

**INFLUENCE OF TELEVISION WATCHING ON THE MORAL  
DEVELOPMENT OF PRESCHOOL CHILDREN IN LARI DIVISION,  
KIAMBU COUNTY, KENYA**

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## **DECLARATION**

I, Kaburia Martin Kinoti, hereby declare that this project is my original work and has not been submitted in any other institution for award of Diploma or Degree

.....  
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This project has been submitted for examination with my approval as a university supervisor.

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## **DEDICATION**

I dedicate this project to my daughters Corretta ,Mitchell and Mackena for supporting me spiritually , emotionally and morally.

## **ACKNOWLEDGEMENT**

I would like to thank the Almighty God for enabling me to complete this study.

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## **ABBREVIATIONS AND ACRONYMS**

ADN	- Africa Digital Network
ASBK	- Advertising Standards Board of Kenya
CCK	- Communication Authority of Kenya
ICT	- Information and Communication Technology
KBC	- Kenya Broadcasting Corporation
KCA	- Kenyan Communications Act
KTN	- Kenya Television Network
KUJ	- Kenya Union of Journalists
MCK	- Media Council of Kenya
NCS	- National Communications Secretariat
NTV	- Nation Television
TV	- Television
UNESCO	- United Nations Educational, Scientific and Cultural Organization
USA	- United States of America



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## **ABSTRACT**

The moral development of the preschool child in Kenya is threatened by exposure to an increasing variety of content arising from the licensing of transmitters of a wide variety of television channels. The child is exposed to the aired content in an uncontrolled environment with modern television equipment. The child's moral development is threatened with the child helpless growing up in such an environment and it is, therefore, necessary that this threat to the child is brought to light. This research aimed at establishing the influence of watching television on the moral development of the preschool child. The study had three specific objectives: to establish the influence of television content on the moral development of preschool children; to establish the influence of the length of exposure time to television on the moral development of preschool children; and ascertain how television programs a preschool child is exposed to influence its moral development. A descriptive exploratory study was used to achieve the three objectives. The study was conducted in Lari Division of Kiambu County. The target population was made up of the 338 preschool children in the 10 registered private schools in Lari Division. Stratified random sampling was used to obtain the target sample of 78 children with their parents. One teacher from each of the school participated in the research. Those who actually participated in the research were 60 children, 60 parents and 10 teachers making a response rate of 76.9 percent. Data were collected by use of questionnaires for the teachers and for the parents and preschool children. Analysis of the data was done using graphical presentations, mean, percentages and regression. The analysis established that television content influence the moral development of a preschool child who is exposed to it. Television exposure time also influence the moral development of preschool children. Thirdly, the study also established that television program types influence the moral development of preschool children. This study recommends a national policy be put in place to guide television program transmitters regarding how they can make programs that bear in mind the needs of preschool children. Parents and teachers should team up to develop programs that will keep children active to reduce their affinity to watching television. Keeping the children active at home and at school will reduce the amount of time used watching television. Parents have to be sensitized regarding programs their children watch when they are left to watch what they want on their own and how to take appropriate action to prevent children being addicted to television.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

According to Crosbie (2002) television refers to a channel of communication that involves sending information to large numbers of people or to the mass of. Bennet (1982) the term "mass" does not just mean a large number of people because it is not easy to tell when a group of people become large, but the term refers to an undifferentiated audience. The type of communication done through television changes as technology becomes more advanced.

However, television is part of the mass media. The mass media is divided into three categories: press media; radio and television; and the internet. Press media includes newspapers and magazines. Radio and television category also includes films. The internet is increasingly becoming powerful due to its ability to carry all the other forms of media(Crosbie,2002).

The term "moral" is not easy to define According to Frankena (1998) the difficulty lies in separating what is moral from what is not moral. Gert(2012) argues that the term "morality" descriptively refers to some codes of conduct put forward by a society or, some other group, such as a religion. It also refers to some code of conduct accepted by an individual for his or her own behavior. The term may normatively refer a code of conduct that all rational persons will put forward given specified conditions.

According to Wiredu (1992), morality is universal and essential to human culture. Human beings observe sets of rules for the harmonious adjustment of the interests of the

individual to those of others in society. Morality refers to both the conformity to the requirements of the harmony of interests and conformity to those requirements even if it means curtailment of one's own interests.

In the view of Gyekye (1996), morality is the set of social rules and norms intended to guide the conduct of people in a society. The rules and norms emerge from and anchor people's beliefs regarding right, wrong, good and bad. Morality is social and arises from the relations between individuals. He asserts that without human society, there would be no such thing as morality.

Kohlberg (1971) identifies six stages of moral development. In the first stage, the physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning obedience towards the source of power are values in their own right. In the second stage, what constitutes right action is basically what satisfies one's own needs and, occasionally, the needs of others. Elements of fairness, reciprocity, and equal sharing are present, but they are always interpreted in a physical, pragmatic way. These two stages make the Pre-conventional Level of moral development.

In the second level as suggested by Kohlberg (1971), are the third and fourth stages. This level is called the Conventional Level. In stage three, good behavior is what pleases or helps others and is approved by them. The stage is characterized by conformity to stereotypical images of what is majority behavior. In stage four, the individual is oriented toward authority, fixed rules, and the maintenance of social order. In this stage, the focus is on doing one's duty, showing respect for authority, and maintaining the given social order.

The third level of moral development is the Post-Conventional, Autonomous, or Principled Level. This level has stages five and six. In stage five, the right action tends to be defined basing on general individual rights and standards that have been critically examined and agreed upon by the whole society. In this stage there is a clear awareness of the relativism of personal values and opinions. In the sixth stage, Right is defined by the decision of conscience in accord with self-chosen ethical principles that appeal to logical comprehensiveness, universality, and consistency. The principles applied are abstract and ethical (Kohlberg 1971),

The influence of television on moral development was noticed way back by Stein (1973). She noted that television, like all other mass media at that time, presented content and values that were often contrary to the predominant values of the society. For instance, television emphasized violence and illegal action and perpetuated a system in which groups of people are devalued because of sex, race, age, and other such criteria. She asserted that there was reason to believe that that type of television content influence children's moral behavior. This manifested through increased aggression, lowered self-control and greater likelihood of morally deviant behavior. She also noted that many positive moral values and behaviors can also be conveyed to children through television presentations.

About four decades later, Cheung (2009) acknowledges that the television and other mass media in Hong Kong have molded the environment in which citizens now live. He acknowledges the impact of the Television watching on pupils in Hong Kong and the rest of the world. He noted that television exerts such a great influence on pupils. He stood for the use of the Television providing moral education.

The work of Stein (1973) and Cheung (2009) show that there is a close relationship between television watching and moral development. This indicates that television influences morality. The content of the television determines what pupils consider good or bad and will shape their behavior according to this interpretation.

Bodrova and Leong (2005) define preschool children as those between three and six years. These children usually attend center-based programs in the name of kindergartens to be initiated into the formal school system. Adams (2009) borrows the UNESCO and USA definition of preschool children to be those between three and six years. In Kenya, those in the preschool age attend baby class, nursery and pre-unit. These are children between two to five years (Kwena and Baliddawa, 2012).

Huesmann, Moise-Titus, Podolski, and Eron (2003) show a close relationship between what children watch on TV and the children's observed behavior. In a longitudinal study they conducted in the USA on children's behavior after exposure to violent television programs, they established that the children also elicited violence in their behavior later in life. The findings indicated that children behave according to what they watch on television. This position is reiterated by Kirkorian, Wartella, and Anderson (2008) who established that there was close relationship between what children below the age of two and their cognitive development. Exposure of such children to violent TV deterred the children's cognitive development while exposing children to programs designed around an educational curriculum improved their cognitive and academic enhancement.

Africa is undergoing a transition from analogue to digital broadcasting in line with the rest of the world. In Sub-Saharan Africa, the transmission function is increasingly being separated from the content creation function. In Uganda, for instance the Government



broadcaster is split into two different entities: one entity will be the signal carrier for all other TV broadcasters while the other entity will continue to produce a TV channel to be transmitted. Kenya and Tanzania have more than one signal carrier. Consequently, this has increased the number of TV channels and increased access to a wider variety of TV content for a wider audience. Before this change the state broadcasters usually had the most extensive national transmission network while the private rivals focused on the larger cities. Currently, private broadcasters are equally becoming extensive with new entrants not having to put up their own transmitters (BALANCING ACT, 2014).

Kenyan TV broadcasting is fairly regulated. The main regulators in the Kenyan media industry are the Media Council of Kenya (MCK) and the Communications Authority of Kenya (CAK). The CAK is a state-owned corporation that independently regulates the communications industry. The key regulatory policy instruments in the Kenyan media industry are the Kenya Communications Act (1998), the Media Act (2007), the ICT Policy (2008) and ICT Strategy (2008).

The most influential document is the Kenyan Communications Act (KCA) 1998 (amended 2009) which unbundled the Kenya Post and Telecommunications Corporation into five separate entities, namely, Telkom to operate the fixed line; the Postal Corporation of Kenya (POSTA); Communications Commission of Kenya to regulate the sector; the National Communications Secretariat (NCS); and a communications appeals tribunal.

The Media Act (2007) created the Media Council of Kenya (MCK) and mandated it to regulate the media industry and promote professionalism. The Act controversially allows the government to fund the MCK. Its thirteen members hear complaints and

provide legal protection for commissioners, media houses and journalists. It also facilitates the self-regulation of journalists (Oriare, Okello-Orare, Ugangu, 2010).

The digitization of TV has opened up access to TV by Kenyans of all walks of life and age. Currently the licensed signal distributors are Kenya Broadcasting Corporation (KBC) (Signet) and Pan African Networks Group (K) Co Ltd, BAMBA and Africa Digital Network (AND). Viewers have access to at least 17 free-to-air TV broadcasters including Kenya Broadcasting Corporation (KBC), Citizen, Nation Television (NTV), Kenya Television Network (KTN), Kiss TV, K24 and QTV. With pay TVs like Multi Choice's DStv the freedom of choice widens (Oriare, Okello-Orare, and Ugangu, 2010).

While CAK controls the issue and use of TV frequencies, it does not have equally strict control over the content of transmissions. As a result much of the control of the content available to all viewers, including children is done by bodies such as Kenya Union of Journalists (KUJ), Advertising Standards Board of Kenya (ASBK) which is an arm of the Marketing Society of Kenya (MSK). Other controls are mainly voluntary especially by parents at home. Such weak controls allow children to choose the channels to watch on their own, exposing them to content that can adversely influence their behavioural and cognitive development (Oduho, 2014).

Lari Division in Kiambu County, located forty kilometers from Nairobi City along the Nairobi-Nakuru highway, is also experiencing the widening of TV freedom. Being in Kiambu County, one of the most affluent counties in Kenya, children are exposed to the modern TV environment in Kenya. With the widening freedom, coupled with limited controls, children are free to watch programs of their choice. This makes them vulnerable to TV content that may influence their moral development

## **1.2 Statement of the Problem**

Research findings on the influence of television watching on behavioral change are varied. The study by Bajovic (2012) sought to establish how violent video game playing patterns, habits and attitudes influence the levels of moral reasoning and children's attitudes towards violence in real life. This study established that the more time the children spent on playing violent video games, the lower their level of moral responsiveness and the higher they were likely to take on violent behavior. This position is supported by earlier works of Kirsh (2005) who found a close relationship between television watching and children's behavior.

