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PARENTAL GUIDANCE IN CHILDREN TELEVISION PROGRAMMING IN

KENYA ^

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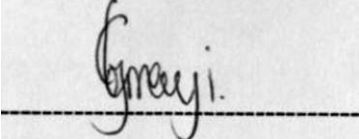
STUDIES

OCTOBER 2007

DECLARATION

I hereby declare that this project is my original work and has not been presented for a degree in any other University

Name: ------------------------------Date- <u>U I| o f</u>

The project has been submitted for examination with my approval as a supervisor of the University of Nairobi School of Journalism.

Mr.:   J   M   M   l   H   ^

Lecturer

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Dedication

I dedicate this work to the memory of my late mother Betty Seka Amayi, whose

strength determination and courage has inspired me to be the person that I am

today.

ACKNOWLEDGEMENT

Abstract

The main aim of this study was to establish the role of parental guidance in children TV programming in order to inform and shape television programming policy and provision of programmes that cater for the needs of children and the young people in Kenya.

Specifically, the study sought to determine the kind of viewer-ship children are being exposed to, thus affect, how children television programs are determined. To determine important factors that influence and inform local producers and policy makers about the children TV programming. It also sought to determine how different cultures, economies and policy environments shape children's television programmes provision and opportunity, and in regard to all this to establish the role of possibly, parental guidance in children TV programming.

Parental guidance on television programming on child protection and the media presents a challenge on not only organizational but also cultural grounds. This is because it concerns a highly sensitive topic involving, as it is 'hidden' value judgment about different cultures or aspects of them as regards what is harmful to a child.

Views on the protection of minors against harmful television content, along with the concepts of childhood and adolescence that this implies, touch upon questions of cultural, national and even personal identity. As long as the focus remains fixed on parental guidance organization issues, however, the ethnocentric content of such views remain partially concealed.

The study indicates that, while harmful and offensive material is, in principle, distinguished from that which is illegal (obscenity, child abuse images etc) it is not easy to define the boundaries in a robust and consensual fashion.

Parental guidance on children TV programming, and more relevantly, parents, can mediate children's television rise with the aim of reinforcing desirable and counteracting undesirable influences of television content.

The study found that often conflicting concerns over possible harm against other concerns, most notably civil liberties and freedom of speech, economic competition, children's rights to exploration and privacy, ties with and therefore requires parents capacities or otherwise to regulate their children's media use.

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ABBREVIATION/ACRONYMS

NTV-Nation Television

KBC-Kenya Broadcasting Corporation

TV- Television

DVD-Digital Video Device

CVdm- Dutch Media Authority

NICAM -Dutch Institute for classification of Audio Visual Media

UN -United Nations

UNESCO-United Nation Education, Scientific and Cultural Organization

ICT-Information Communication Technology

FGD-Focus Group Discuss

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CHAPTER ONE

INTRODUCTION

1.0 Background information

The proliferation of television sets in the home has helped in the creation of a new environment. We may speculate about a new individualism, possibly greater isolation, less communality in the family etc: "... enforced conviviality being a thing of the past" (Livingstone 2002:136). Although recent research has shown that "watching television remains primarily a social activity"... (Livingstone 2002:144), research has also indicated that the numbers of lone viewers are rapidly increasing.

Today the media rich child may be alone, but he /she is not necessarily lonesome. And this very child may very well watch television in a different frame of mind from his/her elders. Television is becoming more of a background media than was envisaged previously.

According to Kubey and (Sikszentmilialy: 1990:140), a great deal of our thinking reading and learning involves successive efforts to attend, while television and films is less likely to require effort.

A teenager or even a pre - teenage child may have joined something in his/her "community of choice" peopled by his/her peers but in actual fact he/she may have

become involved in an organized network of unscrupulous adult predator who manipulate his/her skillfully from the first chance encountered on the television program or films.

Young people are rapidly moving into a new world that they are actually helping to build at the same time. They often navigate it with "greater skills" than do their elders, but lacking the experience and cynicism that only comes with age; they are alarmingly vulnerable to all kinds of influences.

It is a formidable challenge to facilitate the formation of thee noblest dreams attached to television programmes and films, while at the same time shielding children and young people from the remaining forces that have demonstrably taken partial possession of the very same technology.

According to a study by Van Goltberg (1998) the young are assumed to be highly impressionable with limited self-control and lacking in emotional strength, this further argues that parents play more important roles than the state in the protection and upbringing of the young. For instance according to Von Goltberg's (2000) study in Portugal, the age restrictions are issued by the film classification board only when children and young persons go to the cinema without parental accompaniment. Even a film with over 16 classifications may be viewed by young children when they are accompanied by their parents. Parents are seen as best able to judge which film or program on television in this study context, will make excessive demands on their children which ones they will understand and which ones are suitable for a child's

particular stage of development. The philosophy in Portugal is that parents should be responsible for the upbringing and development of their children.

According to Antonio Xavier, Chairman of the Portuguese film classification Board, "This is not the states responsibility"".... in the final analysis, it is up to the parents to decide how they approach film and program classification! Antonio says that parent in Portugal exercise such a large influence on what films or programs their children see that the young are actually well protected despite the lack of rigorous checks on viewers age. However, at the same time, he noted that children and young persons are credited with the ability to recognize representations of what they are and digest them accordingly. As such there is an assumption that the young are both responsible and psychologically stable enough to be able to defend themselves against any bad influence.

The aim of this study is to elucidate the image of childhood and adolescent implicit in the arguments put forward on parental guidance in protection of minors against harmful television content.

This attempts to reveal the kind of concept of childhood and adolescent that underlie national television program classification and how national legislation to protect minors against harmful television content function. Typical questions in this study include: is there a legal framework for television program classification? Is there a system of selecting television programs? How does the legal framework, the system explicitly invoke the concept of childhood and thus parental guidance? Naturally, there is different

way of looking at the young by individual parent. Nevertheless, the parental guidance discourse on child protection and media is often concerned precisely with representative images. To this extent, in this study the purpose of revealing the implicit foundation of national approach to this issue should constitute precisely the identification and analysis of striking and significant positions. All the information regarding the concept should be, and as such is to facilitate inference to any causal connection between the concept of childhood and the legislation employed to protect minors against harmful television content, with the concern of determining how the presupposition in this field can be used to enhance parental guidance.

In deed, television program rating may often deviate so much from interpretation by one parent and another, and may seem that such decisions are based less on general, scientifically founded principles that on certain concepts about parental understanding of childhood and adolescence. How else might such differences be explained and justified, when every parent claim to be pursuing the same objectives namely the protection of their children and young persons.

May be what television program classifiers have to say about the nature of their role, and the image of childhood and adolescent might not be a uniform concept in this field, nor any resulting common standards to protect the young, as far as the parent is concerned. It may depend on the individual parent and their specific culture.

1.2 Statement of the problem

The basic plan is for more attention to be given to the dimension of the relationship between children adolescents and adults to develop parental guidance on children television programming.

Considering the proliferation of television sets in the household and their growing presence in the private spaces of young people, it is reasonable to expect strong increase in time spent watching television. Programming for children and youth is deteriorating rather than improving. Time devoted to children's and youth programs has decreased and children watch television aimed at adults, in which children's life problems and child heroes appear very sporadically. Therefore, the young audience is exposed to values presented to adult's audience, whether they are understandable or not, positive, or negative, worthy of modeling or not. This means that not only are children exposed to harmful content on TV screens, there is an even broader negative in fact, lack of positive impact, on the young audiences, which is the opposite of what ought to result from the supportive function of television as one of the important socialization agents (others being parents, school, church, youth organizations and other social groups with which children interact directly).

Children and young people have been neglected very often because of false interpretations of audience rating of children's programs. If the sample of children viewing television program directed at children is of a certain age the proportion of child viewers of this exact age-not all children should be the valid index of the audience size, something that seldom is the case. In addition, the audience of children's program is

multiplied by the number of child cohorts that watch them. Every year, children's program gain new young viewers as children grow older. Thus, it is not economic reasons that eliminate children's programming.

It may be that rather, there is lack of concern for children and neglect of children's rights to decent, valuable TV programs that children are exposed to consistent adult images of the world and of people's systems and life goals.

They influence children when making choices although the viewing children are not yet cognitively prepared to make these choices. What can we do to protect the rights of children and youth to Media content that is appropriate for them and supportive of their social development?

Solutions should include decisions about proper amount of programming for children and youth according to the mission of both public and private television-as well as budgeting realizing the mission. It may even be important to make clear to adult members of society how important the production of TV programs for children is to the process of effective socialization of younger generations by emphasizing parental guidance on children TV programming, because children and young people are a sensitive, creative, promising and worthy-of-investment, segment of the entire population.

The ratio of time for broadcasting for children should be protected by legal regulation of broadcasting. This time should certainly be filled with films alone.

According to Zmudzki and Wendorft, (2002) one solution is to make TV production for children especially privileged. Accordingly, to be effective, attractive television for children should explain rules about life. It should show an image of the world and people interacting in this world in many aspects and details, a fact that calls for parental guidance in children TV programming. To what this television will be imaginative, artistic aesthetic and responsible enough not to harm young viewers depends on producers and scriptwriters but also on decision makers who must decide how children's rights should be protected.

Decision makers ought to realize that children and youth are the most valuable part of the population and begin protecting children's rights to active participation in the TV communication process and programming. We should realize and expect that TV programming for children must be attractive to them both as regards content and form and that these programs must not interfere/be in conflict with the process of children's socialization.

To realize this, there is a need to rate script writers, film makers, and producers of programs for children and young audience in a very careful way with an awareness of what these adults have to offer the young viewers, humor, wisdom, attractiveness, and a true image of the real world.

Since children are exposed so much to adult-oriented TV programs and values systems. Parents need to be educated about the possible negative functions of this parental

guidance on children TV programming is important, and parents also should encourage children to watch children's television programs that have been reviewed positively. However, according to Livingston, van covering and Thumim (2005) relying solely on parents is not an effective regulatory strategy in the Media field. However, this observation does not contradict the fact that parents need information and support to better interact with their children in relation to the media. Different awareness raising efforts for parents are highly relevant both in order to increase their own media literacy as adults and to make them realize the importance of their own role in helping children to become more competent, responsible and critical media users. However, according to Larsson (2004) many parents are not especially well informed about their children's media use, and that communication between children and parents about media use and media content many times is lacking. Several studies show that parents often overestimate their own engagement in children's media use (ibid) as well as children's satisfaction with talking with them about the media.

Due to media, saturation, there is nowadays often many television sets in homes, and a great proportion of children and young people also have television sets in their own rooms. This means that the condition of using television together, talking about television content and setting rules have radically changed joint television use in these homes is becoming less common.

There are also a great many parents who do not have time to engage in their children's television use, who do not know how to handle possible filtering methods, who do not

care since they are in an entangled situation themselves, but instead rely on television as sitters-ins or who do not think of extensive television use or certain television content as anything to be concerned about.

1.3 Objective of the study

1.3.1 General objectives

The main aim of this study is to establish the possibility of including parental guidance in children TV programming in order to inform and shape television programming policy and provision of programmes that cater for the need of children and the young people in Kenya.

1.3.2 Specific objectives of the study

1   To determine the kind of viewer-ship children are being exposed to, thus effects.

2   To establish how children television programs are determined.

3   To determine important factors that influence and inform local producers and policy makers about the children TV programming.

4   To determine how different cultures, economies and policy environments shape children's television programmes provision and opportunity.

5   To establish the role of possible, parental guidance in children TV programming.

1.4 Significance of the study

The study finding on parental guidance on television programming on the child protection and the media presents a challenge on not only organizational but also cultural grounds. This is because it concerns a highly sensitive topic involving, as it is 'hidden' value judgment about different cultures or aspects of them as regards what is harmful to a child.

Views on the protection of minors against harmful television content, along with the concepts of childhood and adolescence that this implies, of cultural, national and even personal identity. As long as the focus remains fixed on parental guidance organization issues, however, the ethnocentric content of such views remain partially concealed.

The images of childhood and adolescence that may be developed after the study is carried out may benefit external perspectives by parents not only on the field of child protection and the television. Looking at individual parent's own point of view and the eyes of another can help turn an ethnocentric position into a relative one especially when accompanied by recognition that other parental guidance cultures are equally diverse as one's own.

Television programmes classifications may not have a uniform image of the young (i.e. for instance childhood and adolescents) thus unable to draw boundaries on such a case the boundaries may have been problematic in the area of television program classification and censorship. In this study, the assumption that dialogue with people from different cultural and social backgrounds can provide, a unique opportunity to discuss one's self image and the image of others on parental guidance, thereby reach the same common

understanding that television program rating and classification examiners have to achieve. This is significant because it is this type of dialogue that first enable a deeper analysis and understanding of national limitation as far as parental guidance on children television programming is concerned.

It is significant that in an attempt to move towards common standards in a field such as child protection and television (rather, media), it is informant to be aware of ones own personal parenting context and cultural position, i.e. ones loyalty towards a particular culture and sector of society for example, a specific generation or a certain lifestyle.

The significance of this study will make all the public understanding all the importance of acknowledging verifying cultural backgrounds and it is crucial not to overrate national and cultural differences as far as parental guidance is concerned. Problems may arise for example, when discussing partners cling to their respective affiliations as a pretext refusing to reveal their deeper motives. When disagreement over substantial issues are conducted within such a framework, there is always a danger that the discussion will descent to a battle a battle between competing examiners of television programmes in which neither party is prepared to give way to appreciate the others position. Such a situation is not exactly conducive to reaching a compromise on the appropriate parental guidance on children television programming.

Significant in this study finding is that, integration can only ever function as a bilateral or multinational process. In the encounter with different opinions and cultures, during a

focus discussion, the central question will always be whether this findings lead to a genuine process of exchange accordingly and create something new and different as far as parental guidance on children television programming is concerned or whether it is merely a formal operation that leaves the existing positions essentially unchanged.

Perhaps such a way will also pave the way for a common culture to identify parental guidance identity towards which we will all soon be leading on the constitutional level.

This process, however, cannot succeed with an evaluation of the concepts of childhood, adolescence, parenthood and the state (legislation framework) - at least not as far as the issue of child protection and the television is concerned.

