


<b>The Influence of Visual Media on the School Performance of Youth in City of Elbasan</b>			<b>Creative and Performing Arts</b>
		<b>Keywords:</b> Visual media., school performance, time on screen, Media content.	
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<b>Abstract</b>			
<p><b>Purpose</b> - Finding ways how visual media affect school performance of young people.</p> <p><b>Methods</b> - A descriptive study was conducted through an anonymous questionnaire to a regional sample of 330 young participants, aged 14 to 18 years old. Exposure included: exposure time behavior for the screen (hour / day per week spent watching television / playing Videogames, internet) and variables for the content of the film (the ratio of the first films that are not allowed under 13 years old (movies PG- 13) with those movies that are not allowed under 17 years old (movies-R). Result- by self reporting of youth for the grades taken at school and from their self-assessment of the situation in school.</p> <p><b>Results</b> - Despite the basic performance of the school, the exposure screen time and media content had negative effects on school change performance. Screening of exposure had an indirect effect on poor performance in school. Watching more movies PG-13 and R had indirect effects on the poor performance in school. Watching R films also had an indirect effect on poor performance in school, through increased behavior problems in school. Results of the exposure time and ultimately the performance of the school were similar to those of the previous determinants including; family income, parental style, and self-control of youth</p> <p><b>Conclusions</b> - These aspects of the use of visual media affect negatively at school performance by increasing feelings that may look for substance use and addictive problematic behavior in school.</p>			

**Introduction**

The performance of school or school results predict educational achievement. It may affect a variety of economic outcomes, health, and in many other social aspects. The media, especially the visual media and television in particular, play an important role in the lives of youth, children, or adolescents.<sup>1</sup>

This powerful tool can be used to exert positive and negative effects on youth behavior<sup>2</sup>. Studies show that the audience tends to absorb and can trust more easily the information from television even though they forget the source, and sometimes can not distinguish if the events were real or simulated. Children are especially vulnerable because they are less able to differentiate reality from fiction.

The connection between television and school performance has been the subject of various debates. Studies on young people and adolescents have suggested a harmful effect of watching television on school performance resulting in reduction of the ability to finish their homework, with more learning problems, and bad educational achievement.<sup>3</sup> The content of television programs also affects on youth behavior, such as being involved in different high risk behaviors, for example drugs and alcohol abuse, which may conduct to lower motivation in school. Programmes shown on television are from different themes, so has been a classification from the Motion Picture Association of America (MPAA), precisely to achieve control on what young people watch on the media.

G movies are films for all ages<sup>8</sup>. PG are movies that can be watched in the presence of parents<sup>9</sup>, PG-13 are movies that should not be watched from children under the age of 13 years old<sup>10</sup>, Movies R are movies with limited audience for age 17 years old and require presence of parents<sup>11</sup>, Movies NC-17 are movies that can be watched only by adults<sup>12</sup>, according to the classification of Motion Picture Association of America.

However, less is known exactly whether watching television or other media may affect school performance, because of, is simply the time spent watching TV, which brings about the displacement of time to do homework, or the impact of media on behavior characteristics dealing ultimately with the school results.

**Purpose**

Finding ways how visual media affect school performance of young people.

**Methods**

A descriptive study<sup>6</sup> was conducted through an anonymous questionnaire to a regional champion of 330 young participants, aged 14 to 18 years old<sup>7</sup>.

The participants responded these questions for measuring school performance :

How many hours do you watch television during school days? (I don't watch TV during school days, an hour a day,,,,, .2 hours a day ,,more than two hours a day,How many hours do you play with computer and videogames during school days? (I don't play with the computer and videogames during the days of school ... an hour a day,,,,,, .two hours a day,, more than two hours a day).

