

THE INFLUENCE OF TELEVISION VIEWING ON PRE-SCHOOLERS' SOCIABILITY IN PLAY IN JUJA DIVISION IN THIKA WEST DISTRICT

MAGDALINE WAIRIMU GITAH

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DECLARATION

This project is my original work and has not been submitted for an award of degree in any other university.

Magdaline Wairimu Gitahi

This project has been submitted for examination with our approval as university supervisors

Dr. Boniface Ngaruiya
Lecturer
School of Education
University of Nairobi

Mrs. Gladys Kinyua
Lecturer
School of Education
University of Nairobi

DEDICATION

This research project is dedicated to my beloved children Lisa and Michael who endured the hard times when I was studying. To my late parents, for their selflessness in my upbringing and great inspiration to my education.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECD	Early Childhood Education
CCK	Commission Council of Kenya
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations Children’s Fund
KBC	Kenya Broadcasting Corporation
VOK	Voice of Kenya
WWF	World Wrestling Federation
AAP	American Academy Pediatrics

ABSTRACT

The study endeavored to explore the influence of television viewing of pre-school children's sociability in play in Juja Division in Thika West District. The study formulated research questions about the percentage of pre-school children who watch television, time spent by pre-school children watching television, kinds of programmes and parental supervision on television viewing on pre school children sociability in play. It was limited to pre-school children who watched television and delimited to Juja Division in Thika West District. Data was collected using interview guides and an observation schedule. The data was analyzed using both qualitative and quantitative methods. It was revealed that television was present in the lives of most pre-school children in Juja division in Thika West Division. It was also observed that television consumes pre-school children's time that they need for other important activities such as play which is crucial for their social development. It was also revealed that most of the programmes that pre-school children are exposed to have characters whose reactions, attitude and relations with other characters could influence the way pre-school children handles and relates with other children during their play. It was also observed that a big percentage of parents do not supervise what their pre-school children watch on television hence children enter a world of fantasy without the guidance and oversight of adults. Pre-school children are exposed to shows without adults' supervision to comment on content and discouraging the behavior they see on television. It was concluded that television watching could have negative influence on pre-schooler's sociability in play. If the child is not well guided by parents and guardians on the amount of television and the type of programmes to which they are being exposed to.

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

There has been a marked increase in influence of mass media. Mass media denotes a section of the media specifically designed to reach a large audience which include television, computer, audio tapes or compact discs Thomas, (2000). There is no doubt that mass media is an inescapable part of modern culture and a valuable social platform, political and economic development and also promoting education. Preschool children all over the world come into daily contact with various forms of mass media. Such media have a lot of influence on their cognitive, physical, moral and social development.

Play is the most natural way in which children learn. It is one of the most effective kinds of learning. Play is a serious business and sometimes called life and work for children Piaget, (1962). Play is very important in the life of young children because they acquire new knowledge, concepts, skills and attitudes. They also learn social skills, independence and responsibility. They develop muscles strength and coordination and build their self-esteem and confidence. Kabiru and Njenga, (2007). Play enhances the child's world and leads to holistic development of children.

Play is visible language of childhood where one sees and hears the total child functioning, revealing his concerns, conflicts information and misinformation, wishes, hopes, pleasures and questions. Play has an opportunity for children to try out new behaviours and social roles safely. Through play children progressively learn adult social skills either through successive reinforcements of behaviours and also children learn adult experiences and practices Bandura, (1977). Some adults underestimate the

worth of play and physical activities for young children. According to Hymes, (1974) young children are not good sitters. They are hungry for stimulation, they want to see, touch, taste, sniff, handle and use materials. Children learn best when they are encouraged to explore, interact, create and play.

Sociability is the ability to relate to others. It is the acquisition of values and virtues such as leadership, obedience, respect, co-operation, taking turns, sharing, honesty and faithfulness. Children need experiences to enable them to learn those values and virtues (Bandura, 1986)

Of all the channels of mass media, television is the most prevalent and plays a monumental role in the lives of children. For example, according to Bell, (1998), many families in the US have their television on an average of 3-5 hours per day potentially giving their T.V a strong foothold in a child's education than their school teacher. The huge amount of time that children spend in front of the television is claiming its toll on our preschooler's sociability in play. A variety of opportunities for children to engage in play are the best mechanism for progressing through the different social stages.

Television watching can have positive effects on pre-school children if well guided by parents and guardians. However according to Morgan, (1993) many parents, providers and educators are expressing a concern about the amount of television and the type of programming to which children are being exposed to.

In Canada, for example, a research by Gabbard, (1994) indicates that children begin watching television with an exploration approach. Television violence is accompanied by vivid production features, pre-schoolers are predisposed to seek out and pay attention particularly to violence. With this preference for cartoons, pre-schoolers are being exposed to a large number of violent acts. Children's cartoons and action

programs average more than 20 acts of violence per hour compared with 5 acts per hour during prime-time hours in developed countries Hancox, (2004).After watching violent programs children are more likely to display violent and antisocial behavior.

Kenya is currently seeing an explosion in communication industry and it has brought with it both good and bad. Specifically television technology development has been dynamic in many aspects. In 1980s' there was only one television channel in Kenya. That is Voice of Kenya (VOK). However in 1990's a number of television stations were licensed to operate in the country. There are 16 television stations, operating in Kenya with other under process of being licensed. A research by (Steadman, 2008) puts Kenya's regular adult television audience at 73% or 15.37 million. This number does not include children because they may not be polled. However it is reasonable to assume that 73% of Kenyan children aged under 15 or about 11.5million now have access to television. Expanding rural electrification and the arrival of 720 Chinese, made television sets that can be powered by car batteries has led to huge growth of television viewership, in particular among peri-urban and rural population.

Parents in Juja division just as in other parts of Kenya tend to spend long hours from home in informal or formal employment including casual labour hence their children are left without adult supervision Kabiru, (1996). Television watching can have positive effects on pre school children if well guided by parents and guardians Morgan, (1993) goes on to say that limited amount of television watching may be beneficial. Excessive television use has been viewed as harmful and unhealthy especially for children leading to addiction, dissociation from reality, reduced social contacts and diversion from valuable activities such as play Therefore this study attempts to explore

the influence of television viewing on pre schoolers' sociability in play in Juja division in Thika West District, Kenya.

1.2 Statement of the problem

The media has assumed a central role in the lives of children and especially the television which is one of the most prevalent media influences in children's lives. Television has double edged sword characteristics for children, it can be entertaining and educational, and can open up new worlds for children giving them a chance to travel the globe, learn about different cultures and gain exposure to ideas they may never encounter in their own community. However the reverse can also be true. Television connotes negative aspects such as inappropriate programmes, isolation and leaves little time for other important activities such as play which is crucial to a child holistic development.

A variety of opportunities for children to engage in play are the best mechanism for progressing through different social stages. By interacting with others in play setting, children learn social rules such as give and take, reciprocity, obeying rules, co-operation, negotiating and sharing. Kabiru and Njenga, (2007)

Despite the increase in influence the television has on pre-schoolers, little has been done to analyze the effects it has on their sociability in play. This subject has increased attention among parents, educators, policy makers, health care professionals and other stakeholders. The greatest issue of concern is the content the children are exposed to considering their age, impressionable minds and the materials being rolled out by television. Further, the television viewing is replacing activities like play which is very important in children's lives besides the parents or guardians who do not spend time with children nor do they discuss the values of the programmes.

Children are the future of the country and experiences of the early years are known to influence the individual throughout life. Children aged 3-6 years are usually at their fundamental holistic development and most social skills like sharing, turn-taking, co-operation, obeying rules and negotiation skills are acquired and developed. Therefore lack of proper care at this tender age, their development can be impaired and they might not realize their full potential

The world being a global village, children in Kenya could equally have access to inappropriate programs plus the children cartoons which is dominated by acts of violence. While the lure of technology is irresistible and virtually unstoppable, the pre-schoolers in Juja division are not spared either. Juja is a cosmopolitan area with children who come from diverse cultural communities. It is therefore important to find out how their television watching habits influence their sociability in play.

The issue of the influence of television viewing on pre-schoolers sociability in play should be treated with seriousness it deserves and increase opportunities for children which are critical for their future participation. It is therefore necessary to explore the influence of television viewing on pre schoolers' sociability in play in Juja Division in Thika West District.

1.3 The purpose of the study

The purpose of this study was to explore the influence of television viewing on preschooler's sociability in play in Juja Division Thika west district.

