EFFECTS OF TELEVISION PROGRAMMING ON PRESCHOOL CHILDREN'S SOCIAL DEVELOPMENT IN WESTLANDS DISTRICT, NAIROBI

BY

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DECLARATION

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

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Supervisor: This research project has been submitted with my approval as the University Supervisor.

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DEDICATION

This work is dedicated to my parents Mr. Peter Gachuru Ng'ang'a and Mrs. Mary Njeri Gachuru for the opportunity they gave me to go to school and make it this far.

ACKNOWLEDGEMENT

I start by thanking the almighty God for His wonderful mercies and grace that has enabled me to make it this far. I would not have made it on my own.

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ABSTRACT

The rapid convergence of mass media and communication technologies has made Television clearly part of the lives of hundreds of millions of young children around the world. Despite this, little is known about the effects of television programming on child's social development. There is lack of research for example among pre-schooled to establish what they watch and the amount of time they spend. The study therefore sought to establish the effects of television programming on preschool children's social development in Westland's district, Nairobi. The objectives of the study were to find out the type of programs that preschool children watch and their effects on social development, establish the duration children spend watching the television programs and to assess the kind of social interaction associated with TV viewing among preschoolers. The study employed descriptive research design. Simple random sampling and systematic sampling were used to select the sample size. A sample of 58 parents, 58 children and 6 teachers formed the respondent in this study. The study used interview schedule and observation checklist as instruments for data collection. The validity and of the questionnaires was enhanced through pilot study in two schools. Validity of the instrument was done by supervisors and examiners in Department of Education. Research permit was sought from the city education department and consent letter from the University of Nairobi to carry out the study. Data collected was coded cleaned and categorized manually by researcher transferred to computer sheet and processed by use of Statistical Package for Social Sciences. The data was then analyzed using frequency distribution tables and percentages, for all items. The study established that 96.6% of

families interviewed had television in their homes, when they are out of schools 93.5 % of children watch television and the most watched program me by the kids are the cartoon(86.2%). The study concludes that television is an instrument of change among the preschoolers. The study recommends exposure of children to a wide variety of positive and captivating recreational options, parental involvement in television watching in order to offer guidance, consideration of policy that provide capacity building for pre-school teachers in areas like guidance and counseling to better manage the children who show aggressive behavior towards other children. The implementation of the recommendations by all stakeholders will contribute to reducing the negative impact of television programming on pre-school children.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Discussion on the effects of digital media on emergent literacy skill development, especially non-intentional (incidental) effects, can trace its origin to McLuhan (1964), Papert (1980), and Brown (2002). These educationists believed that technology and its associated content can play a critical role in the development of children's thinking and learning and by association in emergent literacy. As the television becomes a focal point in children lives, so are concerns about its effects on their holistic development an issue that demand more research than exists. Concerns related to effects of TV and the lives of children, is real especially seen through proven processes of child development and learning. Developmental science suggests that children may be the most vulnerable between birth and school age to certain negative effects of media use such as obesity, aggression, fear, and sleep disturbances (Huesmann, Rowell, & Leonard, 2003).

Paralleling this vulnerability is a unique responsiveness to educational programming tliat has been linked to both immediate and long range educational benefits. Television used at the appropriate developmental stage has educational value (Anderson, Huston, Schmitt, Linebarger, & Wright 2001). On the contrary, Anderson, Bryant, and Wilder (2000) point that TV programs can contribute to aggressive behavior, anxiety, and obesity in young children. The need to investigate practical answers to important questions about TV effects on the physical, mental, and social health of very young children is even more important particularly as programming is becoming competitive. Television programming or scheduling is the practice of organizing television shows or programs in a daily, weekly, or season-long schedule (Evans, 2003).

In the developed economies, use of a variety of screen media, many at higher levels than recommended by child development professionals has remained uncontested (Rideout, Vandewater, & Wartella, 2003). Studies to collaborate the finding in other parts of the world among pre-school children social development in Kenya are wanting. Recent studies examining media use by very young children have indicated that the vast majority of parents are still ignorant about the effects of TV on children, and have and continue to allow and even encourage their very young children to use screen media (Rideout, 2004). As a result, infants, toddlers and preschoolers today are developing in an environment saturated with media, and unanswered questions abound concerning their effects on social life.

