

**The Impact of Television Advertising on
Middleclass Children in Nairobi: A Case Study of
BuruBuru Estate (Nairobi).**

By



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Project Paper submitted in partial fulfillment for the requirements of

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Abstract

The research was carried out to determine the impact of TV advertising on middle class children in Nairobi. The study established the existence of negative influences that TV advertising has on the urban middle class children in Nairobi. Analysis of existing Government policies and regulations governing advertising to children in Kenya was done to establish their effectiveness. The study established that there were no Acts of Parliament governing advertising in Kenya, therefore no measures had been taken in controlling TV advertising targeting children. In order to come up with conclusions, data was collected from children and parents from BuruBuru estate. This was done with the help of tools such as interview guides and supported by focus group discussions.

Data was collected, coded and analysed using the content analysis technique. This yielded results that could be generalized to the entire middle class population of children. These findings are deemed useful to teachers, parents, policy makers, media professionals, and any other organization dealing with children. The study found that these effects exist and is evident from their behaviour, attitude and values.

Declaration

I declare that this project entitled '**The Impact of Television Advertising on Middleclass children in Nairobi: a case study of Buru Buru Estate**' undertaken between June 1st 2005 and August 31st 2005. This project is my original work and has not been submitted wholly or in part to any other university or examining Body for the award of any Degree or Diploma.

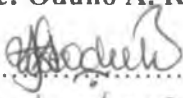
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Signature.....

Dated.....17/08/2006

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Signature.....

Dated.....17/08/2006

Dedication

To all organizations that deal with children

To my Parents a dedicated pair, whose inspiration and support kept alive my ceaseless
search for knowledge.

To God who directed my footsteps at all times

Acknowledgement

I wish to register my sincere thanks to all who helped me throughout the life of the project. I am indebted to my Supervisor, Mr. Kinyua M. who dedicated his time to guide this work within the shortest time possible. His wealth of experience and good sense of humour were indeed beneficial. Thanks to Mr Odoch P. who contributed immensely to the shaping of the initial ideas and tirelessly seeing that the work is a success. I would also wish to acknowledge the support given by School of the Arts and Design, University of Nairobi from both academic and non-academic staff. Special thanks are also due to Marketing Society of Kenya (MSK), Nation Media Group, Kenya Film Censorship Board, St Thomas Burke School BuruBuru and the residents of Buru Buru estate who availed important information for the study. Special thanks are also due to my friends especially Grace Owaga, Hilda Alela, relatives and all well wishers. I am grateful to my classmates: Josephellah, Ogutu, Kariuki and Chege whose support and positive criticism were most invaluable. My deepest appreciation also goes to my Parents: Elizabeth and Dr. George Oduho, for their undying support and encouragement in every way. Lastly I am grateful to God for enabling everything to happen!

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List of Acronyms

KBC- Kenya Broadcasting Corporation

VOK- Voice of Kenya

TV- Television

ASBK- Advertising Standards Board of Kenya

KSH- Kenyan Shillings

UN- United Nations

MSK- Marketing Society of Kenya

USA- United States of America

FCC- Federal Communication Commission

FTC- Federal Trade Commission

KFCB-Kenya Film Censorship Board

Nacada-National Agency for Campaign against Drug abuse

CCK- Communications Commission of Kenya

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CHAPTER ONE

1.0 INTRODUCTION

"Advertising is a conscious attempt to modify one's thoughts and action. It is done by manipulating men's motive towards predetermined ends." (Aristotle)

Since ancient times, advertising has been communication designed to attract favourable attention to goods or services. In modern Kenya it generally refers to the use of mass media to carry paid messages whether for commercial or political purposes. Advertising has become a ubiquitous and powerful element in contemporary Kenya. It has also been a major factor in the shaping and operation of the whole mass communication system; for which it provides the primary economic support. On one hand it borders on activities such as pricing, packaging, shop design, display and personal selling etc. On another end it fuses with publicity, public relations, propaganda and politics.

A basic function of advertising is to establish the presence and create an awareness of a product or service. It is informative even when it provides only the price of a product and the address of the seller. When advertising is carried out through time in a consistent style, it provides the advertiser with a reputation derived from the messages' form, content and context. Overtime advertising has been using an assortment of communication media such as package and label design, in-store displays, billboards and posters, vehicle branding, leaflets and flyers, calendars, book jackets, magazines, newspapers, cinema, radio, television and internet, etc. In Kenya the proportion of all advertising represented by these various media has changed overtime with the emergence of new media. This has been as a result of economic, social and technological development. Within the country, the major media include magazines, daily newspapers, television and radio, which account for over half of all advertising investments. Television and newspapers generally win the largest portion of

advertising investment. Newspapers such as the Daily Nation have had the highest readership and circulation reaching up to 2.2 million people per day in Kenya.¹

Television has made the imaginary world of advertising universally familiar and has fostered the fantasy that its values are normal and desirable. Most mature adults can distinguish between the world of fantasy and the realities of their economic power. Just the same way they can also distinguish between claims in individual adverts and the reality of the products' merits. Children, however, do take advertising literally and must be taught to recognize its metaphors and exaggerations. They cannot distinguish between the world of fantasy and that of reality offered by TV advertising. For this reason they have been the advertisers' main target and especially, those from middle class families. Middle class families in Kenya uphold certain values, which they inculcate in their children. They always aspire to lead a lifestyle associated with that of the 'high-class group'. Therefore they make an effort to purchase goods and services that will foster the aspired lifestyle. In Kenya, middle class families are identified as having the following: at least a coloured TV set, the family is small in size, and parents tend to have a high education level, and earning good income capable of maintaining them in middle class residential estates.

These characteristics have given a good opportunity to persuade middle class families into buying TV advertised products. The advertised products come with a promise of offering comfort and happiness that this class admires. So this group keeps buying advertised products with the hope of leading a comfortable and luxurious life as promised by TV advertisers. These are the kind of values and aspirations children from such families adopt and as a result are victims of TV advertising. TV Advertisers are aware that children are present and future consumers, and by selling product values to them comes the assurance of a lasting market. Whatever the economic functions TV advertising may be serving in a firm, it has cumulative effects on children's life (Friedrich and Stein 1980 pg 30). The impact of TV advertising in children's life continues to confront parents, teachers, policy makers and other stake holders in the society. Children now live in an age where impressions of all kinds rule the day, TV advertising being just one of them. It is therefore necessary that concerned professionals and laymen began to question the negative impact of TV advertising on Kenyan children.

¹ Steadman and Associates research on Top dailies most popular with advertisers 2002

Scott Ward's (1971) studies on the effects of TV advertising on children could have marked the beginning of research on this problem. Although it created untold fears it opened the floodgates to later researches in the area. Some of the negative impacts researchers have pointed out are: TV advertising exploits and builds personal anxieties, and distorts human and ethical values. When TV commercials feature sports idols in products such as cigarette or beer adverts; children may consider it as an assurance that smoking and alcohol are compatible to radiant and rigorous health. This comes even though no assurance of this sort has been verbalized to them. TV advertising has heightened the awareness of consumption and thus property as an indicator of social status. It adds emphasis to the material aspects of human life and presents consumption as the goal of work. Therefore TV advertising is known to raise hopes and fosters frustrations at the same time in children.

Television advertising has as much potential to impact positively on children's social behaviour and values, as it has to impact negatively. There are TV adverts available that present self-control and achievement orientations such as that of Colgate MFP Fluoride toothpaste and Kiwi shoe polish. Although such adverts are regrettably few the study sought to determine the impacts of such TV advertising, including those that emphasize antisocial behaviours, bad attitudes and values.

Psychologists have often conceptualized the impact of TV advertising in the context of imitation theory. Bandura's (1969) theory of imitation was used as the basis for the present research because it is well developed and has practical support. In the theory, learning through observation is separated from imitative behavior. Observational learning can occur through stimulus contiguity; which implies that reinforcement is not necessary. Variables that affect learning include attention to the model, the ease with which the model's behaviours can be observed and the conceptual level of the child. The theory indicates that imitative learning is more efficient when the child can attach verbal labels to the model as he/she watches. So observational learning is more rapid for children in the age range of 4 to 8 years.

Whether or not a child will reproduce behavior learned through observation; depends partially on the reinforcement consequences it has experienced or that the model has. Imitative behaviour is more likely when the model has high a status, and is perceived as similar to the child. Most imitation studies have measured behaviour to immediately follow

exposure. The study therefore examined the impact of TV advertising on children's attitude, behaviours and values in the light of 'advert model imitation'.

Advertising is governed by acceptability standards set by the media, independent self-regulatory systems within the industry and government agencies. Kenya's advertising industry has a voluntary regulatory system enforced by Advertising Standards Board of Kenya (ASBK). Unfortunately since independence, the industry has had no laws that govern advertising². Yet advertising being a major agent of economic and social change should have influenced the creation of policies much earlier. Advertising regulation is critical in the control of the negative impact inflicted on children through TV media. In the absence of adequate self-regulating it is the duty of the government to put in place regulation bodies and policies to govern advertising. Finally the study was intended to stir up interest in the field of TV advertising and children. This is by encouraging more scholars to carry out research in topics related to advertising and children in Kenya.

² Confirmed by the Legal Advisor, Nation Media Group and Kenya Film Censorship Board 2005

1.1 Background of the Study

Advertising in Kenya is a highly organized industry and a profitable venture just like in the rest of the world. For instance, by 1989 KBC was collecting over Ksh 80million a year from advertising alone (Makesi, 1989). Over the last twenty years the country's advertising industry has had an unprecedented growth. Steadman & Associates group (2002) report that by the year 2000, Kenya's television advertising expenditure was rated at 887million Kenyan shillings. Advertising has changed tremendously in the past few decades and has increasingly turned to younger audiences. Children have become advertisers' major target audience over the past years. This is because they spend a lot of their pocket money on advertised products. For instance studies in USA indicate that children (7-12years) spent \$2.3billion on advertised products between the years 2001 and 2002 alone. Apart from that advertisers realize that although children are not the direct purchasers of many products; they influence a lot of family purchase, almost 78% of it (Arens and Bovee 1994). This influencing power is what advertisers exploit for their own economic gain. Yet researchers such as Namita and Bajpai (2002) in their studies in India confirm that advertising directed to children has a negative influence on their attitude, behavior and values. In Kenya such studies are rare and so the influence of TV advertising on children is unknown. Therefore parents, teachers and policy makers have been operating without the full knowledge on dangers TV advertising pose to children.

Children are a very important group in any society because they ensure continuity. They are not a small minority group and so cannot be ignored. UN 2001 population census statistics indicate that all persons under 18, constitute approximately 36% of the total world population of 6 billion (Feiltzen and Butch UN/2001). In developed countries they constitute 50% of the total population³. In Kenya adolescent and youth in and out of school constitute more than 50% of the total population, which stands at 31.1million(1998 census). Children aged between 5 and 9 years form 12.7% of the total population while those aged between 10 and 14 years form 12.9% of it. In essence children form a critical subset of the Kenyan population and so issues that affect them should be addressed accordingly.

³ The state of world's children 2001- <http://www.unicef.org> [October 2001]

Buruburu residential estate was selected for the study because it is considered to house Middle class families. It is a vast development in the eastern extension area of Nairobi. It is located 8km from the city center due East and covers approximately 4000ha. Initial arrangements to build the scheme were made the City Council, National Housing Cooperation and Commonwealth Development Cooperation. The arrangements were made to extend the eastern suburbs of the city in May 1973. It has five phases providing single unit structures of relatively homogenous designs of bungalows and massionettes (Morgan: 1985 pp17). The residential estate provided the study with a typical middleclass surrounding in Nairobi. Therefore children in this estate represent a scenario of children in the middle class group who are the advertiser's major target. These children usually hold product values learnt from their parents. They are therefore the biggest consumers of television advertising when compared to children from other socio-economic groups as is the case with India (Namita 2002).

The development of television has provided advertisers with a vehicle through which children can now be easily reached. Belch (1990) estimates that in America, children between ages 2-11 years watch an average of 26 hours of TV a week. They watch more television than an average adult does. In the process they get to watch more than 40,000 TV commercials in a year. This big number includes both adverts targeted at children and adults (Ditmann, 2004). The Kenyan situation is almost similar except that children do not get to watch that number of TV adverts. In addition, the advertising industry in USA spends approximately \$12 billion per year on adverts targeted at children, through TV and the Internet media (Ditmann, 2004). Advertisers are now reaching Kenyan children through the same media technologies at home and in schools. In schools there are corporate bodies that sponsor educational equipment and materials. In the process, they get to make product placements in students' textbooks and other learning materials. Otherwise availability of figures indicating how much TV advertisers in Kenya spend on adverts targeted at children are vague, and so does not give an insight into the Kenyan situation. It is acknowledged that television advertising can be an important source of information on products for children.

Television is the most commonly used media in reaching children from middle class families in Nairobi. This is because it is thought to easily capture children's attention based

on the findings by Ingman (1970) that human mind takes 90% of its information through the eyes. TV also has an ability to creatively display both audio and visual effects simultaneously making it a suitable medium of choice for children. Therefore the value of picture and a moving picture, accompanying a story on TV cannot be exaggerated. Today, it is evident that TV advertising can cultivate favourable predispositions to preferred lifestyles, personal images, patterns of acceptable/ unacceptable behaviour and value systems, etc. This is indicated in the research paper '*Disney Through The Web Looking Glass*'⁴ by Martin B. and Yecies B. Television advertising has acted as a channel through which children learn good and bad values. TV advertising has in other countries (USA, Canada etc) been identified to have the potential of negatively affecting a child's life in certain ways and at different stages. For example Ditmann (2004) indicates that at teenage stage, children may begin to feel deprived and inferior when they cannot acquire advertised products or the standards dictated by the same. This would in its own way contribute in developing a low self-esteem in the child. In order to control such effects governmental and non-governmental bodies were formed and, laws and regulations enacted in certain countries to govern advertising. For instance in USA, government bodies such Federal Trade Commission and Federal Communications Commission governs advertising. This has helped counter the potential harmful effects of TV advertising on children. This is especially for the younger ones who lack the cognitive ability to recognize advertising's persuasive intents.

In Kenya, the situation is different with only a few non-governmental bodies trying to voluntarily regulate advertising. The government has no advertising laws in place and its organ the Kenya Film Censorship Board mandated with monitoring of adverts has not been able to carry this out. This is because there are no specific laws that address advertising, and therefore have no proper guide on advertising relating to children. This leaves a loophole through which advertisers present children with adverts that negatively impact on them. Kenyan advertising controls fall far behind standards found in developed nations, which calls for concern.

⁴ B. Martin and B. Yecies, *Disney Through The Web Looking Glass*. University of Wollong Australia School of Social Sciences, 4th May 2004.

1.2 Problem Statement

Television advertising may have an impact on children that could be desirable or undesirable. This research highlights the influences TV advertising has on urban middle class children in Nairobi. The impact can be noted on their behavior, attitude and values. Ingman (1970) notes that after sleeping an average child spends more time watching TV than in any other single activity. For many children today reading is still not a second nature, whereas just looking and listening are. They tend to absorb more information from TV that they would not pursue in printed matter. This makes TV an important medium worth studying because through it children get to learn certain behaviours, attitudes and values that are not taught.

Some of the information could be detrimental to their physical, social and mental health. For example, research has shown that child-directed adverts for healthy foods can lose their effectiveness when children view advertisements for snack foods in the same sitting. Researchers speculate that advertising of adverts sugary cereals; candy and fast-food restaurants may be contributing to the increase in childhood obesity by promoting unhealthy foods. They indicate that bad eating habits formed during childhood can persist throughout life (Dittman, 2004). TV advertising influences children's product consumption, yet little is known of its influences on Kenyan children.

At present there are no laws governing advertising in Kenya, as a result there is no legal control over TV advertising to children. In order to help children enjoy their rights which include: right to information of good quality, freedom of expression, participation in media and, protection from harmful media content there should be a legal control on TV advertising content. All stakeholders must share responsibility in ensuring children are protected against harmful media. The main players in this endeavour are policy makers, teachers, parents, media professionals and organizations concerned with children. The rationale for the study arose from the fact that there has been little research done in this area on the impact of TV advertising on children in Kenya.

1.3 Objectives of the study

1. To establish the impact of television advertising on middleclass children in the BuruBuru area.
2. To establish existing regulations and policies governing TV advertising to children in Kenya.

1.4 Research questions

1. What is the state of television advertising in Kenya?
2. How does TV advertising influence children's behaviors/ attitudes/values and morals?
3. What government policies/acts are in place that guide on TV advertising to children?
4. What are some suggestions on how negative influence caused by TV advertising can be controlled?

1.5 Significance of the study

This study was aimed at finding the impact, of TV advertising on middle-class children in Nairobi specifically in the BuruBuru area. The study analyzed existing government advertising policies, and regulations on children. The significance of the study is important for:

1. Policy makers in that the findings will guide future policy formulation, designed to streamline advertising and help children realize their rights.
2. Media practitioners and parents in that they will have a clearer understanding of the impact of TV advertising on children and take necessary steps towards curbing the problem.
3. Scholars venturing in the field by providing information on the impact of TV advertising on children thus adding to the existing body of knowledge.

1.6 Scope of the study

The study was limited to effects of television advertising on the middle class children's behaviour, attitudes and morals. Middle class was the preferred group for the study because the Central Bureau of Statistics Kenya refers to them as persons earning between Ksh. 10,000 and 50,000. These are persons who can afford a television set and many of the products advertised for their children. They can afford a lifestyle that is dictated by advertising and TV viewing for them is a major activity. It is a class that seems to maximize on material goods and looks to them for status and security. Studies by Namita and Bajpai (2002) also confirm that they are most interested and like associating with advertising. By buying an advertised product it boosts their esteem in that they can be associated with those who can afford and this possibly raises their financial standing image within the society.

The study confines itself to analyzing the identified impact; with special reference to existing government policies that address the issue. The study examined the extent to which advertising policies are enforced, and by which organizations. Opinions from parents and children were collected and analyzed in order to establish any negative influences. Since this research is based on middle class children, random sampling was used to obtain a sample from Buru Buru estate in Nairobi. In order to accomplish the task satisfactorily, it required interviews of a wide spectrum of audience. The topic required extensive research, which was beyond the capability of the researcher for the following reasons. Given the short time and limited funds, the research dwelt on examining views of children and adult particularly from BuruBuru with selection done according to income. The chosen estate (BuruBuru) comprises of middle-income earners. The main focus of the study was limited to the impact of TV advertising on children in mentioned residential area.

1.6.1 Limitations of the study

- Some of the subjects were too suspicious of the researcher and gave in very little and sketchy information when probed. This made the exercise more tedious and time consuming as one had to probe a lot for reasonable information to be given. Another set back was that many hours were spent on searching for willing and less suspicious adult respondents. At one point the researcher had to find children respondents in a school setting, which was not in the original plan for obtaining sample for the study.

The time within which the research was to be conducted was limited to 6 months according to the University's timetable, yet such a research requires a longer period at least more than what it took for this research.

- Financial resources were limited and so the researcher had to work with what was available. A lot of time was spent locating information/literature on the topic because there was very little recent research on the topic in Kenya.

1.7 Justification of the study

The research is important because in the first place, the government has not carried out any research on children and the influence of TV advertising. Presently there is no independent body that has carried out research on this topic of the Kenyan social classes. The purpose of the study was to identify the impact of television advertising on children in Kenya. The research will serve as an insight into TV advertising effects on children in Kenya. The research topic comes as a result of growing unease within concerned groups such as parents, teachers and other social activists. They feel that TV advertising is influencing children's consciousness and behaviour.

Although TV critics have mentioned the effects of TV advertising on adults, little is known of its impact on children. This implies that there is very little published research work on this topic especially in Kenya. Investigators have concentrated more on research on the influence of television programs and little on television advertising. Still, if there are any studies on effects of television advertising the focus has been on the adults rather than of children. One of the objectives of the study was then to conduct a study in this area that might suggest a range of effects of television advertising on children.

1.8 Research Hypothesis

Television Advertising has no impact on the urban, middleclass children in Nairobi.

1.9 Assumptions

1. All members of the sample population were similar in all aspects i.e. attitudes, values, experiences, economic power, behavior etc.

1.10 Definition of terms

1. **Advertising** –Any form of paid non-personal presentation and promotion of goods/services or ideas by a sponsor in order to achieve specified goals.
2. **Subliminal advertising**- unconscious, hidden, concealed, unintentional, or intuitive ways of advertising products or services.
3. **Animation**- Use of cartoon, puppet, or some other type of fictional character. It is a particularly popular execution technique for creating commercials targeting children.
4. **Media Houses**- Organizations that sell time for the electronic media and space in print media so as to carry the advertiser's message to the target audience.
5. **Target audience** –A specified audience or demographic group for which an advertising message is designed.
6. **Children** – Under the Kenyan legislation, a child is defined as any human being under the age of 18, while a child "of tender years" is defined as being less than 10 years.
7. **Middle-Class**- The Central Bureau of Statistics (Kenya) categorizes people on the basis of incomes. It defines middleclass as comprising of persons with monthly earnings of between Ksh 10,000 and 50,000⁵. It is a class that seems to maximize on material goods and looks to them for status and security. Television viewing for them is a major activity.
8. **Population**- a complete set of individuals, cases or objects with some common observable characteristics.
9. **Population sample**- a subset of a population.
10. **Personal Interviews**- face-to-face question and answer sessions with an individual.
11. **Materialism/Consumerism**- is an orientation emphasizing material possessions and money for personal happiness and social progress.
12. **Negative**- 1: characterized by or displaying negation or denial or opposition or resistance; having no positive features;

⁵ House hold survey 1998 Central Bureau of Statistics Kenya

2: reckoned in a direction opposite to that regarded as positive

3: having the quality of something harmful or unpleasant;

13. Impact- an influence, a forceful consequence; a strong effect; outcome;

1.11 Chapter Summary

Chapter I has dealt with the background information on advertising in Kenya and in some parts of the world. It discusses advertising functions in relation to television and other media. Reasons why children are the main target audience for advertisers have been discussed. The section has elaborated on the research problem, giving the significance of the study. It has given justifications for the research, discussed the extent of the research under scope of the study, stated a hypothesis, given assumptions and mentioned some problems encountered in the course of the research.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter examines the development of television and advertising and roles in children's life. It highlights TV viewing habits of adults and children in Nairobi and children's commercial watching behaviours. The main method used by advertisers to unconsciously lodge commercial messages into target audience mind is also discussed. Different kinds of television advertisements used have been discussed. The main argument of this chapter is on the impact of TV advertising on children's values, morals and behavior. The chapter further looks into regulations and polices governing advertising in Kenya compared to other countries in relation to children.

