NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
INNOVATION AND KNOWLEDGE MANAGEMENT PROGRAM

THE IMPACT OF MEDIA EXPOSURE (TELEVISION) ON INNOVATION, CREATIVITY AND VIOLENT AND AGGRESSIVE BEHAVIOUR IN HIGH SCHOOL STUDENTS: A CASE OF NORTHERN IRAQ

BASOZ TOFIQ

MASTER'S THESIS

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THESIS SUPERVISOR
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NICOSIA

2020

ACCEPTANCE / APPROVAL

We as the jury members certify the " the impact of media exposure (television) on innovation, creativity and violent and aggressive behaviour in high school students; a case of northern Iraq" prepared by Basoz Tofiq defended on 7 of January 2020 has been found satisfactory for the award of degree of Master.

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DECLARATION

I Basoz Tofiq, hereby declare that this dissertation entitled " the impact of media exposure (television) on innovation, creativity and violent and aggressive behaviour in high school students; a case of northern Iraq" has been prepared myself under the guidance and supervision of '"**Prof. Dr. Mustafa SAĞSAN"** in partial fulfilment of the Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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DEDICATION

To my dad, my pillar, my strength; you truly went above and beyond.

ACKNOWLEDGEMENTS

ABSTRACT

THE IMPACT OF MEDIA EXPOSURE (TELEVISION) ON INNOVATION, CREATIVITY AND VIOLENT AND AGGRESSIVE BEHAVIOUR IN HIGH SCHOOL STUDENTS: A CASE OF NORTHERN IRAQ

Media exposure is powerful, and television is still a powerful too in terms of influence even though it is no longer the most dominant medium. The research was conducted to determine the impact of media exposure on innovation, creativity and violent/aggressive behaviour of high school students in Northern Iraq. a descriptive research design was employed, and information obtained through a survey from 120 questionnaires. Correlations and Regression analysis were conducted to analyse the data. The findings revealed that media exposure had a positive and significant influence in as far as imitation intention was concerned. However, the relationship between dependant variables with the independent variable of time spend watching television revealed very weak and insignificant relationships for creativity, a significant one for innovation whilst revealing a negative relationship with violent/aggressive outcomes. The study revealed that students were more inclined to experience effects of media exposure as a result of imitation intention rather than the duration which they watched television. The study also revealed that most students watched television for leisure and the researcher urged for increase in motivating students to watch academic content. The study was also limited to quantitative mode and a mixed study approach may yield even more enlightening results which is what the researcher recommended for the future studies.

Keywords: Media Exposure (Television), Innovation, Creativity, Violent/Aggressive Behaviour

ÖZ

THE IMPACT OF MEDIA EXPOSURE (TELEVISION) ON INNOVATION, CREATIVITY AND VIOLENT AND AGGRESSIVE BEHAVIOUR IN HIGH SCHOOL STUDENTS: A CASE OF NORTHERN IRAQ

Eskisi kadar etkili olmasa da medyaya maruz bırakma özelliği açısından televizyon yine de güçlü bir araçtır. Bu araştırma medyaya maruz olan Kuzey Irak'taki lise öğrencilerin yenilikçi, yaratıcı, şiddet eğilimli/saldırgan davranışlarını inceliyor.

Betimleyici bir araştırma tasarımı kullanılmış olup 120 anket kullanılarak veriler elde edilmiştir. Veriler üzerinde korelasyon, regresyon analizleri yapılmış bulgular, medyaya maruz kalmanın taklit etme amacı açısından olumlu ve anlamlı bir etkisi olduğunu ortaya koymuştur. Bununla birlikte, bağımlı değişkenler arasındaki harcanan zamanı izlerken bağımsız değişkenler arasındaki ilişki, yaratıcılık için çok zayıf ve önemsiz ilişkiler ortaya koymuştur. Medyaya maruz kalmak şiddet eğilimli/saldırgan sonuçlarla negatif bir ilişki ortaya koyarken, yenilikçilik için önemli görülmedi. Bu çalışma, ayrıca, öğrencilerin televizyona maruz kalırken taklit etme eğilimlerinin deneyimlerine daha etkili olduğunu ortaya koydu. Çalışma, aynı zamanda, çoğu öğrencinin eğlence için televizyon izlediğini, öğrencilerin akademik içerikli programlara yönlendirilmeleri gerektiğini ortaya koymuştur. Nicel bir yöntem izleyen bu çalışmada araştırmacının gelecekteki çalışmalar önerdiği karışık yöntem daha aydınlatıcı sonuçlar verebilir.

Keywords: Medyaya (Televizyon) Maruz Kalma, Yenilik, Yaratıcılık, Şiddet İçeren/Saldırgan Davranışlar

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INTRODUCTION

Introduction

This chapter provides an overview to the research study topic. It also provides a preview of what is discussed in detail in later chapters regarding impact of television media on innovation, creativity and social behaviour in high school students. A brief background to the study was provided in order to understand the underlying issues concerning the subject. The chapter also introduced the research model upon which the study is built and the proposed relationship upon which research questions were built and objectives sought. Moreover, the researcher highlighted the importance and the justification for performing this study, individually and at a public level. Finally, a breakdown of the chapter contents offers a highlight of the information provided by those chapters.

Background of the study

Television has long since become a staple in almost every household (Gerbner, 1982). It grew in popularity over the years because of its ability to reach a wider audience as well as provide both audio and visual elements simultaneously. In addition, its ability to offer entertainment within the confines of the home environment made it appealing to individuals of all ages. This growth has resulted in television becoming a culture and playing a central role in people's lives especially the young ones (Huesmann, 2007). According to Guru et al (2013), no other medium was as dominant as the television and it has transcended boundaries with its reach

Bandura (1971) explained that the power of television lies in its ability to capture one's attention. The scholar explained that words would not wield as much power as a combination of words and pictorial representation and this ability makes television commanding. According to Kant (2012), a student can learn multiple things from the television because of its ability to engage on a higher level. Diel and Toehl (2011) explained that students who watched educational television read widely and display more creativity compared to those who watch television for purely entertainment purposes

Television allows children and adults alike to acquire attitudes and new behaviours through watching different programs showcased on the medium (Bandura, 1966; Flanders 1968). More and more young people are being exposed to television and emulating the lifestyle portrayed there. Parental role has become less strict as well and there is less monitoring of what the children are watching. Some programmes watched tend to glamourize violence and aggressive behaviour to the extent that viewers have become desensitized to it and view it as normal behaviour. Some studies have shown that television viewing leads to aggression in children, especially teenagers when they are subjected to certain adrenaline packed violent movies and R rated movies (Sharif et al, 2010). In the end the students lose focus and divert it to non-academic things instead of focusing on their studies (Kuntsche et al, 2006; Christakis and Zimmerman, 2007).

In terms of innovation, television itself has reinvented itself again and again and mostly kept up with the emerging trends in the external world. Educators have since realized that television can also be used as an informative tool within the school premises. Smart televisions are now being integrated in the learning system to provide visual aids to learning material. Groups of students can be taught easily this way and understand concepts better than when they are just presented in theoretical format. However, television in the homes is mainly used for entertainment purposes and keeping up to date with news locally and internationally. Studies by other scholars and statistics from various organizations reveal a shift in the use of television towards social media platforms. It is interesting to see how these programmes actually encourage or discourage creativity and innovation in students. By so doing educators and promoters can encourage development of educational programmes that can be watched at home.

Valkenburg and Pitorowski (2017) posit that it is difficult to understand individual differences when it comes to media. However, understanding of how and why media affects the youth is crucial in understanding the positive and negative attributes of it. It also provides enlightenment on which group is

vulnerable to negative effects and thus encourage mitigation measures to be put in place.

Problem statement

Television has invoked much interest over the years since it was established. There have been countless studies focusing on the negative effects of television. Television is mostly used for entertainment purposes and has most often been accused of being a distraction to learners. It has also been said that individuals learn through observation and it would be interesting to put this theory to the test in as fast as innovation, creativity and violet behaviour is concerned. Very few studies focused on the educational impact of television especially in Northern Iraq before and after the advent of social media. The researcher could not find any study in Northern Iraq which focused on determining if television exposure aided innovation, creativity and violent behaviour in high school students. This gap is what the researcher seeks to fill with the hope that it may shed more light on the subject and expand literature available especially for studies in the Middle East. Given that the educational system in Northern Iraq is being constantly criticized this study is really essential and may provide some of the answers to this ongoing problem.

Significance of the study

Firstly, this study has the potential of providing new information concerning television and thus providing much needed literature in an environment where television is no longer as popular as it used to be. This information can also be used as a foundation or framework for future studies of a similar nature. The study can also be used as reference material by other scholars.

In addition, this study's findings may be of importance to the education sector of the Northern Iraq region. It has the potential to determine how television can be used innovatively and to foster creativity in school. The results of the study can also provide insight concerning violent behaviour tendencies as a result of the media. This could go a long way in understanding underlying causes of such tendencies and play a part in curbing this and creating sustainable solutions.

Lastly the study serves to fulfil the researcher's requirements for the attainment of her master's degree in Innovation and Knowledge management program. The study is also of personal essence to the researcher. She previously worked for Rudaw channel in the television media department and thus would be most interested in the results of this study.

Justification of the study

Before the advent of social media, television was the most popular form of media. As such, numerous studies were conducted exploring its effects on a variety of subjects. After the emergence of social media however, these studies dwindled. It would therefore be definitely interesting to determine the power of television through its effects during this era of social media. The researcher also focused on television as it is still considered the most powerful traditional media by various scholars.

The researcher did not concentrate on the much popular social media as she feels that the medium has been studied intensely almost to the point of saturation. In addition, studies focusing on television have become fewer and far in between as evidenced by the lack of literature on it post social media emergence. The researcher feels that there is still much to study with regards to this gap especially now that television is no longer the most dominant medium of communication. This study may therefore provide new insight of an old phenomenon in a different setting.

The reason the researcher focused on high school students was because this group mostly consists of the age group that is influenced by media the most. According to Maheshwar (2018) adolescents and teenagers are vigorous users of media. Lastly, the researcher worked in Sulaymaniyah region before in the television industry. She therefore has a wish to know if television is bringing any positive educational developments in terms of innovation and creativity to high scholars in the country. This personal investment is why the researcher chose to focus on the Northern Iraq region instead of any other place.

