INFLUENCE OF TELEVISION VIEWING ON CHILDREN'S SOCIAL DEVELOPMENT AMONG PRESCHOOLERS IN THOGOTO ZONE, KIKUYU DISTRICT, KIAMBU COUNTY, KENYA

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION IN THE DEPARTMENT OF EDUCATION, COMMUNICATION AND TECHNOLOGY, UNIVERSITY OF NAIROBI.

2014

DECLARATION

This research project is my original work and has not been presented for any degree in any other university.

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Ng'ethe Regina Wanjiku

This project has been presented for registration with my approval as University of Nairobi supervisor.

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Dr. John Kamau Mwangi

DEDICATION

I dedicate this project to my beloved husband Joseph Bosco Ng'ethe, and our children Karungo, Njoki, Mburu and Muchua for their financial and moral support that has enabled me to get this far.

ACKNOWLEDGEMENT

This study has been completed with the assistance and the co-operation of several people whom I wish to acknowledge hereunder. My sincere acknowledgement goes to my supervisor Dr. John Kamau Mwangi for his professional guidance, advice and encouragement that saw me through this work.

I am also grateful for all the respondents who gave me the information required for this project. I am also grateful to my family for their material and moral support throughout the period of undertaking the study.

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ABSTRACT

This study was intended to explore the influence of television viewing on preschool children's social development in Thogoto Zone, Kikuyu District, Kiambu County, Kenya. The research formulated study questions about the percentage of preschool children who watch television, the time spent by preschool children watching television, the kinds of programmes watched, parental supervision on television viewing, and effects of television viewing on the preschool children's social development.

The study was limited to preschool children in Thogoto Zone, Kikuyu District, Kiambu County. Data was collected using questionnaires, and analyzed with both quantitative and qualitative methods.

Television was found to be present in the lives of most preschool children in Thogoto Zone, Kikuyu District and Kiambu County. It was also observed that television consumes time that preschoolers need for other important activities, such as interaction, which are crucial for social development.

The study found that most of the programmes that preschool teachers are exposed to have characters whose attitudes and relations with other characters could influence the way children relate with other children when they are interacting with each other. It was observed that, as a big percentage of the parents do not supervise what their preschool children watch on their television, children enter a world of fantasy without the guidance and oversight of adults.

Preschool children are exposed to shows without adults who could comment on the content and discourage the inappropriate behaviour that they see on television. It was concluded that television viewing could have a negative influence on the preschooler's social development.

ACRONYMS AND ABBREVIATIONS

C.T.W: Children Television Workshop

TV: Television

K.B.C: Kenya Broadcasting Corporation

P.N.A: Pan African News Agency

E.C.E: Early Childhood Education

U.S.A: United State of America

A.A.P: American Academy of Pediatrics

M-Net: Media Awareness Network

I.T.C: Independent Television Commission

I.C.T: Information Communication Technology

D.V.D: Digital Versatile Disk

CHAPTER ONE

1.0 Introduction

This chapter is the introductory part of this study. It deals with the background of the study, the statement of the problem, the purpose of the study, objective of the study, research questions, and the significance of the study. Limitations and delimitations of the study have also been captured in this chapter.

1.1 Background to the Study

By the time most Americans are eighteen years old they will have spent 15,000 hours in front of a television set, about 4,000 hours more than they have spent in school and far more than they have spent talking with their parents (Minnow & La May, 1995). This has long been a concern of parents, educators, policy makers, professional groups and researchers, and there is much empirical evidence of harmful effects of media exposure on youth (Anderson et al., 2003; Singer & Singer, 2001).

Parental viewing behaviour also seems to influence how much television children watch. Woodward (2000) found that children's frequency of television viewing was related to the frequency with which their parents watched television. Roberts et al. (1999) said that television viewing was higher among children in single-parent homes. Even in two-parent homes, parental co-viewing with the children is relatively low. On average, two to seven-year-olds watch TV without a parent present more than 80 per cent of the time, and for teenagers that number increases to 98 per cent (Kaiser Family Foundation, 2003b). Correspondingly, co-viewing with peers increases as the child gets older.

In 1968, the Children's Television Workshop (CTW) created *Sesame Street* with a major goal of fostering the educational progress of preschool children, especially those from low-income families (Palmer & Fisch, 2001). From its onset CTW paired TV producers with educators. Researchers assessed whether *Sesame Street* was effective in enhancing children's pre-academic (Language, Reading and Mathematics) and social effectiveness skills. Indeed, research has shown that those preschoolers who viewed *Sesame Street* most frequently gained most in the literacy and number skills, and in the following year their teachers judged them to be more proficient in school readiness skills, quantitative skills, and positive attitudes towards school and relations with peers (Mielke, 2001).

The learning that takes place via television makes it one of the major players in the socialization process, alongside more traditional socializing agents such as family and school peer groups, (Signorielli & Morgan, 2000), reflecting society's values and culture (Tananishi, 1982).

While there have been many studies of academic effects of educational television, there have also been studies that show viewing of pro-social television programmes can result in positive changes in children's social behaviour including increase in altruism, helpfulness, generosity and other social skills.

Gauntlet (2005) states that other social skills associated with pro social behaviour include self-control, delay of gratification, sympathy and empathy for others, learning to persist in a task and reduction of stereotypes. As Gunter and McAleer point out, "Television

programmes contain many examples of good behaviour of people acting kindly and with generosity".

Numerous studies have been carried out since the 1950's that have asked the question whether there is a link between exposure to media violence and violent behaviour in children. According to AAP (2001), research has proved that media violence can contribute to aggressive behaviour, nightmares and fear of being harmed. Media is therefore an inseparable part of modern culture and a valuable platform for social, political and economic development.

Preschool children worldwide have access to various forms of media. Such media has a lot of influence on cognitive, physical, moral and social development. As T.V. becomes part of children's social lives, so too do concerns about its effects on their holistic development become an issue that demands more research than exists today.
Development research suggests that children may be most vulnerable between birth and school age to certain negative effects of media such as obesity, aggression, fear and sleep disturbances (Huesmann, Rowel & Leonard, 2003).

According to the case study carried out in South Africa by Media Awareness Network (M-Net) conducted in 2000 and 2001, rich African children and youth have access to plenty of television, movies, music, videos, video games and Internet. Media has a profound influence on their view of themselves and the world around them.

The study further states that while media offers children many opportunities to learn and be entertained, some media images and messages have been linked to health concerns such as aggressive behaviour, substance use and abuse, poor nutrition, obesity, unhealthy body image, risky sexual behaviour and media dependency.

In some areas of study, the evidence is irrefutable. In other areas, while so-called "common sense" indicates a strong correlation, more research is needed. African children, according to the same case study in South Africa, are big media consumers. More than 8 in 10 listen to music and watch television every day. Sixty-six percent of African children youth report that they play video games at least once or twice a week, and by the time students reach Grade 7, almost 75 percent of adults have not told their children what video or computer games they can or cannot play.

According to Tervil Okoko (Pan African News Agency,2000), the news in Nairobi, Kenya, that an eight-year-old Kenyan boy had battered a school mate to death while re-enacting the US World Wrestling Federation TV series hit Kenyans like a sledge-hammer. As stated in the news, the tragedy consequently galvanized people into reviewing their relationship with the television set, that glamorous entertainment box in the living room which shows that the family owning it is "with it".

Of course, the four children involved in the tragedy had been watching the World Wrestling Federation matches on TV. They were trying to outdo the likes of Shaun Michaels, the British Bulldog, The Undertaker and Yokozuna in the WWF films shown to Kenyans during peak hours.

Television is a fairly recent phenomenon in Kenya. Until the 1970s, only a few very well-to-do Kenyans owned a set. But now, thanks to Western influence, it is estimated that one in every 1,000 Kenyans owns a set. The paper also estimated that over five million of the about 30 million Kenyans have access to television at the time, as opposed to more than 40 million today.

Kenyan parents are worried sick about the entertainment the state-owned Kenya Broadcasting Corporation (KBC) and over half-dozen private stations offer their viewers. They are also concerned about the effects of western civilization on the moral fabric of the youth, especially owing to the liberal helping of violence and sex in Western movies. Parents have been fighting a losing battle with their children on whether the set should be out of bounds to young ones during certain times of transmission, especially when TV stations air programmes that do not conform to African traditional norms. The TV is also being blamed for retrogressive effects on children's education. There is therefore a need to understand the perception that TV viewing impacts on children's social development.

1.2 Statement of the Problem

There has been great concern about the effects of T.V. viewing on the lives of children and this has been proven through processes of child development and learning (Florence, 2012). Television programmes can have positive effects on pre-school children if well guided by teachers, parents and guardians (Gitahi, 2011). There has been concern by parents, child care providers and educators about television and types of programmes viewed (Morgan, 1993)

In Thogoto Zone, Kiambu County, pre-schools are both public and private. Children in these pre-schools come from different economic backgrounds. Thogoto Zone, Kiambu County is densely populated. No space is left for children to do outdoor activities, denying children an opportunity to play and interact with others. Television therefore occupies a lot of their time, especially when their parents have gone to work.

According to Bandura (1976) social learning theory predicts that observed consequences of behaviour have controlling effects. Through experience as a teacher for more than thirty years, the researcher has noticed that some children in Thogoto Zone, Kiambu County display negative behaviour like being aggressive, bullying others and using violence to get what they want from their classmates. Others looked traumatized and fearful of the world around them.

Some children talked about how they spend evening hours watching movies, and were unable to concentrate the following morning during learning activities. There were other children who practiced good virtues like sharing, showing kindness, and empathizing with other children. These children were aged between 4 and 6 years which is an appropriate age for preschool.

This study therefore attempts to investigate the influences of TV viewing by pre-school children on their social development.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of television viewing on the social development of preschool children in Thogoto Zone, Kiambu County.

1.4 Research Objectives

The study objectives were:

(i) To establish the duration children spent watching television programmes and how it influenced children's social development.

(ii) To find out the programmes children watched and how they influenced children's social development

(iii) To establish the extent of parental guidance in T.V viewing and whether its involvement has influence on children's social development.

