

A CAMPARISON OF STUDENT’S ACADEMIC PERFORMANCE AND BEHAVIORAL ABNORMALITIES AMONG VIEWERS AND NON-VIEWERS OF SATELLITE PROGRAMS IN BANDAR ABBAS

***Abdolkarim Ghaedi¹ and Hakimeh Foroutan²**

¹*Department of Architecture, Payame Noor University, Iran*

²*Department of Educational Researches, Education and Training Ministry, Bandar Abbas, Iran*

**Author for Correspondence*

ABSTRACT

The present study tried to compare the academic performance and behavioral abnormalities among viewers and non-viewers of satellite programs in girl conservatory schools located at district 1 of Bandar Abbas city. The methodology for this study was of ex-post-facto type. Our study sample consisted of 400 students who were randomly selected. The instrument used in this study was behavioral abnormalities questionnaire designed by the researcher. Furthermore, last year GPA and the final average in first term of school year represented the educational status of students. The results showed that there was a difference between academic performance (last year GPA and final average in first term) of girl students who had viewed satellite programs and girl students who had not viewed those programs. However, there was no difference among the academic performance (continuous performance GPA) of girl students who had viewed satellite programs and girl students who had not viewed those programs. Also, there was a significant difference between the behavioral abnormalities and its related dimensions among girl students who had viewed satellite programs and girl students who had not viewed those programs.

Keywords: *Academic Performance, Behavioral Abnormalities, Satellite Program*

INTRODUCTION

Nowadays, satellites are one of the world's most powerful media in terms of influence and power, as fewer houses are alien to satellite. Development of satellite networks in recent years has affected the Iranian culture variously. TV satellite is one of the innovative communication technologies that cover vast geographic areas. This tool will help countries to use this information technology and send various news and programs with various purposes via invisible waves beyond their political boundaries. This technology, like most of the human innovations, has many positive and negative effects. However, this is not because of the technology itself, but the human thoughts that control this technology. Adverse effects of some satellite programs in cultural, economic and political domains, such as the lack of internationally binding legal regulations regarding the content of TV satellite programs, has led to disputes between governments and has led governments to protect their cultural, social, economic and political resourcefulness.

The issue of TV reception of satellite program is still unsolved in Iran, and authorities, political parties and the public have repeatedly criticize the current situation in some way. Deprivation from utilization of ideal satellite channels in order to satisfy the audiences and reduction in their tendency toward high-risk satellites, have greatly reduced the possibility of implementing this prohibition. Reviewing the experiences of other Asian countries shows that it is possible to use satellite programs via preserving the cultural and political sensitivities (Montazer, 2005).

The majority of the impact of satellite is on the young individuals of the society. Children, adolescents and young adults are within this group of society, but no research has completely investigated the impact of this phenomenon on this group of individuals.

Adolescence is a social phenomenon that involves a long period of transition from childhood to the adult stage and this phenomenon changes from one society to another and based on the structure, customs and rituals. Once upon a time in history, adolescence has never existed. It means that the transition phase from

Research Article

childhood to adulthood, just like the transition from one day to another, is achieved with a special ceremony (Jamalfar, 1999).

A phenomenon that can cause a change in the social development of young teens is the satellite and its related programs. One of the most important external factors that have a significant influence on the formation of identity and life style of an individual is media. Twenty-first century man spends a significant portion of his waking time with the media; that is, he lives along its living creatures, imitates its models and adjusts his life realities in accordance with it (Niazi and Shafayi-Moghaddam, 2012). At the end of adolescence, teenagers will be affected by several factors, including domestic and international communications media and grow and reaches perfection and then, enter into the society as a young individual while adopting all the behaviors. In a study, 73.2 percent of students (respondents) stated that the quality of satellite program, compared to the quality of domestic networks' programs, has led them to watch satellite programs more. Nearly half of them have asserted that the main and chief factor contributing to choosing satellite programs by Iranian individuals is Islamic Republic of Iran Broadcasting (Aghasi *et al.*, 2011).

One of the controversial areas in this regard is the effect of watching satellite programs on adolescent behavioral and academic performance. In terms of the effect of satellite on academic performance, Khani and Khosravi (2005) investigated the relationship between the academic success and failure of female students in universities with the media. In this study, the satellite was deemed as a medium which can have impact on success and failure of students in university majors. In this study, only 15% of the sample under study used satellite as a scientific instrument. Hence, the satellite has had a negative impact on scientific and academic status of students.