1.4 Research objectives

The objectives of the study were:

1. To estimate the percentage of pre-school children who watch television in Juja Division

2. To investigate the relationship between amount of time preschoolers spend watching television and their sociability in play
3. To determine the effects of the type of programs watched on television by preschoolers on their sociability in play
4. To examine the effects of parental supervision of television viewing on preschoolers' sociability in play.

1.5 Research questions

The following research questions were used to collect data on the influence of television viewing on pre-school children sociability in play

1. What is the percentage of pre-school children who watch television in Juja Division?
2. What is the association between time spent watching television and children's' sociability in play?
3. What is the relationship between the kind of programs preschoolers watch on television and their sociability in play?
4. What is the relationship between parental supervision of preschoolers watching television and their sociability in play?

1.6 Significance of the study

The research findings aimed at helping pre-school management and parents of pre school children in Juja division Thika West District make better decisions on proper use of television to enable them achieve the set goals of parents, teachers and institution. The research findings was also expected to give insights into what entails television watching and shed more light on better and effective use of television by pre-school

children. The study also presented a strong basis for further academic research by researchers who sought to find out how television affects various stakeholders such as pre-school children, teachers and parents.

1.7 Limitation of the study

In the first place, television watching is a private venture hence some participants were not comfortable giving the researcher certain information. Accessibility to areas of work to interview parents was not freely done in some areas especially because the interview was taking place while the parents were still doing their work.

1.8 Delimitations of the study

This study was carried out in Juja Division, Thika West District, which is just one among many divisions in Kenya. It involved pre school teachers, parents and pre school children in Juja Division.

1.9 Assumption of the study

This study assumed that, the targeted pre-school children in Juja Division of Thika West District have television in their homes.

1.10 Definition of the key terms

The following terms were defined in the context of this study as follows:-

Pre school children-refers to children attending preschool education institution which children attend before primary school

Pre School –is an educational institution which children attend before primary school

Sociability- is the ability of the pre-school children to relate to others in their play in terms of co-operation, sharing of materials, respecting one another and responsible behaviours e.t.c.

Parental mediation- Refers to strategies parents use to supervise children's television use or help children to interpret television content e.g. limiting the amount of time and commenting of content.

1.11 Organization of the study

This study was organized into five chapters. The first chapter explored the background and the statement of the problem. It was closely followed by the purpose; objectives research questions, significance, limitations and delimitations, basic assumptions and definitions of the key terms of the study. The second chapter comprised of the literature review, theoretical framework and conceptual framework. The third chapter covered the research methodology employed in the study. It covered the research design, the target population, the sampling procedure, the instruments used and their validity and reliability, and finally the procedure for both data collection and data analysis. Chapter four presented findings and discussions. Chapter five dealt with summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter accounts for what has been credited by scholars on television viewing. It focused on the influence of television viewing on pre-school children under the following subtopics: the types of programmes, amount of time pre-school children spend watching television, parental supervision and finally the percentage of children who watch television in Juja division in Thika West District.

2.1 The percentage of pre-school children who watch television

Television is omnipresent in most children's worlds. 99% of American households own television and the average family has 2 or more sets. Television is on, more than six hours a day in more than half of American homes. Children in the United States watch an average of 21-28 hours of television a week Vessey, (1998). Unfortunately the majority of parents do not realize this. Having their children watch television has become an acceptable and convenient part of parenting. What television teaches depends on the content to which children are exposed to. Sometimes that content is adult oriented or violent which means that it is inappropriate for children.

Kenya is currently seeing an explosion in communication industry and it has brought with it both good and bad. Specifically television technology development has been dynamic in many aspects. In 1980s' there was only one television channel in Kenya. That is Voice of Kenya (VOK). However in 1990's a number of television stations were licensed to operate in the country. There are 16 television stations, operating in Kenya with other under process of being licensed. A research by

(Steadman, 2008) puts Kenya's regular adult television audience at 73% or 15.37 million. This number does not include children because they may not be polled. However it is reasonable to assume that 73% of Kenyan children aged under 15 or about 11.5million now have access to television. Expanding rural electrification and the arrival of 720 Chinese, made television sets that can be powered by car batteries has led to huge growth of television viewership, in particular among peri-urban and rural population.

1999 survey of 500 Rhode island parents led by Brown University professor Judith Owens revealed that the presence of television in a child's bedroom makes it more likely that the child will suffer from sleep disturbances 9% (nine per cent of all the parents surveyed reported that their children have nightmares because of a television show at least once in a week).

Television brought the world right into our living room according to Butterfield, (1992).Unfortunately when the world moved in, a whole lot of things moved out to make space. Children are the first in line to feel the consequences of loss of time, activity and creativity. Children no longer play active and interactive games outside. The long running hours of the television and poor communication skills prevent children from playing with their peers .Television is now present in the lives of most children around the world Keiser, (2008)

A study by Huesmann, (1992) revealed that 98.5% of U.S households have at least one television set and 90% of U.S household has two or more television sets, 70% of daycare centers use television during a typical day. The study also revealed that American child watches television 21 to 23 hours per week. This includes about 2½ hours per day for children up to the age of 5.

Awareness of the impact of heavy viewing of television on children depends on many factors; how much they watch, their age and personality, whether they watch alone or with adults. Moreover, young children's readiness to learn about new and familiar things makes television an especially effective teacher about people's ideas, behaviours and events outside the child's own experience. Keiser, (2008)

Television can be a powerful influence in developing values system and shaping behavior as stated by Cantor and Wilson, (1984). In their study for example sports have the potential to develop and reinforce the values of children. The way the television present sports to young audiences will play a role in shaping their attitudes. Children learn positive lessons about fair play, respect for others, cooperation, sacrifice, discipline and also interaction with others especially in their play. However the theme of violence being the key component in children's content Strasburger, (1998) asserts that over exposure and particularly realistically portrayed violence, may lead children to believe that the world is primarily a dangerous and unsafe place. Children may begin to over-estimate the possibility that they will be victims of violence leaving them with undue anxiety and stress. According to Anderson and Evans, (2001) the more exposure to television violence, and the younger the child, the more harm done. Additionally the more violence a child watches the more violent that child reacts and especially in his/her play which makes it difficult to be integrated by other children in their play Similarly Bandura, (1977) stresses that heavy exposure to television characters who succeed by behaving in aggressive, violent or stereotypical ways may encourage children to use similar strategies in their own lives and particularly in their play.

Many shows glamorize Violence. Television often promotes violent acts as a fun and effective way to get what one want without consequences Huesmann, (1992) goes

on to say that most violent acts go unpunished on television and are often accompanied by humor. His study reviewed that 73% of the time the people in television dramas who commit violent acts go unpunished and only 4% of violent programs show non-violent alternative to solve problems. This is a clear indication according to Anderson and Wright, (2001) that children in their play will try to be like their “good” guys heroes. This gives a message that violence is normal and okay and it is fine to hurt someone in their play as long as they are bad. If another child for example takes his/her toy, it is okay to hit him because he/she is bad. This is not acceptable in children’s play and this child is rejected by others. This in turn, induces the child to remain away from others. All this humiliation is due to unsupervised television whereby the parents or guardian could have engaged into an active discourse about television content to help children understand the underlying meanings of content.

Looking at television screen does not magically remove child energy from within him. A highly active child will remain inactive while watching television because that is what the medium require. In order to receive stimulation from the television the child must be passive and accept the predetermined flow rate of the images. Both mind and body are passive (called an alpha state.) allowing the child to concentrate on the vast and often fast array of bright pictures.

Television gradually narcotized children into passivity who exercise only their blinking eyelids as they sit entranced, hour after hour in front of the television according to Vessey, (1998). These children who spend a lot of time in front of television have difficulties in performing fine and gross motor tasks. Their play is said to be erratic, their movement are impulsive and uncoordinated and they lack imaginative input in

their play. Due to this incompetence, these children are hardly integrated by others in their play and in return they have poor self image.

