

**THE EFFECTS OF TELEVISION VIEWING  
ON CHILDREN'S LANGUAGE DEVELOPMENT;  
THE CASE FOR WANGIGE DIVISION, KABETE DISTRICT**

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**A RESEARCH PROJECT SUBMITTED IN THE DEPARTMENT OF  
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FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF MASTER  
OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION OF THE  
UNIVERSITY OF NAIROBI.**

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**Declaration**

This research project is my original work. It has not been presented for a degree in any university or college.



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Lucy Nyaruai Baru

This research project has been presented for examination with our approval as University supervisor.



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## **DEDICATION**

**This research project is dedicated to my late parents, Mr. Paul Baru and Mrs. Margaret Wanjiru Baru, for their selflessness in my upbringing and great inspiration to my education.**

## **ACKNOWLEDGEMENT**

**I would like to thank the almighty for enabling me to complete this study. My deepest appreciation goes to Dr. John Mwangi who patiently guided me in all stages of this project. Special thanks go to my sisters and brothers, my mother-in law ,Nelly Gathoni Thotho and my husband for the support and the co-operation they accorded me during my studies. Finally, I appreciate my children Joyjoan, Nelly and Grace for their encouragement.**

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## **ACRONYMS AND ABBREVIATIONS**

<b>TV–</b>	<b>Television</b>
<b>ECE –</b>	<b>Early Childhood Education</b>
<b>AAP–</b>	<b>American Academy Pediatrics</b>
<b>DICECE–</b>	<b>District Centres for Early Childhood Education</b>
<b>KCSE–</b>	<b>Kenya Certificate of Secondary Education</b>
<b>DEO–</b>	<b>District Education Officer</b>
<b>U.S.A –</b>	<b>United States of America</b>
<b>BICS–</b>	<b>Basic Interpersonal Communication Skills</b>
<b>CALP–</b>	<b>Cognitive Academic Language Proficiency</b>
<b>LOI –</b>	<b>Language of Instruction</b>
<b>LAD–</b>	<b>Language Acquisition Device</b>
<b>IQ –</b>	<b>Intelligent Quotient</b>

## **ABSTRACT**

The purpose of this study was to explore the effects of TV viewing on language development of preschool children in Wangige division Kabete District. The objectives of the study were:

To determine whether language development was affected by television viewing among pre-school children in Wangige division Kabete District, to examine whether day to day language use by children was affected by television viewing among pre-school children in Wangige division, Kabete District and also to determine how to develop a policy that would control TV programming for children in Wangige division Kabete District.

The current literature from similar studies indicates that TV has both constructive and destructive impact on children. Macbeth (2001) in Disney, Australia found that TV encourages children to be active viewers. It promotes positive message like honesty, trust and fairness. American academy of pediatrics (2001) say children are likely to learn what parents don't want them to learn like violence and mean behavior. Samples for the study were drawn from 20 pre-school children, 10 boys and 10 girls, aged between 4 and 6 years. There were 3 teachers, all females. Parents involved were 20, 9 males and 11 females. Research instruments used in the study were; questionnaires for parents and teachers, interview guides and observation schedules for children. Data collected was analyzed using tables, frequencies and percentages. It emerged that television viewing had great impact on preschool children. It was established that: language development among pre-school children was influenced by television watching, the day to day language used by children was affected by television viewing among pre-school children in Wangige Division, Kabete District and a policy could be developed that would control TV programming for children in Wangige division Kabete District?

The study recommended that: Children should be controlled and directed on the programmers they should watch since some of the programmers may have negative influence on their language development, that the parents should use TV as a learning AID for children and not so much as entertainment, that teachers in the schools should also encourage children to watch specific programmes that may be beneficial to their language development and that both parents and teachers should control TV watching so that it does not interfere with children homework.

## **CHAPTER ONE**

### **1.0 Introduction**

#### **1.1 BACKGROUND OF THE STUDY**

TV viewing occupies a large population of children's time. Almost one in five watch more than 35 hours of TV each week (Macbeth T 1996). Starting in pre-school, children spend more time watching TV than participating in any other activity except sleeping (Anderson, Field, Collins, Lorchand Nathan, (1985); Houston, Wright, Rice, Kerkman, St.Peters, (1987). Children also have extensive experience with TV before they are exposed to many socializing agents, such as schools, peers and religious institutions (Van Den Broek, P.W 1997). Given the central role of the medium in most children's lives. It is important to understand its positive and negative effects on language development outcome.

Wright and Houston,(1995) of U.S.A. found out that those children who watch cartoons and other more entertaining TV programs were less likely to spend times with books and other print media. Those children who are heavy TV viewers showed the greatest decline in languages development. (Reinking, 1990).

Another study on the effects of TV watching on language development found that TV on the background interferes with retention of skills and information during homework time. (Armstrong, 1991).

TV, however, maybe an especially ideal medium in which to foster some of the skills and knowledge needed for later reading acquisition. For example, this medium involves minimal print, and the decision to view can be controlled entirely by the pre-schooler. TV, however, maybe an especially ideal medium in which to foster some of the skills and knowledge needed for later reading acquisition. For example, this medium involves minimal print, and the decision to view can be controlled entirely by the pre-schooler.(Armstrong, 1991).

TV is also partially a visual medium, and thus may tend to present information more concretely than do written and spoken text. This content difference across media seems to account for the fact that preschoolers frequently are better at recalling televised stories than audio taped ones (Trabasso, Anderson, Smith, Field & Fischer, 1986).

Early TV viewing on the African continent started with the advent of colonialism in the 19<sup>th</sup> century. However, the TV was only a reserve of the rich and the educated 1986. It was only used for entertainment and there were few programmes meant for children (Medrich, E 1979).

In Kenya, TV as an instrument for education was used by Kenya institute of education to air programmes for primary schools. This was in early 1980's although many households did not own a TV by then. In Western Province Mwamwenda and Mwamwenda(1987) carried out a study on the effects of learning facilities on the performance of children in Kenya.

It was established that the availability of TV like any other facility had a direct link with the language development of children. The availability of good programmes on TV influenced children's learning. Children spend more time playing than any other activity except sleeping. TV's impact on reading and other academic skills depend not only on the amount of TV watched, but also on what is being watched as well as the age of the child (Reinking, 1990). Studies have shown that children who watch carefully constructed educational programmes that are aimed at their age level (such as Sesame Street) do better at pre-reading skills (at age 50). (Macbeth, 1996).According to America.Academy of pediatrics (1987) TV can inform, entertain and teach. However, some of what TV teaches may not be the things children should learn (Macbeth, 1996).

## **1.2 STATEMENT OF THE PROBLEM**

Many parents, education providers and other education stakeholders worldwide have expressed concern about the amount of television and type of programming to which children are being exposed to. According to Morgan, (1993), that despite several decades of research in the United States of America there was little consensus on whether children television watching has beneficial or harmful or have negligible effect on educational achievement. According to Hancox (2004), this uncertainty is due to lack of long term follow up data particularly for pre-school children.

In developed countries like Britain and United States of America children watch and average of five to eight hours of television while in developing countries they watch an average of three to five hours of television everyday. According to Hancox (2004), too much television watching can have adverse effects, such as aggressive

behavior, poor school academic performance, early sexual activity and drug or alcohol use among other effects. According to (Austin, 1992), by the end of pre-school, the average child in the United State and other developed countries will have seen 8,000 murders and 10,000 other violent acts on television. According to Hancox (2004,) the world being a global village, children like to watch cartoons and action programs that usually average more than 20 acts of violence per hour, compared with 5 acts per hour during prime-time hours in developed countries (Hancox, 2004). Given that recorded programs are aired in our local television channels in Kenya, consequently this study intends to investigate the effects of television viewing by children in language development.

Early this year, during a prize giving ceremony of pre-school children in Wangige Zone, Kabete District, a serving DICECE Officer highlighted that unlimited watching of television programs by pre-school children affected their academic performance at the end of term. Parents and guests present concurred with the officer similarly the officer alleged that television watching by pre- school children had negative effects on their English, Kiswahili and mother tongue languages.

Poor academic performance was an impediment of development of English, Kiswahili and mother tongue as a result of television watching by pre-school children in Wangige division, Kabete district and in Kenya needed to be investigated. This study intended to examine the effects of television on language development of pre-school children in Wangige division, Kabete district. This study also sought to investigate the effects of television on pre-school language development and performance in Wangige division Kabete District, central province.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study was to explore the effects of TV viewing on development of pre school children in Wangige division Kabete District. It was also to examine whether day to day language use by children was affected by television viewing among pre school children in Wangige division, Kabete District. The study determined how to develop a policy that would control TV programming for children.

## **1.4 RESEARCH OBJECTIVES**

### **Objectives of the study.**

This study attempted to achieve the following objectives:

- i. To determine whether language development was affected by television viewing among pre-school children in Wangige division Kabete District.
- ii. To examine whether day to day language use by children was affected by  
television viewing among pre-school children in Wangige division, Kabete District
- iv. To determine how to develop a policy that would control TV programming for children in Wangige division Kabete District.

## **1.5 RESEARCH QUESTIONS**

This study attempted to answer the following questions:

- i. Was language development among pre-school children influenced by television watching?
- ii. Was day to day language use by children affected by television viewing among pre-school children in Wangige Division, Kabete District?
- iii. How could a policy be developed that would control TV programming for children in Wangige division Kabete District?

## **1.6 SIGNIFICANCE OF THE STUDY.**

The research findings aimed at helping pre-school management and parents of pre-school children in Wangige division Kabete District make better decisions on proper use of television to enable them achieve the set goals of parents, teachers and institutions. The research was also to give insights, into what entails television by pre-school children. The study presented a strong basis for further academic

research who sought to find out how television affected various stakeholders such as pre-school pupils, teachers and parents

### **1.7 LIMITATIONS OF THE STUDY**

This study sought to investigate factors that may be applied globally, however the findings of this study might only be applicable to only two zones: Kabete and Wangige or zones with similar characteristics as those of the study.