In Kenya, the development of the mass media during the last decade has been very rapid. The Kenya communication amendment Act (2008) is one of the attempts to address the media responsibility in their programming. The question that continues in debates is whether or not children should be protected from media influence. Even though there are many other media that may have influence on children, it is assumed that television has more direct and stronger influence towards them. First, it is very rare now to find a household that has no TV set in Nairobi which is one of the symbols of urban lifestyle, made especially easier by variety and affordable choices. TV is children's closest friend at home. According to the Kenyan national census of 2009, Nairobi province had 606,714 television sets in households, 61.6% of all homes in Nairobi. This is the highest percentage of television sets in the nation. In Westlands, part of Nairobi province, the researcher will investigate the lives of the preschoolers to find out how Television programming affects their social development in terms of formation of positive or negative positive behaviors. Social development is very important for children because it helps children fit to an adult world, David Messer and Stuart Millar, 1999. Children in Westlands area are no exception.

1.2 Statement of the Problem

The convergence of rapid mass media and communication technologies has made Television is clearly part of the lives of hundreds of millions of young children around the world. Variety of child-endearing programming continue to produce captive child- audiences whose overall consequences remain a subject of the very media debates even when there is limited empirical examinations. The fundamental question that begs answers is; what does the TV do to the social lives of preschoolers who are at a critical developmental stage? In Kenya, entertainment television is rapidly growing but, little is known about the effects of television programming on child's social development. There is lack of research for example among pre-schooled to establish what they watch and the amount of time they spend.

Although there is growing research in developed countries on the effects of TV programming on children, the pre-schoolers literature is both sketchy and virtually understated by developed countries. There are virtually no studies in Kenya affluent peri-urban set-up like Westlands in Nairobi, where TV viewership is assumed to be high, but without evidence to prove the situation. Without grounded studies, the importance or risk of TV programming on children tends to give mixed reactions and generalized media influence, focusing violent media and aggressive behavior among children (Pasnik, Strother, Schindel, Penuel, & Llorente, 2007). However, how TV programming can influence children's social development is still understudied in the Kenyan context despite psychological evidence that Pre-school children experience considerably significant cognitive and mental development.

The proposed study will therefore study the types of programs children watch across the variety of television program that exist in many channels. It will further examine the amount of time expended on TV and establish how their social development is influenced.

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1.3 Purpose of Study

The purpose of this study was to examine how television programming influences early childhood social development, among pre-school children in Westlands District, Nairobi.

1.4 Objectives of the Study

i) To find out the type of programs that preschool children watch and their effects on pre-school children social development.

ii) To establish the duration children spend watching the television programs and its effect on their social development.

iii) To assess the kind of social interaction associated with TV viewing among preschoolers.

1.5 Research Questions

i) To what extent do the types of TV programs affect pre-school children's social development?

ii) How do the times children spend watching the television programs affect their social development?

iii) What kind of social interaction among preschoolers is associated with TV viewing? Does TV viewing contribute to positive or negative social interaction among preschoolers?

1.6 Significance of the Study

The increasing number of TV programs from time to time has made many parents worried about their children. Despite the various policies and guideline put in place to protect children from TV, there is increasing evidence to show that media can influence children's social development. The present study hopes to contribute meaningful information about children and television programming to the field of early childhood education. The study is intended

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to inform policymakers, educators, parents, and others who work with young children about the impact of media, particularly television, on preschool children's social development, and what society can do to maximize the benefits and minimize the costs.

At present, little is known about the social developmental effects of TV programs on preschool children. The findings of the study may therefore form part of the relevant educational data for future research. It is hoped to provide essential guidelines and information for parents to adopt effective interventions for their children. Conclusively, the study will hopefully create awareness over the need to evaluate what programs are aired on out television screens, and inform media owners to design programs that suit children and enhance their positive social development.

1.7 Limitation of the Study
This study was in particular focused on television but there are other factors which affect children social development. For example the parenting style differs and may affect how they watch television.

1.8 Delimitations of the Study
This study was conducted in Westlands District. It focused on TV and excluding other factors which influence children's social development. The study targeted preschool children, who have not joined the primary school.

1.9 Assumptions of the Study
The study was based on the following assumptions:
  i) Preschool children in Westlands District watch television at home.
  ii) The time spent watching television influences the social development of preschool children.

1.10 Definition of Key Terms

Educational television: Refers to televised programs of instruction and training intended to develop an individual's mental, moral or physical skills to achieve a particular end.

Entertainment television: Comprises of televised performances intended to capture the interest of attention of individuals, giving them pleasure and or amusement.

