INFLUENCE OF MASS MEDIA AND CHILDHOOD SOCIALIZATION IN PUBLIC PRIMARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA

BY

Immaculata G. UMOH Ph.D.

Idorenyin EMAH

And

Stella IMOH
Department of Early Childhood and Special Education
University of Uyo, Uyo

ABSTRACT

This study investigated role of mass media on childhood socialization in public primary school in Uyo Local government area, akwa-ibom state. In other to undertake this purpose; mass media served as the independent variable while childhood socialization was the dependent variable, three (3) specific objectives, questions and null hypotheses were formulated to guide this study. A survey research design was adopted for the study. The population of this study consisted of 900 teachers and pupils in all public schools in Uyo local government of akwa-ibom state. A sample of 260 teachers and pupils were randomly selected from 10 public primary schools. A 30 items structured questionnaire with four point response options was validated through face validation and content validation by experts in the department of early childhood and special education and one expert in the department of test and measurement, university of Uyo. Pupil's achievement test was also developed to test pupil's literacy skills. Test re-test method was used in testing the reliability of the instrument and used for data collection, and reliability co-officient of 0.78 was established for the instrument using Pearson product moment correlation. The data collected was analysed using Pearson product moment correlation to answer the research questions and was also used to test the hypotheses at 0.05 level of significance. Findings from this study revealed a strong relationship between mass media and childhood socialization. And it was recommended that parents among others should be sensitized on the dangers and the positive effect of mass media on childhood socialization.

Keywords: Influence of Mass Media and Childhood Socialization In Public Primary Schools In Uyo Local Government Area

Introduction

Mass media is a means of communication that operate on a large scale reaching and involving virtually everyone in a society to a great or lesser degree. Media refers to a diverse array of media that reach a large audience via mass communication (MassPavlik and

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

McIntosh, 2024). Media has turned the world into a global village, it is a prominent tool and a best means of one's communication. It is long widely used for everything and for any purpose. It has been playing a significant role in most of all social, political and development sectors due to its power to influence on attitude and behaviour of general public and its outstanding role to design planned and policy on national international level. The uses of media are intense in every aspect of social political and economic development.

Media is derived from medium which means carrier or mode media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time the term broadened by inventions of radio, TV cinemas and internet. In the world of today media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of it inherent ability to reach large number of public, it is widely used to convey massage to build public opinion and awareness television program, internet websites feature length firms, newspapers music tape and CDs tape magazine billboard radio programs essentially a tool/technology which is used by someone to transmit a massage to a large external audience is called mass media (preeti 2014).

Media's changing landscape has a profound effect on socialization. Media technology includes screen media (television and motion pictures), print (magazines and books) audio and multimedia inclusive of computers and phones. It is an agent of socialization that impact beliefs attitudes and behaviours. Media has the ability to influence our political views our tastes in popular culture; our views of people, colour, and community; and many other beliefs behaviour and practices.

Similarly media is also playing a major role in promotion of children development. The media have made children more sociable. Mass media has become a major social influencer. From the first years of childhood, the current generation of children is exposed to worrying volumes of audio-visual massages. The statistics point to an average of two hours, twenty minutes daily dedicated to mass media by the current young people and children (anckle 2011) exposure to mass media is bound to impact on the children in either way (Anderson 2014). Media is one of the main agents of socialization that affect the youth most. Examples of media include the print media, visual and visual media to mention but a few (castro, 2017).print media refers to all forms of physical, printed paper publications such as newspapers, magazines, books journal. Advertising in this medium can either appear directly on a page of the publication or take the form of insertions. Print media refers to papers publications circulated in the form of physical editions of books, magazines, journal and newsletters. With so many different forms of media distribution, traditional print media is struggling to maintain readership. Due to the fact that the publications lose so many readers every year, advertisers are beginning to pull money from print mediums, Such as newspaper and magazines (soyang 2017). Growth of socialization in print media this is a form of books, newspapers magazines that serves many social functions as transferring information from one individual or group to anpther and/or transfers the information of culture.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