2.1 History of Television

Webster Dictionary (1998) defines television as a system for converting visual images with sound into electrical signals and displaying them electronically on a screen. Bittner (1987) indicates that its invention can be traced back to a man named Alexander Edmund Becquerel, on the principle of electromechanical effects of light. In 1884 Paul Nipkow used the information to transmit visual information via a scanning disc. The disc was used to create scanning movement on some opposite surface. The movement was similar to the movements of eyes back and forth across a printed page. From this it got the name 'television' which was used for the first time in a magazine: *Scientific American* in 1907. This technology formed the first transmission of pictures by wire and later by radio waves.

Philo Taylor Fransworth of America then developed the first television system in 1922. A camera created by Valdimir Zivorykin in 1928 perfected the system, which was created by Fransworth (Dominic 1990). The development of television patent and technology saw the sale of the first television set, to the public in 1939 (Bittner, 1987). By 1940 Telecasting had began in a number of US cities as well as in Britain and Germany. Experiments in linking stations via coaxial cables were also begun at the same time. As

World War II begun, television services were halted in Britain and Germany. While in the United States TV services came to a standstill. This was because the resources were needed for defence production; for instance, specialists with experience in television were taken to develop radar technology. After the war television viewing picked up, more so with the airing of sports, opera dramas and children's programming. As time went by manufactures saw television as invaluable for commercials. Sponsors of Hollywood action-adventure TV series, would link up with a hero to create commercials. The Post-war years saw tremendous growth in television stations with most of them being privately owned. The growth was financed by advertising, which by then had minimal government regulation. Time slots were made available for advertising to defray the mounting costs of television and, accommodate commercial pressures (Encyclopaedia of Communications 1989).

Television is considered as a passive-involvement media. The reason being that a consumer can pick up advertising messages on screen without actively attending to them. Therefore television represents an ideal advertising medium. It has ability to combine visual, sound, motion and colour. These features present advertisers an opportunity to create imaginative appeals; unlike other media. It also has the ability to present dramatic life like representation of products and services. It presents advertisers with an opportunity where adverts can be aired repeatedly to take advantage of special occasions (Belch 1990).

In the third world countries television was introduced more than fifty years ago in the 1950's, under the economic influence of the United States. Berwanger (1987) indicates that by 1960, more than thirty developing countries had introduced television; and during the next five years the number doubled. Berwanger further indicates that in the period between 1962 and 1965, television was introduced in eight African countries, Kenya being one of them. Considering the number of national TV stations in operation at that time, it could be said that the spread was completed by 1970. During this period it was impossible to receive TV signals outside the capital cities. This was because the stations depended on foreign companies, for planning and setting up of the facilities. Entertainment programs were dominated by popular series from the United States. Onyango (2000) indicates that the colonial settlers and administrators then formed the larger audience for these programmes. This was because they had to keep in touch with what was happening back in their

motherlands. These programmes were also a means of advertising products to the colonial settlers and administrators.

The idea of a television station in Kenya was introduced by Kenya Marcony Company. In their 1959 report to the government, which then acted as a proposal, the company proposed to establish the first television service in Nairobi. In the same year, the Proud Commission of 1959 recommended the establishment of a television service in Kenya. This was followed by the launching of the first television station in Nairobi, the Kenya Broadcasting Station. It was the only transmission, and was on for only six hours a day. There were very few people then owning television sets and so the audience was small. Most of the TV owners were Europeans and Asians living in Nairobi. In 1964, the Lutta Commission recommended that the television services be taken over by Voice of Kenya from Kenya Broadcasting Corporation (KBC)⁶. In 1970 the monochrome transmission of the Voice of Kenya (VOK) was switched to colour transmission and was the only station then. By 1970, many people were now able to afford TV sets in Nairobi due to the rising numbers of working population. In 1990 the second TV station Kenya, Television Network (KTN), was licensed to broadcast within Nairobi. This soon ushered in other television networks as mentioned below: Royal Media, Digital Satellite Television, and Family Television licensed in 1999 (mainly devoted to airing religious programs) Onyango (2000).

KBC, in an agreement with South African Multichoice, operates a 24-hour commercial television cable station. It mainly targets Nairobi's up-market TV viewers. Nation TV, licensed in December 1999 mainly stresses on entertainment and current affairs. Cable Television Network (CTN)⁷, runs a cable station aimed at the up-market Nairobi-based Asian clientele. Steila Vision TV⁸, was licensed in 1996, and broadcasts with an initial reception limited to a 20-mile radius. By the start of the year 2005, a total of 14 TV stations had been licensed to operate in the country (Economic Survey 2005). Most TV stations are run on a 24hrs basis, during which advertisements are aired in between or within programs. Programs aired vary; some are exclusively for adults while others for children and general audience.

⁶ KBC then was being run by Kenya's colonial government based in Britain.

⁷ a pay-per-view television network.

⁸ a Nairobi-based private television network

Presently TV sets can now be found all over in public places such as in hotels, colleges and schools, etc. They are also found in slum areas where makeshift television halls have been constructed. They are open to viewers at a small fee and without age restrictions (Onyango 2000).

2.2 Types of Television

This section discusses types of televisions in relation to advertising of products to the target audience.

2.2.1 Satellite television

Satellites are space development of the microwave relay towers that dot the landscape. They can receive and simultaneously transmit a large number of signals. Such signals include telephone, television, telex, photo-facsimile and computer data. An example of this kind of television in Kenya is the Family Channel television. Its signals are transmitted to the Kenyan audience directly from the USA via a satellite dish. Family TV tends to air advertisements of products from its country of origin though interspersed with adverts of the receiving country. This has enabled the target audience to know products available in another country and how they can be acquired. The Family TV station in Kenya, does not advertise alcoholic drinks, and this is because it is against its Christian values. Some TV stations are therefore selective on the kind of product advertisements aired depending on their values.

2.2.2 Cable television

It is also known as the Community antenna television (CATV). This type delivers television signals through a wire rather than the airways. It was initially designed to provide reception in remote areas unable to pick up broadcast signals (Belch 1990). In Kenya an example is the CTN television, which operates in Nairobi's suburb areas such as Parklands. Cable stations offers programming only available to families on payment of a subscription fee. Its programming presents advertising to a selected audience and so only products thought to interest the market segment is advertised. Cable TV content is usually classified and so the audience can choose the content to watch e.g. sports, music, movies etc. Usually the higher the amount a client pays, the more access they have to a variety of content. In this case the

advertisers have to really know the viewing habits of their audience, so as to strategically place their products in channels with high viewership.

2.2.3 Video Text

It's an interactive kind of a television where the presenter and the audience get to interact via a button. Normally the message is displayed on a TV screen as the target audience is directed on which button to press in order to directly communicate with the presenter. In this situation the audience can ask questions on the advertised product in case it was sponsoring a show etc. For instance which out lets one can find the advertised product etc. An example of this channel is the Sky TV network which in some countries offers this kind of a feature.

2.3 Television viewing habits

Television has changed the ways and manner of conveying ideas to people. There is need to examine an individual's relationship with T.V. This is from the point of view that both children and adults have different viewing habits because of different interests. Nairobi, the capital city of Kenya, is highly urbanized with a population of over two million inhabitants. This population lives either in the suburbs, middle class, or slum areas of the city. The population has a natural rate of increase of over 3.9% per annum. Television has become a communication medium for this population since most of them have access to TV sets. TV sets are either family-owned for the financially able or are accessed in cinema houses in slums, shopping centres etc (Onyango 2000). Both children and adults in Nairobi have their own choice of programmes to suit their needs, use and enjoyment. This contributes to the difference in viewing habits formed by the differently characterised population living in Nairobi. The same is observed by Mwakesi(1989) who notes:

"An individual is selective and more or less consciously chooses content on the basis of the meaning and functions that the program content has for him."(pp 6)

An audience's needs to be satisfied are dependent upon psychological as well as social factors. Psychological factors include age, sex, and development interests while social factors include living habits (relationships with family and friends), and one's socioeconomic

status. Audience's TV viewing patterns that emerge are primarily influenced by the day and hour the programs are telecast. The viewing patterns will also depend on the programs that precede and those that follow. Gikonyo (1981) observes that each individual has a preference and will avail themselves at particular times for what they enjoy watching. One's needs, information and views of other significant people with whom one wishes to be associated with, may also determine what people watch. People may watch a programme because it follows another one or when other family members are watching it. People will watch programmes because they have nothing better to do. Television might be said to act as a 'social drug' in that it serves the purpose of relaxing a viewer's mind after a stressful moment. In developing nations, watching television is not a priority. However, the audience will always run home to watch their favourite programmes. Once through, the set is either turned off or the audience settles for an interesting movie on the video.

The demands on modern living results in tension, frustration and other constraints within an individual. TV offers a solution to this by giving programmes that satisfy the desire for escape. Findings by Mwakesi (1989) show that adults from middle-class family in Nairobi; spend up to 32hours per week watching TV. An American study on the role of TV in children's lives cites escapism as a major function. This is observed by Schramm et al as:

"the passive pleasure of being entertained, living in a fantasy taking part vicariously in thrill play, identifying with exciting and attractive people, getting a way from real-life problems and escaping real-life boredom"

(Schramm, Lyle and Parker 1996 pp 20)

Television does not encourage human interaction, but withdrawal into private communion with the screen and life of fantasy. Television viewing habits encourage antisocial behaviour. For instance visitors to many households where the TV set is located in the living room are disappointed when after short welcoming remarks, the host's attention is drawn back to the TV and the guest is completely ignored. Television viewing is aimed less at solving the problems of life but more at escaping from them. Gikonyo (1981) supports this view by noting that when children talk about the gratifications they get from television, fantasy gratifications come out first and in greater number. When they list favourite

programs, fantasy types of programmes are likely to outnumber reality programmes by a ratio of twenty to one.

Namita (2002) notes that audience primarily watch TV because it is mentally undemanding. The audience is looking for something to pass time and absorb without straining. Television viewing requires no expertise or learning and is associated with cheerful diversions. That is why most people can watch TV while carrying on with other activities. In addition, television viewing is an activity that is typically disengaged from other social roles of parent and spouse. Watching television is a matter of personal choice, and carries no obligations to the communicator, the audience or social group. Gikonyo (1981) further describes TV viewing as a type of behaviour, which is remarkably, unconstrained, free from feeling of duty and obligations, and collectively sanctioned withdrawal from social life.

Not all television content is escapist and Mwakesi (1989) stresses that not all frequent viewers of television are exclusively motivated by a desire to escape from reality. Many TV viewers watch reality materials such as: news, documentaries, interviews, public affairs programmes and educational TV. Mwakesi further indicates that adults in Nairobi tend to watch television programmes that are favourable to their disposition. For instance when a programme is mainly educative; only people with a particular education level may watch it. A programme discussing economic status of developed countries may only catch the attention of economists and other related professionals. Other predispositions determining television viewership include: sex role, educational status, interests and involvement, political attitude, age, aesthetic position, etc. Television has occupied a central and almost a permanent position in many homes in Nairobi.

Television has also been blamed for breaking family ties in the African context. Nowadays grandparents no longer tell folklores because the children are either watching favourite programmes; or are living far away from them. Communication between parents and children is becoming rare. This is because members of the family are spending most of their home time watching favourite programmes than having family discussions. Before television, people had to rely on their families and community to fill in their leisure time. Children learnt to create their own toys and develop talents like music or sports. At home

families ate together, found time to talk, shared and sorted out problems. Community story tellers and jesters kept people entertained during special occasions. Television has rapidly changed all this by altering the complexion of family relationships.

2.3.1 Children's viewing habits

Feilitzen (1976) indicates that according to Piaget, a child psychologist, children grow in stages and each stage has characteristic behavioural patterns. He observes that a child begins at 'Preoperational stage', which is characterized by egocentric thinking. Then they enter the stage of 'Concrete operations' where the child is able to shift between his own views and those of others. This implies that children age six and below are unable to comprehend the story line of an advert or a film. This ability is not apparent until after 'Cognitive revolution' has taken place, which occurs at seven years. At the age of twelve a child enters the 'formal stage of operations'. In this stage thinking begins to resemble adult thinking, as regards the ability to abstract and solve problems. And so they are better at comprehending storylines in adverts or films. They tend to be more interested in adult programming than in children programming.

Children's TV viewing habits are influenced by family TV viewing behaviour. Though TV also serves certain purposes in their lives such as those noted by Ward (1976) below:

- Entertainment or emotional function, in that they find the programs 'funny', 'good', and 'exciting'; these motives show a high internal association function.'
- Informative and cognitive functions where television satisfies reality orientation, general knowledge, information on current events and stimulation of fantasy. Television also satisfies children's needs for practical information and advice, norms and curiosity.
- Social functions whereby television meets a number of children social needs. For example they can identify with and obtain an almost real contact with people on television. Television also serves as another form of status and helps distract loneliness and kill boredom. The purposes are similar to those that TV serves in an adult's life.

Feilitzen (1976) comments on the relationship between children (aged 5, 6 and 7 years old) and TV viewing as having both positive and negative effects. The effect will depend on certain circumstances under which TV is being watched, and by which children. The effect will depend on what the child brings to TV viewing; which is influenced by age, sex, and socioeconomic background. The author notes that children of parents with high education watch less television than those with parents of low education. Therefore children of parents with more education would probably be less influenced or affected when compared to others. This implies that children's TV viewing habits is partly influenced by their economic status.

2.4 Advertising and television medium

Arens and Bovee (1994) defines Advertising as a way of capturing and maintaining consumer markets for the purpose of sales. Space or time for an advertising message generally must be bought. Advertisers commonly target particular audiences and effort is put in the creation of advertisements in order to communicate efficiently. This helps in maintaining brand loyalty and informs consumers on product's latest features. This supports Aristotle's thought that: advertising is made of artistic and non-artistic proofs and it's a conscious attempt to modify thought and action. Advertising is therefore done by manipulating men's motive towards predetermined ends (ibid). A predetermined end probably means convincing the consumer to behave in a predicted manner, which is purchasing an advertised product.

Ingman (1970) notes it that television advertising begun as a form of public service announcement. It also served the purpose of channelling the distribution of goods, relieving regional shortages as well as surpluses. It was in September 1955 that the United Kingdom broadcasted its first television commercial. This came as a result of the Beveridge Committee coming together and agreeing that advertising was necessary. This was because it would serve as a source of revenue for the British Broadcasting Corporation. There were no precise rules then, as to how TV advertising was to be conducted. But there was time restriction on the amount of time to be allocated to TV advertising. The amount of time given to advertising within programmes was very limited then. This was so as not to detract from the main aim of programmes, which is to entertain, instruct and inform.

Later the British government appointed three advisory committees to handle TV advertising matters. The committees comprised of three distinct groups which would address TV advertising and religious matters, TV advertising and children's welfare, and advertising plus standards of conduct. This saw TV advertising permitted to operate under two distinct advertising systems. They included the Sponsorship and the Spot system. In sponsorship an advertiser was allowed to buy large a section of time e.g. 1 hour or 30 minutes, within which they would air a programme under their company's brand name. The high cost of producing TV programmes or sponsoring them gave rise to the use of spots. In this case independent advertisements were inserted in between or within programmes produced by networks.

In Kenya today, advertising is a major industry that operates within the spheres of formal economy. In the past years advertising has grown rapidly along other areas like marketing. During the last four decades the number of advertising agencies⁹ have grown from 3 in 1963 to 10 by the beginning of 2005 (MSK 2005). Most advertising agencies started their operations in Kenya in the mid seventies, between 1973 and 1977. Many of these registered agencies are subsidiaries of multinational agencies based in United Kingdom and USA. There are only two types of advertising agencies in Kenya namely the full service agency and the creative boutique. Full service agencies offer all advertising services while creative boutique offers selected services. Over 80% of the advertising agencies by 1983 were receiving media commission as a popular method by which they were being compensated. Agencies source their clients through personal contacts/solicitation, and speculative presentation to prospective clients (Ogutu, 1983).

Among the indigenous agencies that are 100% Kenya owned is one known as Spellman and Walker. It is a full service agency and handles creation of TV adverts done by its creative service department. Their greatest strength is in quality productions, strategic securing sites for their clients and having latest advertising equipment which they hire out to other advertising companies. Their major form of payment is media commission and they source clientele through referrals and advertising themselves. Marketing Society of Kenya estimates that on average an indigenous agency may handle more than KSH 80 million worth of business per year. Advertising agencies have greatly benefited from the growth of

⁹ Organisations that plan, create, and prepare client's advertising campaigns and promotional materials.

advertising, and have acted as the bridge between advertisers and TV stations. Mutiso (1989) indicates that media¹⁰ houses have been depending a great deal on advertising. This has resulted in forms of media (TV) being subject to the needs of giant companies such as alcohol manufacturing industries, etc. Advertising in Kenya is no longer a job for the amateurs or a form of subsidy. It is a highly developed and sophisticated institution that is the centre of economic life of, newspapers and broadcasting stations.

The significance of advertising to the media is reflected in the dependence of media houses on advertising for their survival. This is clearly demonstrated in the fact that some media house productions have had to stop because advertisers were not placing advertisements (Weekly Review, 1983). For instance 'Nairobi Times' had to cease production for the same reason. Most media houses would collapse if advertising was withdrawn. This is because it provides the bulk of their revenue. Some economists argue that media are in the real sense not just a part of the economy, but its servant (Dominic 1990).

Media has a mysterious power of converting its audience into markets for the advertiser. For example if one were to divide TV content into news and programmes it would be approximately 30% news and 70% programmes. The 30% can be assumed to serve the purpose of catching an audience attention for the advertisers. The 70% could probably be to keep the audience within for the purpose of presenting advertisements to them. The programmes keep the audience viewing as adverts are aired frequently until they get persuaded enough to purchase the product being advertised. Probably that is why advertisers targeting children present their adverts within programmes that attract them for example cartoon programs. Findings by Mutiso (1989) supports this observation by noting that 50% of the advertising agencies in Kenya determine their audience by the number of children expected to watch a program. They make sure that to reach children they do proper timing and increase the frequency of their advertising campaigns. From these findings it is evident that advertisers deliberately target children and use TV as the most appropriate media in reaching them.

¹⁰ Organisations that sell time for the electronic media and space in print media so as to carry the advertiser's message to the target audience.

2.5 Subliminal Methods of Advertising

There are indirect ways by which products and services are advertised so as to effectively lodge in a human's subconscious. Advertisements are therefore created to play with either the emotions or the logic of its target audience. On television, subliminal advertising is done using programmes aired as series. Such programmes usually incorporate things that the audience admire, or wish to possess in life. Examples of such admirable things are good houses, exclusive resort beaches, designer clothes and high-class life styles. In Kenya for instance, such programmes include cookery demonstrations with the main advertised ingredient; a spice being referred to many times within the programme. The Kenya Television Network channel hosts a weekly cookery programme known as "Royco kitchen delights show". The main ingredient advertised in the cookery program is '*Royco Muchuzi mix*'¹¹ spice. In the show 'Royco' is mentioned over and over again as the main ingredient in the making of a tasty dish¹².

Advertisers have come up with innovative TV programmes to catch a viewer's attention. They use comedies, soap operas, lottery and competitions sponsored by companies interested in advertising their brands. This not only makes the TV audience aware of the sponsoring company but also entices them in to buying the advertised product. In the process of viewing a sponsored program or participating in competitions, viewers are exposed to a company's product indirectly. Advertised messages are then lodged in to the viewer's subconscious involuntarily. When this happens over a period of time the audience tends to believe in the products featured and eventually, will choose them over their competitors.

Wilson (1980) indicates advertising is based on source credibility (ethos), which in most circumstances uses emotional (pathos), or logical (rational) appeals to catch an audience attention. Under the category of emotional appeal is sex; while under logical appeal falls the issue of price. Different views and controversies have arisen from the use of certain appeals such as: Larson (2001) reporting that feminists feel the female body is wrongly exploited by advertisements, through the way they are portrayed in order to sell cars and electronic gadgets. Others feel that the use of sex appeal is the cause for the rise in

¹¹ Powdered spices manufactured by Kenya Unilever Company that is also a multinational company.
¹² [www.filmaker.co.za/detail.php?siteid=415&\(Aug 24th 2005\)](http://www.filmaker.co.za/detail.php?siteid=415&(Aug 24th 2005)

cases of sexually transmitted diseases and teenage pregnancies. The author further notes that subliminal advertising denies the audience the right to know the messages targeting them. Sexual appeals usually promise sexual success to the user at the unconscious or subliminal level.

Larson (2001) indicates that Sigmund Freud in his works observes that, sexual impulses and the resulting behaviour are amongst the most powerful motivators of human action. Advertisers have used sexual appeal over the years to capture consumer markets, without caring about its implication on children. Such appeals have the power to turn human emotions into physical action. What the advertisers aim at is gaining and maintaining as many users of their products irrespective of age. Advertisers are aware of the fact that the subconscious mind is always at work. In both adult and children it processes information that the conscious mind ignores. Therefore depending on an advertisers' message, children's minds process it and get to act as expected by advertisers.

2.6 History of Children's Television Advertising

By late 1980's advertisers in America were already spending \$700million a year on advertising to children. Approximately forty-six years ago there was no children's television programming. It was then believed that children had very little money, and it was pointless directing commercials at them (Bruce 1987). However, two major events are responsible for creation and reshaping of children's TV. They were the election of President Ronald Reagan and the premiere of Walt Disney's production of Mickey Mouse. It was not until 1955, that an ABC Television executive looked for an advertiser willing to challenge the belief. As a result, a toy company named Mattel Inc in Hawthorne USA, decided to spend \$500,000 for a year's worth of national advertising. The advertising was done on a show called "The Mickey Mouse Club". There was a big change as kids tuned into the show and saw the company's 'Mattel's cap-firing Burp Gun' on TV adverts (ABC TV). The result was that during the Christmas season that year, many of the company's toy products were bought (Namita and Bajpai 2002).

The action by ABC demonstrated that children could influence purchases. As a result, the move triggered a host of children's shows sponsored by the manufactures of toys, sugared products, breakfast cereals, among other products. By 1982 Mattel Inc. had become one of the largest toy companies in America just from advertising to children. The company is famous today for turning its toy "He-Man" into a cartoon action film known as 'He-Man' and the Masters of Universe'. The programme is considered as perhaps the most successful in the history of children's television. All the mentioned events marked the beginning of children's TV advertising. In Kenya, there could be a history of children's TV advertising but so far no research has been carried out to reveal the history. Another assumption would be that there is probably no history of children because the modern history of Kenya is synonymous with forces of occupation. Products which were manufactured in the colonial master's country were being promoted in their colonies. Industrial colonization is still on and so is Kenya's advertising which is basically a transfer of ideas and products from the Western countries.