1.5 Hypothesis of the study

1   Parental guidance on children TV programming, and more relevantly, parents, can mediate children's television rise with the aim of reinforcing desirable and counteracting undesirable influences of television contents by:

> Using television together with their children (co-using).

-   Talking about television contents with their children (active mediation), and

-   Setting rules in relation to the children's television use (restrictive rules).

2   Parents for example play an essential role, that is, the way parents themselves use the television often makes a lasting impression on how their children use and in future will use television.

3   Children and young people who live in harmonious social environment.

-   Have good relations with their parents, peers, other adults and in the school.

Are more seldom influenced by media content in undesirable ways than children who live in tangled social environments.

1.6 Theoretical framework

1.6.1 Introduction

Regulation in general and regulation within the media sector in particular has to face the fact that new technologies and internationalization have led to wide spread fundamental changes. These development, which often described as a change of former industrial societies into so-called information societies represent a challenge for the regulating states. Traditional regulations, though successful and efficient in the past, might be unsuitable under changed circumstances. Probable, the role of the state needs to be redefined. This is even true for fundamental objectives like the protection of minors. While in most events, the state has the responsibility of preventing children from having access to content that might be harmful to them, this does not mean that regulation in this field is completely in the hands of the state.

In some countries, the state has included non-state regulation into its regulatory concept. "Co-regulation has become the buzz-word when it comes to new forms of regulation. The term co-regulation includes a variety of approaches. Most co-regulation approaches that can be found in the media sector aim at the protection of the minors or the protection of consumers.

1.6.2 Overview on the theoretical background of co-regulation.

1.6.2**.1 Co-Regulation: Theoretical Background and Definition.**

When it comes to regulation, different concepts can be found. While command and control regulation and self regulation can be seen as traditional forms of regulation, co-regulation seems to be a rather new approach that consists of not more than a combination of state regulation and self regulation (Wolfgang Schulz and Thornsten Held, 2004; pp 224).

The growing interest in new regulation concepts can be traced back to findings on failures of traditional regulation. Different studies have pin pointed the following main reasons for the failure of traditional "command and control of regulation (Schilz and Held 2004, ppl 14).

Traditional regulation such as command and-control triggers the interests and as a result may engender resistance rather than co-operation; depending on their resources the objects may be capable of asserting counter - strategies or evading regulation (Renate Mayntz, 1979 pp 554).

Furthermore the regulating state tends to suffer increasingly from knowledge gap (Jorg Ukrow, 2000, pp 104). The aim of the welfare state tends to improve the public good to the extent possible doomed to failure in ever more complex and rapidly changing societies with fragmented knowledge (Kart-Heinz 1994, pp301) thus an omniscient state cannot envisage as a model, but rather one that makes use of knowledge of different

actors. This means that cooperation with the objects of regulation that posses the most complete knowledge of their own field, is essential.

The above mentioned knowledge gap appears even more dangerous for the regulatory state because information has become an important finite resource in modern societies and may become an important regulatory resource. However, in contrast to the resource power information is not at the privileged disposal of the state.

However, they are not only knowledge gaps but also gaps of understanding that cannot be overcome. According to the system theory, regulation is often an attempt to intervene in autonomous social system which follows their own informal operation codes. These autonomous system include the economy, the legal system, education, the side for the political system to control the operation of those systems directly (Mayntz and Scharpf, 1995 and Frant Furtam et al, 1995)

Therefore indirect forms of regulation have to be used (and have been used already).

Moreover, traditional regulations do not seem to stimulate creative activities effectively. Initiative, innovation and commitment cannot be imposed by law (Renate Mayntz, 1987 P. 98). Given that this modern regulation has to rely on the corporation of the objective of the regulation to achieve its objectives, this aspect become significant as well.

Traditional regulations tend to operate on an item - to item basis only and not in a process - oriented manner such as would be desirable for wants to influence the outcome of a process it has to act before a trajectory has been laid out (preventive state) (Gunner - Folke Schupper, 2001, pp 204).

Finally, another obstacle to traditional regulation is globalization. This facilitates international forum shopping to evade national regulations. This trend is seen as a main reason for the failure of traditional state regulation. In addition globalization has created the further problem that while the economic system now tends primarily towards multi-national or even global structures, legal regulation is still mainly the -preserve of the nation state. Structures of non-governmental laws now have to be taken into account by nation states (Tenbner 1997:pp 763).

Against this background different lines of academic debate have highlighted the advantages of more indirect forms of regulation. While some academics refer to the above - mentioned system theory and doubt the ability of autonomous operating social systems like the media (Ibid) others follow game theoretical findings and envisage regulation as a game played between the regulatory body and the institution to be regulated (Ayres & Braithwaite 1997).

The latter approach recognizes that the objects of regulation - mainly regulated companies - have various strategies at their disposal to which the regulator must respond or anticipate to ensure effective regulation. Including non-state regulation into the

regulatory process can be done to avoid that the industry evades regulation or to mobilize countervailing power.

The combination of state and non-state regulation can be considered as an indirect warp to regulate the industry. As mentioned above different approaches of such combination can be found. For the sake of examination and discussion of the advantages and disadvantages of co-regulation, it has to be defined which kind of approaches can be seen as co-regulatory and which cannot. In the recently completed study on co-regulation (Rilla, 2006), the following definition of co-regulation was developed.

Co-regulation means combining non-state in a way that a non-state regulatory system links up with state regulation. According to the above -mentioned study, the non- state component of the regulatory system includes:

- The creation of specific organization, rules or processes
- To influence decisions by persons or in the case of organizations, decisions by or within such entities.

With regards to the link between a non-state regulatory system and state regulation, one can speak of co-regulating if the following criterion is met.

- The system is a legal connection between the non - state regulatory system and the state regulation (However, the use of non-state regulations need not be mentioned in parliament)
- The state leaves discretionary power to non-state regulatory system.

The state uses regulatory resources to influence the outcome of the regulatory process (guarantee the fulfillment of the regulatory goals).

1.6.2.2 Co- Regulation, Parental Guidance and Protection of the Minors the TV Programming.

Like other media, protection of minors in the TV programming has been identified as a field of regulation where cooperation of the state and non state actor might be useful (Uila, 2006). Regulation in this field has to deal with the two norms of the dilemma. On the one hand, the protection of minors against interference that might impair their development is generally accepted as an important value and protected on an international as well as in national constitution. On the other hand, protecting minors against improper television content means no less than controlling the access to TV content, which is restricted for the state since the freedom of opinion protects this communication process. Apart from this legal context, interfering in TV content directly means to cope with rapidly changing format of programming and programs; and when it comes to TV stations, there exists a high number of completely different types of TV broad cast service providers.

Furthermore, the power of TV broadcast actors is as a rule relatively high thus they are able to effectively establish counter strategies against regulatory burdens. Finally, there are no clearance and external criteria to measure whether TV content might be improper

for children of a given age. Therefore the protection of minors is a regulatory process in which the yardstick is continually redefined within the cultural context.

Some of the above outlined problems with regulating TV content to protect children can be more effectively dealt with to protect children if the state is not the sole regulator but co-regulatory arrangements exists in closing parents, as described above.

However, fundamental problems are connected with such a step. State procedures the rule of law. For new co-regulatory settings this cannot be assumed as a given fact. Debates revolving around the term "governance" sow the relevance of those issues (Schuppert, 2004:pp 245; Hans - Heinrich & Kuhlers, 2004, pp 451)

Entrusting the industry with regulating itself has not withstanding several advantages, always the risk of setting the fox to run the hen house. The involvement of non-industry associations for the protection of minor might not only be advisable to establish accountability and legitimacy but also to introduce the perspective of others other than the industry into the process of defining what is having or disintegrating for minors.

1.6.2.3 Co-regulating case study: Netherlands'

In the Netherlands, the classification of television programmes, movies, videos and DVDS can be seen as a co-regulatory system. While on the state side the Dutch media authority (CVdm) as responsible for regulation the media non-state regulation is performed by the Dutch institute for classification of Audio Visual Media (NICAM),

founded in 1999 after the government had announced it will be willing to shoulder the cost of such an undertaking if all relevant media organizations were to participate.

The classification system called: Kijkwijzer" (in the notable meaning of watch wiser" or "viewing guide" was developed by independent experts and launched in 2001 by (NICAM). It introduced a uniform classification system for film, TV, video and DVD (Http://www.Kiikwiizer.nl).

In this system, classification is done by the broadcaster, and film and video companies themselves. Specifically trained employees use a coding form to describe the content. They do so by answering several questions regarding the appearance of violence, frightening elements, sexual acts, discrimination, drug abuse and bad/course language (possible answers are "yes" or "no" and "never" , "once" or a few lines" or "often" respectively computer programmes then works out the classification of the given production.

By using special pictograms broadcasters, film and video companies inform the viewers about the classification. In addition to an age recommendation (all ages, buyers 12 years and 16 years), pictograms are used to display the reasons for the recommendation: violence fear, sex, discrimination, drug and / or alcohol abuse and coarse language.

The pictograms can be found in televisions listing magazines, cinemas, films guides, film websites, advertisements, posters and on the packaging of DVDs and videos. The pictograms are also shown at the beginning of a television programme.

Television programmes classified with classification "12 years" must not be broadcasted before 8 pm. According to a second watershed programmes with the classification "16 years" should not be broadcasted before 10 pm.

As long as a provider is a member of NICAM, NICAM is responsible for supervisory compliance including the handling of complaints. It can impose the following sanctions: warnings, fines or revolving the NICAM membership (only in case of very severe or repeated violations).

As far as television is concerned, (Dutch media act www.cvdm.nl/documents/mediaact.pdf.) contains specific requirements for the non-state regulatory system including NICAM. The media act states that programmes that may impact negatively on development of persons under the age of sixteen can be broadcast only if the operators are members of an organization accredited by the government on certain criteria laid down in the media act, and subject to the rules and supervision of that accredited body/organization.

According to the media act an organization will qualify for accreditation only if:

a) Independent supervision by organization of compliance with the regulation is guaranteed.

b) Has been made for adequate involvement of stakeholders including in any event consumers representatives, establishments that have obtained broad casting time, experts in the field of individual media and

c) The financial position f the organization ensures proper implementation of the activities.

Following the provisions of the media act NICAM was accredited by a decision of the government of 22 February 2001. NICAM failed to meet the legal conditions stated by the Dutch media act the government could decide to withdraw the accreditation. Broadcasters who do not get membership of NICAM fall directly under the supervision has to supervise the absolute prohibition of broadcasting to content that can cause serious damage to minors

Recently, the cdvdm has been entrusted with task of performing. So- called "meta supervision of NICAM . Each year NICAM will have to report to the cdvm on how it will safeguard the quality of the classification. In addition, NICAM will have to demonstrate to the cdvm to what extent the classifications are reliable, valid, stable consistent and precise.

1.7 Definition of study concepts

1.7.1 Parental Guidance

In this study content, this term refers to and puts it to how the parents decide and how they approach is fit program classifications, how they exercise and influence what films their children see and that the young are actually well protected from seeing films that are not released for them. The assumption is that parents are seen as best able to judge which films will make excessive demand on their children, which ones they will understand and which ones are suitable for a child's particular stage of development.

1.7.2 Media Policy

Media policy is often defined as actions by government in the media sector Dstbye, 1997). Others define media policy in terms of the many actors that influence the goals, means and time schedules of government project (Hutchison, 1999) or, interpreted in terms of agency theory, as question of influence or rules and regulations, with the public and industry as principals, the bureaucratic policy makers as agents (Napoli 2001/2003). Media policy can also be seen as an effort to protect national culture versus economic logic or as the interaction between the pursuit of national interests by states and the operation of commercial enterprises (since 1998; van cuilemberge & McQuail 2003).

1.7.3 TV Programming

It will imply, script writing, filming actual production of materials released on TV for viewing by the public.

1.7.4. Children

Means young persons who are not yet over 16 years.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Today, the increase in television viewing and the close connection between children and the set are not necessarily a result of the contents broadcast. There are several other significant reasons for watching, for example the fact that the TV set is within the child's reach, why exposure requires no effort.

The television has successively imposed its control on many positive and negative activities of children. Also the number of sleeping hours has decreased.

Concerning the performance at school, empirical indicators may be few, however, some such indicators maintain that the intensity of television watching among children and the grades at school are inversely proportional. In other words children who fall behind at school are children who watch a lot television. According to psychologists, the intensity of watching television may be a sign of psychological problems and to tension (Raychera et al, 2004).

The liberalization of the country's audiovisual market gives the children who live in household with TV sets the chance to watch apart from public TV channel (like K.BC) a variety of foreign television programmes. The question is whether the supply guarantees the possibility of a wide choice of children programmes. It rather does not in most

circumstances because the variety of genres is reduced to a minimum, which can hardly satisfy the cultural, aesthetic and information needs of the young audiences.

Once again the typical paradox of the contemporary society is observed. Quantitative supply, reduced quantity, lack of variety and limited choice of the TV production for children, such a mixed situation speaks of at least two disturbing tendencies:

Reduction of the child audience, possibilities of educational and personal development through television and its transformation into a consumer commodity. The problem gets even worse when it comes to children with intellectual, mental and physical disabilities. They are not included in any audience ratings and no TV stations produce programs especially designed to satisfy their needs.

Perhaps a "significant" approach of the television stations as a whole towards the child audience is subordinated mainly to the entertainment function with exception of just few programs. A disturbing tendency is the limited production of quality children's programs. Domestically produced quality programs for children are more and more rare among the local TV operators. Imported film production for instance (American as a rule, is cartoons mostly). This raises the topical issue of developing effective TV monitoring and in this context calls perhaps for parental guidance in children TV programming.

Although television has turned into an important part of children's lives, insufficient production of educational programs raises the issue of extreme commercialization of the TV landscape. In the absence of good quality content appropriate for their age and adding the lack of sufficient control in the family, children are subjected to the risks brought by the spectacular chief films productions full of sex and violence. The underage population

on that is in the process of building up its personal identity is notable for its greater suggestibility and susceptibility to these screen risks, higher psychic vulnerability, higher credulousness, higher curiosity and higher activity as consumers of audiovisual media.

In addition to all that, not to mention self-regulation mandate of the TV operations it is obvious that regarding the practices of TV operators no clear statutory requirements exist, which should guarantee children's protection from inappropriate content as well as their right to watch programs designed for them, thus stimulating their development and provoking their talents.