It might also be impossible to cover the views of all parents and other stakeholders due to the nature of their occupation and time allocated to the study.

### **1.8 DELIMITATIONS OF THE STUDY**

The study focused on the impact of television viewing on the language development of the pre-schoolers in Wangige Division Kabete District.

The study was carried out in pre-schools attached to public schools in Wangige division Kabete District, which is in central province of Kenya. The respondents included head teachers, pre-school teachers' parents and children of pre-schools.

### **1.9 ASSUMPTION OF THE STUDY.**

In this study it assumed that the targeted pre-school children in Wangige division Kabete District regularly and frequently watched television.

The more the number of programmes on different channels, the higher the impact on language development. The kind of language used in TV programme affected the language development. TV viewing affected children's communication from day to day.



### **1.10 DEFINITION OF OPERATIONAL TERMS.**

**Early childhood education-** The study of education given to the young children of 0-6 years of age.

**Pre- school-** a learning institution for the young children before they join primary school.

**Television-** A box like device with a screen which receives electrical signs and changes them into moving images and sounds.

**Impact-** A powerful effect that especially something new has on a situation or person.

**Language-**Language refers to the ability to express oneself in words, utterances of speech. Language according to this study, this is English taught to children in school.

### **1.11 ORGANIZATION OF THE STUDY**

The study was organized in three chapters. Chapter one presented the background to the study, the statement of the problem, the study questions, significance of the study, limitations and delimitations of the study and the basic assumptions made of the study.

Chapter two presented the literature review of related literature as well as theoretical and conceptual frameworks for the study.

Chapter three presented the study methodology detailing the research design, study sample and sampling procedures, data collection instruments and data analysis methods.

Chapter four focused on the demographic information of the respondents, data presentations and interpretation of findings. Tables were used to present data while frequencies (f) and percentages (%) were used to discuss the findings.

Chapter five summarized the findings of the study and presents conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **INTRODUCTION**

#### **2.0 LITERATURE REVIEW**

In this chapter, the study reviewed literature pertaining to the issues to be considered in the study. The literature review highlighted studies related to TV watching and language development and studies on TV and reading. The chapter also presents conceptual framework and a theoretical frame based on the variables in the study.

#### **2.1 LANGUAGE PROFICIENCY**

Language acquisition affects learning and is a vital and complex skill needed for academic success. According to (Mercer & Mercer) 1988 language is defined as a socially shared code used to represent concepts through the use of random symbols and rules governing the combination of symbols. Rosberry- Mckibbin,(2007) defines language as a measure whereby we communicate with others. Language can be broken into two major domains : basic interpersonal communications skills (BICS) or social language and cognitive academic language proficiency (CALP) or academic language basic Interpersonal Communication skills (BICS) according to Cummins, (2006) Is often referred to as “playground language” because it’s the language skills used in informal settings for example on the playground and parties. BICS is cognitively less demanding and is developed within a short period of time (6 months to 2 years) among second language learners. This is so because it places relatively few cognitive demands on the individual ( Cummins, 1984).

Cognitive Academic language proficiency ( CALP) on the other hand refers to formal academic learning which includes listening, speaking, reading and writing about subject area material Cummins, 2006; Rosberry- Mckibbin 2007). According to Rosberry Mckibbin, (2007) demonstrating proficiency in academic language acquisition takes longer to achieve than Bics. Proficiency in CALP usually takes between five to seven years. Academic language acquisition is more than just the understanding of content vocabulary; it includes skills involving comparing, classifying , synthesizing, evaluating and inferring information. (Cummins, 1984). In order for classroom teachers to provide effective instruction for all students educators need to understand how the two categories of language differ.

According to Cummins, 1980; Krashen, 1976,1981,1982; &Krashen etal,1978, students may become quite proficient in grammar; vocabulary and sentence, structure of the Kiswahili; English and mother tongue language but may lack the necessary cognitive academic language proficiency to learn the subject matter that is presented to them in English Kiswahili or Kikuyu classrooms. Cognitive academic language proficiency (CALP) concept requires both high levels of language and cognitive processes in order to develop the language proficiency needed for success in Kiswahili, English and mother tongue (Kikuyu) or other academic matter.

Lack of sufficient language proficiency in language is necessary for academic success especially where English, Kiswahili or Kikuyu is the language of instruction. Oller, (1983) states that language proficiency is not a single unitary ability but that it consists of several distinct but related constructs in addition to a general construct of language proficiency. Language proficiency can also be defined as the ability to use language for basic communication tasks and academic purposes. Many countries in the continent of Africa operate on language decisions made at independent as they emerged from colonial rule (Muthwii, 2004). Each new Nation was to decide on a local national language to enhance its new found identity but at the new found identity but at the same time was determined to participate in the colonizer's world. The child's home some Nations adopted a bilingual policy whereby in school the child's home language (first language) was used as the language of instruction (LOI) in the first years of education and an official language (usually a foreign language) was used for the higher levels of education.

Others took on foreign language as LOI throughout the school system and also in government. Colonized countries such as Tanzania and other uncolonized countries like Ethiopia used Kiswahili and Amharic as their official languages respectively. Kenya chose English as the official language (Collins, W.A 1983).

Indigenous languages were used as the language of instruction in Lower primary (Up to class three). The indigenous language used in school is the dominant language in the catchments area. English is the LOI from class four upwards to the end of university education. Kiswahili continues to be used beside English and is taught as a compulsory subject in primary and secondary schools. Even though indigenous languages are given some role in the school system, textbooks for content subjects like mathematics, science, social studies and so forth are in English and

examinations on these subjects are in English as well (Muthwii, 2004). Punishment of children speaking the first language at school also lowers its status.

Code switching is common in the teaching process, according to studies carried out in rural schools with poor resources in Kenya and Uganda ( Muthwii, 2004). During code switching, the teacher struggles to translate what is written in English books into a language the children understand. According to Muthwii; (2004) this could either be Kiswahili or the first language. Though the children are picking up this habit from their teachers, who use it quite often in the teaching process, the learners are forbidden to do the same, especially in the examinations(Muthwii,2001 practices found in poorly resourced schools were quite different from those well resourced schools in the later schools, code switching is limited between English and Kiswahili and according to Muthwii,(2004) a number of them of them deftly the stated language policy and implement their dream for English as LOI throughout curriculum; without the first language featuring at all. The end result is that such schools show fairly good in national examinations results.

## **2.2 THEORIES OF LANGUAGE ACQUISITION IN CHILDREN**

There are four major theories of language acquisition.

The behaviorist theory, proposed by Skinner 1957 suggests that language is learned through operant conditioning (reinforcement and imitation). This perspective sides with the nurture side of the nature-nurture debate. This perspective has not been widely accepted in either psychology or linguistics for sometime, but many accounts; is experiencing resurgence.

The Nativist Theory, proposed by Noam Chomsky, argues that language is a unique human accomplishment. Chomsky (1976) says that all children have LAD , an innate language acquisition device that allows children to produce consistent sentences once vocabulary is learned.

His claim is based upon the view that what children hear- their linguistic input is insufficient to explain how they come to learn language; while this view has dominated linguistic theory for fifty years, it has recently fallen into disrepute.

The Empiricist theory suggests, contrary to Chomsky, that there is enough information in the linguistic input that child receives, and therefore there is no need to assume that innate language acquisition device. This approach is characterized by

the construction of computational models that learn aspects of language and / or that stimulate the type of linguistic output produced by children. The most influential models and chunking theories (skinner, 1957)

The interactionist perspective consists of two components. This perspective is a combination of both the nativist and behaviorist theories. The first part, the information processing theories tests through the connectionist model, using statistics. From these theories, we see that the brain is excellent at detecting patterns. The second part, of the interactionists's perspective, is the social- interactionist theories. These theories suggest that there is a native desire to understand others as well as being understood by others (Skinners,1957)

### **2.3 ELEMENTS OF LANGUAGE DEVELOPMENT**

Phonological development involves the rules about the structure and sequence of speech sounds. From shortly after birth to around one year, the baby starts to make speech sounds. At around two months, the baby will engage in cooing turns into babbling which is the repetitive consonant- vowel combination.

Babies understand more than they are able to say. From 1-2 years, babies can recognize the correct pronunciation of familiar words. Babies will also use phonological strategies to simplify word pronunciation. Some strategies include repeating the first consonant – vowel in a multi-syllable word (TV-did) or deleting syllables in a multi-syllable word (banana-----nana)

By 3-5 years, phonological awareness continues to improve as well as pronunciation.

By 6-10 years, children can master syllable stress patterns which helps distinguish slight differences between similar words. Semantic development consists of vocabulary and how concepts are expressed through words. From birth to one year, comprehension ( the language we understand) develops before production ( the language we use).

There is about a five month lag in between the two. Babies have an innate preference to listen to their mother's voice babies can recognize familiar words and use preverbal gestures ( Brown,1978).

Form 1-2 years, vocabulary grows to several hundred words. There is a vocabulary spurt between 18-24 months, which includes fast mapping. Fast mapping is the

babies' ability to learn a lot of new things quickly. The majority of the babies' new vocabulary consists of object words (nouns) and action words (verb).

By 3-5 years children usually have difficulty using words correctly, children experience many problems such as under extensions, taking a general word and applying it specifically (for example, blackie) and over extensions, taking a specific word and applying it too generally ( for example, car for van).