Preschool children: children who have not joined primary school.

Television programming: It is a schedule of television shows to be aired at a specific time and in a specific order. In this study, the focus will be the continuous TV programs aired on Citizen T.V which is a popular television station with pre-school children.

1.11 Organization of Research Study

The study is organized into three chapters. Chapter one describes the background to the study, the statement of the problem, purpose of study, research objectives, questions, significance of the study, delimitation and limitation, assumptions and abbreviations and acronyms. Chapter two highlights the literature review on television programming and pre-school social development based on three main themes: time spend watching television; type of programs children watch and the positive and negative social interaction among pre-school children.

A theoretical framework is also provided based on Bandura's Social Learning theory. A logicality developed conceptual framework shows the relationship between TV programming and social development of pre-school children, followed by a summary of literature review. Research methodology is discussed in chapter three under the following key sections; the research design, variables of the study, study location, target population, sampling technique and sample size, research instruments, validity and reliability of the instruments, data analysis techniques and logistical and ethical consideration

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented a review of related literature on television and children. It is organized under the following key sections: type of programs children watch; time children spent watching television; influence of TV programs on children's social development; empirical studies; theoretical framework; conceptual framework and a summary of the literature review.

2.1 TV Programming and Children

There is strong evidence that a child older than two learn from television programs. The weight of evidence from correlational studies is fairly consistent: viewing and/or preference for violent television programs have been related to aggressive attitudes, values and behaviors (Christakis, 2004). This result was true for the studies conducted when television was new, and the measures of children's aggression were teachers' ratings. It is still true for more recent studies when the measures of aggressiveness have become more sophisticated.

Research findings regarding the benefits associated with exposure to high quality, age-appropriate, educational media offer producers of child-directed media an important opportunity to capitalize on the time that children spend using these media (Christakis, 2004). Kirkorian, Wartella & Anderson, 2008). On the same note, Hayne, Herbert, and Simcock (2003) suggest that both producers and parents can take steps to maximize the positive effects of media and minimize negative ones. Research should guide the production of programs that foster learning and transfer. Moderate evidence suggests that parents can also maximize the

benefits of media by selecting age-appropriate, educational programs and co viewing with their children (Becker, 2000).

Taken together, research indicates that electronic media are powerful influences on the lives of contemporary children. Christakis (2004) adds that with advances in technology such as larger screens that provide images in high definition, three dimensional surround sound, and greater possibilities for interaction, the power of media will likely only increase for the foresee able future. There has been a general concern of parents and other societal actors, that TV programming may have a negative, intended or unintended, influence on children (Grossbart and Crosby 1984). Specifically, TV programming may lead a child to select material objects over more socially oriented alternatives, potentially increase parent-child conflict and may lead to a more disappointed, unhappier child (Wright, Huston & Murphy, 2001).

Friefrich and Stein (2007) observe that evidence of the effectiveness of these attempts to lower the total influence of TV advertising on the child is somewhat mixed, but most studies find no or rather small effects of parental concern (Stephens and Stutts 1982; Wiman 1983). Although the literature highlights important aspects of TV programming and child social development, information on this scenario in the local context is limited. Therefore, it is important to look at how social development of pre-school children may be influenced by TV programming.

Some good TV programs have good effects on children. In fact TV shows for children on some channels like Discovery or National Geographic Channel can increase child's knowledge. Such knowledge is a must have in this competitive age. According to Christakis

(2004), it is necessary on part of parents that they encourage their children to watch such shows. There are also some TV programs which help children understand the importance of proper nutrition, health and exercise. Apart from that, children also learn a lot of things which are helpful in their academic and future life. They can also watch quiz contests which increase their general knowledge (Downes, Arthur & Beecher, 2001).

2.2 Time Spent Watching TV

Children of different ages watch and understand television in different ways, depending on the length of their attention spans, the ways in which they process information, the amount of mental effort they invest, and their own life experiences (Josephson, 2005). These variables must all be examined to gain an understanding of how television affects them. According to Keating (2004), pre-school children can pay attention to an operating television set for a considerable time. Psychological research has found that televised programs may have numerous effects on the behavior of children of different ages. These include the imitation of violence and crime seen on television (copycat violence); reduced inhibitions against behaving aggressively; the triggering of impulsive acts of aggression (priming); and the displacing of activities, such as socializing with other children and interacting with adults, that would teach children non-violent ways to solve conflicts (Mingat & Jaramillo, 2003).