Children-advertised products range from food and beverages, to household products such as detergents, and machines, such as cars. Advertisers target children so as to reach adults because they have the potential of influencing family purchase decisions. Arens and Bovee (1994) support this by noting that while children don't buy the products, 78% of the parents indicated that they influenced family purchases. In Kenya, children who model for TV commercials are mainly drawn from middle class families. Parents sometimes have their children trained, to act as models in advertisements. The payment for modeling sessions is made directly to the parents, since children are too young to handle finances. One of the dangers involved in using children as models in advertising is that it is an indirect way of practising child labour. Children's Act No. 8 of 2001 and Employment Act Chapter 226 the Laws of the Kenya state that:

"Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education or to be harmful to the child's health, mental, spiritual, moral, or social development" (Act No. 8).

and

"The minimum age for employment in an industrial undertaking is 16 years. The restrictions do not apply to employees who belong to the same family as the employer, unless the undertaking is dangerous to the life, health or morals of the persons employed" (cap 226)

This implies that children below 16 years contracted as models is wrong because modelling is a form of employment. Advertising to children has been one of the most controversial issues advertisers have to contend with today. This is because a child is assumed to be highly impressionable, with limited self-control and lacking in emotional strength and therefore should not be exposed to advertising. Another reason is because advertising is a form of persuasion that requires a mature mind that can logically think its messages over before acting. So advertisers are forced to carefully select and create adverts so as not to contain any message deemed as detrimental to children in any way. The world of television advertising is now more colourful, and the images more vivid and real. Television adverts move fast, incorporating jingles that keep children active hours on end. Television adverts are created using subliminal messages that play on children's emotions. According to Namita (2002) advertisers have manipulated children so as to satisfy their own economic goals.

2.7 Children's commercial watching behaviour

Children's television is getting more and more oriented towards advertising market. This is because advertisers feel that children in well to do families control considerable amounts of money. This is in the form of pocket money and by virtue that they can influence family purchases. For instance children in USA on average get \$230 (Ksh 18,400) a year as pocket money. This is more than the total annual income of the world's half-billion poorest people¹³. Advertisers are now targeting children in troubling ways in that they do not only stick to children's TV programmes but also sponsor adult horror and crime programmes (Feilitzen and Butch 2001). This not only captures the children for a moment but also makes them life-long customers of the products. Though horror movies and crime programmes

¹³ www.ecofutre.org/PK/pkar9506.html

have certain detrimental effects on children not discussed in this study because it is beyond the study's scope.

A 1999 European polling of parental perception of key influences in their children's lives was found to be TV programming and advertising. Other influences that ranked first on the scale were personal influences such as parents, friends and school. Concern is also being raised on selling things to children but it is hard to disassociate from selling things through children. Though all this depends on who makes the purchasing decision between the parent and the child. There are appeals to children and appeals to adults, but the boundaries are usually blurred. For example, breakfast cereals could be either an adult or a child's product. Although some cereals adverts may strike responses in both adults and children alike, children are often used within the context of a social dramatization. In this way, very young babies are used to sell baby care products to young mothers (Millner 1995).

Advertising is big business in United States and corporate bodies are spending over US \$12billion¹⁴ a year in advertising to children. Critics think this expenditure is misdirected; instead corporations should take the opportunity to reach out to children. Corporations should stimulate them, inform them, and meet their enormous capacity for creativity and empathy. Ward (1976) supports this by acknowledging the fact that, commercial watching is a necessary condition for learning. With young children, such learning presumably affects more complex consumer learning. This occurs during teenage and affects cognitive orientations skills, relevant as far as behaviour as a consumer is concerned. Ward further emphasises that there are determinants of watching behaviour and short-term consequences of commercial watching. These have to do with a child's characteristics¹⁵, characteristics of television stimuli and the viewing situation¹⁶. Children's verbal responses to TV advertising are related to Piaget's stages of cognitive growth. Conclusion is drawn that children usually pay full attention to prior programming 65% of the time. Full attention given to TV adverts is usually found with children of age ten years and below.

Most of the time children will make some verbal comments when a TV adverts comes on screen. It is noted that 25% of the comments are usually positive while 75% of them are

¹⁴ Centre for Media Education, USA: <http://www.cme.org> (Nov. 2000)

¹⁵ Referring to a child's age and sex.

¹⁶ Referring to who the child views TV with, time of the day, duration of the commercial in question, and product of commercial.

negative. Comments made are most likely to be about the product advertised more than the commercial itself, made by children under ten years. Ward further indicates that when an advert is aired, there occurs a slight drop in attention, compared to when a programme sets on. The drop in attention is least for 5-7 year olds and greatest for 11-12 year olds. The 11-12 year olds will prefer talking during TV advertising, as they wait for a programme to resume. This age of children find TV commercials a waste of time and a bother since it eats up their programme time. This suggests that the older children are not passionate about TV adverts and would rather find alternatives to it. Namita and Bajpai (2002) are of the same view that children generally find TV advertisements entertaining. The older children enjoy and appreciate the humour though they are generally contemptuous about them.

Paying full attention to TV adverts during family viewing decreases with age. Older children (11-12 years) usually take the opportunity of TV commercial breaks to involve in interpersonal communication with family members; more than younger children do. Regardless of commercial length, older children pay least attention to TV adverts except those of 60seconds. Ward (1976) observes that children's attention decrease rapidly during a sequence of commercials. Sometimes the kind of product being advertised may determine the degree of attention to which children will pay to a TV advert. If it is child oriented it might capture a lot of interest and more so if the product is associated with particular admired adult roles. Scott et al. (1975) notes that for along time adverts for food products have been thought to be relevant to children, while those for cleaning, cosmetics and patent medicine less relevant. Interesting enough, findings show that the less relevant products attract more attention from children of all ages, than those of food products. Scott et al further observes that children are so familiar (through advertising exposure or direct consumption) with food products such that advertising only makes these products less relevant. Secondly they want to be associated with adult roles such as cleaning, and that's why they prefer adverts on products such as detergents. Younger children can recall TV adverts on food products, while older children tend to recall adverts for products they can identify with or have used before.

Wards and Wack (1971) indicate that 5-7 year olds exhibit confusion as to the credibility of TV adverts. This age group cannot really tell the truth in adverts. Children aged 8 years and above, are reported to show concrete distrust for TV commercials. This is

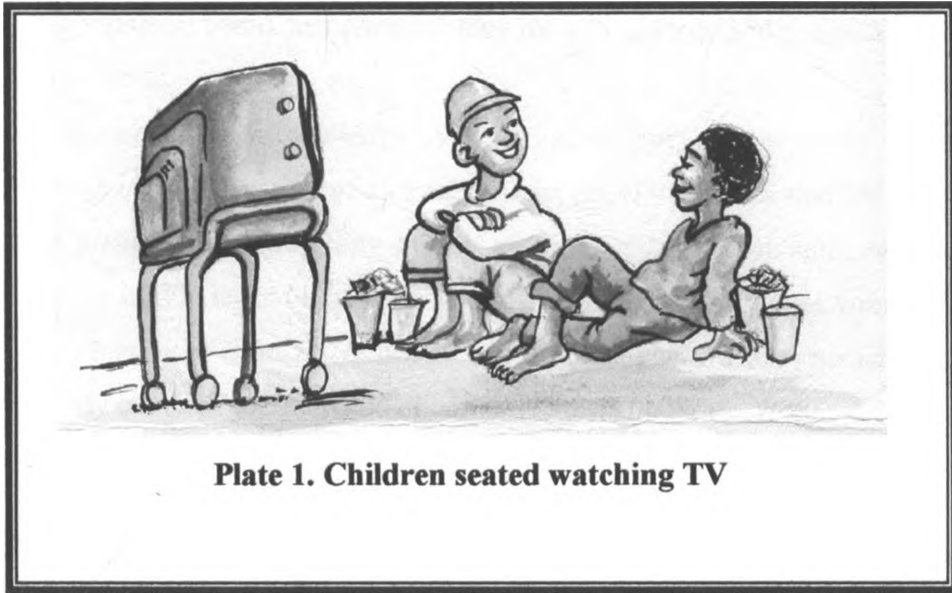
often based on experience with advertised products such that they can point out the 'tricky' or untrue elements in television commercials.

2.8 Impact of TV Advertising

There are economic justifications for advertising. When a country has a huge advertising budget, it is logical to conclude that its economic power is great. Belch (1990) indicates that during the early days USA's television network had 95% viewership during primetime. During this period, men were breadwinners while women stayed at home and took care of children. TV stations mainly aired soap operas, which caught the attention of the female audience. The main kinds of products advertised during daytime hours were beauty soaps targeted at women. The soap-opera programmes and the game shows then became a popular advertising vehicle. Timings were thirty seconds adverts that were popular but were soon displaced by sixty seconds ones in 1965 due to few TV channels. This resulted into advertisement clutter, because many advertisers were now using the few available TV channels. The problem was solved by the introduction of fifteen-second commercials, which later became the standard advertising unit by 1990 (Dominic 1990).

Despite its positive economic contribution, advertising has been accused of being an immoral and parasitical force. This is because it endorses false values and induces people to buy things they do not need or cannot afford. Some critics further argue that it creates expectation that cannot be satisfied. For instance a product can be advertised in a way that suggests an extraordinary performance. Yet in real life situation it does not perform as indicated in its advert. Namita and Bajpai (2002) reports that watching TV for hours adversely affects children's reading and writing skills. This is because the children become more visually literate but cannot read or write. They end up depending more on pictures as their method of learning compared to other preferred methods like words. Although nowadays there are a number of educational programmes being aired to educate children on important issues e.g. Sesame Street, which was created in order to use TV as a teaching tool in USA and other countries.

TV viewing is said to be a passive activity that takes children away from other more direct experiences. This means that children no longer get to explore and discover the world around them, instead they sit and get it all from the television. It discourages a more natural way in which a child is expected to learn. This is because children are active and inquisitive people and should learn through experiencing the world around them. Plate 1 below illustrates children seated in front of a television set as they nibble on junk foods.



Pickton (2001) indicates that TV adverts and programmes are felt to encourage and influence involvement in early sexual activity, drug and alcohol abuse. This is because most of the role models used in advertising these products are depicted as successful members of the society. For example they are shown driving expensive car models and working in executive positions only associated with success. Children proceed to imitate the models behaviour by smoking, taking alcohol or involving in premature sex. They do so to identify with the role models of success shown in these adverts. Jefkins (1994) indicate that TV advertising encourages the ethos of materialism by manipulating the human psyche to make a consumer buy products. In places like Indonesian the government at one point banned TV advertising. This is because they were thought to increase the expectations of poor people who had no money to buy advertised products to satisfy desires created by adverts.

Other critics that TV advertising is wasteful, in that it raises the price of commodities. The consumer, who is struggling to raise money to buy the very commodity, pays for the

extra expenditure. Namita and Bajpai (2002) notes that TV advertising encourages people to over value the material world. It keeps selling the belief that happiness lies in possessing and consuming material goods. Materialism has brought about a change in people's values and beliefs. The belief has been more internalized by children when compared to adults. Because they feel that by having every advertised product they would be a happier lot. Television advertising may influence adults less because; they have experience and possess a more direct knowledge of the world.

It is important to acknowledge that TV advertising is the most voluminous information source in the education of a child. Larson (2001) indicates that TV advertising usually teaches a child three interesting things: all problems are resolvable, very fast and through the agency of TV technology. TV advertising therefore inculcates wrong attitudes towards-problem solving in children. When a child is not taught how to systematically solve problems, they rely on quick unreliable methods as suggested by TV adverts. As a result the attitude breeds in children a culture of impatience. The author continues to state that:

"The world as given to us through television seems natural not bizarrewe have thoroughly accepted its definitions of truth, knowledge and reality that irrelevance seems to us to be filled with import and incoherence seems eminently sane." (ibid pg 79)

This implies that the world of TV advertising presented to children is un-natural and therefore harmful because it lacks truth. It is full of irrelevance that seems very "normal" to children because few adults ever take time to explain its insignificance and damage it can cause. In the absence of traditional role models, television has taken over as the role model in children's life. Many children spend long hours watching television and in the process get to learn more than what a traditional model would teach. Children believe everything television presents, and cherishes it as truth and knowledge.

Namita and Bajpai (2002) findings show that almost every child in India spent a lot of their free time watching TV. They mostly preferred watching adult programming, which the authors believe affects their concentration span. TV adverts are on average 10seconds spots. This time corresponds best with the attention and memory span of children. Culturally, TV advertising imposes an image of life that is alien to the majority of children in underdeveloped countries. It makes children feel that models in adverts are the only ones worth emulating. Children are forced to acknowledge a world that is essentially western in its

orientation: the music, images and lifestyle. TV advertising in Kenya takes its cues from international images that are calculated to delight the viewer. One reason is because most advertising agencies are foreign-owned. Therefore a TV advert created in USA is used as it is with only the models substituted in the country of destination.

TV advertising tends to give children a picture of the world to appear to be perpetually on holiday. In this sense it teaches them to have a carefree attitude. It is incorporated in jingles with statements such as '*a man got to do what a man got to do*'. It suggests to its audience to follow their desires and do whatever is necessary to satisfy them. The advert does not encourage the audience to critically think about their actions and possible consequences. It does not enforce a sense of self-responsibility or social responsibility in any way.

Scott et al. (1975) notes that TV advertising can influence children to act or behave in a given way depending on the advert. The more a child watches television the more influence it has on him/her. Children are considered a vulnerable group because they do not have skills, and experience required to process advertising messages in the context of their reality and needs. They do not have the cognitive ability and real life experience to process messages conveyed to them by TV adverts. This it is easy for children to succumb to the negative impact of TV advertising.

According to Wartlella (2000) children's understanding of purposes of TV advertising relies on their ability to articulate its persuasive aspects. The author reveals that below age 6, the majority of children cannot articulate the selling intent of advertisements. Children are different from adults in the way they attend to, process, remember and use TV advert content. They are open to influence and do not possess skills to enable selection of what's important. Children's ability to process TV advert content gets to improve as they mature.

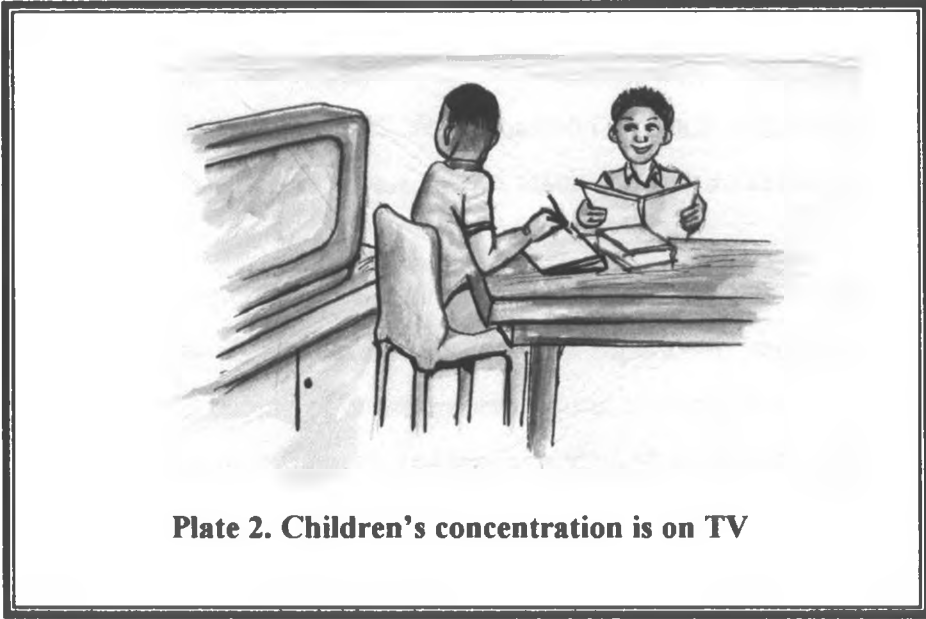


Plate 2. Children's concentration is on TV

TV adverts are created to be rapidly paced and in continuous movement. As a result, they do not provide children with enough time to reflect on what has just been shown. Therefore it makes children have an impulsive rather than a reflective style of thinking in turn, they tend to lack persistence in intellectual tasks. This could be observed in a child's impatient behaviour and restlessness that develops thereafter. TV advertising may cause grave resentment amongst children who feel, they cannot satisfy and fulfil desires created in them. Children can begin to feel deprived and inferior since they may not achieve standards dictated by these advertisements. Sometimes these feelings crop up when they cannot acquire products advertised; yet their friends or peers have them. So they feel it is important that they possess what their peers have in order to be equal or accepted in their friendship circles (Ditmman 2004).

Berman (1981) notes that TV advertising may negatively influence children's behavioural patterns. For instance, it could urge them to defy social pressures and parental authority. An example of this can be found in the advertisement of 'Blueband' margarine¹⁷. In this researcher's opinion, it perpetrates a lie saying, "bread without 'Blueband' is like a train without an engine". In this TV advert children are captured in a sulking mood, a method used to pressurize their 'mother' to buy Blueband margarine. This can be interpreted as encouraging children to behave in an unacceptable manner (to sulk, then go on 'strike') in

¹⁷ Product of Unilever industries in Kenya

order to acquire the product. These children are shown scribbling writings on school walls as a means of communicating their 'need' for 'Blueband'. Such behaviour should not be encouraged in children; instead the advert should teach socially acceptable ways of solving problems.

Sometimes TV advertising encourages poor eating habits among children as illustrated in Plate 3 below. It makes snack foods seem superior to traditional healthy foods. This is by encouraging the buying of confectioneries, junk and soft drinks. These have a high sugar content, which encourages obesity and tooth decay and so directly affecting children's physical health. For this reason Belch (1990) notes that Federal Trade Commission (a body that regulates advertising in America) once proposed a ban on TV adverts of sugary products seen by children below age 13 years. FTC was of the idea that sweets and chocolates are not good for children, because they encourage obesity and tooth decay.

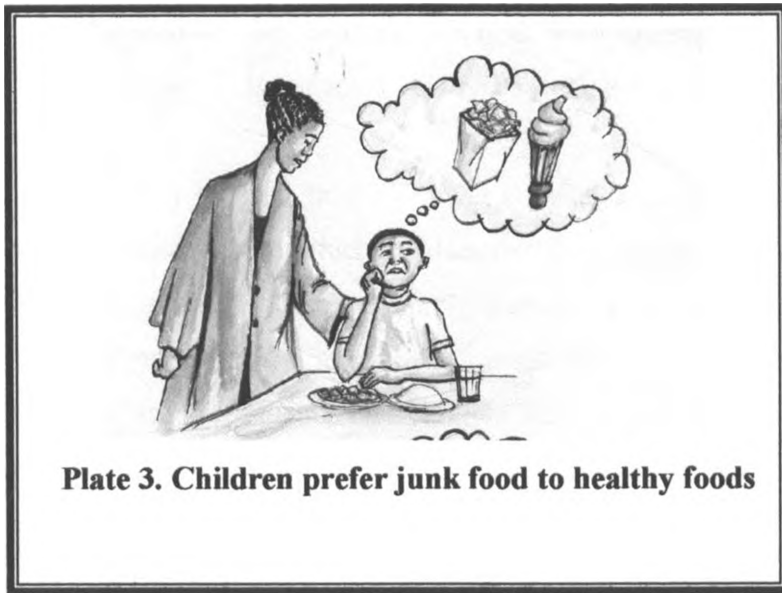


Plate 3. Children prefer junk food to healthy foods

In Kenya 'Ribena' drink¹⁸ has a slogan implying it has the ability to make one 'grow! And grow! And grow!'. Whatever the slogan implies is not true because, the drink's content value as indicated on the package does not contain all the nutritious elements necessary for children's growth. Atkins and Block (1984) further supports this by stating that not only does advertising influence food preference, but it can also shape the basic nutritional beliefs

¹⁸ a health drink made from 'blackcurrants' by Smith Kline Beecham industries in Kenya

and attitudes of a child. Since nutritional aspects of food are not emphasized, youngsters may make food choices based on non-nutritional criteria. As a result TV adverts may make it difficult for parents to teach children good eating habits. Their efforts are constantly being undermined by TV commercials.

Television advertising perpetuates racial and gender stereotypes, which influences children's attitude and blocks normal socialization process. For instance in 'Kimbo'¹⁹ advert; children models are made to project mature, mother like character. In the TV advert girls are ascribed certain roles such as cooking, taking care of babies among other roles. Berman (1981) observes that TV advertising frequently depicts women (girls) as housewives and has failed to acknowledge the changing role of women in our society. It portrays a typical girl (woman) in a limited and traditional role, in that a woman's place in advertising is seen to be in the home and her labour force role is underrepresented. This may make children grow up believing that girls cannot diversify their roles because they are limited, which is not true.

Namita and Bajpai (2002) indicate that TV adverts create a need and desire for TV advertised products. The intensity with which children desire advertised products; and their inability to delay satisfying them, frustrates many parents. When these wants remain unfulfilled, such children may develop resentment against their parents and the existing social set up. The author further indicate that children have mentioned imitation of TV advertising role models as creating conflicts in their family, especially with parents. These conflicts may lead to discontent and diminished self-esteem, among those economically disadvantaged. TV advertising of certain categories of products to children example drugs (even if they are harmless such as vitamins) is dangerous. This is because it promotes dependence on drugs and establishes in a child's mind that vitamin pills for instance, can achieve better results than a balanced diet.

Studies by Ingman (1970) indicate that television commercials done in English create class bias in children's attitudes. It unconsciously leads to rejection of other native/languages, which are culturally stronger than the foreign language. Most children have favourite TV advert models that fall into different categories ranging from human to supernatural (cartoon characters and famous people). The models present children with things to admire and

¹⁹ is a cooking fat produced by Bidco oil industries in Kenya

emulate. TV adverts therefore provide children with new aspirations of what they ought to be like. Examples of such TV adverts are those of skin lightening lotions and creams. The TV adverts propagate the virtues of fair skin, suggesting it is necessary for one to be fair skinned so as to succeed in life. This is offensive and contemptuous of the Kenyan Constitution, which embraces all skin colours alike and insists on offering equal opportunities to all. This goes same for body size where TV adverts always feature slim models in every circumstance as illustrated by Plate 4. It teaches children, especially girls, that for one to pass as beautiful they must be slim. Such standards set by TV advertising are purely a value of the western culture.