However, children coin words to fill in forwards not yet learned ( for example, someone is a cook rather than a chief because a child will not know what a chef is). Children can also understand metaphors. From 6-10 years, children can understand meanings of words based on their definitions. They are able to appreciate the multiple meanings of words and use words precisely through metaphors and puns.

### **Fast mapping continue (brown 1978)**

Brown, (1978) further argues that grammatical development involves two parts. The first, syntax are the rules in which words are arranged into sentences, the second morphology, is the use of grammatical markers (indicating tense, active or passive voice). From 1-2 years children start using telegraphic speech, which is two word combinations, for example, wet diaper' Brown (1978) observed that at around 3years, children engage inn simple sentences, which are three word sentences. Simple sentences follow adult rules and get refined gradually.

Grammatical morphemes get added as these simple sentences start to emerge. By 3-5 years, children continue to add grammatical morphemes gradually produce complex grammatical structures. By 6-10 years, children refine the complex structure such as passive voice.

Pragmatics development involves rules for appropriate and effective communication.

From birth to one year babies can engage in joint attention (sharing the attention of something with someone else). Brown (1978) also suggests the babies engage in turn taking activities. By 1- 2 years, they can engage in conversational turn taking and topic maintenance. At age 3-5 years, children can master illocutionary intent, knowing what you meant to say even though you might not have said it and turnabout, which is turning the conversation over to one another.

## **2.4 TV AND SKILLS IN LANGUAGE DEVELOPMENT**

The basic elements of spoken language the sounds designated as consonants, vowels and blends are collectively known as phonemes. Phonemes are the smallest units of spoken language that indicate differences in meaning in a particular language. In the first few months of life, infants can discriminate among a wide variety of phonemes, including many that they don't hear in the speech around them (Eccles, J. 1983) by the time they are one year old. However, they hear on the differences that are important in their own language. Thus, the sensitive period of learning to differentiate among very similar speech sounds occurs quite early in life.

This study revealed that youngsters quickly begin to ignore phonemic differences that may be important in some languages but significant in their native tongue. Infants have additional listening abilities that facilitate language acquisition. For instance, 8 months old show some ability to divide a continuous stream of speech sounds into individual words. They also pay more attention to words that they have heard frequently in the past (Eccles, J. 1983).

Speech and language specialist (Eskew, R &Faley, R. 1988) found that over the last 20 years, an increasing number of nine-month-old children in U.S.A are having trouble paying attention to voices when there is also background noise coming from T.V this may affect their paying attention in class when they go to school. Also when children who watch TV go to school, they have to make a change from being primarily visual learners to listening learners.

If a child watches more T.V than interact with the family, he will have a hard time making transition, and his school learning suffers (Eskew, R &Faley, R. 1988).

Christakis a pediatrician found that children who watched T.V as babies were more likely to have shorter attention spans, problem concentrating impulsiveness by age seven. He also argued that although Attention deficit disorder is genetic, TV can also trigger this condition because T.V rewires the Babies' brain. The still developing brain adapts to TVs fast pace and over stimulation. (Eskew, R &Faley, R. 1988)

As children become more proficient in understanding what other people say; they also become more proficient at expressing their own thoughts, ideas and wishes. When children first begin to speak, their objectives are often to control someone

else's behavior. Over their next 2 or 3 years, however, children increasingly use speech to exchange information with others.

By age 4, exchanging information appears to be the primary function of oral language (Greenberg, B. 1986). Although young children occasionally talk to themselves (perhaps as Vygotsky has suggested, providing a means through which they can more effectively guide their own behavior). Most oral language during the pre-school years occurring during the pre school years occurring during conversations with their other individuals.(Eskew, R &Faley, R. 1988) frequently, pre schoolers' conversational partners are adults who typically guide and control the discussions.

Reading is a complex, multifaceted process that continues to develop throughout the elementary and secondary school years. In kindergarten first grade, children begin to identify the specific words they see imprint, shortly thereafter, they begin to derive meaning from the printed page. As they get older, they become capable of reading and comprehending increasingly sophisticated and challenging text. There are three important aspects of learning to read. Phonological awareness, word recognition and reading comprehension.

Studies have shown that children who watch carefully constructed educational programs that are aimed at their level (such as Sesame street), do better on pre reading skills (at age 5) than children who watched in frequently or not at all (MacBeth; 1996, Wright, 2001). These same studies further show that children who watch cartoons or other purely entertainment TV shows during their pre-school do poorer on pre-reading skills at age 5 (MacBeth, 1996).

When concurrent levels of TV viewing and reading achievement are compared for school aged children, a curvier pattern frequently emerges. For example Williams, Haertel and Walberg 1982 reported a positive association between these variables for up to ten hours of viewing per week and a negative association thereafter Neuman (1995) found a similar pattern when analyzing reading outcomes by state with the positive association on reversing after two or three hour's daily viewing.

Studies examining whether pre-school TV viewing predicts later literacy skills, however have sometimes reported a negative subgroups (e.g. Singer & singer, 1983) or no readily interpretable correlation patterns (e.g Anderson,D.R& Collins, P.A 1988). Furthermore, no direct evidence exists that TV viewing impairs cognitive



skills such as attention and task perseverance or that it displaces leisure time reading. Rather, the TV comprehension of preschoolers is fairly sophisticated and this activity typically supplants language functionally equivalent activities, such as the use of radios, movies and comic books.(Anderson and Collins, 1998). In fact, in certain cases, TV programs (e.g. reading Rainbow, story time) may even encourage reading and book sales (Chen, 1994).

## **2.5 IMPEDIMENT OF ENGLISH, KISWAHILI, & MOTHER TONGUE TO PRE-SCHOOLERS BY TELEVISION**

Children between the ages of 3-6 are at a critical stage in brain development for the development of language and other cognitive skills. There is an extent to which heavy television watching can influence development of the brain's neural networks. It displaces time the pre-school child would spend in other activities while verbal interactions influence early cognitive development basing on a study carried out in 2001 by American pediatrics (Morgan,2003).

According to Healay (1995) watching by children of television programs aimed at a general or adult audiences was correlated with poor language development in pre-school children. In his study involving twenty children using observation method trained research assistants. Singer (1983) reports that children who are frequently exposed to such programs tended to have lower vocabulary in their languages of daily communications, poorer expressive language and engaged less in television talk (that is talking about television). This was attributed to both quality of the content and the quantity of exposure to television.

## **2.6 THEORETICAL FRAME WORK**

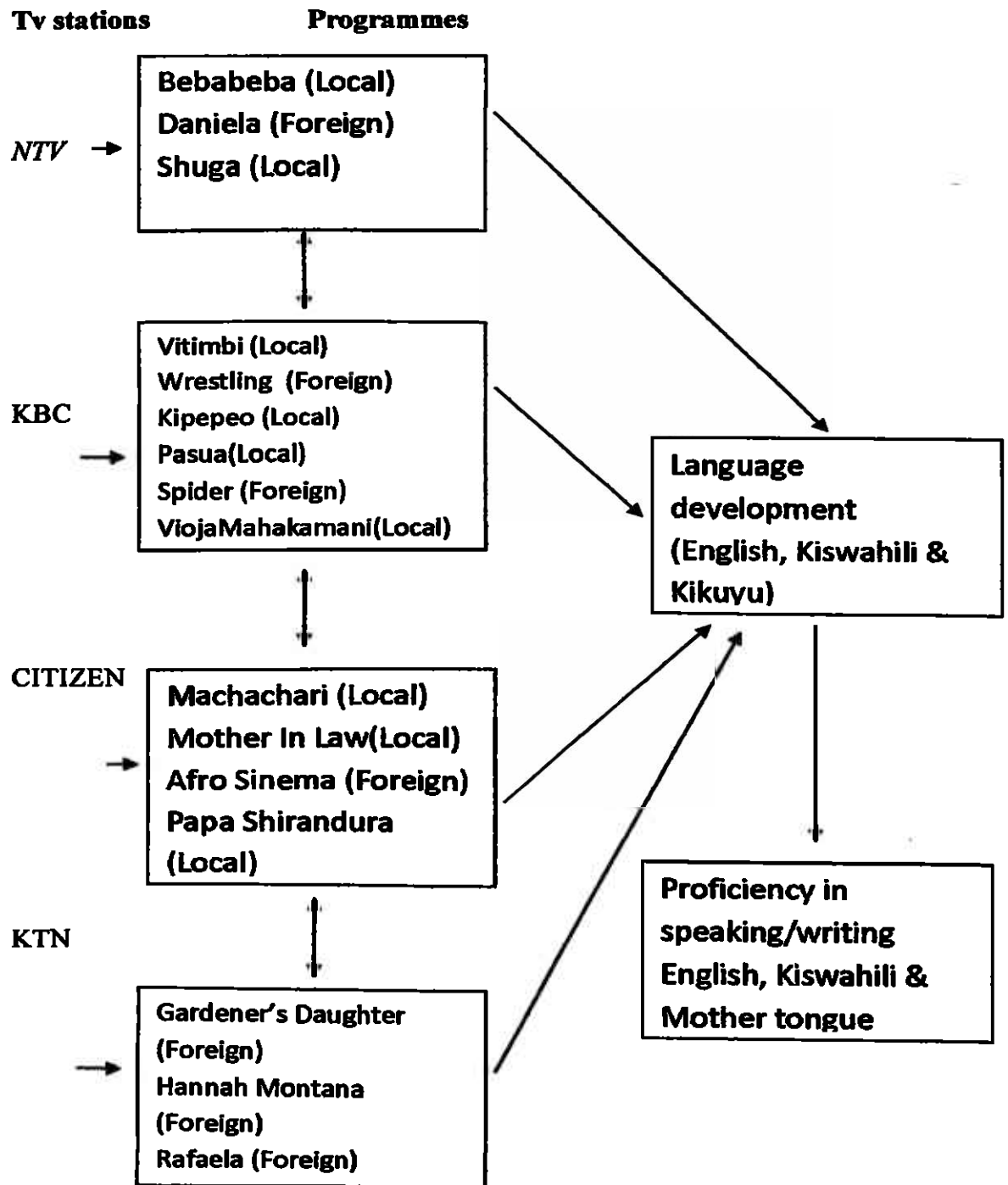
The linguistic theory developed by Cummins (2004) establishes that language plays a central role in a child's education development.The theory seeks to expose ways that language can be developed to enhance educational success. Cummins (2004) distinguishes between "basic interpersonal communication skills or BICS and " Cognitive academic language proficiency" or CALP. BICS refers to language that children use for casual is a specific language that is required in academic settings (Cummins 2004). According to Cummins (2006) linguistics theory, everybody except for retarded and autistic children acquire BICS in their first language regardless of IQ or academic aptitude. There are however large variations in the extent to which CALP skills are developed (Cummins, 1981). BICS can develop

outside the classroom but CALP need a classroom type of environment to develop. The heritability theorists Jensen (1969) point out that scores in tests reflect innate abilities and aptitude. According to this theory, extrinsic factors play an insignificant role in differential performance in tests. Jensen argued that I.Q is a highly heritable trait and that individual differences in I.Q scores within a group is mostly due to 80% genetic variation

