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The impact of entertainment related factors that affect the academic performance of graduating class students: Abaya campus, Arba Minch University, Ethiopia

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Abstract

Our daily life is highly related with the entertainment. People have trust on the entertainment because it has the power to hold attention and plays a vital role in shaping personality, values and beliefs. Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. This study examines *the impact of entertainment related factors that affect the academic* performance of graduating class students in Abaya Campus, Arba Minch University. The study was used stratified random sampling techniques and 121 number of sample were selected from seven departments. Multiple linear regressions model was used to analyses the collected data. The result shows that entertainment related factors have an effect on academic performance of students. Thus, study time students used for study, income of students from their parents per month, type of entertainment like using internet, walking and talking with friends and sex of students have significant effect on the academic performance of students. The result also showed that most of students use internet and watching television to entertain for the purpose of knowing new things and in the study assumptions of multiple linear regression model is checked. Finally, the result of statistical analysis shows that entertainment has a significant effect on academic performance (CGPA) of statistics students.

Keywords: Academic performance, Entertainment, MLR

1. Introduction

The term 'education' has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. It has various meanings with various functions. Analysis of these meanings would help us to understand what education really is ^[11].

Studies done on the impact of school environment and students' academic attainment attest to the fact that there is significant relationship between schools based factors and students' performance ^[6].

Entertainment is a form of activity that holds the attention and interest of an audience or gives pleasure and delight. According to the Oxford English Dictionary, entertain in its earliest usage meant "to hold mutually; to hold intertwined." The word comes from two Latin words inter meaning among and tenere meaning hold. One can construe hold as "focus attention" ^[14].

In Ethiopia especially undergraduate education, both public and private, has shown a huge expansion from slightly above 200,000 students in 2006/2007 to almost 500,000 students in 2011/2012 and 55% of the undergraduate enrolments were regular students. The other 45% consisted of students in evening, summer and distance programs. For regular students only 7% enrolled in private education, while for distance education 55% of the enrolments were in private institutions. Between 25 and 30% percent of students and graduates are female ^[16].

Students' academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend and daily study hour. Many researchers conducted detailed studies about the factors contributing student

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Performance at different study levels but in this study the researcher specifies the only problems which related to entertainment related factors that affect the academic performance of the student. The factor can be known and get solution through statistical analysis and conduction of educational research. The researcher is interested in the study would examine the types of entertainment like playing pool, television, using internet access, playing football, etc. And identify whether which types of entertainment are affects the student’s academic performance and which are not. So, the intention of this study would assess its impact of entertainment related factors on the academic performance of graduating class students as a result it try to solve the problems of entertainment related factors on the academic performance of graduating class students in Abaya Campus. This research is useful for identifying the entertainment related factors that affect the student’s academic performance. So this study would intend to answer the following basic question.

- What are the major entertainment related factors that affects the academic performance graduating class students?
- Is there any relationship between types of entertainment and students cumulative grade point average (CGPA)?
- What are the uses and gratification drawn from entertainment and its effect of learning?

The general objective of this study is to examine the impact of entertainment related factors on the academic performance of graduating class students in Arba Minch University in case of College of Natural Science.

2. Research Methodology

Study Area

Arba Minch is one of the Zonal towns in SNNPR about 456 kilometers south of Addis Ababa, and about 276 kilometers far from Hawassa at an elevation of 1285 meters above sea level. It is the largest town in Gamo Gofa Zone and the second town in SNNPR next to Hawassa.

Target Population

This research aims to evaluating and assessing the impact of entertainment related factors affecting on academic performance of graduating class students. The target populations in this study are all graduating class students in Abaya Campus, Arba Minch University.

