

Rethinking Music Production, Programme Broadcast and Child Development in Delta State, Nigeria

Margaret Akpeweoghene Efurhievwe & Philo Igue Okpeki

Abstract

Music production is the act of recording a song. The record(s) produced are used in varied contexts such as entertainment, sport, education among others. Music programme broadcast on TV is a medium that serves as a teacher, entertainer to relief a child from boredom, psychological discomfort and diversion of various ideas. Mogeckwu quoted by Ochonogor (2005:128) states that, “the mass media have for long played roles in bringing about changes in society for good or evil and have been credited for accelerating the rate of development in many parts of the world”. Development as a concept therefore implies the process of growth, an improvement of something, application of new ideas to practical problems. This notwithstanding, music produced for TV programme has got a lot to do with development, it has continued to serve societies of the world in achieving a sustaining development in education and beyond. Although, music programme broadcast when used correctly, has a calming effect that can change children’s attitude to life by accommodating new ideas that would develop and improve their qualities of life. However, because parents are unaware of the relevance of the medium in question, ignorantly, denied their children from TV music programme that would have help to promote the child perception skills. The study therefore, examines the relevance of music programme broadcast produced on TV and its impact on child’s personality and development. The study examines also the role of parents on TV music programme participation. Ethnographic approach was employed involving a survey research design used to draw a purposive sample of one hundred (100) participants (parents) from Abraka environs due to multi-TV stations received. Interview was used to collect the data while content analysis was used for the interpretation of the data. The parents target questionnaire was tagged Parental Control of Child Viewing Television Questionnaire Scale (PCCVTQS). The study found that, music programme produced on TV become a potent tool for teaching morals to children, giving them pleasure, stimulating their imagination for the task of adulthood development. Based on this, the study concludes that, the moral development perceived from TV music programme produced redirect children; motivate their full participation to TV music programme production that propagates educational and social upliftment.

The study recommends therefore that, media planners should rethink the type of music programme they can produce on TV to suit the aspirations and developmental needs of the children and to elicit change in attitudinal behaviour.

Keywords: Music Programme, Production, Television, Development, Rethinking

Introduction

Music production is an act which deals with the recording of a song by a music producer. The production of a musical song is managed and overseen by a record producer or music producer. He or she manages the sound recording and production of musical tracks. Music production can also be defined as a process of creating or making music. Music has a powerful effect on the society including the children, it has the ability to entertain, inform and disseminates moral upliftment. The production aspect of the TV music involves creative process which provides quality music programmes with its attendant impact on the children. Many individuals are involved in the TV music production process for quality programme. For instance, the music expatriates after creating the programmes, the studio producers and engineers records, mix and edits the songs. At the end of the production process, the original tape is given to the TV facilitators or programmers whose job is to air or disseminate the information through the television medium. Sometimes, the TV programmers partner with the studio producers/engineers in creating the programme. They supply the information needed for the programme thus direct the music experts on what to produce. In order words, they both work hand-in-hand to produce a meaningful and exciting programme that benefits the listeners and the viewers.

TV music programme helps children with learning difficulties to focus their attention, increase their concentration span, improve vocalization, initiation of ideas, develop attention, reduce incidence of aggression or maladaptive behaviour, greater self-reliance, better social adjustment and more positive attitude (Nwokenna and Mike, 2012). From the above assertion, there is a growing evidence for the positive influence of music on social-emotional development and behaviour in children viewing TV music programme.

Development according to Forchu (2012) is an “infinite process which entails the quantitative and qualitative transformation of lives of individuals and society through improvement in material, infrastructure as well as social and cultural structures”. She further says, “development processes therefore are not only related to economic and social factors but also to history, values, self understanding, attitudes and the process of interaction”. Okunna (2002) corroborates with the above assertion when she says: “Development is a change process, which requires an attitude and behaviour change among the audience in order to accept and adopt the change. This means that the people should be sensitized and mobilized to create a favourable atmosphere for change to take place (p.300-317)”.

The development process begins with communication of new ideas to prompt them adopting new innovations. For any development effort to succeed, the people must be guided, provided with adequate information that will enable them understand the significance of the project to their lives. Development therefore is enhanced when people have access to information that will enable them to discern and make a choice, to exercise influence of their environment and to work for the development of the existing conditions. According to Okonkwo (1995), for Africa to experience development, “people have to change their attitudes, perceptions and ways of life”. To achieve this, they need information and persuasion. And the only effective medium to achieve this is through quality TV music programme produced. TV music programme can change child’s perception and attitude to life by accommodating new and enhancing ideas that would improve their lives. Music production was effectively used by programme initiators in media houses to redress the imbalance in the status of children, to increase their access to education and to enhance their living standard.