Preschoolers demonstrate a strong tendency to focus on the most physically obvious features of their environment. They are also highly centered in their attention, focusing on a single feature of their environment at a time, often not noticing other aspects of a given situation (Heft & Swaminathan, 2002). By the beginning of preschool age, children are able to use symbolic processes like thought and mental imagery, which allow them to begin developing organized expectations about what things are like, what features and events regularly go

together and are in the same category, and what events are likely to follow each other in sequence (Gentile, 2008).

2.3 Positive or Negative Social Interaction among Preschoolers

Television can be a powerful entertainment and education tool for children given the right programming (Mingat & Jaramillo, 2003). However, studies have shown that television, and media in general, can also have a very negative influence. Some studies indicate it can shorten attention span, distort body image, and work in conjunction with other factors to escalate obesity, create fear, and increase aggressive and anti-social behaviors if exposure is unmonitored and unlimited.

In early childhood, children make transitions into new environments (Espinosa, 2002). The opportunity for social interactions with others is very important for the development of all children. According to Linebarger and Chernin (2003), through social interactions, children begin to establish a sense of "self" and to learn what others expect of them. Although social interactions for very young children primarily occur within the family, as children grow and develop, they become more and more interested in playing and interacting with other children. When playing with others, children learn appropriate social behaviors, such as sharing, cooperating, and respecting the property of others (U.S. Department of Commerce, 2001). In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills. Children who learn appropriate social skills often have a higher self-esteem and show a greater willingness to interact with their environment as they grow. Language and communication are a significant part of social interaction skills. Typically developing children learn language through engagement with an environment filled with naturally occurring opportunities for social interaction (Shahrimin & Butterworth, 2002).

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Learning happens automatically and naturally for children as they hear and see language and interact with those around them (Weigel, James, & Gardner, 2009). As Bandura (2001) cogently noted about non-intentional learning opportunities, "learning occurs either directly or unintentionally from models in one's immediate environment. However, a vast amount of information about human values, styles of thinking, and behavior patterns is gained from the extensive modeling in the symbolic environment of the mass media" (Cooper, 2005:pp. 270-271). For pre-school children, this means that TV programming can affect their social development.

Young children are increasingly surrounded by language sculpted by digital media, and this process has implications for the way their neural circuitry learns to speak, listen, read, and write (Small & Vorgan, 2008). While children in developing and least-developed nations may not be immersed in digital media to the same extent as their counterparts in developed nations, their digital learning opportunities are nonetheless steadily increasing (United Nations, 2008).

On the other hand, Lemish (2008:164) states that it is "clear that the interactions of the child's individual traits with characteristics of the family, as well as the macro characteristics of society, are central in forming and understanding media-related experiences and outcomes" (p. 164). Since cultural and language norms in many developing and least-developed nations differ markedly from Western norms, it is possible that TV programs may affect their social development in ways that cannot be foreseen. On this note, the present study is critical in examining this scenario in Westlands Division, Kenya.

2.4 Empirical Studies

Daly and Perez (2008) examined whether viewing television violence is associated with aggression in preschool children during spontaneous play in California, USA. They also evaluated simultaneous multiple variables that influence children's behavior. The target population included 7 preschools with a sample size of 70 children, 32 females and 38 males. Thirty teachers and 26 parents were also interviewed. Research instruments included: Temperament and Atypical Behavior Scale (TABS) regulation subtest score used to determine children's self-regulation; Early Childhood Environment Rating Scale-Revised (ECERS-R) was used to rate the quality of each preschool classroom; questionnaire for parents and teachers and observation guide.

Data analysis was done using the following test statistics: t-test and linear regression, and chi-square. Results showed that violent TV content was associated with preschool children's aggressive behavior. Of special significance was that aggression was exacerbated relative to the child's gender. In another study, Friefrich and Stein (2007) investigated TV programming and natural behavior of pre-school children in Pennsylvania. 93 pre-school children were shown three types of TV programs each day for 4 weeks. The programs were aggressive cartoons, pro-social programs and neutral films. Research instruments used were observation guides, and the effects of the programs were assessed by the changes that occurred from the baseline period to the periods during and after exposure to the TV programs.