Print media refers to traditional forms of mass communication that use printed materials such as books magazines, and newspapers flyers, and posters, to convey information, and other content to wide audience (okoro, 2011). Its encompasses the distribution of information through physical, tangible publication that people can hold and read. It plays a vital role in childhood. The print media can impact a child's social development through exposure to print media, especially books fosters early literacy and reading skills. Children who are encouraged to read from a young age tend to have better language comprehension and communication abilities also reading books stimulates a child's imagination and creativity. They can envision characters, settings, and scenarios, which can aid in the development of storytelling and creative thinking. Print media offers a range of educational materials including textbooks, encyclopaedias, and educational magazines. These resources can help children about various subjects, fostering a love for learning and intellectual development. Books and magazines help to expose children to different cultures historical events and diverse perspectives. This can promote cultural senility and a broader understanding of the world.

Beferani (2015). Conducted a study on the relationship between print media and the children socialization it also examined the role between the child's learning environment and mass media among pupils. It also investigated the difference between male and female manifestation of socializing in their environment. Stratified sampling technique was used to select 360 sample sizes from four secondary schools in four out of six schools in south-western Nigeria. Three research instruments were used for this study namely: reading performance test, mass media and pupil performance instrument and the role of mass media and childhood socialization (RTPALS), three hypotheses were raised and tested using chi-square and t-test analysis. The study revealed that there was a significant relationship role on print media and childhood socialization in primary school.

Visual media is a visual way of communicating meaning. This includes digital media such as social media and traditional media such as television. Visual media can encompass entertainment, advertising, art, performance art, craft, information artefacts and massages between (2023), visual media plays significant role in childhood socialization. Television, movies, video games and the internet are powerful tools that can influence a child's values beliefs, behaviours, and social interactions in various ways such as educational programs and apps which helps children acquire knowledge and develop cognitive skills, they can also expose children to different cultures, ideas, and perspectives, visual media also shapes a child's understanding of social norms, interpersonal relationships, and acceptable behaviour. Characters and storyline in media often serve as role models or examples for children. Children are introduced to diverse cultures and backgrounds, promoting tolerance and empathy by showcasing the experiences of people from various walks of life while advertisements in visual media can influence children's preference, desires and understanding of material possessions. This can impact their consumer behaviour and values.

Adanri (2015) carried out a research titled "foundamentals ethics and effect of TV". The quantitative resesrch made use of the descriptive statistics of the mean and standard deviations to assess the level of academic performance across different schools. In

EURASIAN JOURNAL OF MODERN MEDIA AND COMMUNICATION
October, 2024. Vol. 3. No. 1 ISSN: 2741-7483, Belgium, Europe.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

concluding the study the researcher made an important positive linkage between visual media and childhood socialization. The researcher eventually recommended government agencies; school encourages parents who can use visual media as a powerful tool to help in childhood socialization by shaping the values beliefs and behaviours of young individuals in a positive and constructive way. The relationship that exists between the study and the present study showed that, there is a significant difference between the apploication of visual media in the learning process.

Audio-visual media are the combination of sound, sequence of pictures or both. Audio literacy means 'hearing' and 'visual' means that which is found by seeing. According to marriam Webster dictionary (2021), audiovisual media are training or educational aids directed at both the senses of hearing and the sense of sight, television, film recordings, photographs etc. Are examples of audio-visual-media? Abamide, (2019) added that audio-visual media are channels through which massage; information, ideas and knowledge are conveyed or disseminated. According to gospel, (2018), audio-visual is a combination of various digital media such as text, massages sound and video into an integrated multi-sensory interactive application to convey information. In other words audiovisual media involve an individuals or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see hear.