Album(s) from the recording process are used in varied contexts because their contents could be suitable for television programme broadcast, as well as for physical, social environments including entertainment, sports and education of society. Music production for many years constitutes an aspects of media programmes. All the medium of electronic wave such as the radio, television and most recently the social media are music friendly. Music production is a very strong component of broadcasting. The existing correlate between music

production programme broadcast through the air-waves has not been disputed. Music programme according to dictionary.com (2018) means music intended to convey an impression of a definite series of images, scenes or events. One of the contributors in the Wikipedia, Junod (2018) also defines music programme as, “a type of art music that attempts to musically render an extra-musical narrative”. According to him, the narrative itself might be offered to the audience in the form of programme notes, inviting imaginative correlations with the music.

Production of music broadcast involving the television enables audience to have visual contact with the content of the music. The television also gives the music programme a wide coverage and allows audience to monitor the type of music genre that will benefit their viewing. Most television stations use music produced for programme broadcast as background to sustain the attention of their audience, it is being used also to engage children by alienating their boredom. American Academy of Pediatrics (2009) indicates that “music plays an important role in the socialization of children and adolescents”. Music serves as an extra contribution to social life of children outside the school, it molds their character, facilitates their communication which goes beyond worlds. Efurhievwe (2000) also found that, “the music programme on television to which children have access very early exposes them to worlds far beyond the limit of their immediate experience”. Children exposure to TV music programme encourages them and as well optimizes their sense of well-being, it enhances the child ability to read to stimuli. Active involvement of children to TV music programmes increases also, self-esteem and promotes the development of a range of social and transferable skills. Henze (2013) studied the effects of music on children development. He found that, “babies expresses preference for the same kind of music they heard while in the womb. According to him, exposing infants and babies in the womb to music helps build neural bridges used to process thought and information. He discovered that early music exposure and instruction have benefits on the development of perceptual skills, which affects language and literacy abilities, spatial reasoning, which is related to skills used in solving mathematics, and fine motor coordination. The implication of the above study shows that child development in terms of perceptual skills will be achieved when parents allow the use of TV music programme. It is

against this background the paper assessed the extent to which the production of music utilized by television stations as programme influences child development in the study area.

Child development is of great concern to society. Different means have been sought to stimulate the child in his or her perceptual skills. While learning from adults is the most common mode of a child cognitive development, very little attention is paid to the child early exposure to TV music despite the fact that research has supported its use. Whereas TV music is found to be one of the most easiest means for child development; but most parents are not accessing its use. They ignorantly deny their children from viewing TV music programme which could have help promote and fast-track the child perceptual skill. Thus, the objective of the paper is to assess the extent to which music produced for TV programme influences child development. The specific objective of the paper is to amongst others:

Examine habits related to TV music programmes production viewing among children observed by parents if it has any relationship with the child perceptual skill development

Determine if the music programme produced on TV preferred by parents affect the child perceptual skill development

Assess parents restriction of children viewing TV music programme whether it has any adverse influence on perceptual skill development

Find out the extent of parental control of children viewing television influence their perceptual skills development

The paper is guided by the following research questions. These are:

What is the habit related to TV music programme production viewing among children observed by parents that affect the child perceptual skills development?

Will music programme produced on TV preferred by parents affect the child perceptual skill development?

Will parent restriction of child viewing TV music programme have any adverse influence of their perceptual skill development?

Does parental control of child viewing of TV music programme influence perceptual skills development?

Conceptual Framework

The study hinged on the reverse hierarchy theory of visual production perceptual learning by Ahissar & Hochstein (2004). The theory stated that visual production learning is the practice-induced improvement in the ability to perform specific perceptual tasks. The theory was originally experimental in tactile training, aimed at decreasing the minimal distance at which individuals can discriminate whether one or two points on their skin have been touched by the music produced. The outcome of the experiment developed into the concept of perceptual learning, which is learning better perception skills such as differentiating two musical tones production from one another. Kellman (2002) found that, “theory enables us to understand complex cognitive processes which determines the extent to which individual children and adults alike produce perceptual expertise”. According to Karni & Sagi (1993), the underlying perceptual learning are changes in the neural circuitry. They found that the ability for perceptual learning is retained throughout life.