Data analysis was by descriptive and inferential statistics. Results indicated that those children who watched aggressive programs showed more interpersonal aggression than those who saw the neutral programs. There were no effects of television programs on the aggressive behavior of children who were initially below the median in aggression. There

was increased pro-social interpersonal behavior following exposure to the pro-social program for children who were from low income families.

A recent study by Mbugua (2011) investigated the influence of television viewing on school performance if children aged 8-9 years in Tetu Zone, Nyeri County. The study was a descriptive design, targeting children in standard 1-3 in 4 private and 10 public schools. Simple random and stratified sampling techniques were used. Questionnaire and interview schedule were employed to collect data.

Results obtained revealed a close relationship between TV viewing and performance. Time spent watching TV, type of programs and parental involvement were key variables affecting performance. The study recommended the need for parents to get more involved in monitoring the TV programs and time spent by children watching. The study also recommended airing of appropriate programs at the right time by the media fraternity. Mbugua's study supports this study in examining TV and children; however, the present study goes further to examine TV effects and social development, focusing on pre-school children.

2.5 Theoretical Framework

The study is based on Albert Bandura's (1976) Social Learning Theory. The theory emphasizes that an individual's behavior is both influenced by the environment and characteristics of the person (Bandura, 1978). According to Bandura, observational learning can occur in relation to three models: Live model, verbal instruction and symbolic aspects. Bandura goes further and states that response information can be conveyed through physical demonstration, through pictorial representation, or through verbal description. Much social

learning occurs through casual or direct observation of performances by real-life models, and imitative learning in young children depends almost entirely upon behavioral modeling.

Social learning theory predicts that observed consequences of behavior have a controlling effect. An important factor of Bandura's social learning theory is the emphasis on reciprocal determinism. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other. For example, Bandura reported that individuals that live in high crime rates areas are more likely to act violently than those who dwell in low-crime areas (Bandura, 1976: p.207).

The social learning theory fits this study because it has proven immensely useful in understanding the three elements which include: observation, imitation and modeling. Observation means to pay attention to someone. Not just to see but to attend to them, to learn from them when they do or say something. This is the first step in children's learning to be helpful to others. Imitation means to copy what someone is doing. Not to necessarily do this perfectly if imitation benefits the child then the behavior is likely to be replicated.

Parents have the ability to significantly influence their children's lives and future. This may start by simply providing structured and clear limitations on television viewing. Take the time to plan what their child watches and then watch the program with their child. Talk with their child about the message of the program and what was learned. Teach children to question, analyze, and evaluate television messages. Children are like sponges and often learn through modeling (Bandura, 1997).