1.5 Research Questions

1. How did time spent on television viewing by preschoolers influence their social development?
2. How did various types of television programmes watched by preschoolers influence their social development?
3. Did parental involvement on T.V viewing have any influence on preschoolers' social development?

1.6 Significance of the Study

Despite the existence of policies and guidelines to protect children from harmful T.V. viewing, there is increasing evidence to show that the media can influence children's

social development. However, little is known about the social effects of T.V. programmes on preschool children in Thogoto Zone, Kiambu County.

The potential beneficiaries of these findings are diverse. As a result of the study, E.C.E. children in Thogoto Zone, Kiambu County have been sensitized on the effects of T.V. viewing on their social development. Parents have been sensitized on the influence of T.V. viewing on their children and their role in monitoring the amount of time they spent viewing TV with their children. The behaviour of children as a result of TV viewing has also been analyzed. The finding from this study will add to the body of knowledge on the influence of TV viewing on African children.

1.7 Limitations of the Study

The study sought to investigate the influence of T.V. viewing and how it affected preschoolers' social development. The study was limited to Thogoto Zone only. It was not possible to collect the views of all parents and other stakeholders because of the diverse nature of their occupations.

1.8 Delimitation

The study focused on the influence of Television viewing on preschoolers' social development in Thogoto Zone, Kiambu County. The respondents included pre-school teachers, parents, pre-school children and the ECDE Officer responsible for Thogoto Zone

1.9 Assumption of the Study

The study assumed that the targeted pre-school children in Thogoto Zone, Kiambu County regularly and frequently watched television. The more TV channels used, the higher the influence of TV on preschoolers' social development. The study also assumed that all the preschoolers had television in their homes.

1.10 Definition of Operational Terms

Preschool refers to a learning institution for young people before they join primary school.

Television refers to a box-like device with a screen that receives electrical signals and changes them into moving images.

School refers to an institution where children acquire learning

Social development refers to a process of social change in children as they grow.

A child is a human being between 3 and nine years.

Influence is the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

1.11 Organization of the Study

The study report is organized into five chapters. Chapter One consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitations, basic assumptions of the study, definition of key terms, and organization of the study.

Chapter Two comprises the literature review which includes the theoretical framework and conceptual framework. Chapter Three comprises methodology to be used in the

study, the study designs, population, sampling procedure, validity and reliability of the research instruments and data collection procedures. Chapter Four comprises data analysis and interpretation. Finally, Chapter Five consists of summary conclusions, recommendations and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents the Literature Review. It examines child development, and discusses the importance of time spent watching television and the types of programmes children watch, parental involvement on T.V. watching, the influence of TV on children's behaviour and its effects on their social development.

2.1 Aspects of Social and Emotional Development of Preschool Children

As children grow, they also develop socially and emotionally. By the age of three years, a child imitates adults and playmates, and expresses affection spontaneously for family members and familiar playmates. The child usually separates easily from parents, can take turns in games, and objects to major changes in routines (Patterson, 2008).

By the age of four, children are interested in new experiences. They are increasingly inventive in fantasy play, and have trouble distinguishing fantasy from reality. A child at this age cooperates with other children. Children at this age worry about 'monsters', 'ghosts' and other imaginary 'bad guys' (Patterson, 2008).

When children are five years old, they show more independence. They are more likely to agree to rules, but can be demanding. They want to please their friends and be like them. They are aware of physical differences between boys and girls, and are better able to distinguish between fantasy and reality (Patterson, 2008).

2.2 Time Spent by Children Watching TV

Reasons of watching T.V. usually revolve around passing time; for learning, or companionship, for relaxation, escape and arousal (Gunter and McAleer 1997). Studies in Britain have shown that children watch television when they get bored and that they expect excitement and pleasure from television rather than education (C.F. Livingstone, 2002; Buckingham, 1996).

The reason why children watch television are complex, and like adults, relate to their need to find information, to pass time, to be entertained and to find comfort, with some research suggesting that it can be a way of dealing with hostile social environments (Master, Ford & Arend in Gunter & McAleer, 1997).

An ITC (Independent Television Commission) report on children and cartoons underlines the pleasure children get from watching television. After-school television is seen as something which helps children to relax and unwind. It keeps them entertained without having to make much of an effort. It is entertainment for children on weekend mornings, keeping them company while their parents are still asleep.

Cartoons have a particular role within children of five to nine years in television viewing. They are short, easy to dip in and out of, funny (make children laugh), and exciting (the thrill of scary-good). Children find cartoons both stimulating (action, colour and music) and relaxing (require little effort to watch). They have simple content that is easy to follow (Chambers et al. 1998: 38).

According to Huntemann and Morgan (2001), the media plays an important role in the process of identity development through the establishment of role models, and this shapes what children think about the world and how they perceive themselves. Children can develop a sense of themselves through media which offers a way of forging relationships with family members and their peers (Marsh 2005).

According to Battlefield (1990), today's children are exposed to more information than any other generation in history. Battlefield discussed the difference in academic achievement between American and Asian children, and referred to a study prepared for the U.S. Department of Education that compared mathematics and science achievements of children in the United States. One finding was that the more time children spent watching television, the poorer their performance was.

Zimmerman and Christakis (2005) have observed that a child spends nearly four hours a day on average watching television. They continue to say that 68 per cent of children in America have T.V. in their bedrooms. That translates to the fact that parents do not know when the TV is turned on or off, neither do they have control over it. The children could be watching more than four hours in a day.

Roberts et al. (2005) states that in about 63 per cent of households, the television is usually on during meal times. The study continues to add that in about 51 per cent of households, TV is on most of the time. As a result the child is less likely to spend quality time with parents and others adults. Interaction with adults and caregivers is minimal. Television has become the child's closest companion, dominating his or her time. In such

homes parents encourage kids to watch TV, saying it will occupy them while parents complete important tasks. These research findings have also established that 74 per cent of all infants have watched TV at two years of age.

The mean time spent watching TV during childhood is significantly associated with leaving school without qualifications and also negatively associated with ability to attain higher education. It has adverse consequences for educational achievement and subsequent social economic status and well-being of individuals.

2.3 TV Programmes Influence on Children

Television is still an important medium for children and they use television actively (Buckingham, 1996; Livingstone 2002). In the United States, children watch an average of 2 hours of television daily, and 4 per cent of US preschoolers have a television in their bedrooms.

TV programmes, characters and themes play a very important role in children's lives in that country (Rideout, Vandewater & Wartella, 2003). Many parents often see media, particularly for young children, as an important education tool that can assist children's intellectual development (Rideout et al., 2003).

Patterson (2008) notes that further research is needed before it can be safely concluded that television viewing during early childhood causes attention problems later when children are enrolled in school as found in Anderson, Gentile & Buckley (2007).

In a recent American study, 38 per cent of parents believed that television mostly helped children's learning, but they were willing to make use of media because they saw advances in educational quality of media content (Kaiser Foundation, 2006). In focus groups, almost all parents pointed to "learning" as one of the best advantages of television and observed their children learning from television (Ibid). Learning that takes place via television makes it one of the major players alongside more traditional socializing agents such as family, school and peer pressure groups (Signorelli& Morgan; 2001) reflecting society's values and culture (Takanish,1982).

According to Davies (1997), while all children are born with an innate human capacity to learn, "television literacy requires some learned and taught skills. Davies (1997) argues that children need to understand the world in which they live, including the way it is represented in different symbolic forms. These representations will vary depending on child's home environments (the cultural, political and socio-economic background of the family) and where they live.

Skills associated with pro-social behaviour include self-control, delay of gratification, sympathy and empathy for others, learning to persist in a task and reduction of stereotypes. As Gunter and McAleer (1997) point out "Television programmes contain many examples of good behaviour of people acting kindly and with generosity. It is equally logical to assume that these portrayals provide models for child to copy too.

According to McAleer (1995), TV has great impact on children's socialization. It takes children away from homework. It makes them passive learners, teaches stereotypes,

provide them with violent models and presents them with unrealistic views of the world. It teaches children that in order to succeed one has to be violent.

Numerous studies have been carried since the invention of T.V. in 1950, with researchers trying to find out whether there is a link between exposure to media violence and violent behaviour in children. It is estimated that by the time children in the United States reach adolescence, they will have seen thousands of acts of violence (ACT Against Violence, 2006 in Patterson, 2008). This number may not be as high for pre-school children in Kenya but the number is likely to be significant.

Research has shown that children who watch a lot of violent programming are more likely to be aggressive than those who watch very little violence on television (Huesmann, Moise-Titus, Podolski, & Eron, 2003 in Patterson, 2008).

According to AAP (2001), research has proved that media violence can contribute to aggressive behaviour, nightmares and fears of being harmed. Many children's shows glamorize violence and children are most likely to copy their favorite characters in shows. This is because violence is promoted as fun and effective way of getting what you want without consequences.

On the other hand, portrayals of kind sympathetic and helpful behaviour on television can result in pro-social behaviour (Huston & Wright, 1996). There are many children's programmes that are designed with pro-social goals in mind, and which contain models of cooperative behaviour and no violence at all. They include *Sesame Street*, *Barney*,

Mister Rogers' Neighborhood and *Blues Clues* (Huston & Wright, 1996). They are enjoyed by children, who learn positive lessons from them. In a survey, (Rideout et al., 2003) found that 78 per cent of parents reported seeing their children imitate pro-social behaviour that they had seen on television.

2.4 The Role of the Parents on TV Influence on Children

AAP (2001) says that there is something that parents can do about media influence on their children. They say that parents should give their children media education to help them become less susceptible to the bad effects on watching violent TV. Parents should find out more about media literacy and watch programmes with kids.

What is watched should be discussed so that children know what things they are expected to learn from the TV programmes. This is supported by Desmond et al. (1990) who states that discussing, explaining and challenging television have been found effective in helping children to understand and interpret television material. It helps the children not to believe everything they watch as reality. 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 goals using the session for teaching, since children are inquisitive by nature and get information from answered questions.

According to AAP (2013), the amount of time that children and teens spend watching television may have more to do with their parents' TV habits than with family media rules, or the location of TVs within the home, according to a study in the August 2013

issue of *Pediatrics*, "The Relationship Between Parents' and Children's Television Viewing," published online on July 15, 2013.