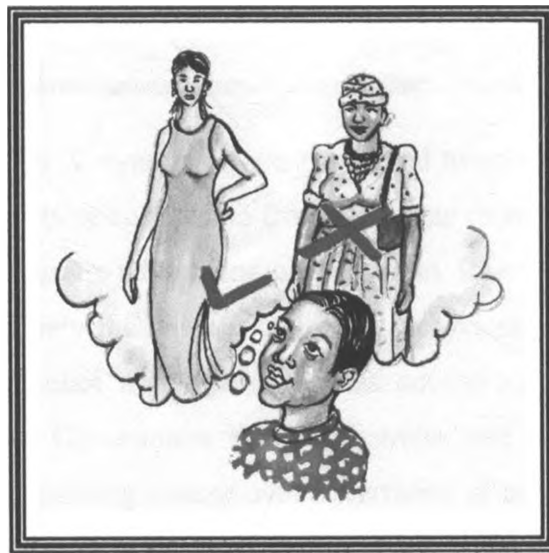


Plate 4. Girls prefer slim to plump bodies

Studies by Ward and Wackman (1971) indicate that mothers feel TV commercials influence the frequency by which children demand advertised products. This brings about the aspects of parent child conflicts which are related to the demands and unwillingness of parents to yield to them. The author suggests that these demands may be part of the more general parent-child conflict problems (Plate 5).



Certain sections of the Kenyan society are opposed to adverts from a religious point of view. Mugo (2004) reports of complaints from a Kenyan group: Muslim Youth Agenda Network, on alcohol and cigarette advertising on television. It is feared that TV advertising of these products are negatively influencing children's behaviour. The group threatened to pull down billboards of alcohol and cigarettes near educational institutions. They also demanded that the Kenyan Government outlaw cigarette and alcohol advertising. This demonstrates that there is a growing unease over advertising of certain products to children. Despite all the criticisms, TV advertising has remained the most popular medium through which children get informed of new products.

2.9 Advertising Regulations and Policies

Advertising in Kenya is carried out within a regulatory framework. The framework helps to curb abuse and, make advertising responsive to the public consensus as well as to the law. There are mainly two types of regulatory measures used in governing advertising. They include voluntary regulatory measures and legal regulatory measures. They both have different strengths and weaknesses as indicated in their characteristics below. They best govern advertising when used together because they compliment one another.

2.9.1 Characteristics of legislation

- a) These are written regulations; an advertiser should obey in public interest, under penalty of fine or imprisonment if proved guilty of an offence.
- b) They depend on the interpretation of courts and may not be effective until a test case has occurred to set precedents.
- c) They are to be evoked either by the plaintiff suing or by the crown deciding to prosecute.

2.9.2 Characteristics of voluntary control

They are different from those that apply to legal controls.

1. These are written recommendations an advertiser should obey in public interest. An offending advertising agent risks losing her recognition status and right to commission. While the client risks damaging her reputation if a complaint is made to the Advertising Standards Board of Kenya (ASBK). This is a body under the MSK and was formed in the year 2003 to regulate advertising by setting standards.
2. They have no penalties as opposed to legislations and can only demand that an advertiser amend or withdraw an offending advertisement. Voluntary controls have no power to impose fine on offenders.
3. Voluntary controls are self-regulatory and are likely to prevent unethical advertising from appearing.

There are two kinds of legislations. Firstly there is the common law, which is unwritten and largely based on precedent or what has been decided previously. Secondly there is statute law in which the rules and penalties are set out in Acts²⁰ (Jefkins 1994). In Kenya at present there exist no laws governing advertising published as Acts or bills²¹. So the advertising sector has been operating without any advertising laws since 1963. Voluntary measures have been in place since 1992 when MSK compiled a Code of ethics for advertisers. The government is making efforts to come up with laws that will govern advertising in future. In response the parliament has proposed a bill to control Kenya's advertising (East African Nov.

²⁰ a bill passed by parliament and so placed on the statute book

²¹ Confirmed by the Legal Advisor Nation Media Group and the Kenya Film Censorship Board

2003). These laws are yet to be drafted and tabled in parliament, which might take a considerable amount of time before they are enacted.

2.9.3 Control of Advertising towards Children

In a country like the USA the Federal Trade Commission; has legal powers to act against advertising if there is evidence of injury to the public. It was established in 1914 and is an independent government regulatory agency. It is also charged with ensuring free and fair competition among the nation's business. In 1938 it was given powers to protect consumers of which special attention was given to children and the elderly. This is because the two groups were considered as vulnerable to advertising. Advertising claims that tend to exploit this group of people are considered unfair and against the advertising legal laws and regulations. FTC reviews adverts before they are run, and gives advance clearance in an advisory opinion. It publishes industry guides and trade regulation rules, which provide advertisers, agencies and the media with on going information about its regulations. It is therefore the major regulator of USA's national advertising for products sold in interstate commerce (Belch 1990).

In Kenya there are some regulations and policies that possibly guard against negative impact of television advertising on children. For instance the Children's Act No. 8 of 2001, and the Employment Act Chapter 226, Laws of Kenya. An advertiser has an obligation to obey these regulations in public interest. Failure to obey the regulations may lead to a fine or imprisonment. There are also voluntary controls governing unethical advertising. One such control is the Marketing Society of Kenya's Advertising Code of Practice, incepted in 1992. It gives general rules in advertising practice that include moral issues common amidst all media communication channels. It also gives guiding principles and recommends complaints procedures. The Marketing Society of Kenya code of ethics for advertisers and advertising agencies clearly indicates the type of adverts children should not be exposed to. This is spelled out in Section 21.2.1:

'Advertisements addressed to or targeting children or likely to influence them, should not contain any statements or visual presentations which might result in harming them visually, morally, physically or emotionally' (Code of Advertising Practice and Direct Marketing, 2003).

The code recognizes children to include the youth (Advertising Standards 2003). The MSK code might be exhaustive in its do's and don'ts but because it is not specific it allows for almost any interpretation. Due to this weakness some adverts that do not adhere to the stipulated code, have managed to obtain clearance to be aired. MSK has not been endowed with powers to impose fines or punishment on offenders. This implies that if an advertiser does not comply with a stated requirement, very little can be done to legally apprehend them.

The Communications Commission of Kenya (CCK) is a government body formed in 1999 by an act of Parliament. Its main task is to issue licenses and frequencies to television and Radio stations. It regulates the telecommunication sector but does not have control over any advertising content aired. Kariuki (2001) reports that a Bill to control media ownership and to give legal authority to the Communication Commission of Kenya (CCK), as the independent regulatory authority, to oversee all aspects of the electronic media, was to be tabled in parliament in November 2001. Significantly, the bill will give the CCK power to regulate the content of TV programmes. The proposed bill will at the same time control the amount of foreign content in advertising commercial on television. Unlike CCK whose powers are limited, Belch (1990) indicates that America's Federal Communications Commission (FCC) maintains authority over advertising. It has powers to license and revoke from all broadcast stations. This done incase they do not comply with advertising laws and regulations. FCC was formed by a communication act of parliament in 1934. It has a jurisdiction over radio, television, telephone and telegraph industries.

Currently, policies governing TV advertising targeting children in Kenya are vague or do not exist. There is no proper body to enforce voluntary advertising policies or any policy specifically addressing children as a special group. There is need to develop such policies and to take into account children's special needs. However in the absence of legal policies the Kenyan government can use the United Nations Convention on the rights of a child as a guide, to create policies protecting children. As an international treaty it defines the rights of children in today's world. By the end of 1997, 191 countries had ratified the Convention on the Rights of the Child. The purpose is of this document to define principles that guide

political decision-making on issues affecting children. One of its principles that deal with children and media is found in article 17 of the document and it states:

'States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of National and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being, physical and mental health. To this end State Parties shall:

- 1. Encourage the mass media to disseminate information and material of social and cultural benefit to the child.*
- 2. Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;*
- 3. Encourage the production and dissemination of children's books;*
- 4. Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;*
- 5. Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well being (United Nation in cooperation with Government of Kenya 1991)*

The stated convention guidelines are too general hence vague. Instead of offering precise methods of implementation, it makes the guidelines subject to a variety of objectives and interpretations. The guideline's only clear objective is to protect the child but does not state how. The guidelines would depend on how a country interprets them to fit in its laws. Interpretations can also be influenced by public interests and morals. According to the Convention on the rights of children article 32 states that:

"Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education or to be harmful to the child's health, mental, spiritual, moral, or social development." (United Nation in cooperation with Government of Kenya 1991, pp36)

This clause generally guards against negative TV content, though it does not specifically address the problem of TV advertising and children. Some of the advertising activities parents expose their children to as work, could be modeling for advertising agencies that could be generally summed up as child labour. The particular clause should be elaborated further so as to include advertising as child exploitation for commercial purposes.

Carlson and Feilitezen (1998) emphasizes that parents, guardians, State organs and social organizations should help in protecting the child against the harmful influence of mass media. Mass media in this case refers to television, radio, film, printed materials and exhibitions whose content may exert harm on a child's mental and moral development. Yet if the government becomes strict on privately owned media, they risk loosing the revenue they collect from these media houses.

Article 18 of the Convention goes on to express the active role of a parent/guardian in the upbringing and development of a child. Which the State should support except in special cases where it dictates on the upbringing in the best interest of the child. This suggests that parent's/guardian's efforts in protecting children against harmful influences of TV and other media should be supported by the state. Carlson and Feilitezen (1998) further argues that: the UN Convention does not take note of the contradiction between children's access to information and measures to protect them from negative influences of the media. The policies on media influence, needs to include a broader perspective on how children now spend their day. The fact that most children spend many hours on television viewing including adverts than in school or with parents should make this matter urgent. This TV viewing habit in children raises a number of fundamental questions that have not been addressed in several countries, Kenya being one of them. To begin with there is very little research/information on the topic of children and TV advertising in Kenya. Secondly policy makers and TV advertisers are probably aware of children as vocalized by the UN but have done very little to address children's issues touching on media.

2.9.4 Examples of Advertising Controls

Engel et al (1978) expresses that for a long time children in America were exploited for commercial gain. This prompted the government to create laws and regulations governing advertising targeted at children. For instance one of the FTC regulations stipulates that:

"advertisements directed to children when TV or radio programs have more than 50% audience(listenship/viewership/readership) less than 12 years of age, will not be aired during or immediately before or after the shows".

This helped reduce the number of adverts children got exposed to, hence lowering the degree to which it impacts negatively on them. Unlike Kenya, Canada's federal government has exclusive jurisdiction over the entire Canadian broadcasting system. It regulates quantity and quality of radio and television advertising. This is done through licensing and pre-approval for food, drugs, patent and cosmetics adverts to ensure that spots meet advertising standards.

Advertisers not only have to follow federal regulations but are subjected to numerous state and local laws. While advertising to children is restricted in all Canadian provinces, its biggest province Quebec prohibits all advertising directed to children under 13 years. The consumer protection office of Quebec actively enforces this prohibition. To determine if an advert is child-directed, it evaluates the context of all advertising presentation on the basis of three factors: the nature and purpose of the product being advertised (toys, candies, snack foods), the manner in which the message is presented, time and place of presentation. TV advertisers must be careful even in the use of animation, since it may cause an advert to be construed as child directed. Canadian's local and municipal government determines how and where an advertisement is placed (Arens and Bovee, 1994).

Kenya's effort to control TV advertising to children has not reached the above-mentioned level, though an encouraging step is being taken towards self-regulation. For instance it is after a public out-cry that, MSK banned tobacco and liquor advertisements near schools and colleges. The society declared that no bill board, wall paintings, posters, kiosks or metal signs be set up within a radius of 100 meters from the institutions. The ruling followed a complaint by the National Agency for the Campaign Against Drugs Abuse (Nacada). MSK ordered all liquor advertisers, billboard companies and media-using agencies to pull down all advertising materials near schools and colleges with students below 18 years age. The Nacada Director particularly complained of Smirnoff Ice liquor company advert, placed on November 5th 2004 Standard newsprint of Nairobi. It used graphics of two naked people that was against decency standards. The plea failed because MSK said that the advert contained silhouettes and not nude pictures (Standard Newspapers February 15th 2005). Advertising (especially of alcohol and cigarette) contributes a lot towards Kenya's revenue, and that is why it cannot be scrapped overnight. Even though concern and criticism has been raised over the matter especially in relation to children.

Most adverts are not produced with children's interest in mind; they are produced to profit the market place. Carlson and Feilitezen, (1998) indicates that in a country like Spain advertising is restricted. Such that the General Act on advertising bans publicity, which is detrimental to values and rights, laid down in the constitution. They have special rules that regulate marketing of certain products such as tobacco and beverages or activities like betting and games of chance in order to protect children. The situation in Kenya is totally different in that, despite the banning of tobacco advertising, the product companies continue to sponsor major events that mainly attract children. These events include football tournaments and other social activities. This way the impact of the ban is not felt by the audience or the companies. Another regulatory approach would be on timing advertising broadcast and other influencing material. The idea is to broadcast adverts that could be harmful to children late in the evenings (when children are supposedly in bed). This can be stipulated through law or, special instructions or voluntary agreements by the media houses.

Some critics argue that the fact that a particular product is offensive to a section of the public; or elicits opinions, about which society is divided, is not sufficient grounds to object its advertisement. Although an advert can be offensive and in bad taste to some people it is felt that the question of taste is highly subjective. This is because what is in good taste to some people might be in bad taste to others. Sometimes tastes can also change such that what is offensive to people today may not be regarded offensive a year down the line. Kenya's advertising bodies in cooperation with the government should agree on what is allowed for advertising with respect to children.

Unlike Kenya, America's Federal agencies and departments such as the Bureau of Alcohols Tobacco and Firearms have authority over liquor advertising. It has powers to suspend, revoke, or deny renewal of manufacturing and sales permits for distillers and brewers found to be violating set advertising regulations (Arens and Bovee 1994). Recently the Office of the President, Ministry of Health in agreement with the Attorney General's office, issued a ban on TV/billboard advertising of alcoholic and cigarette products. The ban is yet to be given a date from which it will be effected. It is a preventive step taken by the government to protect young people from being hooked to alcohol and drugs. In addition during the 2005 budget the price of beer and cigarette duty went up by almost 10%. With this the government concurred with MSK's advertising code No.3.3.3 that states:

“No advertising medium should be used to advertise alcoholic drinks if more than 25% of its audiences are below 18 years of age.”

The ban will seriously affect alcohol and cigarettes as well as electronic media and outdoor advertising companies. This is because they have been thriving on beer and spirits advertising. For example the Kenya Breweries usually spends 90 million Kenyan shillings a year on promotion of its beers through media. In 1998 the government totally banned promotion of cigarette products in order to discourage smoking.

The Kenya Film Censorship Board is a Government watchdog agency that censors film materials before being released to the public. The law allows the board to censor all billboards before they are erected but, this has not been invoked yet. As a rule it requires that advertising firms submit their posters for approval before being posted on the bill on any billboard. Posters and other publicity materials must obtain a certificate of approval from the board, to ensure they comply with set regulations. The body insists on local authorities to censor all adverts before they are released for public consumption. This measure has proved to be ineffective (Mochana 2005). This is because in the first place there are no laws governing advertising in Kenya; so this government arm cannot begin to monitor advertising as yet.

In the absence of government laws governing advertising to children, most media houses use the rule of the thumb to determine whether to use an advert or reject it. Therefore there is no watchdog organization that monitors their adverts before they are aired.

2.9.5 Reasons for and against advertising legislation

Feiltzen and Butch (2001) note that some people feel advertising to children is not harmful at all and therefore there is no need for policies to govern TV advertising. They argue that self-regulation is effective and the advertising industry is taking sufficient responsibility for children. Regulation is done through the current self-regulation and existing codes of conduct. They also feel that the money raised from advertising is used in producing good programs for children. Without advertising there would not be any quality programs for children. They reason that children are not as naïve and as gullible as most people assume.

They can reason out and are usually able to tell what is right from wrong and so would not be influenced by TV advertising. Feiltzen and Butch further indicate that since advertising is part of life, children ought to learn to deal with it. This is because they cannot be kept cocooned from the outside world-commercial messages. Television advertising is therefore good for them because it informs and educates on how the world operates. If advertising to children is banned consequences would be less choice, less innovation and higher prices.

Those opposing TV advertising directed to children argue that this group cannot distinguish adverts from editorial programs and so have no ability to understand the purposes of TV advertising. Since childhood is a period of learning, children take all that they see or hear and believe in order to learn. For this reason advertisers should not exploit this indispensable credulity for commercial gain. Since Self-regulation has shown to be an insufficient means of protecting children from TV advertising, a more restrictive legislation is therefore needed. This would compensate for the weaknesses displayed by self-regulatory measures and effectively control advertising targeted at children (Carlson et al 1998).

2.10 Chapter Summary

This chapter has mainly discussed TV advertising and its impact on children. Television development from its inception in 1884 has contributed to the growth in advertising industry. Television advertising began after World War II with Britain airing the first advertisement in 1955. In Kenya, television advertising probably begun with the development of Kenya Broadcasting Station in 1962. Products manufactured in Britain were being advertised in its colonies, Kenya being one of them. Other TV stations have been in operation since 1992 and they offer programs through which advertisers reach children. Children and adults have television viewing habits on which advertisers exploit in order to sell products. Television commercial viewing habits of both groups depend on certain psychological and sociological factors. The two factors are geared towards satisfying an individual's TV watching needs. To reach the children TV advertisers use direct and indirect methods of lodging messages in the target audience's mind.

Children are a vulnerable group and are therefore prone to impact of TV advertising. It directly affects their attitudes, behaviors and values more so if efforts are not made to

control TV advertising targeting them. That is why TV advertising should operate within the confines of laws and regulations in a country.

There are two regulatory polices that govern advertising in a country. Each has merits and demerits which the document has discussed with reference to TV advertising and children. Comparison has been made between countries that have established advertising regulatory measures and those that exist in Kenya. Different governmental and non-governmental bodies have served to enforce laws and rules governing advertising in different nations. In Kenya at present, there are no laws that govern advertising though a bill has been proposed in parliament to avail some. There is a non-governmental body called the Marketing Society of Kenya that has regulated advertising in the absence of legislations. All in all, it is still felt that availability of legislative laws coupled with voluntary regulatory measures would govern advertising better. This will ensure that the negative impact of TV advertising on children is put in check.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter reports on the processes carried out on data collection, analysis and presentation. It discusses the research design and instruments used to collect data. The validity and reliability of sampling techniques and instruments have been discussed.

This research sought to finding out the negative impacts of television advertising on middle class children in Kenya. It specifically studied children from the BuruBuru residential estate in Nairobi. This was done between the months of May and July 2005. The research was exploratory in nature.

Library search, Interview guides and focus group discussions were the main instruments used in collecting information necessary for answering the research questions. Individuals were taken as the unit of analysis who also made up the sample population. Data gathered from the field were coded and analyzed with results presented as tables, charts and graphs. Inferences were made on the analyzed data, comparing the results with previous researches and studies. This was done to establish the existence of negative effects of advertising.

3.1 Survey Research Design

The model of Survey research was used in answering research questions. It is the most common design used by social scientists in observing a sample population. Survey research involves selecting a sample and administering a questionnaire or interview guide on them. Survey design instruments have the ability to measure attitudes and orientations in a large population. This design was appropriate for the study because it planned to use individuals as its unit of analysis, i.e. Children and Parents. Babbie (1989) describes survey design as the best method available for collecting original data, to describe a population too large to be observed directly. This was the case with the study; in that there are quiet a number of

middle class estates in Nairobi, making it difficult for the researcher to study children from every middle class estate because of their large number.

Many estates have large numbers of children who are considered middle class. For the purpose of collecting data, the researcher selected BuruBuru estate. This was because it is one of the oldest middle class estates whose residents show characteristics associated with the class. It is also the oldest middle class estate as classified by Nairobi City Council and the biggest single housing scheme in Kenya with same house design (Morgan 1985). The Survey instruments used in the study's data collection are as discussed in the paragraphs below. The extent of reliability and validity are also explained.

3.2 Instruments

Two techniques of discussions were used to source data from the respondents. They included the use of Interview guides and Focus group discussions as a supporting method. Interview guides were used to collect data while the Focus group discussions were used to verify the collected data.

3.2.1 Interview guides

Interview Guides is a survey method of collecting data. Rather than have the interviewer ask respondents to read questionnaires and answer interview guides seek to orally discuss the questions. The interviewers were instructed on how to orally carry out the discussions, which included probing and recording of respondents' answers. Interviews were carried out on a face-to-face situation. In this situation the interviewer was able to take note of a respondent's emotions and bodily expressions that accompanied answers. This enabled the interviewer to gauge answers given in terms of, its genuineness.

Questions presented to the sample population were in a semi-structured form in which open ended and structured questions were incorporated. Probing was done for the open-ended questions as indicated on the guide. This was to ensure that the interviewer was not biased or subjective in his/her probing. Probing was prompted by the kind of response a subject gave, and was done to get detailed information on their thoughts/opinions.

For the purpose of this research two interview guides were developed. One was for children and the other for adults. The Interview guide for children had up to 16 questions designed to capture children's thoughts and reaction to television advertising. The interview guide consisted of question covering certain aspects of television viewing and advertising. These aspects were gotten from the literature review on some of the impact already established in countries like USA and Canada. So it was against these previous findings that the interview questions were formulated. The parents' interview guide contained 12 questions designed to capture their opinions and suggestion on TV advertising and children. Parents' set of questions was different from children except a few which were alike. These were meant to establish their TV watching habits so as to compare with children's. The difference between the two interview guides was that the, parents' guide captured information on suggestions on how harmful TV advertising could be controlled. It provided parents with a chance to suggest some values they would prefer TV advertising to portray in relation to their culture.

The television advertisements discussed by both groups were those previously watched and were vividly remembered. The research chose to depend on recall ability or memory ability of each respondent in the sample population on adverts that were discussed. No audio-visual aid was therefore required for the interview exercise.

3. 2.2 Focus Group Discussions

This is a planned and guided discussion among the participants of a selected group, for the purpose of examining a particular issue²². Apart from interview guides, Focus Group Discussion (FGD) was used to complement and verify the data collected from interviews. It was also used to extract group opinion from children that was not captured during interviews. Ngechu (2002) recommends FGD for survey studies, describing it as most appropriate for gathering opinions of specific groups of people. It is the best method of getting information needed to understand a group's perception of even the most sensitive information. FGD method assumes that a similar group of people will give sensitive information because peers and reference groups are comfortable talking to each other.