Promotion of L1 (language of communication) CALP will enhance L2 (Language of Instruction) CALP. This principle does not seem to be happening in Kenya, and other African countries. Early switch to English medium instruction with CALP not established in the L1 therefore inhibiting the ability to study subjects like social studies in the L2. Another reason is the brutal manner in which transition to the English Kiswahili or mother tongue medium occurs and therefore CALP is not well established in English either.

The fact that language development is influenced by the television viewing, this makes it difficult for children to adopt "translation" approach. However, teachers who teach children are not adequately equipped with knowledge and skills and whose academic literacy is not well established in English, Kiswahili or mother tongue. Switching to the mother tongue in the classroom does occur especially when teachers are of the same first language with children which further confuses the children lastly, the type of language spoken assumes that children have already initiated into concepts and procedures through their first language though this is not the case. (Cummins, 2006).

**FIGURE I. CONCEPTUAL FRAMEWORK**



Source: own concept (2012)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This section focused on research design, target population, sample and sampling procedure, research instruments, validity and reliability of instruments, data collection and data analysis.

#### **3.2 RESEARCH DESIGN**

The research design for this study was descriptive survey design. This type of research depicts the state of affairs as it exists (Mugenda and Mugenda (2003). This study had no control over the variables and could only report what had happened or what was happening. The study attempted to discover causes when they could not control the variables. According to Mugenda and Mugenda (2003) descriptive research is a systematic collection and analysis of data in order to answer questions concerning current status of a program, project or an activity. It is used to obtain data useful in evaluating present practice decision. (Mugenda and Mugenda 1999).

This study sought to determine respondents, opinions, attitudes and ideas (Patrick, C. 1991) towards the effects of television viewing on children's language development, in Wangige Division Kabete District. In this study respondents opinions, attitudes and ideas on the effects of television viewing on children's language development, their values attached to this effects of television was gathered by looking into background information of the respondents and the school.

#### **3.3 STUDY POPULATION**

According to (Mugenda and Mugenda 1999). Target population is defined as all members of a real or hypothetical set of people; events or objects to which an investigator wishes to generalize the result of the study. The target population for this study included headteachers of the pre-schools, parents, teachers and pre-schoolers of Kabete Zone. There are 42 pre-schools in Kabete zone. Using stratified sampling 30% of pre-schools from which a random sample was obtained to represent the target population. That is 30% was generally believed to be a good sample representation of the large population. Out of 42 pre-schools 10 schools were used to represent the entire zone.

### **3.4 SAMPLING PROCEDURE**

A sample is a subject of a target population which the research intends to generalize the findings (Mugenda and Mugenda). In order to get a representative sample for the study, simple random sampling was used to sample respondents in Kabete zone so as to investigate the effects on children's language development. To enable all the teachers in the defined population to have equal and dependent chances of being selected names were written down on pieces of paper folded put in a box and shuffled. From the cluster of sheets, 10 pre- schools and 10 head teachers were selected to represent 30% of the entire population. From each of every population, 10 schools and 10 teachers were selected.

Names of all children from the selected schools were written according to their gender, boys and girls. Simple random sampling was used to select one boy and one girl from the 10 schools. The total population for the study was 10 head teachers, 10 teachers and 20 children and 20 parents were interviewed.

### **3.5 RESEARCH INSTRUMENTS**

This study used primary data. The primary data was controlled using questionnaires for head teacher, pre-school teachers and the parents who responded for the interview.

Questionnaires included structured questions. According to Borg, M.Mason, a questionnaire is a series of written questions on a topic about which the respondents' opinions are sought.

Interview was administered to the selected children to determine the influence of television viewing on children's language development on children's language development in Wangige zone Kabete District. The study administered the observation schedule to investigate whether the homes, where the selected children came from, had televisions and if they had which popular programmes did they like viewing and from which local stations.

#### **3.6.0 VALIDITY OF INSTRUMENT**

According to Mugenda and Mugenda(1999), validity is the accuracy and meaningful of inferences which are based on the research result. To enhance content validity, an expert in the field of early childhood education was asked to appraise the

instrument. The ratings and comments from the expert assisted in improving the instrument external validity. In this study the instrument included the questionnaires, interview schedule and observation checklist. Then a pilot project was conducted to pre-test its validity. During the pilot study, the instrument was discussed with the respondents so as to establish their suitability, clarity and relevance for the purpose of the study. Inappropriate question items were discarded so as to improve the quality of the research instrument. Schools used in the pilot study were not used in the main study.

### **3.6.1 PILOT STUDY**

The study conducted a pilot study in order to pretest the instrument just before the final data collection then the researcher visited one sampled pre-school where the instrument was administered. After sometime, the instruments were collected. The pre-test was done to test the validity and reliability of the data.

### **3.7 RELIABILITY**

Mugenda and Mugenda (2003) states that reliability is a measure of the design to which a research instrument yields consistent result or data after repeated trials. Therefore a reliable instrument is the one that consistently produce the result when used once to collect data from two samples randomly drawn from the sample population.

This study administered the questionnaires and interview in two different periods of time. In period 1, the study was conducted in two schools where two head teachers, 2 pre-school teachers, one boy and one girl were randomly selected and the questionnaires and interview were administered. In period 2 the questionnaires and the interview were repeated on the same respondents and if the instruments gave the same answer then they were reliable and valid.

### **3.8 DATA COLLECTION**

The data was collected by a guided questionnaire for head teachers, parents and teachers, interview guide for parents and observational schedule. A research permit was obtained from the ministry of education before going to the field. Permission to conduct the research in schools involved sought from the respectful head teachers.

An appointment with the DEO was made in advance for their acknowledgment. The questionnaires were then distributed to the respondents for filling. They were collected after two weeks from the day of distribution. Interviews and observation were done on the same day. When the researcher dropped the questionnaires. The study recorded all the responses necessary for the study from the interview and guided questionnaires.

### **3.9 DATA ANALYSIS**

The data collected was mainly analyzed using descriptive method. It was described using both qualitative and quantitative approaches. According to Mugenda and Mugenda (1999) qualitative research deal with empirical data, or potentially verifiable information obtained from the environment and accesses via human sense. According to (Campbell M. 2000), one could not anticipate in advance what would be important was to pay attention to the respondent. One must be open to the data to the possibility that very small clues proven to be critical and that access provided pivotal insight. Borg and Mason (1989), observe that qualitative researcher is able to specify all the strategies they actually use for the study. Qualitative method of data collection was appropriate in depth and details. Due to the fact that the researcher had tables, frequencies and percentages to analyze the impact of television viewing on language development. It also used quantitative method of research whereby percentages were used to come up with the highest challenges encountered as the children undergo their learning.

## CHAPTER FOUR

### PRESENTATIONS, INTERPRETATION OF FINDINGS

#### 4.0 INTRODUCTION

This chapter focused on the demographic information of the respondents, data presentation and interpretation of findings. Tables were used to present data while frequencies (f) and percentages (%) were used to discuss the findings.

**Table 4.1 Age, education qualifications and Gender of teachers.**

Age	Frq	%	Education qualification	Frq	%	Gender	Frq	%
25years and below	3	30.0	certificate	7	70.0	female	10	100.0
26-30yrs	3	30.0	Diploma	3	30.0	male	0	0.0
31-35yrs	2	20.0						
36-40yrs	1	10.0						
41 and above	1	10.0						
<b>Total</b>	<b>10</b>	<b>100.0</b>		<b>10</b>	<b>100.0</b>			<b>100.0</b>

Source: survey Data: 2012

According to table 4.1 above, the study established that 60% (N=6) of the teachers were below 30 years. This could be probably because most young people lack jobs and they opt for any available opportunities including pre-school teaching. In terms of qualification, it was established that 70% (N=7) were certificate holders and 30% (N=3) were diploma holders. This meant that the ECD teachers under study were trained and they knew the facts about language development quite well especially those who were working in the centres that used TV as learning aid. It was also established that 70% (N=7), the certificate holders were probably stagnating in that level because they could not afford to pay for the offered short in service courses or did not meet the minimum qualifications of D+ in K.C.S.E.

It was also established that the number of diploma holders decreased probably because they quit the teaching profession to look for other places where they could



get better income. They could also be absorbed in other higher levels especially in DICECE where they could become trainers.