As part of the Annenberg Media Environment Study, the researchers interviewed 1,550 parents with children 17 years old or younger. They asked about the amount of time parents spent watching TV, DVDs or movies, and shows on their computers, the number of TVs in the home, which rooms the TVs were in, and how many rooms had computers with Internet access. They also asked about their children's screen time as well as family rules about the amount of time spent on TV. AAP (2013) continues to say that on average, parents spent 4 hours per day watching television, and those who watched more also had children who watched more. Parents' time restrictions for their children around TV viewing only resulted in reduced screen time for the children in the 6 to 11 year-old age group.

Many parents gave permission for their adolescent children to complete a survey about their TV viewing as part of the study, and these adolescents reported their daily average amount of screen time was nearly an hour more than their parents had estimated. The researchers found that parents' TV viewing time had a stronger connection to children's viewing time than did other factors such as rules about time limits, whether the children had a TV in the bedroom, and co-viewing. Each hour of parental TV time resulted in almost an additional half hour of viewing time for their children. The authors conclude that this information is useful for education efforts about screen time, and reinforces the

American Academy of Pediatrics recommendation that “parents should be good media role models”.

AAP (2001) suggest that as a strategy to minimize peer pressure in watching violent shows, parents may want to talk to the parents of their children’s friends. The two or more families should agree on similar rules in order to save children from negative exposure. The best rule is no TV during the week, and limited weekend TV. This ensures that children do not rush to finish other activities so that they can watch their favorite show. It also frees more time for family interaction during busy weekdays. Interaction between parents and children are the main social influence on the child’s development (Mahoney, et al., 2000). It is common knowledge that children share news when they meet and thus influence each other, hence the need for common rules.

The parents should also be the one to decide what kids should watch according to age and personality. Time should be scheduled such that kids don’t just watch whatever they feel like instead of doing other activities. As a parent, make specific rules about when children can or cannot watch T.V.; for example, no watching TV during meals, homework, or when parents are not around. Eating in front of the TV starts a bad habit and creates children’s dependence on television, hooking children to TV (APP, 2006).

Above every measure parents should be the best role models for their children. Mothers should switch off the TV to do other activities in the house; they should engage children in household chores. For example a three or four-year-old can slice a cucumber with a

blunt knife while her mother kneads the dough. Children can also be taken for a walk or play games with their parents or the caregiver. Reading for children is important to acquaint them with the real characters (AAP, 1987).

Zimmerman (2005) suggests that parents should follow the American Academy of Pediatrics recommendation which is no TV for children under 2 years.

2.5 Theoretical Framework

The theory behind this study is by Albert Bandura (1977). He states that behaviour is learned from the environment through the process of observational learning. According to Bandura, individuals observed are called models. In society children are surrounded by many influential models such as parents within the family, characters on TV, friends within their peer group and teachers at school. These models provide examples of masculine and feminine behaviour to observe and imitate. Bandura goes further and states that the child is more likely to attend and imitate those people it perceives as similar to itself; consequently it is more likely to imitate behaviour modeled by people of the same sex.

Bandura (1977) continues to state that if a child imitates model behaviour and the consequences are rewarding, the child will continue to behave in that way. Social learning theory is best suited for this study because it explains the three key elements, namely imitation, modeling and observation, and how they help in a child's interaction with its environment. 'Imitation' means to copy what someone is doing. 'Observation' on

the other hand means to pay attention to someone not just to see but to attend to them, and ‘modeling’ is role play as portrayed by different members in the society. Family members, especially parents and care givers, have the ability to reasonably influence their children’s lives and better their future.

In general, it is essential for parents to monitor the media content their children view and find attractive. Such parental involvement is arguably more important than establishing rules about how much time can be spent watching TV or playing video games. Children are like sponges and often learn through modeling, according to Bandura (1977).

2.6 Conceptual Framework

The social development of preschool children is influenced by many factors as shown in Figure 2.1 below.

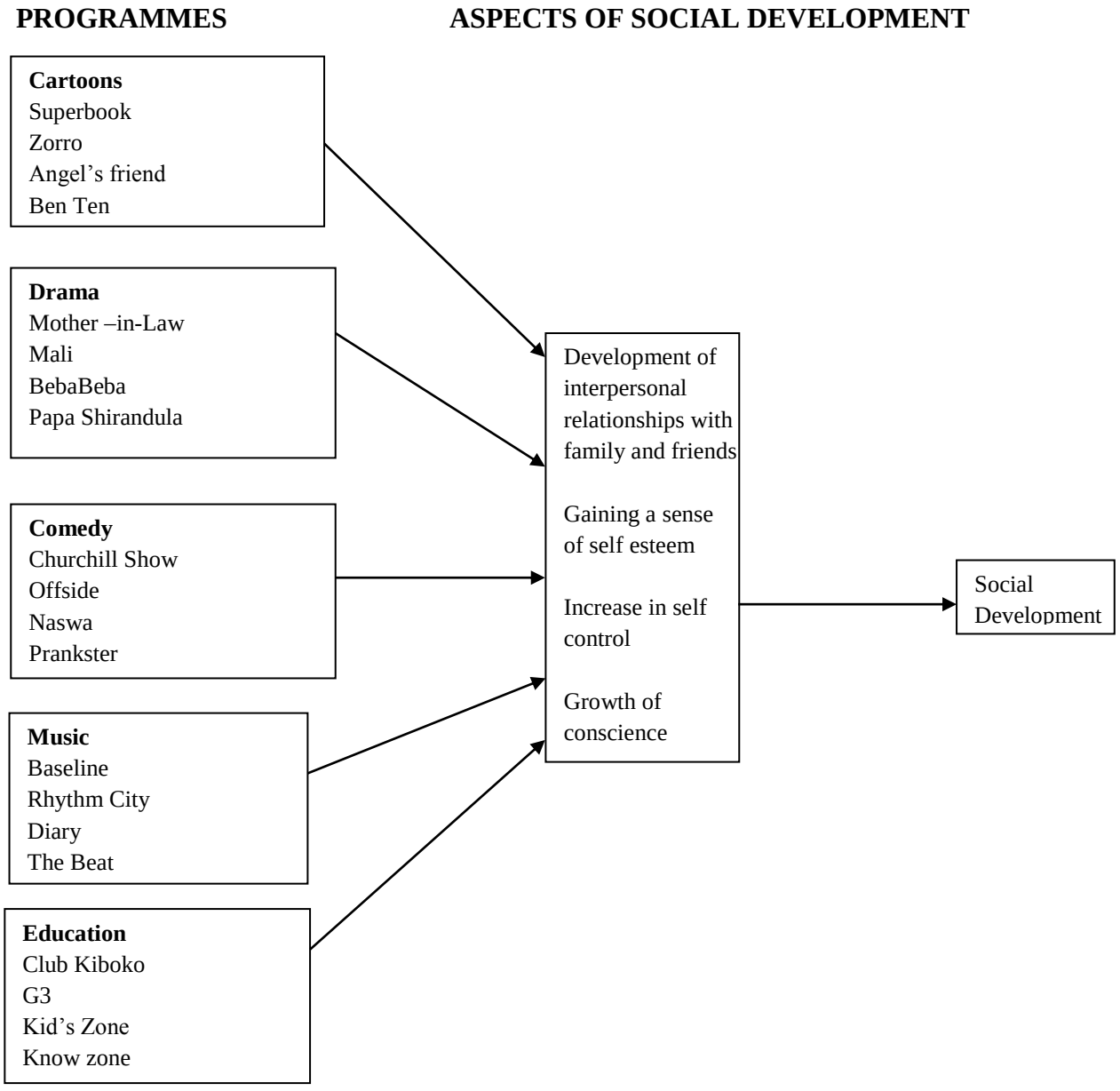

Figure 2.1 Relationship between T.V programmes and preschool children's social development
(Source: Field survey, 2014)

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the research design, target population, sample and sampling procedures, research instruments, reliability and validity of instruments, data collection procedures, and data analysis techniques of the study.

3.1 Research Design

The research design for this study is a descriptive survey design. As noted in Bell (1993), the design is the best for the study because the researcher will have no control of the variables and only report what has been observed concerning the influence of TV on children's social development.

According to Mugenda and Mugenda (1999), descriptive research is a systematic collection and analysis of data in order to answer questions concerning the current status of a program, proposal or activity. It is used to obtain data useful in evaluating present practice and providing basis for decisions.

3.2 Target Population

According to Mugenda and Mugenda (1999), the target population is a group or category of human beings, animals and objects, which have one or more characteristics in common, and have been selected as a focus of the study. For this study the target population was the pre-school children of Thogoto Zone, Kiambu County. Thogoto Zone

had 40 preschools, both private and public, with a total population of 2138 children, 93 teachers and one ECDE Officer.

3.3 Sample and Sampling Procedures

To ensure that various categories of pre-schools are represented, the study employed stratified sampling techniques to sample public and private preschools. In order to select children to be questioned, purposive sampling was used because the researcher was interested in children who had TVs in their homes. According to Mugenda & Mugenda (1999) 20 per cent of the population is adequate, however the larger the better. The researcher therefore chose three private preschools and five public preschools at random. At each school, the researcher presented a questionnaire to two teachers, five parents and five preschool children, as well as one questionnaire for the ECDE Officer.

Simple random sampling was used to select both the private and public pre-schools. In this technique, the researcher assigned each school a number, wrote the number on a paper and folded it. The researcher put the numbers in a basket, shuffled the papers, picked one paper and read the number on it. The school the number corresponded with was the one to be sampled.

3.4 Research Instruments

The research instruments used in this study included questionnaires for parents, teachers, preschool children and the ECDE Officer.

3.4.1 Questionnaires

The researcher used both open-ended and closed-ended questions to obtain information about the TV watching of preschool children and its influence on their social development. To administer the questionnaire, the researcher took it to the sampled teachers and left it with them, and agreed with the teachers on when to collect it. Before leaving, the researcher discussed the questionnaire with the teachers and clarified anything they may not have understood.

3.5 Pilot Study

The researcher conducted a pilot study in order to pre-test the instruments just before data collection. The researcher submitted the instruments to the Supervisor, who was an expert in the area of research, for feedback on the validity & reliability of the instruments to be used. Then the researcher visited a sampled pre-school where the instruments were distributed to teachers. After sometime the instruments were collected and evaluated. This pre-test was done to test the validity and reliability of the data.