2.6 Conceptual Framework

Independent Variables   **Dependent variable**

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┌─────────────────┐                          ┌──────────────────────────┐
│ Time spent      │                          │   SOCIAL                 │
│ watching TV     │                          │   DEVELOPMENT            │
└─────────────────┘                          │   Positive              │
        ↑                                     │   indicators/negative   │
┌─────────────────┐                          │   will focus four main  │
│ Type of         │    ┌──────────────────┐  │   indictors as follows: │
│ programmes      │    │ School environment│  │                         │
└─────────────────┘    │ Parenting styles  │  │ • Communication; un-    │
        ↑              │ Peers             │  │ abusive language        │
┌─────────────────┐    └──────────────────┘  │ (motherese) in          │
│ Preschool       │         Processes         │ interaction/ or not, e.g.│
│ children watching│                          │ Judgment, yelling,      │
└─────────────────┘                          │ ignoring                │
        ↑                                     │ • Empathy:  Concern     │
┌─────────────────┐                          │ for one another's       │
│ Home Environment│                          │ situation/ or not       │
└─────────────────┘                          │ • Cooperation:          │
                                              │ working together/ or    │
                                              │ not on common tasks     │
                                              │ • Sharing-, e.g. play   │
                                              │ material, tasks         │
                                              └──────────────────────────┘
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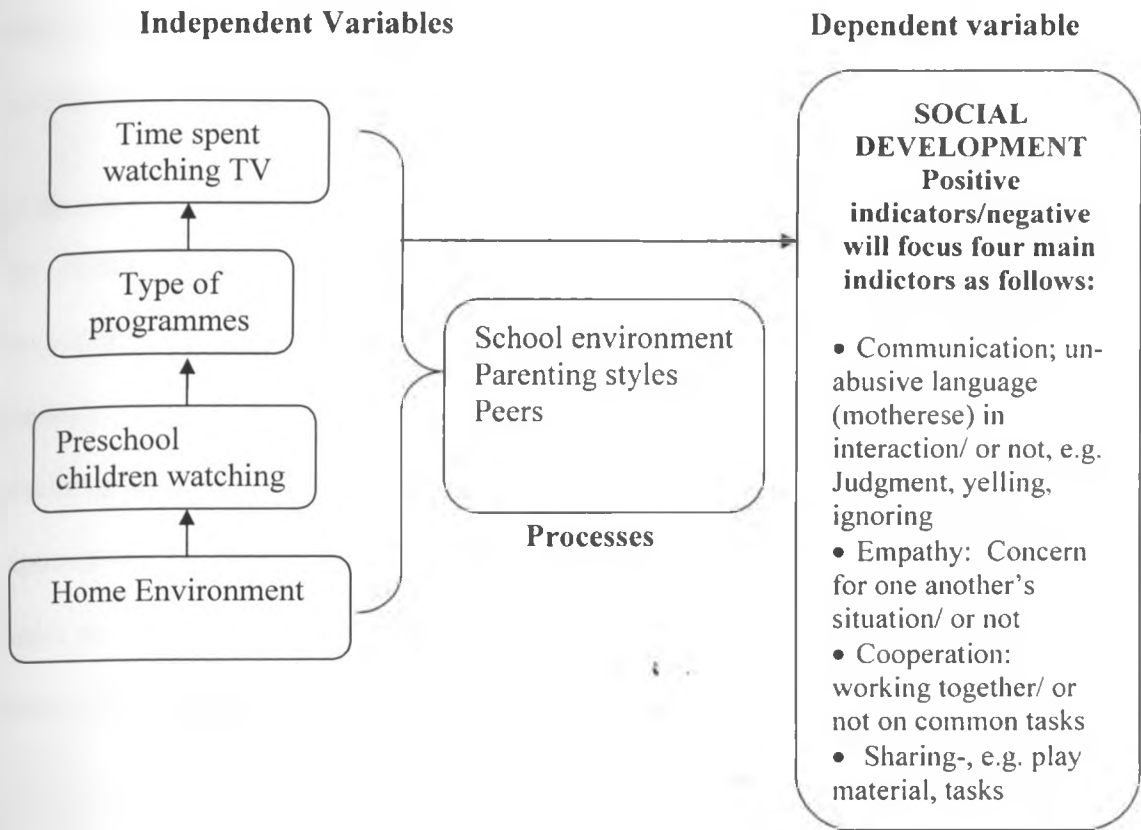
Fig 2.1 Relationship between TV programming and pre-school child social development

The conceptual framework is based on the argument that the home environment provides a pre-school child with opportunities to watch television. The type of programs they watch and the time they spend watching these programs can eventually affect their social development. Children may frequently acquire in the course of imitative role-playing, numerous classes of inter-related responses as they watch TV. As children grow up, there are many aspects of their lives which influence and affect their development and behaviors.

The way a parent socializes may have a slight amount to do with their genetic makeup, but due to the child's interactions with TV and observations may contribute more to the social and empathy related development than heredity does (Zhou et al, 2002).Children form very

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strong emotional feelings about themselves and once they have made up their mind, it is very hard to convince them otherwise. They grow up listening to TV and trusting what the characters say. When children observe programs on TV that display peoples' emotions, they feel that that is how they should be reacting as well.

2.7 Summary of Literature Review

The literature review had discussed the relation between TV programming and social development, time spend watching TV and the presumed positive and negative effects. The literature review reveals strong evidence that a TV programming has an influence on social development among children. Research findings regarding the benefits associated with exposure to high quality, age-appropriate, educational media offer producers of child-directed media an important opportunity to capitalize on the time that children spend using these media (Christakis, 2004).

Additionally, studies on television programming and social development among pre-school children are based largely on studies of in the developed nations. Literature on TV programming and its effect on pre-school children in Kenya is still sparse. It is therefore necessary to have a substantial research on television exposure in children and how it affects their social development.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

The research methodology is discussed under the following key sections; the research design, variables of the study, study location, target population, sampling technique and sample size, research instruments, validity and reliability of the instruments, data analysis techniques and logistical and ethical consideration.

3.1 Research Design

Research design is a plan of activities that the researcher will undertake during the period of study. A research design is the plan and structure of investigating so conceived as to obtain answers to research questions (Kothari, 2004). According to Ngau and Kumssa (2004), research design is the way a study is planned and conducted, the procedures and techniques employed to answer the research questions. Descriptive research design was employed. This design enabled measuring of the variables about the effects of TV programming on preschool social development.