However, Anderson and Warburton (2012) conducted a research with different results. Their study aimed at establishing whether exposing children to violent video games influence the children's behavior. The working assumption was that much exposure of children to violent video games had a negative influence on children behavior. The study found that though there is a connection between the television content a child is exposed to and the resulting change in behavior, the resulting behavioral change varied from child to child. This made it impossible to tell expressly how a child responded to television watching.

According to Musau (1999) mass communication print and the electronic media has undergone sweeping changes. The changes have occurred in terms of media liberalization. In view of media liberalization, a state monopoly of the television is now a thing of the past. In Kenya there is a plethora of privately owned competing newspapers, Television and other publications. This exposes the child to a wide variety of uncontrolled content from the television. No known study has been done in Kenya to

establish whether or not this exposure to wider content of the television influence the level of moral reasoning in Kenyan children of preschool age. To fill this gap, this study sought to establish the influence of television watching on the moral development of preschool children in Lari Division of Kiambu County.

### **1.3 Purpose of the Research**

The purpose of the research was to establish the influence of television on the moral development of preschool children in Lari Division development of their children.

### **1.4 Objectives of the Research**

The specific objectives of the research were to:

- i. Establish the influence of television content on the moral development of preschool children in Lari Division of Kiambu County.
- ii. Establish the influence of the length of exposure time to television on the moral development of preschool children in Lari Division of Kiambu County.
- iii. Establish how television programs a preschool child is exposed to influence the moral development of preschool children in Lari Division of Kiambu County.

### **1.5 Research Questions**

- i. What is the influence of television content on the moral development of preschool children in Lari Division of Kiambu County?
- ii. How does exposure time to television contribute to the moral development of preschool children in Lari Division of Kiambu County?
- iii. How does the television programs a preschool child is exposed to affect the moral development of preschool children in Lari Division of Kiambu County?

## **1.6 Significance of the study**

The findings of this research would be useful to future researchers, parents and teachers. Future researchers will find this study useful for it would provide insight into the relationship between television and moral development of preschool children in Lari Division of Kiambu County. The findings would provide a reference for future research and academic discussions.

The Government of Kenya and other policy makers would benefit from this study since it will highlight the influence of television watching on moral development of preschool children. Once the influence has been established, the research would provide input into designing tailor made policies that would ensure future success in the manner in which preschool children are exposed to television.

Interested parties like parents and teachers will also find the research useful. When putting their efforts and finances into preschool education they need to know issues that will influence the moral development of the children. Morality in the society is perceived to deteriorate at a fast rate. Ability to stem the problem at children's' early age seems to be an approach that will provide long term solutions. The findings of this study will provide insight into the influence of television on the moral development of the children. This study will shed light on how to include television into preschool education policies.

## **1.7 Limitation of the Study**

The qualitative nature of the data required subjects the findings to a high level of bias basing on the opinions of the respondents.

## **1.8 Delimitation of the Study**

This research covered Lari Division of Kiambu County. Further, the research focused on children attending pre-school classes. This is because these are children whose moral development can be noticed by parents and can provide responses to interview questions.

## **1.9 Assumptions of the Study**

This research is based on the assumption that watching TV has an influence on the moral development of preschool children. It is also based on the assumption that the response of children to watching TV in Lari Sub-County can be generalized to all children in Kenya.

## **1.10 Definition of Key Terms**

<b>Length of exposure time</b>	The time a child spend to watch television
<b>Moral Development</b>	Change in how children reason regarding moral issues, their attitude toward law breaking, and their behavior when facing moral issues like sharing, volunteering, and cooperation
<b>Television</b>	The electronic media technology intended to reach a large audience by mass communication.
<b>Television content</b>	Materials and information presented to the masses through television
<b>Preschool Children</b>	Children between the age of three and six years that are attending baby class, middle class or pre-unit classes in Lari Division.

## **1.11 Organization of the Research**

This research has five chapters. Chapter One is the introduction of the research and provides the background information concerning the relationship between television and moral development in preschool children. The objectives, research questions, assumptions limitations, definitions of key terms and delimitations are provided in this chapter.

Chapter Two discusses past literature concerning the influence of television on moral development of preschool children. It specifically presents the theoretical background of the research and past empirical findings concerning how televisions influence moral development. In Chapter Three the focus is on how the research will be conducted. It presents the research design, the population, the sample, data collection instruments and methods and the techniques used in analysis of the data collected.

Chapter Four presents the findings from the analysis of the data collected. The findings and their interpretation will be presented in this chapter. The findings are compared with other findings on the same topic. Chapter five presents the conclusions from the findings and provides recommendations basing on the findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the theories on which this research is based. Two theories are discussed. These are: Moral Development Theory and Social Cognitive Theory. The chapter also discusses empirical studies done concerning the influence of television content, length of exposure time, type of television programs to which a pre-school child is exposed to influence their morality.

#### **2.2 Television watching as a Determinant of Moral Development**

Some research findings have shown close connection between television watching and social behavior in children. On such research was conducted by Jebiril, Stetka and Loveless (2013). This research was conducted in Central and Eastern Europe, Latin America, and the Arab world. The research explored what is known about the roles of the mass media in transitions to democracy. The aim of the study was to uncover a sufficient basis on which to build a theory of media during democratization. This was done through reviewing and aligning existing work and empirical evidence. The study found that it is unclear whether the media are an agent of democratic change and consolidation or not. This was due to the fact that it was difficult to determine whether the media leads or follows change for democracy. This study seems to raise the question of whether media leads the change in behavior or whether media responds to change in behavior.



Anderson and Warburton (2012) sought to find out whether exposure of children to violent video games affected the children's behavior. This was an investigation testing the assumption that too much exposure to violent video games must have some sort of negative influence on children. The study acknowledged that exposure to video games had some effect on children. For instance, improved coordination and spatial cognition, improved pro-social behavior, improved performance in education and improved physical activity (through "exergames"). However, there was harmful influence too. Such influences included video game addiction, attention deficits, poor performance in school and increased aggression. From the findings of this research, the suggestion is that there is a connection between the television programs a child is exposed to and the resulting change in behavior. However, the resulting behavioral change varies from child to child.

Kirsh (2005) had earlier conducted a study reviewing the literature concerning the influences of animated violence on aggressive behavior in youth in USA. The study focused on cartoons because, in cartoons, the frequency of violence was higher than in live action drama. The study concluded that Children were exposed to violence in cartoons in a greater frequency than in live-action dramas. Across the early and middle childhood, laboratory experiments using cartoons with comedic violence have consistently did not have significant influence on the person-oriented aggression. However, aggressive behavior towards peers increased following the viewing of non-comedic violent cartoons. The findings suggested that the content children are exposed to influence their behavior.

Bajovic (2012) conducted a research to establish how violent video game playing patterns, habits and attitudes influence the levels of moral reasoning and their attitudes

towards violence in real life. This study was done on a sample of 109 adolescents from the eighth grade of seven public elementary schools in Ontario, Canada. The research employed both qualitative and quantitative data. The findings of the research showed significant negative relationship between adolescents' amount of time playing violent video games during the day and their scores on The Socio-moral Reflection Measure. There was also a significant difference between adolescents who play violent video games and those who do not play violent video games on their scores on The Attitudes towards Violence Scale. This indicated that the more time the children spent on playing violent video games, the lower their level of moral responsiveness.

Asfoor (2009) did a study in the United States to determine how television watching influence the self-concept of body image among adolescence of age ranging between 12 years and 19 years. The survey study was done on eighth grade. These were kids considered most vulnerable to television watching influence. The study found that indeed television watching contributes to a negative self-concept is a concrete problem. This made the children want have bodies similar to those glorified by television programs while avoiding those not glorified. This made them to have negative attitude towards themselves if they did not achieve body shapes they thought were ideal. The study provides evidence that television watching has strong influence on behavior of children.

Gladkova (2013) also conducted a study focusing on the relationship between television watching and inculcation of values in children. The study aimed at article examining the influence of television watching on the development of the values of pluralism and cultural diversity in children. The study focused on television watching given that television is quite important in forming positive attitudes toward cultural, ethnic, and

other groups and in inculcating an adequate perception of social reality and tolerant, multicultural awareness. The study found that television watching can be used to shape the character of children towards pluralism and cultural diversity. Again the study showed that Television watching influenced how children behave.

Singh (2014) conducted a study in India to establish how exposure to television programs influence the behavior of children. The prime aim of the study was to find out the role of television watching in children's moral formation. A sample of sixty children was chosen randomly from the ninth and tenth grades according to their availability. The study concluded that there is a deep relation in television watching and moral development of children. Majority of the children behave the way they watch people performing activities on the television screen and follow them in their everyday life.

Wartella and Jennings (2000) conducted a study that produced results that were different from the trend of research that was done at that time. They conducted a study to establish the influence of television watching on the behavior in children. They concluded that television watching did influence the behavior of children, but the behavioral changes was not just due to television watching itself, but due to the content children are exposed to. This study, therefore, brought in the dimension of content in the research on television watching and its influence on morality.

### **2.3 Theoretical Framework**

This section discusses the two theories on which this research is based. These theories are Piaget's Theory of Moral Development, and the Social Cognitive Theory.'

### **2.3.1 Piaget's Theory of Moral Development**

Piaget (1965) presented specific stages of moral development. The stages of cognitive development from starting with sensorimotor to perceptual to concrete on to higher abstract thinking are the foundations on which his stages of moral reasoning are built. Piaget (1965) derived two successive domains of moral judgment. These are the Heteronomous domain and the autonomous domain.

People operating in the heteronomous domain base their moral judgments on authorities such as parents, teachers, the clergy, the police and the rules that these authorities prescribe. On the other hand People operating in the autonomous domain base their moral reasoning on mutual regard among peers or equals and respect for the rules that guide their interaction (Claborne, 1998).

Piaget (1965) suggested that children progress from a heteronomous to an autonomous moral perspective through three phases. In the first phase, children up to eight years of age believe that justice is what is prescribed by adults. In the second phase, between age eight and eleven, the concept of justice as prescribed by authority is gradually altered by a new perspective of justice as treating and reciprocating with peers as equals. In the third period, between ages eleven and twelve is characterized by a higher. Within this period, children learn to judge the rights of others based not on arbitrary application of laws of justice but on a consideration of individual situations and circumstances.

Piaget's stressed on factors such as the child's genetic heredity, direct experience with the world, social transmission and equilibration as being the drivers of a child's moral development. Basing on Piaget's four causal factors in moral development, one can infer that children judge the moral propriety or impropriety of their behavior based on genetic

propensities that interact with the individual's direct and vicarious encounters with his physical and social world. The fourth causal factor, equilibration, maintains the balance between the genetic, direct experience and social transmission influences. The interaction between these factors depends on the mechanism by which the individual assimilates or accommodates new experiences or events (Claborne, 1998).

