design with a single- type questionnaire that showed the influence of electronic media on students' moral development and academic performance. The data collected was analyzed using a descriptive statistics of frequency count and percentages. Findings show that electronic media have negative influence on students' moral development and academic performance. Hence, parents and teachers have to guide students' use of electronic media for the purposes of information, education and even entertainment

Introduction

All over the world most parents would always desire and all the time expect their offspring whether in private or public places to

live a fulfilled, worthwhile, culturally sound and rational life. Moral development and character training were held in high esteem and it was described as the cornerstone of African indigenous education (Majasan, 1967; Fafunwa, 1974; Obidi, 1993; Osokoya, 1993). Fafunwa further stressed the importance of development of right societal values and attitudes to life vis-a-vis character training in African societies including Nigeria. He remarked that the absence of any aspect of education is tolerable as long as 'good character' prevails but the absence of good character on the part of individual is the most shameful thing that an individual can inflict on his own immediate family and society. It is customary to an average Nigerian parent irrespective of his ethnic group to prefer remaining childless rather than having children who will bring shame and dishonor to the family on account of bad behaviour and misconduct. In effect this assertion further emphasizes the position of moral values in Africa indigenous education.

It was in recognition of the importance of good character as a veritable instrument for nation building in African societies as a whole that the full training of children is a cooperative effort of all the members of the family and household, extended family, kindred and neighbours. Children are taught to be upright, honest, and helpful to others, hospitable, tolerant, respectful and hardworking. A child who excels in these virtues is applauded while any act of misbehavior is publicly resented and punished.

In Nigeria today great emphasis is still placed on the development, promotion and sustenance of morals, right type of attitudes and good characters such as love, respect for one's elders, tolerance, hardwork, comradeship, cooperation, loyalty and so on. These objectives of education are stated in the National Policy of Education (2004). Scholars like Nduka (1982) had advocated for the secularization of values in all aspects of education to foster Nigerian youth's capacity to make autonomous moral judgment.

In indigenous African education, morals, right attitude and good characters were taught and learnt consciously and unconsciously through imitation, observation and practices by the learners in both formal and informal places. Moral instructors were most often elders in the neighbourhood who engaged strategies such

as folktales, folklore, proverbs, riddles, role play, and role modeling and so on to impart moral instructions in the young learners. Today as the world is engulfed in scientific and technological advancements, educationists clamour for e- learning as a medium (devise), strategy or instructional device in imparting knowledge, disseminate information and accelerate moral education process

Moral Development and E- Learning

E- Learning devices include all forms of educational media or electronic appliances. Instructional TV, video, cinema, computer, internet, animation, radio, tape, record players, public phone networks which can be grouped under three major sub headings namely, audio, visual and media. However, the importance, effectiveness and relevance of educational media in the teaching-learning process cannot be over- emphasized. National Teachers Institute (2007) remarked that educational media widens pupils' learning experience, provide meaningful source of information and forum for a group to share equally from the same teaching experience and bring expertise, skills, experiences and ideas to the classroom. In addition, e- learning motivates and generates interest in the learners and facilitates retention of facts and information because as a matter of fact it makes learning more realistic, lively and interesting. E- Learning is a source of individualized learning package.

In recent time, educational media have come under serious attacks by many educationists judging from the high level of the abuse by youths. Educational media despite its significant contribution in promoting academic excellence among the learners when and if properly handled, has come under serious attack from some individuals or groups of individuals, religious leaders, moralists and some concerned bodies. The critics revealed that the youths of today, most often bury themselves, spend endless time in cybercafé, satellite, street stadia where young people view football league matches, gambling, pornographic films, committing internet fraud(popularly called yahoo sharp practices), super star musicians, fashion parade and many other unwholesome activities which do not promote societal moral values and academic activities.