It was found that all ECDE centres that were under study were all manned by female teachers. This indicated a lot of disparities in favour of female. Though this is the fact about most of the ECDE centres. It does not reflect a good picture towards the achievement of not only the National Goals of the country but also on the Millennium Development Goals of the whole world. Both the government and the ECDE stakeholders must work very hard to ensure that stake of affairs is changed. The males must be encouraged to take ECDE teaching responsibility and not to rely on administration of ECDEcentres alone.

**Table 4.2 Experience and tenure of service of head teacher**

<b>experience</b>	<b>frequency</b>	<b>%</b>	<b>Tenure</b>	<b>frequency</b>	<b>%</b>
6-10years	2	20.0	1-5years	7	70.0
11-15years	2	20.0	6-10years	3	30.0
16yearsand above	6	60.0			
<b>total</b>	<b>10</b>	<b>100.0</b>		<b>10</b>	<b>100.0</b>

Source:survey Data: 2012

In accordance with table 4.2 above, majority 60% (N=6) of the headteachers had experience of 16 years and above in sampled schools. With this kind of experience, it is expected that the head teacher has a wealthy knowledge and the curriculum and word ensure its maximum implementation. This confirms suggestions by (Makauand Somerset, (1980), that headteachers who had more experience would ensure that curriculum effected through various subjects done in school caters for the proficiency in language development.

It was also established that, 10% (N=1) of the headteachers did not stay in the sampled schools more than eleven years and above. This was probably due to the conflict with the parents as the head teachers tried to enforce the rule of speaking in proficient language. It could also be, the government policy that headtecahers should not over stay in the sampled schools for more than eleven years and above due to the misappropriation of the free primary education funds. Service standard guidelines (Republic of Kenya, 2006).

**Table 4.3 parent's age and gender**

age	frequency	percentage	Gender	frequency	percentage
25years and below	1	5.0	Male	9	45.0
26-30years	8	40.0			
31-35years	2	10.0	Female	11	55.0
36-40years	6	30.0			
41 and above	3	15.0			
<b>Total</b>	<b>20</b>			<b>20</b>	<b>100.0</b>

Source: Survey data: 2012

In accordance with table 4.3 above majority 40% (N=8) of the parents were aged between 26 and 30 years. At this age parents had completed their education, had got jobs, and they were settled in life, meaning that they had families. These parents were learned and they were able to select the right program for their children, they also guided them and discussed with them and therefore good language development.

It was established that 55% (N=11) were females and 45% (N=9) were males respectively. Majority of the parents were females probably because of Urbanization; over the last 30 years migration to urban areas has increased with interest to young searching for jobs. The largest proportion of those who migrate are men and women are left behind to take care of child rearing and do other activities such as farming.

Changes of occupational patterns of women; an increasing number of women have moved from traditional substance work agriculture to household chores. Subsequently, there are entering new form of employment like commercial generating income . Jobs the high income they earn goes back to the household meaning that the children are well off than before

Female headed households; There's increase in single women households. Most of these women are in their primeage 35-45 years. These women have children to take care of and whose responsibility lies on their shoulders.

**Table 4.4 academic qualifications of the parents.**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	13	65.0
Diploma	5	25.0
Degree	1	5.0
Masters	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Source: Survey Data: 2012

According to the table 4.4 above, majority 65% (N=13) were certificate holders meaning that these parents were literate and they gave the correct information about the effects of TV viewing on language development. However they said that they did not select the programme for their children and they did not keep company when the children were doing their homework.

It was also established that, parents who had attained university education 10% (N=2) recommended local programs for their children, they particularly cited kids me, club Kiboko and spelling zone by our own television stations. It was revealed that, this was where children acting. The programs showed children giving their own views on different issues

#### **4.5 Effects of TV watching on language development**

To establish the effects of TV as a teacher / learning resources. According to this study 20% (N=2) of the teachers indicated that their schools used the TV as a teaching / learning resources while majority 80% (N=8) of the teachers said that the school did not use TV as a teachers learning resource. The teachers who said they had TV in the schools indicated that they let children learn from education programs and after watching with children they asked them, to narrate the stories. The teachers also borrowed examples from the TV watching and used them in the English lessons. However, 10% (N=1) of the teachers also said that the children did not use the example effectively. This concurs with what (Cummins 2006) suggests that, the fact that language development is influenced by the television viewing, it makes it difficult for children to adopt “translation” approach further Cummins emphasized that, teachers who teach children are not adequately equipped knowledge and skills and whose academic literacy is not well established in English Kiswahili or mother

tongue. Switching to the mother tongue in the classroom does occur especially when teachers are of the same first language with children. This further confuses the children lastly, the type of language spoken assumes that children have already initiated into concepts and procedures through their first language though this is not the case. (Cummins, 2006)

It was established that, majority 90%(N=9) of teachers were against uncontrolled television watching by children. The teachers were of the view that children were being exposed to too much television viewing which affected their language development negatively. Teachers were able to identify children who watched too much television through poor communication by imitating the program characters. The information was gotten from during television telling news lessons. Teachers felt that children, who were guided into healthy watching habits, learnt important communication skills (Cummins, 2006).

**Table 4.6: Head teacher's responses on where the children watch television**

Responses	Frequency	Percent
Home	8	80.0
At their neighbors	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.6 above, majority 80.0%(N=8) of the head teachers thought that the children watch TV at home while 20.0% (N=2) of the head teachers said that, they watched at their neighbors. The findings therefore, indicated that majority of the children were thought to be watching TV at home as indicated by 80.0% (N=8).

This concurs with the study carried out, that the availability of TV like any other facility had a direct link with the language development of children. The availability of good programmes on TV influenced children's learning. Children spend more time playing than any other activity except sleeping. TV's impact on reading and other academic skills depend not only on the amount of TV watched, but also on what is being watched as well as the age of the child (Reinking, 1990). Studies have shown that children who watch carefully constructed educational programmes that are aimed at their age level (such as Sesame Street) do better at pre-reading skills (at age 50). (Macbeth, 1996).According to America. Academy of pediatrics (1987) TV

can inform, entertain and teach. However, some of what TV teaches may not be the things children should learn (Macbeth, 1996).

It was also established that, majority 80.0% (N=8) of the head teachers of the sampled schools, thought that children viewed television at their homes. Therefore parents should be advised to control television watching in terms of time spent watching and programmes watching. Time for watching should be limited to not more than one hour per day. They should practice co-watching to assist their children in judging what they watch. They should be the best role models for their children by switching off TV to perform other activities.

**Table 4.7 Parents responses on the time that children watched programs**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
In the evening	16	80.0
In the afternoon	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.7 above, it was established from parents, that children watched television program at home. The findings of the study showed that, majority 80% (N=16) of the parents agreed that they watched TV and they watched together with their children while 20% (N=4) of the parents said that they did not watch TV at home. The responses of the parents concurred with that of the head teachers that most of TV watching by children was done at home.

However, American Academy Pediatrics (2001) suggests that, there is something the parents can do about media influence on their children. They say that parents should give media education; this is creating awareness about the positive and the negative of television viewing so that, they can help their children to become less susceptible to the bad effects on watching violent TV. The parent should find out more about media literacy and watch programmes with the kids. What is watched should be discussed so that children know what things they are expected to learn from the programmes. This is supported by Desmond et al (1990) who states that discussing, explaining and challenging television communication have been found effective in helping children to understand and interpret television material. It helps the children not to believe everything they watch as the reality. Swanson, (1994) observes that strategies taken by parents help children to invest in mental effort and become more

critical and analytical as they watch television. Further support by Armstrong (1991), states that parents watching television with their children, answering their questions and providing commentary can become another way of furthering their children's rearing goals using the accession for teaching. Children are inquisitive by nature and get more information from answered questions. The parent will be able to correct the negative immediately and reinforce the positive. If no correction is done, the child will copy the wrong thing.

The parents were further asked to indicate the time their children watched programs. According to table 4.7 above, it was established that, majority 80.0% (N=16) of the parents watched TV in the evening with their children while 20.0% (N=4) of the parents watched TV in the afternoon, most of TV watching was therefore done in the evening. It also indicated that, majority 80.0% (N=16) of the parents selected program for their children. However, 20.0% (N=4) indicated that, children selected the programs that they watched.

It was established that, majority of parents used television to entertain themselves and their children when they finished their evening chores. The finding of this study disagrees with Lukas (1990), who suggests that, as well as parents selecting programme for their children, parents should also schedule time for viewing. Lucas, furthers, puts the responsibility for how much television children watch and what they watch squarely on parents. He states that the amount of time spent watching TV certainly has a link with reduced time for reading, doing homework and playing. He says that the key factor here is the amount of control parents have in limiting the amount of access. He suggests that parents should get TV out of children's bedrooms, be aware of what is being watched and limit the time for watching. He says that although TV is not necessarily toxic, it should be watched with care to balance other needs of growing child.

**Table 4.8: Parents responses on the most watched program when the parents choose the program**

Responses	Frequency	Percent
Cartoons	7	35.0
Movies	4	20.0
Educational	4	20.0
News	5	25.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Source: Survey Data: 2012

According to the table 4.8 above, it was established from the parents that the most watched program, by the children, when the parent chose the program was cartoon, 35% (N=7) while the same number, 20% (N=4) of the parents chose movies and educational programs.

It was established that, majority 80% (N=16) of the parents discussed with their children the vocabularies/sentences used in the programs. Children were able to follow the programs and asked their parents for explanations. This indicated that children were able to learn and therefore develop their language by use of the TV. However, it was also reported that 20.0% (N=4) of the parents did not discuss with their children. This concurs with the studies, that showed, children who watch carefully constructed educational programs that are aimed at their level (such as Sesame Street), do better on pre reading skills (at age 5) than children who watched in frequently or not at all (MacBeth; 1996, Wright, 2001). These same studies further showed that children who watch cartoons or other purely entertainment TV shows during their pre-school do poorer on pre-reading skills at age 5 (MacBeth, 1996).