²² erc.msh.org/fpmh_english/gloss/gloss_6.html (August 2005)

For the purpose of FGD a sample group of 3 children from group A (6-9years old) aged 6, 7 and 8 years were randomly selected to participate in the interview. The subjects aged 6 and 8 years were boys while the single aged 7years was a girl. In the older group, B (10-13year olds) 2 of the subjects selected were boys while the other 2 were girls. In total 7 children were selected to form the FGD. Morgans (1998) recommends an FGD size of 6 – 10 people, if more than this the group becomes unwieldy and counterproductive. The researcher tried as much as possible to replicate the characteristics of the bigger sample group in the FGD. So as to increase the validity of the data collected.

3.3 Data Collection

Secondary data was gathered through library research, which included published and unpublished works. These were textbooks, journals, reports, Acts of Parliament, discussions with experts, Internet and dailies, etcetera. Primary data collection was done within three weeks while the weeks that followed were allocated to data coding and analysis. Some of the problems faced during data collection were: it was not easy to get into identified homes; during the time scheduled for interviews. At times identified respondents were not home on time as expected and when eventually found they were not ready to be interviewed. In some cases interference by parents created a hostile interview environment for the children, but the interviewer made efforts to interview children in the absence of their parents. The same rule was applied in that when parents were being interviewed; children were asked to leave. This was to stop them from listening to parents' responses especially on sensitive adverts.

When interviewing, the interviewer made an effort to simplify questions, taking into account the respondents age and level of education. Wherever necessary the questions were asked in the language the respondent understood best. For instance, in some cases the interviewer spoke 'Sheng'²³ to the children in order to identify with them and get their most sincere opinions on some issues. Where efforts to administer interview questions to children in their home environment proved difficult, the interviewer pursued them in school. From the respondents already interviewed it was evident that majority of these children attended a private school within the estate: St Thomas Burke primary school. Interviews were then

²³ Local name given to a slang language formed from a combination of Swahili and vernacular spoken mostly by teenagers to fellow teenagers.

conducted in the school among children who were residents of BuruBuru estate. The exercise was successfully completed with the data recorded on paper. Interview guides had provision for recording responses. Subjects' responses were recorded just the way they were given, without alterations or adjustments.

3.3.1 Reliability

Babbie (1989) indicates that reliability is the issue of whether a technique applied repeatedly to the same object, would yield the same result each time. However, it is important to note that reliability doesn't ensure accuracy anymore than precision ensures it. In social sciences, problems of reliability could crop up in many forms depending on a research design chosen to solve a problem. Mugenda (1999) further explains this by noting that as a random error²⁴ increases reliability increases. Errors arise from factors such as inaccurate coding, ambiguous instruction to the subjects, interviewer's bias, etc. Care was taken to minimize random error especially during interviews and group discussions. It was done by giving clear instructions to the respondents and creating a suitable interview environment.

Reliability measures were also created by asking the respondents questions on issues they were familiar with and are most likely able to answer. When it came to children as respondents; the interviewer first explained to them what TV adverts are. They were then asked to give examples of what they thought TV adverts are from interviewer's explanation. This was to make sure that they understood what was to be discussed before other questions were asked. In addition to the above-mentioned measures, the researcher had earlier on used Test-Retest technique to curb the problem of unreliability. This was done during the first stages of developing the instruments. In this case instruments were measured more than once. This was done through pre-testing and necessary adjustments made. In each case of retest, the researcher got the same response that was an indication that the measurement method was reliable.

²⁴ it is the deviation from the true measurement due to factors that have not effectively been addressed by the researcher.

3.3.2 Validity

Validity is described as the degree to which the results obtained from the analysis of data actually represent the phenomenon being studied. It relates to how accurate data obtained represents the variables of the study. In that if such data is a true reflection of the variables then, inferences based on such data will be accurate and meaningful (Mugenda 1999). The study reveals that there are similarities, which can directly be related to other findings recorded in theoretical concepts of the study. This means that advertising in Kenya exerts some degree of influence on children's attitudes, behaviors and values as established by the study's theoretical framework. The researcher used the Construct method of testing validity. This was to establish whether this particular research was valid. Construct validity is based on the way a measure (TV advertising) relates to variables such as behavior and, attitudes within the system of theoretical relationships.

3.4 Sample Population

In order to collect information, children from a Nairobi middle class estate were selected for the study. BuruBuru estate was selected because of its homogeneity in terms of class, and rental costs. The other reason for selecting BuruBuru was because the Government, the City council and the Housing Finance Company of Kenya regard it as a middle class housing estate. It is also the biggest single unit-housing scheme in Kenya and so provided the research with a variety of middle class population (Morgans 1985). Middle class was chosen for the study because according to Kenya's Central Bureau of Statistics this class earns between Ksh 10,000 and 50,000 and so can afford television and other products advertised. This class also gives a lot of their time to television viewing more than other social classes and therefore were selected for the study.

The sample population comprised of children aged between 6 and 13 years, exposed to TV advertising. A total of 70 children from Buruburu estate were interviewed. According to Gay (1983) for a correlational research, a minimum sample of 30 cases or more are required for a study. Based on this recommendation the researcher had individual cases of 35 children per group and 30 parents. A bigger sample could have been selected but this was

not possible because the research had to be conducted within a specific period which as Mugenda(1999) notes time and resources can be important factors in determining a sample size. Thirty- five children in the sample were between ages 6 and 9years while the remaining thirty-five were between 10-13years. The group was divided into two categories because of the fact that their reasoning capacity is different. This is especially noticed when it comes to differentiating reality from fantasy which is common with TV advertisements (Namita 2002). The children were further divided into boys and girls bearing in mind that gender sometimes determine influence and tastes.

Maniscalco (1993) indicates that children begin to pay attention to TV adverts as early as 12months of age. It is not until they are between 2-3years of age that they begin requesting for products. At around 3-4years of age they can make choices as their TV viewing time increases thus exposing them to a lot of product advertising. By ages 5-6 years, most children have developed the “art of persuasion” and can be quite successful in influencing parents into purchasing advertised products. However it is around the age of 9 or older that children develop the ability to think critically about their choices and view television advertisements with a critical eye. Ability to differentiate ‘reality’ from fantasy increases with age. For this main reason the researcher divided the sample into two age groups, A (6-9yrs) and B (10-13yrs). Children below age 6 were left out because, their language skills are not properly developed and the researcher would not have communicated effectively with them. In short the researcher would not have been able to collect meaningful data without a lot of communication barriers.

A total of 30 parents were interviewed from BuruBuru estate. During the interviews, interviewers specifically targeted subjects from main-houses and not extensions. This is because the people who lived in the extension were perceived to be from a different economic class, in terms of rent paid. It is important to note that BuruBuru has a significant number of ‘extensions’ rented by a different economic class. Another phenomenon worth noting is that some main houses with upstairs and down stairs had families sharing. This means that one family lived upstairs while the second one occupied the ground floor. In total 100 subjects (70 children + 30 parents) were interviewed for the research.

3.5 Sampling technique

The sampling method used in selecting samples for interviews was the stratified random sampling technique. When using this technique subjects are selected in such a way that existing subgroups in a population are more or less reproduced in the sample. This means that the sample will consist of two or more subgroup (Mugenda 1999). In this case the main sample was stratified on the variable age, while the smaller groups were stratified on the variable sex (male and female). There was a deliberate imbalance on the number of subjects per gender group. This way there were more males than females in one group and vice versa in the second group. The number in each stratum was varied rather than proportionate in each size of a subgroup in the population. This was done for the purpose of obtaining greater accuracy in the findings (Shultz 1992).

Households selected depended on whether they had children within the specified age bracket. It was difficult to know which household had children and parents with specified characteristics. To solve this problem a sampling technique known as Snowball was applied to identify households of interest. In snowballing technique the few identified subjects name others that they know have the required characteristics until the researcher gets the number of cases required (Mugenda 1999). Using this technique few identified subjects (parents and children) were asked to name others with required characteristics. Snowballing exercises were carried on until the target number of subjects was obtained. In cases where parents were absent, any adult responsible over the children in a household was interviewed. The parent group comprised of adults whose children were between ages 6 and 13 years.

3.6 Data Analysis

Data from the field was coded carefully to ensure a high degree of accuracy and consistency. Handling one hundred interview guides each containing a maximum of sixteen questions was extremely tedious. Coding was followed by frequency counts of data from which tables and other graphic representations were generated. The Interview guides were coded before content analysis begun. A report was then done to summarize data from the interviews and focus group discussions.

Data from the interview guides were later presented in tables and graphs in the form of percentages and frequencies. Where necessary, mean score were obtained to give an average view of variable measured. Content analysis of data was done in order to make an objective judgment of facts and opinions. The data was analysed in terms of their age groups categorised as Group A (6-9 years), Group B (10-13years) and Parents and that was also the format used in presenting the findings. All this resulted in the formation of learned opinions on the topic of study.

3.7 Data presentation

Data obtained was presented as written text, tables, illustrations, graphs and charts depending with its nature. The nature of data collected influenced the kind of presentation. The data was presented in such a way that findings on Group A was presented on its own and this was the same case for Group B and Parents' Group.

3.8 Chapter Summary

This section has discussed the procedures taken in identifying sample population in relation to research objectives. The main model design used for the study was survey (SR) with interview guides (IG) used as an instrument for gathering primary data. Focus group discussions (FGD) were later used to verify data collected through interviews and trap more information. Data collection was done through two methods. This included library search for secondary data and fieldwork for primary data collection. The degree of validity and reliability of the instruments used in the research were examined. Description of sample population and technique used for selection has been discussed. Lastly, method of data analysis and presentation were discussed in the chapter.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

After collection of data as outlined in chapter 3, the results are presented in this chapter in form of percentage tables, bar graphs and charts. The section discusses the analyzed data from the two groups that include: children Group A and Group B together with parents. Findings presented are in relation to the study objectives touching on TV advertising influences on behaviour, attitude, and values. Children in group A consist of boys and girls aged 6-9 years while those in group B were aged between 10-13 years. The same criteria used to select a sample for the interview was used to select a sample for the focus group discussions. A report of the FGD discussion has been presented at the end of the interview guide analysis.

4.1 Demographic data Group A (6-9years)

Children in the category A (6-9years) were composed of girls aged: six years forming 17.65%, 7year olds formed 29.41%, 8year olds formed 35.29%, 9year olds formed 17.65% of the total number of girls in the group. Boys' category was composed as follows: 7year olds were 27.78%, 8year olds were 50%, 9year olds were 22.22% and there were no 6year olds in the group. The percentage of girls who could read and write was 64.7%, while those who could not were 35.30%. Percentage of Boys who could read and write was 88.89%, while those who couldn't were 11.11%.

Group A (6-9years) watches an average of 3.05 hours and 7.88 hours of TV on weekdays and weekends respectively. On average children in group A watch 29 hours of TV per week which are close to findings in USA indicating that children watch an average of 26 hours per week. When children spend 29 hours per week on TV, it is easy to conclude that they get to see thousands of adverts in a year. Cumulatively this is bound to have an impact on children's character. Character here implies TV advertising influencing children's behavior, morals, attitudes and values.

4.1.1 Average TV watching hours for group A

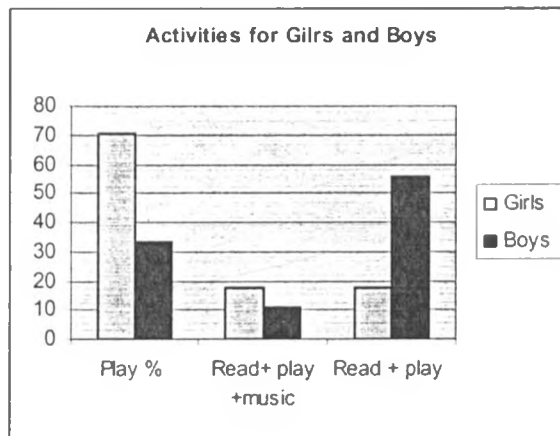
Table 1

	Weekdays	Weekends
Girls	3.05	7.88
Boys	3.05	6.33

4.1.2 Activities done apart from TV watching

Table 2

Group	Play	Read+ play +music	Read + play	Other activities
Girls	70.59	17.65	17.65	Visiting friends
Boys	33.33	11.11	55.56	House work
Total	51.43	14.29	37.14	



Graph 1

Table 1 shows that apart from watching TV, children engage in other activities such as: visiting friends, helping with housework and sleeping. Activities engaged in were mentioned as follows: 70.59% of the girls only play, 17.65% read, play or listen to music, 17.65% either read or play. The rest of the percentage is taken by the mentioned activities amongst boys, 33.33% only play, 11.11% read, play or listen to music, 55.56% strictly read and played.

The data presented suggest that a great number of children still play and read when not watching TV. This contrasts with Namita's and Bajpai's (2002) observation that TV watching has made children passive and moved them away from more direct experiences. It

is evident from this study that children in the group still explore their world through play. Therefore children get direct experiences through playing, and indirectly through reading though in a minimal way. It can be concluded that TV watching has reduced the frequency in which children get to gain direct experience from the environment. It makes the children more passive and less active.

4.1.3 TV adverts

Table 3

Boys	%	Girls	%
Ribena	61.11	Blueband	23.53
Blueband	50	Colgate herbal	17.65
Aquafresh toothpaste	22.22	Lux soap	35.20
Geisha soap	27.78	Dettol soap	17.65
Dettol soap	16.67	Ribena	11.11
Panadol	22.22	Fair and lovely cream	22.22
Pilsner	5.56	Fresh fri	11.11
Quencher juice	27.78	Geisha soap	11.11
Fresh fry oil	11.11	Weetabix	11.11
Cardbury chocki	11.11	Jik	11.11
		Action medine	11.11
		Tusker	6

Some of the TV advertisements mentioned by Boys in group A²⁵ were: ‘Ribena’ drink 61.11%, ‘Blueband’ Magarine 50%, ‘Quencher’ Juice 27.78%, ‘Geisha’ soap 27.78%, ‘Aquafresh’ toothpaste 22.22%, Panadol 22.22%, ‘Dettol’ soap 16.67%, ‘Fresh Fry’ oil and ‘Cardbury Chocki’ 11.11%, ‘Pilsner’ beer only mentioned by 5.56%.TV advertisements mentioned by Girls were as follows: ‘Lux’ beauty soap mentioned by 35.20%, ‘Blueband’ margarine by 23.53%, ‘Fair and lovely’ facial cream 22.22%, ‘Colgate’ toothpaste 17.65%, ‘Ribena’ drink 17.65%, ‘Fresh Fri’ cooking oil, ‘Geisha’ soap, ‘Weetabix’ ‘breakfast cereals, ‘Jik’ bleach, and ‘Action’ Medicine 11.11%, while ‘Tusker’ beer had 6%.

Most of the children mentioned household products such as soaps and detergents that tallies with earlier findings by Scott (1975). The findings indicate that children begin to gain an interest in adult targeted products, because they want to be associated with adult roles. This is because children in this age category want to be identified with adult roles such as cleaning, cooking etc. Other products mentioned were “junk” foodstuff. Such foodstuff

²⁵ Group A consists of children 6-9 years old
 Group B consists of children 10-13 years old

included 'Quencher' juice, Ribena drink, 'Cardbury chocki' etc. None of them mentioned adverts of traditional high nutritive foodstuff such as maize flour, etc. This implies that advertising has made children believe that sugary foodstuffs are the best. In this case these adverts encourage poor eating habits among children as observed by Belch (1990) and Atkins (1984). Both groups mentioned alcohol adverts implying that they begin to notice these products at an early age.

4.1.4 Preference in relation to concentration span

Table 4

GROUP A	Programmes %	Advertisements %
Girls	94	6
Boys	89	11
Grand total	91	9

Girl's response to preference for TV advertisements to programmes was as follows: 94% of them preferred TV programmes to TV adverts while 6% preferred adverts. Boys' response was that 89% preferred TV programmes to adverts, while 11% preferred adverts to programmes. Some of the reasons given by both groups for their preference to TV programmes were that TV programmes are longer therefore show more interesting things when compared to adverts. TV programmes can keep one entertained for as long as one wishes with an assortment to pick from. There are things one learns from a programme's storyline that are not in adverts. Programmes show a number of well-furnished houses, actors in expensive, beautiful clothes and leading good life styles; that one cannot help but admire.

Those who preferred adverts had the following reasons for their choice: Adverts are exciting because they move fast and are full of nice colours and music. A greater percentage (91%) of the children preferred watching programmes to adverts. To watch a programme the children require a longer concentration span compared to adverts. Children in group A (6-9 years) preferred programmes to adverts, an indication that adverts have not affected their concentration span as indicated by Namita (2002). The author notes that adverts are short, and therefore corresponds well with a child's concentration span, which is less than eight minutes. The briefness of adverts makes children prefer activities, which require a shorter

concentration span. If a child's concentration span could be influenced by the briefness of TV adverts, then they would not like activities demanding longer concentration like TV programs. This finding disputes Namita's observation that adverts negatively affect children's concentration span.

4.1.5 Ways of acquiring products

Table 5

Ways of acquiring a TV advertised product.	Girls (%)	Boys (%)
a) Requesting parents to give money or buy.	88.23	100
b) Borrowing/asking a friend	5.90	5.90
c) Pocket money given for break at school	5.90	50
d) Use money 'lying around' in the house	0	5.90
e) Elder brothers, sisters or Aunty give money.	11.76	5.90

The majority of children 88.23% girls and 100% boys indicated they got an advertised product by requesting the parent /guardian. The rest of the girls said they acquire it as indicated: 5.9% ask for the product from a friend, 5.9% buy with the pocket money given for tea break, and 11.76% are given money by older relatives or their house helps. For the boys 100% request parents/guardian to avail the product, 50% buy using pocket money given for break, 5.9% borrow or get from a friend while 5.9% use money found lying around.

The researcher is of the opinion that the last method that is: 'using money lying around' could be an indication that children use dishonest means of acquiring money. This is because they went ahead and used the money secretly with the hope of not being found out by their parents. They did not seek permission whether to use the money or not. This is brought about by the desire to satisfy cravings created by TV advertisements. TV advertising could be blamed for influencing children to behave in unacceptable manner when referring to societal values and morals.

4.1.6 TV advertising and resulting emotions

Table 6

Description of feelings when denied TV advertised products	Girls (%)	Boys (%)
a) Feelings of inferiority compared to peers	0	5.56
b) Dislike towards parents who denies them advertised product	0	0
c) Annoyed, unhappy and said with my parents	52.94	77.78
d) Just fine because I understand the situation at hand	47.06	22.22

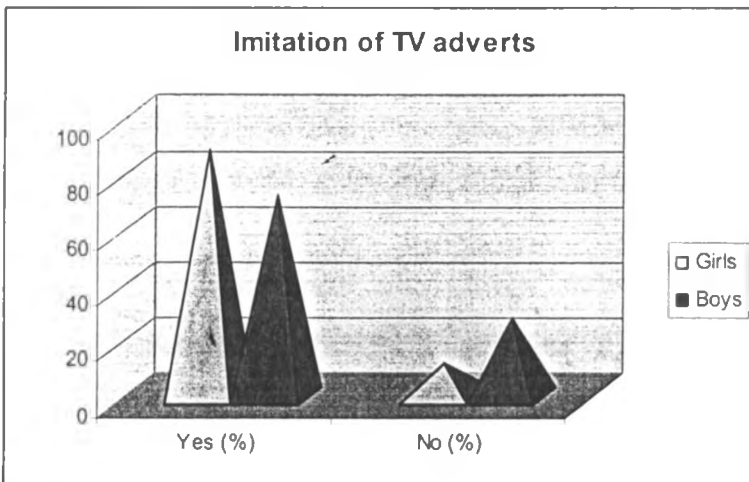
When children are denied the TV advertised product they expressed their feelings as: 52.94% of the girls said they get annoyed, unhappy and sad with their parents. 47.06% of the girls expressed that they understood the situation, and were satisfied with their parent’s explanation. While for the Boys, 5.56% said they felt low and inferior to their peers when they did not get the TV advertised product. 77.7% of the boys felt annoyed and unhappy with their parents when not given the TV advertised product. 22.2% expressed that they understood and did not feel bad when denied a TV advertised product.

The findings suggest that TV advertising can arouse negative emotions that are unhealthy in children. This happens especially when there is delay or denial in satisfying children’s desire to own a TV advertised product. This impacts negatively on parent- child relationship, due to the arguments and conflicts it causes between them. It also makes children feel inferior and in turn this may result in low self-esteem. Children who cannot have a desired product may start feeling inadequate. The inadequacy results from the fact that they tend to compare themselves with their peers who have the product. As a result they end up feeling sorry for themselves and low self-esteem may result.

4.1.7 Imitation of TV adverts

Table 7

Group	Yes (%)	No (%)
Girls	88.24	11.76
Boys	72.22	27.78



Graph 2

On whether they do or do not imitate TV adverts, 88.24% of the Girls agreed that they imitate while 11.76 said they do not. For the Boys 72.22% agreed that they copied TV adverts while 27.78% said they do not. They listed some of the things they copy from TV adverts as: dressing, vocabularies, songs and actions of the models. This implies that TV advertising may influence even the most subconscious actions in children. These actions could be good or bad depending on what the advert indirectly lodges in a child's subconscious mind. Some of the actions mentioned were immediate reactions to adverts. These included imitating the moves of the models, or comments and singing after the adverts. There are those negative influences, which take long before manifesting in a child's behavior, months or years later after being learnt. As Bandura(1969) indicates, social learning takes place in children resulting in learned behaviours as a result of TV adverts.

4.1.8 Product loyalty

Table 8

TV advertised product	Girls (%)	Boys (%)
Bluebland margarine	47	50
Geisha soap	23.53	5.56
Dettol soap	17.64	11.11
Fair and lovely cream	35.29	0
Ribena drink	23.53	77.78
Omo detergent	23.53	0.00
Colgate toothpaste	5.89	22.22
Chocki cardbury	0	16.67
Panadol medicine	0	11.11

When asked to name TV advertised products they would like to use when adults, 47% of the girls mentioned 'Blueband' margarine, 35.29% mentioned 'Fair and Lovely' beauty cream; 23.53% mentioned 'Geisha soap', 'Ribena drink', and 'Omo' washing powder. 'Dettol' soap was mentioned by 17.64% while 'Colgate' toothpaste was mentioned by 5.89%.

In the Boys group, 77.78% mentioned 'Ribena drink', 50% mentioned 'Blueband' margarine, 22.22% mentioned 'Colgate' toothpaste, 16.70% mentioned 'Cardbury Chocki', and 11.11% mentioned 'Dettol' soap and 'Panadol' medicine, while 5.56% mentioned Geisha soap.