Young children's observations of others on television has been shown to produce an impressive level of learning of unfamiliar behaviours Bandura, (1977). Children will imitate behaviours of models from television programs if they see behavior as being more rewarding. We are all too familiar with incidents in which a child has attempted to replicate behaviours he has just observed on television occasionally with tragic consequences. The news that an eight year old Kenyan boy had battered a school mate to death while re-enacting the US world wrestling federation television series hit Kenyans like a sledge hammer. The four eight year old boys from Ogosa lower Primary school in Western Kenya were trying to outdo the likes of Shawn Michaels, the British Bulldog the undertaker and Yokozuna in the crude form in which the W.W.F are imported and shown to Kenyans during peak hours Okoko, (2000)

2.2 Time preschoolers spend watching television and their sociability in play

Play is the most natural way in which children learn. It is one of the most effective kinds of learning. Play is a serious business and sometimes called life and work for children. Piaget, (1962). Play is very important in the life of young children because they acquire new knowledge, concepts, skills and attitudes. They also learn social skills, independence and responsibility. They develop muscles, strength and coordination and build their self esteem and confidence Kabiru and Njenga (2007). Play enhances the child's world and leads to holistic development of children. Play has a central place in childhood. Therefore, it is utmost important for children to be provided with a conducive environment that encourages their ability to engage in physical

activities, which includes enough space, time and guidance Early childhood is the period between 3-6 years. It is also called the pre-school years because many children got to pre-school. During this period children become increasingly aware of changes in their environment. They try hard to understand what is going on around them. They have better muscles strength and coordination. They are also full of life, energy and imaginations and consequently they are constantly on the move, exploring experimenting and manipulating objects. Gabbard, (1994).

Television watching can have positive effects on pre-schoolers if well guided by parents and guardians by restricting time. Moderate television watching with discretion in programming viewing is beneficial for children Morgan, (1993). However many parents, educators, policy makers, health care professionals and other stakeholders are expressing concern about the amount of time their children are spending in front of the television instead of engaging in the activities they need to help them develop their bodies and brains.

In developed countries like Britain and United States of America, children watch an average of five to eight hours of television while in developing countries, they watch an average of three to five hours of television everyday Hancox, (2004). This clearly shows that children spend more time engaged in television viewing than in any other single activity besides schools. He also recognized and affirmed the essential role of play in children lives' and he stressed the need for children of all ages to play. He emphasized that play enhances social interaction, among children and also cooperation. Unfortunately given the time children spend immersed in television they don't know how it is to interact with their peers and mostly in their play. This makes it difficult for them to make friends and they have a low self worth. Kabiru and Njenga, (2007).

Televisions have completely altered the way that children spend their time. Yesterday's children spend much of their days playing games and exploring the outdoor world around them. These games according to Feshback and Cohen, (1988) help the child in the development of motor of the child. Motor skills include gross motor skills like running and jumping. These skills demonstrate control and balance and coordination. Fine motor skills on the other hand include activities such as cutting with scissors and fastening a button and they demonstrate hand eye coordination, strength, control and ability to manipulate objects. However today's children spend their time with their eyes glued to the television screen and their bottoms firmly planted on their living room.

Just like any other developing country Kenya is currently seeing an explosion in communication industry and it has brought with it good and bad. Specifically television technology development has been dynamic in many aspects. The country has cable television, satellite television and network television. This clearly denies children's opportunity to interact with others in their play. This according to Krasner, (1993) hampers children from such skills as leading and following, sharing and cooperation which essential aspects of effective play participation.

Television is an inescapable part of modern culture. We depend on television for entertainment, news, education, culture, weather, sports and even music. Television can teach children important values and life lessons. Additionally television educational programs can develop young children's socialization and learning skills. Moreover shared viewing gives family members of all ages an opportunity to spend time together Krasner and Ullman, (1993). However a study done by Austin, (1992) points out that television consumes more of a child's waking hours than other activity. He said that

children spend about 15,000 to 30,000 hours in front of the television by the time they are 16 years old. Compare this with about 11000 hours of classroom instructions. This is how most children spend their days especially when they are off from school. This indicates that television consumes children's time that they need for activities crucial to health, mental, physical and social development. Many teachers say that children today seem to have less imagination than used to.

2.3 Types of programs watched on television by pre-schoolers and their sociability in play

Play is the beginning of the development of the different life skills like negotiation and problem solving skills that will enable children to be able to cope with others which will ultimately promote national cohesion Bandura, (1973). The sense of satisfaction that a child derives from being able to succeed can also be countered being able to cope with failure, so that inability to accomplish does not demoralize the child in activity however many parents, education providers, policy makers, health care professionals and other stakeholders worldwide have expressed concern about the type of programs to which children are exposed to. Morgan, (1993) asserts that despite several decades of research in the United States of America there is little consensus on whether childhood television viewing has beneficial harmful or negligible effects on children's play. According to Hancox, (2004). This uncertainty is due to lack of long term follow up data particularly for pre-school children.

There is no doubt as pointed by Hancox, (2000) that television can be entertaining and educational, and can open up new worlds for children, giving them a chance to travel the globe learn about different cultures and gain exposure to ideas they may never

encounter in their own community. Shows with a pro social message can have positive effects on children's behavior; programs with positive role model can influence children to make positive lifestyle changes. The medal however has another side concerning children's likelihood of learning things from television that parents don't want them to learn and especially from inappropriate programs. The greatest issue of concern according to Hancox, (2004) is the content the children are exposed to, considering their age, impressionable minds and the materials being rolled out by the television.

One common theme in children content is the theme of violence Gebner, (1986) defines violence as the overt expression of physical force, with or without a weapon, against self or others, compelling action against one's will or pain being hurt or killed or actually killing or hurting. According to Hancox, (2004) statistics indicate that the typical American child will be exposed to 12,000 violent acts on television an year. She also reveals that children television programming alone contains about 20 violent acts an hour.

Canadian study shows that all children are susceptible to harm from exposure to television violence. Moreover the harm is much greater for children who are pre adolescents, especially those younger than 8 years of age. This is because younger than 8 years still may have some difficult in separating fantasy from reality Anderson, (1998). Further these children have not yet developed enough abstract thinking to be able to evaluate what they see and measure it against reality. Of great concern to early childhood educators and the parents is the effect of viewing violent programs on children's sociability in play. Studies have indicated that children who are exposed to violent content usually display physically and verbally aggression behavior in their play. Bandura, (1963) studied the effects of exposure to real world violence, television

violence and cartoon violence. They divided 100 preschool children into four groups. The first group watched a real person shout insults at an inflatable doll while hitting it with a mallet. The second group watched the incident on television. The 3rd watched a cartoon version of the same scene and the 4th watched nothing. When all the children were later exposed to frustrating situations, the 1st three groups responded with more aggression than the control group. The children who watched the incident on television were just as aggressive as those had watched the real person use the mallet, and both were more aggressive than those who had only watched cartoon.

The president of the National Institute on Media Walsh, (2002) in his study argues that children copy naturally. Babies as young as 14 month old will copy actions they see on the television screen and that children are like sponges and after absorbing what they see and hear long enough, it is not strange that they will start to do it. Most violent acts go unpunished on television and are often accompanied by humour. Television often glamorize violence and promote violent acts as a fun and effective way to get what one wants without consequences. The consequences of human suffering and loss are rarely depicted. In their social play, children imitate the violence they see on television and because they cannot tell the difference between reality and fantasy and this make them more vulnerable to learning from and adopting as reality the violence they see on television.

Vygotsky, (1978) points out that play is a serious business and in the pre-school years play is the leading source of development. Through play children learn and practice many basic social skills. A variety of opportunities for children to engage in play are the best mechanism for progressing throughout the different social stages. By interacting with others in play settings, children learn social rules such as give and take, reciprocity,

obeying rules, cooperation, negotiating and sharing. Through a range and interactions with children at different social stages, children also learn to use moral reasoning to develop a mature sense of values. To be prepared to function effectively in the adult world; children need to participate in lots of social situation. But studies show that after watching violent programs, children are more likely to act out aggressively in their play and children who are regularly exposed to violent programming show a greater tendency towards hitting, and arguing with their peers, leaving tasks unfinished, and they also display a lot of impatience with their peers .Huston et al, (1992)

. At the preschool age 3-6 years children begin watching television with an exploration approach. They actively search for meaning in the content, but are still especially attracted to vivid production features, such as rapid character movements, rapid changes of scene and intense or unexpected sights and sounds. Rice , Huston and Wright, (1982) their report goes on say that because television violence is accompanied by vivid production features, pre schoolers are pre-disposed to seek out and pay attention to violence particularly cartoon violence.

With this reference for cartoons- pre schoolers are being exposed to a large number of violent acts in their viewing day. Children's Saturday morning programming offers 20-25 violent acts per hour compared to 5 violent acts portrayed in prime time programming Hancox, (2004). It has been estimated that, by the time they start school, pre-school children will have seen an average of 8,000 murders and 100,000 assorted other acts of violence and destruction on television. Studies by Austin, (1992) warned that the risk of viewing the most common depiction of televised violence includes behaving violently and especially in social play. He also suggests that the television programming teach children that violence is an acceptable way to solve problems.