The virtual reality and as regards the above discourses is that the relationship between "virtual space" and real space and in this context study, require enhanced thoroughness, especially when children are placed in the middle of the two spheres.

Analyses usually concentrate on the answers to the questions why and how children and teenagers turn to and use the virtual space and what is most powerful. The interactive cybernetic world (which skillfully apples manipulative techniques to its young users), or the choice of the children (who through the challenges of, in this context to programmes, create their own virtual universe, thus gaining their best from the offer of the contemporary information and communication technologies).

In this study context can parental guidance on children TV programming play such a role? The answer may obligatorily contain arguments for the benefit of both sides as well as examples of temporally victories of each of them.

According to Raychell, (2003) it has proved that the virtual world and in this context study the TV is rich in both this context study, the TV is rich in both positive and negative behaviorist models which children due to peculiarities of their psychological development transfer into real environment too quickly. Their preferences for certain types of models change with the progress of their maturity and it is exactly during puberty that they become extremely vulnerable and unpredictable in respect of their choice. Can parental guidance in children TV programming be an effective model for such choice and instead use the audio-visual as a shelter where they feel free from the daily stress, fear and loneliness? TV sets provide them with the opportuniies for dialogue and social contacts, which they are missing or which are insufficient to them in the real world.

There is no doubt that the information which children receive from TV screen increase their average intelligence quotient despite the allegations that illiteracy abounds that children do not read books that children are killing their time and that this is bad for their health, surveys show explicitly that today in the cyber era, children are much more practical, know more and adapt their environment much easier. Furthermore, being acquitted with the virtual world, which to a greater extent is an imaginary projection of the everyday life; makes children feel as an important and integrated subjected of the real world.

The medal of course has another side - the virtual display information may damage children's eyes debauch their innocent consciousness, promote antisocial behaviour and create further a number of indecent habits, the results of which bear in accordance with real life rules.

Today's changes and particularly the transition to civil society and market economy have involved a number of issues in children's welfare. The general insufficiency of financial standards in managing children's complex problem.

The family and schools as traditional main stays in children's life have dramatically lessened significance especially in cities.

Children are treated like objects (this we may argue following the stated problem for moralizing education and punishment rather than like subjects in interpersonal relations, whether in the family or in society. Thus the easiest way out of this situation for them is to assume the position of the victim by adopting aggressive and antisocial models which many juveniles and minor choose to do. How then do we outline more effective measures to guarantee children's access to media and to protect them from inappropriate TV programming?

2.1 Television Influence: Overview

Television - like other mass media - influence children's beliefs, attitudes and behaviors in both intended and unintended ways (Gunter & McAller, 1999; Harris, 1999; Singer & Singer 2001. The most often observed intended effects are from advertisements, parliamentary and presidential elections campaigns multimedia campaigns associated with a global change in lifestyle, political indoctrination and the popularization of rituals of social control (such as campaigns related to AIDS, drug use, smoking and reports form

world championship in sports (Cf. Francuz 1999) also belonging to this category of TV programmes (Kirwil 1999).

Unintended effects occur as the impact of programmes that were not produced to influence viewers in a well - defined direction.

Usually these programs belong to the entertainment genre and show social or socially controversial patterns of behavior. Producers of these programmes do not want viewers to acquire behavioral patterns shown on television through observational learning (Anderson et al; 2003; Bandura, 1997; Brun - Galkowska & Ulfik, 200, Bunshman & Huesmann, 2001; Gunter & Mc Aleer, 199; Huesmann 7 Eron, 1986; Kirwil, 1998, 2006, 2002; Liebert et al, 1973). Unintended medial influence is often studied by means of establishing relationships between factors.

Such as T: TV violence and viewers aggression (Huesman &Eron 1986; Gala and Uifik 20000; under - re presentation of certain social problems on television and viewers lack of perception of these problems in society for example problems of the elderly or minorities (Greeberg Et al 2002); brased representation of social roles on television and stereotypes held by viewers (maestro & green berg, 2000); erotica and pornography on television and sexual arousal in males (Horris & Scott, 2002) or the social behaviour of children and youth (Malamuth & Impete , 2001); media styles (formative features of messages and cognitive processes such as attention perception and memorizing (Kirwil, 1999, 2000 a) and television use in general and ways of processing information and thinking, for example, more automatic processing in less creativity (Miron et al, 2001; Valkenburg, 2001)

New attitude among TV viewers as a consequence of unintended influence are rare. However, it is well established that TV messages reinforce existing attitudes and firmly established behavioral patterns (of. Manstead et al, 1996, Groeber, 2001) sometimes the mass media may change existing attitudes, ideas' systems and social behaviour may in certain contexts be important in socialization of young people. Thus content analysis on evaluation of TV programs has to focus on selected spheres such as these.

2.2 Media Policy: Perspective of Interpretation

2.2.1 Social Demand and Media Consumption

The expression and idea of social demand as formulated by Marc Raboy et al, 2001) is centrally concerned with the significance of media and communications for citizenship and public life. It is an approach with a strong policy focus that is to say aiming to contribute to the formation of media philosophies and practices that are in line with the public interest and with the principles of democratic culture.

In this study context it would mean therefore making an active contribution to the elaboration of new social perspectives on media policy and regulations so as to generate an understanding of the social as opposed to commercial and consumer considerations that need to be taken into account by policy - makers and regulators. In this review the idea of social demand should be considered as a contribution to the necessary task of establishing an alternative basis for policy legitimization for instance, parental guidance

in children TV programming. It is a response to the fundamental policy challenge of incorporating a fuller conceptualization of the public interest and its ties to the exercise of citizenship.

According to Raboy et al, in order for policy to be relevant, research must address both the broader structures that contribute to the media environment and the multiple ways that individuals negotiate those structures. The issues to be first addressed should be economic and political significance in contemporally media industries. Here, attention should be drawn to the profound impact of media corporations, recognizing that they now succeed in creating media environment that works in their interests, and acknowledge that a new framework for media regulation has come into existence. This development has established the old national order, which has until now served as the context in which media policing was framed.

As a consequence they have formed and created adverse and different circumstances for social actors associated with social movements, for instance child rights and perception. What then are the rights and frames of reference for a collective policy and culture? How should media serve public interest as far as the policy is concerned?

Besides, there are also requirements to focus on issues of audience and media consumption (Rabong et al 2001). Rabony et al proposes that political economic perspectives should be aligned with agendas that have emerged in cultural studies. In the context of media policy thinking, the point about the need for quantitative audience

research is extremely important. It addresses the imperative for policy makers to formulate new media regulations on the basis of people's real experiences, aspirations and expectations. It is necessary to take time to find out what people actually say about their use of media in this context leadership of TV in what ways do they talk about what and how they rate their positions with respect to media that are presently available to them? What are their expectations and where, with respect to those expectations, do they experience frustrations on media environment? Only if these questions are confronted will it be possible to achieve a better fit between communications policy and media use (and of course, we recognize that many policy-makers are not especially concerned about the prospect of such a better fit). According to Rabony et al observation, then users practices are crucial and particularly, now 'new users' practices'.

In this literature review the key issues brought out in the social demand' agenda are the complex relation between the political economic question; ad that of the use, expectations and demands that audiences make of media (the cultural study question) first, comes the issue of the media industry, particularly the TV broadcast; then how media audiences are negotiating positions national spaces and individual spaces. This necessarily raises the very important questions of the conceptual and theoretical framework within which we seek to understand news strategies of cultural positioning (analogy, the interest focuses on low people audiences - talk about their experiences of the media and think about their strategies of cultural positioning. And this raises the question of how we might recognize and get hold of something that could be called 'social demand' in among all things that they are saying. The issues here are questions of hermeneutics and choices in culture.

Rabony et al, makes clear that questions of media policy are connected to wider debates on the changing nature of democracy, identity and public culture. In this context, they make interesting observation that it is ambiguous as to whether the idea of social demand is a verifiable notion or strictly a normative concept. Does the demand, that is to say reside in the minds and in the claim of media users themselves? Or does it concern an agenda that is being projected onto them by critical media (an ascription, in other words of what they ought to be thinking and ask for)? Actually these questions seem to get us right to the heart of the matter: they should not, in our view, be regarded as posing alternative/and/or contradictory possibilities but rather together raise important issues concerning this. In this study context, the relationship of the researcher, his or her informants, and what is at stake in the research, is the kind of media development that we are interested in, we find that audiences may be involved in a complex process of negotiating a position between familiar regulation and new co-regulation. It seems clear to us that what they may say about their situation will depend on researchers own learning - if we accept in this study, Rabony et al's observation that policy research is undertaken by those who wish to promote a normative view of the media - on where he or she stands with respect to the known national media policy and the new possibilities of association. This research therefore necessarily involved a complex interaction, then, between verifiable notions and normative anticipation and engagements and this is something about which we should be quite explicit. Certainly this is not about social demand, though it could be linked clearly to the agenda set out by Rabony et al. indeed we would argue that certain expectations are created among groups precisely as a consequence of their national positioning and that is what we are concerned with in our

study. The pursuit of something called social demand will depend on the conceptual and theoretical system within which we seek to capture it. Thus media industries work with us, and with a model of television viewers as consumers expressing themselves through what they (distractedly? Unthinkingly?) buy. And against this they insist on a more complex alternative in which media audiences also have other expectations motivates by a sense of responsibility towards the public interest. Social demand is predicted on a model of rational and socially engaged viewer - citizens. What is also significant is the socio-partial framework within which questions of demand (both consumer and social) are explored. Generally, of course, it has been assumed that demands are expressed in the national context (media policy and regulation has been predominantly national-centric) the mediated public sphere, has, for the most part been coterminous with the imagined community of the nation. Recently, however, we have seen a growing awareness that this idea of a unitary, national sphere can no longer be taken as a given. Todd Gitlin draws our attention to new dynamics of social and cultural segmentations, and of the consequent need to take account of the emergence of new public 'spherical' centered on the particular interest of different social and cultural groups.

The question now, he says, is whether the pluralization of the public is a good thing, or whether we should be concerned with these diverse public's fit into a larger public and overall collective interest.

A public sphere or separate public spherical (in this study context, the analogue of children and adolescent)? Does the proliferation of the latter, the comfort in which they can be cultivated, damage the prospect of the former (Gitlin, 1998:173). Developments in

media industries have made use more aware of what was being taken for granted in old models of cultural space though perhaps no more than awareness, and thereby discounted about possibilities of cultural fragmentation and secession.

But what of children viewers, to come to the point of our study; what are their motivation for watching television? On what basis do they choose from expanded range of channels and programmes that are now available to them?

And how might we begin to think about parental guidance in children TV programming when it comes to the child audiences it seems to us that available models of audience expectation, motivation and aspirations which are nationally grounded models may not work very well. And then there is the question of socio spatial framework within which to conceptualize child audiences and use of the media. Should we try to understand children viewers, in terms of their relation to their homes? Or should we consider their media practices within the framework of the society in terms of their status as young as audiences or as members of cultural sphericules? The danger is to put young viewers into one or the other frame, rather than address the differences and distinctiveness of their positioning.

Media policy has been a resolutely national affair. And to such an extent has this been the case, we would argue that the question of young audiences and viewing cannot be meaningfully taken on board as an issue. Therefore, broadcasting of the kind we are looking at is a policy blind spot.

The argument is that in TV broadcasting policy, the national framework prevails to the extent that the possibilities and potential of child viewer media practices cannot easily be discerned. Let us say that the question of children and media has not featured significantly in mainstream debates on media cultures and policy. It has, however, been taken up by scholars and policy-makers concerned more centrally with children.

How can media policy be meaningfully evaluated? By what criteria? In which medium? This literature review argues for a concept of social demand, which addresses these questions. Media policy, which governs the conditions of production and distribution of media products and services and regulates their quality, needs to better recognize the public audiences and genre social demand and to situate that social demand within civil society.

This would allow the media system to put the normative values of its institutional framework into practice. How, then, can we elucidate and then make use of social demands as a concept? We can best follow the contours of normative social demand at the site of serious conflicts or protests in public life. Certain promotions in society express particular sentiments of neglect or injustice (like it is the case in this study context) and often feel that their mere existence, not to say their identity is oppressed or threatened, either by government or, more generally, by society itself. These groups may have stronger expectations and opinions with respect to media. The point here is that the dissonance which social demand addresses is perceived more readily within minority groups than by the majorities since the dominant landscape of media policy is often taken

for granted by the majority which in turn, shapes that landscape. Whether in terms of gender, age, race, or otherwise, social demand is in other words less fore grounded for those interpreted as a majority than those who constitute the minority.

2.3 Media Institution and the audience

The relationship between the television institutions and the viewing audience may be seen as a discursive system consisting of distinct, but interlinked levels. For one, there is the level at which institutional conception of the audience and the communicative relationship are produced and reproduced, which includes official rhetoric and what has been called "invisible fictions" of the television institution (Hartley, 1987) Secondly, there is a level comprised of concrete expression and modes of address that characterize actual programming, which in turn range from a comprehensive and serial level down to the level of segments of the program output. The audience plays its roles in the communication process in great part by means of discursive constructions that originate in other sectors of the media system. This construction helps to bring 'the audiences" and the media system and its prime players together, but they do not necessarily coincide with the viewers' actual desires or intentions although it is of course, entirely possible that they do (cf.Aug. 1991, Blunder 1997, i.e.)

On the other hand, it is always the task of the media to find the best modes of addressing that reach to viewers. Unless they succeed in this, their efforts are quite literally meaningless. Some have argued that the gap between the institution and the audience, is so wide and so deep that the history of public service media is best described as an

ensuring struggle for power, the driving force of which is the audience's resistance to being objectified in the name of noble notion for instance of the nation and of culture, (cf. Aug. 1991, i.a). Others see it rather as a process of successive adaptation, whereby conceptions of the audience and mode of address have gradually approached the communicative context a process that has also been credited with exerting a decisive positive influence on the development cultural and public sphere (cf. Scannel 1989). Whichever interpretation one prefers, there is no guarantee that institutional demands and communicative practices are in alignment, and it is clear that this is not only a problem in theoretical terms, but that it time and time again has given rise to a dilemma, particularly for public services media.