According to Nathanson (2014), audio-visual media refers to content that combines both auditory (audio) and visual (visual) elements which includes television, movies, videos, video game, presentation, and interactive digital content etc these medium use a combination of sounds, music, dialogue, images videos and animations to convey information, entertain, or tell a story. Audiovisual media is a powerful way to encourage and communicate with audience, as it leverages both sight and sound to create a more immersive and impactful experience. It has a significant impact on childhood socialization. Children often emulate behaviours and attitudes they see on screen. Audio-visual media can convey societal norms, values, and cultural expectations. It introduces children to various lifestyles, traditions and perspectives which can shape their understanding of the world and their place in it. Hearing and seeing language used in audio-visual media can enhance language skills and vocabulary. Educational programs can aid in early language development also audiovisual media provides a source of entertainment and relaxation for children. Watching movies or playing interactive games with friends or family members can facilitate social bonding and shared experience. Interactive and educational apps or games can teach children social skills, problem solving, and cooperation, often in an engaging and enjoyable way. Exposure to diverse characters and settings in audiovisual media can foster cultural awareness and inclusivity, encouraging acceptance of people.

Huiman (2015) conducted a research on the title "influence of electronic media on children's socialization. It also examined the role between the child's learning environment and audio-visual media among pupils. Stratified sampling technique was used to select 270 sample sizes from four secondary schools in six state states in south-western Nigeria. Three research instruments were used for this study namely: reading performance test, mass media and children performance instrument and the role of audio-visual media and childhood socialization (RTPALS), three hypotheses were raised and tested using chi-square

EURASIAN JOURNAL OF MODERN MEDIA AND COMMUNICATION
October, 2024. Vol. 3. No. 1 ISSN: 2741-7483, Belgium, Europe.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

and t-test analysis. The study revealed that there was a significant relationship on audio-visual media and childhood socialization in primary school.

Mass coverage on childhood socialization cannot be over looked. The term socialization is the process of learning interpersonal and interactional skills that conform to the values of one's society. Again socialization is a term used by sociologist, social psychologist, anthropologist, political scientist and educationists to refer to the lifelong process of inheriting and disseminating norms, customs and ideologies, providing an individual with the skills and habits necessary for participating within his or her own society. Socialization is thus the means by which social and cultural continuity is attained. Childhood socialization can be categorized into primary and primary. Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. Primary socialization for a child is very important because it sets the ground work for all future socialization. Secondary school socialization refers to process of learning what the appropriate behaviours are as a member of a smaller group within the large society.

Esteve (2018) argued that media has become an important agent of socialization of children, youth and adult. Media has a significant effect on children's development of communication and social skills among diverse populations worldwide. Riviere (2013) argued that advanced communication skills can be used f0r the explicit purpose of provoking learning which would facilitate socialization and advancement of learners' attitudes. The role of media as an influence of media as an influence of behaviour enables educators to develop educational broadcasts such as radio lessons, television lessons and educational web pages. However, socialization promoted by media is indirect and takes a short time for adjusted behaviour to be manifested.

Esteve (2018) further observed that the media assists in shaping behaviour through making propositions to people. These propositions assist in development of mental models that can be imposed with greater force and persuasion. The propositions are presented in a dramatic or emotional context that helps to inhibit the judgement critical. Mass media belong to a group of opinion shapers with a significant role in shaping children's behaviour such as the family, the church or peers (pusateri and liccardi, 2015). There, the media and its powerful network of influences are major socialization agents and thus have a greater effect on children. This means that the media can compliment, counter, eng=hance or nullify behaviour. Media as a socialization agent fulfils a very important socializing function.

In the first place the media provides information to people. This imfprmation is applied by people to construct the image to base their reality on. This reality created assist individuals to model and exhibit behaviour needed and thus from part of the information with which people construct the image of reality according to which people deploy their behaviours. Secondly, the media provide values, norms, models and symbols. Which people use in personal and social conclusion? Finally, it is through the media that personal identity is developed and built. Through interaction with the media an individual may develop their own definition applied in personal identity as an individual and a social person (vera, 2010).