Research model

independent variable   dependent variables

media exposure (television)
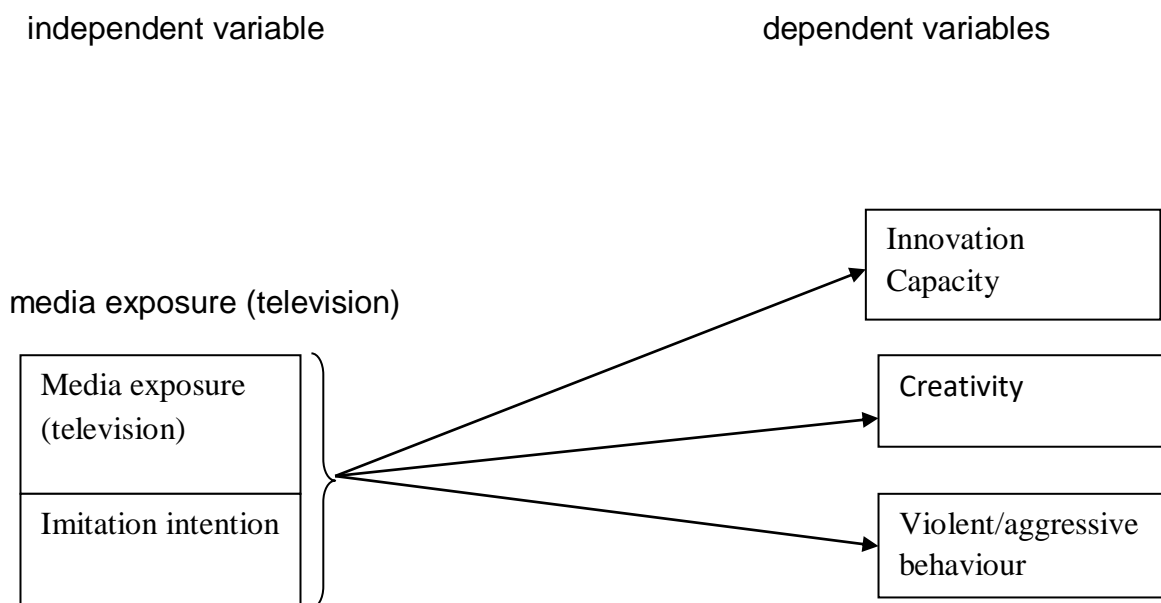
Figure 1: Research model

The model above represents the relationship that is to be explored in this study. The researcher seeks to determine the effect of the independent variable of media exposure on the dependent variables of innovation, creativity and violent behaviour tendencies in high school students in the Northern Iraq region. In terms of media exposure, the researcher will focus only on the television medium. The aspects of television viewing that will be researched on in the study are Frequency of Tv use, Parental involvement on televised programs, Tendency to practice the viewed programs and the kind of programs watched on television.

After a review of the literature regarding these variables, hypotheses were developed as follows

Hypotheses

H1	Television exposure has a significant impact on the innovation of students
H2	Television exposure has a negative impact on the creativity of students
H3	The more the exposure to televised violence, the more violent behaviour manifests
H4	Imitation intention has a significant impact on the innovation of students
H5	Imitation intention has a significant impact on the creativity of students
H6	Imitation intention has a significant impact on the violent/aggressive behaviour of students

Research objectives

The main objective of the study is to determine the application of the Social Learning Theory in analysing the effects of media on the innovation, creativity and violent and aggressive behaviour tendencies of high school students in Northern Iraq. This theory was produced by Bandura (1971). The Social Learning Theory speculates that viewers are affected by what they see and are influenced by it. The theory also mentions that individuals are influenced by models and one of these ways is through television. Bandura (1971) explained that individuals mimic the behaviour of these models and integrate it in their day to day lives. The researcher thus puts forward the following objectives in order to guide the study in determining the relationships, if any between the variables.

- To determine the extent to which high school students dedicate time to television viewing
- To determine the effects, if any, of television viewing on the innovation abilities of the students

- To determine the effects, if any, of media on the creativity of students
- To examine the relationship between media and violent behaviour in high school students

Research questions

- How much television do high school students watch?
- What is the effect of media exposure on the innovative abilities of high school students?
- What are the effects of media exposure on the creativity of high school students?
- What is the relationship, if any between media exposure and violent behaviour in school of high scholars?
- With the advent of social media does television still has potential for learning.

Limitations

This study focused on the effects of media, specifically television on the innovation, creativity and violent behaviour tendencies in high school students only. There was no mediating variable for the effect of media exposure on the variables mentioned above. Such a relationship could be explored in future studies. In addition, this study only focused on general television viewing. With the rise in popularity of reality series on television, this avenue could be further explored to discover the same relationships.

Chapter breakdown

Introduction This introduces the research topic in detail and provides a general overview of the whole study. The chapter provides the model, hypothesis and questions that guide the study. It also highlights the reasons for the conduction of this study.

Chapter 1 This chapter focuses on the review of theoretical and empirical literature regarding media exposure and its effects on innovation, creativity and violent behaviour. This literature also provides a framework for the development of the hypotheses of the study

Chapter 2 this chapter deals with the methodology of the study. Detailed information regarding research design, data collection procedures, sampling and analysis methods is provided.

Chapter 3 this focuses on the detailed analysis of the collected data

Chapter 4 this chapter focuses on the discussion of the findings obtained from the analysis in the previous chapter. The researcher establishes the answers to the research questions and comparisons with previous findings from other studies. This provides the means for recommendations as well as conclusions drawn from the current study.

CHAPTER 1

LITERATURE REVIEW

1.1 Introduction

This chapter deals with previous studies by other scholars in relation to innovation, creativity and violent behaviour with regards to their relationship with media exposure, specifically television exposure. The chapter also explores theories as part of the theoretical framework that guides this study as well as findings from other related studies through empirical literature. The combination of these was evaluated and hypotheses developed from them.

Television is a popular medium in households these days that it is rare to not find it in a home. This study will focus mainly on the frequency of viewing; type of television programme, covering and the intention to put theory into practise as the elements under the independent variable of the study. The major theory guiding television viewing in this study is the Social Learning Theory by Bandura (1971). The theory states that individuals are affected by what they see and television as one of the modelling elements from which individuals learn from; has the potential to affect behavioural outcomes in the individual. The behavioural outcomes that will be reviewed in this literature are innovation and creativity in students, as well as demonstration of violent behaviour. The researcher will also look at the theories that focus on innovation, creativity and violent behaviour.

1.2 Television viewing

People watch television for a variety of reasons. Apart from entertainment, which is the main reason most people watch television they watch the television to be acquainted with current developments globally. There are also educative programs such as quizzes, cooking recipes, discovery channels that show wildlife and channels that air reality shows that can be intellectually beneficial to viewers (Charankumar, 2015).

The focal point of various studies concerning television, however, has been on the viewing element of the medium. Scholars posit that individuals who are more exposed to television perceive the world through the realities portrayed on the television. In other words the more television is watched the more the people's views reflect those portrayed on television (Shrum, 2017) Other scholars like Quick (2009) have pointed out that the effects of television would be better evaluated when specific programs are assessed rather than total television viewing. Pandian (2015) posits that television is a good servant but a bad master and should thus be rationally used.

The American Academy of Paediatrics (2001) noted that television viewing has been a major area of concern for more than two decades. They indicated that time spent, and content viewed are a worrying concern. They explained that the average child spends around three hours on television media only and this high rate of consumption can be detrimental on so many levels. This amount has since changed according to Valkenburg and Pitorowski (2017) and is in the region of nine hours spend on media. The scholars explained that youths today are now using television in a different manner than it was used a decade ago. This is due to the technological advancements that have allowed other forms of media to emerge as well as changes that have occurred to the television landscape itself. The scholars explained that youths today are now binge viewing as a result of being able to record television programmes and watching them later as well as watching them whenever they want on channels like Netflix and Apple TV instead of waiting for each episode to air as it was back in the day.

According to the CPB report, USA (2004), viewing is an active and interactive experience which brings the media and the viewer together. Viewers respond to what they see as well as bring along their own perceptions, experiences and expectations. They explained that when viewing is done casually then learning is experience is usually shallow but when it is more towards a purpose then there is more deeper understanding of concepts and learning. The report explained that by providing audio and visual effect at the same time, television allows for seeing and remembering and claimed that individuals recall details twice as much when they see and hear simultaneously than when they do either only.

The television's story telling capability is what makes it really powerful (Shrum, 2017; Gerbner et al, 1996). According to Bergsma (2002) pictures evokes emotions in the brain system. This makes the brain recall emotional experiences, making television an ideal tool for provocation of emotional experiences. This is amplified by the fact that television offers details in various forms at the same time, that is, audio, visual, motion, and pictorial and ometimes text. Initial examination of television content shows diversity in themes and programs. However, television messages are consistent and that coupled with the frequency they are displayed makes television a force to be reckoned with when it comes to its power to shape societal views. Heavy television viewers' perceptions are congruent with what they see on television (Morgan et al, 2017).

1.3 Social Learning Theory

The theory guiding television viewing in this study is the Social Learning Theory. According to Bandura (1971), individuals are influenced by what they see and, in most cases, emulate the behaviour they see portrayed by their favourite models or celebrities. This was also observed by many other scholars like Flanders (1968) and Lumsdaine (1961). They explained that individuals can attain new behavioural tendencies through television models. Long (1952) stated that television was not just a learning tool but provided a channel for information as well as example through which children could learn attitudes

The theory explains that rather than man being driven by inner forces and the environment, he is a product of continued interaction. The scholar purported than man can learn through observation. It was also explained that learning this was enables man to acquire skills without having to go through the process of experiencing all of them himself. This cognitive capacity allows for man to use external representations too guide what they do, foresee possible consequences to future actions and adjust their behaviour in accordance with this foresight.

According to Bandura (1971), learning can occur in different ways. Direct experience is one of those ways where one actually goes through something on their own; deal with various situations and learn from the rewarding or punishing actions that may follow. Future outcomes can then be used to motivate one. This kind of learning brings awareness and leads to changes or no changes in one's performance.

Another way of learning explained by Bandura (1971), was modelling. Learning through modelling entails learning from examples of a model from the external environment.

This is reflected in the modelling process displayed below.

Attention $\Longrightarrow$ Retention $\Longrightarrow$ Motivation

Firstly, to facilitate the learning process, the person must pay attention to the behaviour being portrayed by the model. Television grabs the viewer's attention and thus is a powerful tool in capturing one's attention to the content. Secondly, there must be retention in order for the content viewed to have effect. The individual must therefore remember what was portrayed in the past. In other words, according to Usaini (2010) a television viewer retains what they watch, and this may shape future actions. Lastly, there is motivation behind imitating the model's actions. Emulation is usually because the person wants to see if they will have the same outcome for the same action as their 'model'.

According to the scholar it would be hard to learn without a model of some sort that one can emulate. One of these is the learning through television. Television allows children and adults alike to acquire attitudes and new behaviours through watching different programs showcased on the medium (Bandura, 1966; Flanders 1968). This, however, weakens the role of traditional role models when it comes to social learning.

An assumption of the social learning theory is that the influence of models lie in the provision of information and this provides the audience with representations of activities. The scholar also pointed out that there are four processes that govern learning by modelling which are attention, retention, motoric reproduction and reinforcement and motivational processes.

However, Bandura (1971), pointed out that simply exposing a person to the model does not necessarily mean that they will be able to pick out the relevant traits from that model nor will they be able to accurately decipher and perceive them. In addition, models have to be able to captivate the audience so that they will hold the audience's attention long enough to deliver the message. That is why televised modelling commands more attention because it is attractive and has a high functional value; making learning easier without the need for provision of incentives (Bandura et al, 1966). The scholar also pointed out that this is the reason why children and adults do not really need encouragement or an extra push to watch television. Different models thus differ in their effectiveness.

According to Habib and Soleiman (2015), on average a child with television in their home spends around 18000hours of television from kindergarten to the time they finish high school. The television's story telling capability is what makes it really powerful (Shrum, 2017; Gerbner et al, 1996). Initial examination of television content shows diversity in themes and programs. However, television messages are consistent and that coupled with the frequency they are displayed makes television a force to be reckoned with when it comes to its power to shape societal views. Heavy television viewers' perceptions are congruent with what they see on television (Morgan et al, 2017). Given this tendency of individuals to watch television for long periods

of time, mass media thus plays a huge role in shaping the way people behave. Old studies like Liebert and Sprafkin (1988) pointed out that heavy television viewers were more likely to have behaviour similar to what they observe on television especially youths who lacked parental involvement to determine what they watched.