The theory is adopted for this study as its framework because it addresses the main objective of this study. It also aligned with the study by Gold & Watanabe (2009), who found that perceptual learning is experience-dependent enhancement of our ability to make sense of what we see, hear, feel, taste or smell. The study is concerned about children viewing of the TV music programme production as it relates to their perceptual skill development. It assesses how a child’s early music exposure involving viewing contents of programme music production on television influences the child’s development of perceptual skill such as language and literary abilities, spatial reasoning. It examines the role of parents in the development of their child perceptual skill development by either allowing frequent viewing of music programme production on TV or not. Thus, the scope of the study is limited to parental perception towards their child viewing of music programme on television in the study area.

The Role of Music Programme in Child Development

Music production is the creation of music overseen by a record or music producer from pre-music making to the final production of a track. Music production involves an experts in the field such as the producer, engineer, director, etc who creatively guides and directs the production processes of making a record. In-between the producer and the

equipment in the television studio, is the programmer who knows how to operate all the music technology equipment. He applied his skills towards making a selective songs. Although, a producer can also be a programmer in his own right because, he guides and directs a programmer to come up with his/her ground work that will support quality music. The producer have the final say on the right sounds to use, he puts together the collection of production ideas into a recording that will turn a song for TV music programme. Production of music involves the use of musical instrument digital interface (MIDI) which superficially sounds like the conventional instruments.

TV music programme is found relevant in child development. The study by Bright Horizon.com (2010) indicates that music programme on television creates an environment for child development. It found that parents instinctively use music to calm and soothe children, to express their love and joy, and to engage and interact. Thus, parents can build on these natural instincts by learning how music programme can impact child development. The benefit of music programme on child development was reported in the study by Gersema (2016). The study was carried out at the University of Southern California's Brain and Creativity Institute. She found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. Her study also discovered that music ignites all areas of child development and skills for school readiness: intellectual, social, emotional, motor, language, and overall literacy. According to her, music viewing on TV helps the child's body and the mind work together.

A similar study was carried out by Zhaa & Kuhl (2016). The title of their study was "musical intervention enhances infants neutral processing of temporal structures in the music and speech". The study examines the effects of a randomized laboratory-controlled music intervention on music and speech processing in 9 month old infants. The intervention exposed infants to music in triple meter (the waltz) in a social environment. Controls engaged in similar social play without music. After 12 sessions, infants temporal information processing was assessed in music and speech using brain measures. Compared with controls, intervention infants exhibited enhanced neutral responses to temporal violations in both music and speech, in both auditory and

prefrontal cortices. The intervention improves infant's detection and prediction of auditory patterns, skills important to music and speech. The implication of the finding is that exposure to musical production contents has cognitive benefit in the child's development. Therefore, the exposure to music programme production on TV is a possible medium for child's cognitive development.

Impact of Television Music Programme Production on Children Development

Music is a strong influence in children's lives; it has been part of their everyday routine during bedtime and at their free time. Sociability is one of the most significant uses of music in children's lives. Supporting this idea, Nwokema & Anike (2012) said that music is powerful at the level of the social group because it facilitates communication which goes beyond worlds, induces shared emotional reactions and supports the development of group identity. He further said, active involvement of children watching TV music programme may increase self esteem and promotes the development of a range of social and transferable skills. From the above explanations, TV music programmes serves as an extra contribution to social life of the children outside the school, moulders of good character and a forum of learning additional skills. Some of the traditional social forms of musical activities engaged in by children are; making of rhymes and singing of nursery. The new trend of social engagement with TV music programme by children are; singing songs produced on CDs, tapes, dancing and singing around the living room in front of TV music channel, singing along to the children music programmes shown on TV, handsets, Internet, ipad, etc. According to Nzewi (2003), "music encourages good social relations, celebrates the general well-being and maintains the moral norms of community". To Ekwueme (1983), "some sacred or secular song practices have today been carried further into contemporary activities where people perform the social function of providing entertainment and aesthetics. Based on the above assertion, technology has made it easy to access a very large number of recorded music on the television. Favourite music production can be seen and listen to at home, in schools, work-place, cars, phones and computers. According to www.raisingchildren.net.ov (2016), technology can be part of a healthy childhood as long as this privilege is