This theory by Piaget provides a mechanism of understanding the influence of the television on preschool children. Though the children take morals from sources of authority, the environment in which they live and their genetic orientation determine their direction in moral development. Their moral exposition is, therefore the result of the physical and social environments they live in and their genetic heredity. This indicates that the types of Television programs children are exposed to will influence their moral development especially if sanctioned by parents.

### **2.3.2 Social Cognitive Theory**

The Social Cognitive Theory emerged from the Social Learning Theory and was presented by Bandura (1986). The Theory asserts that learning occurs in a social context with a dynamic and reciprocal causal interaction of the person, environment, and behavior. According to the Theory, an individual causes change in the environment while the environment also causes change in the individual. The change is manifested in the result in behavior of the individual. Past experience influences reinforcements, expectations, and expectancies. These shape how a person will engage in a specific behavior.

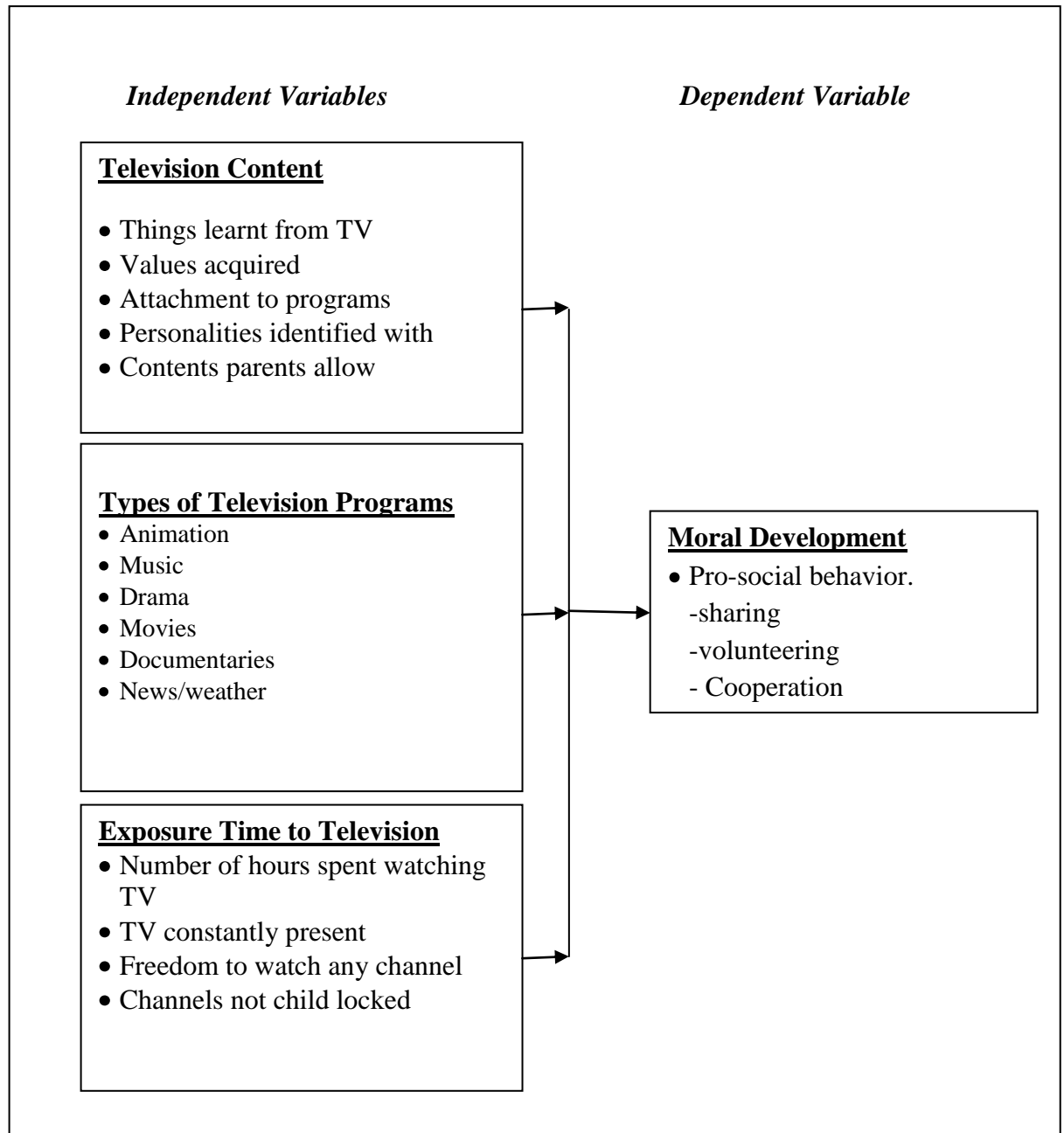
This Theory was an improvement of the Social Learning Theory. It is based on the five principles of Social Learning Theory with one additional sixth principle called the self-

efficacy principle. The self-efficacy principle refers to the level of a person's confidence in his or her ability to successfully perform a behavior. Self-efficacy is influenced by a person's specific capabilities and other individual factors, as well as by environmental factors. If an individual has the capacity to successfully perform a learned behavior, they will reproduce it often. If they believe they cannot, the behavior dies off.

The Social Cognitive Theory provides framework for analyze the determinants and psychosocial mechanisms through which symbolic communication influences human thought, influence and action. The theory suggests that communications systems promote behavioral changes by informing, enabling, motivating, and guiding. Television watching influences participants to social networks and community settings that provide natural incentives and continued personalized guidance for desired change (Bandura, 2001).

## **2.4 Conceptual Framework**

Figure 2.1, presents the conceptual framework. The dependent variables are television content, type of television programs and length of exposure time. The dependent variable is moral development.



**Fig: 2.2: Conceptual Framework**

As shown in Figure 2.2, television content will be measured by variables such as what the children learn from TV; the values they learn from TV; programs children are attached to; TV personalities the children identify with and what parents allow the children to freely watch. The programs that children watch will be categorized into six

categories: animation; music; drama; movies; documentaries and news/weather. Exposure to TV will be measured by: number of hours spent watching TV; the extent to which the TV is constantly present for children's use; the degree of freedom to watch any channel and the number of channels not child locked. Moral behavior will focus on pro-social behavior, moral motivation.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methods that were used when collecting and analyzing the data for this research. It presents the research design, the target population, the sample, sampling techniques, the research instrument, data collection techniques and data analysis methods.

#### **3.2 Research Design**

This study used descriptive survey design. McClosky (1969) defined a survey as any procedure involving systematic collection of data from a population or a sample from a population using some form or through direct solicitation like face-to-face interviews, telephone interviews or mail questionnaires. A survey research is also a method of descriptive research based on primary data collected using verbal or written communication with a representative sample of individuals or respondents from the target population.

This research design was applicable for this study since the researcher aimed to use a sample to define the situation as it is in pre-school children concerning the influence of television watching on their (children's) moral development. The research collected primary data by use of researcher administered interviews to parent and children and self-administered questionnaires to teachers to establish the influence. In effect the study fitted the description of a survey.

This research design was used by Uline, Miller and Moran (1998) when they conducted a research to establish the perceived effectiveness of organizations in New Jersey, USA by applying Mott's effectiveness index. In their study, a questionnaire was designed to collect data from a sample of 86 middle schools. The data obtained from the questionnaire was used to measure the effectiveness index. Their study therefore provided a justification for using survey for conducting this research.

### **3.3 Target Population**

This study was carried out in the pre-school classes in registered private primary schools in Lari Division in Kiambu County. It's perceived that children attended private school, are from a high social economic background hence the affordability of television sets. The pre-school children in 10 private primary schools in Lari Division made the population of this research. Appendix I shows the list of the 10 registered private primary schools in Lari Division according to Kenya Private Schools Association (2015). The population of study was the 338 children in the pre-school classes in the schools, one teacher per school and every parent of the child interviewed would also be interviewed.

### **3.4 Sampling Procedure and Sample Size**

This research applied proportionate stratified random sampling. The strata were both the schools and the class levels. Basing on the central limit theorem which requires that a sample size be greater than 30, in number \this study used 20 percent of each of the children in class levels per school (See Appendix II). The distribution of the sample is as shown in Appendix II. A total of 78 children out of 338 were required to provide the required information. The total number of children per school and per pre-school class is indicated.

### **3.5 Research Instrument**

The proposed study used questionnaires for data collection. The questionnaire used both open ended and closed ended items. The close ended items were limited to pre-determined set of choices in a Likert scale. However, some of the closed ended items had provision for the respondent to give any other response other than the choices given. This captured any useful information that the given options failed to capture.

### **3.6 Validity of the Research Instrument**

Bechtold (1959) defined validity as the extent to which an instrument measures what it purports to measure. Content validity was the key type of validity for this study. Content validity focuses on the degree to which the instrument fully assesses or measures the construct of interest. To measure validity, each of the pretest respondents rated the questionnaire on a scale of 1 to 10 where 10 will show that the questionnaire is measuring what it purports to measure.

The questionnaires were administered to five randomly selected teachers in the private schools for the pretest of the questionnaire. The respondents were free to make comments on the questionnaire concerning difficult wording, or limited option or missing options. This was done before the questionnaire was used to collect data about the children from respondents. The teachers who participated in the piloting did not participate in the actual data collection.

### **3.7 Reliability of Research Instrument**

Reliability refers the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. It is the stability or

consistency of scores over time or across raters (Cronbach, 1951).The reliability of the questionnaire was measured by use of the Cronbach's Alpha.

### **3.8 Data Collection**

Data from identified children, their parents and teachers were collected by means of a self-administered questionnaire for the teacher and a researcher administered questionnaire for the parent of the child (See Appendix). The researcher delivered the questionnaire in person to the teacher and took it back immediately after completing. Parent and children were interviewed by the researcher. The researcher completed parents' and children's questionnaire with information obtained from the interview.

### **3.9 Data Analysis**

Collected data was first coded, sorted and organized for analysis. Summary statistics such as mean and percentages were used to analyze the data. The mean, was used to find the average response of a respondent concerning a given item determining the effectiveness of the administration. The percentage was used to measure the number of respondent giving an option of response.

Graphical presentations like pie charts, bar graphs, tables were used to describe the nature of the distribution of the data obtained from respondents. Pie charts were used, for instance, to display how the class teachers, parents and the preschool children distributed in the sample.

Regression analysis was used to analyze the relationship between television variables and moral development. The regression method was used since there were data collected by use of the Likert Scales concerning the dependent variable and independent variables in this research. The regression model took the form below.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where

$Y$  = Moral Development

$\beta_0$  = Intercept Term

$X_1$  = Television Content

$X_2$  = Length of Exposure Time

$X_3$  = Type of Television Programs

$\beta_i$  = Sensitivity of Moral Development to the independent variable  $i$

$\varepsilon$  = Error term

To test the statistical significance of each of the regression variables  $\beta_0$  and the  $\beta_i$  the T-tests at 95 % confidence level were used. The F-Test at 95 % was used to test the statistical significance of the whole regression. The F-test was also used to test the significance of the effect of each variable on the effectiveness of the administration. The coefficient of determination  $R^2$  and the adjusted  $R^2$  were used to determine the strength at which the variation in the independent variables explains the variation in the dependent variable.