What then, is the official rational behind public service TV broadcasting today? A precise and an equivocal answer is not readily at hand, since any number of motives is/are put forward, all said both are equally important. Not even the government, the source of the mandate, has formulated the statement of purpose. Instead the mandate is so broad and varied that public service television has been assigned a virtually universal responsibility for democracy on all levels from the health of and vitality of democracy peruse to the personal fulfillment and satisfaction of the individual viewer. If we then turn to the requirements, programming should fulfill, the complexity is hardly less. The demands are many, vaguely formulated and often contradictory. Programming should be multifaceted and varied that it ranges from the broadly popular to the eccentric; it should give viewers what they want, but at the same time give them new, unfamiliar and unexpected sensations. Diversity, broad, independence, orientation quality, multiculturalism, participation, integrity, adherence, public interest, knowledge, innovation,

experimentation are some of the most frequently mentioned values. These encompasses a wide array of elements, including "local" and foreign" newcomers and indigenous people" the majority and the minorities entertainment and education, "viewing audience" and "citizens".

In other words, we have here an extremely inclusive program policy suitable of references to the public interest. And special interests, to the broad and narrow, to what distinguishes viewers and what they have in common. At first sight, the terms give the impression of being based on empirical reality, but on closer examination we find that they define one another in what might fairly be described as an inter-textual system, where one value or quality is defined by another, which is defined by another, etc. In a long chain of definitions (Edwin & Widestedt, 2002).

Today, the television offers viewers interactivity and unprecedented freedom of choice. The television environment is becoming increasingly differentiated, the viewing experiences less social and more individual. A segmentation of the audience, whereby audiences become smaller and more homogenous, is taking place in response to greater specialization of program output and greater freedom of choice, increasingly attained to lifestyle and taste. This segmentation is largely propelled by the media themselves in order to create new markets and to be able to deliver well defined and attractive target groups to advertisers.

Secondly, we note a fragmentation of viewing, whereby a relatively constant amount of viewing attention has come to be distributed over a growing number of media. This latter trend is more technology - driven, the prime motor being digitization.

These processes of segmentation and fragmentation of viewing may be described in terms of four stages which together make up a longitudinal trend.

2.3.1 The unitary model

This model is typical of the 1950s and 1960s and is characterized by limitation of monopoly. The TV broadcast media serve the public in a dual sense. They serve their listeners and viewers and they serve the society. However, if ever a conflict between the two arose, the priorities are clear the media's first loyalty was to the society. The prime task of the television was to explain and in the best sense of the word, to popularize issues of the day, and to ensure that artistic services traditionally the pleasure of the elite, reached out to every home (Edwin, 2000). In its fundaments, the unitary model pressures the existence of a single homogeneous audience that more or less coincides with the citizenry.

2.3.2 Pluralism model

The pluralism model might form diversity in unitary. It is a typical of the many- channel system introduced in 1950s within a framework of monopoly to engage in "stimulating competition" according to the principle of contrast whereby viewers at any given juncture could choose between different program categories.

Normative program policy prevailed according to viewers freedom of choice was subordinate to explicit pedagogical and cultural political objective. The overall aim of the system, official rhetoric notwithstanding, was not to provide freedom of choice, but rather to cultivate a selective and serious viewership that preferred to watch the best and most important prime definitions. A "protective philosophy" was developed within the public service companies to ensure certain priority performance, such as news and current affairs, were not threatened by broad entertainment on the opportunistic channel (Edwin 2000). However, today developed in society and cultural life as well as in the media sector made it increasingly difficult to maintain a strict normative policy, even under monopoly conditions.

2.3.3 Periphery model

The core periphery model might be characterized as unity in diversity. External multichannel competition has been established. In the early 1990s we see the launching of hybrid channels offering already programming and being committed to fulfilling certain public requirement. It becomes increasingly difficult to strictly maintain a normative program policy, and viewers for their part, are now able to compose their own meaning, which may well deviate from the majority's. At the same time there is still recognizable majority audience with mainstream preference. This is also the folder age of demographic targeting. Channels consist considerable efforts in identifying relatively large, homogenous subgroups among the viewing audience starting in the 1990s and emerging successively, the core-periphery model is still the dominant model even if there is noticeably overall trend away from public and commercial channels.

2.3.4 The break up model

The ultimate stage of development is one of extremely fragmentation. The center has disintegrated, and viewing is spread through over myriad channels. There is no discernible collective viewing pattern in either time or space. Only sporadically do viewers share their viewing experience socially. This is the model that will apply when digitization is fully implemented and the digital multi-channel system is operative and used. The majority audience is a thing of the past. The breaking model still lies in the future, but the trend toward increasing fragmentation is already well under way.

This development may be seen to coincide with a more pronounced audience orientation, development that researchers have discussed (or syverten 1992, sprider guard, 1994). This audience orientation may in turn be discussed in terms of an increasing focus on personality and individuality. An explicit objective probability is to give each of the channels a personality, identity and attitude that would be recognizable in all aspects of the channels programming both in individual programs and, overall in how the channel addresses their audience probable the one channel was to be "for everyone always" and have a broad appeal: the other was to be "for you now and then" and address individuals with specific tastes and interest (Edin 2002).

2.4 Media and social responsibility

In the new competitive situation we see a revival of the transitional emphasis or responsibility parallel to the new focus on differentiated tastes of viewers. Individual orientation government policy documents, however describe television audience in an unreflective manner as logically related, despite the fact that the logical links between the respective entities are hardly self-evident. Today, however, the social responsibility ideology is less political; it is not about reforming the society or "parenting" the public. As competition from commercial media grows keener, the social responsibility ideology has more and more assumed the character of implicit media critique with special emphasis on moral qualities to the public.

The public hypothetical Iy, includes "everyone". On the other hand, an implicit rank - order both sets limits for who is to be counted among everyone and constitutes an implicit norm upon which definitions of the public interested are based. One approach to this problem complexity is to examine the responsibility for minors. That is the public and commercial service channels claim to superiority is based on their claim to moral and ethical superiority.

In a media landscape characterized by strong commercial interests, public service television is said to be the company that the viewers can rely on. The more important and well integrated place the media occupy in peoples lives, the more important reliable media assumes social responsibility and literally serves the public. Many have stressed that programming policy pronouncement on as rhetorical level are not enough. In what

ways television producers formulate a new claim to authority in that context of current children TV program policy and programs (of Ytreberg, 1991,)? From a perfective that conceives of the relative between TV broadcaster and audience as a discursive systems consisting of different levels of expression and modes of address one may argue that it is precisely through an updated social responsibility ideology that the audience and particularly the protection of the minor paradigm can be reconciled. The social responsibility ideology gives media a competitive edge in television rendering them sort of certain organic windows on the world.

According to Jurgen Fliege, a German preacher, he wants to be amongst the people and form a community, the best opportunity for this is a television, not in church. The television has therefore the power to unite the nation in front of the screen and to create a standardized audience. It has the ability to split the audience into target groups playing the old off against the young, women against men, employed against unemployed, the rich against the poor and so on. Television creates an interplay between many variable division and unity, separation and integration the catering for special interests and then creation of a television nation. For the young viewers we may argue that it does not actually create these variables, but rather reflects, strengthens or redirects them. Through such interplay, the media is therefore able to show the society the structure its social strata and its dynamics. Television also reveals the great changes that have taken place in society, systems of values, its conflicting sense of self-image, of its moral and goals.

On all levels of address from the least details in programmes output, television qualities of a good friend; the mortar that holds a complex and barely coherent program policy together is the perception of responsibility security, reliability and stability on the part of the broadcaster. However, today, the individual has been rediscovered by television in a completely new way. The importance of taking responsibility is currently being emphasized in the economic sector, where, under the influence of neo-liberalization both warning solidarity and various types of individual employment and freelance work (that represent a completely individual struggle) are making a comeback. It is thus a surprise that television has also focused its attention on the individual associated with a well behaved viewer who would politely choose a particular TV, programmes, switch (somewhat less politely) from one channel to another to find another programme and then watch in politely to the end. A dividing line existed between communicator and the recipient as it were. This boundary was entirely between the mainstream producers and viewers. On one side of this boundary were the professionals who simply delivered what they had produced. On the other side were viewers, who simply wanted to be shown something or told a story.

Over the last two decades there are particular changes in the relationship between the medium and the under that has aroused greater interest the challenging of this boundary. It is no longer clearly defined and no longer separates the television people from the people on the couch in such a straight forward manner. Although the boundary is still much present, it has become direction. The individual, who used to be satisfied with simply switching the TV on and off, in quite willing to cross the boundary and group

into the TV set. "The media is the message" has been replaced with "the user is the medium."

2.5 Programming that is harmful and offensive to children

2.5.1 Harm and offensive; definition

In policy discussions, 'harm and offensive' is often used as a single phrase. It is not clear, however, just what the difference between them is taken to be, nor how they each relate legal and regulatory frameworks. Similarly, harm and offence are often not clearly, distinguished in terms of research evidence.

While harmful and offensive material is, in principle, distinguished from that which is illegal (obscenity, child abuse images etc) it is not easy to define the boundaries in a robust and consensual fashion. What content is considered acceptable material may include a range of contents. Most prominently, though not exclusively adult content of various kinds and these may lead to considerable public concern. While norms of taste and decency can be tracked with some reliability through standard opinion measurement techniques, methods for assessing harm are much more contested and difficult. Arguably too, the research evidence of which there is a huge amount is concentrated on a media environment and regulatory regime that is now rapidly changing, rendering the evidence potentially out of date as regards its usefulness in policy formation.

Policy makers are seeking to understand the changing parameters of the possible given the growing convergence of media delivery platform, which offer faster, easier access to

materia] that was hitherto, difficult to get. Although debates continue to center on the exposure of minors to potentially harmful or offensive material, there are other sensibilities to be potentially harmful or offensive material, there are other sensibilities to be considered, such as offensive or harm caused by those from ministry prompt.

With the arrival of instant digital television it is not clear how far public recognizes or feel empowered to respond to the expanding array to content on offer. It is likely that these newer, more interactive media posses a challenge not only to regulators, but also to ordinary families can they apply familiar domestic practices of regulation and restriction to the new media? What range of concerns do people regarding the new media forms and contents? What do they need to know about whether or not the greatly expanded range of content now available to children have been known to showcase harm. Policy debates attempt to balance the discourses.

Often conflicting concerns over possible harm against other concerns, most notably civil liberties and freedom of speech, economic competition, children's rights to exploration and privacy, and parents capacities or otherwise to regulate their children's media use. Different issues arise. How do we draw the line between the offensive and harmful?

2.5.2 Definition of Media Related Harm

A wide range of definitions of harm are suggested in the research literature (Mc Qualil Windahl 1993).

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Much of the debate about media harm, start from the argument that the negative influence on an individual will, in turn, create harm to society. This view of an inter-relationship between influences and effects has been taken up by the popular media in reporting crimes, for example, which are linked to supposedly media exposure.

According to McQuail and Windural (1993) harm and offence may result into.

Attitude and belief changes affecting the individual of crime or society; behavioural, change, particularly aggressiveness that may harm both perpetrator and then victim and emotional responses affecting both self and others.

From a regulatory or industry point of view, however, offence providers a route to acknowledging and responding to audiences or 'user' concerns about media content precisely without framing this as 'harm'. These bodies have, therefore conducted a fair body of resources using both qualitative and quantitative methods charting the extent and focus of offences among the public; including some longitudinal tracking studies.

It follows that the dysfunction between harm and offence (or their relationship to the taste and decency) is not always clear. However, we suggest that harm is widely (thought not necessarily) conceived in objective terms; harm, it seems, is taken to be observable by others/irrespective whether harm is acknowledged by the individual concerned) and hence as measurable in a reliable fashion by contrast, offences is widely (though not necessarily) conceived in subjective terms; offence, it seems, is taken to be that

experienced by and reported on by individual, and hence is difficult to measure reliability (and, equally, difficult to deny in the face of claimed offence).

The terms vary in various ways. It may be argued that media harm can affect both the media users themselves and others around them. Harm last for a short time or longer (though the evidence is largely lacking for the long-term effects, generally hypothesized by media effect theories).

The risk of harm may apply at the level of individual, group or society, offence, by contrast, may be thought to affect only the media user themselves (or, perhaps, group of individuals), and it is assumed to apply in the moment (i.e offence is not taken to last a long time thought it may be remembered). One implication is that it is easier potentially to demonstrate offence than harm, harm setting a high threshold in terms of evidence. Another is that the risk of harm merits greater attempts of prevention than does offence. A third is that the market may be assumed to address offence (since it damages the brand) while public intervention may be additionally required to prevent harm.

Each of these implications assumptions can, of course, be contested; our point here is that the terms 'harm' and 'offence', although widely used, have attracted surprisingly little discussion or clarification as regards parental guidance on children TV programming. Interestingly, harm and offence are discussed differently in relation to children and adults. Harm is assumed to vary by vulnerability being greater for children and for vulnerability, being greater for children and for vulnerable adults.

Considerable research attention has therefore, gone into identifying the risk factors for harm, and most research is concentrated on at risk groups (typically children). By contrast, offence is not seen as related to vulnerability.

Media policy in this study then may be defined as the result produced by initiative from these main actors, the government and business interest.

2.6 Media and information literacy

During the past decade the media landscape and media culture have undergone major changes. Modern information technology has given rise to a constantly increasing supply of media content and products - increasingly unbound to time and space. Convergence, fragmentation, diversification and individualization are characteristics frequency taken up in the debate on our contemporary media culture. This phase of development was already discernible in the 1980s with the development and advent of new forms of distribution such as video, satellite TV and cable TV. Even then many parents, teachers and political decisions - makers expressed their concerns about negative effects of the media on children and young people. As long as modern mass media has existed, there has been effects particularly young people and children, but these concerns have increased along with technological development in the media field. For instance, the topic of increased violence in the media has received a great deal of concern and attention.

Different actors have during the recent decade discussed how legislation and voluntary self- regulation might be used to hint the spread of media content classifiable as harmful.

The UN convention on the rights of the child from 1989 provides a framework in the form of article 17, which stated that countries that have ratified the convection shall ensure that children and young people have access to information from different national and international sources, particularly information intended to provide their social, spiritual and moral well being as well as their physical and mental health. To this end, appropriate guidelines shall be developed to protect children and young people from information and material that are detrimental to their well being.

Ln various official documents as well national public authorities as regional and international organizations protection of minors is described as an issue of great public interest. One basic point of departure is that children are different from adults in that they are more vulnerable, less critical and more susceptible, to influence because they lack the experience and frames of references necessary for understanding certain circumstances.

