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T.V. VIEWING AND ACADEMIC PERFORMANCE:
A CORRELATIONAL STUDY

A Thesis

Presented to

the Faculty of Behavioral Sciences Department
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by

Benjamin Gomez Jr.

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KLATANG EMILIO AGUINALDO ARCHIVES



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ABSTRACT

This descriptive, correlational study attempted to determine the relationship between T.V. viewing hours and academic performance of 153 male and female grade 1 students. Moreover, it also considered other variables namely, study hours and parental involvement. Cluster-random sampling was used to gather 153 first graders from three different schools. There was no significant relationship ($-.028$) between T.V. viewing hours and academic performance. Furthermore, when study hours and parental involvement were partialled out, the size of the correlation coefficient increased considerably, thus, suggesting that study hours and parental involvement could influence the size of the T.V. viewing hours-academic performance correlation coefficient. Another insignificant relationship ($-.103$) was found between T.V. viewing hours and parental involvement. However, the study yielded significant relationships between study hours and academic performance ($.204$); between parental involvement and academic performance ($.587$) and between T.V. viewing hours and study hours ($.292$). It was concluded that the amount of T.V. viewing alone cannot predict scholastic achievement. Also increased study hours and parental involvement in children's educational life may likely improve academic performance. Finally, the notion that increased T.V. viewing hours leads to decreased study hours is disconfirmed.



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Formulla of Kendall's Partial out
correlation for grouped data