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

This study is supported by the agenda-setting theory; the theory was propounded by Maxwell McCombs and Donald in the 1970s, this theory suggests that media has the power to shape the public agenda by determining what issues people think about and consider important. The theory is a fundamental concept in the field of media studies that focuses on how mass media influences public opinion by highlighting certain topics and issues over others. The media does not necessarily tell people what to think, but it does tell them what to think about. The theory argues that media coverage of certain topics leads to those topics becoming salient in the minds of the audience. Agenda setting describes the "ability (of the news media) to influence the importance placed on the topics of the public agenda". The study of agenda-setting describes the way media attempts to influence viewers, and establish a hierarchy of news prevalence.

Another theory considered in this study is the social learning theory. This theory was proposed by psychologist albert bandura in the mid-20th century, theory emphasizes how people learn by observing and imitating the behaviours others within a social context. This theory builds upon traditional behaviourism by integrating cognitive processes and social interactions into the learning. At the core of social learning theory is the concept of observational learning, where individuals acquire new behaviours, attitudes and emotional reactions by watching the actions and consequences experienced by others. This learning occurs through a four-step process: attention, retention, retention, reproduction, and motivation. Bandura also introduced the concept of self-efficacy, which is an individual's belief in their ability to successfully perform a particular behaviour replication. Social learning theory is applicable in various contexts, such as education, media influence, and workplace behaviours. Thus, it is based on this literature that this study is conducted to examine the influence of media on childhood socialization in public primary schools in Uyo Local government area.

Statement of the problem

Nigeria can be described as a country that respects culture as well as tradition. Over socialization on the part of children can disregard for disrespect the traditional belief of Nigeria. The influence of the media on the social and psycholosocial development of public primary school pupils is profound. Thus, it is important for experts and physicians to discuss with parents about their children's exposure to media and to provide guidance on age-appropriate use of all media, including television, radio, music, video games and the internet. Today, television particularly movies has become a leading sex educator for primary school pupils in Nigeria. This is a problem that is difficult to control. Therefore the problem of this study is to examine the influence of media on the socialization of pupils in the public primary schools.

Purpose of the study

The purpose of the study is to investigate the influence of media on childhood socialization in public primary schools in Uyo Local government area. Specifically, the objectives of the study are:

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

1) To examine the relationship between print media and childhood socialization in public primary schools in Uyo Local government area.

2) To determine the relationship between visual media and childhood socialization in public primary school in Uyo Local government area.

3) To ascertain the relationship between audio-visual media and childhood socialization in public primary schools in Uyo local government area.

RESEARCH QUESTIONS

1. How does print media relate with childhood socialization in public primary schools in Uyo Local government area?

2. What is the relationship between visual media and childhood socialization in public primary schools in Uyo Local government area?

3. How does audio-visual media relate with childhood socialization in public primary schools in Uyo Local government area?

Research Hypotheses

1. There is no significant relationship between print media and childhood socialization in public primary schools in Uyo Local government area.

2. The is no significant relationship between visual media and childhood socialization in public primary schools in Uyo Local government area

3. There is no significant relationship between audio visual media and childhood socialization in public primary schools in Uyo Local government area.

RESEARCH METHOD

Research Design

This study adopted a survey research design. This design involves the collection of data from the respondents using structured questionnaire to accurately and objectively describe existing phenomena from the population of the area of the study.

Area of study

The study was carried out in Uyo metropolis Akwa-Ibom state capital in the south-south geographical zone Nigeria. Uyo town became a state capital on September 23-1987 following the reaction of Akwa Ibom state from erstwhile cross river State. The metropolis can be accessed via ikot ekpene road, Abak road, ITU road, as well as Aka road Oron road and Nwanniba road. The area was purposively selected because of its potentials and presence of primary schools. Uyo metropolis is said to be the largest economic hub of Akwa ibom state following Eket and oron. Its plays a leading role as centre for all levels of institutions and activities such as, university of uyo, university of uyo teaching hospital, uyo; and uyo city polytechnic, ikpa road Uyo. The inhabitants are predominantly traders and civil servants.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

There are many commercial banks taking care of the financial functions in the city. The amiable and accommodating nature of people has encouraged more non-indigenous to settle in the city, Uyo also occupies an outstanding position in the provision of educational service in Akwa ibom state. Both primary schools are spread all over the area. The researcher chooses this area for the study so as to ascertain the role of mass media and childhood socialization in public primary schools in Uyo Local government area.