Early on in the debate, children and young people were often viewed as helpless victims seated before TV screen. The question at issue developed during the 1990s, and there was increased interest in media culture in a broader sense. Most researchers pointed out that while the media are assumed to create problems, they also constitute social and cultural resources, and that, in many respects young people are quite capable of meeting the challenges of today's media products. Thus during recent decades, the main focus of the debate has shifted from legislation and restrictions to adult responsibility, which includes the media industry, parents and schools. In this connection the importance of knowledge

about the media and the media influence or media literacy is stressed. Inherent in media literacy is the notion that protection need not mean that children and young people should be kept from watching e.g TV programmes but that it instead means promoting media knowledge and helping them to become cognizant media consumers.

Among the prerequisite of media literacy understands how the media function, how they construct reality and creative meaning and how they are organized as well as knowing how to use the media in a sensible way. Overall, this is a question of strengthening children's and young people's critical abilities as well as their ability to express themselves in many different ways, through pictures, sounds and words. These does not merely involve providing theoretical knowledge but also knowledge gained through practical experience. Considerable emphasis is placed on allowing young people to actively participate in program production.

The concept of 'Media Literacy' was established in the USA during the 1990s and was, at first, closely tied to children's media environment, where media violence and commercialism were under scrutiny. Yet media literacy is a considerably broader concept than media education, which only refer to the mission of the schools (where there is great consensus, e.g the schools are responsible for introducing children's media culture into teaching). The point of departure of the two concepts is, however, the same that is, that the media constructs reality that the audiences interpret media content on the basis of their own preferences, that the media have commercial as well as social and political

significances, that the media contain ideological messages that form and content are closely related and that every medium has an aesthetic form.

With time, media literacy has even come to include adults. Media literacy embraces, everything from having knowledge needed to use old and new media technology to having a critical relationship to media content in a time when media constitutes one of the most powerful forces in society. Proponents of media, literacy view increased media knowledge in society as contributing to participation, active citizenship, competence development and lifelong learning. In this way, the populations' media literacy becomes a necessary part of ensuring a democratic society.

Many books and articles have been written about media literacy, and many attempts at defining the concept have been made. Leading researchers in the field often use the following:

Media literacy implies having access to the media, understanding the media and creating/expressing oneself using the media (Buckingham 2005), living stone 2005).

Access includes having the use of media, as well as media habits: the ability to use functions and navigation competence (e.g. changing TV channels/channel orientation etc). Competence in controlling media (e.g. using interactive on-line system etc; knowledge of legislation and other regulations in the area (e.g. freedom of speech, protection of privacy, knowledge of meaning of harmful material, protection from spam).

Understandng includes having the ability both to understand/interpret and to gain perspective on media content as well as having a critical attitude.

Creating includes interacting with the media (calling TV programmes to express ideas or participation in discussion or voting etc) as well as producing media content having the experience of producing material for different media helps form both a better understanding of and a critical approach to media content.

The concept of media literacy primarily engages the notion that in any democratic society, an individual who has knowledge of the media will more easily acquire a well-founded opinion on societal issues/events and, thereby will be better equipped to express his/her opinion, individually as well as collectively, in public and other social contexts. Thus media literacy is a question of skills, knowledge and competencies, but it is also dependant on the institution, texts and techniques through which information and communication are medicated. Analytically, the concept of media literacy is used both at the individual and societal level.

New information and communication technologies faces young people and young media users with new media formats through the convergence and more often a distinction is done between media literacy, cyber-literacy, internet literacy and web-literacy. Interactive media like the internet also imply invitations to risky behaviour in real life in connection with media use. A more gathering term is information literacy UNESCO has initiated several projects and one definition amongst others is the following: "Information

literacy encompasses knowledge of ones information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues and problems at hand" (US national information literacy meeting on experts, 2003).

Media literacy has been defined and developed in relation to audiovisual media, while information literacy, has been developed in relation to various new digital systems for representing and distributing information. Media literacy has tended to focus on cultural expression and is marked by a critical dimension. This critical dimension is often missing in the current concept of "information literacy", which focuses more on technical skills such as using ICT to find and gather and to distribute information. One might say that the focus is on users of ICT. Given the increasing convergence of radio, television, and computer technology "information literacy" is increasingly linked up with issues of democracy and active, participatory citizenship. A conclusion is that there is a need for bringing media literacy and information literacy (e-strategy, e-culture and e-leaming) together in a multifactor, risk aged framework to further promote the role of citizens and their participation in society. (Livingston 2005 and 2006).

Having media and information literate individuals in society promotes a critical open and all-embracing public sphere. The medialised symbolic environments we live in today largely shape the choices, values and knowledge that determine our everyday lives. At the same time communication through the media can contribute to the development and social change. Media and information literacy helps therefore, to strengthen the critical

abilities and communicate skills that give the individuals existence meaning, while promoting a well-oriented, democratic knowledge society.

CHAPTER THREE

Methodology

3.0 Design of the study

This is an empirical study and the design adopted for this study was in three parts; -

The first design involved content analysis of the kinds of viewership children was currently being exposed. The analysis focused on key values, morals, social norms, and of specific interest to the researcher was portrayal of the image of the world, people interaction, life values and goals ,and finally the portrayal of secure against risk life to children by the TV.

The second part of the study design involved focus group discussions with groups of religious leaders, parents, teachers, young children, youth and finally with Kenya film censorship board to judge the criteria they use to vet TV content.

3.1 Site of the study

This study was conducted in Nairobi. This site was chosen due to the fact that it is the capital city having probably the largest number of households with TV sets, and thus viewership, or rather young audience.

3.2 Sampling procedure and data collection

3.2.1 Content Analysis

Most content analysis concentrated on material released for viewing by commercial and public TV. Among the particular material included; prime time programming, soap operas, and music videos, talk shows, advertising, film/movies, and news. The content definitions that were assessed included verbal references (language), activities, implied activities, and visual presentation. This was carried out through recording sample program on prime time television. The "family hour" reporting, movies, soap operas, music, videos, talk shows, advertisements and news for one week.

3.2.2 Focus Group Discuss (FGD)

A focus group was drawn from the parents, religious leaders, teachers, youth and children. Each FGD comprised of eight people.

Using an interview guide developed on the basic of answering the study objective discussions were held with individual group representation for one hour. A tape recorder was used to record the proceeding for analysis and probably verbatim reporting of the findings; and observations thereof.

3.3 Data Analysis

The data that was collected was analyzed empirically with the observation and presentation of evidences there-off. Inferences were made followed by the description of the findings.

CHAPTER FOUR

4.0 Data findings and presentation

4.1 Chapter overview

In chapter three, the methodology for this research study was presented. In this chapter the collected data is presented. Data was collected through content analysis of the programs offered by NTV and KBC respectively. Data was also collected from a focus group discussion with various stakeholder, this includes parents, teachers and religious leaders. Interviews were also conducted for further information on television viewing habit among adults, possible parents and the young people. This particular data was collected through an interview guide for the focus group discussion and a questionnaire that was given to the identified respondents in the readily specified areas.

The data is presented both empirically and in quantitative form in the order it was obtained. Additionally direct observation is give in form of the researchers analysis of the findings from the data presented. The researcher's observation will be included throughout the discussion and should be noted clearly to avoid confusing the researcher's thoughts and opinion with the actual finding tabulated there in.

The main areas of inquiry included; the kind of viewership children are being exposed to, children experience with various television programmes, how children television programs are determined, important factors that influence and inform local producers and policy makers about the children TV programming, how different cultures, economies and policy environments shape children's television programmes provision and opportunity, and the role of parental guidance in children TV programming.

4.2. Content analysis

Content analysis covered all programs on the two main TV channels, that is Kenya Broadcasting Corporation (KBC), a public TV station, and Nation Television (NTV) which is a private broadcast TV station. The analysis comprised of all programs that are rated for the general adult audience and exposed to children of school age and adolescents.

The content analysis focused on those programmes aired from 06.00 am to 10.00pm during the last week of October.

The analysis was conducted in three stages. All programs 282 or 480 hours for both NTV and KBC (recorded on video tapes) were evaluated from the perspective of whether they may be watched by children and adolescent 3 to 16 years of age. News announcement, advertisements and TV commercial programs, as well as typical conversations not addressed to children were also included in the analysis.

The second stage included judgment of potential negative influence on children and youth (articles),

In the third stage evaluations were made whether programmes content was attractive to young audiences.

The researcher watched each TV program and evaluated the probability that it would be viewed by at least one in three children aged 3 to 16.

A percentage of the entire recorded material from the two TV channels was chosen at random. In this study the researcher took only 20% of the material for content analysis and the mean for inter-rates reliabilities of evaluation on the scale made by the researcher was 60 (Pearson correlation coefficient ranging from .49 to.90);

from 20%

20/100. 280=<u>56 programs analyzed</u>

and

20/100.480=<u>96 hours of programming analyzed</u>

There after, the frequencies of the appearance of messages considered important for socialization of children and youth were counted and categorized. Frequencies are indicators of the level of exposure to a given message. According to the learning theory, the more frequently messages on television mean the more repetition in the learning process and a higher probability that they will be noticed and remembered by viewers. Thus it may be assumed that, the more frequent the messages, the more it is remembered by the viewer.

Figure 1: Steps of analysis

Step of **Analysis**	CHANNEL			
	NTV(private)		KBC (Public)	
	Frequency	Cumulative %	Frequency	Cumulative %
Total time program aired in one week	113	50	113	50
Total no. of programs aired over one week	168	50	168	50
Total time of program judged as potentially being watched by children and youths	104	92.0	91	80.5
Total time of programs that underwent content analysis, i.e. programmes that were judged as attractive to children and youth	30	28.8	19	20.9
Number of programs that underwent content analysis i.e. programs that were judged as attractive to children and youth	34	33	19	20.9

Following the steps readily outlined above as a guide for analysis, 104 programs on NTV and 91 programs on KBC respectively were judged as being potentially watched by children and youth 3 to 6 years of age from 6:00 am to 10:00 pm are judged as being attractive to young people in this age span. The researcher only analyzed in detail 20% of these programmes and air time.

4.3 Findings of content analysis

Figure 2: Image portrayal of world and people interaction by NTV and KBC

INDICATORS				
Categorization	NTV(34)		K_BC(19)	
	Frequency	Cumulative %	Frequency	Cumulative %
Bring trouble and workers	3	8.8	2	10.5
Being friendly	1	2.9	2	10.5
Being cheerful	1	2.9	1	5.3
Being organized	1	2.9	2	10.5
Or partly organized	0	0	1	5.3
Being rather changeable	1	2.9	2	10.5
Or very changeable	2	5.9	1	5.3
Or very differentiated	2	5.9	2	10.5
Being threatened	2	5.9	2	10.5
Offering good prospects for the future	1	2.9	2	10.5
Being rather difficult	3	8.8	1	5.3
Being rather competitive	3	8.8	1	5.3
Being sad	3	8.8	1	5.3
Pessimistic	2	5.9	1	5.3
And functioning according to society	1	2.9	2	10.5

Observations

According to the findings presented in the table above, there were 27 feature regarding

the world in the material that could be evaluated along these five different dimensions

meaning 15 indicators in all.

In summary, this world image is ambivalent with dominant negative features. Living in

this world is difficult even if it may be seen as friendly and cheerful 11.8 % on NTV and

31.6 % features respectively (18.7 % of all indicators) were related to friendly vs violent

world.

Based on these features, the world is shown as violent relatively often (60.4%) compared to friendly (18.7 %) or neutral (11.3 %)

Evaluation of the image portrayal of the world was based on *friendly vs. violent* (Do messages about the world tell a young viewer that the world is cruel, violent, threatening neutrals or friendly? (Cf Gerbuer et al., 2001; Kirwil 2000).

Dominating emotional tone (25 the world shown as sad, neutral, in a good mood or happy ?(cf. Kirwil, 2000a ; Lciak 1998).

Stressfulness (is the world very difficult, rather difficult, rather easy to easy to live in? cf ' Gala and Ulfik, 2000).

Competitiveness (is the world very competitive, rather competitive or very cooperative? (cf. Gala and Ulfik, 2000 Kirwil, 2000a; Lciak, 1998).

Social polarization (is society very diverse, rather diverse, rather not diverse, not diverse at all?)

Image of the world in NTV and KBC TV programs according to the 'friendly-violent continuum

Table 3: Placement on friendly viz-vis violent dimension

Continuum	NTV		KBC	
	Frequency	Cumulative %	Frequency	Cumulative %
Cruel, violent aggressive	7	20.6	4	21.2
Hostile, threatening, dangerous unpleasant	11	32.4	7	36.8
Neutral	6	17.6	3	15.8
Friendly safe	10	29.4	5	26.6

Observations

According to the study findings, it is not surprising that more messages show the world is cruel, violent, aggressive 20.6% and 21.2 % of the articles in NTV and KBC respectively have a higher representation than neutral, at 17.6% and 15.8% for NTV and KBC programs respectively, in the representation of the image of the world.

These findings agree with the previous findings by Gerbner et al, (2002), Bush man and Huesmann (2001) and Kirwil (1997). Children are being exposed to hostility, cruelty, threats and unpleasantness than friendliness or neutral features of the world by TV.

Thus the image of the world on TV is threatening rather than safe. This world images come from broadcast by NTV and KBC between 06:00 am and 10:00 pm in programs judged as attractive to children and young people.

The findings also indicate a significant difference between NTV (commercial channel) and KBC (public channel) NTV places the world image towards the negative end of the continuum (cruel, violent /aggressive) than ICBC (friendly/safe).

Generally, findings confirm what we know from the research literature on exposure of violence on TV screen, namely, that threats are frequently aired on television (Gerbner et al; 2002; Oliver, 1994) and that screen violence has a negative impact on young viewers, while at the same time violence and sex do not seem to sell products (Bushman, 2005).

In spite of that, television for today's generation repeats the television experience of the old generations by offering viewers too many negative characteristics of the world. Exposure to such a world image continued to teach inappropriate social attitudes and norms to young people at risk and promotes aggressive behaviour (Anderson et al; 2003) or anxiety, withdrawal, and passivity in social contacts (Cantor, 2001).