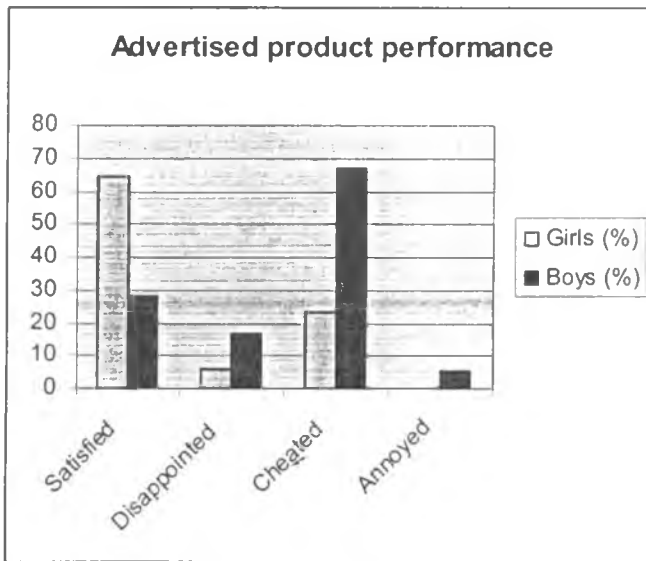
'Blueband' margarine was cited by most of the children as a product they would like to use even in adulthood. Some of the reasons for this were that it gives energy and a source

for all vitamins required to keep one healthy. The reason why girls cited 'fair and lovely' beauty cream was given as: it is capable of making one light skinned and beautiful. From the children's opinion it was noted that being light skinned was a measure of beauty. It is unfortunate that even those children with dark skin hoped to use the product when adults in the hope of being light skinned. This suggests that TV advertising has an impact on the attitudes of children towards a dark skin colour. Therefore TV advertising is used as a yardstick to set measure and standards of beauty. These results tally with Berman's (1981) findings that children look up and acquire their standards on issues in life from TV adverts. It is evident that these particular products have 'product loyalty' within this generation.

4.1.9 Performance of TV advertised products and emotions

Table 9

Expression of emotions	Girls (%)	Boys (%)
Satisfied	64.71	27.78
Disappointed	5.89	16.67
Cheated	23.53	66.67
Annoyed	0	5.56



Graph 3

Questioned on performance of a TV advertised product they have used, and their feelings about its results children responded as indicated below. In the Girls group 64.71% said they were satisfied with the results, 5.89% mentioned that they were disappointed, 23.53% felt annoyed and cheated by TV advertisers. Among the Boys 66.67% felt cheated while 16.67% felt disappointed.

The percentages suggest that the products did not perform as shown on TV adverts. They failed to meet the children's expectations. Some felt cheated by advertisers and as a result were annoyed. If product results/performance is not to the degree expressed by their TV adverts, it may lead to frustrations in children. Children were disappointed/annoyed because the adults in the adverts were thought to tell the truth a value they were taught; yet the products do not perform as said by the models. So the children felt that some adults' words cannot be trusted or taken as the truth yet they insist on children to always tell the truth.

4.1.10 TV advertising and language preference

Table 10

Language	Girls (%)	Boys (%)
Kiswahili	11.76	0
English	70.59	88.89
Sheng (slang)	5.89	11.11
Mother tongue	11.76	0

Children's response on language they preferred for advertising was as follows. The Girls' group had 70.59% choose English, 11.76% preferred Kiswahili or Mother tongue, while 5.89% preferred Kiswahili Slang: 'Sheng'. In the Boys' group, 88.89% choose English while 11.11% preferred the Kiswahili Slang. A greater percentage preferred English language giving reasons for their preference as indicated in the table below.

4.1.11 Reasons for preference

Table 11

Reasons	Girls (%)	Boys (%)
The language is better and nice (English)	0	27.78
Understands the language best	82.35	66.67
The language sounds 'cool'	17.64	5.56

Reasons given on why they preferred the language to others were: 82.35% of the Girls said that they understood the language better, 17.64% said that they liked because it makes one appear 'fashionable' and up to date. Boys' responses were: 66.67% said it's because they understand it best, 27.78% said they choose English because its better than other languages, while 5.56% expressed that the language was fashionable. These findings are in line with earlier findings by Ingman (1970). TV advertising done in English does

create a language bias in children's attitudes as suggested by their reasons. The researcher is of the opinion that children have unconsciously rejected Kiswahili or their mother tongue, which are culturally stronger than the foreign language. Although this could also be as a result of schooling and the fact that English is used as the language of instruction in Kenyan schools and socialization in certain middle class families.

4.1.12 Truth in TV adverts

Table 12

Response	Yes (%)	No (%)	Don't know (%)
Girls	52.94	18.68	11.76
Boys	22.22	66.67	11.11

When questioned on whether TV advertising told the truth, children in this age group responded as indicated below. In the Girls' group, 52.94% expressed that TV adverts do tell the truth, 18.68% said they don't tell the truth while 11.76% did not know. Boys' responses were: 22.22% said that TV adverts do tell the truth, 66.67% said they don't while 11.11% did not know. Those who said TV adverts don't tell the truth gave the following reasons for their answers. That TV adverts apply camera tricks in order to capture buyers; models in TV adverts perform things that can't be done in real life. Sometimes the product capabilities are exaggerated so as make people buy it.

It is evident from the data that children in this age cannot tell the element of truth or lack of it in adverts. This is because judgmental skill in children gets refined with age or comes with maturity. This suggests that children in group A (6-9 years) cannot judge between the good and bad portrayed in TV adverts. Therefore children in group A are more prone to negative impacts of advertising as compared to their older counterparts' in-group B (10-13years).

4.2 Demographic data for group B

This group consisted of children older than the ones in-group A. Some findings were similar for both groups except on some few issues as recognizing truth in TV adverts. The group comprised of the following ages: Girls age 10years formed 22.22%, 11years formed 27.78%, 12years formed 33.33%, and 13years formed 16.67% of the group. Boys' group was composed of: 10year olds forming 23.53%, 11year old forming 17.35%, 12 year olds

forming 23.58% and 13year olds forming 35.29% of the group. 100% of both groups could read and write.

The group that had three TV sets at home was represented by 8.57%, owning two sets represented by 17.14% and one set by 74.28%. On average this group watches 24.4hrs of television in a week. The number of hours dedicated to watching TV is close to earlier findings indicating that American children devoted 26hrs per week on TV. The American case could partly be as a result of climatic conditions where by, during winter children spend more time indoors. This makes them watch a lot of TV since it is among the cheapest and popular indoor activity most of them could do during that season. Television viewing was on average divided into 1.78 hours during weekdays and 7.5 hours during weekends for both boys and girls.

4.2.1 Activities done apart from TV watching

Table 13

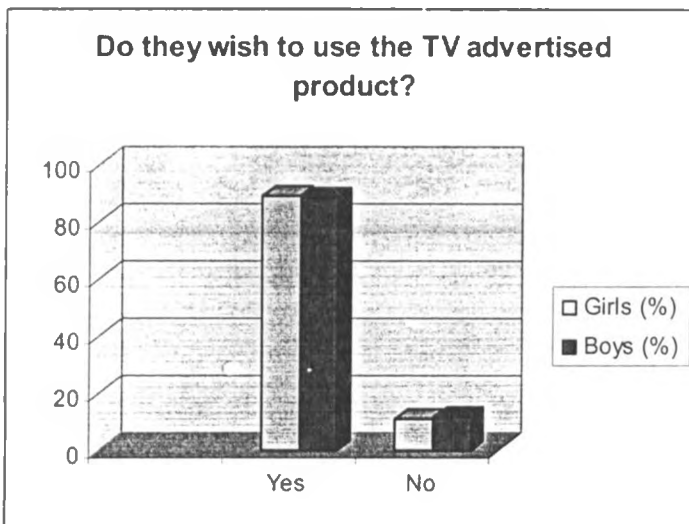
Activities	Girls (%)	Boys (%)	Grand total (%)
Read	16.67	23.53	20
Music	5.56	11.76	8.57
Read + play	44.44	29.41	37.14
Sleep	5.56	0	8.57
Visiting friends	11.11	5.89	8.57
Play video games	11.11	11.76	11.42

This group was involved in other activities as listed below apart from watching TV. For the Girls 16.67% only read, 5.56% play or listen to music, 44.44% read or play, 5.56% sleep/nap during leisure time, 11.11% visit friends, and 11.11% specifically play video games during this time. As for the Boys group 23.53% read during their free time, 11.76% either play or listen to music, 29.41% read or play, 5.89% visits friends and 11.76% play video games. It is notable that this age group doesn't play much when compared to their younger counter parts (group A). They feel playing is childish and instead, would rather participate in roles associated with adults. Probably television here doesn't play a big role in influencing their behaviour, because the findings show that they watch less television compared to group A or parents. Where by group A dedicates an average of 29hours parents give approximately 36hours, group B only gives 24hours per week to TV watching, according to the findings.

4.2.2 Desire to use TV advertised products

Table 14

Response	Girls (%)	Boys (%)
Yes	88.89	88.24
No	11.11	11.76



Graph 4

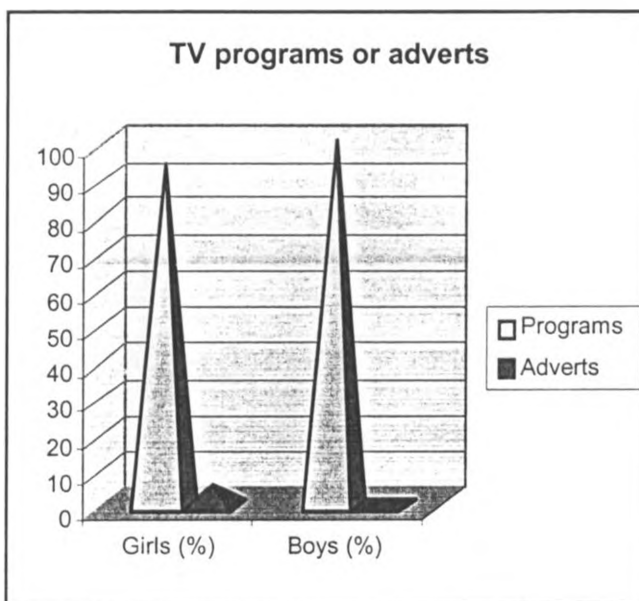
Asked if they wished to use the products they had mentioned they responded as indicated below: 88.89% of the girls said yes while 11.11% of them said no. As for the Boys', 88.24% said yes while 11.76% said no. This implies that even those who mentioned Beer advertisements were wishing they would actually use the product. This agrees with Namita's and Bajpai's (2002) observation that TV advertising influence involvement in early drug and alcohol abuse. Though a small percentage (11.45%) mentioned alcohol ('beers'), and even indicated a desire to use the product once they come of age, the researcher is of the opinion that some of the children could easily consume the product if it is available or be within their reach.

Children's desire to use TV advertised products stem from the fantasy expressed by the adverts. They think that by using the products they would get to perform as the models do on TV advertisements. This encourages the ethos of materialism as observed by Jenkins (1994). The author argues that TV advertising sells children the idea that for one to be happy 'they've got to keep using/buying the products advertised.'

4.2.3 Preference between programmes and adverts

Table 15

Preference	Girls (%)	Boys (%)
Programs	94.40	100
Adverts	5.56	0



Graph 5

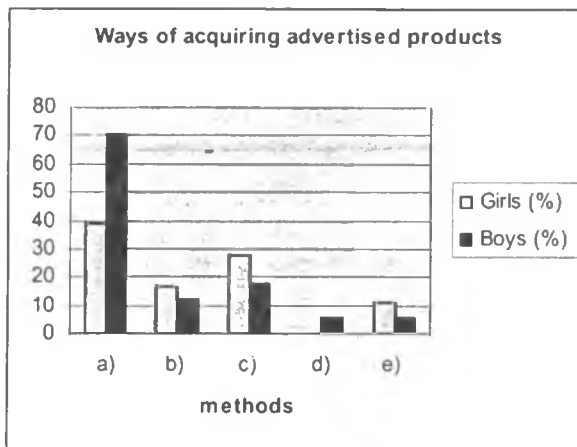
Choosing their favourite between TV adverts and TV programmes; 94.0% of the Girls responded that they liked TV programmes. The remaining 5.56% preferred TV adverts to programmes. As for the Boys 88.24% mentioned TV programmes as their favourite compared to, 11.76% who indicated their preference for TV adverts.

Those who chose TV programmes as their favourite had the following reasons. That TV programmes are more entertaining than adverts because they are full of comical stories. TV programmes are more informative and educative when compared to TV adverts. Compared to Adverts TV programmes are advanced in their creation, show admirable lifestyles. This suggests that TV programmes are capable of arousing desires for products and lifestyle therefore acting as advertising vehicles.

4.2.4 Ways of acquiring Products

Table 16

Ways of acquiring the product	Girls (%)	Boys (%)
a) Request parent to buy or give money	38.89	70.56
b) borrow/ask from a friends	16.67	11.76
c) buy using my pocket money	27.78	17.65
d) use money that is lying around	0.00	5.89
e) Ask auntie to give me money	11.11	5.89



Graph 6

Children acquire TV advertised products, through the following ways. In the Girls' group 38.89% said they requested their parents/guardians to buy or give money, 16.67% said they ask/borrow from a friend, 27.78% said they used pocket money, and 11.11% ask Aunties²⁶ to buy them. In the Boys group 70.56% of them said they requested their parents to buy the product, 11.76% borrow/ask from a friend, 17.65% by with pocket money, 5.89% buy with money found 'lying around' the house while 5.89% ask their 'Aunties' to buy them. More girls than boys request their parents to avail the TV advertised product as depicted by results.

A smaller percentage of boys in group B said they use money lying around to buy a TV advertised product. Money lying around was a polite way of referring to dishonest ways of acquiring money. This implies that children are influenced into getting money without permission so as to fulfill desires for an advertised product. This agrees with the observation that TV advertising could partly contribute to the acquisition of bad habits such as: dishonesty, lying etc.

²⁶ A polite name used by these children to refer to house-helpers.

4.2.5 TV advertising and emotions

Table 17

Emotions	Girls (%)	Boys (%)
a) Offended and annoyed	16.67	5.89
b) Understand the situation	38.89	17.56
c) Felt sad and disappointed	38.89	64.71
d) Felt sorry and low	16.67	5.89

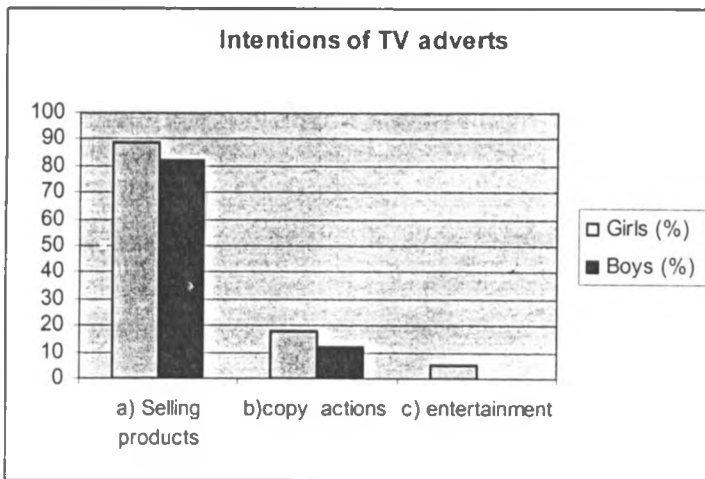
When Children's request for TV advertised products are not met, they expressed their feelings as: among the Girls 16.67% said they felt annoyed and offended by their parents/'aunties', 38.89% said they had no bad feelings and were understanding, 38.89% felt sad and disappointed, 16.67% said they felt sorry and low if they did not have the product when their friends had it. The Boys' response were as follows: 5.89% said they felt offended and annoyed, 17.65% said they understand the situation and harbour no ill feelings, 64.71% said they feel sad and disappointed by parents, and 5.89% said they felt sorry for themselves and low.

Among the girls 16.67% felt sorry for themselves when denied an advertised product. This implies that if a desire for a TV advertised product is not met, it may lead to discontent and diminished self-esteem, within a child. When these wants are continuously unfulfilled, children may develop lots of resentment toward their parents. This suggests that children who harbour these negative feelings towards parents are likely not to have healthy relationships with parents.

4.2.6 Intentions of TV advertising

Table 18

Response	Girls (%)	Boys (%)
a) Make the audience buy the products	88.90	82.35
b) Make the audience copy their actions /behaviours	17.65	11.76
c) Get the audience entertained	5.56	0



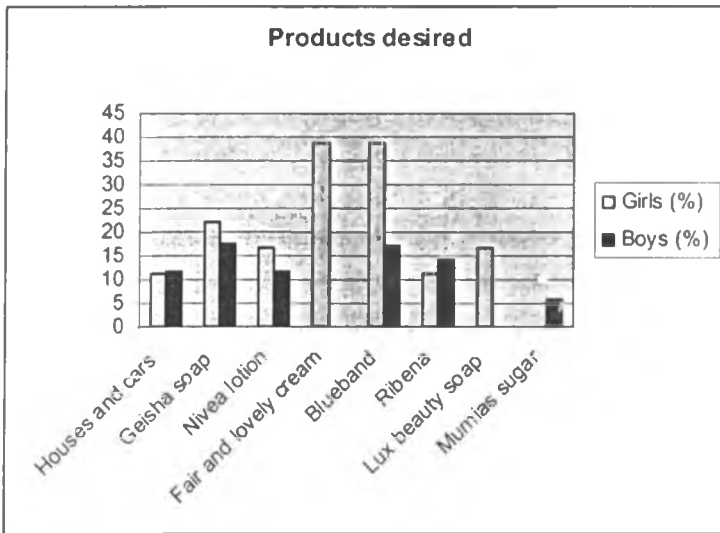
Graph 7

Among the girls, 88.9% thought advertising intentions were to make an audience buy advertised products. 17.65% said TV adverts' were to the audience copy actions and behaviors of models, and 5.65% thought they were to get the audience entertained. When the group is compared to group A, they seem to articulate the intents of adverts. This comes as a result of age maturity, and this tally with Warte.la's(2000) findings that points age maturity as a factor in detecting advert intentions. This implies that a greater percentage (88.9%, 82.3%) of the children can critically choose what to copy from adverts.

4.2.7 Product loyalty

Table 19

TV products	Girls (%)	Boys (%)
Houses and cars	11.11	11.76
Geisha soap	22.22	17.65
Nivea lotion	16.67	11.76
Fair and lovely cream	38.89	0
Blueband	38.89	17.05
Ribena	11.11	14.28
Lux beauty soap	16.67	0
Mumias sugar	0	5.89



Graph 8

On inquiring what TV advertised products the group would like to use when grown-up; the following responses were gathered. 11.11% of the girls said they would like to own cars and houses, 22.22% mentioned 'Geisha' soap, 16.67% mentioned 'Nivea' Lotion, 38.89% mentioned 'Fair and lovely' beauty cream, 11.11%, 38.89% mentioned 'Blueband' margarine, 11.11% mentioned 'Ribena' drink, and 16.67% mentioned 'Lux' beauty soap.

Among the boys, 11.76% mentioned Houses and cars, 17.65% mentioned 'Geisha soap'. Reasons given for choosing some products like 'Fair and lovely' beauty cream was that: it would make one light skinned, soft and beautiful some qualities that were valued by girls. It is as though children wait to get their standards from TV advertising; on how to be like in terms of weight, height and skin complexion. Percentage of girls 11.11% wanting houses and cars which was almost close to 11.76% for the boys suggests that both children's desires and aspirations are the same. Probably because nowadays girls are encouraged (in school and at home) to pursue interests that were for a long time thought to be men's domain. It indicates a change of middle class attitude towards some gender issues and that's why girls were able to cite products such as cars and TV. It also suggests that TV advertising is shaping children's future aspirations in terms of what assets they desire to own.

4.2.8 Truth element in TV adverts

Table 20

Response	Girls (%)	Boys (%)
Yes	27.78	52.94
No	72.22	47.06

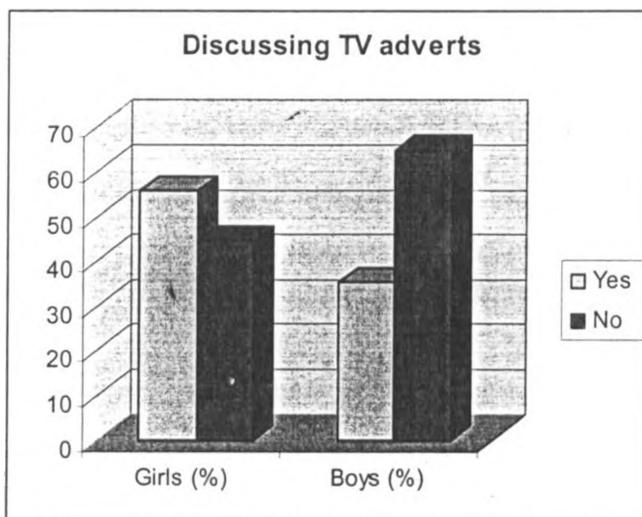
On whether TV adverts tell the truth the children had the following responses: 27.78% of girls in the group said yes they do, while 72.22% said they do not. Among the boys 52.94% said that TV adverts tell the truth while, 47.06% said they do not.

Those who said TV adverts don't tell the truth gave the following reasons to support their answer. TV adverts use camera tricks to cheat the eye. Models in the adverts are sometimes shown doing things that one cannot do on normal occasions and advertised products sometimes don't perform as illustrated on TV. They can begin to tell the truth element which comes with age. In the researcher's opinion 'truth element' is being able to recognize the exaggeration and tricks employed in TV adverts with, the aim of convincing the audience that a product can perform above the normal.

4.2.9 TV adverts and parent discussion

Table 21

Response	Girls (%)	Boys (%)
Yes	55.56	35.29
No	44.44	64.71



Graph 9

When asked if they discuss TV adverts with their parents, children responded as indicated below. In the girls group, 55.56% of them said they discussed TV adverts with their parents while 44.44% said they do not. Among the boys, 35.29% said they do discuss while 64.71% said they do not discuss TV adverts with their parents. During discussions with their parents they would be alerted on good and bad adverts, presence of exaggerations, products designed for adults only and need for them not to emulate bad things featured on the adverts.

A greater percentage of the girls said they discussed adverts with their parents while fewer boys did. Earlier findings indicate that children who discuss TV adverts with their parents are less prone to its negative impacts. They also pester and nag less often as they get to know and understand the intentions of an advert.