## CHAPTER FOUR

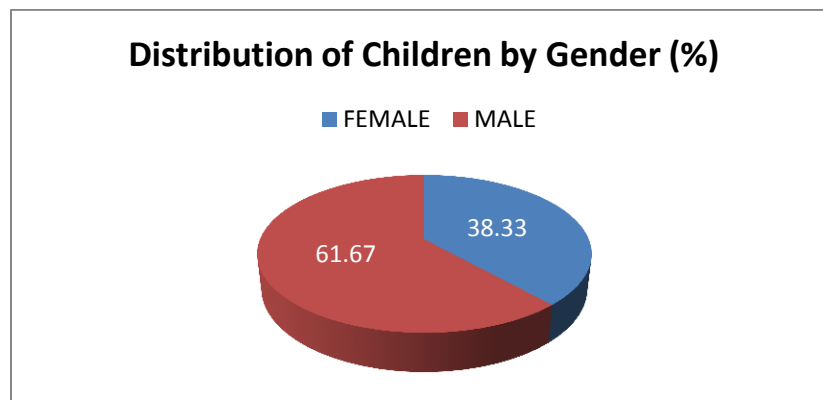
### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This section discusses the findings of the study. In section 4.2 the focus is on the summary statistics of the data used in the analysis. Section 4.3 discusses the effect of television content on the moral development of pre-school children. Section 4.4 discusses the effect of exposure time on moral development of preschool children. Section 4.5 focuses on the effect of television exposure type on moral development of preschool children. Section 4.6 presents the regression analysis.

#### 4.2 Demographic Information

The study targeted 78 children with their 78 parent and 10 teachers. The data used in the research was from 60 children, 60 parents and 10 teachers. This indicates 76.9 percent response rate for the children, 76.9 percent return rate for parents and 100 percent return rate for teachers. On aggregate this made a response rate of 78.3 percent.

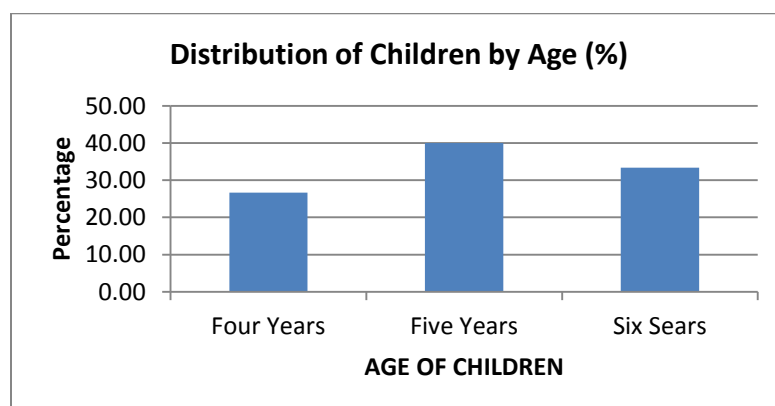


**Figure 4.1: Distribution of Children by Gender**

**Table 4.1: Distribution of Children by Gender**

<b>Gender</b>	<b>Number of Children</b>	<b>Percentage</b>
<b>Female</b>	23	38.33
<b>Male</b>	37	61.67
<b>Total</b>	60.00	100.00

Figure 4.1 and Table 4.1 presents the distribution of children in the sample according to gender. The values in the figure are in percentage while the table presents the distribution in both the absolute values and in percentages. As shown in both the figure and the table, 38.33 percent were female while 61.67 percent were male. The data used for analysis therefore captured the views of both male and female.



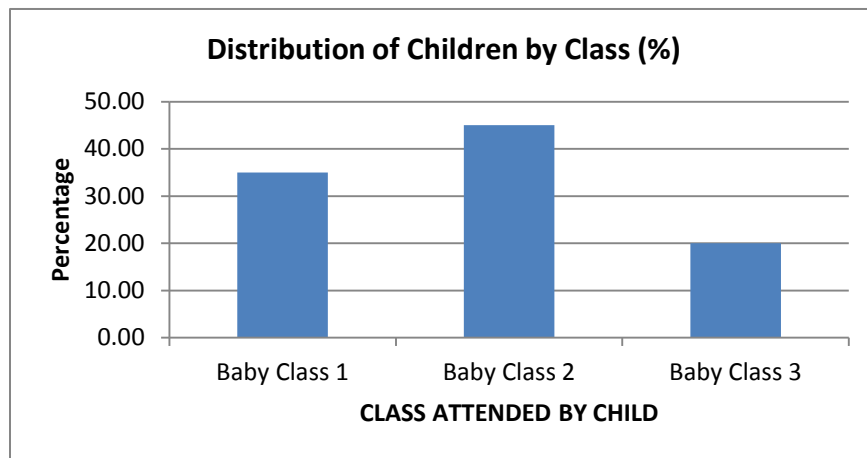
**Figure 4.2: Distribution of Children by Age**

**Table 4.2: Distribution of Children by Age**

<b>Age of Children</b>	<b>Number of Children</b>	<b>Percentage</b>
<b>Four Years</b>	16	26.67
<b>Five Years</b>	24	40.00
<b>Six Years</b>	20	33.33
<b>Total</b>	60	100.00

Figure 4.2 and Table 4.2 above present the distribution of children according to their age. As shown, 26.67 percent of children were four years of age, 40.00 percent of

children were five years of age while 33.33 percent of children were six years of age. This indicates that the data captured and used in this research considered children's variation with regard to age.



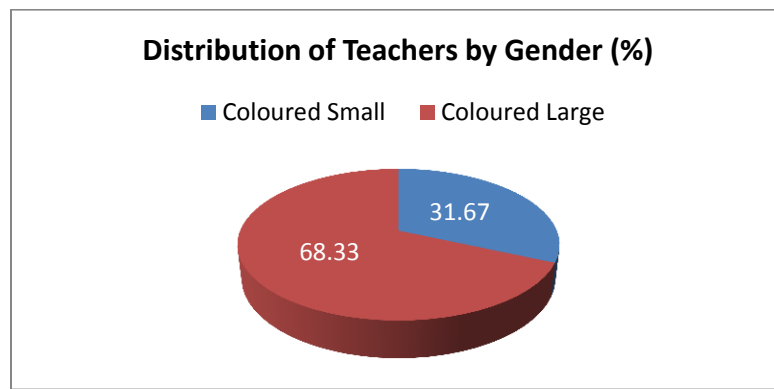
**Figure 4.3: Distribution of Children by Class**

**Table 4.3: Distribution of Children by Class**

<b>Class</b>	<b>Number of Children</b>	<b>Percentage</b>
<b>Baby Class 1</b>	21	35.00
<b>Baby Class 2</b>	27	45.00
<b>Baby Class 3</b>	12	20.00
<b>Total</b>	60	100.00

Figure 4.3 and Table 4.3 present the distribution of children according to their classes. 35.00 percent of the children were in Baby Class 1 while 45.00 percent were in Baby Class 2. Another 20.00 percent were in Baby Class 3. The data used in the analysis, therefore, captures variation according to the classes attended by the children.



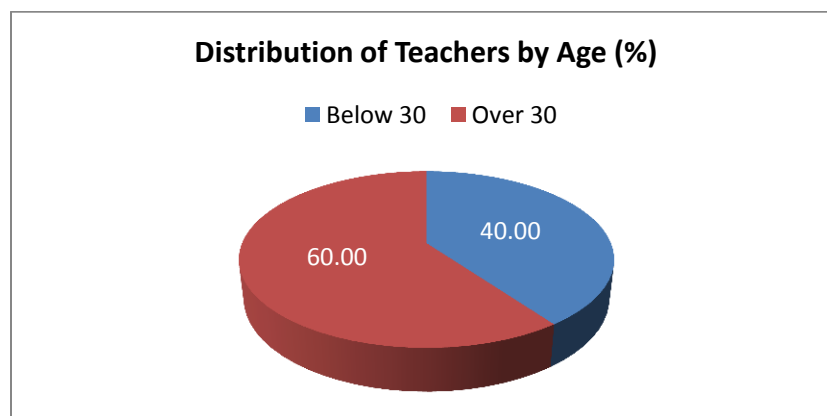


**Figure 4.4: Distribution of Teachers by Gender**

**Table 4.4: Distribution of Teachers by Gender**

Gender	Number of Teachers	Percentage
Male	3	30.00
Female	7	70.00
<b>Total</b>	<b>10</b>	<b>100.00</b>

Figure 4.4 and Table 4.4 present the distribution of teachers according to their gender. A total of 10 teachers participated in the study. As shown 70.00 percent were female teachers while 30.00 percent were male teachers. The views in the study, therefore, capture variation across gender as regards the teachers of preschool children.

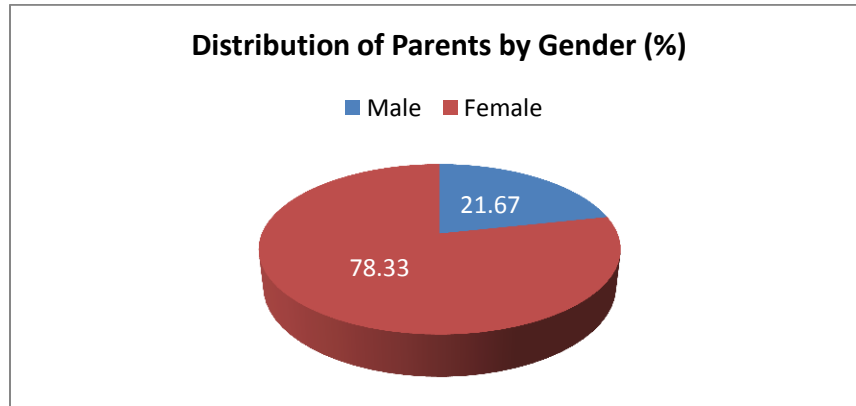


**Figure 4.5: Distribution of Teachers by Age**

**Table 4.5: Distribution of Teachers by Age**

<b>Age of Teacher</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Below 30</b>	4	40.00
<b>Over 30</b>	6	60.00
<b>Total</b>	<b>10</b>	<b>100.00</b>

Figure 4.5 and Table 4.5 above show the distribution of teachers according to their age. Older teachers were above 30 years old while the young teachers were 30 years old or below. As shown 40.00 percent of the teachers were 30 years old or below while the remaining 60.00 percent were above 30 years. Views used for the analysis have captured variation according to the age of the educators.