Sample Size Determination

Stratified random sampling was used. To determine sample size the study used the sample variance s^2 (0.5) [7]. Sample size required for this study is based on the sample size estimation criterions. This includes:-

- Level of precision required.
- Margin of error (relative or absolute).
- Level of variability of the major variable in the study.

$$n_0 = \frac{Z_{\alpha/2}^2 s^2}{d^2} = n_0 = \frac{1.96^2 \cdot 0.5^2}{0.08^2} = 150$$

$$n = \frac{n_0}{1 + \frac{n_0}{N}} = n = \frac{150}{1 + \frac{150}{650}} = 121$$

$$n_h = \frac{N_h}{N} * n, h=1, 2, \dots, 7$$

$$n = (n_1 + n_2 + n_3 + n_4 + n_5 + n_6 + n_7)$$

Where: n_1, n_2, n_7 is a sample size of each department obtained from the corresponding population.

Table 1: Enrollment statistics of Abaya Campus graduating class students.

Department	No of Graduating class students			n _h
	Male	Female	Total	
Statistics	63	14	77	14
Mathematics	3	29	32	6
Physics	15	15	30	6
Biology	80	87	167	31
Geology	92	6	98	18
Sport	20	35	55	10
Chemistry	154	37	191	36
Total	512	230	742	121

Study Variables

- Dependent variable (Y)
- The CGPA of students Independent Variable (X_i):
- Sex
- Age
- Income of students earned from their parent
- Original residence of students
- Types of entertainment
- Time used for entertainment
- Study time

Method of statistical Data Analysis

The method of analyzing the data would be used in this study is both descriptive and inferential statistics.

Inferential statistics

In order to test the research hypothesis the inferential statistics is appropriate and useful. It includes in this study the chi-square independence test, multiple regression analysis, Analysis of Variance and model adequacy checking.

Multiple Linear Regression Analysis

Multiple linear regression is the linear relationship one dependent variable and two and more than two explanatory variables. For the purposes of this study, multiple linear regression was used to ascertain the extent to which all the dimensions of impact of entertainments on academic performance of students.

Multiple Linear Regression model:

$$Y_{ij} = \beta_0 + \beta_1 X_{i1} + \dots + \beta_k X_{ik} + \epsilon_{ij} \text{ Where}$$

Y_{ij} = dependent variables, the academic performance (CGPA).

B₀=intercept

β₁, β₂ ... β_κ=Unknown parameters in multiple linear regression equation.

X₁, X₂...X_κ= the explanatory variables (independent) in our study the factors that affect the academic performance.

X₁=Time used for entertainment

X₂= Study time

X₃=income of student

X₄=Sex of students

- X₅=Age of students
- X₆=Original Residence of students
- X₇= Types of entertainment
- X₈= Motivation for reading after entertainment

The Overall Test of the Model

The overall goodness of the model was checked by performing the hypothesis in the following ways. This is:-

HO: $\beta_1 = \beta_2 = \dots = \beta_k = 0$ Vs Ha: $\beta_k \neq 0$ (at least one parameter is different from zero)

The test statistics is F-distribution and its computation is based on the following table.

Table 2: ANOVA Table

Source of variation	Sum of Squares	Degree of freedom	MS	F
Regression	SSR	K	MSR	$\frac{MSR}{MSE}$
Residual	SSE	n-k-1	MSE	
Total	SST	n-1		

Where: k is number of parameter in the model.

Then we reject Ho if α value is greater than the corresponding P-value and do not reject otherwise.

Assumptions of the Multiple Linear Regression Model

The major assumptions that would be made in the study of regression analysis are:

- The relationship between dependent(Y) and regresses (xi) is linear
- The error term ϵ has constant variance or homoscedasticity.
- The error term ϵ has zero mean.
- The errors are uncorrelated.
- The errors are normally distributed.
- There is no multicollinearity.

Model Adequacy Checking

This diagnosis checking used to check whether the major or standard assumptions of the multiple regression analysis are meeting. A plot of residuals or the scaled residual values with the corresponding fitted value is useful for detecting several common types of model inadequacies.

Linearity Assumption

Normal p-p plot of regression standardizes residual is show that whether there is or not linear relationship between academic performance and independent variable.