**Table 4.9: Teachers responses on the assistance they give children when watching**

Responses	Frequency	Percent
I help them to understand some concepts quickly	8	80.0
I give the child an example to understand more	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.9 above, it was established that, majority 80% (N=8) of the teachers were interested to find from the parents whether TV watching helped children to develop in their language. It was established that, majority 85.0% (N=17) of the parents agreed that TV watching helped children to develop in their language while 15.0%(N=3) of the parents did not think so. The findings indicated that TV was an important aid in children's language development. Teachers were asked to indicate the assistance they gave children when watching.

It was also established that, majority 80,0% (N=8) of the teachers, helped the children to understand some concepts quickly. They also discussed TV watching habits in class while 20.0 %(N=2)gave the child an example to understand more. This concurs with the studies carried out, that showed children between the ages of 3-6 are at a critical stage in brain development for the development of language and other cognitive skills. There is an extent to which heavy television watching can influence development of the brain's neural networks. It displaces time the pre-school child would spend in other activities while verbal interactions influence early cognitive development basing on a study carried out in 2001 by American pediatrics (Morgan, 2003).

**Table 4.10 Teachers responses on the relationship between programs and time children spend on TV in relation to the language development**

Responses	Frequency	Percent Age
Sometimes the children are lured by some programs	7	70.0
They learn new words	2	20.0
Vocabulary which are educative	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to the table 4.10 above, it established the relationship between the TV watching and language development. Majority, 80.0%(N=8) of teachers said that they found out TV programs useful while writing composition while 20% (N=2) of the teachers said they did not. Majority 80.0% (N=16) of the children on the other hand said that, they used the vocabulary learnt in TV programs while writing composition while 20.0%(N=4) of the children did not use them.

In accordance with table 4.10 above, it was found that, there was a relationship between programmes that children watched and time children spend on TV in relation to the language development. It was also established that, majority 70% (N=7) of the teachers said that sometimes the children are lured by some programs while 10.0%(N=1) of the parents said that the child learn new words / vocabulary



which are educative from some programs. Study carried out established that 80.0%(N=16) of the children watched TV in the evening (table 4.10) and their parents did not limit, the amount of time for TV watching by their children. Table 4.10 indicated that majority 80.0%(N=16)of the children watched television for more than five hours. It was established that parents did not mind when TV was on and for how long as long as it was going to keep children in the house. It was established from these parents that the television was meant to occupy the children while the parents were busy with other things. It could be concluded that parents played limited role when it came to time spent by children watching television. They did not help children develop health habits of watching television and therefore good language development.

**Table 4.11 Teachers responses on the popular programs from different stations**

Station	KBC		CITIZEN		KTN	
	FRQ	%	FRQ	%	FRQ	%
Vitimbi	3	33,3				
Cartoons	5	55.6				
Wrestling	1	11.1				
Papa Shirandula	1	11.1				
Machachari	4	44.4				
InspectaMwala	2	22.2				
Mother –In-Law	2	22.2				
Tang Tinga					7	77.8
Shree					2	22.2
Lafaella						
Daniella						

Source: Survey Data: 2012

According to table 4.11 above, it was established that, majority 55.0% (N=5) of the teachers rated cartoons program as the most popular in KBC station, 44.4% (N=4) said that Machachari program was the most popular on Citizen Station, while 77.8%(N=7) of TingaTinga program was popular in KTN station.

It was also established from the teachers that they agreed with pre- school children's findings which indicated that majority 80.0%(N=16) of the children preferred

watching Citizen TV and was the station that was interesting while 10.0%(N=2) of the children indicated that they preferred watching KTN, the same number of children indicated they preferred watching KBC.

It was also established that, programs watched had direct impact on children's language development. This was observed in both boys and girls. All teachers observed that children who watched less television were average in class activities such during television news telling lessons. They had also mastered important skills of communication, reading and writing at their level. This concurs with the studies that were carried out, and showed that, children who watched carefully constructed educational programs that are aimed at their level such as (Kids Me, Club Kiboko, Spelling Zone ) do better on pre reading skill (at age 5) than a children who watched in frequently or not at all (MacBeth,1996 Wright 2001).

These same studies further show that children who watch cartoons or other purely entertainment TV shows during their pre-school do poorer on pre-reading skills at age 5 (Macbeth 1996)

**Table 4.12: Head teachers' responses on the local television stations children prefer watching**

<b>Preferred TV station</b>	<b>Frequency</b>	<b>Percent</b>
Citizen TV	5	50.0
KBC	3	30.0
KTN	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.12 above, it was established that, the head teachers thought that, children preferred watching local stations. It was also established that, majority 50.0%(N=5) of the head teachers said that children preferred watching Citizen TV 30.0%(N=3) of the head teachers said KBC while 20.0%(N=2) of the head teachers said that children preferred watching KTN.

Head teachers responses on whether the station had any impact on the children's language development showed that majority 80.0%(N=8) of the head teachers said that some programs used slang language which interfered with children communication skills while 20.0%(N=2) of the head teachers said that the programs influenced child social behavior and the children learn English expression especially in Tahidi High which help them to tackle some questions. According to Muthwii; (2004) he suggests that, code switching is common in the teaching process, according to studies carried out in rural schools with poor resources in Kenya and Uganda. During code switching, the teacher struggles to translate what is written in English books into a language the children understand. According to Muthwii; (2004) this could either be Kiswahili or the first language. Though the children are picking up this habit from their teachers, who use it quite often in the teaching process, the learners are forbidden to do the same, especially in the examinations(Muthwii,2001 practices found in poorly resources schools were quite different from those well-resourced schools in the later schools, code switching is limited between English and Kiswahili and according to Muthwii,(2004) a number of them of them deftly the stated language policy and implement their dream for English as LOI throughout curriculum; without the first language featuring at all. The end result is that such schools show fairly good in national examinations results.

**Table 4.13: Teachers' responses on why some programs are popular**

Responses	Frequency	Percent
They are funny	1	10.0
They are educative	3	30.0
They influence language development of our children	6	60.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data

According to table 4.13 above, it was established that, majority 60.0%(N=6) of the teachers indicated that some programs influenced language development of the

children 30.0%(N=3) of the teachers thought that some were educative while 10.0%(N=1) of the teachers found some programs funny.

**Table 4.14: Teachers' responses on language that the stations use to program**

<b>Language of presentation</b>	<b>Frequency</b>	<b>Percent</b>
English and Kiswahili	5	50.0
Kiswahili	3	30.0
English	3	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.14 above, it was established that, majority 50% (N=5) of the teachers indicated that the station programs watched were presented in both English and Kiswahili 30.0%(N=3) of the teachers said that the programs were presented in Kiswahili while 20.0%(N=2) of the teachers said programs watched were presented in English. Study established that teachers played a very important role in guiding children on good television watching habits.

Table 4.14above established that, television viewing had direct impact on Kiswahili language. Children were heard using a slang language from the characters they watched on the television examples included 'nimesota' for 'sinapesa', 'buda' for 'baba', 'shosh' for 'nyanya' all these sheng words affected Kiswahili language directly. Children were heard speaking such a slang language.

In table 4.14 above this study established that, television viewing affected English language. Children were heard mixing good English language with the sheng language by their teachers. They said the following sentences " mimi ni Drogba" for 'am a Drogba the footballer' "nimelate" for 'am late' "watacome" for 'they will come'

In table 4.14 above this study established that, television viewer had direct impact on the mother tongue language .children were heard speaking the following words, "shosh ' for cucu "ngota " for Niatia "masa" for mami and "Buyu" for Baba

Pre-school teachers advised children not to spend too much time watching but instead play with their friends and also help their parents with house work. It was established that educational programming should be made available to children to enhance social and intellectual development. (Table 4.14)50.0%(N=5) recommended language used to be simple for children to understand.

**Table 4.15: children's responses on the language that understand from TV**

<b>Language</b>	<b>Frequency</b>	<b>Percent</b>
Mother tongue	1	5.0
English	14	70.0
Kiswahili	5	25.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.15 above, it was established that, majority 70,0%(N=14) of the children understood English language from TV, 25.0%(N=5)of the children said they understood Kiswahili while 5.0%(N=1)of the children said they understands mother tongue.

Majority 95.0%(N=19)of the children said that there were programs that used more than one language on the television while 5.0%(N=1) of the children disagreed with the statement.

The programs which used more than one language on the television included Papa Shirandula, InspektaMwala, Bebabeba, Tahidi High, Mashtaka and Mother-In-Law. These programs affected the language development since they mix more than one language, so the children get confused in which language they would listen to.

**Table 4.16: Pre-school children responses on why they found the favorite TV stations interesting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Funny	3	15.0
Entertaining	13	65.0
Enjoyable	3	15.0
Attractive	1	5.0
Total	20	100.0

Source: Survey Data: 2012

According to table 4.16 above, it was established that, majority 65.0%(N=13) of the children found their favorite station entertaining 15.0%(N=3) found it funny, the same number found it enjoyable while 5.0%(N=1) of the children found it attractive.

It was also established that, majority 35%(N=7) of the parents admitted that their children imitated scene from the television girls who watched cartoons were kind and helpful. They were observed feeding and bathing dolls they made by folding their jackets. Both boys and girls who watched cartoons were also willing to share their food and learning materials with others.

Both boys and girls who had models as their favorite characters were observed to be very conscious of how they spoke. They liked to speak good English/ Kiswahili or mother tongue like the people they saw on television.