The situation becomes even more precarious with the invention of recent programmable video recorder, such as video cassette recorder, digital video recorder, mobile phone networks, internet and Japanese fairly recent invention of a very small TV system attached to the eye glasses called Tele glass which often show without restriction what adults may not want the children to know or see. The consequences of this on the children are its abuse which also exposes them to negative sexual activities, abortion, indecent dressing, and criminal tendencies. It can be observed in educational institutions that young female dress provocatively and in nudity often time, while men are almost fully clothed. This can be said to be one of the influences of popular music videos frequently shown depicting women as sex objects and as trying to gain attention of a male who ignores them. Music videos, for example, often time portray women as objects of lust. Today the attitude of Nigerian young female adults to dressing has been negatively influenced. Everywhere they go about half naked and in sorts of provocative attires (Wade & Travis 1984; Shermen & Dominic 1986; Seidman 1999).

The psychologists also add that the basal ganglia portion of the brain becomes more often superlatively active therefore dopamine is released, the release of high amount of dopamine reduces the amount of the neurotransmitter available for other purpose, therefore, rendering them beautiful for nothing (Witt, 2000).- Healy (1998) contended that TV has been substituted for reading practice therefore having negative effect on academic performance of most children. It was on the basis of the consequential negative effects of some of this educational media particularly the TV that Newton Ninouv (1961) described TV programming as 'vast wasteland' characterized by 'boob tube' a mindless occupation and time filler.

Purpose of the study and Research Questions

The researchers having considered the controversial and inconclusive standpoints of the critics on e- learning to moral values, therefore, aimed in this study at: (i) identifying the electronic media that students have access to (ii) determining whether electronic have positive or negative influence on students and (iii) examining how electronic media such as TV and internet influence the moral

development of secondary school students. Three research questions were asked for the study: (i) what kinds of electronic media do secondary school students have access to; (ii) what are students' attitudes to using electronic media; (iii) how do electronic media influence moral development of students in secondary schools?

Method

The population for the study consisted of students from both private and public co educational secondary schools in local government areas of Akoko North East and Akoko Southwest of Ondo State of Nigeria. From the sampled schools, two hundred (200) respondents were randomly selected. The sample was drawn from students in SSII and SSIII. The respondents had spent at least four(4) years in secondary school acquiring formal education, living in town and having access to viewing television, internet and satellite, street stadium showing football tournament and league matches.

A single type of questionnaire was developed by researchers for the study to determine and elicit information from the respondents the electronic media they have access to and the type of programmes usually viewed on the TV and how these significantly influence their moral values. The questionnaire consists of three sections. Section A asked questions on respondents' background, school location, class, age, sex. Section B asked questions on access to electronic media and Section C consists of 7 items of Yes or No type opinion survey on which the respondent is expected to indicate choice of answer. These items are on respondents' interaction and attitude to television while section D asked questions on effect of electronic media on moral values. In the preliminary study, TV was observed to be the commonest electronic medium of communication and it was considered critical for the study as a major devise that influences students' lifestyle, taste of life, preference, and behaviours.

The following are the items raised in the questionnaire to show respondents' attitude to watching television and how it influences their moral development.

		Yes	No
i.	Viewing television can influence behavior of viewers negatively		
ii.	You behave like the characters you watched on TV		
iii.	Television promotes sexual consciousness		
iv.	I cannot do without watching television in a day		
v.	I like watching night movies regularly		
vi .	Sometimes viewing television robs students of reading		
vii.	There is no need for having time table for watching TV		
viii.	I wear what superstars on TV wear		
ix.	There is something wrong in boys and girls hugging each other in the public		
x.	It is safe to be armed with weapons for self defense.		

Responses to these items were analyzed using descriptive statistical tool of frequencies and percentages to show the difference in students' access to television programmes and how television influences their moral values.

Data Analysis
Research Question 1: What electronic media do students use and their favorite programme?

Table 1: Frequency and Percentage Distribution of Electronic Media that Students use

Electronic media	Frequency	Percentage
Radio	66	34
Television	115	57.5
Internet	14	7
Total	195	100

Table one shows that 57.5% of the students view television, 34% use radio while only 7% use the internet. This means that television is mostly used by students and it is the most influential medium on students' moral values.

Table 2: Frequency and Percentage Distribution of programmes that Students view most

Programme	Frequency	Percentage
Football	116	58
War films	49	25
Pornography	33	17
Total	198	100

The table above shows that students mostly view football on electronic media. 58% watch football, 25% is interested mostly on war films while 17% view pornography.