3.6 Validity of the Instruments

Validity is established when the instrument selected is able to measure what it is supposed to measure (Orodho, 2004). The researcher ensured the instruments were valid by using feedback from her supervisors to provide their expert opinion about the tools. Their feedback improved the instruments.

3.7 Reliability

Reliability is essentially a measure of the degree to which research instruments yield constant results. The more consistent the results given by repeated measurements, the

higher the reliability of the measuring procedure, according to Mugenda & Mugenda (1999). A pretest method was used to test the reliability of the instruments before they were administered to assess their clarity. It was done by administering the instruments to a group of respondents and collecting responses. After a week, the same instrument was administered to the same respondents to compare the initial responses with the latter responses. This would free them from misinterpretation. The unsuitable questions were discarded while others were moderated. After modification of all the instruments, they were administered to the sampled population.

3.8 Data Collection Procedures

Before the collection of any data from the target population, an authorization letter was sought from the University of Nairobi, Department of Educational Communication & Technology, to help the researcher collect the expected data in the schools they were going to sample. The researcher also sought permission from the National Commission for Science Technology and Innovation, Kiambu County Commissioner. After that, the researcher contacted the District Education Officer seeking permission to conduct the study before the commencement of data collection.

The researcher made appointments with Head Teachers of the institutions to be sampled on when to visit and collect data. On the material day, the researcher visited the institution, and created rapport with the teachers before administering the questionnaires to them.

3.9 Data Analysis Techniques

According to Mugenda and Mugenda (1999) data analysis includes sorting, editing, coding, cleaning and processing of data. It is the breakdown of data into constituent parts to obtain answers to research questions. The researcher used qualitative and quantitative data. Qualitative data included responses from open ended-items with teachers, parents, school children and ECDE Officer. Quantitative data includes the counts of the total students, teachers, parents and ECDE Officer.

3.10 Ethical Concerns

The information gathered from parents, teachers, preschoolers and the ECDE Officer were treated with confidentiality and for academic use only. This ensured that personal details are not revealed. If parents said they didn't monitor programmes watched by their children, no other person, whether a teacher or parent, knew this. The researcher did not reveal any information gathered from children.

Teachers, parents, ECDE Officers and pre-school children were at liberty to not answer any questions they did not feel comfortable with. Neither were they paid or compensated in any way.

CHAPTER FOUR

ANALYSIS OF FINDINGS

4.0 Introduction

This chapter represents the research findings. It begins with information on the rate of return of the questionnaires, and relates the major findings of the study to the research questions. It represents a summary of the research findings which evaluates the influence of television viewing on the preschool social development in Thogoto Zone, Kikuyu District, and Kiambu County, Kenya. Tables were used to present data while frequencies and percentages were used to discuss the findings.

4.1 Research Method

The questionnaire was used as a tool for collecting information. All the questionnaires were responded to and collected by the researcher, who used a checklist to make sure that all the items were responded to by the parents in the selected school.

4.1.1 Return rate of the questionnaires

Table 4.1.1: Return Rate of the Questionnaires

Table 4.1.1 below shows the return rate of the questionnaires

Preschool	**Returned**			**Not returned**		
	Parents	Teachers	Children	Parents	Teachers	Children
A.	✓	✓	✓	—	—	—
B.	✓	✓	✓	—	—	—
C.	✓	✓	✓	—	—	—
D.	✓	✓	✓	—	—	—
E.	✓	✓	✓	—	—	—
F.	✓	✓	✓	—	—	—
G.	✓	✓	✓	—	—	—
H.	✓	✓	✓	—	—	—

Source: Field survey 2014

The findings indicated that the questionnaire return rate was excellent for all targeted respondents (that is teachers, parents and children). This could be because the respondents were quite familiar with T.V programmes. The questionnaires asked were easy to follow and even interesting. The respondents were able to answer questions easily. The language used was easy to understand.

4.1.2 Data Analysis

Data was collected from eight sampled schools. The purpose of the study was to investigate the influence of television viewing on the preschoolers' social development. The respondents were teachers, parents, children and an ECDE Officer.

4.1.3 Teachers' Questionnaire

Data collected from the sampled schools had a teachers' questionnaire for each school. Its purpose was to investigate the teachers' views on TV viewing by their children, the programs that the preschoolers watched, what children liked most about TV viewing, and the time preschool teachers recommended to be allocated for TV viewing.

4.1.4 Teacher's Gender

Table 4.1.4 Teacher's Gender

The Table 4.1.4 below shows the teacher's gender

Gender	***Frequency***	***%***
Male	2	25%
Female	6	75%
Total	**8**	**100%**

Source: Field survey 2014

According to the study, regarding the gender of teachers in preschool centers in Thogoto, female teachers dominated ECDE centres. This indicated perhaps that many male teachers considered teaching of children in ECDE schools to be meant for females only. In traditional culture in Central Kenya, women were the only ones meant to care for children. The study found that there were two male and six female teachers. In many ECDE learning institutions, you mostly find female trainees; male trainees are very few and this reflects on the job market. Many children's learning activities need a lot of patience, and female trainees tend to be more patient than males.

4.1.5 Education Level for Teachers

Table 4.1.5: Education Levels of the Teachers

The Table 4.1.5 below shows the education levels of the teachers

Qualification	Frequency	%
Primary	-	-
Secondary	-	-
Certificate	3	37.5
Diploma	4	50.0
Degree	1	12.5
TOTAL	**8**	**100**

Source: Field survey 2014

The study sought to establish the education levels of preschool teachers. The eight preschool teachers who participated in this study had qualified as follows:

Three teachers had a certificate (37.5%), four had a diploma (50%) while the remaining one teacher had a degree in ECDE (12.5%). As a result, these teachers were able to respond to questions asked and give their views concerning the influence of television viewing on children's social development. Those teachers were able to respond easily since they interacted with children and learnt a lot from them.

From the Ministry of Education there is a move for the government to employ ECDE teachers and there were expectations therefore that qualification should be higher than Certificate. From the table, it is evident that half (50%) are diploma holders, but at 12.5%, relatively few ECDE teachers held a higher qualification, such as a degree. Probably this is because degree holders may perceive themselves as more marketable and able to find better paying opportunities than teaching at primary and secondary levels.

4.1.6 Professional qualification of teachers

Table 4.1.6: Professional Qualification Of Teachers

The table 4.1.6 below shows the professional occupation of teachers

Occupation	**Frequency**	**%**
Untrained	-	0
Trained	8	100
Care giver	-	0
Total	**8**	**100**

Source: Field survey 2014

According to the findings, all the teachers were professionals (100%) and therefore well trained. Consequently, trained teachers are likely to earn better salaries, and the assumption is that they understand the impact of various television programmes on preschool children. They are also in a better position to understand appropriate television programmes for preschool children than untrained teachers.

4.1.7 Teachers' Discussion about Television with children

Table 4.1.7: Teachers' Discussion about Television with Children

The table 4.1.7 below shows the teacher's discussion about television with children

Do you discuss TV programmes	**Frequency**	**%**
Yes	8	100
No	-	0
TOTAL	**8**	**100**

Source: Field survey 2014

From the findings it is evident that all pre-school teachers (100%) discussed interesting programmes with the children, especially during story telling-lessons. Since these children were between 4-6 years, they were likely able to understand what they watched in the T.V programmes. There was a possibility that children imitated the characters they watched. Teachers identified unique behaviour in children similar to those presented in TV programmes. The behaviour portrayed was diverse, in that some children showed aggressive, unfriendly and carefree attitudes while others children showed cooperation and interacted freely with others; these children expressed a lot of interest in what they saw and narrated with ease what they observed. They spoke and danced like the characters in TV programmes. Some children were nicknamed after characters they admired most and talked about often.

According to Bandura (1977) behaviour is learnt from the environment through the process of observation learning. Children observe the people around them behaving in various ways. Individuals observed are models who provide masculine and feminine behaviour to be observed and imitated. Children are sometimes attached to specific models that possess qualities seen as rewarding. As children watched television, they had

a number of models with whom they identified with and the motivation to identify with a particular model was that they had a quality which the child wanted to possess.

4.1.8 Programmes most preferred by children

Table 4.1.8: Programmes Most Preferred By Children

The Table 4.1.8 below shows the programmes children prefer most.

Programmes	**Frequency**	**Percentage (%)**
Cartoons	3	37.5%
Comedy	2	25%
Music	2	25%
Education	1	12.5%
Others	0	0
Total	8	100%

Source: Field survey 2014

In this objective, the study examined the favorite programmes viewed by children. There were diverse programmes viewed, but the most preferred were cartoons which were preferred by 37.5%, followed by comedy and music at 25% each, and lastly education programmes, which were liked by 12.5%.

From the findings, it is clear that cartoons are the most watched programmes by pre-school children, likely because they are easy to follow, have a lot of fun and are full of humor. Cartoons were the most frequent and easily accessible source of information and entertainment which was provided to children. With the vastness of media and the extension of channels, it has become easier for children to watch their favorite cartoons.

Children also liked watching comedians, because they made them happy. They imitated comedians in all ways such as the way they talked, walked and even danced. Comedians made the scene very real and children tended to believe them. Their actions were very funny and this made children very excited and very curious.

Music played an important role in the socialization of children; it provided entertainment and distraction from problems and served as a way to relieve boredom. Preschoolers enjoyed music, especially when they did actions to it. Learning became easier especially when combined with a TV program. They recited poems from the TV programmes, and they participated whole-heartedly. Some shows educated, informed and inspired children. TV education programmes were more effective than books and video tapes in teaching children. TV programmes like "Know Zone" were very educational to children because of the variety of themes they showed and the attractive way in which they presented their programmes.

4.1.9 Duration of Television Viewing

Table 4.1.9: Duration of Television Viewing

The table 4.1.9 below shows the durations children spend viewing television.