The study further sought to investigate from the children on whether they watched TV before or after doing their homework. It was established that, majority 90.0%(N=18) of the children watched after doing their homework however 10.0%(N=2) of the children watched TV before doing their homework. Asked when they did their homework, majority of the children 80.0%(N=16) said that they did their homework after school, 15.0%(3) of the children said they did it before supper while 15.0%(N=1) of the parent said the children watched after eating.

Data on whether the parent / guardian keep in for children's homework showed that, 25.0 %(N=5)of the children said that the parent kept in while 75.0%(N=15)said that the parents did not keep in.

The study was to establish whether the children liked watching TV more than doing their homework. It was established that, majority 90.0% (N=18) of the children, agreed that they liked TV programs more than doing homework, playing and socializing.

It was indicated how television had become a very important part of the children's lives. Children were listening more than they were talking. This was found to be denying them the expressive part of learning language.

All other activities even play came second to television watching.

**Table 4.17: children's responses on the duration of watching TV programs.**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
1-2 hours	1	5.0
3-4 hours	2	10.0
5 hours and above	17	85.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.17 above, it was established that, majority 85.0%(N=17)of the pre-school children watched TV between 5hrs and above 10.0%(N=2) of the children watched for between 3 and 4 hours while 5.0%(N=1) of the children said they watched between 1-2 hours. Children who watched Tv for less hours, said that, normally they remembered what they watched the previous day at school. However, 40.0%(N=2) of the children said that it did not help them to answer question in class.

It was established from the parents, that children who watched television for more than five hours went to bed late. They had problem waking up in the morning to prepare for school. Teachers observed that this group of children had difficulties concentrating in class as they were always sleepy and irritable. The findings of this study were in agreement with the studies carried out by Ward (2000). According to

Him Speech and language specialist Ward (2000) found that over the last 20 years, an increasing number of nine-month-old children in U.S.A are having trouble paying attention to voices when there is also background noise coming from T.V this may affect their paying attention in class when they go to school. Also when children who watch TV go to school, they have to make a change from being primarily visual learners to listening learners.

**Table 4.18: Head teachers responses on the problems faced in controlling watching of television by pre-school children.**

<b>Challenges</b>	<b>Frequency</b>	<b>Percent</b>
They are curious when one prevent them from watching	6	60.0
It depend on parents attitude at home as we do not have TV at school	1	10.0
The child become angry and cry when watching is controlled	1	10.0
Some parents not guide their children when watching	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.18 above, it was established that, majority 60.0% (N=6) of the head teachers said that, the children were curious when one prevented them from watching, while 10.0%(N=1) of the head teachers said that it depended on parents' attitude at home as school did not have TV. The same number said that children become angry and cried when TV watching was controlled by the parents. It was established that, 70.0%(N=7) majority of the head teachers said that, they suggested ways of avoiding pre-school children from too much TV watching at the expense of doing other activities, such as homework, socialization, sleeping while 30.0%(N=3) of the head teachers did not suggest ways.



It was also established that, children should be encouraged to use other media available to them, schools and parents should provide internet, books, newspapers and magazines to children to help them gain useful knowledge and skills in language development that, they will need in their adult life.

The school through the administration should sensitize parents on the effects of television on their children's language development. This should be done during Annual General meeting or class meeting parents should be encouraged to set specific rule for watching television at home when parents develop positive attitude, it would go a long way in improving their children's language development.

**Table 4.19 teachers responses on what should be done about watching television**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
The programs should be put in the correct language	3	30.0
Programs to be rhyme with theme / reason	1	10.0
The programs should use one language for language development	1	10.0
Learning should be encouraged to watch to improve language	2	20.0
All programs should use educative language and pictures	1	10.0
Parents should keep their children company when watching	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Survey Data: 2012

According to table 4.19 above, it was established that, majority 30.0%(N=3) of the teachers suggested that the programs should be put in the correct language, learners to be encouraged to watch to improve language and the same numbers suggested that parents should accompany their children when watching while 10.0%(N=1) of the teachers suggested that parents should encourage programs that were useful for children language development.

**programming should be made available to children to enhance proficiency language development.**

**According to the teachers, television denied children time and opportunity to get enough sleep, fresh air, time to play with peers and socialize with parents**

**Teachers understand the effects of too much television watching on children's language development.**

**It was also established that teachers played a very important role in guiding children on time, not to spend too much time watching television, but instead practice in speaking good language, English, Kiswahili or mother tongue that they have listened**

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSIONS**

#### **5.0 Introduction**

This chapter summarized the findings of the study and presents conclusions, recommendations and suggestions for further research.

#### **5.1 Summary**

The purpose of this study was to explore the effects of TV viewing on development of pre-school children in Wangige division Kabete District. It was also to examine whether day to day language used by children was affected by television viewing among pre-school children in Wangige division, Kabete District. The study also determined how to develop a policy that would control TV programming for children. Three research objectives were formulated to guide the study. Research objective one sought to determine whether language development is affected by television viewing among pre-school children in Wangige division Kabete District. Research objective two aimed at examining whether day to day language used by children was affected by television viewing among pre-school children in Wangige division, Kabete District while research objective three sought to determine how to develop a policy that would control TV programming for children in Wangige division Kabete District. The research designed for this study would be descriptive survey design. The sample comprised of 10 head teachers, 10 teachers and 20 children and 20 parents who were interviewed. Data were collected by use of questionnaires for head teachers, pre-school teachers and interview guide for the parents and children.

Findings of this study revealed that TV had an influence of children language development. For example, majority of the head teachers 80.0%(N=8)indicated that the children watched TV at home. Majority of the parents 85.0%(N=17)of the parents agreed that they watched together with children The responses of the parents concurred with that of the head teachers that most of TV watching by children was done at home.

Findings also revealed that much of TV watching was done in the evening as indicated by 80.0% (N=16) of the parents. The children were also able to follow the programs and were able to ask their parents for explanations from the parents. This indicated that children were able to learn and develop their language by use of the TV. Parents also discussed TV watching with their children hence enhancing their language development. The findings further indicated that majority 85.0%(N=17) of the parents agreed that TV watching helped children to develop in their English language while majority of the teachers 85.0(N=8) helped the children to understand some concepts quickly, they also discussed TV watching habit in class. The findings also revealed that children gained communicative skills through TV watching as indicated by 70.0%(N=7) of the teachers. The children were also able to use the vocabulary learnt in TV programmes as indicated by 85.0%(N=17) teachers.

It was also established that, majority 70.0% (N=7) of the teachers said that sometimes the children were lured by some programmes into new words/ vocabulary which were educative from some programs. Some of the mostly viewed TV stations included Citizen TV which was watched by 77.8%(N=7). Majority of the teachers 55.6%(N=5) rated cartoons program as the most popular in KBC station, 44.4%(N=4) said that Machachari program was the most popular on Citizen Station, while 77.8%(N=7) of TingaTinga program was popular in KTN station. Head teachers responded on whether the station had any impact on the children's language development showed that majority 80.0%(N=8) of the head teachers said that some programmes used slang language which interfered with children communication skills while 20.0%(N=2) of the head teachers said that the programmes influenced child social behavior and the children learnt English expression especially in Tahidi High which helped them to tackle some questions. Findings also revealed that 44.4%( N=4) of the teachers indicated that the stations programmes watched were presented in both English and Kiswahili.

## **5.2 Recommendations**

Based on the findings the study recommended that: Children should be controlled and directed on the programmes they should watch since some of the programmes may have negative influence on their language development that the parents should use TV as a learning AID for children and not so much as entertainment. The teachers in the schools should also encourage children to watch specific programmes that may be beneficial to their language development. Both parents and teachers should control TV watching so that it does not interfere with children homework.

## **5.3 Suggestions for further studies**

It is hoped that the result from this study will have prompted the need for further research to explore other effects of television watching on children's language development. Therefore, the following areas should be considered for further research: Effects of television viewing on mental development of young children and effects of television watching on socialization of young children.

## **5.4 Conclusions**

Based on the findings of the study, it was concluded that TV had an influence of children language development. While children watched TV with their parents, parents were able to direct children into translating the programme hence enhancing their language development. The study also concluded that much of TV watching was done in the evening where children were also able to follow the programs. Children were able to learn and develop their language by use of the TV. This was because parents also discussed TV watching with their children hence enhancing their language development. The study also concluded that TV watching helped children to develop in their English language; teachers helped the children to understand some concepts quickly, they also discussed TV watching habit in class hence enhancing language development. The study also concluded that children were lured by some programmes into new words/ vocabulary which are educative form some programs. However, some programmes used slang language which interfered with children communication skills.

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## **7.0 APPENDICES**

### **7.1 APPENDIX A. Letter to respondent**

University of Nairobi,  
Department of Educational  
Communication and Technology,  
P.O.Box 23072,  
Lower Kabete

Dear Sir/Madam,

**RE : RESEARCH ON THE TELEVISION VIEWING ON CHILDREN'S  
LANGUAGE DEVELOPMENT. THE CASE FOR WANGIGE DIVISION,  
KABETE DISTRICT.**

I am a post graduate student at the University of Nairobi carrying out a research on the above topic and I have sampled your school to help me get necessary data.

Information gathered will be used for academic purpose. I am kindly asking for your co-operation to allow me collect information from your school.

Thanks for your co-operation.

Yours Faithfully,

Lucy N.B

## **7.2 APPENDIX B**

### **Interview guide for pre-school children**

Dear respondent

This questionnaire is a part of research project examining impact of television watching on children's language development in Kabetezone, Kiambu County please give your response by either putting tick on one of the options or by giving your own opinion where required .please do not indicate your name. Your response will be treated with confidentiality.