not abused. Children can help learning the alphabets on the television, play educational apps and games and can as well research on the Internet. Alexandra (2005) opines that research is beginning to show the power in music produced on television to change the way we think, feel and behaves. Hearing or listening to preferred or liked music helps to tolerate severe pains, it lift our mood and boast specific kinds of intelligence. In his study on child of our time in 2001, shows that, “exposure to a particular piece of music before birth had long-lasting effects as the babies seemed to prefer listening to that music up to 15 months after birth”. An extensive of children musical behaviours by Helmut Moog in the 1970s quoted by Alexandra shows that, “children aged 12 tended to move a lot in response to music, their movement becomes less frequent from the age of 3 and up as they begin to play more with music and use music in social interactions like dancing”. He further said that, the kind of music listened to by children are from media, such as TV, radio and social media i.e. from children’s websites. Popular music in this modern society is frequently heard by children, other musical genre such as folk music and classical music are very rare among the children. Thus, would not typically be chosen by them because this tends to be not the children’s own choice of music production.

The television is a system for converting visual images with sound into electrical signals, transmitting them and displaying them on a screen. Caron (2009) showed that, “the television is an inescapable part of modern culture”. According to him, we depend on TV for entertainment, news, education, culture, western sports and even music since the advent of music videos. This means that the TV music is a useful tool for children engagement. The finding in the study by Caron found that the television music offers the following benefits to kids. These are: TV music has the ability to create powerful touch stories, thus it enables young people to share cultural experiences with others; It acts as a catalyst to get kids reading; It teaches the child important values and life lessons; It develops the child’s socialization and learning skills through its educational programming including music; News, current events and historical programming can help people more aware of other cultures and people. Mares and Kretz (2015) studied media effects on children’s social and moral development, they discovered that the effect broadly relates to the child’s cognitive, emotional, social and health-

related outcomes. They found that media (TV) based experiences contributes to the child's knowledge structures, including their person schemata and their behavioural scripts. It implies that the TV music has significant role in the child's development. The study by Adeniyi (2015) on television viewing patterns of students in Lagos State, using a government-owned senior secondary school located at an Afromedia area of Okokomaiko, Lagos, and a private-owned secondary school located in Ijanikin area both in Lagos obtained the following findings: The findings revealed that quite a large number of students inadvertently followed in a specific pattern (music inclusive) in viewing television. The study debunked the general belief that television music viewing wastes students' time and results in poor academic performance. Rather, the study found that patterned television music viewing can be rewarding and can enhance chances of students' performing excellently. This result shows that viewing television music has a positive effect on learners.

TV music is a powerful tool to affect people's behaviour but when used carefully it produces positive result but can reduce stress, pain, anxiety, immune functioning and memory. According to Pumpic.com (2016), "music is an inseparable part of our life with all the variety of forms, it influences people of any age and social groups in all time". Although, music is not usually a danger for children whose life is balance and healthy. But if they persistently preoccupied with music that has a destructive subject or lyrics, there is the tendency that the child's behaviour will change. Either he/she will be isolated, depressed or indulged in alcohol or other form of drug abuse and so on. Exposure to television music violence programme or a single violent music programme might cause aggressive behaviour on children. Children that are uncontrollable or unpunished by parents are more likely a victim of such act. In other words, children with emotional, behavioural, learning or impulse control problem may be more easily influenced after viewing TV music violence. Though, the impart may either be evident in the child behaviour immediately or may surface years later.

Further investigation on the impact of TV music programme on children's cognitive and social development is contained in the study by Ngwoke and Ibiam (2011). The study investigated the impact of television music view habit (TV Ha) may have on development of basic cognitive skills among children. Television music viewing habit according

to the study refers to the average daily viewing hour of a primary school age child. The focus of the study was to analyze the development of basic verbal reasoning skills among primary school children. The study employed ex-post facto design, using Nsukka urban, Enugu State, involving primary 5 pupils as the target population. The study sampled 429 pupils who were administered a 20-item multiple choice Test of Acquisition of Basic Verbal Reasoning Skills (TABVRS). The results of data analysis shows that there were significant mean differences in the test scores in favour of the moderated television music viewing group. Children who showed moderate TVNa exhibited superior performance on the TABVRS, while intense TVHa impacted negatively on children's development of basic verbal reasoning skills. The educational implication is that unfettered access or low access to television music viewing may hamper the development of verbal reasoning skills which serve as a precursor to other aspects of genial development.