3.2 Variables of the Study

The independent variables include type of program; time spent watching TV and the effects of TV programming on formation of positive and negative social outcomes among pre-school children related to communication, empathy, cooperation and sharing.

The dependent variable was social development.

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3.3 Location of the Study

The study was carried out in Westlands District area. The study location was specifically considered for this study because of the diversity of the community. Its proximity to Nairobi Central Business District presents a wide variety of children needs necessitated by high population, high concentration of businesses as well as headquarters for most organizations all over the country, Africa and the world at large. The study area also warranted this study due to its great physical location under urban setting, with high population of pre-schools.

3.3 Target Population

According to Kothari (2004), a target population is the total number of respondents in the total environment of interest to the researcher. The target population for the study consisted of preschool teachers, preschool children and parents in Westlands District. Teachers were considered appropriate for this study because they spend a considerable time with the children during their development stages at school. While parents influence their children social development at home and they are the custodians of what TV programs children watch; hence the effect of TV programming on social development with respect to time spent and type of programs could easily be ascertained.

3.5 Sampling Technique and Sample Size

The quality of any research is influenced by the appropriateness of methodology, instrumentation and suitability of the sampling strategy that has been adopted (Manion, 2001). Simple random sampling and systematic sampling were used to select the sample size. There are 20 pre-schools in Westlands Division. The selection of pre-schools was done by using probability-sampling techniques. Systematic random sampling was used. A sample size of 30% of 20 schools were selected. This is according to Kothari (2004) recommendation for a sample size of a small population. The sampling interval was then determined to identify the schools to participate in the study.

This was done as indicated below:

Sample size 30% of 20 pre-schools = 6 schools

Sample selection: sampling interval = K = N/n

Where n is sample size and N is the population size. = 20/6 =3

Using probability simple random sampling, the first pre-school was determined. To do this, the researcher first numbered all 20 pre-schools. The names of each of the pre-schools were written on separate pieces of paper. The papers were then put in a container and be shaken up. The researcher then picked randomly a piece of paper from the container which represented the first pre-school that was included in the sample of the study. This satisfied the law of statistical regularity, which states, "If a sample is chosen at random, on average it will have the same characteristics and composition as the population (Kothari, 2003).

In the randomized list of the pre-schools, one school was picked after every 3 schools until the desired sample size of 6 schools was obtained. 30%   pre-schoolers   were selected randomly to be the respondents for the study. Using purposive sampling, the parents sampled in the study included those whose children were identified. Purposive sampling was used to select a teacher and head teacher for every pre-school.

3.5.2 Sample Size
The sample size was determined on the ground, using 30% criteria from the selected six schools, all which are single stream.

Table **3.1:** Sample size

	Sample size for preschools	Sample size for boys and girls	sample size for pupils	Sample size for parents	Sample size for teachers	Total sample population
	Hospital Hill	Boys 28 Girls 35	18	18	1	37
	Kabete Veterinary	Boys 12 Girls 8	6	6	1	13
	Milimani Primary	Boys 9 Girls 9	5	5	1	11
	Muguga Green	Boys 10 Girls 10	6	6	1	13
	Muthangari Primary	Boys 3 Girls 3	6	6	1	13
	Westlands Primary	Boys 38 Girls 20	17	17	1	35
	TOTAL	**231**	**58**	**58**	**6**	**122**

3.6 Research Instruments

According to Mugenda and Mugenda (1999), research instruments are tools that enable the researcher to collect necessary information. The following research instruments were developed and used in this study: Questionnaires for parents; observation guides for pre-school children and interview guides for teachers.

- **Questionnaire**

The researcher used both open ended and closed ended questions to get response from parents. Questionnaires for parents sought information on the effect of TV programming on children's social development. The questionnaires comprised of four sections; Section one solicited information on demographic information; section two had questions on the type of programs children watch; Section three was about information on the time children spent watching TV; while section four contained questions regarding how watching the television

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program affects the formation of positive and negative social outcomes among pre-school children. The self-administered questionnaire method was used.

Interview Schedules

A guided interview schedule for teachers, preschool children and parents was done.

- **Observation**

The researcher used observation guides to collect information from the preschool children's social behavior focusing on: communication, sharing, cooperation and empathy. To achieve this goal, the researcher took time prior to the actual study at each school to get acquainted with the children. Observation was then made and information gathered regarding children interaction in and out of class activity.