**1(a) Where do you watch TV from?**

At home ( ) At School ( ) At Neighbours ( )

**(b)If not at home where then do you watch television from**

Neighbours( ) Market ( ) Others ( )

**(c) When is the television switched on?**

Morning ( ) Daytime ( ) Evening( ) Night( )

**(d) Which local stations do you prefer watching?**

Kbc( ) Ktn( ) Kiss( ) Ntv( ) Citizen( ) Others( )

**(e) Which program do you like?**

**KBC-** Vitimbi( )Movie( )Cartoons( )

**Citizen -** Papa Shirandula( ) Machachari( )InspectaMwala ( )Mother –In-Law

**KTN-** Shree( ) Lafaella( ) Daniella( )

**(f)Which TV station is interesting?**

Kbc( ) Citizen( ) Kisstv( ) Ktn( ) Gbs( ) Ntv( )

**(i) Why do you find this TV stations interesting?**

Funny ( ) Entertaining( )Enjoyable( )Attractive( )

**2(a)Do you watch TV before or after the homework?**

Before( )After ( )

**(b)Do your parent /guardian keep in for your homework**

Yes ( ) No ( )

**(c) What time do you do your homework?**

After school ( ) before eating ( ) after eating ( ) when watching TV ( )

**(d)Do you like TV programmes more than doing homework**

Yes ( )No( )

**3(a) what language do you understand from TV**

Kikuyu( )English( )Kiswahili( )any other ( )

**(b)Is there a program that uses more than one language on the television?**

Yes ( )No( )

**(c) If yes in 3(b)which language would you prefer to use?**

English ( )

Kiswahili ( )

Kikuyu ( )

Any other ( )

**(d) Which are these programs ?**

Name them

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**4(a) how long do you watch TV programmes?**

1-2hrs ( ) 3-4hrs( )5hrs and above( )

**(b) When you are at school, do you normally remember what you watched the previous day?**

Yes ( ) No ( )

**(c) If yes in 4(b), do they help you to answer question in class?**

Yes ( ) No ( )

**(d) If yes in 4(c), please give some examples of programmes that help you to answer questions in English, Kiswahili and kikuyu**

**(e) What language words have you learnt through TV watching in your favorite programmes that you use in daily communication**

<b>Program</b>	<b>vocabulary</b>

**5(a) Do you use the vocabulary learnt in TV programmes while writing composition?**

Yes ( ) No ( )

**If yes in 5(a), does your teacher encourage you to use them?**

Yes ( ) NO ( )

### **7.3 APPENDIX C**

#### **Interview guide for parents**

This question is a part of research project examining impact of television watching on children's language development in Kabete Zone, Kiambu county .Please give your response by either putting tick on one of the options or by giving your own opinion where required, please do not indicate your name .Your response will be treated with confidentiality

The following question will be to parents of preschool children. Sampled for the study on the effects of TV watching English development

1. A)my age category

25 and below ( ) 26-30( ) 31-35( ) 36-40( ) 41 and above( )

(b) My Gender Male ( ) Female ( )

(C)Education Qualifications

Certificate ( ) Diploma ( ) Higher Diploma ( ) Bachelors( )

Masters ( ) Phd ( )

2 (a) Do you watch TV programs at home? Yes ( ) No ( )

(b) If yes in 2(a), do you watch TV with children Yes ( )No( )

(c) If yes in 2(b) at what time do you watch programs?

Morning ( ) midmorning ( ) afternoon ( ) evening ( )

(d) Who chooses programs to be watched ?

Parents( )children( )

(e) if parents in 2(d) choose among the following the most watched:

Cartoons( )music( )movies( )educational ( )news( )others( )(specify) ( )

3 a) Do you discuss with child the programs /sentences used in the programs

(b)If yes in 3(a) are they able to follow the programmes by asking some to be explained to them? Yes ( ) No( )

**(e) what is your opinion on the effects of TV watching on language development in Children?**

**(i)TV watching helps children to development in their English language ( )**

**(ii) TV watching hinders in English language development in children ( )**



## 7.4 APPENDIX D

### **QUESTIONNAIRE FOR PRE SCHOOL TEACHERS**

DEAR RESPONDENT,

This questionnaire is a part of research project examining impact of television watching on children's language development in Kabetezone, Kiambu County please give your response by either putting tick on one of the options or by giving your own opinion where required .please do not indicate your name. Your response will be treated with confidentiality.

#### **Background information**

1a) my age category is

25 and below ( ) 26-30( ) 31-35( ) 36-40 ( ) 41-above ( )

b) My gender is: male()  
female()

c) Education qualifications

Certificate ( ) diploma ( ) higher diploma ( ) bachelors ( )

Master ( ) PhD ( ) untrained ( )

#### **B. Effects of TV watching on language development**

1a) Does the school use the TV as a teaching / learning resources

Yes ( ) No ( )

b) If yes in 1(a) what programmes do you let children learn from?

Cartoons ( ) music ( ) movies ( ) education ( ) others specify ( )

c) After watching with children, do you borrow examples and use them in them in English lessons

yes( ) No( )

d) If yes in 1(c) do they use the examples effectively?

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e) If No in 1(d), what assistance do you give them?

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2.a) Do you discuss TV watching habit in class ? yes()no()

b) If yes in 2a), what relationship do they see between the TV and language development

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3a) Do you find out how long children spend watching the TV?

Yes( ) No( )

b) If yes in 3a), is there a relationship between programme and time children spend on TV in relation to the language development ? please

4(a) which local TV do you watch at home with your children?

Kbc ( ) Citizen( ) Kisstv( ) Ktn( ) Gbs( )

Which station do you like most from the above 4(a)

(b) Which programmes are popular from the following stations

(i) KBC Vitimbi( ) Cartoons( ) Wrestling( )

(II) CITIZEN: Papa Shirandula( ) Machachari( ) Inspecta Mwala ( ) Mother –In-Law( )

(iii) KTN: TingaTinga ( ) Shree( ) Lafaella( ) Daniella( )

(c) Why do you think these programmes are popular? Tick appropriately

(i) They are funny ( )

(ii) They are educative ( )

(iii) They influence language development of our children e.g. kikuyu, English, Kiswahili etc

(d) What language does it programme?

(i) Kikuyu ( )

(ii) English ( )

(iii) Kiswahili ( )

(iv) Both English and kikuyu ( )

(v) Both English and Kiswahili ( )

(vi) Both kikuyu and Kiswahili ( )

(vii) All ( )

5(a) Do you think there is any effect on language? yes ( ) No( )

(b) If yes in (5a) what do you think should be done about watching television?

**Explain**

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**7.5 APPENDIX E**

**HEAD TEACHERS QUESTIONNAIRE**

Dear respondent

This questionnaire is part of research project examining impact of television watching on children's language development in Kabetezone, Kiambu county please give your response by either putting tick on one of the options or by giving your own opinion where required. Please do not indicate your name. Your response will be treated confidentially.

1. Name of the school:

.....

2. Name of zone:

.....

...

3. Division:

.....

...

4. Gender:

Male ( ) female ( )

5. Age

20–25 ( ) 31–40( ) 41 and above ( )

6. Teaching experience

1–5 yrs ( ) 6–10yrs ( ) 11–15 yrs( ) 15yrs and above ( )

7. How many years have you been to the present station?

1–5 yrs ( ) 6–10yrs ( ) 11–15 yrs( ) 15yrs and above ( )

8. Does your school have an ECD section?

Yes ( ) no ( )

9. What is the enrollment of ECD learners

Boys ( ) Girls ( ) Total ( )

10. Is television used in your school as a teaching/learning facilities

Yes ( ) no ( )

11. (a) If yes in 10 for how long has the television been used as learning resource

1–5 yrs ( ) 6–10yrs ( ) 11–15 yrs( ) 15yrs and above ( )

(b) If no, in 10 where do you think children watch television?

Home ( ) at their neighbours ( ) at their relatives ( ) at the markets place ( )

12. (a). What local television stations do you think the children prefer watching

Kbc ( ) Ktn ( ) Citizen ( ) Kiss ( ) Utv ( )

(b). what do you think are the popular programs that the children watch from the local stations? Name them

(c). Do you think there is any impact on the children's language development?

What's your opinion?

Explain

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Papa Shirandula ( ) BebaBeba ( ) Tahidi High ( ) Mother in law ( )

13. Why do you think the television watching have impact on the pre-school language development e.g. kikuyu, Kiswahili, English and any other.

14. (a) Do you call a parent meeting to create awareness as concerns the impact television watching children's language development

Yes ( ) no ( )

( b) if yes, how many parents attended the meeting? ( )

15. (a) What problems do you face in controlling the watching of television by the pre-school children?

Explain

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16. Do you suggest ways of avoiding pre-school children from watching television too much at the expense of doing other activities for example homework, socialization, sleeping e.t.c

Yes ( ) No ( )

## **TIME FRAME**

<b>Activities</b>	
<b>Problem identification</b>	<b>May 2011</b>
<b>Proposal writing</b>	<b>June–July 2011</b>
<b>Pilot and revising tools</b>	<b>August 2011</b>
<b>Defense of proposal</b>	<b>September 2011</b>
<b>Data collection</b>	<b>March 2012</b>
<b>Data analysis</b>	<b>April – May 2012</b>
<b>Report writing correction</b>	<b>May –June 2012</b>
<b>Final report and submitting the final report</b>	<b>July 2012</b>

## FINANCIAL BUDGET

<b>No.</b>	<b>Particulars</b>	<b>Cost</b>	
		<b>Kshs</b>	<b>Cts</b>
	Stationery	3,000/=	00
	Typing and printing	5,000/=	00
	Editing of the proposal	2,000/=	00
	Commuter/transport & lunch	3,000/=	00
	Binding	1,600/=	00
	Miscellaneous	1,500/=	00
	<b>Total cost</b>	<b>16,100/=</b>	<b>00</b>