Checking Normality Assumption

The normal probability plot is graphical technique for assessing whether or not a data set is approximately normally distributed. If scatter is around the (the diagonal

line) the error is normally distributed and also. Otherwise it is not. Normal Q-Q plot for residuals follows a straight line if the residuals are normally distributed.

Constant Variance Checking (Homoscedasticity)

The assumption of homoscedasticity (literally, same variance) is central to linear regression models Homoscedasticity describes a situation the error term (that is, the “noise” or random disturbance in the relationship between independent variables and the dependent variables) is the same across all of the independent variables. This is also known as homogeneity of variance. Homoscedasticity is facilitates analysis because most methods are based on the assumption of equal variance. Scatter plot of standardized residual against predictor variable is used to test homogeneity of variance.

Test of Multicollinearity

Multicollinearity is the state of very high inter-correlations or inter-association among the independent variables. It is a type of disturbance in the data, and if present in data the statistical inferences made about the data may not be reliable. The presence multi co-linearity will be detecting by computing tolerance (TL) and VIF (Variance Inflation Factor). Large VIF values (VIF>10) are indicator of multi co-linearity and tolerance closer to zero there is greater degree of co-linearity.

Autocorrelation

When the error term is one time period is positively correlated with the error term in the previous time period, we face the problem of autocorrelation. It also defined as the correlation between members of series of observations ordered in time or space as in cross-sectional data. To test autocorrelation problem is Durbin Watson d test. If the correlation that we obtain equals zero we say that there is no autocorrelation between explanatory variable and dependent variable. If the correlation obtaining from software output different from zero, then we said there is autocorrelation between explanatory variable and dependent variable. The other method is graphical method.

Results and Discussion

Descriptive Analysis

As mentioned above in this paper, an attempt has been made to examine the impact of entertainments related factors that affect the academic performance of graduating class students by administering 121 items to a total of 650 participants. Therefore, on the basis of the given responses by the participants, the main findings of the study are presented in the following manner.

Table 3: Descriptive Statistics for continuous variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Current student CGPA	121	2.37	3.86	3.031	0.394
Age of student	121	20	25	22.42	1.283
Study time per hour	121	2	9	4.570	1.657
Income of students	121	4	10	6.273	1.875
Time used for entertainment	121	1	6	3.300	1.412

Table 3 shows that mean of current students CGPA is 3.031 and standard deviation is 0.394. Mean of age, study time, income and time used for entertainment are 22.42, 4.57,

6.273 and 3.3 respectively, which shows that respondent are agree that these variables effect student performance and

standard deviation for these independent variables are 1.283,

1.657, 1.875 and 1.412 respectively.

Table 4: Percentage distributions for categorical variables

Variables	Category	Frequency	percent
Sex	Male	74	61.2%
	Female	47	38.8%
Original residence of student	Rural	51	57.9%
	Urban	70	42.1%
Types of entertainment that students use	Watching TV	32	28.2%
	Use internet	21	18.2%
	Reading books	25	20.7%
	Playing football	7	5.8%
	Walk and talk with friends	24	17.2%
	Swimming pool	5	4.1%
	Other types	7	5.8%

Regression analysis

The analysis of data shows the following results.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.938	0.880	0.867	0.1437835

The Model Summary table for the above output shows the R-square is 0.88, meaning 88% of the total variations in the

current cumulative grade points of a students can be explained by the explanatory variables. The remaining 12% can be explained by other factors that are not in the model. R that is 0.938 indicates that there is high positive deal of relationship between the current CGPA and explanatory variables. The Adjusted R-square statistic in the Model Summary table means that 84.1% (Adj R-square=0.841) of the variation in the current students CGPA can be attributed to the independent variables.

Table 6: Anova table

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	16.419	12	1.368	66.181	0.000
	Residual	2.233	108	0.021		
	Total	18.651	120			

From the above ANOVA table at the $\alpha = 0.05$ level of significance, there exists enough evidence to conclude that at least one of the predictors is useful for predicting current cumulative grade point of graduating class students. Because p-value = 0.000 is less than alpha value = 0.05; therefore the model is useful.