Duration	Frequency	%
Rarely	2	**25%**
Regularly	2	**25%**
Often	4	**50%**
Total	**8**	**100%**

Source: Field survey 2014

The findings showed that 25% of children watched TV rarely, and 25% watched TV regularly. Half (50%) watched TV frequently. This was an indication that preschool children had exposure to TV in their lives and had probably been influenced by the TV programmes they watched in one way or the other. It was clear that children spend lots of their time viewing television programmes, leaving left very little time to interact with their peers. This increased TV viewing was also brought about by lack of public utilities where children could play freely. TV viewing engaged children, thus influencing their day-to-day activities. The long hours spent by children watching TV programmes affected their performance in school. Children were lazy and performed poorly in almost all the learning activities because they had no time to focus on learning.

According to the American Academy of Pediatrics (2013), too much screen time has been linked to obesity; children who watch more than two hour of television a day are more likely to be overweight. The more television children watch, the more likely they are to resist going to bed and have trouble falling asleep. Too much exposure to the violence on television, movies, and video and computer games can desensitize children to violence. As a result, many children learn to accept violent behaviour as a normal part of life and as a way to solve problems.

4.1.10 Do Programmes Children Watch Support Social Development?

Table 4.1.10 do programmes children watch support social development?

The table 4.1.10 below shows that programmes watched support social development.

	Frequency	**PERCENTAGE (%)**
Yes	8	100
No	-	0
Total	**8**	**100**

Source: Field survey 2014

According to the study, all the schools indicated that the programmes watched supported social development. While there have been many studies of academic effects of educational television, there has also been studies that show that viewing of pro-social television programmes can result in positive changes in children's social behaviour including increase in altruism, helpfulness, generosity and other social skills (Gauntlet 2005). Other skills associated with pro-social behaviour include self-control, delay of gratification, sympathy and empathy for others, learning to persist in a task and reduction of stereotypes. As Gaunter and McAleer (1997) point out, "television programmes contain many examples of good behaviour of people acting kindly and with generosity". It is equally logical to assume that these portrayals models for children to copy.

4.1.11 Recommended Programmes for Preschoolers by Teachers

Table 4.1.11 Recommended Programmes For Preschoolers By Teachers

The table 4.1.11 below shows recommended programmes for preschoolers.

	Frequency	**Percentage (%)**
Comedy	2	25
Music	1	12.5
Cartoons	3	37.5
Drama	1	12.5
Education	1	12.5
Total	**8**	**100**

Source: Field survey 2014

Findings from this study showed that 37.5% of all the sampled teachers recommended cartoons for preschool children. Other popular programmes included comedy (25%), music (12.5%) drama (12.5%) and education (12.5%). Cartoons are entertaining, full of humor and attractive to them.

Cartoons narrated innocent stories. These stories had nothing to do with the hardships of real life, but out-of-the-world emotions, drama and facts. The extraordinary energy and power of the main cartoon character made them favorites among children. Children loved funny things and cartoons provided that. Apart from this, colours, voice and the adventures engaged in by their favorite cartoon characters all worked to capture the interest of the child. Superpowers possessed by cartoon characters are also a reason why children are so fascinated by them. The main cartoon character has a solution all for the problems, and cartoons always have a happy ending.

Comedy is a play or literary work that ends happily and often makes children laugh. By observing comedies children are also learning to be innovative and developing confidence and self-esteem.

Children like to explore and express their feelings. Thus drama is an essential form of behaviour in all cultures. Dramatic play is a type of play where children accept and assign roles to each other and act them out. In television viewing, children learn to express themselves and learn how to adjust to the reality of the dramatic world around them.

In this respect, children need only a safe, interesting environment and freedom to experiment with roles, conflict and problem solving. Drama helps children develop language and communication skills, learn new songs, play new games and participate in pretend play.

When children must take on the language of the role they are playing they are encouraged to express themselves both verbally and through body expressions and body language which is key to making them better and more effective communicators. Drama helps a child to develop emotional intelligence. By encouraging children to act out a range of emotions in a safe and supportive environment, children are better able to understand their emotions and develop empathy with others. When children observe children acting in television programmes, they are able to create a story and friendship with children as they laugh, learn and grow together.

Children enjoy play, and this can be enhanced with music. When children observed other children dancing and singing in television programmes, they became excited, active, lively and full of laughter. They imitated the characters in those programmes and felt part of them. Although some programmmes watched were educational, the children were too young to get information. They probably saw flowers, plants and animals which meant very little to them.

4.1.12 Recommended T.V. viewing for Children

Table 4.1.12: recommended t.v. viewing for children

The table 4.1.12 below shows the recommended frequency of television viewing by children.

	Frequency	**Percentage (%)**
Yes	**8**	100
No	**-**	0
Total	**8**	**100**

Source: Field survey 2014

Findings from this study indicated that all teachers recommended T.V viewing for children. This was because viewing improves language in both reading and word pronunciation. At the same time, children developed creativity and imaginative skills. Children were able to get knowledge from other parts of the world, thus making them part of the global village.

Several studies have shown how young children's language acquisition can benefit from television. However, this seems to be limited primarily to age-appropriate programmes with specific educational purposes for 3-5 years old (Cross, 2004; Lemish, 2007).

In one study, it was found that babies and toddlers who watched *Sesame Street* learned vocabulary concepts (shapes and colours) and could identify letters and numbers particularly if they were aided by parents (Lemish and Rice, 1986). According to Vygotsky (1962), language develops from social interaction for communication purposes. Current conceptions of the observational learning process have grown out of convergence social learning (Bandura, 1986). The more the child identifies with the observed people; for example responds as he or she acts, or responds the way a character does (Huesmann & Eron 1986) the more the child is likely to encode the behavioral scripts the people are using, adopt the schemas about the world that the people seem to hold or acquire their beliefs (Bandura 1986; Huesmann 1998).

When children were viewing television, they tended to get carried away by the character in the TV and the mood changed as they tried to imitate the personality they so admired. Through repeated observation of the real-life models and models portrayed in the media, as well reflecting on their consequence of their own behaviors in social institutions in social institutions children will develop normative beliefs about what social behaviors are appropriate (Guerra, N., G, Huesmann, L.,R & Spindler, 2003).

4.1.13 Child Development Domains Most Affected by TV Viewing

Table 4.1.13: Child Development Domains Most Affected By Tv Viewing

The table 4.1.13 below shows the domains most affected by television viewing.

Domain	Frequency	Percentage (%)
Cognitive development	1	12.5
Social development	4	50.0
Emotional development	1	12.5
Language development	2	25
Any other	-	0
Total	8	100

Source: Field survey 2014

The study indicated that of all the domains of early childhood development, cognitive development was affected 12.5% by TV viewing, social development 50%, emotional development 12.5%, and language development 25%. This clearly showed that the most affected domain was social development. This was because in T.V viewing, there was a lot of socialization and a lot of interaction. This made the child interested in the programmes, because there were many characters which the child loved to imitate.

There was sharing of materials such as toys, and children playing together in a friendly charming way. Children gathered a lot of information from the scenarios they watched. They were curious and eager to learn, and could memorize and remember poems and stories they heard from TV, thus enhancing cognitive development. They also developed listening skills.

Children showed their emotions intensely as they watched TV programmes. Such emotions were, fear, pleasure, joy and sorrow. They tried to identify with the characters they imitated. TV programmes played a great role in language development because there was a lot of repetition, singing and reciting of poems which children liked to listen to.

Cognitive theories of gender development such as Kohlberg (1986) suggest that children's gender development is related to cognitive development. The social learning theory of gender development (Bandura 1977; Bassy and Bandura 1999; Mischel 1966) focuses on the role of external events and conditions in children's behaviour. According to Kohlberg (1966) in a process of self-socialization, children seek out playmates, interests and activities that are appropriate to their gender and shun those that are not.

Even if youngsters are learning to handle emotions, many fears are common among young children (Kings and Bogie 2001). Bloom (1991) is of the view that development of linguistic skill is seen as a form of social skill development.

4.2 Findings from Parents

Data collected from the sampled schools had a parent's questionnaire for each school. Its purpose was to investigate the parent's views on TV viewing by their children, programmes watched, what children liked most about TV viewing, and time allocated for TV viewing.

There are laws that regulate the programmes watched in the media. Such laws included the Films and Stage Plays Act, Cap 222, Laws of Kenya. It regulates the creation, broadcasting, possession, and exhibition of films. Section 46.1(2) of the Kenya

Communications (Amendment) Act of 2009 further expands the mandate of the broadcasting subsector.

It was clear that the provision of programmes was well regulated and the Kenya Film and Classifications Board's main function was to ensure that children were protected in the sense that the content intended for adults was not consumed by children and the ideas or thoughts that might have comprised public decency were not released through film.

The parents should however comment on the programmes watched and probably explain the lesson learnt. This way, children will benefit more from the programmes and develop an interest in those programmes. The study found by learning that children unattended during TV viewing tended to regard those programmes just as a way of passing time since they seemed not to be occupied with other useful activities. Children will also acquire funny behavior which will affect their social development.

4.2.1 Parent Gender

Table 4.2.1: Parent Gender

The table 4.2.1 below shows the parents' gender

Gender	**Frequency**	**Percentage(%)**
Male	4	50
Female	4	50
Total	**8**	**100**

Source: Field survey 2014

The study involved both male and female parents and their views towards T.V and social development of their children. Equal number of parents both male and female acted as

respondents. The views given were therefore not biased by gender. With the coming of the 8-4-4 system of education, majority of the parents, be they male or female had the opportunity had the opportunity to receive education. Parents were also exposed to the television programmes and were capable of selecting suitable television programmes for their children that were good for their age. They were also able to explain the content of the programmes. By doing so, they enhanced social development because they understood the children's fears, aspirations and their expectations

4.2.2 Parent Age

Table 4.2.2: Parent Age

Table 4.2.2 below shows the age of parents

AGE	**FREQUENCY**	**PERCENTAGE**
BELOW 25	-	0
26-30	8	100
31-40	-	0
ABOVE 40	-	0
TOTAL	**8**	**100**

Source: Field survey 2014

In accordance with table above, majority of parents were between 26 and 30 years of age. At this age, parents had acquired education up to a certain level, were mature and had their own families. These parents knew what programmes were best for their children and gave proper guidance concerning the programmes watched. The parents knew about the classification given by the Kenya Film and Classifications Board and their 2012 Classifications Guidelines, particularly Section 6:2. These guidelines identified elements meant for General Exhibition (GE) and were suitable for general viewing in the family.