Television, of course in moderation can be a good thing. Television shows can model positive ways for handling feelings. Social learning research by Bandura, (1997) shows that when children watch likeable characters struggling with decision- making, they can learn better impulse control, especially when they see the realistic results of the choices the characters made. The power of pro social programming can be so strong. Even violent content of outcomes can be beneficial if handled well. However over exposure to violent depictions can cause desensitization to violence. This means that children may become more willing to accept violence from others as well as perpetrate violent acts themselves and especially in their social play Liebert and Baron (1998). These children become less sensitive to the pain and suffering of others they are more fearful of the world around them and also they are more likely to behave in an aggressive or harmful way towards their peers especially in their social play.

A survey carried out in Kenya, revealed that parents are unaware of PG clause and said that their children freely watch most of the programs unsupervised Pkosing, (2010).

2.4 Parental supervision of television viewing and pre-school children's sociability in play

Play increases dramatically during the pre-school years. It is done for the sake of enjoyment with no rewards. It is the life and work of children. It can be seen as a spontaneous pleasurable activity that children engage in. it enhances the child's world and leads to holistic development of children Kabiru and Njenga, (2007). In social play, there are rules and regulations and some behaviours are acceptable while others are unacceptable. Television is now present in the lives of most children around the world. This suggest that it can be a powerful teacher and indeed the last three decades of

research on children and television demonstrate that children can and do learn from content on television.

Experiences of the early years are known to influence the individual throughout life as stated by Piaget, (1962) children aged 3-6 are usually at their fundamental holistic development. This shows that proper care at this tender age is very crucial and especially when it comes to television viewing. The finite amount of time in a child's day, frequent exposure to violent television content affects children's' behaviours, attitudes and perception. These findings have been confirmed in the studies of Gentile and Walsh, (1999). They surveyed children ages 3-7 years and 81% of the surveyed children said that they watch television alone unsupervised. This clearly shows that young children enter a world of fantasy without the guidance and oversight of an adult. Children learn many social behaviors by observing those modeled by others. Children are more likely to try a behavior if they can identify with the person modeling the behaviors and the model is successful at achieving a goal or obtaining a reward Bandura, (1977).

Awareness of the impact of heavy viewing and unsupervised television consumption is still low. As a result of the many hours children spend in front of the television Sattcher, (2000) in his study pointed out that children are in effect being parented by network producers rather their own parents. It is very difficult for children to think anything through. They get used to things being laid out in front of them on television. Many teachers say that children today seem to have less imagination than they used to. Children need to communicate constantly so that they can have their questions answered, their wrong ideas corrected and the right view encouraged mainly because television has a destructive effects on their view points. Most children's

programming does not teach what parents say they want their children to learn. Huesmann, (1992) in his study continues to say that many shows are filled with stereotypes, violent solutions to problems and mean behavior. If children are exposed to these shows without adult supervision to comment on content and discouraging the behavior they see on television, then this clearly mean that these children will display these unacceptable behaviours in their play and as a result they will be rejected by their peer Isenberg and Nancy, (2002)

Children live within a family boundary as pointed out by Krasner, (1993) therefore parental mediation or influence on children's' media usage effects is very important. It is stressed in their study that parental attitude and guidance significantly influence children's' judgment of quality television material.

Parents in Kenya as in other developing countries are away from home most of the day in order to supplement family income Kabiru and Njenga, (2001). This is a clear indication that parents and guardians do not monitor the amount and content of exposure to television. As said earlier, television has positive and negative side. Children are like sponges and after absorbing what they see and hear long enough, it is not strange that they will start to do it. In most cases, these children display the negative behaviors they observe in television in their play. Often these children end up being rejected by their peers because children with bad behaviors are not allowed to join other children in their play.

Television watching can have positive effects on children's attitude and behaviors if well guided by parents and guardians. A habit of watching educational programs as opposed to cartoons will reduce their exposure to violent content and make more likely that they will watch and benefit from educational programs Keiser, (2001). The parents

or guardians will help the child recognize the humane characteristics of television characters emphasize the positive non-violent behaviors and superheroes and heroines. Points out children's own helpful behaviour discussing the ways that conflicts are solved on superhero shows. According to Lull, (1988) when children are accustomed to seeing superheroes using violence as a solution to problems, appropriate responses must be constantly reinforced. Talking about conflict resolutions skills and how they could be applied to solutions that superheroes, heroes and heroines find themselves in. When the child is equipped with these skills and acceptable behaviors then he/she is able to match with others in their play.

2.5 Theoretical framework.

This study was guided by social learning theory in an attempt to explore the influence of television viewing on preschoolers' play in Juja division in Thika west district. According to Bandura (1977) most behaviour is learnt through observation and imitation of what is observed. Children especially model behaviours through observing others personally or through the media and environment. According to this theory, there are four conditions necessary for effective modeling to occur; attention-the learner must first attend to the material/behaviour to be learnt through observation. Retention; this is the storage of the observed behavior in the form of mental images. Reproduction; this is the ability to replicate the behaviour that the model has just demonstrated. Motivation; the acquired behaviour is enacted if it is reinforcing to do so.

For the purpose of this study it was evident from the above preposition that children have great access to television. They also spent a lot of time immersed in front of television screen. Moreover, the television commanded amount of attention by using the most influential way through audio visual and the vivid production features such as

rapid character movements, rapid change of scene and intense or unexpected sight and sound. When it comes to retention, due to the repetition and intensity of the television children were able to remember they have observed. Bandura says that one of the most effective ways of increasing retention is using the technique of rehearsal. He suggests that behaviors that are practiced and repeated lead to lasting characteristics in the individual. In motivational process, children usually enact behaviors that seem to be effective for other individuals. They were more likely to adapt modeled behavior if it results in outcomes they value than if it has unrewarding or punishing effects. As in this case, many shows in television glamorize violence. Television often promotes violent acts as fun and most of the time most violent acts go unpunished and are often accompanied by humor. Finally in reproduction, after the observed behavior has been attended to and acted upon mentally, it can therefore be reproduced. Children and especially at the pre-school age are like sponges and after observing what they see and hear long enough, it is not strange that they will start replicating the behavior from the model.

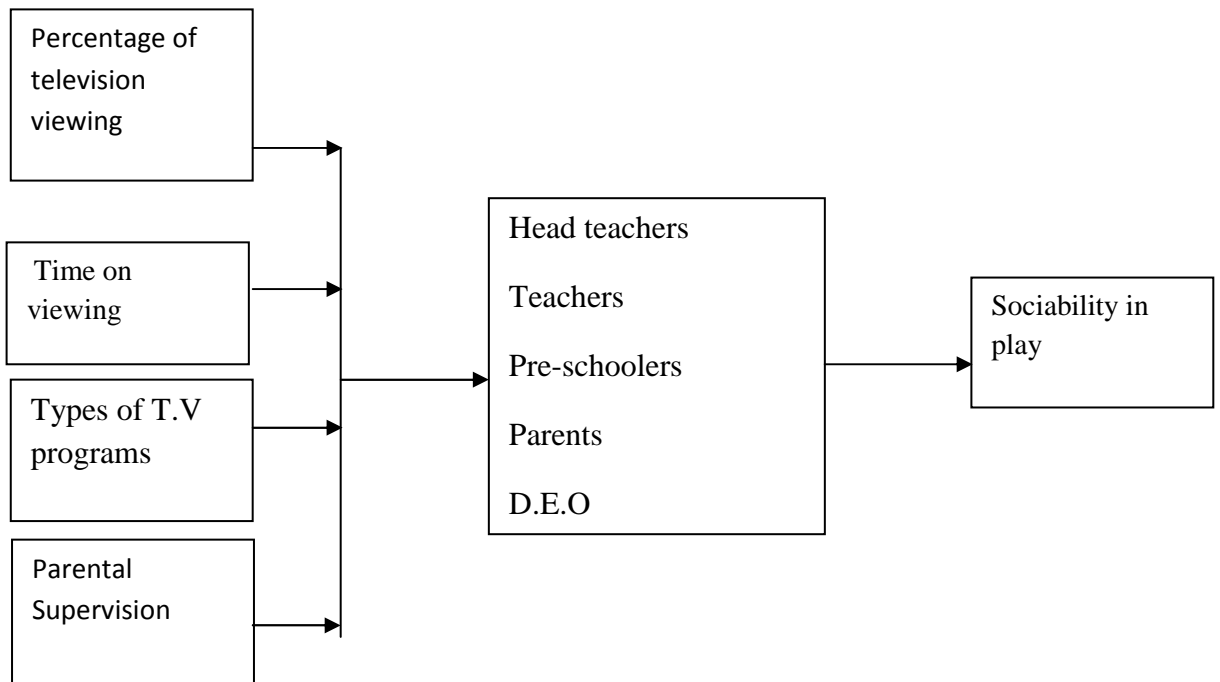
The infinite amount of time in Childs day, frequent exposure to violent television content plus unsupervised television viewing makes television an especially effective teacher. This was a clear indication that children enter a world of fantasy without the guidance and oversight of an adult. As children are good imitators, in their play, they often tried to demonstrate the behaviour they often observe from the television either good or bad. In the process of demonstration of a bad behavior they were in most cases rejected by their peers.