Shallomi (2015) on her study on the impact of media use on children and youth found the influence of the media on the psychological development of children as profound. Based on her finding, she saw the importance for physicians to discuss with parents, their child's exposure to media and to provide guidance on age appropriate use of all media including television, radio, music, video games and the Internet. The study points to the fact that television music has the potential to generate both positive and negative effect. An individual child's developmental level is a critical factor in determining whether the medium will have positive or negative effects. According to the study, not all television music programmes are bad, but that data showing the negative effects of exposure to violence, inappropriate sexuality and offensive language are convincing. In other words, children's moral development would require that they be not exposed to music programme on television that will not assist their development. Thus, parents are responsible for ensuring safety of their child's viewing time programme music on television.

Parental Control of Music Programme Viewing Time

Children who view television music programme don't see or experience the same things grown-ups do. Parents who know more about children and television music, it can help them to make the best choices about TV music viewing time. However, parents should see it as an opportunity to

keep ear on their children viewing time. They should as well set limits to ensure they don't spend too much time in front of the screen. According to pumpic.com (2016), "children less than eight spend not more than one hour a day of educational music programming together with parents or caregivers who can help them understand what they are seeing". Parents should see TV music programme as important by placing consistent limits on children screen viewing time. Parents sometimes don't understand their children musical preferences they even argue with their children over certain kind of musical genre or artiste having listen to them; unknown to them that, questionable and offensive music lyrics and messages with music videos containing violence are quite alarming. Parents should be aware of TV violence by monitoring the music programme the child prefers. If the music contain explicit lyrics argue with the child and explain to them that listening to inappropriate music creates a negative impression in society. Parents should also encourage their children to listen to good musical programme that will improve their concentration and verbal reasoning. Parents should develop musical taste for their children from their early childhood.

Connecticutclearinghouse.org (2019) outlined six ways parents can protect children from excessive TV violence:

- Pay attention to the programme their children are watching and watch some with them
- Set limits on the amount of time they spent with the television, consider removing the TV set from the children's bedroom
- Point out that although the actor has not actually being hurt or killed, such violence in real life results in pain or death
- Refuse to let the children see shows known to be violent and change the channel or turn off the Tv set when offensive material comes on, with an explanation of what is wrong with the programme
- Disapprove of the violent episodes in front of the children, stressing the belief that such behaviour is not the best way to resolve a problem
- To offset peer pressure among friends and classmates, contact other parents and agree to enforce similar rules about the length of the time and type of programme the children may watch.

The above aforementioned would help parents to moderate the amount of time their children view TV music programme because the time spent by the children reduces time spent on more beneficial activities such as reading, homework, bed-time, relaxation time, playing time with friends and time to develop their hobbies. The measure could also help parents in preventing harmful effects of TV music programme on their children such as trickster, sexual stereotyping, robbery, abuse, etc. Parents should give enough attention to checkmate what their children download, listen to, and TV viewing patterns by assisting them to identify violent TV music that are harmful. They should create an enabling environment for an open discussion with criticism that will be of help to them as they develop.

Children viewing time of TV music programme is a major challenge to parents. It is the obligations of parents to control, restrict and direct their child on the preferred music programme that will positively influence their habits. Uwaje (2013) studied the impact of television music programme view on the family. He compared the variable of the TV influence and family influence on the child. He discovered that the family though is the most important influence in a child's life, but he found too that the television is not far behind. According to him, television music can inform, entertain and teach us. However, some music programme of what TV teaches may not be the things you want your child to learn. This is because TV music programmes and commercials often show violence, alcohol or drug use, sexual content that may not be suitable for children or teens. It is against this backdrop parents must censor the child viewing times. Okafor (2016) assessed the importance of parental control apps in the digital age. He found that kids do not realize the dangers in the use of apps and often put themselves in a bad situation. According to him, as these devices are inevitable, parents need to keep a check on their kids. Parental control means you keep an eye on the time, type of music programme being broadcast for viewing. It takes the form of monitoring, controlling, location, tracking to mention but a few. Iyiola and Dirisu (2014) agree that parents has a role to play in their children's TV music watching behaviour. Ewherido (2018) shows that, parents use parental guide to determine the TV music programmes that were available, and that they could control when their children watched television and they could

decide not to acquire decoders which gave access to many television music channels. The implication is that parents are held liable if their child is negatively influenced by TV music programme broadcast in the home and family.