Works in this category were suitable for all ages as they contained no content that was considered harmful or disturbing to even children.

Parents were also aware of programmes classified 'Parental Guidance' (PG). This meant that parents were to understand that the production might contain scenes that might upset children under the age of ten. Parents were advised to monitor the content. Even though they understood the advisory element, parents may not always be around to monitor what their children viewed in TV programmes.

4.2.3 Education Level of Parents

Table 4.2.3: Education Level of Parents

The table 4.2.3 below shows the education level of the parents.

	Frequency	**Percentage (%)**
Primary	-	0
Secondary	-	0
Certificate	3	37.5
Diploma	3	37.5
Degree	2	25
Total	**8**	**100**

Source: Field survey 2014

According to table above, 37.5% of the parents were certificate holders, 37.5% were diploma holders and 25% were degree holders. This indicated that parents were literate and could give correct information about the influence of T.V viewing on children's social development. This also meant that parents were able to guide and select the correct programmes for their children.

The study further showed that all the parents, since they had certificates, could probably have secured some employment. They indicated that they had television sets in their

homes, and they were not always available to monitor what their children watched on television. Therefore children were likely to be exposed to materials that were intended for adults only, thus putting their social development at risk.

Parents should engage children with other types of activities and set a timetable to act as a guide on what their children are expected to do. Children should play with the help of a nanny or even their friends. Television should be locked in a cupboard and parents should ensure that the evening meal is prepared early enough to enable children go to sleep early and avoid long hours of television viewing.

4.2.4 Time Spent By Parents with their Children at Home

Table 4.2.4: Time Spent By Parents with Their Children At Home

The table 4.2.4 below shows the time parents spend at home with their children.

	Frequency	**Percentage**
Less than two hours	**3**	**37.5%**
2-3 hours	**2**	**25%**
3-4 hours	**2**	**25%**
More than four hours	**1**	**12.5%**
Total	**8**	**100%**

Source: Field survey 2014

As indicated in the table above, only 12.5 % of the parents spent more than 4 hours with their children at home. 37.5 % spent less than two hours with their children and 25% spent between 2 to three hours with their children. Those parents who spent more than four hours were either housewives or were not occupied in any other economic activity, and they and their children spent their time watching TV programmes as their only source

of entertainment. The other parents (37.5%) also admitted that when they were resting at home, they watched TV with their children.

This showed that children spent a lot of their time watching TV as their only source of socialization and could be affected socially. Many scholars have investigated what activities diminish when children devote more and more time to mass media. As children watch more TV, their reading time, study time and library time for example, decrease. From the study it is clear that parents had played a great role in their children's attitude towards television viewing. Their parents considered television programmes as desirable and therefore good for their children and that was why there was no time limit for their viewing. Parents normally watched very interesting programmes but there was one television set in the living room to be shared by family members. There was an assumption that children were too small to understand programmes meant for adults.

4.2.5 TV programmes watched most by children according to parents

TABLE 4.2.5: TV Programmes Watched most by Children according to Parents

The table 4.2.5 below shows the programs watched most by children.

Programmes	**Frequency**	**%**
Cartoons	3	37.5
Education	1	12.5
Drama	2	25
Comedy	2	25
Total	**8**	**100**

Source: Field survey 2014

According to the table above, it was established that a good number of parents (37.5%) rated cartoon programmes as the most preferred for their children. This was because children found them enjoyable and easy to follow. Education was found to be important, especially when parents explained the programmes and what they meant to children. Drama programmes were popular (preferred by 25% of parents) because children loved to role-play and pretend to be other things or people they admired. This promoted their appreciation of gender roles.

In comedies, children liked to listen to those characters which made them happy. They would be found imitating these characters joyfully. According to the study, it can be concluded that parents spent a lot of time watching TV with their children. This has denied children an opportunity to venture into other areas, thus making them inactive. This inactivity could lead to health problems such as obesity and heart diseases. At the same time because of lack of play, children would develop physical problems especially in psychomotor development.

4.2.6 What Children Like About the Programmes

Table 4.2.6: What Children Like about the Programmes

Table 4.2.6 below shows what the children like about the programmes.

	Frequencies	**Percentage**
Character	**4**	**50%**
Events	**1**	**12.5%**
Scenes	**1**	**12.5%**
Themes	**2**	**50%**
Total	**8**	**100%**

Source: Field survey 2014

The study found that most parents categorized what their children liked most in the programmes as characters found in the programmes, events, scenes and themes portrayed in the programmes.

According to the study 50% of the children were attracted by the characters in the programmes they watched. 12.5% admired the events that took place, 12.5% liked the scenes where the characters acted whereas 25% preferred the themes being portrayed.

The parents realized that children imitated the characters they liked in form of language they spoke, for example in *sheng*; the way they dressed where the children wore caps with the front part facing backwards, and preferred wearing t-shirts which bore the name of the characters they admired. Children nicknamed themselves the name of the characters they admired, for example "Prezzo"

Programmes viewed by children on TV showed many events. Some of the events had family setups, peer interaction and social roles in general. In those programmes, children were exposed to many environments. In those events, children observed families interacting in many ways. They learnt a lot from language used and listened to good conversations while at other times they experienced bad language use.

Apart from the family set up, children observed competition where there were many participants in athletics, football matches, and music and drama festivals. They imitated them all the time and wished to be like them when they grew up.

Programmes that children watched had different scenes with different characters, some scenes were educative, and others showed comedies while others portrayed certain themes. These different scenes made the programmes entertaining and enjoyable and children looked forward to a different scene all together. Normally the scenes were decorated with different colours which children loved.

Themes portrayed in the TV programmes were entertaining and the children loved the stories and the conversations that took place. Children were always eager to watch and follow up on what would happen next. Some episodes in the TV programmes were interesting and educative while others made the children happy and relaxed. Some themes taught a lot of morals especially from stories in the Bible.

4.2.7 Parental views of Benefits of watching TV to Children

Table 4.2.7: Parental Views of Benefits of Watching TV to Children

The table 4.2.7 below shows whether watching television has benefits to children.

	Tally	**Percentage**
Yes	8	100%
No	0	0%
Total	**8**	**100%**

Source: Field survey 2014

The study showed that all parents found television to be beneficial to their children in several ways namely language development, social development, entertainment and emotional development. The parents viewed TV as an instrument that exposed their

children to many environments which most of the children would not otherwise have been able to come into contact with.

As far as language development was concerned, children were able to recite short poems, tell short stories and role play in short episodes. Socially, children interacted with their peers and significant others in the society and were willing to share their items with others.

Parents found TV programmes entertaining and useful because they kept their children busy while they attended to other matters without disturbance from children.TV programmes made their children happy and occupied. They also found TV programmes enhancing emotional development in that the children practiced what they observed them doing. Children were full of laughter, showed co-operation and were ready to share with others. They developed a sense of self and accommodated others in their lives.

4.2.8 T.V Programmes That Parents Would Recommend For Children

TABLE 4.2.8: T.V Programmes that Parents would Recommend for Children

The Table 4.2.8 below shows what parents would recommend for children

Programmes	Frequency	Percentage
Cartoons	**3**	**37.5%**
Drama	**2**	**25%**
Music	**1**	**12.5%**
Comedy	**1**	**12.5%**
Education	**1**	**12.5%**
TOTAL	**8**	**100**

Source: Field survey 2014

Findings from the study indicated that TV programmes that parents recommended for their children were as follows: cartoons represented 37.5%, drama represented 25%, music represented 12.5%, comedy represented 12.5% and education was at 12.5% respectively. This was a clear indication that parents preferred cartoons to all other programmes. The stories in the cartoons were interesting and were shown on every channel.

Though the parents preferred cartoons to other programmes, it was important that preschoolers were exposed to other programmes as mentioned there above. Comedies made children enjoy themselves because of the characters involved. Children responded to drama by imitating the characters on TV as if they existed in real life.

Music was greatly enjoyed by children. Music in TV programmes was presented in the form of play and children enjoyed singing as they engaged in various body movements. Although educative programmes appeared on TV programmes, they were not popular with preschoolers since they could not figure out what the programmes were all about. Nevertheless, all TV programmes were interactive in nature, thus enhancing social development.

4.2.9 Parents' General View of TV Programmes

According to the study, the parents gave the following views on TV viewing programmes: Children should have limited time for watching TV so as to engage in other activities which enhance their social development. These include playing with other children and also helping in household chores so as to promote other social roles which are important in society. When children are inactive they can develop health problems like being obese and perform poorly at school.

Children should be guided even as they watch TV. This is important because some programmes are meant for adults. Some of the things they observe in those programmes can lead to development of violence and aggressive behaviour which are detrimental to their social development.

Children do not perceive television the same way that adults do, they develop televisual skills step by step in line with their cognitive development. Age and linguistic maturity will determine how a child will respond and engage with television. According to Piaget (1969) and Lemish (2007), children two under years old experience a sensory motor stage where their senses and actions show them that objects on television feel differently to those experienced in real life.

During the "pre-operational" stage between 2 and 7 years, when children are acquiring language, they develop representational thinking skills which allow them to talk about their experience of television. Between 7 and 12 years (the operational stage), children begin to engage in abstract thought which allows them to understand the medium code and conventions. This allows them to understand the chunks and segments that constitute a television program and how they are linked (Signorelli). This is a clear indication that if children are not guided on what to view on TV, the programmes viewed can influence their character and behavior negatively or positively.

Children should be educated on programmes to watch which are child friendly. The government should pass a media bill which will act as a guide as to what children should be exposed to in the media. Some of the programmes lead children to develop immoral behaviour which nobody will be able to erase from their minds in future.