1.4 Media and violent behaviour

Bandura's Social Learning Theory suggests that television socially influences behaviour. According to Huesmann (2007), media violence refers to 'visual acts of physical aggression by one human or human like character against another.' Any behaviour that is intended to harm another is considered aggressive behaviour (Anderson et al, 2003).Violent and aggressive behaviour is a cause for concern in societies because of the ripple effects it causes. There are many causes of aggressive behaviour but this study will focus on the role played by media because the focus is on teenage high school students and according to studies these consume a lot of media. Television offers quite a number of programmes with violence across different genres even comedies. It is quite a cause for concern how exposure to these programmes may end up affecting individuals especially teenagers given the frequency and how much programmes they tend to watch on television.

Lan et al (2010) noted that aggressive behaviour leads to misconduct, continued aggression in the future, issues in personal conduct with others as well as bad social relationships. Wahab et al (2017) mentioned that serious fights that break out in high schools are a result of frequent viewing of violent content on television. When the aggressive behaviour extends to the school premises, this results in the tainting of the school environment and affecting other children (Sharif et al, 2010).

Gerbner (1986) contended that television neither causes nor encourages violence, that there is no telling what one may do after being exposed to violence on the television. However, his theory pointed out that there is an association between perception of existence of violence in the real world and exposure to violence on the television. Television deals with already existing

values and beliefs and works to strengthen them thus if the viewer is already afraid of a certain theme being portrayed on television, the content serves to amplify their fears.

The most popular explanation of media effects is actually the social learning theory according to Cantor, 2003. Social learning theory contends that individuals learn from direct experience and from behaviour modelled by others, which can be observed through the media like in television. Advocates for the media effects argument, such as Huesmann (2007), therefore suggest that media violence has short- and long-term effects. Scholars (Christakis and Zimmerman,2007; Coyne and Archer, 2005; Krahe and Moller 2010), explained that consumption of violent content at a young age manifests in short term aggressive behaviour and long term criminal behaviour in teen and later years in individuals such as rape, robberies and even murder. Brook et al (2008) added that exposure to violence was also associated with substance abuse like marijuana and nicotine and dependence on other drugs

It should also be noted however, that sometimes the violence depicted on television will; not be the choice of the viewer. Muinde (2015) explained that sometimes violent scenes are shown during other programs as part of breaking news; and pop up whilst a person is watching a different programme thus watching them is sometimes inevitable and not the choice of the viewer. However, the scholar also noted that it was mostly those who were naturally aggressive who tended to be influenced by aggressive behaviour. This view was also shared by Anderson et al, (2003) who explained that media violence in itself will unlikely lead to extreme or rare violence.

There have been various theories in relation to the effect of media, specifically television on the violent behaviour of individuals. This ranges from the Bandura's social learning theory, Gerbner's Cultivation theories in the 1980s and other social theories that predict the violence and its outcomes as a result of exposure to media. Zillman explained that violent media evokes arouses the individual and induces behaviours and tendencies. Of recent, is

the General Aggressive Model which is more or less a revised model which takes into account many previous models and theories and seeks to fill the gaps and overcome their shortcomings. The case of impact of media on violence is one that sparked debate over the years. Many experimental, longitudinal and cross sectional were conducted to determine the existence of this relationship.

1.5 The General Aggressive Model (GAM)

This model is a meta-theory that takes into account personal and situational roles on aggressive behaviour. The theory was aimed at explaining the short- and long-term effects of media violence. One of these situational variables (variables from the environment the person is exposed to) the model explores is the effect of exposure to violent media on aggressive behaviour. The scholars explained the outcomes when the situational variables met personal variables. For example, it explained that exposure to media violence has more influence when trait hostility is high and leads to higher level of aggression.

Short term effects of media violence are seen in priming, arousal and mimicry. Priming process occurs when the message is delivered to the brain and stimulation towards a certain action occurs for example a gun is associated with aggression acts (Huesmann, 2007). The arousal effect is usually reflected in the immediate thoughts and feelings are stimulated by media exposure. Mimicry is reflected in action after one has observed a certain aspect of media. One is more likely to act out what they observe. This was also reflected in study by Muinde (2015). The study revealed a strong correlation between content viewed and exhibited behaviour. The scholar explained that media programs portraying violence were found to have detrimental effects on the students and the students revealed that they were more inclined to put these into action as a result of the television influence
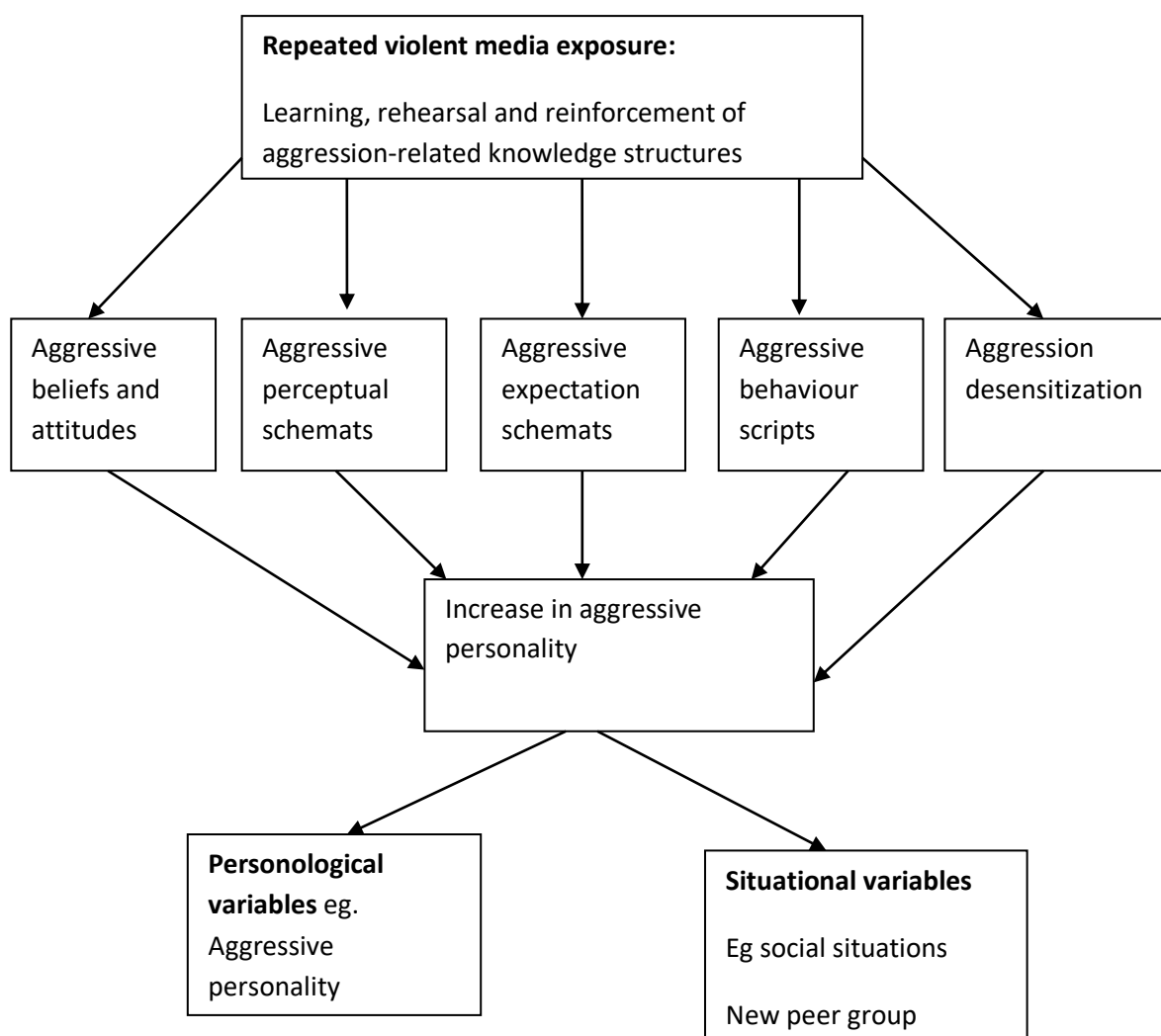
Figure 2: General Aggressive Model

Source: Carnagey and Anderson (2003)

The GAM model explains that long term exposure to media violence results in aggressive effects as far as attitudes, perceptions, scripts, beliefs and behaviours are concerned. Anderson (2003) also explained that the repeated exposure to media violence lessens arousal to an extent where the individual is desensitized to the violence portrayed. It invokes violent feelings, thoughts and results in changes in social behaviour both individually and in relation to others. Anderson et al (2007) stated that exposure to media violence results

in higher chances of aggression. They purported that there is no doubt whatsoever that media violence leads to real life violence. It should, however, be noted that television is just one of the many contributing factors to violence and therefore should not be regarded as the sole cause of violent behaviour (Anderson, 2003; Huesmann, 2007).

Other studies, however, have insisted that watching television violence actually lowers or inhibits chances of violent and aggressive behaviour in real life (Murray, 1980; sprafkin et al, 1992). According to these scholar's television actually provides an outlet for one's frustration. Instead of the individual displaying aggressive tendencies towards other individuals, the act of watching aggressive behaviour on television allows them to release their own bottled up aggression.

1.6 Television and innovation

According to Berumen (2008) and Mohamed and Haroun (2017), students enjoy television in and out of the classroom. Teachers are always looking for innovative ways to capture the students' interest so that the lessons can be delivered more effectively. Television has long since been criticised for being a one way medium and critics argue that there is not much learning to be had as television encourages passivity. There is no interaction with the medium only that the medium will be presenting information to the viewer. According to scholars this bombardment of information inhibits information processing and examination, all of which are needed for creative thinking (Bonwell and Eison, 1991).

Excessive television exposure is generally associated with less than optimal improvement in as far as cognitive elements are concerned. High-school children who watch television for prolonged periods of time may showcase destitute dialect improvement, display carelessness and hyperactivity, and postponed engine advancement.

Some programmes on television like the Myth Busters have been commended for trying to get around this problem so that they may be more educational to students. They anticipate some of the questions and address

them on their reality shows. In addition, at the end of the show they direct the viewer to their website to give viewers a chance to suggest themes that they want discussed. This programme is popular especially with the science students and the way they address learning to encourage the viewer to participate encourages independent thinking and develops problem solving skills (Barnet and Kaffka, 2007; Dark, 2005; Zavrel, 2018). Movie clips can thus bring a better understanding of these physics and scientific concepts and make them more relatable to real life situations (Sharpsteen and Zavrel, 2016).

Berumen (2008) explained that biology teachers are now making use of biology themed films to deliver their lessons. He explained that these movies can provide a way to promote critical thinking and improve investigative skills in the class. Berumen (2008) explained that popular movies can be incorporated into science learning and encourage students to be innovative in sciences. In addition, these programmes especially help with knowledge sharing of STEM subjects. The scholar also pointed out that the teacher should guide students in such a way that discussions held on concepts presented on television with open ended questions so as to promote critical thinking and allow the students to come up with innovative responses.

Likewise, Sexton (2006) explained that television clips can be used to explain economics concepts in a creative way. Duncan et al (2019) also mentioned that the television programmes like the popular Breaking Bad helped students acquire a deeper understanding of principles of economics like cost and production themes. Wooten and Staub (2017), also emphasized the effects television may have on creativity when they explained how local television show about parks could promote critical thinking in subjects concerned with public policy in students. Dean (2017) likewise employed the reality television show Survivor to demonstrate themes like consumption of goods, relationship between honour and utility functions among others. The scholar thus encouraged television viewing of programmes like these and pointed out that they help students in strategic thinking.