Table 4: Portrayal of people and interaction

People interaction	Indicator			
	NTV		KBC	
a) Positive	Frequency	Cumulative %	Frequency	Cumulative %
An active individual	3	8.8	2	10.5
: Fast	3	8.8	1	5.3
Brave	4	11.8	1	5.3
Friendly	3	8.8	2	10.5
In a good mode	3	8.8	2	10.5
Diligent	2	5.9	2	10.5
Reliable	2	5.9	2	10.5
Optimistic	3	8.8	2	10.5
Creative	3	8.8	2	10.5
Wise	3	8.8	2	10.5
Self-reliant	2	5.9	1	5.3
b) An asocial				
Depends on other treat others instrumentally	7-		3	15.7
Is egoistic	5		2	10.5
Changes from egoistic to pro-social behaviour	4	11.8	2	10.5
Dishonest	3	8.8	2	10.5
Aggressive/cruel	6	17.8	2	10.5
Changes from aggressive to friendly	3	8.8	3	15.7
Deceitful	4	11.8	2	10.5
sad	2	5.9	3	

Observations

- How people are portrayed and how they interact with others on NTV and KBC

  programs was analyzed along the lines of;

- Social passivity vs. activity

- Egoism vs. altruism of (cf. Gala and Ulfik, 2000)

- Passim vs. optimism

- Dependency on vs. independence of other people

- Aggressive vs. helpful behaviors (cf Gala and Ulfik; Kirwil, 2000a).

- Hostile vs. friendly attitude towards others (Kirwil, 2000a)

The analysis aimed at finding a typical image of a person with most frequent features revealed two constructed types. The first type has characteristics of a positive. According to the findings of this study, and contrary to the negative image portrayal of the world, the frequencies show characteristic of people interacting with others in the TV programs as positive.

While the first image of a person is socially approved, the second one is definitely a negative model for young viewers. Activity is the only feature that was observed much more frequently than the other features, were the negative images.

The other features, both positive and negative ones showed almost equal frequency. This suggests, however, that both types have almost the same level of distinctiveness and 'weight' in influencing young audiences. 'Activity' may not be enough to attract attention among young viewers.

After a further analysis was noted, that the role of children and their importance were less explicit and very few, if any.

Table 6: Portrayal of Values and life goals on television

life Values	Indicator				Total
	NTV		KBC		
	Frequency	**Cumulative %**	**Frequency**	**Cumulative %**	
Friendship social relationship(winning friends to popularity)	4	11.8	3	15.7	
Ideals to values (realizing important)	2	5.9	4	21.2	
Adventure (a valid life filled with adventure and strong stimulation)	3	8.8	1	5.3	
Peaceful life (being provided with a peaceful life without nasty surprises)	2	5.9	1	5.3	
Achievement (being promoted and gaining wide recognition; achievements)	2	5.9	1	5.3	
Altruism (living for the benefit of others)	1	2.9	2	10.5	
happy family life (having a good loving	2	5.9	2	10.	

family)					
Freedom (having freedom and feeling free to do what one wants and live in a way one wants)	**3**	**8.8**	**1**	**5.3**	
Wealth (having a lot of money .affluent life)	**3**	**8.8**	**1**	**5.3**	
Life in comfort (use of oil benefits is that are brought by progress in technology)and civilization ; a convenient life rather than a life in accordance with nature)	**2**	**5.9**	**1**	**5.3**	
Education (getting an education and improving and improving vocational qualifications).	**1**	**2.9**	**2**	**10.5**	
Greetings (contributing something new to culture through scholarly achievements or artistic work.	**1**	**2.9**	**2**	**10.5**	
Children good (sacrificing oneself for the sake of the children)	**1**	**2.9**	**2**	**10.5**	
Power (warning a managerial position and having a decisive effect over a credible range of	**2**	**5.9**	**1**	**5.3**	

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people)					
Ecology (living with nature, protecting the environment and nature even after the cost of ones convenience.	2	5.9	2	10.5	
Politics (engaging in politics and influencing societal and political matters).	1	2.9	2	10.5	
Faith (living in accordance with requirements of religion being saved, salvation).	2	5.9	2	10.5	

Observation

From the study of NTV and KBC programs, we found that television portrayed various lifestyles, value systems, life goals needs and aspirations. There is no such thing as benefiting from life at no cost, which generally is not considered suitable for children to emulate, a world lifestyle of consumerist style which may derail positive children development.

Life goals such as sacrificing oneself for work or devoting oneself to ones family or homeland may be approved or disapproved, because they may be adaptive or maladaptive lifestyles in particular cases. Being active, productive and imaginative are probably always considered good for people because they contribute to children's self-improvement.

During the content analysis on the programs aired by the two television stations, positive values of friendship, love and giving social support to other people were the values most frequently shown in the two channels' programs analysis.

Lacking as positive values predominantly was noted with less emphasis on success, a rapid advancement in professional career, popularity, money and material gains and law and order consumer goods over knowledge, education, self improvement and honesty.

This could send and suggest wrong signals to the young that the latter values were less important than the former.

The findings also indicate that there are slight differences between NTV and KBC in directing attention to socially approved values. More attention is directed to individual success and is evident by many of their programs on NTV- this is egocentrism, adventure and convenient life than on KBC.

Also evident on NTV is a life oriented to luxury and instrument.

People may well agree that in the knowledge -based society (to which we aspire) lower exposure to the values in such a powerful medium as television means that television is a weak supporting factor for bringing up the younger generation for a world with more developed technology ,better organized society ,a longer life and a better future in general.

In the context analysis rating of performance as related to life goals was done in the confinement of seventeen specific life goals (adopted by the research for the purpose of the study) and typical of adolescent. See table.

Table 7: Portrayal of values in television programs

Rank	Indicator				Total
	NTV		KBC		
	Frequency	Cumulative %	Frequency	Cumulative %	
Friendship	4	11.8	4	21.2	
Love, feelings	3	8.8	4	21.2	
Help, support of others	3	8.8	3	15.8	
Success, popularity/victory, professional carrier	3	8.8	3	15.8	
Family, marriage .always thinking of children first	3	8.8	3	15.8	
Money, consumer goods convenient life, material gain.	2	5.9	2	10.5	
Knowledge, education, science.	2	5.9	2	10.	
Sex, attracting the other gender	2	5.9	1	5.3	
Law and order	2	5.9	3	15.8	

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Acccptance and understanding	2	5.9	1	5.3	
Justice	2	5.9	3	15.8	
Honesty	1	2.9	3	15.8	
Health	1	2.9	2	10.5	
Power	1	2.9	1	5.3	
Goodness, kindness of heart	1	2.9	2	10.5	
Instrumental treatment of others	1	2.9	1	5.3	
Physical strength ,physical fitness	1	2.9	1	5.3	
Loyalty	1	2.9	3	15.8	
Overcoming ones weakness, work on self, self improvement	1	2.9	3	15.8	

Table 8: Portray of life orientation on NTV and KBC

LIFE ORIENTATION	INDICATORS			
	NTV		KBC	
	Frequency	Cumulative %	Frequency	Cumulative %
Life for others	4	11.5	2	10.5
Luxurious life	9	26.5	4	21.1
Family life	6	17.6	5	26.3
Self improvement	8	23.5	3	15.8
Managing other people	5	11.8	1	5.3
Living in harmony with God and Nature	4	11.5	2	10.5

Observation

During the content analysis of the programs this selected, a further factorial analysis thus done on the life goals to try and establish life orientation as portrayed to the young viewers.

According to earlier researchers by Kirwil, 2000a; Gala and Ulfik, 2000 the marginal importance and visibility of values and life orientations in TV programmes may make the formation of workmate beliefs and values systems more difficult for children and may not support them, so they can function effectively in society and cope with everyday hassles and stress.

In this study, the life goals earlier identified were rated on a scale of 1 to 3(i.e. not important at all, important or very important)

The positively influential life orientation for children social development were identified as pro-social affinitive, and for maintaining social ties, functioning of social groups or related/belonging to small social groups, preparing the young generation to live among others and for others - that were communicated with greater importance then other life orientations.

The next category of life orientation values included the analysis and identification of ego centric values, aimed at self- enhancement, the individuals self-interest and egocentrism in social relationships, Relatively, it could be observed in a number of messages on success, success in the career, popularity, victory, wealth, convenient life at no cost and promotion of a life orientation towards a luxurious life and self improvement together with egocentric orientation.

Generally, according to Kirwil (2000a), the same level of importance of orientation to family life suggests that these two orientations may compete in influencing young viewers. Promotion of these two contradictory life orientation may cause conflicts, in ambitions and motivation and bring chaos into the development of the value system in young viewers.

According to the findings of the content analysis of the two television channels' programming, we generally note that knowledge, education, science, creativity, achievements, law, justice, honesty and loyalty are less important in the TV messages than luxurious life.

Both TV stations save for occasional marginal occurrences of the value of work; the findings may form a conviction that the material and consumption values are superior. This is more evident with the commercial advertisement messages on both TV channels.

The findings also indicate that the programmes, thus messages broadcasted lack such values as truth, democracy, peace, patriotism, independence, human rights, dignity, social equality, and solidarity.

More important in the findings of the content analysis is that the two channels promote various values with different intensity. KBC which is a pubic broadcast station probably is failing in the competition with the more attractive format of programs offered by NTV which is a commercial channel. Usually, as noted in researches elsewhere, the output of public broadcast TV are usually boring, although being closer to the mission of communicating more social appropriate values.

One clear outcome in the content analysis was the marginal representation of values relating to socio-political life in the TV progrmmes. Evidently, politics is dominant on prime time new, perhaps, we may attribute this to the current campaigns, and it being an election year. However, rating social public and political life are so marginally represented and this calls into question the function of television in supporting the younger generation as they prepare for their role as citizens.

Table 11: Secure vis a vis risky lifestyle

Station	Secure life style		Risky life style total	
	Frequency	Percent	Frequency	Percent
NTV	6	40.0	9	60
KBC	5	62.5	3	37.5

Observation

The study also sought, through the program content analysis to establish whether the lifestyle presented in the TV programs that are attractive to children and youth are secure or risky.

In this study context, we defined secure life as one leading to physical and mental health and facilitating the development and socialization of children and youth by other agents. On the contrary, a risky lifestyle puts a person's mental health and life at risk, and makes the development and the socialization of the children and youth by other agents more difficult.

The low importance and distinctiveness of value systems and life orientations generally as portrayed by TV in the aftermath of program content analysis may make it difficult for the young people to choose a pro-social and better life orientation. It is therefore evident that the findings indicate that the support of television for a process of value hierarchy basis for functioning well in adulthood is insufficient.

4.3 Focus Group Discussion findings (FGD)

On **viewers on television and media policy.**

Introduction

Drawing policy studies and audience studies closer together requires that the individuals be conceptualized as the subject of both social and media apparatuses. This study explored such a conceptualization in the Kenyan context, working with a group of parents teachers, church leaders and activist viewer - citizens to evaluate the content and form of television programming available to them, and particularly to children, on the one hand and the usefulness of some key issues and Kenyan television broadcast policies on the other.

Examining the respondent's media practices and expectations the study highlights how expectations for public television individual's (particularly the young audience) television usage and the pertinence of Kenyan television broadcasting law in the unfolding media system. By stating media role within a broader set of social practices that affects and are affected by state policy. In this context the study sought, among other issues to understand social demand in communicating policy, and particularly in regard to children welfare

Deriving from McQuail and Siane's (1998) argument, today we note that technology and economic shifts in the field of communication have turned government towards new policy and regulatory regimes at both national and international levels. In the case of

broadcast media- television, particularly- these shifts to new regimes requires that the nation of public interest be revisited. The designs of both entrepreneur (Broadcast stations are public authorities (government) interest in the construction of television viewers, in this making viewers are prices targets of strategic programmes and agents in the information of the media environment. In binding the analysis of television uses to the evaluation of broadcast policy, our goal is to intervene precisely at the point of intersection (Proulx, 1998. Raboy, 1990, Raboy et al, 2001).

In the past, both policy makers and researchers have tended to separate these two aspects of research on the social reception of media, especially television. We commented studies for example; machete and Robillards (1998) work rarely dips into the scientific literature on media reception. Audience reception studies, similarly, tend not to integrate media's legal and political contexts into their analytical frameworks; Tony Bennet (1992) pointed this out.

In this study context our intervention is an attempt to address this gap for the sake of children television programming policies.

4.3.1 The context of children as audience studies.

The framework of this study derived from the fact that the contribution of audience studies has not been simply to portion the television viewers as active - which had already been well established by the uses and gratifications approach (Blumer and Katz,

1974) but also within a process of semantic production and undertaken through and encounter with the viewer, children as the reader of a television text has meant studying the text - reader encounter carefully, and so reception studies in this study context, have leaned towards qualitative approaches that allowed finely - grained description of the process.

Earlier on, Columbia University identified viewers individual attitudes and opinions as key factors in the play of media influence but it would not be until the early 1970s and 1980s that researchers identifying with Birminghams cultural studies traditionally (e.g. August, 1989) Hall, 1980, Morley, 1980) would address this question of reception in depth and differently, productive dialogue between the two traditions later arose from their common recognition of the viewer as a subject with at least relative autonomy with regard to the interpretation of available media content.

But the manner in which this viewer activity was defined varied significantly between Colombia University and the post visit approach, on the one hand, and Birminghams critical approach on the other. Where the functionalist uses gratification traditions geared towards individual and social needs addressed by choosing and using, some specific programs, the critical school proposed instead a sharp semantic form, examining how meaning is produced in the interaction between viewers and text.

Parental guidance, we may say in this study context, moves from a psychology needs model to a cultural and sociologically motivated framework built around a semiotic,

conversational and ethnographic model. Therefore in this context, children evidence study was oriented to attend to a cultural code, taking the interaction between media content and users, rendering it the determining moment to avoid the trap of decontextualization. In this study, we assume that, the nation of gratifications is replaced by that of reading facilities, more from a psychological needs model of uses by children viewers to a culturally and sociologically motivated framework built around a semiotic, conversational and ethnographic model of the user.

This research delimited the behind spot if asking spectators to describe their reactions to programme content. Given the researchers role in assembling and leading discussion groups which the same researcher then proceeded to study, for example and understanding of interpretations provided by interviewers in such circumstances as entirely the product of the interviewee alone is doubtful. Rather it was important in this study context to approach the national, medium, such as context of daily family life. This approach privileged not the semantic interaction between television viewers and the media text- though this tendency was not completely abandoned - but rather the media was in the everyday context of an individual family, community and so forth.