4.3 Findings from Children

4.3.1 Age of the Children

Table 4.3.1: Age of the Children

The table 4.3.1 below shows the age of the children

Age- bracket	**Frequency**
Below 3 years	**-**
3-4 years	**-**
4-5 years	**4**
5-6 Years	**3**
Above 6 Years	**1**
Total	**8**

Source: Field survey 2014

According to the study above, only 50% of children were between four and five years old, 37.5% were between five and six years old and 12.5% were above 6 years old. Children enter preschools when they are 3 years. At this age, children know very little about TV programmes, and preferred playing with their friends. So the study focused on the children between 4 and 6 years because at this age children were curious and interested in certain TV programmes which were easy to follow. These children admired the characters in the programmes they watched and even identified themselves with their behaviour, such as the way they talked. Though children in that age bracket had

difficulties in comprehending the language used in those programmes, they could observe the body movements used by those characters they admired. They could narrate episodes watched with ease and even give their personal opinion. They were so familiar with those programmes that they seemingly became part of their lives.

4.3.2 Sex of the Child

Table 4.3.2: Sex of the Child

The table 4.3.2 below shows the gender of children.

Gender	Frequency	Percentage
Male	**4**	**50%**
Female	**4**	**50%**
Total	**8**	**100%**

Source: Field survey 2014

The study sought to find out the gender of preschool children. According to this study half of the population were boys and the other half were girls. This meant that sampling was gender sensitive. This was to ensure that boys and girls were given equal opportunity to reveal how they were socially influenced by TV viewing.

4.3.3 TV Viewing by children

Table 4.3.3: TV Viewing by Children

The table 4.3.3 below shows television viewing by children

	Frequency	**Frequency (%)**
Yes	**8**	**100%**
No	**-**	**-**
Total	**8**	**100%**

Source: Field survey 2014

According to table above, the study established that all children (100%) enjoyed watching TV. This was an indication that virtually all children in Thogoto zone had access to TV which had been become part of their lives. TV programmes therefore socialized children. This was true because the language spoken by children and behavior was far beyond their comprehension.

4.3.4 Time spent by children watching TV

Table 4.3.4: Time Spent by Children Watching TV

The table 4.3.4 below shows time spent by children while watching television.

	Frequency	**Percentage**
Less than one hour	**-**	**0**
1-2 hours	**0**	**0**
2-3 hours	**1**	**12.5**
3-4 hours	**2**	**25**
More than 4 hours	**5**	**62.5**
Total	**8**	**100**

Source: Field survey 2014

According to the study above, 62.5% of children spent between more than four hours watching TV, while25% spent between 3 and 4 hours watching TV. Whereas 12.5% watched T.V. for between 2 and 3 hours, none of the children spent less than 1 hour watching TV. This was an indication that children loved watching TV and spent lots of their time viewing programmes of their choice. Children were therefore left with little or no time to learn from significant others who could contribute in their lives. They grew believing that things were easy to do and get and therefore they would be less creative and not able to fit in a society which is full of challenges.

4.3.5 What Children like Watching

Table 4.3.5: What Children like Watching

The Table 4.3.5 below shows what children like watching.

Items	**Frequency**	**Percentage**
Music	1	12.5%
Cartoons	3	37.5%
Drama	1	12.5%
Comedy	2	25.0
Education	1	12.5
Total	**8**	**100**

Source: Field survey 2014

According to table above, 12.5% of the children preferred music programmes, whereas 37.5% of the children preferred cartoon programmes. 12.5% of the children preferred drama. 25% preferred comedy while only 12.5% preferred education programmes. Children said that what they liked most in cartoons was that programmes were

entertaining and full of humor. They derived a lot of joy and fun; they also felt that this was their world.

4.4 Findings from the ECDE Officer

From the findings the ECDE Officer was female. Females are likely to be mothers, and therefore more concerned with the welfare of children. The study showed that the ECDE Officer had a University degree, proving that she was aware of current issues concerning children and the media. According to the ECDE Officer, there was no in-service training for ECDE due to a lack of financial resources, meaning that preschool teachers were not exposed to the latest information in early childhood education.

According to the ECDE Officer, the standards of ECDE centresin Thogoto Zone were better than most rural ECDE centres. This was because most ECDE centers in Thogoto Zone had basic facilities like running water, toilets and classrooms.

The ECDE Officer thought that children's social behavior was significantly influenced by TV viewing. This was brought about by the way how they imitated the characters observed in the TV programmes. In addition, educational programmes like, Know-zone, G3 and Kids Zone enhanced children's learning.

The ECDE Officer had gained enough experience over 5 years to know the challenges facing ECDE today. The ECDE Officer was of the opinion that children should be guided on what to watch by monitoring the TV programmes using the Kenya Film and Classification Board Guidelines 2012, Section 6.2 which identifies the elements meant for General Exhibition, or general viewing for the family.

The ECDE Officer stated that there should be a government policy to control TV programmes in order to safeguard children. Media laws should be put in place to safeguard the rights of children. Television sets should be equipped with secret codes known only to parents. This will restrict programmes meant for adults to adults only, thereby preventing children from being exposed to consumption of materials that could harm their social development.

The ECD officer was of the opinion that children who viewed television for many hours would develop negative behaviors as reported on the Standard Newspaper. Despite television viewing influencing children's social development Kenya's 2014 report card on physical activity and body weight on children report shows that children from rural areas were more physically active than their urban counterparts. Besides active play, rural youth reported spending part of their leisure time doing household chores while their urban peers reported pursuing sedentary activities such as watching TV. The officer also observed that parents should select movies for their children instead of watching television. That way, children could be provided with fruitful entertainment which could promote their social development.

The officer also stated that the media has its role in socializing the children but it cannot be the only way to entertain the children. Realizing a child's personality, their likes and dislikes helps a parent organize a child's day.

Children should be involved in simple household chores such as making beds, tidying rooms, washing dishes, and cooking simple meals among others. This way a child will develop social skills which are vital in their future lives.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research. The purpose of this study was to investigate the influence of TV viewing on social development of pre-school children in Thogoto Zone, Kiambu District, Kiambu County. The objectives of the study were: to establish the duration children spent watching television programmes and how it influenced social development, to find out the programmes children watched and how they influenced children's social development, and to establish the extent of parental guidance in TV viewing and whether their involvement had an influence on children's social development.

5.1 Summary of the Findings

The researcher collected data from preschool teachers, preschool children, parents and the ECDE Officer, and found the following:

Teachers were male and female. They were professionally trained, holding ECDE certificates, Diplomas and Degrees and therefore had wide knowledge of child psychology. They regularly discussed TV viewing with children in their schools and indicated that most children preferred watching cartoons. According to the teachers, children regularly watched TV and all the teachers indicated that TV viewing had an influence on the social development of the children. The teachers' recommended cartoons as fine for children to watch. The teachers also thought that children should be allowed to watch TV for entertainment because it enhanced social development.

Parents were both male and female, aged between 26 and 30 years. All the parents had acquired education and were able to understand what they were asked. Some parents spent between two to four hours with the children at home. Others spent less than two hours. 25% of parents stayed with the children for more than 4 hours. This indicated that they watched TV with the children at home and the children liked watching cartoons as their most favorite programmes. According to the parents, most children liked characters in the programmes, and the themes, events and scenes were popular among children. Parents also agreed that TV benefited children and recommended viewing under supervision. According to parents, children should be engaged in other activities apart from TV viewing. This promotes self-initiative.

The children's data was collected from both girls and boys of ages 4-6 years. This means that they well understood what was required. All the children were positive on the TV viewing and indicated that they like it. Most children spent over 4 hours watching TV and only 37.5% viewed TV between 3 and 4 hours. This meant that TV was part of their lives. All children like watching cartoons since all the characters in the cartoons showed humor and were entertaining.

The ECDE Officer stated that ECD centers at Thogoto Zone were better than rural ECDE centres. The ECDE Officer was of the opinion that Children should watch educational programmes with the guidance of parents since it has a beneficial impact on their cognitive and language development.

5.2 Conclusion

From the research findings, a number of conclusions were drawn. First, children should be guided while watching TV. Second, parents should spend time with their children while they are watching TV to interpret events, scenes and the flow of the story in the program. Third, that TV viewing had influence over cognitive development, social development, emotional development and language development. Fourth, that all the schools in Thogoto Zone indicated that TV viewing was popular among the preschoolers because it provided interesting characters, stories and scenes which amused and interested them.

5.3 Recommendations

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

Parents and teachers should be sensitized on the importance of regulation of the time spent on television watching. Parents should be enlightened on the importance giving proper parental guidance on the impacts of excessive television viewing.

The community should provide a playing ground for their children. This will enable them to venture into other activities apart from television which contribute to their physical, social, cognitive, emotional, language and moral development.

The school management should introduce regular guidance and counseling sessions in schools so as to help children who might have developed undesirable behaviour as a result of TV viewing to gain improved social skills.

5.4 Suggestions for Further Research

It is hoped that the results from this study will create interest for further study to explore other ways in which TV viewing influences children's social development.

The following areas should be considered for further research

TV viewing in rural and remote areas of Kenya such as Marsabit County and how it influences social development in children and Limiting TV viewing by children over a number of months and observing the changes in their social development.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The researcher is interested in investigating the influence of television viewing on preschool social development in Thogoto Zone. Please answer all questions as honestly as possible. Do not write your name or anything that can identify you.

1. Gender
    a) Male
    b) Female
2. Level of Education
    a) Primary
    b) Secondary
    c) Certificate
    d) Diploma
    e) Any other
3. State your professional Occupation
    a) Untrained
    b) Trained
    c) Caregiver
4. Any Discussion about Television Viewing with your class
    a) yes
    b) No

    If yes When……
5. What programmes do they like most?
    a) Cartoons
    b) Comedy
    c) Music
    d) Education
    e) Others

6. How often do they watch television?
    a) rarely
    b) regularly
    c) often
7. Do the programmes watched support social development?
    a) Yes
    b) No
8. Which of the following programmes would you recommend for pre-school children
    a) Comedy
    b) Music
    c) Cartoons
    d) Drama
    e) Education

    Give reasons……
9. Would you recommend T.V viewing for your children?
    a) Yes
    b) No
10. Which domain (s) according to you is mostly affected by T.V viewing?
    a) Cognitive development
    b) Social development
    c) Emotional development
    d) Language development
    e) Any other

APPENDIX II

QUESTIONNAIRE FOR PARENTS

The following questionnaire will be administered to pre-school parents.