Educational television programmes have also been seen to have quite an impact especially on the remote areas like the Amazon (World Bank Report). The Brazilian government embarked on the educational television programme after a study had determined that over 80% of the people watched television in their spare time. The programmes also facilitated distance learning and promote learning for those who would not have completed their education as well as enhancing adult learning. In addition, the fact that they watch television most of the time has made it easy to integrate educational television into the students' livelihoods.

1.7 Creativity

Creativity is 'the ability to imagine things that are not existent and the capacity to bring into existence distinctive solutions to problematic situations in ways that have not be explored before' (Santrock, 2009). Kant (2012) defined creativity as the ability that stimulates development of novel ideas and their relationship with concepts. According to Kaplan (2019) creativity is vital for innovation. It allows for critical issues like problem solving and idea construction. According to Sternberg and Williams, creativity necessitates application of synthetic ability, analytic ability and practical ability.

Synthetic ability involves the construction and generation of interesting, novel and unusual ideas. A person who is regarded as a good synthetic thinker is the one who is capable of making unique connections that may not be immediately obvious to others. They are thus able to come up with innovative ideas. Analytical ability is referred to as the critical thinking ability. This entails ability to analyze and assess ideas. This ability allows one to discern between good and bad ideas and forecast the implications of each one. The practical ability is focused towards turning theory into practice. (Sternberg and Williams, 1996).

According to Sutantro (2015), there are four dimensions to creativity, and these are mentioned below.

Dimension 1-Personality: According to Suantro (2015), creative thinking has to do with the personality of the creative thinker. The creative thinker is

the person who imagines or thinks about something new that can be innovated. The personality of the creative thinker affects creativity as their personality is reflected in the results of creativity. Creativity comes naturally to some individuals, whiles other people find it difficult to be creative.

Dimension 2- Process: creativity is a process. It is a thought pattern, which results in creative solutions to problems and situations. It seeks to provide answers to pressing issues that are at hand.

Dimension 3-Pressure: after the thoughts of the creative thinker have been processed, it produces a passion that compels the creative thinker to accomplish the processed idea. This pressure is good pressure since it seeks to make good use of the processed thought.

Dimension 4- Product: this is the final stage of creativity where the individual's personality is expressed in the the thought or idea that they produce and share with their environment.

Dimension 5- Exposure:

 Creativity depends
on numerous variables including environment, personality,   cognition and inspiration it   has moreover proposed   that   culture seem contribute to person imagination in regard of the definition and assessment of creativity.

1.8 Television and creativity
 The impact of television on the creativity of individuals has long since been an issue of debate. According to some scholars, it is more the content of the medium that stimulates imagination and creativity rather than the medium itself (Ruben, 1999). Berk (2009) and Law et al (2015) contend that appropriate television programmes foster creativity and encourage the flow of ideas as well as encouraging students to think out the box.

 Gardner (1982) was one of the supporters of this view and explained that television actually enhances imaginative creativity. The scholar pointed out that televised images only provided the foundation upon which individuals would spin these stories and visuals in their own fantasy world. This view

was also supported by other scholars who explained that television was instrumental in helping low achieving students being creative. It was also explained that these students who always fell behind in the classroom found television shows especially those that are of educative nature to be more informative and effective than an actual teacher. The addition of visual images helped these students to broaden their minds and think creatively.

Valkenburg and Van de voort (1994) explained that studies to determine creative imagination were mostly conducted in children and adolescents. They explained that these tasks are mostly aimed at testing creative and problem skills. They also pointed out there in most studies daydreaming and creative imagination was used interchangeably. That, though they were different, they were all concerned about generation of ideas; and played a big role in critical thing, though the former mostly happens involuntarily and the latter voluntarily with focus on a specific purpose.

Kant (2012), however, explained that television hampers the creativity of youths. The scholar explained that television takes away the time that the child should be interacting with others. This means the child would be missing out on the chance to gain interpersonal problem-solving skills. William (1986) also explained that television content may hinder information processing capabilities, and these are needed to facilitate creative thinking. The scholar also pointed out that television makes the student be unwilling to expend mental effort on school related activities and encourages a dependency syndrome on television. Schwab et al (2018) also supported this notion and explained that television as a medium is considered easy compared to text. This view discourages children from it as they perceive the contents to just be easy, so they do not bother putting much effort to learn from it. This is in line with prior studies of Valkenbug and Van der Voort (1994). They explained that television provides the viewer with the fantasies already so that viewer is not inclined to develop their own thus hindering creativity.

Other scholars also discovered that youths tended to incorporate themes from television content into their own games. Singer and Singer (1981),

however pointed out that there are certain conditions that stimulate or stunt imaginative creativity. One of these was the type of content or television programme viewed. The scholars explained that violent action-packed television programmes were associated with decreased imagination compared to those with low violence. They also noted that those well thought out and informative programmes rich in imaginative content were more likely to stimulate the mind and provide a good environment where creativity can be at play. In addition, Singer (2003) added that if there was adult involvement to reinforce certain aspects of the programme during and after view, this had the potential of helping imaginative play (Doron, 2017).

This notion was also supported by Valkenberg and Beentjies (1997). They came up with the visual hypothesis which stated that the audience would find it hard to distance themselves away from the visual images on television and thus this ultimately stunts the process of imagination. A medium like radio would be more likely to stimulate the viewer's imagination more than television would.

Seels et al however, pointed out that length of exposure also affected creativity. Heavy television viewers tended to be less imaginative than their light viewer peers. This was also mentioned by Kant (2012) who explained that the more youths are flooded with television images the less their ability to think creatively. They also expounded that the more time is spent on television, the less time one spends thinking. Information is just provided that when it comes to doing some school activities, the child may be less able to get ideas. They may be so reliant on television for ideas that they fail to form their own.

According to some scholars, students already live in a world dominated by media; therefore, they consider learning through a digital media user friendly. Learning through film was found to enhance flexibility in the lesson plan as a lesson could be posed for discussion and comments. Post (1987), postulated that television could definitely be used as a teacher's ally in the classroom especially in as far as arts subjects are concerned. In history programmes

television has been found to bring lessons to life that would have otherwise been dull.

Maley and Peachey (2015) explained that television can be used as a tool to improve linguistic creativity in students especially those learning a foreign language. Thammineni (2016) explained that the use of audiovisual medium is one that should not be underestimated in the development of language. The scholar explained that films were a rich source of language input that could be used to boost a student's critical thinking skills. Samaniego and Pascual (2007) pointed out that television can enrich vocabulary, stimulate imagination and improve learning experiences.

According to Gocen and Okur (2013), television plays a tremendous role in the development of speech. The scholars contend that a child can easily learn a language in a creative way, its dialects and nuances properly through television as usually the standard language is spoken on the television. Learning through snippets from television shows would thus add a variety and flexibility to the language. Thammineni (2016) added that in learning English through television, a student would hear the language spoken authentically, in a natural setting with the proper idioms and colloquial; all of which would allow the student to be creative in grasping the language.

1.9 Hypothesis between television viewing and creativity

According to Valkenburg and Van de Voort (1994) there are two main hypotheses that govern effect of television on the creative imagination. These are the simulation hypothesis and the reduction hypothesis. The simulation hypothesis is the one that contends that television viewing positively affects creative imagination. Scholars explain that individuals draw inspiration from television content and apply it to form creative tasks. They use what they see on television as a basis for their own imagination and incorporate it and transform it into creative products. However, Gardner (1982) pointed out that just because individuals can be creative as a result of television that does not mean that these same results cannot be obtained in the absence of it.

The other hypothesis, which is a negative one is the reduction hypothesis. Basically, this hypothesis states that television reduces creativity. There are five of these hypotheses and they are summarized in the table below.

Table 1.

Common hypothesis on television and creativity.

hypothesis	Explanation
visualization	Television provides the viewer with readymade content. This leaves the viewer with not much room to have their own visual images.It would be hard for the viewer to deviate from these already provided images whilst engaging in creativity.
Rapid pacing	Television offers past faced content and continuous flow of information. This does not allow the viewer time to reflect upon the contents. Reflective thinking is mandatory for creative thinking and lack of it means absence of creative imagination. (Harrison & Williams, 1986).
passivity	Television is regarded as an 'easy medium'. Individuals therefore expend less mental effort towards the content displayed on it. They simply consume others' creative imagination and fosters an attitude where the viewer simply waits to be entertained; which hinders their creativity. (Harrison & Williams, 1986).
arousal	The arousing element of action-packed content and violent content results in a physically active and impulsive aptitude. This disturbs the environment conducive for creativity. (J. L. Singer etal., 1984)
displacement	Television uses up time that could otherwise have been directed towards creative tasks. This time 'wasted' is time that one could have used to do activities that stimulate creativity (Harrison & Williams, 1986;J. L. Singer & Singer, 1986)

Source: Valkenburg and Van de voort (1994)

1.10 Empirical literature

Doron (2017), conducted a 10-week study to determine the impact of television programmes on the creative thinking abilities of children. They were asked to reinvent the programme they had watched among other things. They played out scenarios based on superheroes and were given hypothetical problematic situations to solve. The kids who had participated in this programme had higher creativity scores and displayed ability to generate ideas more as compared to those who had not.

Kant (2012) conducted a study to determine effects of television on secondary school students' creativity. The study drew conclusions that could not point in a certain way concretely. Some elements of the study indicated that television could increase creative abilities but minimize them in others.it however revealed that prolonged exposure in some television programmes increased creative performance. Overall, the study revealed a positive but insignificant relationship

Sesame Street, a popular television show has been used for numeracy studies concerning the impact of television especially educational television. The programme was found to have a positive impact in many studies helpings to improve cognitive and numeracy skills of children (Fisch, 2001). Rathore (2013) examined teachers' views on adopting television as an education tool in India. The study revealed that teachers were of the opinion that educational programs on television had a great positive impact on students' education. They mentioned that channels like the Discovery Channel had the advantage of clarifying things more than traditional teaching resulting in concepts being easily understood. They also found that television was also useful in English language learning. However, they also cautioned that students should focus mostly on educational programs as they had value rather than entertainment programs which would only encourage inactiveness.

In studies determining media effects on violent outcomes, there have been three major types of studies conducted. These are the experimental, longitudinal and cross sectional. The experimental studies involved exposure

to violent media whilst the researchers observed the learning outcome for the duration the viewers would be exposed to this televised violence. Usually these were based on the objective to determine short term effects thus reactions would be observed for soon after the exposure and for a short time after. Anderson et al (2003) observed a strong correlation which led them to conclude that exposure to violent behaviour led to aggressive thoughts and behaviour.

Cross sectional studies on media violence entailed the use of surveys to generate information from the recipients. A positive but moderate correlation was found between exposure to media violence and real life violence. According to Anderson et al (2007), the results from surveys simply served to corroborate the results obtained from the experience. However, the significance of the relationship between the variables was found to be more in younger children as compared to adolescents. The scholars also noted that the surveys did not indicate parse if media violence caused real life violence as there could be other factors in play.