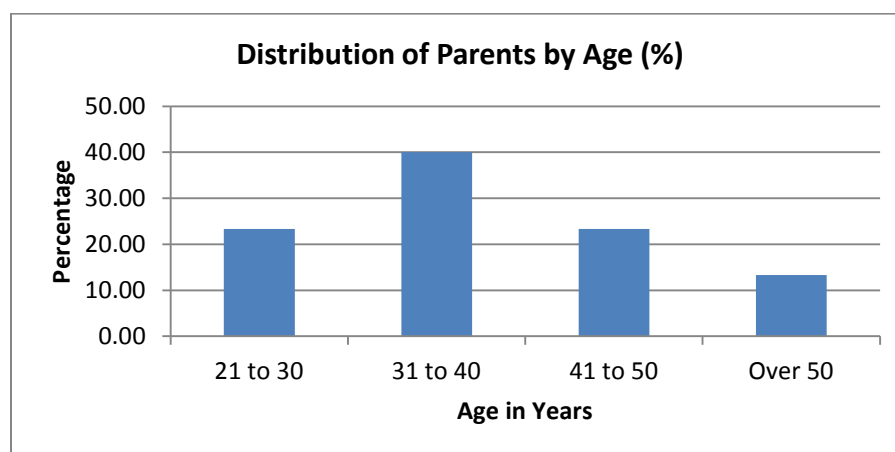


**Figure 4.6: Distribution of Parents by Gender**

**Table 4.6: Distribution of Teachers by Gender**

<b>Gender</b>	<b>Number of Parents</b>	<b>Percentage</b>
<b>Male</b>	13	21.67
<b>Female</b>	47	78.33
<b>Total</b>	60	100.00

Figure 4.6 and Table 4.6 display the distribution of parents according to gender. As shown, 21.67 percent of parents that participated in this research were male parents. 78.33 percent of the parents were female parents. This indicates the study considered data as presented by both the male and the female parents.

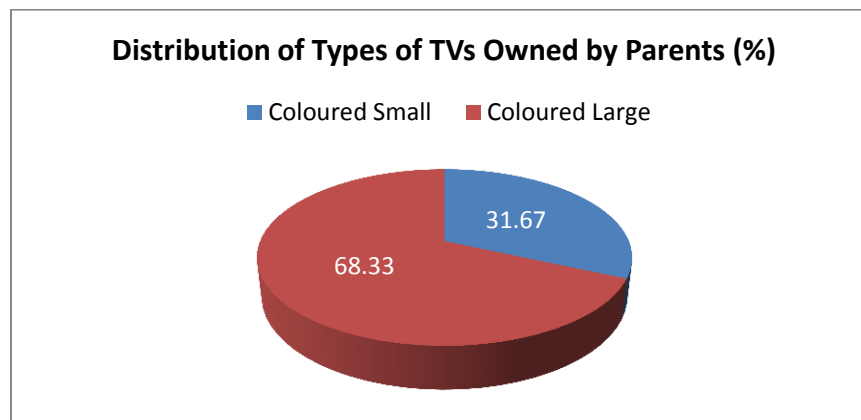


**Figure 4.7: Distribution of Parents by Age**

**Table 4.7: Distribution of Parents by Age**

Age of Parents (Years)	Number of Parents	Percentage
<b>21 to 30</b>	14	23.33
<b>31 to 40</b>	24	40.00
<b>41 to 50</b>	14	23.33
<b>Over 50</b>	8	13.33
<b>Total</b>	60	100.00

Figure 4.7 is a bar graph showing the distribution of parents according to their age. Table 4.7 shows the data corresponding to the bar graph in Figure 4.7. As shown, 23.33 percent of the parents were between 21 and 30 years. 40.00 percent of the parents were between 31 and 40 years of age while 23.33 percent were between 41 and 50 years of age. 13.33 percent of the parents were over 50 years of age. The sampling, therefore, considered variation of opinion with regard to the ages of the parents.



**Figure 4.8: Distribution of Televisions**

**Table 4.8: Distribution of Televisions**

Type of TV	Number of Parents	Percentage
Coloured Small	19	31.67
Coloured Large	41	68.33
<b>TOTAL</b>	60	100.00

Figure 4.8 and Table 4.8 present the distribution of television sets in respondents' homes. The parents were to indicate whether they did not have a television set, whether they had a small black and white one, whether they had a small colored or a large colored television set. A small TV was one whose diagonal of the screen was less than 21 inches while large TVs were those with a diagonal of 21 inches or more. All respondents had TVs in their homes. No home had the black and white TV. 19 families making (31.67 percent) of parents had a small colored TV at home while 41 parents making 68.33 percent had large colored TVs. This indicates that all the children had access to TV content in their homes.

### 4.3 Influence of Television Content on Moral Development of Preschool Children

This section discusses the effect of TV content on the moral development of preschool children in Lari Sub County in line with the first objective of the study. The parents, the teachers and children were to indicate the extent to which they agreed with each of the given statement regarding TV content affected children's moral development. Option 1 meant "Strongly Disagree", 2 meant "Disagree", 3 meant "Neutral", 4 meant "Agree" while 5 meant "Strongly Agree". On every item the numbers outside brackets are those who gave the response while the numbers in the brackets are the percentage of those selecting the option.

**Table 4.9: Influence of Television Content on Children's Moral Development according to parents.**

<b>Television Content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Things the child learns from TV	0(0.00)	8(13.33)	12(20.00)	18(30.00)	22(36.67)	3.90
Values acquired by watching TV	2(3.33)	7(11.67)	17(28.33)	13(21.67)	21(35.00)	3.73
Attachment to some programs on TV	0(0.00)	18(30.00)	10(16.67)	18(30.00)	14(23.57)	3.47
Personalities the child identifies with	3(5.00)	10(16.67)	11(18.33)	17(28.33)	19(31.67)	3.65
Contents parents allow children to watch	2(3.33)	8(13.33)	16(26.67)	19(31.67)	15(24.76)	3.62
Contents parents watch	3(5.00)	13(21.67)	19(31.67)	10(16.67)	15(24.76)	3.35
Contents children watch at the neighbours	3(5.00)	20(33.33)	14(23.57)	9(15.00)	14(23.57)	3.18
<b>Average</b>	<b>2(3.33)</b>	<b>12(20.00)</b>	<b>14(23.57)</b>	<b>15(24.76)</b>	<b>17(28.33)</b>	<b>3.56</b>

Cronbach's Alpha = 0.777529091(Acceptable reliability)

Table 4.9 presents the analysis of the influence of TV content on the moral development of children according to parents. 18 parents making 30.00 percent agreed that the things children learn from TV influence their behavior. 22 parents making 36.67 percent of the parents strongly agreed. The mean of 3.90 indicates parents agreed that things a child

learns from TV influence its moral development. As regards values children acquire from watching TV, most parents, 21 or 35.00 percent, strongly agreed that the values affected the moral development of children.

More parents agreed, as opposed to those who disagreed, that the TV programs that a child is attached to influence its pro-social behavior-(sharing). While 18 parents making 30.00 percent of parents agreed, 14 parents making 23.57 percent strongly agreed. The mean score of 3.47 indicates parents generally did not strongly agree that projects that a child is attached to influence pre-social behavior. Parents also showed agreement that Personalities the child identifies with influenced the child's moral development. While 17 parents making 28.33percents agreed, 19 parents making 31.67 percent strongly agreed. The mean score of 3.65 indicated that the parents agreed.

Contents that parents allow children to watch also contribute to the moral development of the children. While 19 parents making 31.67 percent agreed, 15 making 24.76 percent strongly agreed. The mean score was 3.62 indicating agreement that indeed contents that parents allow children contributed to their moral development. Parents were unsure whether the TV contents they themselves watch and what children watched at the neighbor's influenced moral development of the children. On aggregate, the grand mean score was 3.56 indicating general agreement by the parents that TV content affected the moral development of the children. The largest number of parents, 17 (28.33 percent) agreed. A Cronbach's Alpha of 0.777529091 indicated that the responses had acceptable internal consistency meaning the data was reliable.

**Table 4.10: Influence Television Content on Children's Moral Development according to Teachers.**

<b>Television Content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
The child seems to learn a lot from TV	0(0.00)	0(0.00)	0(0.00)	5(50.00)	5(50.00)	4.50
The child's values are acquired from watching TV	0(0.00)	0(0.00)	4(40.00)	2(20.00)	4(40.00)	4.00
The child is attached to some programs on TV	1(10.00)	3(30.00)	1(10.00)	2(20.00)	3(30.00)	3.30
The child identifies with characters on TV	1(10.00)	4(40.00)	1(10.00)	2(20.00)	2(20.00)	3.00
<b>Average</b>	<b>1(10.00)</b>	<b>2(20.00)</b>	<b>2(20.00)</b>	<b>3(30.00)</b>	<b>4(40.00)</b>	<b>3.70</b>

Cronbach's Alpha = 0.676399027 (Acceptable Reliability)

Table 4.10 analyzes the influence of the content of TV on the moral development of preschool children according to teachers of the children. The teachers strongly agreed that children seemed to learn a lot from TV. While 5 teachers making 50.00 percent agreed, 5 others making 50.00 percent strongly agreed that children learn a lot from TV. The mean score was 4.50 indicating strong agreement by the teachers that children learnt a lot from TV. Teachers also agreed that children's values were acquired from watching TV. While no teacher disagreed, 2 teachers representing 20.00 percent agree and 4 teachers representing 40.00 percent strongly agreed that children learn a lot from watching TV.

The teachers were neutral regarding whether children identify with characters they see on TV. Most of the teachers, making 40.00 percent disagreed. On aggregate, the grand mean was 3.70 indicating that teachers agreed that TV content influenced the moral development of preschool children. 40.00 percent of the teachers generally strongly agreed that TV content influenced the moral development of preschool children.

**Table 4.11 Influence of Television Content on Children's Moral Development according to children**

<b>Television Content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
The child seems to Learn a lot from TV	3(5.00)	6(10.00)	8(13.33)	17(28.33)	26(43.33)	4.50
Child's values are acquired watching TV	4(6.67)	14(23.33)	16(26.67)	10(16.67)	16(26.67)	4.00
The child is attached to some programs on TV	2(3.33)	9(15.00)	7(11.67)	14(23.33)	19(31.67)	3.30
The child identifies with characters on TV	1(1.67)	10(16.67)	16(26.67)	17(28.33)	16(26.67)	3.00
<b>Average</b>	<b>3(5.00)</b>	<b>10(16.67)</b>	<b>12(19.58)</b>	<b>17(28.33)</b>	<b>19(32.08)</b>	<b>3.70</b>

Cronbach's Alpha = 0.549963522 (Questionable Reliability)

Table 4.11 displays the analysis of the influence of television content on children's moral development. As shown in the table the children strongly agreed that they learnt a lot from TV as indicated by a mean score of 4.50. While 17 children making 28.33 percent agreed that they learnt a lot from watching TV, 26 children making 43.33 percent strongly agreed. The children also agreed that they acquire values from watching TV. This was indicated by a mean score of 4.00. A total of 26 children making a total of 43.33 percent agreed or strongly agreed as opposed to a total of 18 children making a total of 30.00 percent who either disagreed or strongly disagreed.