1) Gender

    a) Male
    b) Female

2) What is your age?

    a) Below 25 years
    b) 26- 30 years
    c) 31-40 years
    d) Above 40 years

3) What is the level of your education?

    a) Primary
    b) Secondary
    c) Certificates
    d) Diploma
    e) Degree

4) How much time do you spend with your child watching TV?

    a) less than two hours
    b) 2-3 hours
    c) 3-4 hours
    d) more than 4 hours

5) Which of the following T.V programmes do you watch with your children?

    a) cartoons
    b) education
    c) drama
    d) music

6) What do children like most about the characters in the programmes?

   a) The way they talk

   b) The way they dance

   c) The way they dress

   d) Any other

7) Do you think T.V watching is beneficial to your child?

   a) Yes

   b) No

Give reason for your

answer…….

8) Which T.V programmes would you recommend for your child?

   a) cartoon

   b) drama

   c) music

   d) comedy

   e) education

9) What is the general view about the T.V programmes?

   .....

APPENDIX III

QUESTIONNAIRE FOR PRE-SCHOOL CHILDREN

The following questionnaire will be administered to pre-school children to find out their TV view ship habits.

1. How old are you
    a. Below 3 years
    b. 3-4 years.
    c. 4-5 years
    d. 5-6 years
2. Are you a boy or a girl……
3. Do you like to watch TV?
4. How long do you watch T.V?
    a. 1-2 hours.
    b. 2-3 hours.
    c. 3-4 hours.
    d. Over 4 hours.
5. What programmes do you most enjoy watching?
    a) music
    b) cartoons
    c) drama
    d) comedy
    e) education

APPENDIX IV

QUESTIONNAIRE FOR THE ECD OFFICER

The researcher is interested in investigating the influence of television viewing on preschool social development in Thogoto Zone. Please answer all questions as honestly as possible. Do not write your name or anything that can identify you.

1. Gender
    a) male
    b) female
2. Level of Education
    a) Masters
    b) Degree
    c) Higher diploma
    d) Diploma
    e) Others(specify)……
3. How many years have you been in charge of ECDE?
    a. 0-3 years
    b. 3-6 years
    c. 6-9 years
    d. Over 10 years
4. Is in service training present in your zone
    a. Yes
    b. No
5. What are the Standards of ECDE
    a. Needs improvement
    b. Satisfactory
    c. Good
    d. Excellent

6. Is there dialogue meant to improve ECDE and TV viewing among pre-schoolers?
    a. Yes
    b. No
7. Does television viewing have any impact on pre-schoolers?
    a. Yes
    b. No
8. Are there programmes on television that promote growth of this pre-schoolers
    a. Yes
    b. No

    Give examples ……

    ……

    ……
9. Does your office have any role to play at ensuring that children access educative material?
    a. Yes
    b. No

    Specify ……..……

    ……

    ……
10. Should children be guided in their TV viewing habits?
    a. Yes
    b. No
11. Does the TV have any impact on parents and teachers in caring for ECDE children?
    a. Yes
    b. No

    Specify ……..……

    ……

    ……

12. Should there be a government policy to control TV programmes that are exposed to children?

    a. Yes

    b. No

    Specify ……..……

    ……

    ……

    ……

LETTERS OF AUTHORIZATION

APPENDIX V

LETTER OF AUTHORIZATION FROM KIAMBU COUNTY COMMISSIONER

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER, KIAMBU

Telegraphic address: "Rais"
Telephone: +254-66-2022709
Fax: +254-66-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

P.O. Box 32-00900
KIAMBU

Ref. No. ED.12/1/VOL 1/185 and date 12th May 20 14

Regina Wanjiku Ngethe
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter re no. NACOSTI/P/14/8301/1429 of 7th May 2014.

You have been authorized to conduct research on **"The Influence of Television Viewing on Children's Social Development among Preschoolers in Thogoto Zone, Kikuyu District, Kiambu County Kenya"** for a period ending 31st December 2014.

You are requested to share your finding with the county education office upon completion of your research.

MUGO GICHURI
FOR COUNTY COMMISSIONER
KIAMBU COUNTY

Cc County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

APPENDIX VI

THE LETTER OF AUTHORIZATION FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

7th May, 2014

NACOSTI/P/14/8301/1429

Regina Wanjiku Ngethe
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The influence of television viewing on children's social development among preschoolers in Thogoto Zone, Kikuyu District, Kiambu County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

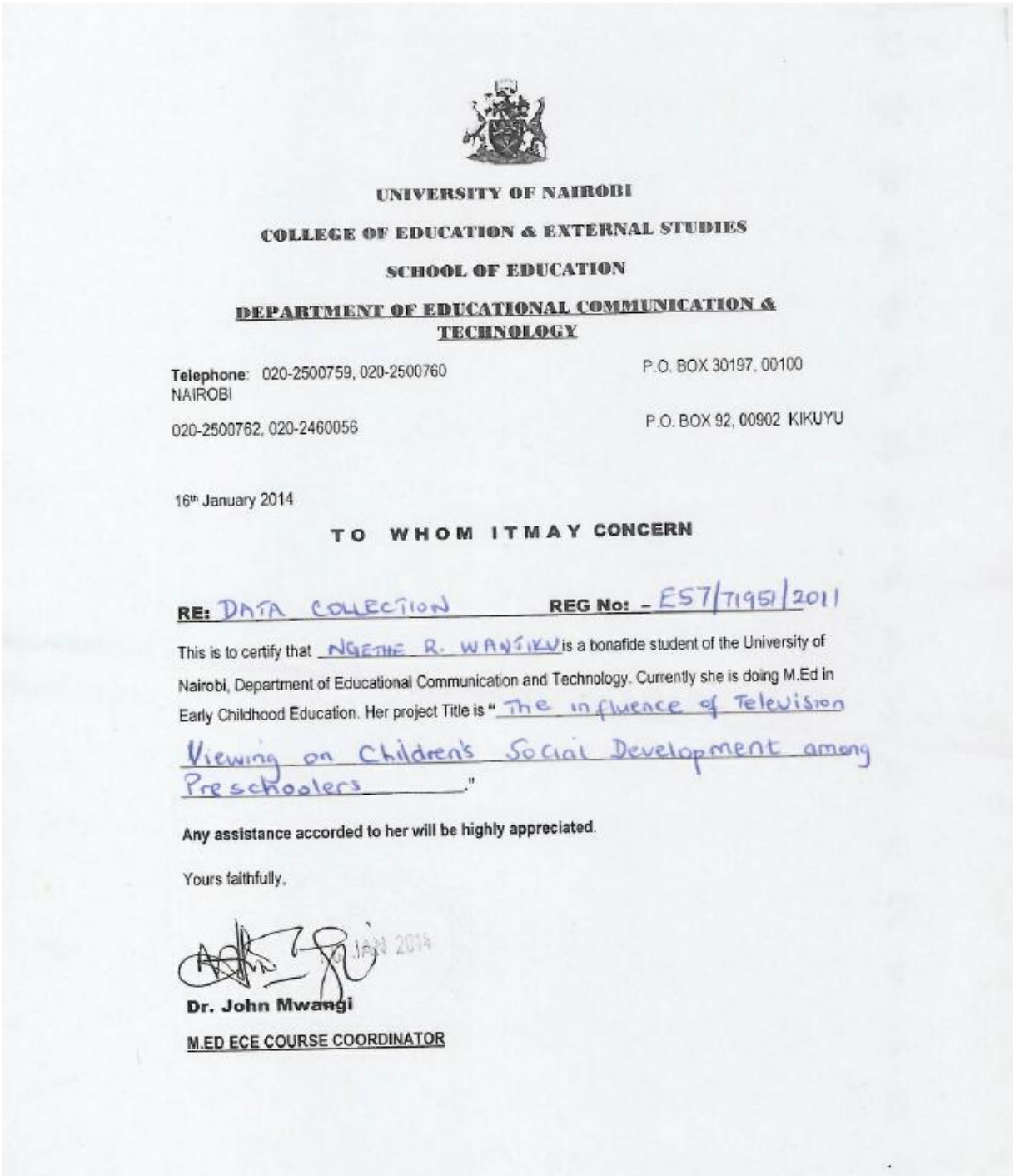
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.

APPENDIX VII

THE LETTER OF AUTHORIZATION FROM THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, UNIVERSITY OF NAIROBI



UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION & EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

Telephone: 020-2500759, 020-2500760
NAIROBI

020-2500762, 020-2460056

P.O. BOX 30197, 00100

P.O. BOX 92, 00902 KIKUYU

16th January 2014

TO WHOM ITMAY CONCERN

RE: DATA COLLECTION REG No: - E57/71951/2011

This is to certify that NGETHE R. WANJIKU is a bonafide student of the University of Nairobi, Department of Educational Communication and Technology. Currently she is doing M.Ed in Early Childhood Education. Her project Title is "The influence of Television Viewing on Children's Social Development among Preschoolers."

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

JAN 2014

Dr. John Mwangi

M.ED ECE COURSE COORDINATOR

APPENDIX VIII

THE LETTER FROM THE KIKUYU DISTRICT EDUCATION OFFICE

MINISTRY OF EDUCATION

EMAIL:districteducoffkikuyu@yahoo.com
Telephone 020-8046599
When replying please quote

Ref: KIK/ED/ 58(261)

DISTRICT EDUCATION OFFICE
KIKUYU DISTRICT
P.O BOX 1973-00902
14/03/2014

ALL HEADTEACHERS
THOGOTO ZONE

RE: REGINAH W. NG'ETHE REG E57/ 71951/ 2011
NAIROBI UNIVERSITY

The above named person has the authority to carry out research in your school. Her project title is "Influence of TV on children's social development among preschoolers in Thogoto Zone, Kikuyu District, Kiambu County, Kenya"

MILLICENT N. GATHUMBI

FOR: DISTRICT EDUCATION OFFICER
KIKUYU DISTRICT.

Cc: Principal Secretary
Ministry of Education.
County director of education
Kiambu County.

APPENDIX IX

TIME FRAME

Activity	**Time frame**
Problem identification	September 2013
Proposal writing	October 2013
Pilot and revising tools	November- December 2013
Defense	January 2014
Data collection	March 2014
Data analysis	April – May 2014
Report writing	May- June 2014
Final report and submitting the final report	July 2014