4.3 Demographic data on parents

Parent's opinions were sought to clarify or support data gathered from children where necessary. Among the parents/guardians interviewed 90% of them were females while 10% were males. The sample group was composed as follows: 36.67% was made up of business people (6% were men), 13.3% were teachers, 16.67% were house-wives, 10% were office secretaries, 3% were researchers (all were male), 6% were nurses, 3% were marketers, chefs and bankers.

On average they watch 36 hours of television a week, 3.6 hours during weekdays and 9 hrs during weekends. This closely compares with findings by Makesi(1989) that middle class adults were spending 30hrs on the TV viewing per week. Possibly the hours have increased over the years with the development of the TV industry, since there are more TV stations offering a variety of channels and therefore a wider and better option of programmes for the viewers.

A greater percent of this middle class group are in professions, implying that they have a high level of education. Their values therefore are set to be inclined towards aspiring to be like people in the high-class group. They want to own valued assets, lead admired lifestyles and therefore inculcate these values in their children. No wonder they are a big target for advertisers who promise to offer them just the kind of life they admire. It was also

notable that it is easier to find more females (90%) than males at home over the weekends. This was because most males preferred to spend time in places like bars with friends, going out to watch sports, work, visiting friends and relatives and involving in other outdoor activities.

When parents/guardians were asked why they sometimes discussed TV advertising with their children they responded as follows: Some parents said there were adverts that portray undesired values and behavior and in order that their children to get to know that the behavior/values are not worth emulating, they discussed such adverts when they were aired. Parents said they discussed adverts they thought had something interesting, which they felt children could benefit from. Some parents discussed TV adverts only when their children prompted them to, by asking questions.

4.3.1 Parents who discuss

Table 22

Response	%
Yes	50%
No	50%

Those parents that did not discuss TV advertising with their children said it was because of the following reasons: They did not find it important and felt it did not make a difference in the child's life. Others were of the opinion that since all advertising targets adults there is no need to discuss it with children. Others felt that sometimes TV advertising is too embarrassing to be discussed with children.

4.3.2 Bad influential TV adverts

Table 23

Uncomfortable	%
Yes	66.67
No	33.33

Parents expressed the following about some TV adverts, which they felt uncomfortable with, especially when children watched. Among the parents sample group, 66.67% said there were adverts they felt were bad and were not suitable for children's viewing. The remaining 33% did not think the same, and were therefore not against any TV

advertises when it came to children. Some of the TV adverts they were strongly against were such as those of 'Trust' Condoms, Anti-AIDS campaign²⁷, 'Beers' and 'Bambua Tafrija' beer competition, and 'Fresh-Fri' cooking oil. Some of their reasons for being against the TV adverts were as indicated below.

'Bambua tafrija' advert may lead children to venture in inappropriate places such as pubs unaccompanied, to collect bottle tops needed for the competition. This could endanger their safety. The MSK code of ethics No. 21.2.3 on children, and safety advises against adverts that 'encourage children to enter strange places or to converse with strangers in an effort to collect coupons, wrappers, labels or the like.'

4.3.3 Reason for discomfort

Table 24

Reason	%
a) The demonstration on how to use a condom is vivid and so exposes a young mind to some issues too early	16.67
b) Some ads make children ask unexpectedly embarrassing questions	26.67
c) Beer TV ads are presented in a way as to attract young people making them feel drinking is alright and has no consequences	13.33
d) Some adverts teach reversed roles where a woman goes to work and the husband remains doing the housework (Fresh fri oil)	3.33
e) Sanitary towels are a private issue which should not be exposed on screens especially during meal times (it is disgusting)	10
f) Some AIDS campaign ads present such indecent scenes that instead of warning people it entices them to the very danger	33.33

Television advertising has a moral attachment that cannot be ignored especially when it comes to targeting children. The table above expresses parent's sentiments on TV adverts they feel impact negatively on their children's morals and values. These adverts do not adhere to the MSK code, which stipulates that alcohol adverts should not suggest sexual indulgence or permissiveness (code No. 3.6). This should apply to other products as well since they seem to fall under the same category

²⁷ One that has an ending slogan that reads 'Unapokunywa zaidi ndivyo unavyo teleza zaidi' (the more you drink alcohol the more you slide referring to ones reasoning capacity after taking alcohol)

4.3.4 Change of Products and TV advert

Table 25

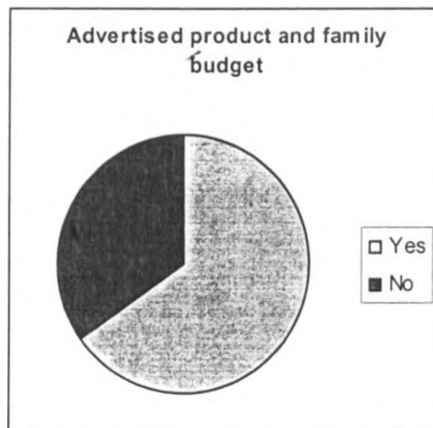
Reason	%
a) Just to please the child	43.33
b) when children nag too much	16.67
c) To satisfy the child's as well as my own curiosity about the product	20

Some parents said that they do change products on the request of their children for the following reasons. First of all was to please the child that was said by 43%, when the children nag and pester them too much said by 16.67% and to satisfy the children's curiosity as well as theirs mentioned by 20%. Reasons (a) and (b) suggest that parents are slowly losing control on decision-making. This is because they bow to children's demand for TV advertised products, and are easily succumbing to their naggings. Some parents felt that they should be able to guide their children on what is good for them and not be dictated to by children. Children's pressure resulting from TV advertising should not dictate to parents on what to buy.

4.3.5 TV advertising and Family Budget

Table 26

Response	%
Yes	43.33
No	23.33



Graph 10

Parents were asked whether children's requests were usually in line with family's budget, response were as follows: 43% said it fitted within their budgets while 23% said it did not. The data suggest that TV advertising causes children to pressurize parents to buy products outside the family budget. Parents were forced to buy advertised products possibly fearing negative reactions from their children, which were as expressed in the table below.

4.3.6 Resulting Behavior

Table 27

Behaviour	%
a) Understanding, showing no negative emotions	33.33
b) They get annoyed, sulk and are rude for a while	53.33
c) Throw tantrums and cry	13.33
d) They feel that parents are deliberately denying them	3.33

When children's requests were not met, parents said children expressed their emotions as indicated below: 33% of the parents mentioned that their children were understanding and so did not show any negative emotions. 53.33% mentioned that the children would get annoyed, sulk and be rude for a while, 13% said they would cry and throw tantrums. 3.33% said that their children felt that they were deliberately denying them 'pleasure' yet they had money to buy them the advertised product. This suggests that TV advertising may cause children to mistrust their parents. This may cause a strain in the parent- child relationship.

4.3.7 Request for inappropriate TV advertised products

Table 28

Responses	%
Yes	60
No	40

Parents were asked if their children ever asked for TV advertised product that they felt were inappropriate for them. Their responses were: 60% said yes while 40% said no. Examples of advertised products requested for which they felt were inappropriate were like medicine, skin toning creams, and mobile phones. This tallies with earlier findings that indicate that TV advertising encourages children to ask for inappropriate products.

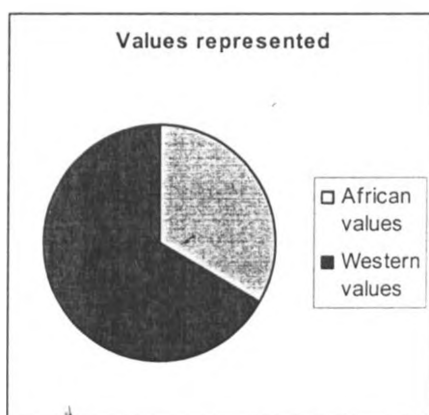
Parents' responses on how they felt TV advertising is negatively influencing their children confirmed some of the earlier findings. Their observations are indicated below: 10% felt that it negatively influenced children's morals but could not give evidence for it. 10% said that it promoted the value of consumerism/materialism among children. 13.33% mentioned that some adverts positively informed children on sexual issues. Such issues included vividly warning them against HIV-AIDS in a manner that parents would not do. Adverts also negatively informed children on some sensitive sexual issues when still too young.

23.33% of the parents felt that TV advertising made their children pester and nag a lot for unnecessary things. 20% said it contributed to unnecessary arguments with parents especially when a request was denied. Before, children accepted what was availed to them, but with the coming of TV adverts they have attached price tags to certain products and demand them until they are bought. Some felt that TV advertising was making children more selfish and individualistic in that they only think of themselves and, 'I want' has become their language.

4.3.8 TV advertising and values

Table 29

Values	%
African values	33.33
Western values	66.67



Graph 11

Parents felt that TV advertising is promoting the following values: 33.33% felt it promoted African values while 66.67% felt it promoted western values. Parents preferred

values as indicated: 60% advocated that TV advertising should promote African values, 10% opted for Western values while 30% advocated for a balance between the two. Some of their reasons for choosing values as indicated were: since they were Africans they felt their children should learn African values so as to identify with them. These parents felt that African values were less permissive and so would less influence their children negatively. Some of the negative values they mentioned included materialism that was more of a western value, and it is promoted so much by TV advertising. Materialism instills in the target audience the idea that owning material things can bring about happiness. Secondly some parents thought western values encourage individualism, where one strives to acquire things for themselves and communal participation is no longer encouraged valued. This in turns promotes the value of selfishness, which was not encouraged in an African set up.

Other parents felt that because the world is changing, children needed to be at par with the rest of the world. This is because western countries seem to set the standard for the rest of the world. Those who were for a balance between the two values said that there was something valuable in both.

4.4 Parent's suggestion on control of TV advertising

Parents were not aware of any regulations governing advertising. They instead made the following suggestions on ways of minimizing the negative impacts of TV advertising to children. The suggestions were divided into two as shown below:

4.4.1 Showing times

- a) There should be a specific showing time for certain adverts, and this be done within adult programming.
- b) Advertisements targeting adults should be aired late in the night when children are supposedly asleep.

4.4.2 Type of advert

- a) Some parents felt that all the TV advertisements were all right and that there was nothing wrong with them.
- b) Alcohol adverts should be totally banned from TV and be advertised in places like pubs where they are consumed.

- c) Advertisements for products such as condoms be banned from TV and use other media to advertise such as; print. Parents argued that this would work because children do not get to interact with print a lot compared to television.
- d) Cartoons should not be used to advertise products inappropriate for children e.g. alcohol or cigarettes.
- e) Television should do much more of social marketing/rather than commercial advertising.
- f) Older models should be used in advertising certain products to prevent children from wanting to associate with models in the advert. This is especially so for adult products such as alcohol.
- g) A warning should accompany every television advert that is strictly targeting adult audience. This is so that children may know first hand that the product is inappropriate for them.

4.5 Analysis of focus group discussions

To collaborate the individual interviews, FGDs were conducted amongst a sample of children that had earlier on been interviewed. The sample was chosen from the two groups of children, which were A, and B. In this case contribution of ideas and opinions were done in a group. This was unlike in the interviews, where each subject was questioned alone. Three children forming group A (6-9years old) aged 6, 7 and 8 years were selected to participate in the group discussion. The subjects aged 6 and 8 years were boys while one aged 7years was a girl. From the older group B (10-13year olds) two boys and two girls were selected for the discussion. It became necessary to separate the different ages so as to create a suitable environment for each group. This was because the younger group were intimidated by the presence of older children. The separation of groups enabled the researcher to take note of every small detail that was presented. This made observations easier as when compared to carrying out discussions with a large group. The outcome of both discussions is indicated in the paragraph below.

Both groups (A and B) consider TV as an entertaining element, a cheaper way of killing boredom. They also suggested that it lightens their moments as indicated in their statement such as: "It brings funny programmes that really make me laugh". They added that

watching TV informed them of new things and taught them how to go about certain circumstances in life. For instance one 8-year-old boy expressed his passion for Gospel programmes saying that they taught him how to 'behave'. Subjects in-group A mentioned some of the programmes they like watching, most of them being cartoon programmes. At one point, they got carried away and begun imitating cartoon characters in their favourite "Tom and Jerry" series. This confirms that children do copy both good and bad behaviours from TV characters. TV presents them with role models in the absence of traditional role models such as school and family.

The older subjects in-group B had the same reasons as Group A for watching TV. They added that watching TV had them informed on new things they did not know about. This was done through news, documentaries and other TV programmes and adverts. Girls in group B were not so pleased with cartoon programmes and dismissed them as childish. Boys in the group said they did not mind watching cartoons since at times they were comical and entertaining.

When asked to name some TV adverts they thought were good, group A mentioned 'Valon²⁸, Vaseline²⁹, Colgate and Omo³⁰, and Quencher juice. Group B cited Hedex, Eveready batteries, Toss washing powder, Ribena, 'Nokia' and 'Motorolla' phones as among the good adverts. Note that most of them named domestic goods such as washing powder etc that confirms findings by Freidrich and Stein (1980), who explains that most children in this age group try to identify with adult roles. This also confirms earlier findings that: children in this age group aspire to be like adults and will want to be identified with adverts targeting adults. Among the TV adverts considered as bad by group A were the Bambua Tafrija beer competition, Close-up toothpaste and Colgate toothpaste. Reasons for considering them as bad were: that 'Bambua Tafrija' adverts was advising people to drink. To them drinking kills and drunken people cause road accidents. One 8yr old boy was specifically disgusted with the Colgate advert and speaking with a sneer he said, "I hate the way they 'lick' one another and come close. That is bad manners!" he exclaimed. This suggests that some adverts imply that their products can contribute directly to sexual prowess or seduction.

²⁸ Brand of skin oil manufactured in Kenya. 2. Brand of skin oil made from petroleum

³⁰ Brand of washing detergent manufactured by Unilever Kenya

Subjects in-group B only mentioned 'Eveready' batteries among TV adverts they disliked. When asked the reason for this dislike, the boy did not give any, and the rest of the group did not mention any advert. Subjects in group A broke into a dance as they sang the jingle for 'Blueband' margarine advert. They mentioned the things they liked most about TV advertising as model's dressing, songs, and bright colours used in adverts. They expressed their desire to own similar clothes as those of the model. Subjects in group B were not enthusiastic about TV adverts, and insisted that adverts cheated a lot. In Group B the girl expressed disgust for adverts because they interrupted programmes and felt they were a nuisance and should not be aired at all. This tallies with earlier findings that: children in this age group were able to discern the truth element or lack of it in the adverts they listed. One girl group B specifically cited 'Hedex' medicine advert as full of lies. She asked, "How can somebody swim in the air, or swallow a drug and get cured instantly? Isn't that a lie". This implies that they can separate fantasy from real life and so can choose what advert content to use or ignore.

The other subjects agreed with her observation and added that advertising music was lively accompanied with lively pictures. One of the boys in the group cited 'Nokia' phone advert was their best advert. The positive things TV adverts taught children were said to be that: it told them what to buy and where to get it, how to keep clean and behaved (group A). Group B said that some of the adverts informed and warned them on some situations. For instance they cited the 'Kenya Power and Lighting' advert as warning against stealing electricity. The subjects said TV adverts demonstrated to the audience on how to use a product, and its latest features. Subjects in-group A said that 'Bambua tafrija' beer advert meant to promote beer was to encourage people to drink. These were the same sentiments expressed by subjects in-group B, who further said that: 'drinking can cause one to be infected with the HIV virus'. The 8-year-old boy disclosed that he was actually collecting the bottle tops required in the 'Bambua Tafrija' competition. He firmly reassured the group that he would not drink but that he would join in the competition and win. Asked where he was collecting the bottle tops from, he answered "I send my friends to get me from where they are gotten".

Subjects in-group A held the opinion that by having all the nice things advertised on TV they would be happier, and their lives would be much better. A 7year old girl closed her

eyes and with her hands covering her face she yelled out “Yes! I would eat all the sweets and chocolate as I wish! Live in a bigger house with every nice things such as chocolates and cakes in it.” This confirmed the existence of fantasy element mainly sponsored by TV adverts in the minds of children. It also indicated the existence of a materialistic attitude inculcated in them by TV adverts. The 8-year boy did not agree with her and told her off saying that sweets were not good for their teeth. Interestingly, the four subjects in the group confirmed that they would be happier if they had the TV advertised products they desired.

Group A felt that TV adverts always told the truth. A six year old did not show any discretion over TV adverts and truth element. The 8 year old argued that not all adverts do tell the truth. He gave an example of ‘Tuzo milk’ advert that depicted a young child lifting the mother up in the air after taking the product. The boy said that after taking the advertised milk, he couldn’t lift his mother up as portrayed by the particular advert. But he went on to say that may be it did not perform as suggested because some products perform after a long time. Subjects in-group B said that not all adverts told the truth, and that most of the ‘tricks and magic’ were done to entice people into buying the products. They understood their parent’s decision and did not engage them in any kind of argument when they were denied a TV advertised product. Although sometimes they were overcome by emotions when they dearly wanted something and would sometimes get annoyed and cry, they insisted that such moments did not really affect their feelings towards their parents.

4.6 Chapter Summary

Chapter four has covered findings addressing itself to TV advertising influences on the sample's behaviour, attitude and values with parent's opinion confirming this. The section has given demographic details of each group. This has served to give a detailed description of each sample group. Activities that children engage in apart from TV watching have been listed down. Findings indicate: some of the advertisements children get to watch, ways of acquiring the advertised products, influence of TV adverts on their emotions, imitation of adverts, language preference, and degree to which children can recognize truth in TV adverts has been discussed.

Parent's opinion on TV adverts in relation to their children's behaviour, attitudes and values were also discussed. The section has included parent's suggestions on how TV advertising can be controlled so as not to negatively influence children. Lastly the section includes a report on the focus group discussions with findings tallying with information gotten from interviews.

CHAPTER FIVE

5.0 SUMMARY AND RECOMMENDATIONS

This section summarizes major research findings in relation to research objectives set out in chapter one. The chapter is divided into two main parts: summary and recommendations. The first part gives the summary of the research findings and the second part gives the recommendations on how the problem can be solved.

5.1 Summary

The study aimed at finding the negative impact of TV advertising on middle class children in Nairobi. It was also aimed at identifying government policies and regulations that govern advertising as relates to children. Information required in answering the research questions was obtained from library searches, discussions and oral interviews with children and parents. A selected sample of children and parents from BuruBuru's residential estate were selected for the study. The oral interviews were followed by focus group discussions (FGD) with children from the selected population sample.

The data collected was analysed using Content Analysis so as to make objective judgement of the opinions gathered from parents and children. The major findings were:

- Television watching takes the greatest part of children's leisure activities with over 26 hours a week dedicated to it.
- TV advertising brings children information on a range of products in the market. It provides them with information on how and where to find the products. This includes products such as alcoholic drinks that are not for children.

- TV advertising does not grossly affect children's concentration span as they still like to engage in activities that require a longer concentration span such as viewing TV programs.
- Children do acquire TV advertised products through negative ways such as nagging parents
- TV advertising creates negative emotions in children especially when they cannot acquire what they want. This in turn affects their relationship with parents to some extent.
- Parents can lose control over children such that they are not able to make some decisions without the influence of their children. Parents know what is beneficial to their children but because of the constant nagging for certain advertised products; they end up submitting to their pressure.
- TV advertising does influence children's values through passive learning, where by they imitate models in adverts with both good and bad behaviours.
- Children showed product loyalty for some products that were advertised on TV.
- The performance of an advertised product may negatively affect children's emotions if not to the standards shown by its advert.
- TV advertising may influence children's language preference for example they may prefer English and despise other ethnic languages.
- Most children in the younger age group cannot easily identify the truth or lack of it in TV adverts while the older one can.
- Older children age 10-13years could recognize intentions of adverts as 'to sell' while the younger group age 6-9years found it difficult.

- TV advertising heightened children's desire to use products that were not appropriate for them.
- Fewer parents tend to discuss TV adverts with their children.
- TV adverts makes children pester for products which if provided distorts family budget.
- There are no government policies and regulations governing advertising at present though an Act has already been proposed in parliament.
- There exists voluntary regulations that have moderated advertising in the absence of advertising legislations.

5.1.1 Conclusion

Although some negative impact of TV advertising was identified, the degree to which it affects the children is not yet known. This is probably because in Kenya advertising is not so developed, in terms of specializing on children as a target audience. But there is evidence of existence of the problem to some degree; it would be unwise to ignore it. This is because it will definitely develop with time as advertising advances. The negative impact can develop into a real problem especially in the absence of a legal policy to govern advertising.

Parents should begin to take an active role in enlightening their children on adverts. This would help minimise some of the possible negative influences by making children understand the purpose and intentions of adverts. Although TV advertising has negative influence it does have a beneficial side for example it gives information on a product and demonstrates its use. The positive side of TV advertising on children was not discussed in the report because it was beyond the scope of this study. The study may not be as conclusive because of difficulties faced during the research as already indicated in the previous chapters.

This implies that there is still need for more research in this area to give a greater understanding of advertising and children. Media practitioners and other stakeholders should make necessary adjustments to accommodate the fact that TV advertising can negatively influence children. They should begin to make amendments to their in-house advertising policies to reduce the negative impact that results from advertisements. Parents and teachers should make an effort to educate children on TV advertising.

5. 2 Recommendations

The following are some of the recommendations that can contribute towards the prevention of negative impact/influence of TV advertising on children:

Parents and Teachers

- Parents and teachers need to start discussing TV adverts with children so as to educate them on intents and truth elements in them, etc.
- Responsibility lies with the parents primarily, on which TV adverts their children watch. They should be able to control what their children watch, though the government should assist in this through controlling TV stations advertising content.

Media practitioners/Advertisers

- Media practitioners should be made aware of the negative effects of TV advertising on children and be asked to inculcate positive values and behaviours in their audience via appropriate TV adverts.
- Advertisers and Media practitioners should cooperate in making sure that certain adverts that negatively affect children (depending on the product) are not aired during their prime watching times.

- While it is recognized that children are not the direct purchasers of many products over which they are naturally allowed to exercise preference, advertisers should exercise care that they do not encourage them to be a nuisance to other people (parents) in the interest of any particular product.
- Advertisers should try advertising their products using other media apart from TV, especially those with fewer children as their audience.
- Advertisers of junk foods (that are considered unnecessary and second rate in nutritional value) should be encouraged to advertise other more nutritious food e.g. fruits immediately after their adverts.
- Elderly looking models should be used to advertise products targeted at adults, so as to prevent children from desiring the products and finding means of acquiring them.