In another study, Murray (2003) has studied the impact of satellite programs on the behaviors of children and adolescents in America. This study found that watching satellite programs and television networks caused children and adolescent to draw a comprehensive mind map about these effects in their brains. Furthermore, it was found that these groups of individuals were severely affected by the aggressive behaviors shown in these programs in particular. Also, Huesmann (2003) has investigated the long-term effects of children's and adolescents' exposure to inappropriate apps or satellite TV programs. This researcher has concluded that children's and adolescents' exposure to violent programs of satellite can result in violence in adult age and can be considered as an important predictor factor.

One of the theories that can help to explain the impact of satellite programs on children's and adolescents' behaviors is the Social-Cognitive Theory proposed by Bandura. Bandura (1997) suggests that people accept certain behaviors and attitudes that are important to them. Regarding the satellite, this theory suggests that adolescents may have modeled the behaviors and values that are important to them and accept those behaviors related to important persons and they feel a sense of belongingness to them thereof.

Accordingly and based on the results of previous research and theory, this study tried to measure the impacts of satellite programs on academic performance and behavioral abnormalities of adolescent students.

MATERIALS AND METHODS

This study used a descriptive (non-experimental) methodology and an ex-post-facto design thereof. Ex-post-facto design is a method in which the researcher tries to investigate the possible causes of the dependent variable and attempts to understand the affected via examining the affect (Sarmad *et al.*, 2011). The statistical population of this study was all the female students of technical and vocational conservatories of district 1 of Bandar Abbas city in the 2012-2013 School Year. Using Cochran formula, the sample size was determined as 400 individuals. Accordingly and using random sampling, the sample was selected thereof.

In order to collect the required data, the researcher made questionnaire of a behavioral abnormality with 30 items and 3 factors along with demographic data questionnaire as well as satellite were used. The questionnaire included 30 Likert questions graded as always (5), often (4), sometimes (3), rarely (2) never

Research Article

(1). The questionnaire consists of 3 factors (components) as follows: Behavioral- educational abnormalities component (questions 1 to 11), behavioral-social abnormalities component (questions 12 to 16) and cultural-value abnormalities component (questions 17 to 30). The content validity of the questionnaire was confirmed by experts and the reliability of the instrument was determined using Cronbach's alpha coefficient equal to 90/0. Last year GPA and final average in first term were used in order to measure the academic performance of students. Descriptive statistical analysis of the data was accomplished via describing the mean and standard deviation. Besides and in order to accomplish the inferential statistical analysis, statistical T-test was used for independent groups.

RESULTS AND DISCUSSION

Firstly, the descriptive results of this study are shown in this section. Descriptive indicators of academic performance and behavioral abnormalities components of the research are presented in Table 1.

Table 1: Mean, standard deviation and variance of each variable and component of behavioral abnormalities and academic performance in the whole sample

Variable	N	Mean	SD
Behavioral abnormality	324	2.96	0.91
Social abnormality	324	2.93	0.88
Educational abnormality	324	2.68	0.84
Cultural-value abnormality	324	2.91	0.75
Academic performance (last year GPA)	324	15.85	2.05
Academic performance (continuous GPA)	324	15.49	1.56
Academic performance (final GPA)	324	15.71	1.96

The above table shows the values of statistical criteria for three behavioral abnormalities results. As can be seen from the table above, the highest mean belongs to behavioral-social abnormalities component, with a mean of 2.93 and the lowest mean belongs to behavioral-educational abnormalities component, with a mean of 2.28. In general, total mean for behavioral abnormalities is 2.96. Also, the means of last year GPA, continuous performance GPA, and final GPA in the whole sample are 5.85, 15.49 and 15.71 respectively.

In the inferential section of this study, the research hypotheses were tested via the application of statistical T-test for independent groups.

The first hypothesis asserts that there is a difference between the academic performance (last year GPA, continuous performance GPA, and final GPA) of girl students who have viewed satellite programs and girl students who have not viewed those programs. The analyses on these results are presented in Table 2. Due to unequal number of subjects in the two groups, the Levine test was administered in order to homogenize the variances and the resultant F was not significant which points to the equality of variances in the two groups.

Table 2: The comparison of academic performance (last year GPA, continuous performance GPA, and final GPA) of girl students who have viewed satellite programs and girl students who have not viewed those programs via using statistical T-test

Sig.	df	T-value	SD	Mean	N	Group	Variable
0.006	322	2.2	2.02	15.51	226	viewers	Last year GPA
			2.08	16.19	98	Non-viewers	
0.06	322	1.82	1.17	15.79	226	viewers	Continuous GPA
			1.96	15.19	98	Non-viewers	
0.04	322	2.04	1.87	15.48	226	viewers	Final GPA
			2.06	15.95	98	Non-viewers	

Research Article

As is clear from the above table, the means of last year GPA and the final GPA for non-viewer group are higher than viewer group. Since the difference is statistically significant, we can conclude that the academic performances of these two groups are different in terms of last year GPA and final GPA. However, there is no significant difference between the continuous GPA of the two groups.