Population of the study

The population of the study compromised all primary three pupils and primary three teachers in public primary schools in Uyo Local government area.

Sample and sampling techniques

A sample of one hundred and sixty (260) sample size was drawn for the study using the random sampling techniques in selecting respondents for the study, it was randomly selected from 10 (10) public schools in Uyo Local government area.

Research instrument

The research instruments used for the study was a researchers developed questionnaire called the "The Role of mass media on childhood socialization questionnaire" (RTPALSQ) and "Reading performance test" (RPT) to assess pupils level of socialization. Mass media and pupils performance instrument (MMPI) had 30 items and has 4 point rating scale with the weight of 4-1 representing strongly Agreed (SA) =4 Agreed (A) = 3, Disagreed (D)= 2 and strongly disagreed (SD)= 1

Validation of the instrument

To ensure the validity of the research instrument, the questionnaire was given to the project supervisor from the department of early childhood and special education and one lecturer from Department of Early childhood education all in the faculty of education, for scrutiny. Necessary corrections were made and it was finally approved as having face and content validity before it was administered.

Reliability of the instrument

To determine the reliability of the instrument, a test retest method was adopted. The researcher administered the questionnaire twice to the same group of respondents at different time. Reliability coefficient of 0.78 was established for the instrument using the Pearson product moment correlation coefficient. This shows a suitability of the instrument for use.

Data collection technique

The technique use for data collection was a 30 items questionnaire. The instrument was administered by the researchers on the two hundred and sixty teachers and pupils size for the study. The respondents were given the questionnaire to study and respond objectively and individually. The completed questions were collected from the respondents.

EURASIAN JOURNAL OF MODERN MEDIA AND COMMUNICATION
October, 2024. Vol. 3. No. 1 ISSN: 2741-7483, Belgium, Europe.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

Data analysis technique

Pearson product moment correlation coefficient (PPMC) was used in testing the hypotheses for the study at 0.05. PPMC was also used in analyzing the research question.

RESULTS

Analysis of research questions

Research Question 1:

How does print media relationship with childhood socialization in public primary schools in Uyo Local government area?

Table 1:

Pearson's product Moment correlation showing the relationship between print media and childhood socialization in public primary schools

Variables	$\sum x$ $\sum y$	$\sum x2$ $\sum y2$	$\sum xy$	r
Print media	852	3192		
			2071	0.821
Childhood socialization	799	3389		

Data in table 1 revealed the relationship between print media and the dependent variable (childhood socialization). PPMC analysis on the influence of print media on childhood socialization in public primary schools has revealed a positive correlation coefficient (r) of 0.821. Therefore this implies that print media has significant relationship with childhood socialization among public primary schools pupils.

Research Question 2:

What is the relationship between visual media and childhood socialization in public primary schools in uyo local government area?

Table 2:

Pearson product moment correlation showing the relationship between visual media and childhood socialization in public primary schools

Variables	$\sum x$ $\sum y$	$\sum x2$ $\sum y2$	$\sum xy$	(r)

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

Visual media	963	2192		
			3181	0.781
Childhood socialization	682	4925		

Data in Table 2 revealed the relationship between visual media and the dependent variable (childhood socialization). PPMC analysis on the influence of visual media on childhood socialization in public primary schools has revealed a positive correlation coefficient (r) of 0.781. Therefore, this implies that visual media has significant relationship with childhood socialization among public primary school pupils.

Research question 3:

How does audio visual media relates with childhood socialization in public primary schools in Uyo Local government area?

Table 3:

Pearson product moment correlation showing the relationship between audio visual media and childhood socialization in public primary schools

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r
Audio-visual media	1821	2817		
			53811	0.731
Childhood socialization	1121	16241		

Data in table 3 revealed the relationship between audio visual media and the dependent variable (childhood socialization). PPMC analysis on the influence of audio visual on childhood socialization in public primary schools has revealed a positive correlation coefficient (r) of 0.731. Therefore, this implies that audio-visual media has significant relationship with childhood socialization among public primary schools pupils.