It was an approach concerned less with the reception of specific content from specific programme and moved with the styles relationship and stances that viewers develop in response to television flow streamed in the household, sometimes constantly.

Here the researchers mobilized investigative techniques - associated more closely with the ethnographic tradition (participant observation, in-depth informant interviews, life stories etc). In order to gather together as many significant elements as possible into a finely - trained description of the daily practices of television reception in the context of viewers (parents, children, teachers, religious leaders and producers) lived experiences.

In this study, we were interested in the relationship between television uses and daily life, and in this context we privileged a participant observer approach. Many, for example suggests that the ethnographical observation of publics is not limited to the interpretation of the public and not limited to the collection of data. Rather the critical observers must also attend to the interpretation of the results obtained since, as August (1989:106) explains, the empirical does not offer, the answer, as positivism would have it. Answers are to be constructed in the form of interpretation. Ethnographers of daily lives work against pre conceived motions of television programming as interacting identifiably with each member of a family and strives instead for a model which would admit to the different levels of attention and varied roles that each family member adopted in the relationship with given programming units. Rogge (1989) for example, attempts to move beyond the direct effects or uses and gratifications models by analyzing not only the particular functions which television programming users can take on within a given household but also the pragmatic, consequences of this choice on communicative models within the family environment. Roggies research concerns thus proceeds from the desire for an in-depth understanding of television uses anchoring in the daily life of families, to

a more complex research, strategy aiming to size up the reception phenomenon in its multi-dimensionality.

4.3.2 Television uses and broadcast policies

In this study, thinking of children TV programming and parental guidance increasingly concerned the role of the media, among other elements of the study. In this study we assumed that the link between television, influence has proceeded from theories of public space first formulated by Habermas (1978) see, Dahlgren, 1995; price, 1995; Graham, 2000 the link becomes more complex when we add the dimension of television uses by children and the various affiliations between children and television generally. Children, as users, are constructed as viewers and consumers (comer, 1995) what is made by such different terms when used to describe the same speaking subject? Marley (1992) provides an initial response, pointing to the television works in articulating the children public and private spheres and in social organization of space, time and commercial life.

Television use, therefore, is neither purely public nor private but always a blend, in varying degrees. As such television use is structured by social and political institutions, and by the individuals who constitute them this including children in this study context.

Drawing policy studies and audience studies closer together requires that we conceptualize the individual, though in this context, children, as the subject of both,

socio-political and media apparatuses- the commutative subject is at once users and citizen.

In this study context therefore the states agencies (e.g. regulatory body) intervenes in the larger structures through which media uses are organized while, mediated through media forms public perception structure through media use influences and orients state intervention. In this study context, parental guidance on children TV porgamming is at the interface of policy and audience (children) studies thus plural approaches to a single problematic, the latter as the media - audience relationship. These approaches are shot through with considerations as theoretical and practical.

In this study context we explored the relevance of the fields of studies on Kenyan public television uses habits perceptions for conducting Kenyan television broadcasting policy on protecting children.

In particular, during the focus group discussion we sought to examine how certain viewers- citizens' judge television programming in conjunction with the mandate which Kenyan television broadcasting policy assigns to television in regard to child protection.

Today, television plays a central role in constituting public space in which key social debates on individual life, on role on identity, and on social interaction takes place. States have historically regulated there public media spaces by involving the principle of public interest or a mandate to public service. The awareness for instance are recognized as

public utility good because signal is finite, a government role in managing how what spectrum was allocated appear wrong. However, today on the other hand the double context of media - digitalization of signals, multiplication of models of distribution, convergence between the old and new media, and integration of the interest -contributes to fragility of national governments transitional approaches (Arkinson and Raboy, 1997) Brants et. al 1998).

Where the possibilities for communication and for transmission appear limited, the horizons opened up by technological transformations can be and frequently are framed within an ideology favorable for survival, the same governments seek, to resist these market pressure, and look instead for new bases on which to determine the legitimacy (or thereof) for regulating broadcasting and telecommunication

For this, the government, in the name of public interest must be articulated with data form which goes beyond those generated by cultural industries, lobbies and logics, because the latter tends to define viewers exclusively through their role as consumers, therefore miss the point of the story.

Instead policy-makers would do well to make better use of field studies oriented towards the expression of a social demand for publicity. They can action a demand defined first of all along criteria linked to social and community life, not simply indices of industrial and commercial success. In this study our methodology moves in this direction through an analysis of, on the one hand the discourse of actors responsible for formulating policy

on regulation and on the other, statements made and, on the other, statements made by television users, the seminar directed interviews and group discussions in the study.

This was carried out with a hypothesis that the television users are in a position to evaluate their media consumption viewed against a conception of space, time and social life. In this study, the public were asked how they used television and this was evaluated on one hand, the content and form of the television programming available to them, and the usefulness of some key Kenyan broadcast policies, on the other. Interviewer's television use practice and expectations.

Vlost of the respondents conceded having different occupations with relatively hectic personal lives. Perhaps also because they were particularly critical of available television programming our discussants turned out to be relatively light television consumers compared with the viewing habits of the majority. That notwithstanding our discussants media consumption routines was quite diverse. Some preferred the television entertainment function while others viewed the medium as a source of information.

"As for me, I don't watch much television/devote very little time to watching television; TV above all has got nothing to do with entertainment for me; purely public affairs and something like TV news." (Female secretary, 36 years old).

Another respondent said,

"....I watch a lot of public affairs and news and since its an election year, news on campaigns have caught my attention to the television more. I watch news, sometimes a bit of entertainment, but that is strictly films from time to time, but that is not my main interest."(Male real estate manager 42 years old)

The individual's description of their television practices sometimes revealed surprising elements. These practices tended to fall into the category of private life (single life, live in a couple, family life, usually hidden from external view. Some of our informers painted an intimate and even touching portrait of their television use habits.

"Sometimes I'll watch just about anyone talk about anything on TV .... Just about everything interests me on T.V. . . . . . . so I' will come across local comedy shows like *Vitimbi, Vioja Mahakamani* and...., I like it, I watch it and .... There is something there and it's good. There are things like Mexican soap operas such as *Cuendo Ses Mia, Secreto D 'amor -* and. . . . . they are areal pleasure. (A hair dresses, 32 years old)

Television has not only become most citizens principle news source but is furthermore perceived as a more credible information source (then written press (Gitlin, 2001) when or discussants compared television to the written press (or even to radio) it emerged that whereas they generally attached greater credibility to the written press and sometimes to radio) they displayed a degree of suspicion to television's credibility as a news source. In all cases however, their expectations of television were markedly weak.

"I always have the impression that there is some bias in the information they provide so……. Add that to my low level of expectations, and that one more misgiving about television instead, I go to the print media to the written press, and to magazines too."

4.3.3 Expectations of public TV

Some of our discussions had expectations specific to public TV - they expected higher quality where public broadcasting was involved.

"For me it's the historic and culturual stuff that I go for. Ever since I've been watching television , I have always been more interested in KBC so I have felt as though KBC had some kind of responsibility to continue interesting me. That is why I react more when I see dull programmes on KBC."

"...I don't expect the state TV to educate me………..I expect news programmes which I find interesting and in good taste, and I don't want them to teach me how to behave all the time, either".

"....My first reaction is to put KBC into a special category of TV stations in the country; perhaps because, I at least, remember that it is a public - interest (network). That may be the only thing I remember when I watch TV, but I don't put it in mind all the time."

"....I think KBC may be that common ground we were talking about before, I mean that what happens there affects all of us; we at least have some place we can all refer to."

"The mandate, in my opinion of public television might be that it's the one that's supposed to contribute to the democratic life because it is less driven by economic imperatives...........so it should at least be able to respond to democratic imperatives and to open up and say are we as a society ready to pay the price for having a TV station that works like that".

Several discussants observed an increasing level of similarity between programming on public and private television, with both supplying programmes that aim to the popular that is, which earn high audience ratings and veer away from concerns of performance quality.

In order to reach as many people as possible both KBC and NTV are competing with each other for popularity. This is evident and we can see that in some programmes particularly foreign soap operas are setting the stage for this and the same goes for news as well.

In terms of news and public affairs reports on election campaigns there is no much difference or at least a lot less........KBC is trying to put itself at the same level with NTV and other stations.

There is almost no difference between K.BC and the other private TV stations. I'd say that there was nevertheless in the past, real difference KBC really wanted to influence public information today that is a lot less. Individualists use, habits and demand of television. Surprisingly all discussants showed littler interest in chaining the way programming system works or the direction it has taken. Instead, they tended to treat this issue in an individualist manner. If unsatisfied with programs aired and content on a given channel, they were more likely to simply change channels in order to look for news and entertainment needs as individuals or family. They do not display any desire or intention at the level of collective demand for change in TV programming.

I would be lying if I said that there was nothing good on television because people have an option of reading the TV schedule and deciding what to watch. Demands would be higher if you attempted to fit the needs of all people in a single channel. This is because TV viewing is a democracy. If one is not satisfied they will go to another channel.

Diversity means that, if you are not satisfied at any given moment, you can change and go some where else. You find the channel which best fits you out of everything that is available in terms of the different kinds of channels, and different sources, too.

The individual acceptance of the status quo in television broadcasting, and programming is, on the surface, surprising. At the same time however, it is consistent with the expectations that the discussants had exhibited with regard to the media system. At

large, expectations were low, and so demands for change in television programming were neither stringent nor exacting. During the discussion, we further noted a fairly wide array of diversity in programming supply which, the discussants felt, would be able to meet nearly anyone's need relatively well. This observation contradicted other negative judgments that the discussant had trade of the very poor quality of programming for children. What is more is that the discussants did assert the demand for change in broadcast policy particularly as regards children TV programming. However, this was tempered by a clear sense of near - powerlessness with regard to ability to concretely change programme contents. Here too the find resolution many be to look for responses to inform and entertainment needs outside television by breaking with the television that over time have become an almost obligatory point of passages fro meeting and information and entertainment needs that one might experience.

The television will become omnipresent we are going to have more and more expectations which probably won't be met, but nonetheless in my opinion, we are going to take a very passive role in watching television. I think we are leaning towards (the media mediating our love relationships). I think that as individuals in our households , we have got to be more active and build interpersonal relationships and the places where people interact aren't build around TV show If the way we interact with others is to talk about TV, then that says a lot about our community.

During the discussants evaluation of the television broadcasting law one said that;

In effect the act provides a legal framework for television through its provision (article) but according to the discussants, the law appears to be structured according to principle of fair representation of social groups and members of all social categories of children in the Kenyan media system. However it was noted that the risks of a certain slippage in the debate over the policies if unchecked, might result in a diversion from the policies' goals.

The main question was whether the legal text was only an expression of hope on the contrary, does it spell out a duty of mission for television broadcasters. Discussants dwelled on the true text of the law: didn't amount to anything more than wishful thinking? This is because the law is expressed in conditional tense ("should"), it was felt that policy-makers need to specify a precise form of regulation. This portion of the law, the discussant observed is not a principled statement assigned by the mission to the television broadcasting system, but rather a relatively vague definition which did not assign the television broadcasters any real obligations.

One respondent conceded that there was no necessary correspondence between a broadcasting system which met the through requirements of the system on the one hand, and a broadcasting system which would meet her hopes and needs, on the other. Some respondents criticized what, for them was the overrating narrow scope of the present law.

Others felt that the law did not sufficiently constrain economic forces. But they don't at all address the market side, it's purely ethnic

.. Right now its not the creators, who decide, it's the market place, its their businesses.

4.3.4 Law's pertinence

Some discussants questioned the principle behind having laws that control television broadcasting system, thus programming. In one of the discussion groups, a debate broke out highlighting some of the positive results of a law dealing with the issue:

".. Something tells me that it is worth thinking about. Take a look at KBC for example. There must be a couple of subsidies which keep it running. May be I would change programming, may be 1 would want to change things around (o this channel). . . . the law should be hit picking juxtapositions, a layer here to please one person, another layer there to please someone else, and so on until it becomes a total patch work, a king of a quilt . . . ."

for the record, I don't go with very broad values, there would be a consensus (around the idea that the law guarantees universal excess to information) because they wouldn't talk about identity. Identity is very hard to crystallize. A minority is hard to (define) .. .you know the minority of the majority of the minority.

One argument on the Act which jumped out at the discussants was its Kenyan character. The text is marked by Kenyan political value of a national unity which encompasses cultural and linguistic diversity.

According to one respondent, of significance is how the act proposed by the broadcasting service organization and control in clause 35 - 41 of sessional paper number 4 of 1957/58 that.

'...it is the responsibility of the government to ensure that within the financial availability, a broadcasting services is set up which   will provide a balanced programme of entertainment, information and education.'

Deriving from international conferences on television (September 1964) urged that

'....with the object of promoting national unity...Africa broadcasting, authorities should use every appropriate type of television programmes which can help to bind the nation together culturally, intellectually and economically. The television should be used as a motivating force for social development for modernization of methods, for stimulating initiative and popular participation in cultural, social and related activities , particularly on the part of the youth . . . .'

According to the discussants this are Kenya's value, but what are the values it is trying to promote. . . . Is there regard to the circumstances and aspirations of the citizen? I am sorry... but there are certain values that have to come before all that

. .. I find this (legal extract) very political law dealing with broadcasting, particularly television need probably just to be about violence or educational to contain violence thus make the values accessible........This is a lot of ambiguity.

Suggested new principles for controlling media systems.

Our discussants were concerned with resolving the contradiction, between broadening media representation and guaranteeing free expression of creators.

Who should control the media? The creditor obviously will have a broader representation of how the population will reflect reality.

One discussant located a paradox in a broadcast system searching to 'reflect the circumstances of those using it, particularly the young. The ensuring discussion questioned the existing law and attempted to identify new principles on which to base a broadcasting system. Should common values be identified with all citizens -shared values to which force of law might in someway are assigned. But how would this adhesion to common values translate concretely into effective management of media channels and programming for children?
Without the law wouldn't the media system become beholder of a strictly market- based logic?