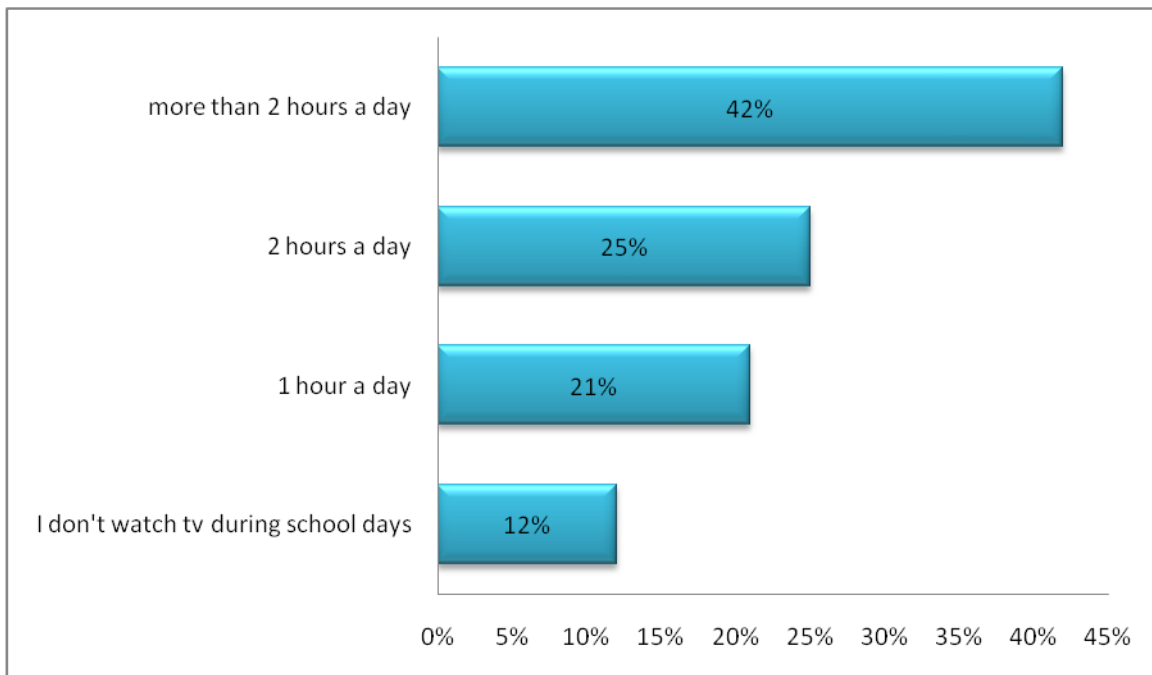
"How would you rate yourself in school?" (Excellent, very good, average, and below average.

The questionnaire contained questions which did not only measured the time spent in front of the television but also the content of the media .

The participants had also a list of movies with different themes in order to value the content of them; 20% were G / PG movies, 30% were PG-13 movies, and 40% were R movies and 10% were NC-17 movies.