The study was carried out to examine new trend in music production, music programme broadcast on TV and child development. It employs the ethnographic approach of the descriptive survey design involving administration of 100 questionnaires on purposively sampled size of 100 parents drawn from Abraka environs with signals from multi-TV stations received by majority of families and household in the area. The parent target questionnaire was tagged, Parental control of Child Viewing Television Music Questionnaire Scale (PCCVTQS). Participants sampled include: Campus area =25; Ekrejeta area =25; Old Eku Road =25 and Odice Station area =25 with a sum total of 100 samples. The selection was based on the density and the demographic nature of the Abraka metropolis. The simple average percentage was used for the analysis of generated data involving the content interpretation of findings.

Data Presentation

Research Question 1

What is the habit related to TV music programme production viewing observed by parents that affects their children perceptual skills development? The question is aimed at examining habits of the child relating to TV music programme production viewing observed by parents that relates to their perceptual skills development.

Table 1: Analysis of child habit relating to viewing of TV Music programme observed by parents

Types of Habit	YES Responses		NO Responses	
	Score	%	Score	%
Imitation	46	92.0%	4	8.0%
Self esteem	43	86.0%	7	14.0%
Behaving well	41	82.0%	9	18.0%
Good Attitude	30	60.0%	20	40.0%

Table 1 shows that 92% of the respondents indicated that children imitate what they see on television. 82% agreed that they learn self-esteem from television music programme. 86% affirmed that television music programme shape their children perceptual skills and 60% indicate that good attitude is related to the habit manifested as a result of their contact with high profile music personality who risen to stardom. Based on this result, it is convincing to answer the question that there are habits related to TV music programme viewing observable by parents which influence their children personality.

Research Question 2

Will programme produced prefer by parents affects the child perceptual skills development? It is the objective of this question to determine if the programme produced preferred by parents would affect the child perceptual skills development. Generated data on the variable was subjected to the percentage calculation with the following results, as presented in Table 2.

Table 2: Analysis of programme produced preferred by parents

Type of programme	Raw score	Percentage of response
Music	31	62.0%
Education/playtime	3	6.0%
Christian	2	4.0%
Cartoon/comedies	4	8.0%
Romance	4	8.0%
Movies	4	8.0%
Crime	2	4.0%
Total	50	100%

Result from Table 2 revealed that the most preferred television programme by parents' further children in music, scoring the highest rating from the parents at 62.0%. Thus, the question is answered that programme preferred by parents influence their children perceptual skills development.

Research Question 3

Will parents restrictions of child viewing TV music have any adverse influence of their perceptual skills development? The objective was to assess the restriction effect on their children perceptual skills development. Table 3 presents the results as follows:

Table 3: Analysis of Parental Restriction of Child Viewing Time

Rating scale	Raw score	Percentage of response
Yes	43	86.0%
No	7	14.0%
Total	50	100%

The result in Table 3 shows raw scores from the rating scale of Yes (43) = 86.0%; and rating scale for No (7) = 14.0%. This result indicates that there is higher Yes response at 86.0% meaning that parents restrict their children to the type of programme they are expected to watch that will help their perceptual skills development.

Research Question 4

Does parental control of child viewing TV music programme influence their perceptual skills development? The objective of this question was to find out the extent of parental control of the child viewing time of music programme broadcast in TV and the extent to which it influences their perceptual skill development. Data collected on this variable were analyzed using the simple percentage calculation. The result is presented in the following:

Table 4: Analysis of parental control of child viewing time

Rating scale	Raw score	Percentage of response
Seldom	12	24.0%
Often	16	32.0%
Very often	22	44.0%
Total	50	100%

The rating scale producing the following calculated percentage of control, where seldom (12) =24.0%; Often (16) =32.0%; and very often (22) =44.0%. The calculated for very often is higher with the $p < =44.0\%$. This means that parents allow their children a very often viewing time. Thus, it answers the question that parental control of child viewing TV music programme positively influence their perceptual skills development.

Discussion

It was discovered by this study that programme preferred by parents develops the perceptual skills of their children. The finding is consistent with the study by Ngwoke and Ibiam (2011). They found that unfettered access to TV viewing time may hamper the development of verbal reasoning skills which serves as a precursor to other aspects of general development. Shallomi (2015) found that parent preference of channel that broadcast music programme is aimed at protecting the child. This is because children's moral development would required that they should not be exposed to music programme on TV that will not assists their development. Thus, parents are to ensure the moral safety of their children.