The children seemed unsure regarding whether their attachment to some programs and their identification with some characters influenced their moral development. This is indicated by a mean of 3.30 and 3.00 respectively. On aggregate the grand mean was 3.70 which indicated a general agreement that television content influenced moral development. The Cronbach's Alpha was 0.549963522 which showed low reliability in responses. The parent, teachers and children agree that TV content influences the moral development of a preschool child. The findings are similar to those of Anderson and Warburton (2012) who established that exposure of children to violent video games



influenced the children's behavior indicating a close connection between TV content and moral development of a child. The findings also support those of Kirsh (2005) in the USA who established that children who were exposed to violent cartoons in a greater frequency showed aggressive behavior towards peers.

#### 4.4 Television Exposure Time on Moral Development of Preschool Children

This section addresses the third objective of this study which to establish the influence of the time children are exposed to TV on the moral development of the preschool children. TV time was a measure for the length of time the child is free to and indeed watches channels of choice. Parents and teachers were to indicate the extent to which they agreed with each of the given statement. The numbers outside brackets per item refers to those who gave the response while the numbers in the brackets refer to the percentage of those selecting the option

**Table 4.12: Influence of Television Exposure Time and Moral Development according to parents.**

<b>Exposure Time to Television</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
The child spends a lot of time watching TV	1 (1.67)	7 (11.67)	13 (21.67)	17 (28.33)	22 (36.67)	3.87
TV is constantly present for the children to watch	0 (0.00)	12 (20.00)	23 (38.33)	12 (20.00)	13 (21.67)	3.43
The child is free to watch any channel on TV	0 (0.00)	13 (21.67)	14 (23.33)	14 (23.33)	19 (31.67)	3.65
The child watches TV at the neighbors	3 (5.00)	13 (21.67)	13 (21.67)	15 (25.00)	16 (26.67)	3.47
The child always Watches TV in company with others	3 (5.00)	10 (16.67)	12 (20.00)	17 (28.33)	18 (30.00)	3.62
Child spends much time outdoor when not in school	3 (5.00)	13 (21.67)	12 (20.00)	10 (16.67)	22 (36.67)	3.58
<b>Average</b>	<b>2(3.33)</b>	<b>11(18.33)</b>	<b>15(25.00)</b>	<b>14(23.33)</b>	<b>18(30.00)</b>	<b>3.60</b>

Cronbach's Alpha = 0.772836052 (Reliable)

Table 4.12 above shows the analysis of data provided by parents regarding the influence of TV exposure time on the moral development of preschool children. Parents generally

agreed that the time a child is exposed to TV influenced its moral development. This is indicated by the grand means score of 3.60. As regards the time the child spends watching TV, the mean score was 3.87 which indicated that parents agreed that children spend a lot of time watching TV. 22 parents representing 36.67 percent strongly agreed that children spend a lot of time watching TV. As regards the freedom of the child to watch any channel on TV the mean score was 3.65 which indicated parents' agreement that children were free to watch any channel. 19 parents representing 31.67 percent strongly agreed that children were free to watch any channel and this influence their pro-social behavior.

Regarding whether children watch TV in company of others, the mean score was 3.62 indicating that parents agreed that children watched TV in company of others and this influenced their moral development. While 17 parents representing 28.33 percent agreed, 18 parents representing 30.00 percent strongly agreed. Parents were neutral regarding whether TV was constantly available for their preschool children and whether this had an influence on the children's moral development. This was indicated by the means score of 3.47. However, 16 parents representing 26.67 percent of parents strongly agreed that TV was always present for preschool children and this influenced the children's pro-social behavior. ACronbach's value of 0.772836052 indicates the responses were reliable.

**Table 4.13: Influence of Television Exposure Time and Moral Development according to teachers**

<b>Exposure Time to Television</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
The child spends a lot of time watching TV	0(0.00)	3(30.00)	4(40.00)	2(20.00)	1(10.00)	3.10
TV is constantly present for the children to watch	0(0.00)	1(10.00)	4(40.00)	2(20.00)	3(30.00)	3.70
The child is free to watch any channel on TV	0(0.00)	5(50.00)	2(20.00)	2(20.00)	1(10.00)	2.90
The child watches TV at the neighbors	0(0.00)	0(0.00)	1(10.00)	5(50.00)	4(40.00)	4.30
The child always Watches TV in company with others	0(0.00)	0(0.00)	1(10.00)	8(80.00)	1(10.00)	4.00
Child spends much time outdoor when not in school	1(10.00)	0(0.00)	4(40.00)	4(40.00)	1(10.00)	3.30
<b>Average</b>	<b>0(0.00)</b>	<b>1(10.00)</b>	<b>3(30.00)</b>	<b>4(40.00)</b>	<b>2(20.00)</b>	<b>3.55</b>

Cronbach's Alpha = 0.710548523 (Reliable)

Table 4.13 presents the analysis of data from teachers regarding the influence of television exposure on the moral development of preschool children. The grand mean of the scores was 3.55 indicating agreement that exposure time influenced the moral development of preschool children. They specifically agreed that preschool children spend a lot of time watching TV at their neighbor's and this influenced their moral development. This is shown by the mean score of 4.30 and 9 teachers making 90.00 percent who either agreed or strongly agreed. The teachers also agreed that children watch TV accompanied by others and this influenced their moral development. This is indicated by the mean score of 4.00 and the 8 teachers making 80.00 percent who agreed.

These findings indicate that both parents and teachers agree that time preschool children are exposed to TV influences their moral development. This is driven specifically by the time the child spends watching TV, the company they keep when watching TV, the

freedom to watch any channel and the neighborhood. The findings support those of Gladkova (2013) studied the relationship between television watching and inculcation of values in children and concluded that television watching generally influenced the development of the values of pluralism and cultural diversity in children.

#### 4.5 Types of television programs on Moral Development of Preschool Children

This section discusses the influence of television programs on the moral development of preschool children as it addresses the second objective of the study. Parents, the teachers and children were to indicate the extent to which they agreed with each of the given statement. On every item the numbers outside brackets are those who gave the response while the numbers in the brackets are the percentage of those selecting the option.

**Table 4.14: Influence of types Television programs on Moral Development according to parents.**

<b>Types of TV Programs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Animation and cartoons	3(5.00)	13(21.67)	16(26.67)	13(21.67)	15 (25.00)	3.40
Music programs	4(6.67)	13(21.67)	17(28.33)	16(26.67)	10 (16.67)	3.25
Drama and soap operas	3(5.00)	22(36.67)	18(30.00)	8 (13.33)	9 (15.00)	2.97
Movies on TV	2 (3.33)	21 (35.00)	20 (33.33)	10 (16.67)	7 (11.67)	2.98
Documentary programs	2(3.33)	16(26.67)	11(18.33)	17(28.33)	14 (23.33)	3.42
News and weather	3 (5.00)	12 (20.00)	18 (30.00)	14 (23.33)	13 (21.67)	3.37
Live programs	0 (0.00)	16 (26.67)	21 (35.00)	10 (16.67)	13 (21.67)	3.33
Sports programs	0(0.00)	1(1.67)	13(21.67)	24 (40.00)	22(36.67)	4.12
<b>Average</b>	<b>2(3.33)</b>	<b>14 (23.33)</b>	<b>17 (28.33)</b>	<b>14 (23.33)</b>	<b>13 (21.67)</b>	<b>3.35</b>

Cronbach's Alpha = 0.545168907 (Questionable Reliability)

Table 4.12 above presents the responses of parents regarding the influence of television programs on the pro-social behavior of preschool children. As shown in the table, the

grand mean of the responses was 3.35 which represented a neutral position. This indicates that the parents were unsure of how TV programs contributed to the children's moral development. However, parents agreed that sports programs affected the moral development of the children. This is indicated by the mean of 4.12. 24 parents representing 40.00 percent agreed while 22 parents representing 36.67 strongly agreed. They also showed stronger agreement that animation and cartoons and documentaries contributed to children's behavior as shown by mean of 3.40 and 3.42 respectively.

**Table 4.15: Influence of type of Television programs on Moral Development according to teachers.**

<b>Types of TV Programs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Animation and cartoons	1(10.00)	1(10.00)	2(20.00)	5(50.00)	1(10.00)	4.30
Music programs	0(0.00)	0(0.00)	5(50.00)	3(30.00)	2(20.00)	3.10
Drama and soap operas	1(10.00)	4(40.00)	5(50.00)	0(0.00)	0(0.00)	2.70
Movies on TV	0(0.00)	2(20.00)	4(40.00)	3(30.00)	1(10.00)	2.50
Documentary programs	0(0.00)	3(30.00)	3(30.00)	3(30.00)	1(10.00)	3.40
News and weather	0(0.00)	0(0.00)	2(20.00)	7(70.00)	1(10.00)	4.30
Live programs	0(0.00)	1(10.00)	5(50.00)	3(30.00)	1(10.00)	3.00
Sports programs	0(0.00)	0(0.00)	2(20.00)	6(60.00)	2(20.00)	3.30
<b>Average</b>	<b>0(0.00)</b>	<b>1(10.00)</b>	<b>4(40.00)</b>	<b>4(40.00)</b>	<b>1(10.00)</b>	<b>3.33</b>

Cronbach's Alpha = 0.720621212 (Reliable)

Table 4.13 presents the analysis of the responses of teachers regarding the influence of TV programs on the pro-social behavior of preschool children. Generally, the teachers were neutral regarding the influence of TV programs on the moral development of preschool children. This is indicated by the grand mean of 3.33 which shows a neutral position. However, 4 teachers representing 40.00 percent agreed that TV programs influence children's pro-social behavior. The key contributors to children's moral development were exposure to animation and cartoons, with a mean of 4.30 and

exposure to news and weather programs with a mean of 4.30. A Cronbach's Alpha of 0.720621212 indicates acceptable reliability in the responses.

**Table 4.16: Influence of type of Television programs on Moral Development according to children.**

<b>Types of TV Programs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Animation and cartoons	0(0.00)	14(23.33)	14(23.33)	17(28.33)	15(25.00)	3.55
Music programs	3(5.00)	4(6.67)	14(23.33)	19(31.67)	20(33.33)	3.82
Drama and soap operas	0(0.00)	10(16.67)	19(31.67)	13(21.67)	18(30.00)	3.65
Movies on TV	2(3.33)	11(18.33)	20(33.33)	15(25.00)	12(20.00)	3.40
Documentary programs	1(1.67)	15(25.00)	17(28.33)	14(23.33)	13(21.67)	3.32
News and weather	1(1.67)	21(35.00)	17(28.33)	9(15.00)	12(20.00)	3.03
Live programs	2(3.33)	16(26.67)	23(38.33)	11(18.33)	8(13.33)	3.12
Sports programs	1(1.67)	17(28.33)	24(40.00)	9(15.00)	9(15.00)	3.07
<b>Average</b>	<b>1(1.67)</b>	<b>12(20.00)</b>	<b>17(28.33)</b>	<b>12(20.00)</b>	<b>12(20.00)</b>	<b>3.37</b>

Cronbach's Alpha = 0.610783926 (Questionable Reliability)

Table 4.14 presents the analysis of the responses of the children regarding the influence of TV programs on their pro-social behavior. The children were generally neutral regarding the influence of TV programs on their pro-social behavior. This was indicated by the grand mean of 3.37. The children most strongly indicated that music programs (mean of 3.82), drama and soap operas (mean of 3.65) and animations and cartoons (mean of 3.55) affected their moral development. The data had low reliability as indicated by a Cronbach's Alpha of 0.610783926.