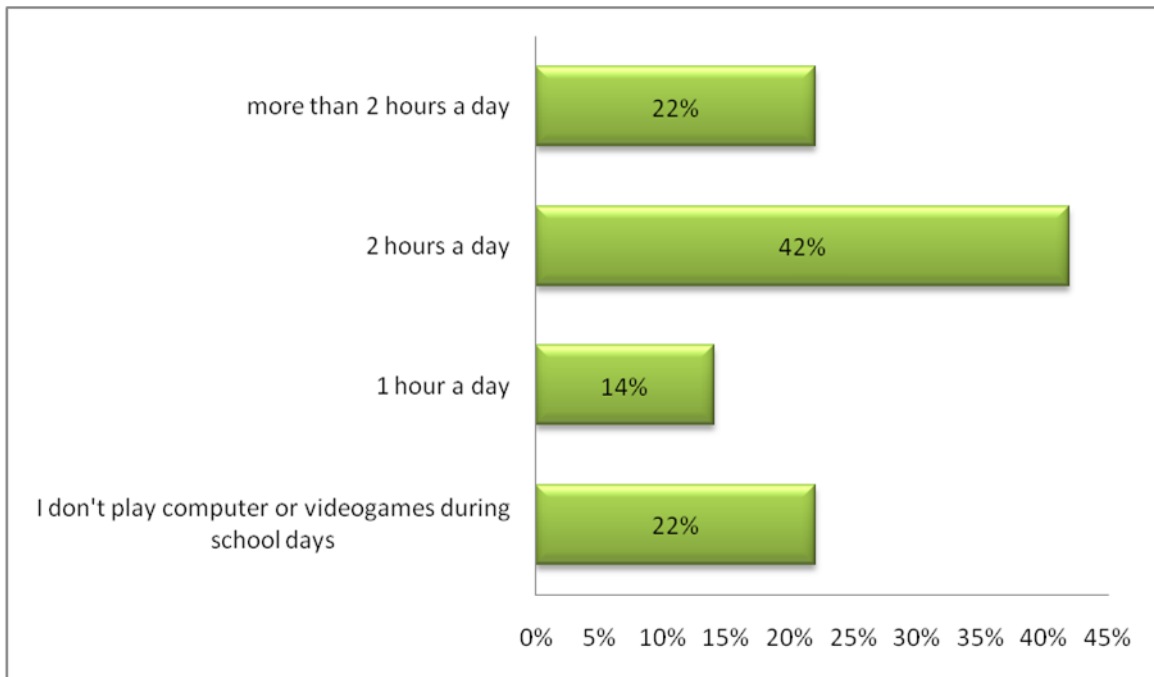
**Results**

The study included 330 participants; 30 of them did not participated. Questions about the time spent with television responded; 12% don't watch TV during school days, 21% an hour a day, 25% 2 hours a day, 42% more than two hours a day.

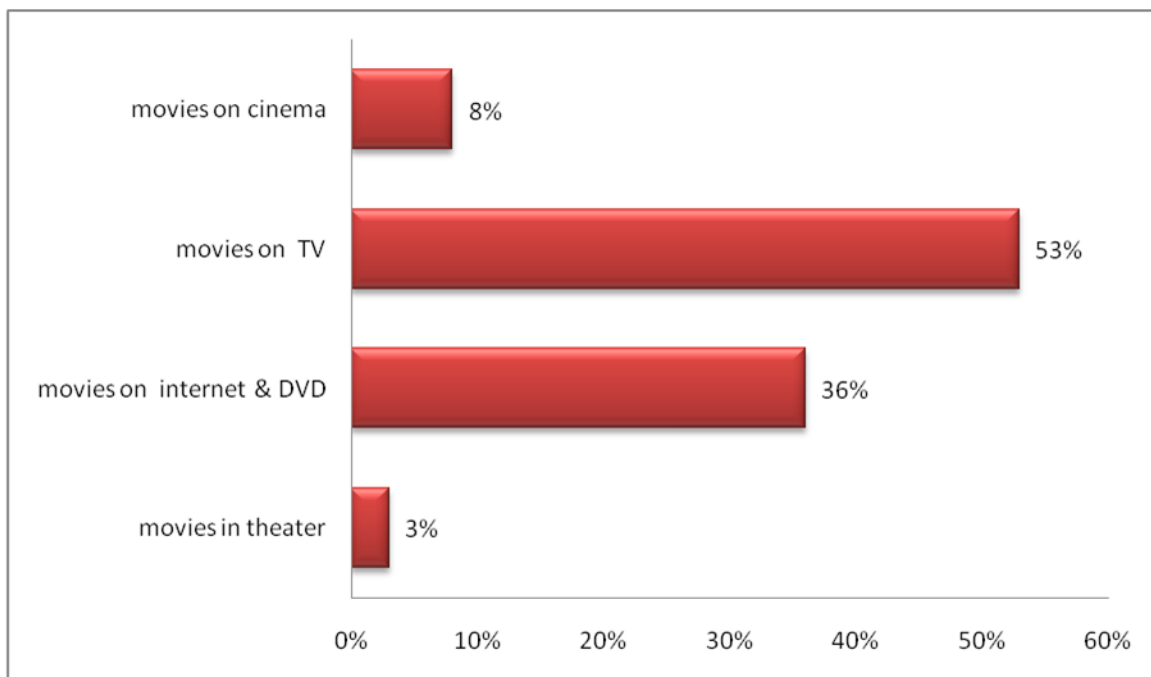


The answers to questions about the hours spent on playing computer and videogames were:

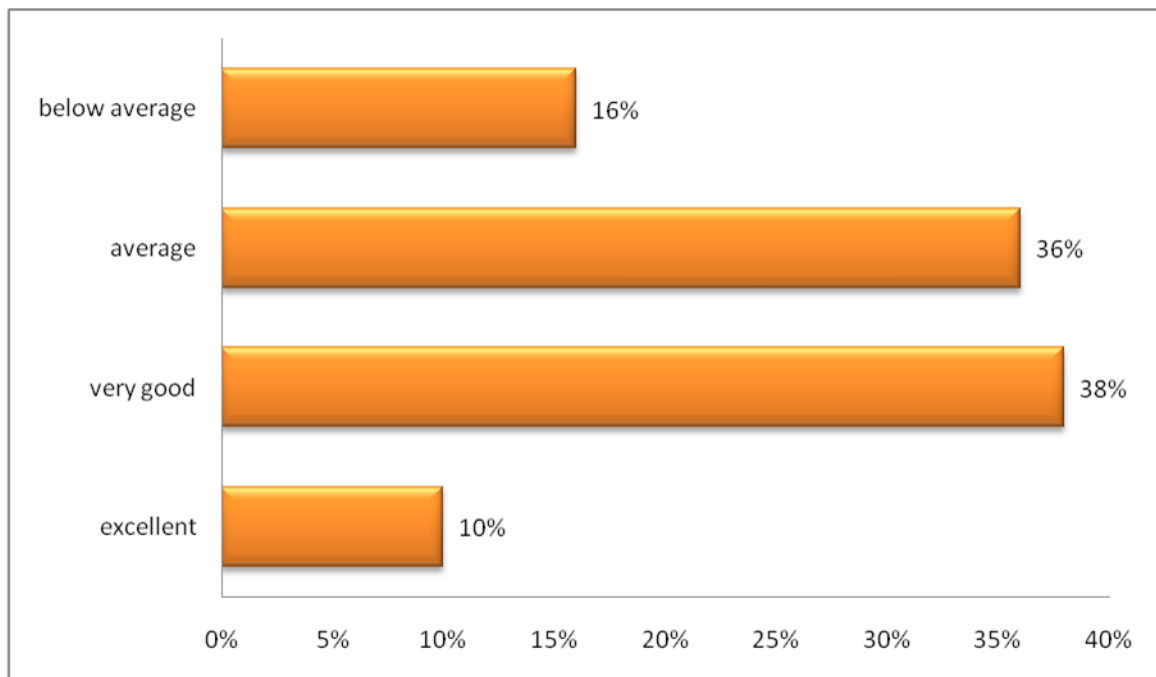
22% don't watch television during school days, 42% an hour a day, 14% 2 hours a day, 22% more than two hours a day.



For each participant was calculated the proportion of films that he / she had watched , which were rated as PG-13 and R movies ( movies that are not allowed under 13 years old (movies PG-13) with those that are not allowed under 17 years old (movies-R). The data showed that 4% of the participants had watched mainly on cinema 8%, 3% had wached movies on theater, 36% mainly through internet downloads or DVDs, and 53% had mainly watched through television, so TV programs were important, but not the only place where they had access.



Data on school performance were "excellent" (10%), "very good" (38%), "average" (36%), "below average" (16%).



Compared to participants with better grades, those who were estimated as average and below the average had more hours of watching television, played more with computer and video games and watched a higher percentage of films that have been assessed as PG-13 or R- movies.

## Discussion

In summary, the present results are consistent with researches on the risky effects of the use of media during the period of school. The results are also fully coherent with the results of the study conducted by the Albanian Institute of Public Health, during 2013-2014, according to, for the time spent watching television: it showed that: during the weekend there are more children (74.6%)<sup>5</sup> aged 11, 13 and 15 years old who spend two or more hours watching television, videos or other entertainments. Generally there is no change related to age on the hours of leisure time spent on screen, but the boys stayed for more hours than girls to perform these activities.

In our study, we found that hours watching television on school days, and the content of the films were also associated with lower results at school.

This information related to how media affect the results in the school, can help parents to infer to their children and can help them on achieving good educational and academic results<sup>13</sup>.

This study provides specific counseling points about the risks of quantity and quality of media use, and their relationship with other high risk behaviors that can lead to deterioration in school performance. Results can be useful by defining multiple ways to the media exposure to academic outcomes, which can be addressed in media programs<sup>14</sup>. In general, the data provide strong evidence for parental monitoring of their children on time spent watching TV and, in particular, limiting the exposure to the content of movies during early adolescence.

## Recommendations

Discourage TV viewing and all screen exposure during school days. Limit all media exposure (television, movies, computer/video games, and music) to 1 hour or less per day for children<sup>15</sup>. Parents should screen the

media viewing of their children and adolescents. They should watch television with their child so they know what programs his/ her child is watching and what lessons the child is receiving. Parents should also be aware of the video game rating system – and know the rating of the games their children play. The media industries should consider the substantial influence that programmes have on children and adolescents.

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