The text of significance on child habit relating to viewing of TV music programme observed by parents shows that there are habits related to TV music programme viewing observable by parents which influences their children personality. Henze (2013) found that a child's personality could be developed by early music programme exposure. He found that such exposure has resulted in the development of the child's language and literary abilities, spatial reasoning. He found that babies express preference for the same kind of music they heard while in the womb which helps to shape their personality. Efurhievwe (2000) agreed with the finding in her study. She found that the music programme on television to which children have access very early exposes them to world far beyond the limits of their immediate experience which in later times contribute to an enhanced personality at adulthood. Thus, exposing infants and babies to music helps build neutral bridges used to process thought and information that develops habits acceptable to parents and society.

The study found that parents restrict their children to type of programmes viewing that will help their perceptual skills development. This finding aligned with the study by Nwaje (2013). He compared the impact of the TV and the family on the child perceptual skills development. His finding shows that the family has the most important influence but that unrestricted programme viewing type is not far behind. According to him, some of what TV programme music viewing type teaches may not be the things parents want their child to learn. Some TV music programmes used for commercials often show violence, alcohol or drug use, sexual content that may not be suitable for children, hence the need for restriction. Okafor (2016) agreed with the finding of the study. According to him, most children do not realize the dangers in the type of music TV programme they are viewing which often put them in a bad situation. Thus, parents must restrict their children because they will be liable if their children are negatively influenced in their perceptual skills by the type of TV music programme broadcasts at home.

The analysis on the variable of parental control of child viewing TV music programme produced the following finding that parents allow their children very often viewing time, with the implication for the child perceptual skills development. This finding is affirmed in the study by Caron (2009). He found that the TV is a useful tool for children engagement. According to him, children benefit from viewing programme, especially music programme with educational contents. He found that if the child's viewing is very often, it could develop the child's socialization and cognitive learning skills. Mares and Kretz (2015) support the finding and agree to the need of the child's very often viewing time of TV programme music related. They found that the effect broadly relates to the child's cognitive, emotional, social, and health-related experience contributes to the child's knowledge structures, including their person schemata and their behavioural scripts. This implies that music TV has significant role in the child's perceptual skills development.

Conclusion

The paper was carried out to explore the extent to which music produced for television programme viewing by children could impact their perceptual skills development. The paper assessed the existing correlate

between broadcast of programme music and the child's development. Music production which deals with the creation of music is used in varied contexts including the training of the child's perceptual skills development. Most children find it difficult regulating their viewing time, detect the type of TV music programme suitable to their moral and cognitive development, and habits to be cultivated through the medium of the music TV. Therefore, parents' involvement in their child's viewing of music programme on TV was stressed. Although, the study found that music TV programme has significant role in the child's perceptual skills development, however, parents are to control their children viewing time, through monitoring, restriction to preferred channels in order to shape their habit. Consequently, the paper concludes that music produced for TV music programme significantly and positively impact child's development. This is because viewing music TV programme early enhances a child's perceptual skills development.

Recommendation

The paper draws the following recommendation. These are:

Music producer should produce music album(s) with contents that could train the child's perceptual skills development. Music viewing benefits the child most if they can extract content that develops their perceptual skills.

Television stations should give attention to music programme by scheduling viewing time to favour children. Programmes before bed time enable children to have sufficient and convenient time in viewing programme under their parents' supervision.

Parents should ensure they monitor the viewing time of their children by certifying the channel that will promote their child perceptual skills development. It is observed in this study that most children lack the ability to detect harmful programme to their moral, social and cognitive development. Hence, it is the duty of parents to undertake the responsibility to regulate, monitor, restrict and make preference of programme for their children viewing.

References

Adeniyi, K. A. (2015). Television viewing patterns: Implications for learners in Lagos State secondary schools. *Journal of Scientific*