Testing of hypotheses

Hypothesis one:

EURASIAN JOURNAL OF MODERN MEDIA AND COMMUNICATION
October, 2024. Vol. 3. No. 1 ISSN: 2741-7483, Belgium, Europe.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

There is no significant relationship between print media and childhood socialization in public primary schools in uyo local government area.

Table 4:

Pearson product moment correlation coefficient showing the relationship between print media and childhood socialization in public primary schools

Variables	∑x ∑y	∑x2 ∑y2	∑xy	r-cal	r-crit
Print media	852	3192			
			2071	0.821	0.124
Childhood socialization	799	3389			

N= 260, df= 258

In table 4 above the analysis of null hypothesis 1 revealed that the calculated value (r-cal) of 0.821 is greater than the critical value of 0.124 at 258 degree of freedom and at 0.05 level of significant. Thus the null hypothesis 1 was rejected. This implies that there is significant relationship between print media and childhood socialization in public primary schools.

Hypothesis Two:

There is no significant relationship between visual media and childhood socialization in public primary schools in uyo local government area

Table 5:

Pearson's product moment correlation showing the relationship between visual media and childhood socialization in public primary schools

Variables	∑x ∑y	∑x2 ∑y2	∑xy	r-cal	r-crit
Visual media	963	2192			
			3181	0.781	0.124
Childhood socialization	682	4925			

In table 5 above, the analysis of null hypothesis 2 revealed that the calculated value (r-cal) of 0.781 is greater than the critical value of 0.124 at 258 degree of freedom and at 0.05 level

EURASIAN JOURNAL OF MODERN MEDIA AND COMMUNICATION
October, 2024. Vol. 3. No. 1 ISSN: 2741-7483, Belgium, Europe.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

of significant. Thus, the null hypothesis 2 was rejected. This implies that there is significant relationship between visual media and childhood socialization in public primary schools.

Hypothesis three:

There is no significant relationship between audio visual media and childhood socialization in public primary schools in uyo local government area.

Table 6:

Pearson's product moment correlation coefficient showing the relationship between visual media and childhood socialization in public primary schools

Variables	∑x ∑y	∑x2 ∑y2	∑xy	r-cal	r-crit
Audio-visual media	1821	2817			
			53811	0.731	0.124
Childhood socialization	1121	16241			

N = 260, df= 258

In table 6 above, the analysis of null hypothesis 3 revealed that the calculated value (r-cal) of 0.731 is greater than the critical value of 0.124 at 258 degree of freedom and at 0.05 level of significant. Thus the null hypothesis 3 was rejected. This implies that there is significant relationship between audio visual media and childhood socialization in public primary schools.

Discussion of findings

Print media and childhood socialization

The result in table 1 and 5 showed that there is a strong relationship between print media and childhood socialization in public primary schools in uyo local government area. This work agrees with the finding of baferani (2015) who conducted a study on the relationship between print media and children socialization. He also examined the role between the child's learning environment and mass media among pupils. The study revealed that there was a significant relationship of print media and childhood socialization in primary school. Also, Gani (2011) found out that print media influences childhood socialization in public primary schools.

Visual media childhood socialization

The null hypothesis 2 was rejected while the result of table 6 showed that there is significant relationship between visual media and childhood socialization in public primary schools in

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

Uyo Local government area. This finding supports the views of Andanri (2015) who carried out a research titled "fundamentals ethics and effect of TV". The researcher made an important positive linkage between visual media and childhood socialization.