As shown in the discussion above, teachers, parent and children agree that TV programs contributes to the pro-social behavior of preschool children. The variation in their positions arise from the programs children spend most of their time watching. While parents indicated that children's pro-social was influenced by sports programs,

documentary programs and animation and cartoons, teachers indicated that children's pro-social behavior was influenced by exposure to animation and cartoons; news and weather; and documentary programs. On the other hand the children themselves indicated their pro-social behavior was influenced by animation and cartoons; movies on TV; drama and soap operas; and music programs.

The findings agree with those of Asfoor (2009) who conducted a study in the United States and established that exposure to television watching influenced the self-concept on issues like body image. The children studied tended to identify with the character in the programs they were exposed to in the programs they watched. Glorified characters had the greatest influence. The findings also support those of Prat and Stromberg (2013) who established a close relationship between television watching, politics and policy in a given society. They established that television watching determine behavior in a given society. This study also finds closeness between preschool children moral disposition and TV content they are exposed to.

#### **4.6 Regression analysis of Variables**

This section discusses the regression analysis of the relationship between TV watching and pro social behavior of preschool children using data from parents. The independent variable  $X_1$  was found by taking the mean of the responses per parent regarding the effect of television content preschool children are exposed to. The independent variable  $X_2$  was measured by the mean of the scores of parents regarding time of exposure of preschool children to TV. The independent variable  $X_3$  was measured by the mean of the responses of parents on type of TV programs preschool children are exposed to. The dependent Variable  $Y$  was measured by the average of the responses of parents on pro-social behavior of children.

**Table 4.17: Correlation Matrix**

	X1	X2	X3	Y
X1	1.00000			
X2	0.12736	1.00000		
X3	0.28978	0.02442	1.00000	
Y	0.13242	0.462547	0.08235	1.00000

Table 4.17 presents the Pearson's correlation coefficient matrix for the variables. The correlations analyzed the co-variation of the variables. As shown in the table, the highest correlation was 0.462547 between  $X_2$  and  $Y$ . The lowest correlation was 0.02442 between  $X_2$  and  $X_3$ . Generally, there was low correlation between the variables. This indicated regression analysis would be meaningful.

**Table 4.18: Regression Results**

	Coefficients	Standard Error	t-stat	p-value
Intercept	1.6980	0.4495	3.7778	0.0004
X1	0.0364	0.0767	0.4748	0.6368
X2	0.3929	0.1029	3.8180	0.0003
X3	0.0318	0.0722	0.4401	0.6616

Regression model is:

$$Y = 1.6980 + 0.0364X_1 + 0.3929X_2 + 0.0318X_3$$

Table 4.18 presents the regression analysis of the variables. The intercept term is 1.6980 ( $p < 0.05$ ) which was statistically significant. This indicates there are some other variables influencing moral development of preschool children and not captured by the regression model. The coefficient of  $X_1$  is 0.0364 ( $p > 0.05$ ) which is not statistically significant indicating weak relationship between TV content and moral development. This show it is not definite how TV content will influence the moral development of a



preschool child. The coefficient of  $X_2$  was 0.3929 ( $p < 0.05$ ) which indicated a strong relationship between length of time of exposure to TV and moral development. The coefficient of  $X_3$  was 0.0318 ( $p > 0.05$ ) which was not statistically significant indicating a weak relationship between type of program preschool children are exposed to and moral development.

**Table 4.19: Analysis of Variance (ANOVA)**

	Degrees of freedom	SS	MS	F	p-value
<b>Regression</b>	3	2.9997	0.9999	5.3306	0.0027
<b>Residual</b>	56	10.5043	0.1876		
<b>Total</b>	59	13.5040			

Table 4.19 shows the ANOVA test of the regression model. As shown, the  $F_{(3,56)} = 5.3306$  with  $p < 0.05$  indicating a strong relationships in the variables.

**Table 4.20: Regression Statistics**

Multiple R	0.4713
R Square	0.2221
Adjusted R Square	0.1805

Table 4.20 presents the coefficient of determination for the regression model. The value of  $R^2$  is 0.2221 indicating that only 22.21 percent of variation in the variables is captured by the model. There are variables which are important but not captured in the model.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

Section 5.2 of this section is the summary of this study. Section 5.3 presents the conclusions of this study. Section 5.4 presents the recommendations based on the findings of this study while Section 5.5 suggests areas of further research.

#### **5.2 Summary**

The purpose of this study was to establish the influence of watching TV on the moral development of preschool children. To conduct the research TV watching was decomposed into TV content, exposure time and type of TV programs. The study sought to establish the influence of each of these variables on the dependent variable which was moral development in preschool children.

The research was conducted as a descriptive research employing survey techniques. This is because it required primary data over a phenomenon that had never been studied before in Lari Division. The study was done on a sample of 60 children, 60 parents and 10 teachers from 10 centers for preschool children in Lari Division. Data were collected by use of a self-administered questionnaire for the teachers, a researcher administered questionnaire for parents and a researcher administered questionnaire for the children..

Findings suggest a close relationship between watching TV and moral development of children. TV content influence the moral behavior of preschool as does exposure time. The types of TV programs children watch also influence their behavior.

### **5.3 Conclusions**

The research draws the following conclusions: first TV content influences the moral development of a preschool child who is exposed to TV. Things the child learns from TV, the contents that parents allow children to watch, the personalities presented on TV programs that the child identifies with and the values acquired stressed in TV programs influences the moral development of the preschool child.

Secondly television exposure time influences the moral development of preschool children. The time the child spends watching TV, the company they keep when watching TV, the freedom to watch any channel and the neighborhood all contribute to the moral development of preschool children.

Thirdly TV exposure time influences the moral development of preschool children. This is as results of the programs children spend most of their time watching. Children's moral development is influenced by sports programs, documentary programs and animation and cartoons. Their moral development is also influenced by movies on TV, drama, soap operas music programs

### **5.4 Recommendations**

1. This study recommends a national policy be put in place to guide TV program transmitters regarding how they can make programs that bear in mind the needs of preschool children. The media houses should come up with TV programs that will highlight the values and norms of the Kenyan society. Exposing children to these values at the earliest opportunity will go far in ensuring that children brought up adhere to Kenyan morals. The national policy should be able to

protect preschool children from programs that are detrimental to their moral development.

2. Parents and teachers should team up to come up with programs that will keep children active to reduce their affinity to watching TV. Keeping the children active at home and at school will surely reduce the amount of time used watching TV.
3. Parents have to be sensitized regarding programs their children watch when they are left to watch, what they want on their own. Many homes can currently afford colour TVs and as such, packages specifically for children should be tailored to allow the children to watch child friendly programs. The ministry of education can be a key participant in the production of children TV programs.

### **5.5 Suggestions for Further Research**

A future research can be conducted using secondary data. Secondary data has the feature of being less dependent on opinion since it is stored independent of expected use. Such a research can be done to test whether there is causality between moral development of preschool children and watching television.

The study can be expanded to cover the whole country to establish results that are applicable to the whole county. Such a study would be used as a referential manuscript when coming up with policies about improvement of the provision of TV services to children.

The study can be conducted as a longitudinal study to establish how exposure to TV programs impact on the moral behavior of children in their adulthood. The preschool children are the ones who form the mature citizens later in life. It would be interesting

to find out how TV in Kenya is influencing moral development through programs children are exposed to.

A research can be conducted to establish more factors that contribute to the moral development of preschool children in Lari Sub-County. This is because little variation is explained by the variables and indication that some key variables were left out of the analysis.

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## APPENDICES

### 5.6 Appendix I: List of Pre-Schools and Their Enrolment

	NAME OF SCHOOL	PP1	PP2	PP3	TOTAL
1.	Ahadi Junior Academy Primary	7	10	10	27
2.	Benca Junior Academy	8	10	9	27
3.	Best Wishes Academy Primary	8	12	15	35
4.	Cannan Academy Primary	13	14	18	45
5.	Eclat Premier Primary	11	12	10	33
6.	Fgck Salome Academy	10	15	13	38
7.	Grace Academy Primary	10	15	13	38
8.	Kaka Juniors Academy	15	10	12	37
9.	Kamahia Model Primary	15	19	22	56
10.	Kamburu Primary	20	17	19	56
<b>TOTAL</b>		117	134	141	992

(Source: Kenya Private Schools Association, 2015)

## 5.7 Appendix II: Sample Size

<b>NAME OF SCHOOL</b>	<b>PS1</b>	<b>PS2</b>	<b>PS3</b>	<b>TOTAL</b>
1. Ahadi Junior Academy Primary	1	2	2	5
2. Benca Junior Academy	2	2	2	5
3. Best Wishes Academy Primary	2	2	3	7
4. Cannan Academy Primary	3	3	4	9
5. Eclat Premier Primary	2	2	2	7
6. Fgck Salome Academy	2	3	3	8
7. Grace Academy Primary	2	3	3	8
8. Kaka Juniors Academy	3	2	2	7
9. Kamahia Model Primary	3	4	4	11
10. Kamburu Primary	4	3	4	11
<b>TOTAL</b>	<b>23</b>	<b>27</b>	<b>28</b>	<b>78</b>

(Note: PS=Pre-school)

### 5.8 Appendix III: Work Plan

The research is planned to take 13 weeks between May 4th and July 30th

<b>ACTIVITY</b>	<b>May 4th- May 23rd</b>	<b>May 25th- June 13th</b>	<b>June 15th - June 27th</b>	<b>June 29th - July 11th</b>	<b>June 11th- July 30th</b>
<b>Data Collection</b>					
<b>Data Analysis</b>					
<b>Result Writing</b>					
<b>Report Writing</b>					
<b>Compilation and Presentation</b>					

## 5.9 Appendix IV: Budget

The following is a budget proposal of the total amount of money to be spent:

<b>ITEM/ACTIVITY</b>	<b>ESTIMATED COST (KSH)</b>
Stationery	10,000
Printing/Photocopying	10,000
Transport	10,000
Binding	10,000
Data analysis	20,000
Miscellaneous	20,000
<b>TOTAL COST</b>	<b>80,000</b>

## 5.10 Appendix V: Questionnaires

### SECTION A : GENERAL INFORMATION

Please indicate your choice by ticking (√) on the spaces

(To be completed by child's parent)

1. Please indicate your gender: Female ( ) Male ( )
2. Please indicate your age \_\_\_\_\_
3. What kind of TV do you have at home?  
We do not have ( ) Black and White Small ( ) Colored Small ( )  
Colored Large ( )

### SECTION B : TELEVISION CONTENT

To what extent do you agree that the following contribute to your child's moral development? (Circle one option per item)

(1- Strongly Disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly Agree)

#### Television Content

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Things the child learns from TV                 | 1 | 2 | 3 | 4 | 5 |
| 2. Values acquired by watching TV                  | 1 | 2 | 3 | 4 | 5 |
| 3. Attachment to some programs on TV               | 1 | 2 | 3 | 4 | 5 |
| 4. Personalities the child identifies with         | 1 | 2 | 3 | 4 | 5 |
| 5. Contents parents allow children to watch        | 1 | 2 | 3 | 4 | 5 |
| 6. Contents parents watch                          | 1 | 2 | 3 | 4 | 5 |
| 7. Contents children watch at the neighbours house | 1 | 2 | 3 | 4 | 5 |

### SECTION C: TYPES OF TELEVISION PROGRAMS

Indicate how you agree that the following contribute to your child's moral development.