Table 7: Multiple Linear Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	3.454	0.270		12.781	0.000
	Age of student	-0.003	0.011	-0.010	-0.274	0.784
	Study time per hour	0.103	0.011	0.434	9.326	0.000
	Income of students	-0.099	0.010	-0.284	-5.706	0.000
	Time used for entertainment	-0.099	0.015	-0.355	-6.539	0.000
	Sex Male	0.062	0.030	0.078	2.084	0.040
	Residence Urban	0.032	0.027	-0.039	-1.155	0.251
	dummy swimming pool	0.009	0.013	-0.023	-0.651	0.517
	dummy using internet	-0.158	0.071	-0.187	-2.229	0.028
	dummy watching TV	-0.117	0.075	-0.115	-1.565	0.120
	dummy reading book	0.140	0.073	-0.145	-1.926	0.057
	dummy playing football	-0.106	0.088	-0.063	-1.207	0.230
	dummy walking and talking	-0.158	0.073	-0.160	-2.168	0.032

The equation of the model is:

$$Y = 3.454 + 0.103X_1 - 0.06X_2 - 0.099X_3 + 0.062X_4 - 0.158X_5 - 0.158X_6$$

Where

- X₁: Study time per hour
- X₂: Income of the students earned from their parents
- X₃: Time used for entertainments
- X₄: Dummy sex of Male
- X₅: Dummy using internet
- X₆: Dummy walking and talking with friends

The overall mean B₀ = 3.454, indicates when the explanatory variables assume the value zero. So the average mark of students is 3.454. The B values indicate the direction and number of units (as coded) of change in the dependent variable due to a one unit change in each independent variable. At $\alpha = 0.05$ level of significance, there exists enough evidence to conclude that the slope of study time variable is not zero and, hence, that if the study time increase by one unit, the CGPA of students increase by the 0.103 by keeping the other explanatory variables constant.

Although it is assumed that more study hours results in good grade/division/performance and we can concluded that the study time has a significance effect on the academic performance of students ($p=0.000 < \alpha=0.05$).

If the income of a student earned from their parents increase by one unit, the CGPA of students decrease by the 0.06 by keeping the other explanatory variables constant. Time used for entertainment causes' 9.9% variation in student performance and the direction is negative. Here t-value is also significant. So accept the alternative hypothesis which states that "there is negative relationship between time used for entertainment and student performance" and also it has been a significant effect on academic performance of the students.

It can be observed that types entertainment which is using internet has been statistically significant effect on the academic performance of the students ($p\text{-value}=0.028 < 0.05$) at 5% level of significance. Hence, the estimated average

cumulative grade point of graduating class students was decreased by 0.158 for using internet entertainment as compared as compared to other types of internet. And also in the above table we can be observed that being male has been statistically significant effect on academic performance of students (p-value=0.04<0.05) at 5% level of significance. Hence, the estimated average mark of the students will be increased by 0.062 for male students as compared to female students.

The dummy variable walking and talking with friends has been statistically significant effect on academic performance of students (p-value=0.004<0.05) at 5% level of significance. Hence, the estimated average mark of the students will be decreased by 0.158 as compared to the reference types of entertainment that are used by graduating class students.

Table 8: Pearson Correlation Analysis

Dependent vs Independent	Pearson correlation Value	Asymp. Sig. (2-sided)
Sex * current CGPA	0.210	0.010
Study time * current CGPA	0.799	0.000
Time used for entertainment * current CGPA	-0.834	0.000
Income of student * current CGPA	-0.772	0.000
Using internet * current CGPA	0.199	0.014
Walking and talking with friends * current CGPA	-0.293	0.012

There is a degree of association between sex and current students CGPA i.e. 21 percent and also shows positive value, thus it indicates that there is a weak positive relation between sex and CGPA. There is degree of association between study time; time used for entertainment; income of student; use internet and walking and talking with friends with academic performance (CGPA) are 79.9 percent, 83.4

percent, 77.2 percent, 19.9 percent and 29.3 percent respectively as shown in Table 4.9. But they have either negative or positive association according to the sign in the above Pearson correlation value.