2.6 Conceptual framework.

This study identified the following independent variables in television viewing as the ones that directly influence preschool children: the kinds of programs, amount of time, parental supervision and percentage of pre-school children who view television while the dependent variable is preschoolers' sociability in play as graphically illustrated in the conceptual framework below.

However, influence of television viewing of preschool children on their sociability in play was not solely drawn from the above variables. Other factors like teacher training, playing materials, teachers' belief, radio and print media also played a great role.

Fig 1: Conceptual frame work



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents research methodology. It comprises research design, population sampling and sample size, instruments of data collection procedure, validity, reliability of data collection instruments, procedure for data collection and data analysis.

3.1 Research design

This study adopted descriptive survey design. This type of research depicts the state of affairs as it exists. Kothari (2004). The researcher has no control over the variables and can only report what has happened or what is happening. The researcher attempts to discover causes when they cannot 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 activity. It is used to obtain data useful in evaluating present practice and providing basis for decision Shaughnessy (2003) According to Kerlinger (1976) descriptive survey design does not deal with manipulation of variables. The researcher therefore found descriptive survey design suitable in exploring the influence of television viewing on pre-schools' children sociability in play in Juja division in Thika West district,

3.2 Target population

Target population consisted of all the members of an area or a hypothetical set of people, events or objects from which a researcher wishes to generalize the research

study. Mugenda and Mugenda, (2003). The target population in this study consists of 3973 preschoolers from 86 preschools, and 1400 preschool parents in Juja division in Thika west district.

3.3 Sampling procedure

A sample is a subject of the target population which the researcher intends to generalize the findings Cohen and Marrison, (1994). Stratified sampling was used to sample pre-schools, preschool children and pre-schools parents in Juja division in Thika West District. Stratified sampling is the process of selecting a sample in such a way that identified sub-groups in the population are represented in the sample in the same proportion that they exist in the proportion. Gay (1981).The samples from each group are then randomly selected. According to Gay (1981) the minimum number of subjects for descriptive research is 10% of the population.

3.4 Research instruments

The researcher used interview guides and observation schedule for consistency and reliability in data collection. Interview guides for pre-school children were used to obtain information on issues of television viewing. These interview guides covered a range of issues related to television watching like children's best programs, amount of time spent watching television where they watched the television and who accompanied them while watching television. The parents' interview guides had two sections. Section A and section B. Section A had questions on age and highest level of education. Section B dealt with types of programmes that interest their children, time their children spend watching television and whether they watch television with their children and how

children solve problems when they occur during play time. Observation schedule was a vital data collection tool. This tool gave the researcher enough freedom of observing the behaviours of children during play activities and their behaviour recorded.

3.5 Validity of instruments.

Validity is the accuracy and meaningfulness of inferences based on research results Mugenda and Mugenda (2003). It is the ability of the instrument to measure well what it purports to measure. To enhance content validity, the researcher asked her academic supervisors to appraise the instruments. Their ratings and comments assisted in improving the instruments. External validity which has to do with the representation of the sample with regard to the target population was done on pilot study of the three pre-schools from each zone. Stratified sampling was used to select the pre-school and one pre-school teacher. During the pilot study the instruments were discussed with the respondents so as to establish their suitability, clarity and relevance for the purpose of this study. In appropriate questions items were discarded so as to improve the quality of the research instruments. Schools used in the pilot study were not used in the main study.

3.6 Reliability of the instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research yields consistent results after repeated trials. Kothari, (2004) and Kerlinger, (1967) observe that for research data to be reliable it must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions to test reliability of the instruments. This supported the view by Best and Khan (1989) who stressed that the longer a test is the more internal consistency it

has. Additional tests were included to capture information that could have been left out. This ensured that the instruments were comprehensive and detailed enough to collect the requisite information.

3.7 Data collection

The researcher obtained a research permit from the National Council of Science and Technology. The researcher then reported to the District Commissioner (D.C) Thika and District Education Officer (D.O) Thika giving each a copy of the research permit before embarking on her research. With the help of trained research assistants in data collection the researcher visited sampled schools and conducted interviews and observations. As for the parents' interviews, the researcher with the help of research assistants visited them in their places of work.

3.8 Data analysis

Part of the analysis was descriptive while the other part was quantitative based on tables giving frequencies and percentages. Some of the information was put in point form. Recording of the analyzed data was done in simple tables accompanied by qualitative explanation to reinforce the numerical presentation of the study. In other cases numerical values tally on frequency and percentage was used.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS.

4.0 Introduction

This chapter attempts to answer the research questions raised in chapter one through analysis and evaluation of the responses from both the parent of pre-school children and the children themselves, in conjunction with what the literature review was able to reveal. This section is divided into sections each trying to address the following objectives of the study: - to estimate the percentage of pre-school children who watch television in Juja division in Thika West District, investigate the relationship between amount of time pre-school children spend watching television and their sociability in play, to determine the effects of the types of programs watched on television by pre-school children on their sociability in play and to examine the effects of parental supervision of television viewing on pre-school children's sociability in play .

Each research question was tallied with respective in items from both sampling units and analyzed using frequency and percentage counts. Summaries of these analyses were presented in tables and figures for interpretation. Comparison and correlations between variables was represented using Pearson correlation coefficients.

4.1 Demographic Data

Sample description was analyzed and presented using frequency and percentage tables, coupled with figures along such demographic variables as age, gender, parent's highest level of education attained. This section is divided into two sub-sections, first

sub-section represent demographic information of pre-school pupil and the second sub-section dealt with parents.

4.1.1 Characteristics of pre-school pupils

Using the interview guide the researcher sought information on the age of pre-school children and their gender. The total number of pre-school children interviewed were 400 in which (202) 50.5% was girls while (198) 49.5% were boys. On age of pre-school children, 37.3% are of age between 4 to 5 years, 28% are of age 3-4 years, 19.5% are of age 5-6 years, and 10.3% are of age below 3 years while 5% are age above 6 years as summarized in table 1. The mean age is four years implying that most of children in pre-school are of age of four years.

Table 1 Age of pre-school children

Age	Frequency (%)	
Below 3 years	41	10.3
3-4 years	112	28.0
4-5 years	149	37.3
5-6 years	78	19.5
over 6 years	20	5.0
Total	400	100.0

4.1.2 Characteristics of parents

Using the interview guide, the researcher solicited information on the background of the pre-school children's parents based on their age and education. On

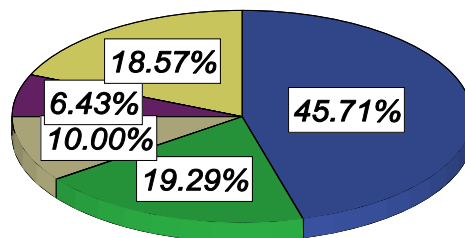
age, most of pre-school parents are of age group 23-27 years (35.7%) and of age-group 28-32 years of age (30.0%) as shown in table 2.

Table 2 Age of parents

Age	Frequency	(%)
18-22	29	20.7
23-27	50	35.7
28-32	42	30.0
33-37	15	10.7
38-42	4	2.9
Total	140	100.0

Parents' age is normally distributed with mean age of 27.1. On pre-school parents' education, most of them have obtained certificate, diploma, bachelors and masters. Some parent have not attended any school. Most of parents have obtained certificate i.e. 45.71% while 19.29% have obtained diploma and 10.00% have obtained bachelor degree. Figure 2 summarizes the results.