Okpala et al (2012) investigated the relationship between television viewing and violent behaviour in secondary school students in Nigeria. The study employed regression analysis to determine the hypothesis and discover relationship, if any, between the variables. The study revealed that more than half of the respondents agreed that television is a catalyst to violent behaviour and a positive and significant relationship was found between the variables

The last type of methodology related to media violence and real-life violence outcome is the longitudinal studies. These studies focused on observing the long-term effects of continued exposure to media violence. The main focus of these studies is the length of televised violence viewing. The studies also determine future behaviours by observing consumption of violence media at a certain age then reviewing the aggressive displayed years later. It is good to note that few of studies of this nature have been conducted because they are time consuming as well as expensive. (Anderson et al, 2003). The findings from these studies concluded that exposure to violence moderately

increased the likelihood of aggressive behaviour at a future time. However, scholars also pointed out that there is need to understand that there are usually other factors like socio economic background and parental involvement, among others, involved which may lead to aggressive behaviour. The effect is also generally higher for those who are naturally aggressive as they are the ones that tend to seek out televised violence (Oliver et al, 2006).

Thomas and Chandrachood (2014) conducted a descriptive and exploratory study on television viewing and violent behaviour on school goers of 10 to 15years of age in India. Television viewing was found to be moderately high. A positive relationship was found between television viewing and violent behaviour. However, this was associated with mild violent behaviour. Ozmert et al (2002), likewise conducted a study to determine behavioural correlation with television in primary children in Turkey.

Valkenburg and Pitorowski (2017) embarked on a study to establish how media affected youths. They called for a more involvement role on the parents and guardians' side. The scholars encouraged parents to be aware of what their children are viewing and that their involvement can help mitigate negative effects especially those associated with media violence. They also advocated for evaluation monitoring for teachers where television was used as a medium of instruction in the classroom.

1.11 Conclusion

The chapter focused on a theoretical and empirical review of previous studies. The chapter provided in-depth details on the independent variable of television viewing and dependent variables of innovation, creativity and violent and aggressive behaviour. The theoretical framework was based on the Social Learning theory and provided some hypothesis and model related to the variables for an in-depth discussion. The next chapter will be focused on the methodology of the study.

CHAPTER 2

METHODOLOGY

2.1 Introduction

Planning is the foundation of all goals and their achievements. Methodology in research acts as the foundation upon which the research process can be conducted. This chapter provides detail on how the researcher went about collecting the data; the sources, from which it was collected, the design which inspired the project and how the data was analysed among other things. The researcher provided the research process in detail in accordance to Cooper and Schindler (2014) who advocated that a good research should clearly detail the process of research in order to inspire confidence in the results as well as recommendations in the research. They also added that omission of important details would weaken the validity and reliability of the research results.

Methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study (Creswell, 2016). In this study methodology refers to how the research was done and its logical sequence.

2.2 The research process

The following represents the stages set out by Cooper and Schindler (2014) and Sauder's et al (2015) in the research process after the researcher has established the research questions for the study and embarks on the exploration of the management dilemma.
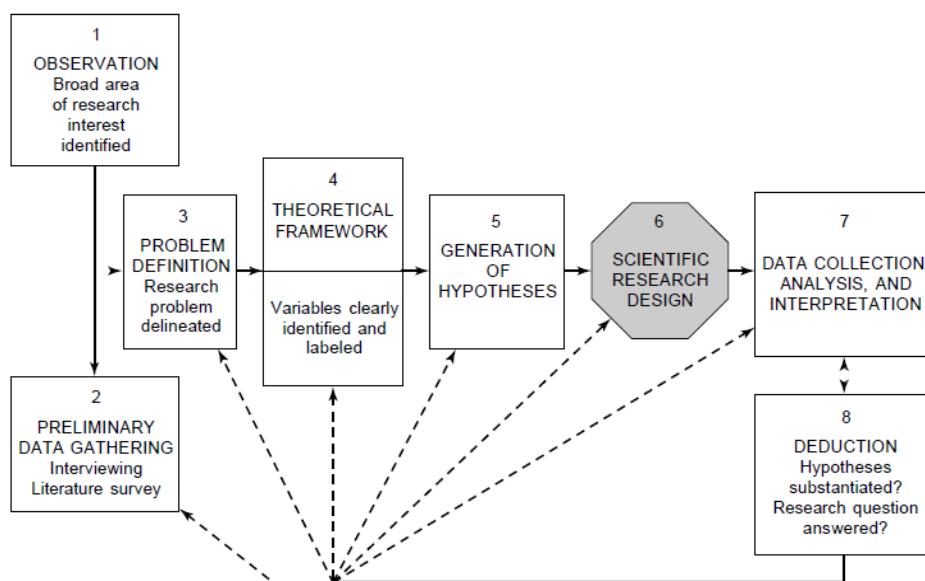
Figure 3: Research process.

Source: Saunders et al (2015)

2.3 Research design

According to Saunders (2015), the research design provides the roadmap to the study, detailing how the researcher will go about answering the research questions, collecting and analysing the data. It is imperative that the research design be clearly defined and well planned to ensure objective results are yielded Cooper and Schindler (2014). Creswell (2016), defines a research design as "a formal written set of specifications and procedures for conducting and controlling a marketing research project". It is a master plan of methods and procedures that are used to collect and analyse data needed by the researcher. The type of data the design techniques, sample methods and procedures and the budgets should be considered in the master plan.

In this study the main research design was the descriptive research design. Descriptive research refers to research studies with main objective of accurate portrayal of the characteristics of persons, situations or groups (Swain, 2016). Descriptive research seeks to determine the answers to who, what, who, and how questions. It attempts to determine the extent of differences in the needs, perceptions, attitudes and characteristics of subgroups. Within the descriptive research design a cross-sectional study was conducted, where the researcher collected information from a given

sample units of population at only one point in time. This provides a snapshot of events at that particular point in time.

In addition, the research was also to a certain extent explanatory in nature. This type of research has its foundations in theory whereupon questions are built, and the researcher tries to determine the reasons for the occurrence of a phenomenon (Cooper and Schindler, 2014). According to Neuman (2014) this study focuses on the 'why' of the phenomenon rather than just ending on detailing this occurrence. The scholar also explained that this approach is used when the 'what' is known but the researcher needs to know the reasons behind hence the focus on the 'why?' in addition an explanatory study utilizes various strategies. The researcher combined these two designs in order to have in-depth knowledge of television viewing and its impact on innovation, creativity and violent behaviour in high school students in Northern Iraq. The combination of the designs is in line with Neuman (2000) who contended that a single study can be undertaken for exploration, description and explanation purposes. The scholar however, noted that one of these would be more dominant. This particular study was predominantly descriptive.

2.4 Research method

The study was based on a quantitative approach and a deductive logic. A quantitative approach is ideally suited for studies of numerical nature through use of figures. This allows for easy replication and generation of logical conclusions. A deductive logic is one where the researcher maintains independence from the research rather than playing an active role in it

2.5 Population and Sampling

A population is the likely totality of items or things under consideration. It can be defined as any group of individuals sharing common characteristics which a particular researcher is interested in (Creswell, 2016). The population was high school students in Northern Iraq. The researcher's targeted population, however, was the high school students in the Sulaymaniyah region of Northern Iraq.

Sampling is the identification of groups of individuals, objects who can be reached by mail, by telephone or in person and who possess the information relevant to solving the problem at hand (Michael and Jose, 2016). The random sampling technique was employed in the selection of the sample. This technique was chosen as it is a probability method which provides all units with an equal chance of selection.

Sampling involves extracting part of a whole and evaluating it for specific purposes. In this case the sample would allow for generalizations to be made on the whole. The hypothesis would be tested on this sample and results applied to the population. The sample should thus have the same characteristics of the population for the generalization to be effective.

The Directorate of Education statistical department listed six high schools both private and public. According to them the number of high scholars in the Sulaymaniyah region was around 1200 which made the universe to be that amount. However, the students from the higher school were estimated to be 120 and that was the researcher's targeted population. Since this was a low amount the researcher used the whole target population as the sample size. It was also deemed appropriate by the researcher as the society is homogenous and students share the same curriculum and are on average around the same age.

Students from the lower school were excluded from the study as they were deemed too young to respond to the questionnaires. In addition, the researcher went with adolescents as according to research it is at this stage that they are most enamoured by what goes on the television and the lifestyle that goes with it as they try to form identities. The sample was also based on both public and private schools for comparison purposes when the data was analysed

2.6 Data collection

Primary and secondary data sources can be utilized in researching. Primary data refers to the data that is obtained for the first time straight from the source. This data has the advantage of being specifically for that purpose

and is first-hand information. The researcher obtained this data from the respondents through questionnaires distributed to the students. The researcher got the permission from the Sulaymaniyah Directorate General of Education. The questionnaires were self-administered to the students during their break at school.

Secondary data sources were also employed to assist with the study secondary sources refer to the information already in existence and probably been used for some other purpose. Its advantage is that the data is conveniently available. However, the researcher would have to determine which information is most relevant for their purpose. The researcher obtained secondary data from journals, academic articles, the internet and textbooks

2.7 Research instrument

The research instrument refers to the tool used to collect the data for the research (Kumar, 2011). The researcher employed questionnaires to extract information from respondents. The questionnaires were chosen as the data collection tool for the quantitative study because they are convenient, inexpensive and less time consuming. They were self-administered and this also ensured a high response rate and gave the researcher a chance for clarification when it was needed.

The questionnaire was structured in four parts. The first part contained background information meant to inform the respondent of the purpose of the study as well as the demographic characteristics of the respondent. The second part pertained to television viewing where information concerning frequency of watching television and programmes preferred was sought, among other things. The third part of the questionnaire was aimed towards determining the effects of television viewing on innovation and creativity. The last part was concerned with violent behaviour aspects.

The researcher opted for a structured questionnaire with close ended questions to ensure responses were within certain parameters and less divergence from the subject of the study as encouraged by Kumar (2011). In

addition, this would also fit with the analysis method employed by the researcher

2.8 Measurement

It is essential that a research instrument be able to measure variables in order for replication to take place in future studies. One of the ways of measuring attitude intensity is through an attitudinal scale where a range of emotions is determined by a certain scale notch (Kumar, 2011). The questionnaire employed by the researcher was measured through the Likert scale. This type of scale measures ranges of emotions or attitudes on a three, five or seven scale. The scale was a five-point ranging from strongly disagree to strongly agree with neutral representing indifference or lack of concrete opinion, from 1 to 5 respectively. The researcher chose this scale as it is neither too small nor too ambiguous and thus was deemed most appropriate to measure the respondents' opinions. The questions were adopted from various studies of a similar nature.

2.9 Pilot study

It is vital that the researcher produces a research instrument that is ideal for the study, one without ambiguous words to ensure easy understanding by respondents. In line with this, the researcher conducted a pilot study with ten questionnaires. This provided the researcher with the opportunity to detect any problems with the research instrument as well as make any amendments needed before the actual study was conducted. This step is vital as it saves time and ensures that the research instrument is of good quality. In addition, it also eliminates the inconvenience of complications that may arise as a result of problems detected at a later stage of data collection.

2.10 Reliability and validity

Reliability of the questionnaires was determined through the Cronbach Alpha. This is a measurement tool which establishes whether the research instrument can be relied upon to successfully measure the variables for the current and future studies. The validity of the questionnaires measures the ability of the research instrument to capture all the aspects of the study. The

researcher determined the content validity of the questionnaires by having them reviewed academically and conducting a pilot study

2.11 Analysis

The data was analysed in two ways. The study employed a quantitative method approach therefore quantitative data was analysed through quantitative means. The Statistical Package of Social Sciences (SPSS) was employed to analyse data obtained through the survey via questionnaires. Descriptive statistics were undertaken in order to determine frequencies of certain variables. Reliability tests were conducted to determine the usefulness of the research instrument. Correlations were done to determine the relationship between television viewing and education.