**Model Adequacy Checking
Autocorrelation Function**

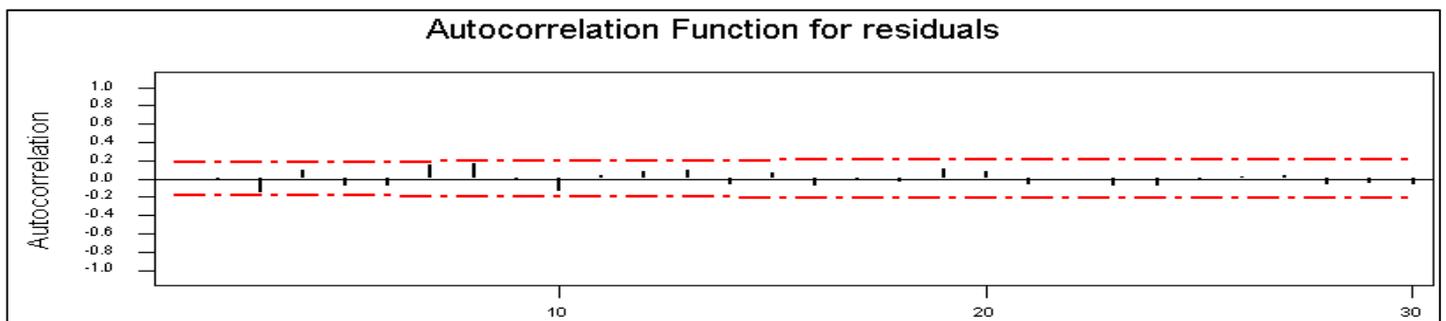


Fig 1: Autocorrelation function

In the above autocorrelation functions figure the residuals are not out of the upper and lower limits. Hence, it indicates that there is no autocorrelation between residuals this means

that the residuals are independent each other. So the assumption of autocorrelation is satisfied.

Normality Assumption

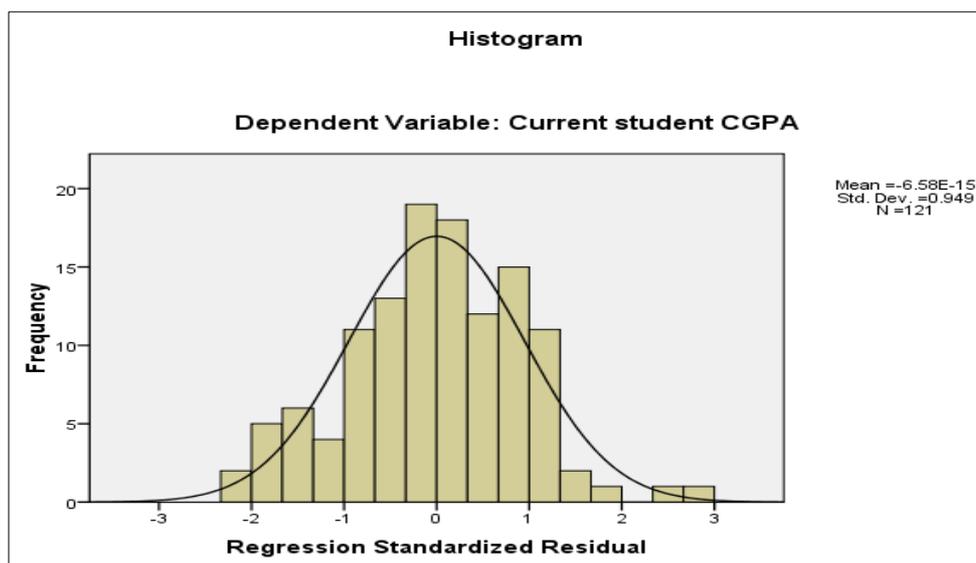


Fig 2: Histogram

We can say that the above histogram of the residuals versus predicted or fitted value is approximately similar to the shape of normal curve because mean is approximately zero, and standard deviation (0.949) which is approximately one. Then, we can conclude that the normality assumption of the regression model that assume the error term is normally distributed with mean zero and constant variance is approximately satisfied. This is to see whether the residual from the difference between observed values from the fitted regression model follows normal distribution therefore the assumption is satisfied.