Research question Two: What are students habit to watching television?

Table 3: Frequency and Percentage Distribution of Students' Habit Watching Television

Question items	Frequency	Percentage
	Yes	No
Viewing television can influence behavior...	128	72
	64%	36%
I cannot do without television —	83	117
	41.5%	58.5%
I like watching night movies regularly—.	112	88
	56&	44&
There is no need for having time table ...	121	79
	60.5%	39.5%

Table three above shows that 56% of the students like watching night movies regularly and 60.5% consider it not necessary for having time table for watching TV. These habits of watching night movies and arbitrary use of TV indicate that student have negative habits that would affect their academic performance and moral development

Research Question Three: How do electronic media influence moral values of secondary school students?

Table 4: Frequency and Percentage Distribution Showing the influence of Electronic Media on Moral values of Students

Question items	Frequency	Percentage
	Yes	No
I behave like the characters....	128	72
	64%	36%
I wear what superstars wear on TV—	106	94
	53%	47%
There is something wrong in boys and girls—.	125	75
	62.5&	37.5&
It is safe to be armed with weapons ...	85	115
	42.5%	37.5%

Table four shows that electronic media significantly influence students' moral development in areas of character formation, mode of dressing, attitude to opposite sex and use of weapons. 64% of the students behave like characters they watch on TV, 53% wear what superstars wear on TV, 37% do not perceive anything wrong with boys and girls hugging in the public while 42.5% see it as safe to be armed with weapons for self defense

Discussion of Findings

The finding of this study was corroborated by Aulette (1994) and Keplan (1991) who observed that children spend an average of nearly 30 hours a week viewing TV. They spend more time watching TV and video films than doing anything else except sleeping. It was

revealed that by the time children are 16 years old, they would have spent more time watching TV than going to school (Basow 1992). Street stadia via cable TV where students watch European Leaque has become a popular sight in urban and rural communities in Nigeria. In these stadia, there are fans of clubs who support football clubs. It at times lead to violence in the communities. This practice is in line with the finding of this study that most students watch football leagues on TV.

Students habit of watching night movies rob much of their time for assignments and preparation for examination. With the new technology of digital and satellite TV which has over fifty stations, students are more prone to being glued to television, whereby valuable times for their studies are lost. Most of the respondents consider it not necessary to have time table for watching TV. Students who do not have time table for watching television would hardly have time table for studying. This finding supports the opinions of Kevin and Catherine (2005), Beal (1994), Awake (2006) Bandura (1977) Strasburger (1995) that students are spending more time viewing television and hence there is a high correlation between viewing television and youth acceptance of aggressive behavior, criminalities, disobedience, delinquency, poor academic performance and shabby dressing

Findings also reveal that television significantly influence students' moral values such as character formation, mode of dressing, attitude to opposite sex and susceptibility to violence. Bernadett (2005), Rowells (2004), Awake (2003). Jane Healy (1998) Surette (1994) submitted that there was an erosion of ethical code; youths have risky and questionable acts such as computer fraud, lack of respect, gangeterianism, murder, and faltering academic abilities.

Conclusion and Recommendation

If the spate of moral decadence in Nigerian society will be curbed, there is need to check the excesses and abuses of students in viewing television. There is no doubt that television is a good aid for education and given current information but it is now abused by overemphasizing its entertainment than other aims. It is the bounding duty of all socialization agents to check the abuses of television and make it achieve its purpose of education. In this regard, since it is at

home that the abuses of television is mostly noticed, parents should only allow television in the common sitting room and ensure that their children have a strict time table for watching programmes that are informative and educational.

Electronic media can serve as an educational aid and serve as a rallying point for teachers and the family to learn and interact more closely. That is electronic media; especially television should be watched by both parents and children because it affords them the opportunity to make comments and judge the programmes they have collectively agreed to watch.

Finally, parents should pay attention to the growing interest of their children and wards in watching European league even when they have to prepare for their examinations. Teachers and parents should work together in training students in assertiveness skill so as to take the decision that make them place their priorities right. This will not only be in the interest of the children but also the society that is in need of highly disciplined and skilled human resources for its development.

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