(Circle one option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

#### Types of Television Programs

- |                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| 1. Animation and cartoons    | 1 | 2 | 3 | 4 | 5 |
| 2. Music programs            | 1 | 2 | 3 | 4 | 5 |
| 3. Drama and soap operas     | 1 | 2 | 3 | 4 | 5 |
| 4. Movies presented on TV    | 1 | 2 | 3 | 4 | 5 |
| 5. Documentary programs      | 1 | 2 | 3 | 4 | 5 |
| 6. News and weather programs | 1 | 2 | 3 | 4 | 5 |
| 7. Live programs             | 1 | 2 | 3 | 4 | 5 |
| 8. Sports programs           | 1 | 2 | 3 | 4 | 5 |

Other (Specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SECTION D: EXPOSURE TIME TO TELEVISION

To what extent do you agree that the following contribute to your child's moral development? (circle 1 option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

#### Exposure Time to Television

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child spends a lot of time watching TV         | 1 | 2 | 3 | 4 | 5 |
| 2. TV is constantly present for the children to watch | 1 | 2 | 3 | 4 | 5 |
| 3. The child is free to watch any channel on TV       | 1 | 2 | 3 | 4 | 5 |
| 4. The child watches TV at the neighbors              | 1 | 2 | 3 | 4 | 5 |
| 5. The child always Watches TV in company with others | 1 | 2 | 3 | 4 | 5 |



6. Child spends much time outdoor when not in school 1 2 3 4 5  
Other places/time when the child watches TV (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SECTION E: MORAL DEVELOPMENT

To what extent do you agree with the following statements regarding your child's moral development? (Circle one option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

#### Moral Development

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child shows tendency of caring for other children            | 1 | 2 | 3 | 4 | 5 |
| 2. The child helps others when needed to                            | 1 | 2 | 3 | 4 | 5 |
| 3. The child always volunteers                                      | 1 | 2 | 3 | 4 | 5 |
| 4. Child is always willing to share what she has with others        | 1 | 2 | 3 | 4 | 5 |
| 5. Your child always shows sympathy when others are hurt            | 1 | 2 | 3 | 4 | 5 |
| 6. Your child feels ashamed when he/she has done wrong              | 1 | 2 | 3 | 4 | 5 |
| 7. Your child is able to understand when another is in a difficulty | 1 | 2 | 3 | 4 | 5 |
| 8. Your child is commitment to honesty                              | 1 | 2 | 3 | 4 | 5 |
| 9. The level of obedience of your child is excellent                | 1 | 2 | 3 | 4 | 5 |
| 10. Your child has a high sense of responsibility                   | 1 | 2 | 3 | 4 | 5 |

Other aspect of the moral development of your child (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION A : GENERAL INFORMATION

Please indicate your choice by ticking (√) on the spaces

(To be completed by child's Teacher)

1. Please indicate your gender: Female ( ) Male ( )
2. Please indicate your age \_\_\_\_\_
3. For how long have you known this child?  
Less than a Year ( ) less than 2 Years ( ) More than a Year ( )
4. How regularly do you interact with the child?  
One day per week ( ) Three Days in a week ( ) Everyday of the week ( )

## SECTION B : TELEVISION CONTENT

To what extent do you agree that the following contribute to the child's moral development? (Circle one option per item)

(1- Strongly Disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly Agree)

### Television Content

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child seems to learn a lot from TV           | 1 | 2 | 3 | 4 | 5 |
| 2. The child's values are acquired from watching TV | 1 | 2 | 3 | 4 | 5 |
| 3. The child is attached to some programs on TV     | 1 | 2 | 3 | 4 | 5 |
| 4. The child identifies with characters on TV       | 1 | 2 | 3 | 4 | 5 |

**SECTION C: TYPES OF TELEVISION PROGRAMS**

Indicate how you agree that the following contribute to the child's moral development?

(Circle one option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

**Types of Television Programs**

- |                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| 1. Animation and cartoons    | 1 | 2 | 3 | 4 | 5 |
| 2. Music programs            | 1 | 2 | 3 | 4 | 5 |
| 3. Drama and soap operas     | 1 | 2 | 3 | 4 | 5 |
| 4. Movies presented on TV    | 1 | 2 | 3 | 4 | 5 |
| 5. Documentary programs      | 1 | 2 | 3 | 4 | 5 |
| 6. News and weather programs | 1 | 2 | 3 | 4 | 5 |
| 7. Live programs             | 1 | 2 | 3 | 4 | 5 |
| 8. Sports programs           | 1 | 2 | 3 | 4 | 5 |

Other (Specify)

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**SECTION D: EXPOSURE TIME TO TELEVISION**

To what extent do you agree that the following contribute to the child's moral development? (Circle 1 option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

**Exposure Time to Television**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child spends a lot of time watching TV         | 1 | 2 | 3 | 4 | 5 |
| 2. TV is constantly present for the children to watch | 1 | 2 | 3 | 4 | 5 |
| 3. The child is free to watch any channel on TV       | 1 | 2 | 3 | 4 | 5 |
| 4. The child watches TV at the neighbors              | 1 | 2 | 3 | 4 | 5 |
| 5. The child always Watches TV in company with others | 1 | 2 | 3 | 4 | 5 |
| 6. Child spends much time outdoor when not in school  | 1 | 2 | 3 | 4 | 5 |

Other places/time when the child watches TV (Specify)\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SECTION E: MORAL DEVELOPMENT

To what extent do you agree with the following statements regarding your child's moral development? (Circle one option per item)

(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)

### Moral Development

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child shows tendency of caring for other children            | 1 | 2 | 3 | 4 | 5 |
| 2. The child helps others when needed to                            | 1 | 2 | 3 | 4 | 5 |
| 3. The child always volunteers                                      | 1 | 2 | 3 | 4 | 5 |
| 4. Child is always willing to share what she has with others        | 1 | 2 | 3 | 4 | 5 |
| 5. Your child always shows sympathy when others are hurt            | 1 | 2 | 3 | 4 | 5 |
| 6. Your child feels ashamed when he/she has done wrong              | 1 | 2 | 3 | 4 | 5 |
| 7. Your child is able to understand when another is in a difficulty | 1 | 2 | 3 | 4 | 5 |
| 8. Your child is commitment to honesty                              | 1 | 2 | 3 | 4 | 5 |
| 9. The level of obedience of your child is excellent                | 1 | 2 | 3 | 4 | 5 |
| 10. Your child has a high sense of responsibility                   | 1 | 2 | 3 | 4 | 5 |

Other aspect of the moral development of your child (specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## SECTION A : GENERAL INFORMATION

Please indicate your choice by ticking (√) on the spaces  
(To be completed by researcher interviewing the child)

1. Child's gender: Female ( ) Male ( )
2. Child's age \_\_\_\_\_
3. Child's class \_\_\_\_\_

## SECTION B : TELEVISION CONTENT

To what extent do you agree that the following contribute to the child's moral development? (Circle one option per item)

(1- Strongly Disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly Agree)

### Television Content

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child seems to learn a lot from TV           | 1 | 2 | 3 | 4 | 5 |
| 2. The child's values are acquired from watching TV | 1 | 2 | 3 | 4 | 5 |
| 3. The child is attached to some programs on TV     | 1 | 2 | 3 | 4 | 5 |
| 4. The child identifies with characters on TV       | 1 | 2 | 3 | 4 | 5 |

## SECTION C: TYPES OF TELEVISION PROGRAMS

Indicate how you agree that the following contribute to the child's moral development.

(Circle one option per item)

(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)

### Types of Television Programs

- |                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| 1. Animation and cartoons    | 1 | 2 | 3 | 4 | 5 |
| 2. Music programs            | 1 | 2 | 3 | 4 | 5 |
| 3. Drama and soap operas     | 1 | 2 | 3 | 4 | 5 |
| 4. Movies presented on TV    | 1 | 2 | 3 | 4 | 5 |
| 5. Documentary programs      | 1 | 2 | 3 | 4 | 5 |
| 6. News and weather programs | 1 | 2 | 3 | 4 | 5 |
| 7. Live programs             | 1 | 2 | 3 | 4 | 5 |

8. Sports programs 1 2 3 4 5

Other (Specify)

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**SECTION D: EXPOSURE TIME TO TELEVISION**

To what extent do you agree that the following contribute to the child's moral development? (Circle 1 option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

**Exposure Time to Television**

- 1. Does the child spend a lot of time watching TV? 1 2 3 4 5
- 2. Is TV is constantly present for the children to watch? 1 2 3 4 5
- 3. Is the child free to watch any TV channel (Using TV remote)? 1 2 3 4 5
- 4. Does the child watch TV at the neighbors? 1 2 3 4 5
- 5. Does the child always watch TV in company of others? 1 2 3 4 5
- 6. Does the child spend much time outdoor when not in school? 1 2 3 4 5

Other places/time when the child watches TV (Specify) \_\_\_\_\_

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## SECTION E: MORAL DEVELOPMENT

To what extent do you agree with the following statements regarding your child's moral development? (Circle one option per item)

**(1- Strongly disagree 2- Disagree, 3- Neutral 4 – Agree 5 – Strongly agree)**

### Moral Development

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The child shows tendency of caring for other children            | 1 | 2 | 3 | 4 | 5 |
| 2. The child helps others when needed to                            | 1 | 2 | 3 | 4 | 5 |
| 3. The child always volunteers                                      | 1 | 2 | 3 | 4 | 5 |
| 4. Child is always willing to share what she has with others        | 1 | 2 | 3 | 4 | 5 |
| 5. Your child always shows sympathy when others are hurt            | 1 | 2 | 3 | 4 | 5 |
| 6. Your child feels ashamed when he/she has done wrong              | 1 | 2 | 3 | 4 | 5 |
| 7. Your child is able to understand when another is in a difficulty | 1 | 2 | 3 | 4 | 5 |
| 8. Your child is commitment to honesty                              | 1 | 2 | 3 | 4 | 5 |
| 9. The level of obedience of your child is excellent                | 1 | 2 | 3 | 4 | 5 |
| 10. Your child has a high sense of responsibility                   | 1 | 2 | 3 | 4 | 5 |

Other aspect of the moral development of your child (specify) \_\_\_\_\_

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