2.12 Ethical consideration

It is vital that a researcher observe high standards with regards to ethics. According to Cooper and Schindler (2014), it is important to conduct research in a manner that shows moral concern for others in the society and the scholars strongly advocated for a high level of integrity to be observed in research. The researcher adhered to ethical standards all throughout the study.

Permission was sought from the university ethical committee to conduct the study. The researcher also sought permission from all the institution principals and relevant authorities where data was collected. It was made clear to the respondents that the information collected was solely for academic purposes and no names were recorded to ensure anonymity. In addition, the researcher disclosed that participation was voluntary and if at any point, the respondent felt like discontinuing, they were at liberty to do so. No monetary gains would accrue to the respondent as well.

2.13 Summary

This chapter provided a framework of how the researcher collected and analysed the data. The study was based on a descriptive and explanatory, cross sectional research design. A triangulation approach was used in the collection of data. The study utilized questionnaires to collect primary,

quantitative data for the study. The sample consisted of high school students who were randomly chosen through the simple random sampling technique. The SPSS package was chosen for the analysis of the data. The next chapter will focus on the in-depth analysis of the results of the study.

CHAPTER 3

DATA ANALYSIS

3.1 Introduction

This chapter relates to the analysis of the data obtained from the high schools in Northern Iraq. descriptive statistics were done to determine frequencies of the variables as well as tests to determine if the research instrument could be relied upon to measure the variables in question. In addition, the researcher conducted correlation tests to determine the relationship between the variables and testing the hypotheses. Regression analysis was done to provide support to the correlation as well as determine the extent of relationships between the variables.

3.2 Realization rate

The researcher distributed 120 questionnaires, and these were all returned. All questionnaires were correctly responded to and the following information represents that:

Table 2.

Realization Rate.

Questionnaire distributed	120
Questionnaires discarded	0
Questionnaires not returned	0
Total questionnaires realized	**120**

Since all questionnaires were returned, this shows a 100% response rate

3.3 Reliability and consistency

It is important that the research instrument be able to measure variables reliably for future replication. The researcher determined the reliability of the measurements adopted through the Cronbach Alpha of the SPSS.

The researcher got all the questionnaires back with none discarded nor with errors. She therefore realized a 100% case processing summary as depicted in the table below

Table 3.

Case processing summary

		N	%
Cases	Valid	120	100,0
	Excluded[a]	0	,0
	Total	120	100,0

Listwise deletion based on all variables in the procedure

Table 4.

Reliability imitation intention.

Reliability Statistics	
Cronbach's Alpha	N of Items
.820	7

The table above shows a Cronbach alpha of 0.820 for imitation intention as a result of television exposure. The high figure means that the items are sufficient and they can be relied upon to successfully measure imitation intention.

Table 5.

Reliability creativity

Reliability Statistics	
Cronbach's Alpha	N of Items
.734	9

The table above shows a Cronbach Alpha of .734 for creativity items. This shows that the items used are reliable as a measure for creativity.

Table 6.

Reliability innovation.

Reliability Statistics	
Cronbach's Alpha	N of Items
.743	8

The table shows a reliability of .743 for innovation. This shows that the scale measures were adequate and can be relied upon for current and future use.

Table 7:

Reliability violent/aggressive behavior

Reliability Statistics	
Cronbach's Alpha	N of Items
.742	7

The above table shows a Cronbach Alpha of .742 which shows that the items adopted to measure violent/ aggressive behaviour.

Major finding: The research instrument was found to be reliable with all items over 70% reliability.

3.4 Descriptive statistics

The researcher examined age, gender, type of school, location of television, whom the students watched television with, as part of the descriptive statistics.

3.4.1 Gender

Table 8.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	51	42.5	42.5	42.5
	female	69	57.5	57.5	100.0
	Total	120	100.0	100.0	
Total		120	100.0		

The table above represents the distribution of the males and females who participated in the study. The females were slightly more than the males at 57.5% whilst the males contributed 42.5% of the population.

Finding: females were more than the males by 15%

3.4.2 Age

The graph below shows the distribution of the ages of the respondents. The graph reveals that the highest number of respondents was 16 and 17 year olds who contributed 38% each. Both of them constituted more than 50% of the total population. The least number was only one 22year old respondent who also happened to be the oldest respondent. Only 1 respondent was 14 years old, making them the youngest participant of the study.

Table 9.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14.00	3	2.5	2.5	2.5
	15.00	10	8.3	8.3	10.8
	16.00	38	31.7	31.7	42.5
	17.00	38	31.7	31.7	74.2
	18.00	16	13.3	13.3	87.5
	19.00	10	8.3	8.3	95.8
	20.00	2	1.7	1.7	97.5
	21.00	2	1.7	1.7	99.2
	22.00	1	.8	.8	100.0
	Total	120	100.0	100.0	
Total		120	100.0		

Major finding: 16- and 17-years olds mostly took part in the research study

3.4.3 Type of school

The researcher obtained information from private scholars as well as public scholars. Their distribution is represented below.

Table 10.

Type of School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	public	52	43.3	43.3	43.3
	private	68	56.7	56.7	100.0
	Total	120	100.0	100.0	
Total		120	100.0		

More private scholars took part in the study contributing slightly above half of the population.

3.4.4 Television location

Respondents were asked where the television in their home was located. Options were in their room, in the family room or in both rooms.

Table 11.

where is the tv

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"in my room"	8	6.67	6.7	6.7
	"family/living groom"	76	63.3	63.3	70.0
	"both family and living room"	36	30.0	30.0	100.0
Total		120	100.0		

The table above shows that most of the televisions in the respondents' homes were located in their family rooms. More than 75% of the televisions are in the living room area and less than 10% of the respondents have television sets in their rooms. Slightly above 30% have television sets in their

rooms as well as their family room area. The number of television sets in private rooms and rooms was less than that in the living room only.

Major finding: most television sets are in the family rooms

3.4.5 TV Watching time

Concerning the time, the respondents mostly watched television, morning, afternoon, evening and late at night were the given response options. The respondents indicated the time that they mostly watched television

Table 12.

tv watch time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"morning"	10	8.3	8.3	8.3
	"afternoon"	28	23.3	23.3	31.7
	"evening"	51	42.5	42.5	74.2
	"late at night"	31	25.8	25.8	100.0
Total		120	100.0		

The diagram below shows that most of the respondents were night watchers. In fact night watching contributed more than 50% compared to the 10% that watched television in the morning. Those who watched television in the afternoon were just slightly lower than those who watched it late in the evening. Both categories of night watching contributed 82%.

Major finding: most respondents watch television in the evening and late at night.

3.4.6 With whom television is watched

Respondents were also asked to indicate whom they watched television with the most. The data below shows that most of the respondents watched television alone. However, that number was almost the same as those that watched television with a guardian or a parent. Television with friends was the least popular.

Table 13.

with whom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alone	41	20.5	34.2	34.2
	Friends	15	7.5	12.5	46.7
	siblings/relatives	22	11.0	18.3	65.0
	parent/guardian	42	21.0	35.0	100.0
	Total	120	100.0	100.0	
Total		120	100.0		

Major finding: most respondents watched television alone or with a parent/ guardian.

3.4.7 Television imitation intention

The respondents were asked about their intention to imitate the lifestyle they view on television through a number of questions. The table below reveals that most of the respondents disagree that television reflects reality.

Table 14.

Imitation intention

	N	Mean	Std. Deviation
Television reflects reality	120	2.7500	1.31731
I apply lessons learnt on television in real life	120	3.1000	1.39266
I use the language I observe on television	120	2.7417	1.36274
I strongly desire to live the kind of life that is portrayed in the entertainment programmes.	120	2.7917	1.49450
Regular exposure to entertainment TV and programmes helps to shape my world view	120	2.6417	1.33973
1 like to try to do things I see my favourite TV characters do	120	2.6667	1.36790
Television encourages me to engage in experimentation	120	3.0500	1.37719
Valid N (listwise)	120		

However, respondents revealed that they apply what they learn through television in real life. A larger number of respondents also revealed that television encouraged them to experiment as indicated by the high frequency. However, most respondents indicated that they slightly use the language they hear on television and strongly desire to live the life portrayed on television. Respondents also agreed with the notion that regular exposure to television programmes helped shape their view of the world.

Major finding: students apply what they learn on television in real life and television encourages students to experiment

3.4.8 Television and creativity

The researcher sought to determine if television had an effect on creativeness of the students.

Table 15.

Television and creativity

Descriptive Statistics

	N	Mean	Std. Deviation
Television enables me to gain the benefit of observational learning	120	3.083	1.40823
Television enables me to actively construct my thinking	120	2.7917	1.22917
Television enables me to perceive and express emotions accurately and adaptively	120	2.7667	1.28817
Watching television helps me in communicating with people from different cultures	120	3.0333	1.40188
Television enables me to resolve conflicts and reach equilibrium of thoughts.	120	3.2500	4.96416
Watching television helps me in maintaining a good balance between my school and personal life	120	2.5000	1.31571
Television enables me to learn by questioning and sparks thoughtful questions	120	2.6917	1.38901
Watching television enables me to meditate on ideas	120	2.6750	1.32311
Watching television encourages me to examine ideas through testing	120	2.8750	1.38153
Valid N (listwise)	120		

The results mostly show that the students mostly disagreed that television improved their creativity. The results also show that the least popular opinion was that television helped provide a good balance between work and school. Respondents also showed a lower opinion in terms of creativity helping them think constructively. They also indicated that it did not help them much in terms of sparking thoughtful questions as well as meditation on ideas. However, positive opinion that was popular was that television helped respondents in communication with people from different cultures. In addition respondents agreed that television enabled them to resolve conflicts and reach equilibrium of thought.

Major finding: television helps with communication across cultures and conflict resolution but did not provide a good balance between work and school.

3.4.9 Television and innovation

Table 16.

Television and Innovation

	N	Mean	Std. Deviation
Television enables me to come up with novel, unusual ideas	120	2.8333	1.25914
Television helps me to cleverly transforms information from it into valuable knowledge for school	120	2.7333	1.38256
Television motivates me to take initiatives in creating new ideas	120	3.1417	1.46268
Watching television makes me think of new inventions and coming up with ways to fix things	120	3.0583	1.34911
Watching television helps me in identifying and analysing the themes in school books	120	2.9250	1.25800
Television helps me in taking apart machines and figuring out how they work	120	3.3917	2.26146
Television enables me to develop new knowledge and skills	120	2.9833	1.34091
Television enables me to explore new approaches to things	120	2.8250	1.26798
Valid N (listwise)	120		

Most students indicated that television exposure does not help much in their ability to be innovative, overall. However, looking at the items individually, it can be seen that most respondents agreed that television helped them take apart things to figure how they worked. In addition, it motivated them in creating new ideas as well as think of new ideas and solutions to problems.

Major finding: television helps students in taking out machines and figuring how they work and to come up with new ideas and solutions

3.4.10. Television and violent/aggressive behaviour

Table 17.

Television and violent/aggressive behavior

	N	Mean	Std. Deviation
I sometimes say bad things about other kids to make other students laugh	120	2.3750	1.46134
I encourage other students to fight	120	1.9917	1.45807
Even good guys have to be violent to protect others.	120	2.2500	1.27846
I call other students bad names.	120	1.9083	1.24344
Regular exposure to entertainment TV and programmes helps to shape my world view concerning social behaviour	120	1.9000	1.18393
Fighting is an effective way of solving a problem	120	2.7583	1.39625
Giving mischievous children a quick slap is the best way to quickly end trouble.	120	1.9667	1.13710
It is all right for a partner to slap the other if insulted or ridiculed	120	2.3500	1.36984
Valid N (listwise)	120		

The table above shows that students mostly disagreed that exposure shaped their view of the world. They also mostly disagreed with negative behaviour like encouraging others to fight or saying bad things about others. They also showed strong disagreements on use of physical violence to discipline children.