Figure.2 Highest level of education pre-school parent

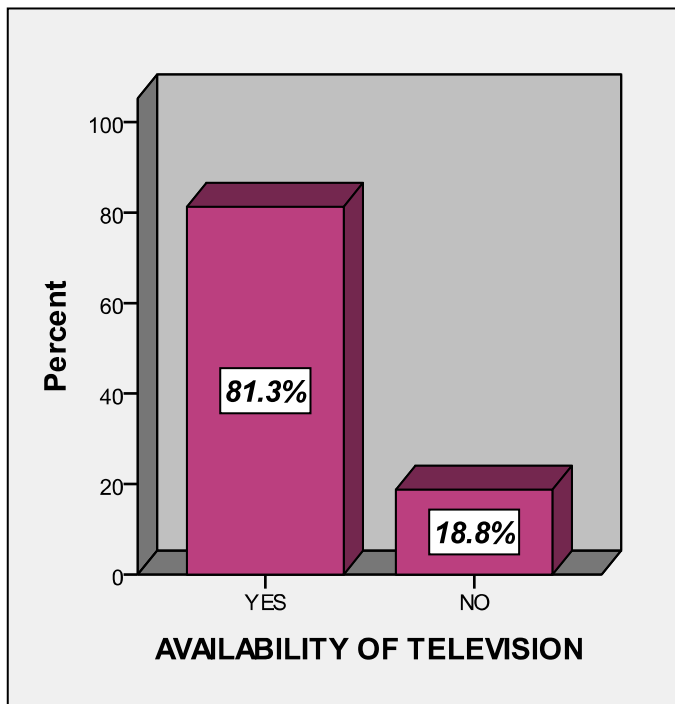


From this observation, it is clear that most of the parents who participated in this study were literate and therefore capable of giving credible answers to the items of the interview.

4.2 The percentage of children who watch television and their sociability in play

Four hundred pre-school children were interviewed about the availability of television in their homes and 81.3% of children said they have T.V in their homes. Only 18.8% of children said they do not have T.V in their homes as illustrated in Figure 3. This information revealed that television is now present in the lives of most pre-school children in Juja Division in Thika West District.

Fig3: Availability of Television



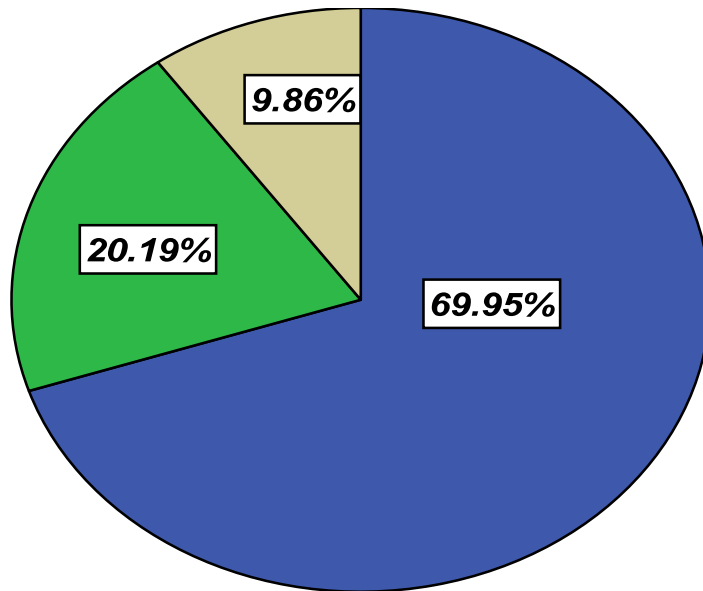
Out of children who have TV in their homes, 65.5% of them spend time watching TV while 34.5% do not watch TV as summarized in Table 3. This is a clear indication that most of pre-school have TV'S in their homes and spend their time watching.

The researcher also sought to establish the pre-school children's parent view towards TV watching through interview guide. Out of parents interviewed, 80.7% said that their pre-school children watch Television while 19.3% said their children do not watch Television. The researcher found out that T.V had penetrated most homes and it was omnipresent in most pre-school children's world.

4.3 Time spent on television and sociability in play

Regarding the number of hours that pre-school children watch television, there is almost a similarity between the pre-scholars answers and those of parents. Since children may have problems of accurately telling the time they spend watching the television, this time was determined indirectly by enquiring which programmes they watched and adding the total time to get an indication of the time spend watching television. The result also shows that time spend watching television differs between weekdays and weekends. From Figure 4 it is clear that 69.95% of pre-school children who watch TV watch every day, 20.19% watches only during weekend while 9.86% watch once per week.

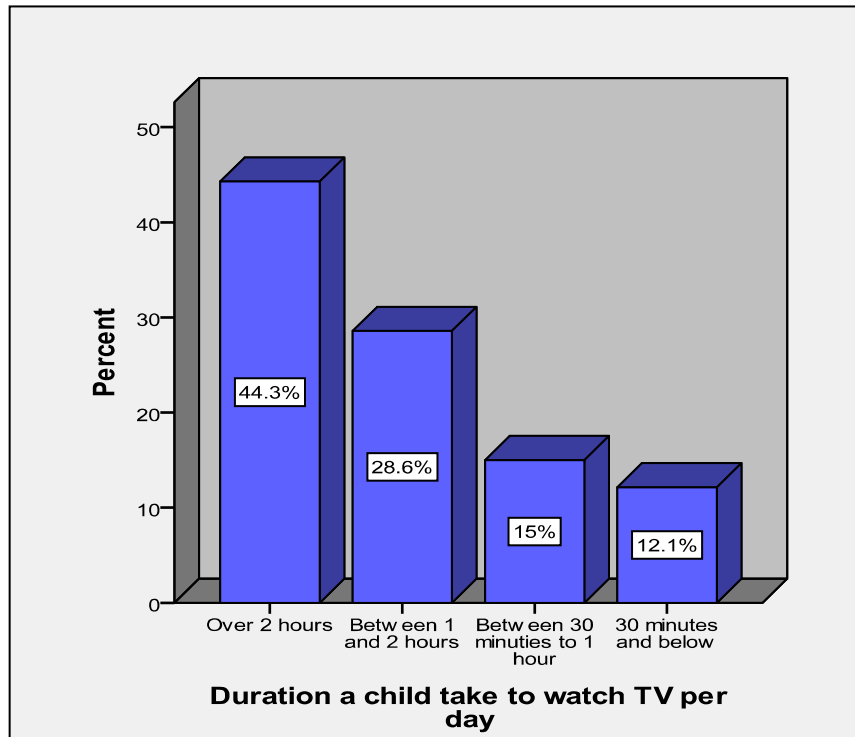
Figure4: Frequency of watching television by pre-school child



Pre-school responses on time spent watching T.V does not exactly tally with parents responses since some said they allowed the children to more time (more than two hours) to watch television. This is a clear indication that pre-school children in this area spend more time engaged in television viewing than in any other simple activity besides schools. This denies them opportunity to interact with others in their in play.

The researcher using the interview guide sought to know the number of hours that parents allow their pre-school children for viewing T.V. Out of parent interviewed, 44.3% said that their pre-school children watch TV for over two hours per day, 28.6% watches TV for a period between one to two hours, 15% watch between 30 minutes to one hour while 12.1% watch for period less than 30 minutes per day as shown in Figure.5. From this information, the researcher observed that television consumes pre-school children's time that they need for activities crucial to their health, mental, physical and social development.

Figure 5: Duration children take to watch TV



The amount of time pre-school children spend watching television had influence on their sociability in play. The correlation between two variables was calculated and was found to be 0.779 which is significant. This translates to a strong relationship exist between the two variables. This can be interpreted as the more the time the pre-school children spend watching television, the higher the influence it has in their sociability in play. As the pre-school children spend a lot of time watching the T.V, they learn more about the characters in the T.V and this make them to have a lot to copy from the characters and apply it during playing time. The researcher observed that those children had tendency of reacting rudely and behaved irresponsibly towards their peers. Some would command other children on how to do the play. Some just wanted their decision

to be the only one to be followed. The researcher also observed that while they were skipping the rope and one of them fails some children would complain of delay.

4.4 Types of television programs watched and sociability in play

In terms of programmes that children watch most on the television, cartoon ranked the highest, followed closely by Churchill live, Machachari, Tahidi High and wrestling. As summarized in Table 3 with reference for cartoon, 92 (43.2%), pre-school children are being exposed to a large number of violent acts in their viewing days.