According to the second hypothesis, there is a difference between the behavioral abnormalities and its related dimensions of the viewers and non-viewers students. The analyses on these results are presented in Table 3. Due to the unequal number of subjects in the two groups, the Levine test was administered in order to homogenize the variances and the resultant F was not significant which points to the equality of variances in the two groups.

Table 3: The comparison between the behavioral abnormalities and its related dimensions of the viewers and non-viewers students via using statistical T-test

Sig.	df.	T-value	SD	Mean	N	Group	Variable
0.42	323	1.22	21/16	72.37	226	viewers	Behavioral abnormalities
			19/77	69.29	98	Non-viewers	
0.46	322	0.74	9/47	27.54	226	viewers	Behavioral-educational abnormalities
			9/01	26.70	98	Non-viewers	
0.16	322	1.41	4/21	13.04	226	viewers	Social abnormalities
			4/14	12.32	98	Non-viewers	
0.22	322	1.22	10/78	31.84	226	viewers	Behavioral-value abnormalities
			10/34	30.27	98	Non-viewers	

As is clear from the above table, there is no difference between behavioral abnormalities and its related dimensions within the two groups.

Conclusion

Regarding the first hypothesis (there is a difference between the academic performance of viewers and non-viewers students), the current study showed that there was a significant difference between the last year GPA and the final GPA of the first term. However, there was no significant difference between the continuous performance GPA among the two viewers and non-viewers groups because of the following reasons: nonchalance toward taking and giving such exams, lack of educational impact on their future academic status, lack of enough impact on Entrance exam (Konkour), etc. The results are in agreement with the research conducted by Khani and Khosravi (2005). Regarding the fourth hypothesis (there is a difference between behavioral abnormalities and its related dimensions between viewers and non-viewers students), the results of the present study indicated no significant difference between the mentioned two groups. One possible explanation for the obtained findings can be described with regard to the very meaning of norm.

As we know, the norm is one of the indicators of sociability. Socialization factors are family, media, peers, and school. In the present study, it was observed that over 80% of students (respondents), used the provincial networks and this was due to the influence of peers and family control and exerting the limits by their family to not see the various networks and learning environment. The obtained results are not consistent with research findings of Murray (2003) and Hausman (2003). One of the reasons for this inconsistency with the findings of previous research can be rooted in cultural and social differences that govern these researches. On the other hand, the limitations of this study can also be a reason for this inconsistency. Some students were not willing to reply to the questionnaire items; besides, behaviors abnormalities were very diverse and the society was very sensitive to gathering information about the behaviors associated with satellite. All of the above-mentioned items can be considered as important limitations for doing a research.

In general, the results obtained in this study can provide useful suggestions on the proper use of mass media like satellites and its related programs to potential users.

Research Article

REFERENCES

- Aghasi M, Shababi M and Safavi HS (2011).** The reasons for attractiveness of “I and you “man o to” network in students’ views. *Sociological Cultural Studies* **2** 35-54.
- Bandura A (1997).** *Self-Efficacy: the Exercise of Control* (New York: Freeman).
- Huesmann R (2003).** Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977-1992. *Developmental Psychology* **39**(2) 201-221.
- Jamalfar S (1999).** *Personality Psychology (Theories and Processes)* (Ravan Publications) Tehran.
- Khani N and Khosravi M (2005).** The role of media in academic success and failure. Available: <http://www.modiryar.com>.
- Montazer-ghaem M (2005).** Policies of receiving the satellite TV programs in Asian countries: lessons of confronting and utilization for Iran. *Journal of Social Sciences Letter* **11**(4) 66-95.
- Murray J (2003).** Testimony during the US Senate Committee on Commerce, Science and Transportation Hearing on Neurobiological Research and the Impact of Media. Available: http://commerce.senate.gov/hearings/testimony.cfm?id=706&wit_id=1883 [Accessed on December 20, 2005].
- Niazi M and Shafai-moghaddam E (2012).** Examining the effect of mass media on tendency toward national identity (a case study conducted on Kashan city citizens in 2011). *Journal of Interdisciplinary Studies in Media and Culture* **2**(1) 99-127.