3.4.11 Frequency of television watching according to programmes

Table 18.

Television watching by programme

	N	Mean	Std. Deviation
Hrs academic prog	120	.6833	.74454
Shows	120	1.0250	.95673
Hrs cartoons	120	.5833	.77333
Hrs sports	120	.8833	1.03049
Hrs news affairs	120	.4750	.60755
Hrs documentaries	120	.8583	1.02322
Hrs drama	120	1.0083	1.09618
Hrs religious prog	120	.5667	.89568
Valid N (listwise)	120		

The table above shows the popularity of television programmes. The reality television shows were the most popular show followed by drama and sports. The least popular television programmes were news and current affairs followed by religious television

Major finding: most students spending time watching reality tv shows and the least amount on news and current affairs.

3.5 Correlations

3.5.1 Correlation television and creativity, innovation and violent/aggressive behaviour

Table 19.

Correlation television and creativity, innovation and violent/aggressive behavior

		Correlations			
		Tv time	Tv creativity	Tv innovation	Tv behaviour
Tv time	Pearson Correlation	1	.076	.062	-.022
	Sig. (2-tailed)		.000	.000	.004
	N	120	120	120	120
Tv creativity	Pearson Correlation	.076	1	.690**	.300**
	Sig. (2-tailed)	.000		.000	.001
	N	120	120	120	120
Tv innovation	Pearson Correlation	.062	.690**	1	.313**
	Sig. (2-tailed)	.000	.000		.000
	N	120	120	120	120
Tv behaviour	Pearson Correlation	-.022	.300**	.313**	1
	Sig. (2-tailed)	.004	.001	.000	
	N	120	120	120	120
**. Correlation is significant at the 0.01 level (2-tailed).					

The correlations highlighted above represent the relationship between time spend watching television and creativity, innovation and violent/aggressive behaviour in students. The table reveals a positive but very weak, insignificant correlation, between time spend watching television and

students' creativity. This is shown in the 7.6% correlation. Increased exposure to television leads to a very small increase in creativity. The results also show that time spent watching television has a very low and insignificant association with the innovation of students as represented by the 6.2% association figure. The table above shows the association between time spent watching television and violent/aggressive behaviour. The results show a negative, insignificant association between the two variables as reflected in the negative 2.2% above..

Major finding: There is a positive and insignificant relationship between time spend watching television and creativity and innovation but the relationship is negative and insignificant for violent/aggressive behaviour.

3.5.2 correlation imitation intention and creativity, innovation and violent/aggressive behaviour

Table 20.

Correlation imitation intention, creativity, innovation, violent/aggressive behavior.

		Imitation intention	Tv creativity	Tv innovation	Tv behaviour
Imitation intention	Pearson Correlation	1	.659**	.616**	.259**
	Sig. (2-tailed)		.000	.000	.000
	N	120	120	120	120
Tv creativity	Pearson Correlation	.659**	1	.690**	.300**
	Sig. (2-tailed)	.000		.000	.001
	N	120	120	120	120
Tv innovation	Pearson Correlation	.616**	.690**	1	.313**
	Sig. (2-tailed)	.000	.000		.000
	N	120	120	120	120
Tv behaviour	Pearson Correlation	.259**	.300**	.313**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	120	120	120	120
**. Correlation is significant at the 0.01 level (2-tailed).					

The table above shows the relationship between imitation intention and creativity, innovation and violent/ aggressive behaviour in students. The table shows that there is a positive significant relationship between the imitation intention and innovation as reflected in the 61.6% correlation figure. The relationship thus shows that the increase in desire to imitate results in increased innovation. The table also shows that there is a positive association between intention to imitate what is portrayed on television and student creativity. The results show that there is a significant and positive relationship between imitation intent and creativity in students as reflected by the 65.9% figure. The correlation table also shows a positive relationship between intention to imitate televised behaviour and violence and aggressive behaviour. It is a small but significant relationship meaning that the effects are very small as reflected in the 25.9%. Increased desire to imitate leads to increased violent and aggressive behaviour

Major finding: There is a positive and significant relationship between imitation intention and innovation, creativity and violent/ aggressive behaviour in students.

3.6 Regression Analysis

Table 21.

Multiple regression analysis results.

Model	Dependant variable	ANOVA Table	R Square	Coefficient significant of p	Standardized coefficients (beta)
		Multiple	**Regression**	**analysis**	**Results**
Model 1	TV creativity	90.396	0.434	0.000	0.659
Model 2	TV innovation	72.261	0.38	0.000	0.616
Model 3	TV behaviour	8.52	0.067	0.004	0.259

The table above shows summary of the regression analysis results depicting the strength of the relationship between the variables. The Rsquare shows the extent to which the model can predict the dependant variable. The table above shows that the model statistically predicts the relationship between media exposure and creativity as reflected in the significance of 0.000 which is less than the 0.0005. it also shows that 43.4% of creativity can be attributed to media exposure.

The table above shows the regression model and the extent to which the dependent variable of media exposure can predict innovation significantly well. The table shows the strength of association between media exposure(television) and innovation. This is represented by the R square which shows a 38%. The results from the table also indicate a significance of

0.000 which reflects a statistical significance as the probability value is less than 0.0005 and 0.05.

The table shows that 6.7% in violent/aggressive behaviour can be attributed to the dependent variable, media exposure. The table also reflects the degree to which the model can statistically and significantly predict violent/aggressive behaviour as a result of media exposure. The model is statistically significant as shown by the 0.004 which is less than 0.05. however, it is not statistically highly significant as it is more than 0.001. The standardized beta coefficients show a strong positive correlation between the independent and dependant variables. The table shows high figures of 69.6%, 61.6% and 25.9% for creativity, innovation and behaviour respectively.

Major finding: creativity, innovation and violent/aggressive behaviour in students is significant to media exposure

3.7 Hypothesis test results

The correlation and analysis results above were used to determine the test results. The regression supported the correlations and found the model to be statistically significant and established that it was fit and able to predict that changes in creativity, innovation and violent/aggressive behaviour was as a result of media exposure.

The correlation between television and creativity was found to be very weak but positive with regards to time spend watching television although it was positive and significant with regards to imitation intention. The association was found to be more than 60% with imitation intent. However weak the relationship was on length of exposure; the effect was still a positive one. That means that hypothesis that media exposure has a negative impact on the creativity was not supported. However, looking at individual items, the researcher can conclude that results were somewhat conflicting.

In terms of innovation the same was also found. The positive association was found where the intention to imitate was present otherwise the length of

exposure resulted in an insignificant 7.6% association. Overall the hypothesis was supported.

The correlation results also revealed that media exposure was negatively associated with violent behaviour in terms of time spend watching television. In terms of imitation intention, they showed a positive and significant 25.9% association. However, the regression results were also positive but insignificant in terms of imitation intention but revealed a very weak association as only 6.7% could be attributed to media exposure. Overall the hypothesis the with regards to television was supported.

The table below shows the summary of the hypothesis results and the decision made as deducted from the analysis.

Table 22.

Hypothesis results

H1	Media exposure (television) has a significant impact on the innovation of students **Not Supported**
H2	Television exposure has a negative impact on the creativity of students **Not Supported**
H3	The more the exposure to televised violence, the more violent behaviour manifests **Not Supported**
H4	Imitation intention has a significant impact on the innovation of students **Supported**
H5	Imitation intention has a significant impact on the creativity of students **Supported**
H6	Imitation intention has a significant impact on the violent/aggressive behaviour of students **Supported**

3.8 Conclusion

The chapter focused on the analysis of the obtained data. The researcher got a 100% response rate. They measured the research instrument for reliability, and it was found to be reliable. Descriptive statistics were performed to determine frequency of responses to items pertaining to the independent and dependent variables. Correlations were performed to stablish association between the independent and dependent variables. Regression was also done to determine strength of association. The model was determined to be statistically significant in prediction of dependant variables. Findings reflected a positive significant relationship between imitation intention and innovation, creativity and violent/aggressive behaviour. However, time spent watching television showed a weak association with innovation and creativity but a negative association with violent and aggressive behaviour.

CHAPTER 4

DISCUSSION, SUMMARY, RECOMMENDATIONS

4.1 Introduction

This chapter focuses on the discussion and implication of theoretical and empirical findings. It also provides the summary of the findings and the study whereupon the conclusions can be drawn, and recommendations given. The study also highlights the limitations of this study.

4.2 Key findings

4.2.1 Theoretical

Television is also regarded as a domestic medium as one can access it within the comfort of their homes. It captures a wider audience and has a wider reach; thus it attracts a large audience and transcends over boundaries. Individuals who are more exposed to television perceive the world through the realities portrayed on the television. By simply exposing a person to the model it does not necessarily mean that they will be able to pick out the relevant traits from that model nor will they be able to accurately decipher and perceive them. Viewers respond to what they see as well as bring along their own perceptions, experiences and expectations.

Time spent and content viewed on television are a worrying concern. Television deals with already existing values and beliefs and works to strengthen them. Consumption of violent content at a young age manifests in short term aggressive behaviour and long-term criminal behaviour in teen and later years in individuals. Excessive television exposure is generally

associated with less than optimal improvement in as far as cognitive elements are concerned. High-school children who watch television for prolonged periods of time may showcase destitute dialect improvement, display carelessness and hyperactivity, and postponed engine advancement.

However, television can also be directed towards good outcomes. Popular movies can be incorporated into science learning and encourage students to be innovative in sciences. Television was instrumental in helping low achieving students being creative. Televised images only provided the foundation upon which individuals would spin these stories and visuals in their own fantasy world. Television allows children and adults alike to acquire attitudes and new behaviours through watching different programs showcased on the medium. The more time is spent on television, the less time one spends thinking. Television provides the viewer with readymade content. This leaves the viewer with not much room to have their own visual images.

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4.2.1 Empirical
The research instrument was found to be reliable with all items over 70% reliability. According to Saunders et al (2015), the reliability of the research instrument should be above 70%. This ensures that it is reliable to be employed in future studies and to produce results reliably. Model is statistically significant. This means that it can be relied upon to successfully predict relationship between independent and dependent variables. The results revealed that most television sets are in the family rooms as well as in both the living room and in their private rooms. In terms of time to watch

television, most respondents watch television in the evening and late at night. Most respondents watched television alone or with a parent/ guardian. Students applied what they learnt on television in real life and television encouraged students to experiment.

Television helped students in taking out machines and figuring how they work and to come up with new ideas and solutions. It also helped with communication across cultures and conflict resolution but did not provide a good balance between work and school. Most students spending time watching reality tv shows and the least amount on news and current affairs. Increased exposure to television resulted in a very small increase in creativity. Increased imitation intent resulted in increased creativity, innovation and violent/aggressive behaviour. However, time spend watching television was negatively associated with violent/aggressive behaviour and insignificantly associated with creativity and innovation.

4.4 Discussion

4.4.1 Media exposure

The study reflected that the majority of students watched television moderately around 2 to 3hours. The study also revealed that reality television shows were the most popular television program. Drama, sports and documentaries also proved to be popular. This seems to be consistent with some latest studies that have indicated that reality television shows are fast becoming popular in today's world. It has become normal for individuals to sit through many episodes of a program that constitute a season, and this has the advantage over traditional television of getting all the content readily available; rather than waiting for it weekly or daily.