Table 3 What is your favourite program

Program	Frequency (%)	
Cartoon	92	43.2
Machachari	30	14.1
Churchill live	80	37.6
Tahidi high	7	3.3
Wrestling	4	1.9
Total	213	100.0

The favourite TV character for most pre-school children is Micky mouse in cartoon program, followed by Ngovi an actor in Machachari local soap then Churchill actor in Churchill Live as shown in Table 4. Most of the boys said they love cartoon programmes and characters because they are usually accompanied by loud music and that the sound effects are cool. The characters in these programmes also appeal to boys because of the outfit they wear as well as some of the things they do. Most girls on the other hand said they liked these programmes because the characters are beautiful. This

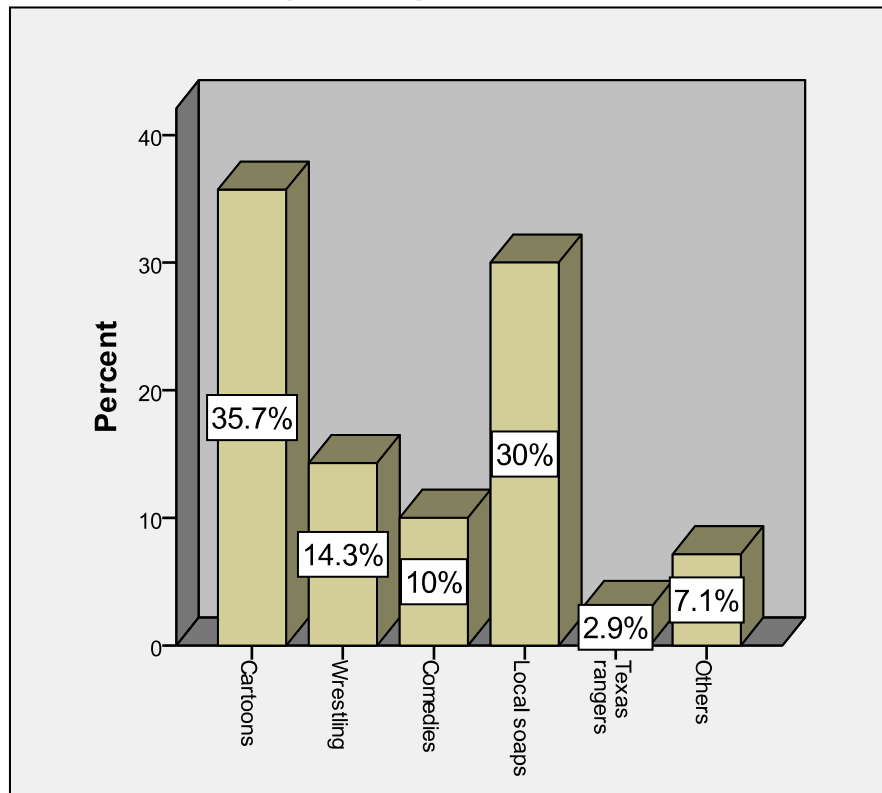
is a clear indication that these pre-school children are likely to copy actions they see on the television screen.

Table 4 What is your favourite character

Character	Frequency	(%)
Mickey mouse	86	36.3
John Cena	12	5.1
Ngovi	70	29.5
Churchil	62	26.2
Baha	3	1.3
O.J	4	1.7
Total	237	100.0

Regarding the favourite program for pre-school children according to the parents, out of the parents interviewed; 35.7% of parents said that cartoon is the favourite TV program for their pre-school children, 30.0% said local soaps while 14.3% said wrestling as illustrated in Figure 6 The researcher noted the programmes given by parents are almost similar to those given by pre-school children earlier. This clearly indicate that cartoon was the most popular hence with a lot of violence in children's cartoons and action programs, it was likely that pre-school children could display violent and anti-social behavior especially in their sociability in play.

Figure 6: Most interesting TV Programs



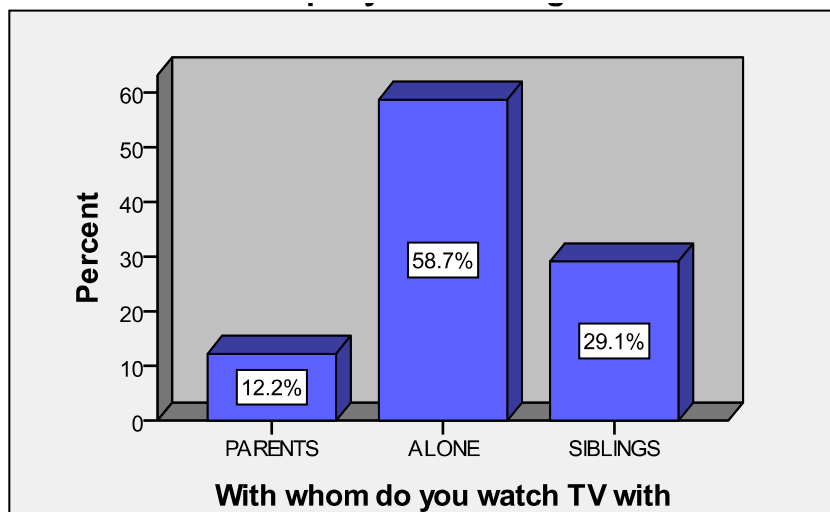
The correlation between the two variables was calculated to be 0.623 which is significant. This implies that there is effect on types of programs watched on T.V. by pre-school children on their sociability in play. The programs that they watch, characters in it, their reaction, attitude and relationship with other characters is influencing the way pre-school children handle and relate with other children in their play. With the use of observation schedule, the reesearcher observed that out of 20 children observed, 30% displayed very violent behaviour and 25% of them displayed relatively violent behaviour during play with other children. As indicated earlier, some of the programs that children are exposed to have characters that react violently and children could have copied from these characters. In particular, boys tended to imitate characters in programs like cartoons and wrestling which are their favourite and do as they do. It was ovsereved that some boys would push others hard to the ground and knock them down

and others went to an extent of hitting others. Other children tended to do and say as the characters they admire did e.g. they would use sticks to show how a gun is held, in the process they would throw legs, lean forward, crawl on their belly and say things like “twah” to indicate fired gun.

4.5 Parental supervision of television viewing and pre-school children’s sociability in play

Regarding whether pre-school children watch television with their parents, siblings or alone. Most children, 58.7% , watch TV alone, 29.1% watch in the company of other siblings while 12.2% watch together with their parents as shown in Figure 7. It came to the researchers notice that children enter a world of fantasy without the guidance and oversight of adults. Also the pre-school children are exposed to shows without adults’ supervision to comments on content and discouraging the behavior they see on television.

Figure 7: company in watching TV



Asked whether they watch T.V programs with their pre-school children, most parents, 84 (60.0%) said that their pre-school children watch TV alone, 38 (27.1%) said their pre-school children watch TV together with other siblings while 18 (12.9%) watch together with their parents as summarizes in Table 5. This is a clear indication that most of the pre-school children are being parented by network producers rather than their own parents. Parents have become too busy to spend time with their pre-school children. These children are spending time with caretakers, other siblings who know little about matters of young children.

Table 5 Company of child watching TV

Company	Frequency	(%)
Alone	84	60.0
Siblings	38	27.1
Together	18	12.9
Total	140	100.0

Regarding whether parents guide their pre-school children on which programmes to watch , 68.6% of the parents do not guide their pre-school on which TV program to watch while only 31.4% of the parents interviewed guide their children on which TV programs to watch. It came to the researchers notice that there is a likelihood of children learning inappropriate things from television programs and that having their pre-school children watching television has become acceptable and convenient part of parenting. Table 6 summarizes the results.

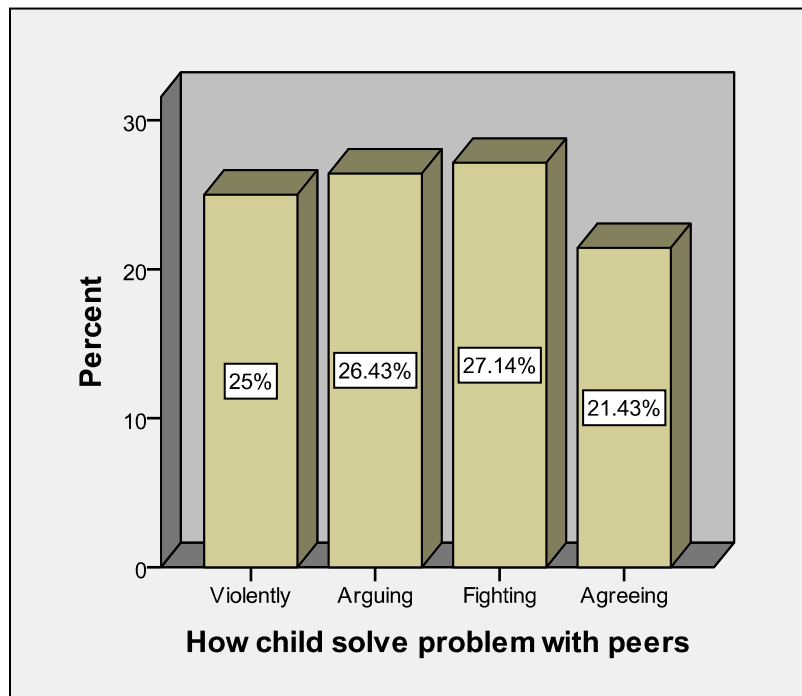
Table 6 Guidance of parent to child on watching TV

Guidance	Frequency	(%)
parent guide	44	31.4
parent do not guide	96	68.6
Total	140	100.0

Asked whether there is any behavior that their pre-school children copy from TV, out of parents interviewed, 54.3% said that their pre-school children copy behavior from the characters they watch from TV while only 35.7% felt that their children do not copy any behavior from TV program they watch. Some parents said that their pre-school children sometimes tend to do and say as the characters they admired did.