One discussant suggested that the act needed affirmation of the necessity of reflecting citizen circumstances, especially children and their aspiration. He volunteered a view that the codes of conduct should be a substituted venture such that all media professionals would be submitted, and whose application would guarantee the production and distribution of socially honest fair and discriminatory programming.

"… there is a paradox here. . . . .Reflect the circumstances. I mean it could mean anything....

.. There is another paradox 'needs and interest' they need to be defined these needs and interests of the population.

… are you afraid that we find ourselves in a strictly market based logical (if we eliminate the act with out replacing it)"

Many ideas were volunteered expressing the discussants opinion towards improving the Act in light of protecting the minor. That the Act required the establishment of a code of ethical conduct and behavior, that principles and values of expressed focus on quality of life general and specifically as regards to the development of appropriate program for children. There were issues of whether the legal requirements were met by the media actually or there was need for alternative action. All stakeholders and particularly parents were called upon.

"....without responding to people's interest the system will do nothing.

An all inclusive media system is that which responds to people's needs and interests and reflects their circumstance"

Perhaps an ideal system.... Is sort of a code of ethics for employees (because if everyone does perform well and conscientiously; it seems to me that at the end of the day the product just cant be that unfair, or discriminatory.

One discussant suggested that the text in the Act has to be precise and fix objectives that deal with quality life for the young viewers, with an aim of improving their living conditions, and try to re-establish balance (with regard to) social values.

For instance, if my interests are watching wresting and my needs involve being exited, well that would certainly be fulfilled under the laws.... The system could meet my needs and interests.. .but will it meet the needs and interests of improving quality of life and social balance?.. Obviously no... it is too broad and too open to interpretation".

One discussant said that better see the talk about social responsibility. . . . It is funny because we would have thought that it would be the government telling us how we should behave but, right now it is the markets telling us how we should behave. They are already imposed uniform needs, uniform interests and aspiration on us. In that sense, I think (that policy-makers) would have a lot more impact if they talked in terms of social responsibility: we would define broadcasters' social responsibility in terms of the public,. There we would certainly need sign posts...

Another discussant openly confessed not having known the existence of a law.

First, I didn't have any idea that this law existed ... it is a different form what is actually visible in the media these days...the media in general don't seem to be making much of an effort to stick to this especially reflecting the circumstances and aspirations of children; that is equality at the level of rights.

Finally, one discussant condemned the presence by the government of being democratic. This discussant volunteered the fact that democracy is the broad participation of citizens in different organizations and from different dimensions and environment.

In the country there are groups which bring thousands of people together a fact that should also show up in the media. We should make more room for that instead of always focusing on liberal democracy which takes all the room...

"I think there would be room for people's aspiration to hear from the people and organizations that people have created in order to have a voice, in order to have power.
To my mind the broadcasting system should be expressions of real participation democracy".

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the findings

According to the study findings NTV and KBC TV stations are offering children and young viewers programs that first of all, are not meant for this category of audience, and secondly, too many negative characteristics of the world.

According to Anderson et al; (2003) and Cantor, (2001), exposure to such a world image continued to teach inappropriate social attitudes and norms to young people at risk and promotes aggressive behavior or anxiety, withdrawal, and passivity in social contacts

According to earlier researchers by Kirwil, 2000a; Gala and Ulfik, 2000 the marginal importance and visibility of values and life orientations in TV programmes may make the formation of workmate beliefs and values systems more difficult for children and may not support them, so they can function effectively in society and cope with everyday hassles and stress.

The positively influential life orientation for children's social development were identified as pro-social affinitive, and for maintaining social ties, functioning of social groups or related/ belonging to small social groups, preparing the young generation to

ve among others and for others - that were communicated with greater importance than other life orientations.

Relatively, it could be observed in a number of messages on success, a successful career, popularity, victory, wealth, convenient life at no cost and promotion of a life orientation towards a luxurious life and self improvement together with egocentric orientation.

Generally, according to Kirwil (2000a), the same level of importance of orientation to family life suggests that these two orientations may compete in influencing young viewers. Promotion of these two contradictory life orientations may cause conflict, in ambitions and motivation and bring chaos into the development of the value system in young viewers.

According to the findings of the content analysis of two television channels programming, we generally note that knowledge, education, science, creativity, achievements, law, justice, honesty and loyalty are less important in the TV messages than luxurious life.

From these findings we may form a conviction that the material and consumption values are superior in both NTV and KBC television stations. This is more evident with the commercial advertisement messages on both the TV channels.

The findings also indicate that the programmes, thus messages broadcast lack such values as truth, democracy, homeland peace, patriotism, independence, human rights, dignity, social equality, and solidarity.

More important in the findings of the content analysis is that the two channels promote various values with different intensity. KBC which is a pubic broadcast station probably is failing in competition with the more attractive format of programs offered by NTV which is a commercial channel. Usually, as noted in researches elsewhere, the output of public broadcast TV are usually boring, although being closer to the mission of communicating more social appropriate values.

One clear outcome in the content analysis was the marginal representation of values relating to socio-political life in the TV programs. Evidently, politics is dominant on prime time news, perhaps, we may allude this to the current campaigns. And it being an election year. However, rating social public and political life are so marginally represented and this calls into question the function of television in supporting the younger generation as they prepare for their role as citizens.

According to this study we should be thinking of children TV programming and parental guidance increasingly as a role of the media, among other elements of the study. The link between television and its influence has proceeded from theories of public space first formulated by Habermas (1978) see, Dahlgren, 1995; price, 1995; Graham, 2000. The link becomes more complex when we add the dimension of television uses by children

and the various affiliations between children and television generally. Children, as users, are constructed as viewers and consumers (corner, 1995) what is made by such different terms when used to describe the same speaking subject? Marley (1992) provides an initial response, pointing to the television's work in articulating the children public and private spheres and in social organization of space, time and commercial life.

Television use by children, therefore, is neither purely public nor private but always a blend, in varying degrees. As such television use is structured by social and political institutions, and by the individuals who constitute them, including children.

The other important aspect to be considered when programming for children is drawing policy studies and audience studies closer together. This requires that we conceptualize the individual, through in this context, children, as the subject of both, socio-political and media apparatuses- the commutative subject is at once users and citizen.

In this study context therefore the states agencies (e.g. regulatory body) intervenes in the larger structures through which media uses are organized while, mediated through media forms. Public perception structure through media use influences and orients state intervention. In this study context, parental guidance on children TV programming is at the interface of policy and audience (children) studies thus plural approaches to a single problematic, the latter as the media - audience relationship. These approaches are shot through with considerations.

Anther important approach is to explore the relevance of fields' studies on Kenyan public television uses, habits, and perceptions for conducting Kenyan television broad casting policy on protecting children.

In particular, during the focus group discussion we sought to examine how certain viewers- citizen judge television programming in conjunction with the mandate which Kenyan television broadcasting policy assigns to television in regard to child protection.

Today, television plays a central role in constituting the public space which take place in key social debates on individual life, on role on identity, and on social interaction. States have historically regulated there public media spaces by involving the principle of public interest or a mandate to public service. The awareness for instance are recognized as public utility good because signal is finite, a government role in managing how what spectrum was allocated appear wrong. However, today on the other hand the double context of media - digitalization of signals, multiplication of models of distribution, convergence between the old and new media, and integration of the interest -contributes to fragility of national governments transitional approaches (Arkinson and Raboy, 1997) Brants et. Al., 1998).

Where the possibilities for communication and for transmission appears limited, the horizons opened up by technological transformations and frequently are framed within an ideology favorable for survival that the same governments seek, to resist these market

pressure, and look instead for new bases on which to determine the legitimacy (or thereof) for regulating broadcasting and telecommunication .

For this, government, for the sake of public interest it must be articulated with data forms that go beyond those generated by cultural industries, lobbies and logics, because these later tend to define viewers exclusively through their role as consumers, therefore missing the point of the story.

Instead policy-makers would do well to make better use of field studies oriented towards the expression of a social demand for publicity action that is a demand defined first of all along criteria linked to social and community life, not simply indices of industrial norms.

Recommendation

Television programming may be judged in conjunction with the mandate which Kenyan television broadcasting policy assigns to television in regard to child protection.

Today, television plays a central role in constituting public space in which it key social debates on individual life, on role on identity, and on social interaction take place. States have historically regulated there public media spaces by involving the principle of public interest or a mandate to public service. The awareness for instance are recognized as public utility because good signal is finite, the government's role in managing how the spectrum was allocated appears wrong. However, today the double context of media - digitization of signals, multiplication of models of distribution, convergence between

the old and new media, and integration of the interest -contributes to fragility of national

governments transnational approaches (Arkinson and Raboy, 1997) Brants et. al., 1998).

Where the possibilities for communication and for transmission appear limited, the

horizons opened up by technological transformations can be and frequently are framed

within an ideology favorable for survival of some governments which seek to resist these

market pressure, and look instead for new bases on which to determine the legitimacy (or

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For this, the government, for the sake of public interest must be articulated with data

from the corpuses which go beyond those generated by cultural industries, lobbies and

logics, because these later tend to define viewers exclusively through their role as

consumers, therefore miss the point of the story.

Instead policy-makers would do well to make better use of field studies oriented towards

the expression of a social demand for publicity to take action that is a demand defined.

First of all, along criteria linked to social and community life, not simply indices of

industrial and commercial success. In this study we recommend a move in this direction

through an analysis of, on the one hand the discourse of actors responsible for

formulating policy at regulation, and on the other, statements made by television viewers.

This we recommend should be done with the assumption, that the television users are in a

position to evaluate their media consumption viewed against a conception of space, time

and social life. In this study, the public was asked how they used television and this was evaluated on one hand, the content and form of the television programming available to them, and the usefulness of some key Kenyan broadcast policies, on the other.

Parental guidance on children TV programming, and more relevantly, parents, can mediate children's television rise with the aim of reinforcing desirable and counteracting undesirable influences of television contents by:

- Using television together with their children (co-using).

- Talking about television content with their children (active mediation), and

- Setting rules in relation to the children's television use (restrictive rules)

Parental example play an essential role, that is, the way parents themselves use the television often makes a lasting impression on how their children use and in future will use television.

Children and young people who live in harmonious social environment.
- Have good relations with their parents, peers, other adults and with the school authorities.
- Are more seldom influenced by media content in undesirable ways than children who live in tangled social environments.

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ANNEXURE

ANNEXURE II: GUIDE TO EVALUATION OF INDICATORS OF FRIENDLY

VS VIOLENT

Categorization

Bring trouble and workers

Being friendly

Being cheerfUl

Being organized

Or partly organized

Being rather changeable

Or very changeable

Or very differentiated

Being threatened

Offering good prospects for the future

Being rather difficult

Being rather competitive

Being sad

Pessimistic

And functioning according to society

ANNEXURE III : GUIDE TO EVALUATION OF PORTRAYAL OF PEOPLE AND INTERACTION

People interaction

a) Positive

An active individual

Fast

Brave

Friendly

In a good mode

Diligent

Reliable

Optimistic

Creative

Wise

Self-reliant

b)An asocial

Depends on other treat others instrumentally

Is egoistic

Changes from egoistic to pro-social behaviour

Dishonest

Aggressive/cruel

Changes from aggressive to friendly

Deceitful

Sad

ANNEXURE IV: GUIDE TO EVALUATION OF SECURE VS. RISKV LIFESTYLE

Rank secure life style	Risky life style
	Consumption oriented to taking advantages, having **FM**
Creation discovery exploration	
Activity	
	Passivity, unproductive
Devoting oneself to an idea, mission	
Devoting oneself to work	
Devoting oneself to struggle against social problems fight for social justice	
	Rations dissolve life
Devoting oneself to love	
Devoting oneself to both work and family	
Responsibility	
Useful in accordance with approved social norms	
Devoting to passion (music, sports)	
	A social, contrary to law, pathological, criminal, plundering unreliability

Co-operation	Egoistic
	Risk adventures without engagement competitive, fighting
Having sense of humor	
	Devoted to winning Money servile worrying
. Life for God or homeland Orientation to self-actualization Other	

ANNEXURE V: INTERVIEW GUIDE FOR YOUNG, MEDIA CONSUMERS

Please tell me, how old are you?

Tell me, do you attend school, and in which class are you?

Which part of Nairobi do you and your family stay?

Do you own a TV set at home?

Do you watch the TV?

If you were to estimate for example, how much time you spend on each media.

What are your popular TV programs?

        -Explain why?

Do you watch TV any time you want to?

Do you switch on and watch any channel you wish to watch?

Who is most of the time with you when you are watching TV ?

Tell me, what time do you wake up in the morning and what time do you go bed?

ANNEXURE V I: INTERVIEW GUIDE TO MEDIA PERSONNEL

Name of media station

What is your sphere of coverage?

Who owns the media station?

What factors determine your programs?

Are these factor(s) regulated by law?

Do you have an idea about what the law says about the factor(s) considered in TV programming?

What, in your own opinion should be revisited so as the law to be administered and implemented sufficiently and effectively?

Besides the law, are there any other considerations you think that should be put in place?

Do you have programs for children?

What factor(s) do you consider when making children programs?

In your opinion do you think the factor(s) considered in making children programs are adequate to protect them from any harmful content?

Approximately what % of your programs are aimed at children and youth?

In your opinion is it adequate?

What role do you think TV should play in promoting children's development and welfare?

How has the liberalization affected your programming particularly towards children TV?

What is you opinion on tackling the issue of children and TV programming in ?

Annexure VII : Interview guide for parents and teachers.

Introduction

Please give us brief information about your background; probably your age education, marital status, whether you have a family and children, about the probable least age in you family, occupation among others.

Do you own a TV set in your home?

Amongst your TV watching habits, do you

- make a television viewing plan
- set television time limit
-set family guidelines for television content
- make clear and consistent statements with your children about TV rules
- keep TV sets out of children's reach
- make TV a family activity
-take back or ask questions about TV messages
- Always look for TV side effects

On views about your children and TV

Do you:

Set limit as regards use of TV

Plan child viewing

Watch TV with your child

Find the right message

Help your child resist TV commercials

Look for quality children programs, movies/ films

Suggest other options besides TV

Set an example of programmes

Express your views about a program

Get more information on a program

Comments on children TV programming

Are you comfortable with the kind of programs aired on TV?

Elaborate what you may wish considered in the event of programming, and particularly in regard to children.

What can you, about regulatory and related TV programming issues?