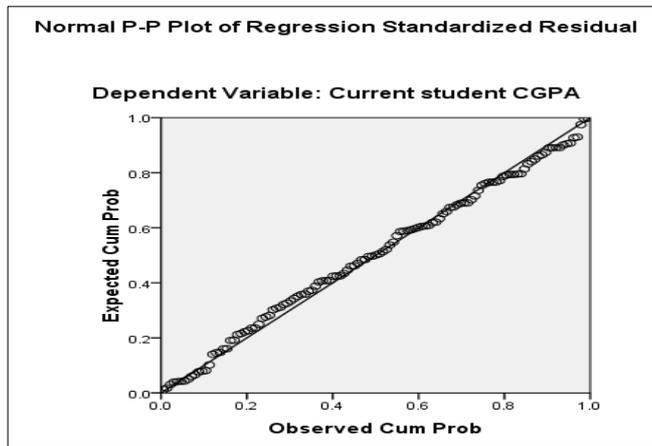


Fig 3: Normal Probability Plot

The above probability plot of observed cumulative probability versus expected cumulative probability makes approximately straight line, which indicates that there is a linear relationship between academic performance of the students and independent variables. So linearity assumption is satisfied.

Constant Variance Assumption

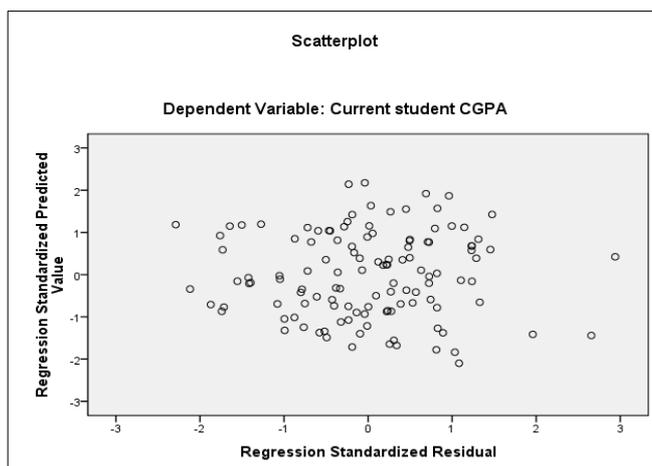


Fig 4: Scatter plot

From the scatter plot show that the standardized residuals against the standardized predicted values to check equality of variances. Response variable CGPA of students and independent variables somewhat have linear relationship and somewhat observation are scattered and not much depends on residuals. Assumption of homoscedasticity somewhat met. Since the scatter plot does not show either in ward or out ward funnel shape and also it is not bow shape

in other word it does not indicate any pattern this implies the data have no heteroscedasticity problem.

Assumption of Multicollinearity

Table 9: Variance Inflation Factor and Tolerance for Explanatory Variables

Variables	Tolerance	VIF
Age	0.849	1.178
Study Time per hour	0.512	1.958
Income of students	0.448	2.230
Time used for entertainment	0.377	2.652
Sex Male	0.782	1.279
Residence Urban	0.954	1.048
Dummy swimming pool	0.889	1.125
Dummy Using internet	0.258	3.344
Dummy watching TV	0.205	4.875
Dummy reading book	0.396	2.090
Dummy playing football	0.405	2.467
Dummy Walking and talking friends	0.203	4.924

According to the above table the tolerance value for all explanatory variables is less than or equal to 20% and the variance inflation factors are all less than 5 indicating that there is no much multicollinearity between independent variables. Since variance inflation factors (VIF) falls between 1 and 10, this implies that there is no multicollinearity.