The study also revealed that most students watched television in the evenings as well as late evenings. This was revealed in the results which indicated more than half of the students in this category. With regards to location of televisions, it is apparent that most of the students came from backgrounds where television sets were mostly in the family room followed by those with sets both in family rooms and their own rooms. These results

were also substantiated by those pertaining to whom the students watched television with. Most students watched television either alone or with parents or guardians. In fact, more than 60% of the television sets were in the living rooms. This indicates a general trend of implied supervision with regards to watching television.

4.4.2 Effects of media exposure on the creativity of high school students

Overall media exposure was found to be positively associated with creativity in students. However, the results indicated that imitation intention had the most significant effect on the creativity as opposed to length of exposure. Time spent watching television had a weak correlation with students' creativity. Increase in time spent on television resulted in only a very slight increase in creativity. These results are similar to the Singer (2003). The scholar indicated that television increase results in increased creativity only up to a certain point and beyond that creativity starts to decrease.

The findings of this study also indicated varying responses in terms of creativity. In some aspect's television was found to have a positive impact where students strongly agreed that it helped them in their creativity. For example, students mostly agreed that television helped them communicate with people from other cultures. This seems to be in line with other scholars' opinions (Hauk and Immordino, 2014) from the literature where it was determined that individuals assimilate and absorb other cultures through media exposure. It helps students relate with people from different cultural backgrounds and equips them with the skills they need to effectively communicate and integrate with these people.

The study also revealed that students benefitted from observational learning through television. This substantiates Bandura (1971) Social Learning Theory which posits that individuals learn through observation. However, other scholars also revealed that individuals bring their own expectations and experiences to watching television and these have an impact on imitation intention. This also seems to agree with findings of this study which reveal

that students only agreed slightly that they incorporate what they see on television and strongly desire to live the lifestyle they see portrayed there.

Television encourages students to resolve conflicts and find equilibrium of thoughts. This is what most students agreed on in terms of creativity through television. This probably has much to do with learning through observation where students learn how certain issues are dealt with and they apply that in their life. Indeed, most of the students agreed that they apply what they learn from television in their life.

Another finding of this study where students disagreed was that television enabled them to find a good balance between school and personal life. This finding resonates with the Deterioration hypothesis on television and academic life. The theory posits that individuals would be inclined to watch television rather than engage in academic activities (Braina, 2001).

The study revealed that even though television is no longer as popular as it used to, it still has significant effect towards learning in youths. However, with the revelations in the study on preferences of television content, it is imperative that Broadcasters and educators come up with ways to draw students more towards academic programs. They were the least popular amongst the students. Maybe integration of television in the classroom and drafting some principles from reality shows (which were the most popular) could help trigger interest in the students towards academic programs.

4.4.3 Media exposure and violent behaviour in school of high scholars

The study revealed surprisingly conflicting results with regards to the relationship between media exposure and violent/aggressive outcomes. The correlation analysis revealed a negative relationship between time spend watching television and violent outcomes. Infect the strength of association was found to be a mere 6.7%. This seems to imply that there are quite many other factors that could be attributed to violent and aggressive behaviour. This is actually in line with studies by Oliver et al (2006) who argued that television would only result in more violent outcomes in individuals that are naturally aggressive.

Generally, though the results of the study indicated that most students are not inclined to act violently. The study revealed a positive association between imitation intent and violent outcomes. This implies that those with a higher intent of imitating what is portrayed on television are the ones that may be more inclined to act violently towards others.

Infect the respondents revealed a very low desire to act violently or aggressively. This was reflected in the responses where most of the students indicated their disagreement at using physical force to subdue others. However, results also showed that some respondents somewhat agreed that if you were ridiculed or insulted it was acceptable to become physical. Some also revealed that it was acceptable to fight to solve a conflict.

Overall the study agrees with few scholars as most of the scholars found that increased television consumption resulted in increased desire to inflict harm on others or be aggressive. An implication that could be derived from this is that maybe exposure to television results in more education in issues of violence and their outcomes hence these students are not interested in acting violently or aggressively against others.

4.4.4 Media exposure and innovation

The results revealed a positive correlation between media exposure and innovation. This was reflected in the high figure of 61.9% where intention to imitate was present and 37.5% with regards to time spent watching television. The respondents revealed that television enabled them to break down and reassemble tools as well as come up with ways to fix them. in addition, it made them think of new inventions. The research revealed that television enabled students to know how to fix things. These findings are somewhat similar to those of a few scholars that pointed out that television was a source of intellectual wealth (Duncan et al, 2019; Wooten and Staub, 2017).

In addition, the results also revealed that television inspired the students to take initiative in the creation of new ideas. This seems to be in line with Sexton (2006) who posited that television enabled students to build foundations upon which creative thinking would take place. They also

somewhat agreed that television helped them develop new skills. Considering the amount of information and programmes being designed for more edutainment, knowledge diffusion certainly prevails.

4.5 Limitations and recommendation

The study was a quantitative one and only focused on quantitative data. This study focused on the effects of media, specifically television on the innovation, creativity and violent behaviour tendencies in high school students only. There was no mediating variable for the effect of media exposure on the variables mentioned above. Such a relationship could be explored in future studies. In addition, this study only focused on general television viewing. With the rise in popularity of reality series on television, this avenue could be further explored to discover the same relationships

4.6 Conclusion

The chapter focused on an in-depth discussion of the findings that were revealed in the analysis. The researcher also provided some key theoretical and empirical findings as a highlight and summary to the findings of the study. the researcher highlighted some similarities with the literature as well as instances where the findings diverged from the literature and popular theories. This enabled the researcher to come up with a contribution that it is not the duration of watching television that matters, but the intention to emulate that counts, the researcher also revealed the limitations of the study upon which the recommendations were built for future study purposes. Lastly the researcher concludes that despite the advent of social media, television is still powerful enough to be able to influence behaviour. The responsible stakeholders should thus collaborate to provide content that can help increase creativity and innovation whilst continuing to educate youths on violent and aggressive behaviour so that it may be reduced rather than encouraged.

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APPENDIX

Near East University

Institute of Social Sciences

Innovation and Knowledge Management

September, 2019.

The impact of television on education (understanding potential and limitations)

 Dear participant,

Thank you for your motivation to participate in my research. The questionnaire below is designed as part of my Master's in Innovation and Knowledge Management thesis study that focuses on determining the impact of media (television) on innovation, creativity and violent behaviour in high scholars in Northern Iraq. Your contribution will be treated with the utmost confidentiality and used for academic purposes only. Your kind assistance is greatly appreciated.

Please read the questions carefully and give your honest opinion.

Yours faithfully,

Basoz Tofiq

Do you watch television? If yes then proceed with the questionnaire

SECTION A DEMOGRAPHICS

1. Gender

   Male ☐   Female ☐

2. Age ☐

3. Type of school

   Public ☐   private ☐

4. What occupation would you like to have in the future?

5. What is your favourite hobby?

SECTION B MEDIA (TELEVISION) EXPOSURE

Television viewing habits

6. Where is your television?

In my room ☐ family/living room ☐ both my room and family/living room ☐

7. What time do you watch television the most?

Morning ☐   afternoon ☐ evening ☐   late at night ☐

8. With whom do you usually watch television?

alone ☐   with friend(s) ☐   with sibling(s)/relatives ☐

with a parent/guardian ☐

Frequency and television genre

9. How many hours per day do you spend watching television per day...?

	Less than 1 hour	More than 1 to 2hours	2 to 3 hours	More than 3 hours
television in general				
Academic programs				
Reality shows				
cartoons				
sports				
News and current affairs				
documentaries				
drama				
Religious programmes				

Please tick as appropriate

Strongly disagree	Disagree	Neutral	agree	Strongly agree
1	2	3	4	5

	Television and imitation intention	1 SD	2 D	3 N	4 A	5 SA
10.	Television reflects reality					
11.	I apply lessons learnt on television in real life					
12.	I use the language i observe on television					
13.	I strongly desire to live the kind of life that is portrayed in the entertainment programmes.					
14.	Regular exposure to entertainment TV and programmes helps to shape my world view					
15.	1 like to try to do things I see my favourite TV characters do					
16.	Television encourages me to engage in experimentation					

	SECTION B: television and creativity	1 SD	2 D	3 N	4 A	5 SA
17.	Television enables me to gain the benefit of observational learning					
18.	Television enables me to actively construct my thinking					
19.	Television enables me to perceive and express emotions accurately and adaptively					
20.	Watching television helps me in communicating with people from different cultures					
21.	Television enables me to resolve conflicts and reach equilibrium of thoughts.					
22.	Watching television helps me in maintaining a good balance between my school and personal life					
23.	Television enables me to learn by questioning and sparks thoughtful questions					

		1 SD	2 D	3 N	4 A	5 SA
24.	Watching television enables me to meditate on ideas					
25.	Watching television encourages me to examine ideas through testing					

SECTION B: television and innovation		1 SD	2 D	3 N	4 A	5 SA
26.	Television enables me to come up with novel, unusual ideas					
27.	Television helps me to cleverly transforms information from it into valuable knowledge for school					
28.	Television motivates me to take initiatives in creating new ideas					
29.	Watching television makes me think of new inventions and coming up with ways to fix things					
30.	Watching television helps me in identifying and analysing the themes in schoolbooks					
31.	Television helps me in taking apart machines and figuring out how they work					
32.	Television enables me to develop new knowledge and skills					
33.	Television enables me to explore new approaches to things					

SECTION B: television and violent behaviour		1 SD	2 D	3 N	4 A	5 SA
34.	I sometimes say bad things about other kids to make other students laugh					
35.	I encourage other students to fight					
36.	Even good guys have to be violent to protect others.					
37.	I call other students bad names.					
38.	Regular exposure to entertainment TV and programmes helps to shape my world view concerning social behaviour					
39.	Fighting is an effective way of solving a problem					
40.	Giving mischievous children a quick slap is the best way to quickly end trouble.					
41.	It is all right for a partner to slap the other if insulted or ridiculed					

PLAGIARISM REPORT

THE IMPACT OF MEDIA EXPOSURE (TELEVISION) ON INNOVATION, CREATIVITY AND VIOLENT AND AGGRESSIVE BEHAVIOUR IN HIGH SCHOOL STUDENTS: A CASE OF NORTHERN IRAQ.

Name: BASOZ TOFIQ

basoz

ORIJINALLIK RAPORU

%6	%5	%2	%
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

BIRINCIL KAYNAKLAR

1	www.scribd.com İnternet Kaynağı	%1
2	www.children.gov.on.ca İnternet Kaynağı	%1
3	eprints.utar.edu.my İnternet Kaynağı	<%1
4	frsc.gov.ng İnternet Kaynağı	<%1
5	media.neliti.com İnternet Kaynağı	<%1
6	Patti M. Valkenburg. "Influence of TV on daydreaming and creative imagination: A review of research.", Psychological Bulletin, 1994 Yayın	<%1
7	www.assta.org İnternet Kaynağı	<%1
8	public.psych.iastate.edu İnternet Kaynağı	<%1

ETHICAL COMMITTEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

26.11.2019

Dear Basoz Tofiq Ahmed

Your application titled **"The impact of media exposure (television) on innovation, creativity and violent and aggressive behaviour in high school students: A case of Northern Iraq"** with the application number YDÜ/SB/2019/597 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Direnç Kanol

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.