- Research and Studies*, 2(5), 119-125. www.modernrespub.org
October 12, 2018.
- Ahissar, M. & Hochstein, S. (2004). The reverse hierarchy theory of visual perceptual learning. *Trends in Cognitive Science*, 8(10), 457-464. www.sciencedirect.com October 12, 2018.
- Alexandra, L. (2005). What is the significance of music for young children? www.open.edu. January 26, 2019
- American Academy of Pediatrics (2009). Policy statement- impact of music, music lyrics and music videos on children and youth. www.pediatrics.org October 11, 2018.
- Bright Horizon (2010). Children music: Benefit of music in child development. www.brighthorizons.com October 12, 2018
- Caron, A. (2009). The good things about television. A publication of Canada's centre for Digital and Media Literacy. www.mediasmarts.ca October 12, 2018.
- Connecticutclearinghouse.org (2019). Children and television violence. The influence of music and music videos. Available at www.ctclearinghouse.org
- Dictionary.com (2018). Program music. Available at www.dictionary.com October 11, 2018.
- Efurhievwe, A. M. (2000). The effect of television music programme on child development: A case study of Abraka community. Project, Delta State University, Abraka.
- Ekwueme, L. E. N. (1993). Nigeria music since independence: Economic and social development in Nigeria, 2, 325-331.
- Ewherido, F. (2018). Parenting and social media. www.vanguardngr.com October 12, 2018.
- Forchu, I. (2012). Nigeria traditional music: An implementation for human development. *Nsukka Journal of Musical Arts Research*, 1, 208-219.
- Gersema, E. (2016). Children's brains develop faster with music training. www.news.usc.edu October 12, 2018

- Gold, J. I. & Watanabe, T. (2009). Perceptual learning. www.ncbi.nlm.nih.gov October 12, 2018.
- Henze, A. (2013). The effects of music on childhood development. www.penfieldbuildingblocks.org October 11, 2018
- Iyiola, O. & Dirisu, J. (2014). Children advertisements and their effects on family purchasing behaviour: A study of cannanland, Out, Nigeria. *Global Journal of Commerce and Management Perspective*, 3(2), 9-17.
- Junod, P. (2008). The new paragon: Paradoxes and contradictions of pictorial musicalism. In: M. L. Morton and P. L. Schmunk (ed) *The arts entwined: Music and painting in the nineteenth century*, p. 28-29. www.wikipedia.org October 11, 2018.
- Kani, A. & Sagi, D. (1993). The time course of learning a visual skill. *Nature*, 365(6443), 250-252.
- Killman, P. J. (2002). Perceptual learning. In Pashler, H., Gallistel, R., Stevens'handbook of experimental psychology 3: Learning motivation and emotion (3rd ed), New York: Wiley
- Mares, M. & Kretz, V. (2015). Media effects on children's social and moral development. www.scitechconnect.elsevier.com October 12, 2018.
- Ngwoke, A. N. & Ibiam, J. (2011). Impact of television viewing habit on development of basic verbal reasoning skills by primary school children. *Institute of Education Journal, University of Nigeria*, 23(1), 98-109.
- Nwaje, T. (2013). Television and the family. www.pediatricpartnersng.com October 12, 2018.
- Nwokenna, E. E. & Anike, S. (2012). The integrity of music education in a child's development. *Nsukka Journal of Musical Arts Research*, 1(2), 252-263.
- Nzewi, M. (1980). Folk music in Nigeria: A communion. *African Music*, 6(1), 6-21.
- Nzewi, M. (2003). Acquiring knowledge of the musical arts in traditional society. In: A. Herbst, M. Nzewi and K. Agawu (eds). *Music arts*

- in Africa theory, practice and education, 132-37. Pretoria: Unisa Press.
- Ochongor, C. I. (2005). The mass media as agents of development and social change in Africa. *Abraka: Humanities Review*, 1(1), 123-137.
- Okafor, P. (2016). Importance of parental control apps in the digital age. www.naijatechguide.com October 12, 2018.
- Okonkwo, C. (1995). Media, government and politics in sustainable African development: Media and sustainable development (ed.) C. Okogbo. Nairobi: Media Congress, 424-253
- Okunna, S. (2002). "A quick look of development communication". Teaching mass communication: A multidimensional approach , Enugu: New Generational Books, 300-3012.
- Pumpic.com (2016). "How does music affect teenagers? Available at www.pumpic.com/security/how-does-music-affect-teenagers.
- Raisingchildren.net.au (2006-2019). Raising children network. Available at www.raisingchildren.net.au
- Shallomi, B. (2015). Impact of media use on children and youth. *The Nigerian Observer*, March 1, 2015. www.nigerianobservernews.com October 12, 2018.
- Zhaa, T. C. & Kuhl, P. K. (2016). Musical intervention enhances infants' neural processing of temporal structure in music and speech. *Psychological and Cognitive Sciences*, 10(19), 5212- 5217.