Discussion

The objective of this study was to quantify the relationship between the different factors that are related to entertainment are considered responsible of affecting the students' performance along with providing base for further research regarding student performance. In previous sections, the results obtained from both descriptive statistics and the multiple linear regressions. This section tries to discuss the finding of this paper by relating with other similar works. Previous studies likewise posit that time management have the greatest influence on the academic performance of students [18]. Concluded that time management where students experience difficulties in trying to allocate sufficient time to all the live demands.

It is believed that the relationship between dependent variable and income of the student is negative because money can buy you all the comforts that you need to concentrate on your studies but the result could not prove this relation because the coefficient value -0.099 and negative significant t-value -6.539 shows there is inverse relation. It means students belonging to more prosperous/affluent by money do not give proper weight to studies although this value is very small but still it reflects the significance of affluence i.e. affluence cannot make a student serious about his studies or if a student wants to study then affluence is not a prerequisite but still it requires more research to explain this phenomenon.

The result of this paper indicates that the cumulative grade point of students was 3.031 with standard deviation 0.394 in the sample data. This result has slightly difference with the result presented by [7]. For [7] also conclude that average study time and types of entertainment had been significantly impact on academic performance. Residence has been a positive impact on the academic performance of GC students. In this study the dummy variable male has a significance effect on academic performance but in previous

Studies for [7] in his thesis which concludes that male is not statistically significant. Furthermore in this study income of the students has significant effect on GC students but in [7] research thesis the variable income of the students has not significant effect on academic performance.

Conclusion and Recommendation

Conclusion

The study employed a questionnaire data set to examine the impact of entertainments on academic performance of graduating class students in Abaya Campus and mainly to examine effect of study time on the CGPA of students and type of entertainments that students use. The study conceptualized time as factor affecting academic performance of students. The study explored the effect of time students used for entertainments and time which are students used for study have on their achievements. Among entertainments there, in Arba Minch University students use TV to entertain, use internet, play pool, walk and talk with friends, read book. Most of students have CGPA between 2.5 to 3.5 and fewer students have CGPA below 2.5. Most of students used entertainments for the purpose of getting new things and less students use for the purpose of refreshment.

It is still believed strongly that the relationship between dependent variable and student attitude towards time allocation for study per day are positive related and also the result could prove this relation because the coefficient value 0.103 and positive significant t-value -9.236 show there is a positive relation. It means more study hours are significant as far as student performance is concerned. It may depend on intelligence level, intellect, memory or method of learning of the student although this value is small.

Our studies have limitation with respect to construction of universally accepted impact of entertainment on academic performance of students based on data gathered from students. Much of the literature on impact of entertainments on academic performance of students highlights the fact that it's a multidimensional concept and is therefore difficult to obtain universally accepted objective measures. Despite the difficulty in developing consistent and representative measure, several studies have tried to measure different dimension of impact of entertainments on academic performance of students. In this analysis constructed a quantitative measure of different dimension of impact of entertainments on academic performance of students using multiple regression analysis.

Generally, from the above regression analysis result study time, time used for entertain and income of the students are the most significant and important variables. And also sex, types of entertainment like using internet and walking & talking with friends have a power to explain the academic performance of the students.

Recommendation

Based on the findings from the analysis the following recommendations are made.

- Better to increase entertainments that don't affect the academic performance of students such as good quality sport area, swimming place so that it will more useful for the students on their success.
- Most of the students used entertainments that, though they know as it may affect their academic achievements, due to their friends used that type of entertainment without having interest about that types

of entertainments. Therefore students should select best friend that meet them.

- It is very essential if the college use modern technology for the service of students specially internet access by closing website that is not needed other than learning purpose.
- It will be helpful, if the university allocate sufficient budget to its entertainments because without budget the entertainments cannot give service in better and qualified manner.
- It would be useful if the universities give advice for students from time to time toward using entertainments.
- It would be better to build or expand existing entertainments with necessary facilities to solve the existing educational problem.

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