Regarding how the per-school children solve problem that occur during play with peers, out of parents observation, only 21.43% of pre-school children solve the problem that arise with peers by agreeing while the rest 78.57% either react violently, argue or even fight as Figure 8 illustrates

Figure 8 Ways of solving problem with peers



The correlation between the two variables was calculated to be 0.842 which is significant implying that there is relationship between parental supervision on television viewing on pre-schooler's sociability in play. The researcher observed that most pre-school children selected, portrayed verbal aggression during their play. Some would command other children on how to do the play. To the worst some pre-school children would use abusive language towards other children during their play. Other children displayed the attribute of shouting at others during the play. This could be the thing that is in the mind of children that if they shout at others, they would fear them and even react immediately. This was a clear indication that in most cases these children lack guidance from their parent not to copy and exercise negative behavior which most characters they admire opt to use for revenge and/or protect themselves from their opponents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.0 Introduction

This section provides a summary of significant findings from the study as guided by the objectives of this study: to estimate the percentage of pre-school children who watch T.V., to investigate the relationship between amount of time pre-school children spent watching television and their sociability in play, to determine the influence of types of programs watched on television by pre-school children on their sociability in play and finally to examine the effect of parental supervision of pre-school children watching television and their sociability in play. It also gives a conclusion to the findings and recommendations on influence of television watching by pre-school children on their sociability in play in Juja division in Thika West District.

5.1 Summary of the study

This research on the influence of television viewing on pre-school children's sociability in play in Juja division in Thika West District was to estimate the percentage of children who watch television, to investigate the relationship between amount of time pre-school children spend watching television and their sociability in play, to determine the influence of the types of programmes watched on television by pre-school children on their sociability in play and finally to examine the effects of parental supervision of pre school children watching television and their sociability in play in Juja division in Thika West District.

On the objective of the percentage of pre-school children who watch television, it was clear from the data that television was present in the lives of most pre-school children in Juja division in Thika West District

On the objective of the relationship between amount of time pre-school children spend watching television and their sociability in play, it was observed that television consumes pre-school children's time that they need for other important activities such play which is crucial to their health, mental, physical and social development

On the objective to determine the effects of the types of programs watched on television by pre-school children on their sociability in play, it was found out that most of the programs that pre-school children are exposed to e.g. Cartoon and wrestling have characters whose reactions, attitude and relationships with other characters would influence the way pre-school children handles and relates with other children during their play.

On the objective of the effects of parental supervision on preschool children's television viewing on their sociability in play, it was observed that a big percentage of parents do not supervise what their pre-school children watch on television hence children enter a world of fantasy without the guidance and oversight of adults. Pre-school children are exposed to shows without adults' supervision to comment on content and discouraging the behavior they see on television

5.2 Conclusion

Television watching can have positive influence on pre-schoolers sociability in play if well guided by parents. However, from the findings of the study, it was concluded that television watching could have negative influence on our pre-school children's sociability in play if the child is not guided. This is mainly because the pre-school children are exposed to shows without adults' supervision to limit time and to comment on content and discouraging the behavior they see on television. These children show greater tendency towards hitting, arguing with their peers, leaving task unfinished and also displaying a lot of impatience with their peers. The parents, caretakers, teachers and community as a whole have duty of taking care of the young helpless children. There are children programmes of television but from the findings of this study most parents do not encourage their children to watch them. They leave them to watch any program they feel like not realizing the influence they will have on them. The parents and caretakers should be sensitized on this matter because most programmes aired on television are violent in nature and the pre-school children are not protected in any way by media houses.

5.3 Recommendations

Based on the findings of this study, it is recommended that:

Parents should choose wisely on programmes their pre-school children watch. Parents should also not allow their children to be parented by network producers rather they should create more time to be with their pre-school children so as to comment on content and discourage negative behavior they see on television and hence not displaying it in their play. Parents should also restrict television watching time and

engage their pre-school children in other beneficial activities like play which will give them opportunities to interact with others and hence developing important social skills like leading and following co-operation, sympathy and empathy, responsible behavior among others which are essential aspects of effective play participation.

5.4 Suggestion for further study

Further research should be done to investigate why children would choose violent programs over other programs and also to establish the impact of television programs on boys compared to girls.

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APPENDIX I: Interview guide for parents with pre-school children

The purpose of this study is to explore the influence of television viewing on pre-school children's sociability in play. Kindly answer all the questions honestly and sincerely.

This information will be confidential.

Interview guide for pre-school parents.

SECTION A

1. Indicate your age bracket

(a) 18-22 ()

(b) 23-27 ()

(c) 28-32 ()

(d) 33-37 ()

(e) 38-42 ()

2. Indicate your highest level of education

(a) Certificate ()

(b) Diploma ()

(c) Bachelors ()

(d) Masters ()

(e) Others ()

SECTION B

1. Does your child watch television?
Yes () No ()

2. What television programs interest your pre-school child most?
 - (a) Cartoons ()
 - (b) Wrestling ()
 - (c) Comedies ()
 - (d) Local soaps ()
 - (e) Texas ranger ()
 - (f) Other ()

3. For how long does your child watch television?
 - (a) Below 30 minutes ()
 - (b) Below 1 hour ()
 - (c) Below 2 hours ()
 - (d) Over 2 hours ()

4. Does your child watch television alone or you watch together with him/her?
 - (a) Alone ()
 - (b) Together ()
 - (c) Siblings

5. Do you guide your child on which program to watch?
 - (a) Yes ()
 - (b) No ()

6. Any behavior you think your child copied from television?

(a) Yes

(b) No

(c) I don't know

7. When a problem occurs while your child is playing with his/her peers, how do they solve it?>

(a) Violently ()

(b) Arguing ()

(c) Fighting ()

(d) Agreeing ()

APPENDIX II: Interview guide for pre-school children

The following interview guide will be administered to pre-school children to find out their television watching habits,

Interview guide for pre-school children

SECTION A

1. Number of pupils ()
2. Age of pupils 3-4() 4-5 () 5-6 ()

SECTION B

1. Is there television in your home?

Yes ()

No ()

2. Do you watch the television?

Yes () No ()

3. How often do you watch the television?

Everyday () Weekend only () Once per week ()

4. What is your favourite program?

Cartoons () Wrestling () Comedies () Local soaps () Texas Ranger () other ()

5. Who is your favourite character in television?
- (a) Mickey mouse ()
 - (b) John Cena ()
 - (c) Machachari ()
 - (d) Ngovi ()
 - (e) OJ ()
 - (f) Baha ()
 - (g) Churchill ()
6. Do you watch television with your parents, siblings or alone?
- (a) Parents ()
 - (b) Siblings ()
 - (c) Alone ()
7. What does your father or mother say when they find you watching television?
- (a) Nothing ()
 - (b) Switch off the television ()
 - (c) Go out to play ()
 - (d) Go to sleep ()
8. When a problem occurs while you play, what do you do?
- (a) Fighting ()
 - (b) Go home ()
 - (c) Keep quiet ()

APPENDIX III: Observation schedule for pre-school children’s sociability in play.

The following observation schedule will be done during play activities at break time.

The pre-school teacher will help the researcher to identify ten pre-school children who are the most violent and ten who are polite. Then the researcher will observe the following:-

	YES	NO
1. Display violent behavior		
2. Hitting others		
3. Arguing		
4. Impatience		
5. Rude, irresponsible behavior		
6. Sympathy and empathy		
7. Display of verbally aggression behaviour		
8. Shouting at others		
9. Sharing of material		

APPENDIX VI AUTHORIZATION FOR RESEARCH

Appendix VII. Letter to respondent

University of Nairobi,
Department of Educational
Communication and Technology
P.O Box 92,
Kikuyu.
May 2011.

Dear Sir/Madam

**RE: RESEARCH ON THE INFLUENCE OF TELEVISION
VIEWING ON PRE-SCHOOL CHILDREN'S SOCIABILITY IN
PLAY IN JUJA DIVISION IN THIKA WEST DISTRICT.**

I'm 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 and not any other purpose. I am kindly asking for your cooperation to allow me collect information from your school.

Thanks for your cooperation.

Yours faithfully,

Gitahi M.W.