Policy Makers

- There is need for the government to set policies governing advertising which will specifically address children as a vulnerable group.
- A bigger sample population including children from the different social classes should be studied to yield more information on children and TV advertising.
- Cartoons should not be used to advertise products inappropriate for children e.g. alcohol or cigarettes.
- Advertising policies should stress social marketing rather than commercial advertising on television.
- CCK or KFCB should review adverts before they are run, and give advance clearance in an advisory capacity.

- Researchers and the society should tighten rules on self-regulation, and help the government make better-informed decisions. For instance MSK can work closely with the government to offer professional advice concerning advertising.
- KFCB, which currently classifies films; should be empowered to do the same with advertising. Possibly advertisements should be rated in the same way films are classified. (This is done according to the dangers they pose to minors, based on general and scientific-founded principles).
- A legal framework for classifying advertising should be developed.

5.2.1 Areas for further research

Some areas identified during the study that needed further research:

- Benefits of advertising for children in Kenya
- The impact of advertising on low and high-class children in Kenya today that may include the urban or rural residents.
- Advertising and the children's pocket money
- Internet advertising and children in Kenya

Footnotes

- ¹ Steadman and Associates research on Top dailies most popular with advertisers 2002. Pg 2
- ² Confirmed by the Legal Advisor, Nation Media Group and Kenya Film Censorship Board 2005. pg 4
- ³ The state of world's children 2001- <http://www.unicef.org> [October 2001] pg 5
- ⁴ Household survey 1998 Central Bureau of Statistics Kenya. Pg 12
- ⁵ KBC then was being run by Kenya's colonial government based in Britain. Pg 16
- ⁶ a pay-per-view television network. Pg 16
- ⁷ a Nairobi-based private television network. Pg 16
- ⁸ Organisations that plan, create, and prepare client's advertising campaigns and promotional materials. Pg 23
- ⁹ Organisations that sell time for the electronic media and space in print media so as to carry the advertiser's message to the target audience. Pg 24
- ¹⁰ Powdered spices manufactured by Kenya Unilever Company, which is also a multinational company. Pg 25
- ¹¹ [www.filmaker.co.za/detail.php?siteid=415&\(Aug 24th 2005\)](http://www.filmaker.co.za/detail.php?siteid=415&(Aug 24th 2005)) pg 25
- ¹² www.ecofutre.org/PK/pkar9506.html. pg 28
- ¹³ Centre for Media Education, USA: <http://www.cme.org>(Nov. 2000). Pg 29
- ¹⁴ Referring to a child's age and sex. Pg 29
- ¹⁵ Referring to who the child views TV with, time of the day, duration of the commercial in question, and product of commercial. Pg 29
- ¹⁶ Product of Unilever industries in Kenya. Pg 35
- ¹⁷ a health drink made from 'blackcurrants' by Smith Kline Beecham industries in Kenya. Pg 36
- ¹⁸ is a cooking fat produced by Bidco oil industries in Kenya. Pg 37
- ¹⁹ a bill passed by parliament and so placed on the statute book. Pg 40
- ²⁰ Confirmed by the Legal Advisor Nation Media Group and the Kenya Film Censorship Board. Pg 40
- ²¹ erc.msh.org/fpmh_english/gloss/gloss_6.html (August 2005) pg 52
- ²² Local name given to a slang language formed from a combination of Swahili and vernacular spoken mostly by teenagers to fellow teenagers. Pg 53
- ²³ It is the deviation from the true measurement due to factors that have not effectively been addressed by the researcher. Pg 53
- ²⁴ It is the deviation from the true measurement due to factors that have not effectively been addressed by the researcher. Pg 54
- ²⁵ Group A consists of children 6-9 years old
Group B consists of children 10-13 years old. Pg 61
- ²⁶ A polite name used by these children to refer to house-helpers. Pg 72
- ²⁷ One that has an ending slogan that reads 'Unapokunywa zaidi ndivyo unavyo teleza zaidi' (the more you drink alcohol the more you slide referring to ones reasoning capacity after taking alcohol) pg 79
- ²⁸ Brand of skin oil manufactured in Kenya. 2. Brand of skin oil made from petroleum. Pg 85
- ²⁹ Brand of washing detergent manufactured by Unilever Kenya. Pg 85

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APPENDICIES

Appendix 1

Marketing society of Kenya (advertising standards body of Kenya), April 2003

Code of advertising practice and direct marketing

Advertising principles

- ♦ Advertisements should be honest, decent, legal and truthful of decency.
- 8.1 Advertising should not contain statements or visual presentations which offend against prevailing standards of decency.
- 8.2 Advertisement shall not contain anything that is likely to lead to serious or widespread offence or resentment on groups of race, tribe, sex, sexual orientation or disability.
- 9. Honesty
- 9.1 Advertisement shall not contain anything, which offends or takes advantage of the susceptibility or vulnerability of the consumers.
- 10. Truthfulness
- 10.1 An advertisement should not mislead by inaccuracy, ambiguity, exaggeration, omission or otherwise.

Claims

10.3 Misleading claims

Advertisement should not contain any statement or visual presentation which directly or by implication, omission, ambiguity or exaggerated claim is likely to mislead the consumers about the product being advertised, the advertiser or about any other product or advertiser in particular with regard to:

- ◆ Characteristics such as nature, composition
- ◆ Actual value or total price
- ◆ Other terms of purchase such higher purchase.

10.8 Expert opinion

Where informed opinion is claimed in support of product such opinion must be sustained by independent evidence.

- 10.9 Scientific terms shall also not be mis-used and scientific jargon and irrelevances should not be used to make claims appear to have a scientific basis that they do not in particular case possess.

2.1 Advertisements aimed at children

2.1.1 Definitions and interpretation

- ◆ The code acknowledges the fact that because of the credibility and lack of experience of a child, the interpretation of the code as embodied in this code will be interpreted much more narrowly, as children would be likely to attach or associate a more literal meaning to advertising.
- ◆ The word children will also include the 'young people'.

2.1.2 children and safety

- 21.2.1 Advertisement addressed to or targeting children or are likely to influence children should not contain any statements or visual presentations which might result in harming them visually, morally, physically or emotionally.

21.2.2 The aim of the general principle is:

- 21.1.2.1 That children should not be brought up under the impression that it is acceptable

and safe to be in certain surrounding.

- 21.1.2.2 That depiction of a certain activity or circumstances in such a way would not have the likely effect that children would attempt to emulate it with the concomitant risk of physical, moral or mental harm or that the impression created is that it is acceptable to act in a certain manner.
- 21.2.3.1 An advert which encourages children to enter strange places or to converse with strangers in an effort to collect coupons, wrappers, labels or the like.
- 21.2.3.2 An advertisement where children appear to be unattended in streets scenes unless they are obviously old enough to be responsible for their own safety and where they are shown to be playing in the road or along the roadsides, unless it is clearly shown to be in a play area or other safe areas in street traffic scene where they are shown to disobey traffic rules.
- 21.2.3.3: An advertisement where children are shown to be leaning dangerously out of windows or over bridges or climbing dangerous cliffs.
- 21.2.3 An advert where small children are shown climbing up to take things above their head level or where medicines, disinfectants, antiseptics or caustic substances are shown within reach of children without close parental supervision or where unsupervised children as shown administering these product in any way:
21. An advert where children are shown using matches, or any inflammable substances, such as gas, paraffin, petrol or petroleum products, mechanical or mains powdered appliances in such a way which could lead to their sustaining injury.

21.3 Children's unawareness and lack of experience

21.3.1 Adverts should not exploit the natural credulity or gullibility of children or their lack of experience and should not strain their sense of loyalty: instances where the above are applicable are as follows:

21.3.2.1 Where commercial products or service, through an advertisement suggest that

Unless children buy or encourage other people to buy the product, they will be failing in some duty or lacking in loyalty towards some person or organization, whether that person or organization is the one making the appeal or not.

21.3.2.2 Adverts which lead children to believe that if they don't own product advertised

They will be inferior in some ways to other children, or that they will be held in contempt or ridicule for not owning it.

21.3.2.4 Offering a free gift where the gift is not free in a literal sense, that is where the

Gift is available but with a consideration on the side. If a condition applies that is "free with..." this fact should be stated as well as any other conditions that will apply if the free gift is not delivered immediately if the main conditions are met. The gift should be portrayed in such a manner that its size can be determined by showing it in relation to some common object.

21.2.3 Children should not be portrayed as being sexually appealing, or in a sexually provocative way or in any form of sexual innuendo or insinuation.

21.3.4 In using children in advertising attention is drawn to the provisions of the specific

Categories, of advertising in this code and more particularly to the Children's Act No. 8 of 2001, Laws of Kenya and the Employment Act chapter 226, the Laws of Kenya.

Alcoholic drinks

3.2 Under topic provisions

Adverts should neither suggest that regular solitary drinking is advisable nor should they exploit the young, immature or those who are mentally, economically or socially vulnerable.

3.3 Liquor advertising should pay regard to the target audience and general viewership in the following manner:

3.3.1 Should not be directed to persons below 18 years of age.

3.3.2 No one associated with the act of alcohol consumption in an advert shall be below 25 years of age or appear to be below aforementioned age.

3.3.3 No advertising medium should be used to advertise alcoholic drinks if more than 25% of its audiences are below 18 years of age.

3.3.4 Persons under 18 years shall not be depicted in liquor advertisements except where it would be usual for them to appear for instance in background scenes or in family crowds - they will not be shown drinking alcoholic beverages.

3.5.1 Advertisements should not imply that alcoholic beverages consumption is essential to business and social success or acceptance or that refusal is a sign of weakness. Such adverts should not be based on a dare or imply any failings in those who do not accept the challenge of a particular alcoholic beverage.

3.6 Liquor adverts should suggest neither sexual indulgence nor permissiveness. Such adverts should not portray nudity or present an improper portrayal of near nudity or present situation derogatory to the virtue of either sex or claim or suggest that alcoholic beverages can contribute directly to sexual prowess or seduction.

- 3.7 Liquor adverts should not suggest that any alcoholic drink can enhance mental, physical or sexual capabilities, popularity, attractiveness, masculinity, femininity or sporting achievements.
- 3.8 Advertisement must not depict pregnant women.
- 3.1.8 Advertisements should not suggest or commend or make fun of over indulgence of alcoholic consumption or its after effects.
- 3.1.9 Advertisements may not suggest that noticeable after effects of liquor abuse, such as flushed complexion, unsteady gait, slurred speech and blood shot eyes are not present if a particular product is consumed; or can simply cured, conceal or removed by medical treatment after consumption.

Appendix 2

UNIVERSITY OF NAIROBI

FACULTY OF ARCHITECTURAL DESIGN AND DEVELOPMENT

Department of Design

FOCUS GROUP DISCUSSION QUESTIONS

1. Why do you like watching television? **Probe** (Which channels do you like most?)
2. Name the adverts that you have ever seen on television?(**Probe:** Both the ones you think are good and those you feel are bad)
3. What do you really like about (above named) television adverts?
4. What are the good things television adverts teach us? (**Probe:** behaviour, education, at home,)
5. What are the bad things you think television adverts wants/teach you to do?
6. Do you think you will be much happier if you had all the good things advertised on television?
7. Do television adverts tell the truth (**Probe; the people in the adverts tell the truth**)?
8. Have you ever gotten into an argument with your parents when you demanded for a TV advertised product?

Appendix 3

CHILDREN'S INTERVIEW GUIDE
UNIVERSITY OF NAIROBI
DEPARTMENT OF DESIGN

Information obtained will be used for academic purposes only.

CODE NO. _____

AGE GROUP: A (6-9yrs) [] B (10-13yrs) [] **GENDER** F [] M []

RELIGION _____ Can read and write: **YES** [] **NO** []

House No. _____ **Phase** _____

PART A

First describe to them what television adverts are:

1. How many television sets do you have at home? a) One [] b) More than one []

2. When do you watch television during the following days?

i) **School-days** (Weekdays):

a) Morning _____ to _____ b) Afternoon _____ to _____ c) Evening _____ to _____

ii) **Holidays and weekends:**

a) Morning _____ to _____ b) Afternoon _____ to _____ c) Evening _____ to _____

3. i) What do you do while watching television? A) lie down [] b) eat [] c) sit down quietly []

d) Others _____

ii) Apart from watching television what else do you do during your free time?

a) Read [] b) sports [] c) Music [] d) play []

e) Others _____

4. i) Which television programs do you like watching?

a) _____ b) _____ c) _____

ii) Name some advertisements you see on these television programs:

a) _____ b) _____ c) _____

iii) How does this advert make you feel? **Probe** (longing to use blueband etc everyday, or do you wish you had the product advertised?) a) Yes [] b) No [] c) Sometimes []

5 i) Which one do you like watching best?

a) Television programs [] or b) Television adverts []

ii) What do you really like about television adverts when compared to programs?

[Depending on the answer given in 5 (i)]?

iii) What do you really like about television programs when compared to adverts?

6. When you want a television advertised product how do you get it?

(Probe: by requesting parents/guardian to buy it, borrow or ask from a friend, buying with my pocket money).

7. i) Do you eventually get the television advertised product you wanted? a) Yes [] b) No [] c) rarely []

b) How do you feel when you do not get the television advertised product you wanted?

(Probe: Lesser than your peers (inferior), dislike towards parents/guardians, just fine)

c) How do you feel when you get a TV advertised product that you wanted?

(Probe: more loved, parents are rich, able to have your way, etc)

8. i) When you ask for a TV advertised product what do your parents say?

(Probe: when they don't give you, when they give you)

9. i) Which television advert has your favourite model? A) _____ B) _____

ii) Do you find yourself copying people in your favourite television advert? A) Yes [] B) No []

iii) What do you copy from the models? _____
(Probe in e.g dressing, singing, talking, language)

10. What do you think television adverts usually want you to do?

11. i) Do the things you copy from TV adverts annoy/irritate other people in school or at home?

A) Yes [] B) No [] (if yes proceed to the next question)

ii) What exactly do you copy/do? (Probe: said something/ use of language, dancing etc) _____

12. i) Which television advertised product would you like to have when you grow-up?

a) _____ b) _____ c) _____ d) None []

ii) Why would you really want to have/use it?

13 i) After using television advertised product did you enjoy/ change/ just like the people in the advert (give an example of what they've already cited)? A) Yes [] B) No []

ii) How did you feel about the results as compared to what you saw on advert? (Probe: frustrated, disappointed, happy, annoyed, satisfied, and cheated)

14. i) Which language would you like television adverts to be done in:

a) Kiswahili [] b) English [] c) Sheng'/slang [] d) Mother tongue []

ii) Why do you prefer this [mention answer given in 14

(i)]? _____ (probe: is it the only language you can understand best, would your friends laugh at you if you choose otherwise? Is it because it makes you look 'cool')

15. i) Do you think television adverts are true/ real and everything they say is true?

A) Yes [] B) No [] (If answer is 'No' go to the next question)

ii) Why are they unreal/untrue

16. i) Do you discuss television adverts with your parents? A) Yes [] B) No []

ii) What do they tell you concerning television
adverts? _____

Appendix 4

PARENT'S INTERVIEW GUIDE

UNIVERSITY OF NAIROBI

DEPARTMENT OF DESIGN

Information obtained will be used for academic purposes.

CODE NO. _____ House No. _____

GENDER: F [] M [] RELIGION _____ -Profession _____ Age btwn ____ and _____

Age of children _____, _____, _____, _____,

PART A

1. When do you watch television?

i) Weekdays: A) morning ___ to ___ B) afternoon ___ to ___ c) evening ___ to ___

ii) Weekends: A) morning ___ to ___ B) afternoon ___ to ___ C) evening ___ to ___

2. i) Do you watch television with your children?

A) Occasionally [] B) Yes [] C) No []

ii) How often do you watch television together as a family unit?

A) Rarely B) frequently C) always

iii) Do you discuss television adverts with them? A) Yes [] B) No []

iv)

Why? _____

3(i) In your judgment /opinion are there adverts for children and others for adults

a)Yes [] b) No [] c) I don't know []

ii) Name some for children a) _____ b) _____ c) _____

iii) Name some for adults a) _____ b) _____ c) _____

iv) Name three television adverts you are uncomfortable with especially when children are watching?

a) _____ b) _____ c) _____ d) None []

v) What exactly are you uncomfortable about in the TV adverts that you have just mentioned?

a) _____

b) _____

c) _____

4. (i) Do your children imitate Television adverts? a) Yes [] b) No []

(ii) In what ways (**Probe:** dressing, use of language, behaviour)

5. (i) Do you sometimes change products (from what you normally use) because of your child's request based on TV adverts? a) Yes [] b) No []

(ii)

Why? _____

(iii) Was it in line with the family's budget (did it interfere with the budget?) a) yes []

b) No []

(iv) How did you respond or usually respond to such a situation with your child? _____

6.i) Do you get them whatever is advertised on television when they request for it?

a) Some times [] b) No [] c) Yes []

ii) Usually how does the child respond when you deny their request? (**Probe:** shows attitude, annoyance, throws tantrums

etc.) _____

7.i) Do the child(ren) ask for television advertised products that you feel are not appropriate for them?

a) Yes [] b) No []

ii) What are some of the television advertised products they have ever asked for?

a) _____ b) _____ c) _____

iii) How did you handle this request? (**Probe:** did you explain or discuss the advert with them)

8. (i) How do you think television advertising is affecting / influencing your child? (**Probe:** morally, frequency of demand for advertised products, bringing misunderstandings etc) _____

9. What would you suggest on television advertising of products in Kenya in terms of

a) Showing times (broadcasting times)

b) Types of adverts being aired

c) Do you think TV adverts are necessary?

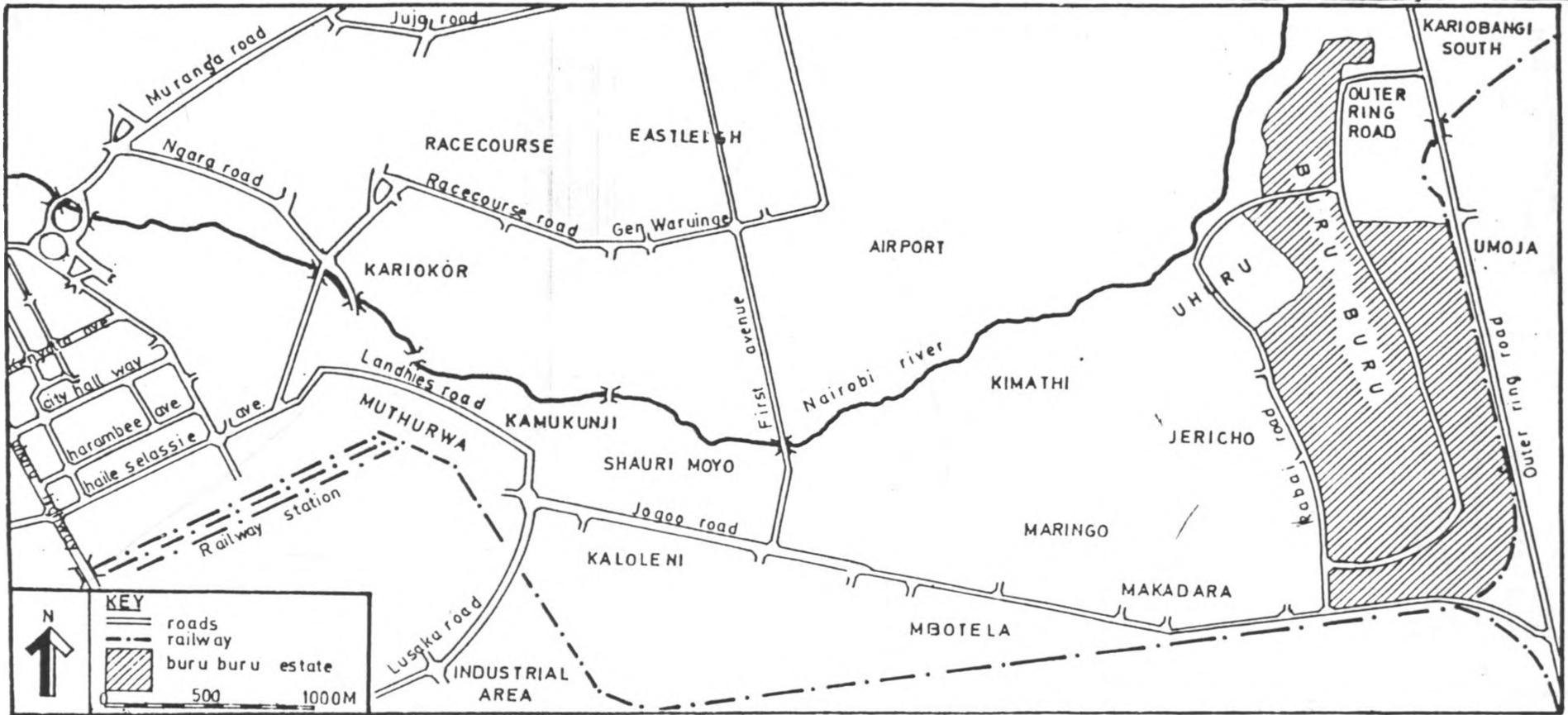
10) How do you think television advertising has influenced/affected your children negatively and positively? (**Probe:** Education – wise, Character wise, socially, morally etc)

11) How is asking for television advertised products changing your child's way of thinking and doing things? (Probe: are they more responsible generous, individualistic etc)

12. i) In your opinion is Kenya television advertising promoting more of A) western culture and values []

B) African culture and values []?

ii) In your opinion what do you feel about this and which one do you prefer?



Map 1: LOCATION OF BURUBURU HOUSING ESTATE NAIROBI

Source: B.E. AKWARA, "POLITICS IN URBAN HOUSING" 1982.



UNIVERSITY OF NAIROBI
DEPARTMENT OF DESIGN

*P.O. Box 30197
Nairobi, Kenya
Tel. 2724524/56
Telegram Varsity*

24th May, 2005

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: ROSE ACHIENG ODUHO – B05/50/7799/2003

The above-named is a Master's student from this department and is carrying some research as a part of her project in the design studies in this department. "ENTITLED NEGATIVE IMPACTS OF TELEVISION ADVERTISING ON CHILDREN IN NAIROBI"

As part of the course work, the students are expected to conduct a research and collect sample materials to help them complete their design project.

The purpose of this letter is to request you to facilitate the achievement of the student's goal.

Yours sincerely,

CHAIRPERSON DEPARTMENT OF DESIGN
UNIVERSITY OF NAIROBI

Dr. Suki K.K. Mwendwa
Chairperson
Department of Design