Audio-visual media childhood socialization

The null hypothesis 3 was rejected while the result of table 7 showed that, there is significant relationship between audio visual media and childhood socialization in public primary schools in Uyo Local government area. This study aligns with the finding of Huimin (2015)', who conducted a research on the title" influence of electronic media on children's socialization. It also examined the role between the child's learning environment and audio visual media among pupils. The study revealed that there is a significant relationship of audio visual media and childhood socialization in primary school. This finding also corresponded with the observation of Anderson (2014) who found that audio-visual service providers frequently offers web-streaming video conferencing and live broadcast services.

Conclusion

Based on the findings of this study, the following conclusions are drawn:

There is a strong relationship between print media and childhood socialization in public primary schools in uyo local government area. This implies that printed media such as books, magazines and newspapers, flyers, and posters play significant rules on children socialization

There is a significant relationship between visual media and childhood socialization in public primary schools in uyo local government area. This implies that visual media such as pictures, maps, graphs, and the internet enhance childhood socialization.

There is a significant relationship between audio visual media and childhood socialization in public primary schools in uyo local government area. This implies that audio-visual media such as television, movies, video, games, and the internet play significant important parts on children socialization.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

Recommendation

Based on the findings of this study the following recommendations were made:

1. Print media such as books, magazines, and newspapers, flyers, and posters should be provided in the school system in order to enhance pupil's level of socialization.

2. Visual media such as pictures, maps, and graphs should be provided in the school system in order to enhance pupil's level of socialization in school.

3. Audio-visual media such as television, movies, videogames, and the internet should be provided in the school system in order to enhance pupils' level of socialization in school. Parents should set boundaries on programme watched by their children to avoid unwanted behaviors.

5. Government agencies can use media as a powerful tool to help in childhood socialization by shaping the values, beliefs, and behaviors of young individuals in a positive and constructive way.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

REFERENCES

Abamide J.U. (2019).Mass communication theory, Britain, Alden press.456-461.5

Adanri B. (2015).Fundamental ethics and effect of TV Akure Linda bee publishing.

Anckle, R, A (2011).Issues in Nigeria media history: Logos: maltouse press Limited

Anderson, C, A (2014).Anup date on the effects of playing violent video game. Journal of adolescent 27 (1), 113-122

Baferani, MH (2015). The relationship between print media and the children socialization. Mediterranean journal of social science, 6(6),417-434.

Castro,A.(2017).Challenges of the new educational scenario: children, parents and educators walking together towards the 21st century. Eastern journal of education, 3(2),107-109

Esteve, J.M. (2018). The third educational revolution. Education in the knowledge society. Barcelona: paido.

Gani, K. U. (2018).The Nigerian mass media and childhood socialization. Journal of humanities and social science, 16(5),06-10.

Gospal, H. Y.(2018).Mass media as correlate of children's behavioural problems in kwara state, Nigeria. Journal of media and communication studies 3(5),198-202.

Huimin,M.(2015). Research on the influence of electronic media on children's socialization. Beinjin journal of social science,3(2),12-19.

John, C. N. (2023). Mass media and children's development" in handbook of child psychology fifth edition: Child psychology. Practice. New York: John Wiley &Sonsinc.

Mass Pavlik, H. and McIntosh, U.O (2014). Children and media: image, education, participation; children and media violence. UNESCO, Gothenburg.

Nathanson, A. (2014). Factual and evaluative approaches to modifying children's responses to violent television. International journal of novel research in education and Learning, 2(2),11-18.

Okoro,N.(2011).Mass communication research: Issues and methodologies. Nsukka: AP Express publisher.69.8.thed).New York: Mc GrawHill,394-486.3.

Preeti,O.(2014).Education and Role of media in education system. International journal of scientific engineering and research, 2(3)174-177

Pusateri,M. D .And Liccardi ,I. (2015). The pedagogical role of children's media (unpublished thesis), University of Palermo, Palermo.

Immaculata G. UMOH Ph.D.
Idorenyin EMAH.
&
Stella IMOH

Soyang, T. G. (2017). What the mass media can. National Development. Stanford, CA: Standford University press.

Vera,O.M.(2010).Attitude of His panics and Angelo's surrounding a work force diversity intervention. His panic Journal of Behavioral sciences, 23(4)44-58.