3.7 Validity and Reliability of the Instruments

3.7.1 Validity

Validity is concerned with the extent to which a measuring instrument measures what it is supposed to measure. According to Best and Kahn (2001), validity refers to the quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. For validation of the research instruments, the researcher ensured content validity by taking this research instrument to experts in the department of Education, Communication and Technology of University of Nairobi. The valuable comments and suggestions from the supervisors enabled the improvement and validation of the instruments.

3.7.2 Reliability

Borg and Gall (1989) define reliability as the level of internal consistency or stability of the measuring device over time. The researcher carried out a pretest of the instruments to ascertain possible weaknesses, inadequacies and ambiguities of the research instruments. Three schools were selected randomly for the pretesting out of the twenty targeted schools, which was 40% of the study, a significant representative sample.

3.8 Data Analysis

The questionnaire items were assigned numerical values, entered and coded using the Statistical Packages for Social Science (SPSS) computer program. Data analysis employed descriptive statistics using mean mode, frequency tables and percentage to describe the data sets. Data was drawn from the interview guide and observation guide. These were analyzed through summarizing the set of observations drawn from the respondents.

3.9 Logistical and Ethical Considerations

The researcher sought acquiescence from the city education department that is responsible for Westlands District before initiation of the study. The researcher also obtained a consent letter from the University of Nairobi, and ensured that all ethical standards relating to the research were adhered to, which include confidentiality, consent from the schools head teachers and teachers and informing the parent about the study through the teachers.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results of the field research and covers the research findings, analysis and discussion of the same. Descriptive statistics was used in analyzing the data. The main purpose of this study was to examine how television programming influences early childhood social development, among pre-school children in Westlands, Nairobi. The subject knowledge was captured through a face to face structured interview with parents and the teachers' knowledge concerning preschool children social development in relation to TV. The children were also interviewed. On the other hand, information was gathered from the preschool children, who were observed during an active lesson and outdoor activities.

The total numbers of the respondents for the study were 122. All the preschools children and teachers were available for the interviews. Among the sample 58 parents, 55 were interviewed but 3 could not be reached as they did not consent to the request for the interview. The study, established the extent TV programs and types affect pre-school children's social development. It also explains how the times children spend watching the television programs affect their social development as well as answer to whether, TV viewing contribute to positive or negative social interaction among preschoolers. The study was based on the assumption that preschool children in Westlands District watch television at home; and that the time spent watching television influences the social development of preschool children. The results obtained are discussed below.

4.1 BACKGROUND INFORMATION OF THE RESPONDENTS

This section dealt with the background information of the respondents. The areas discussed included gender, age and level of education.
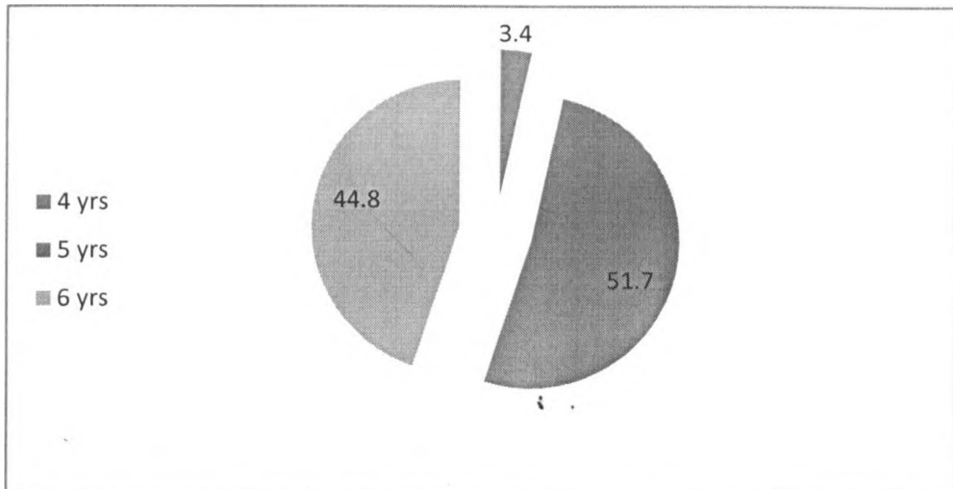
4.1.1 Age

Fig 4.1 : Age of pre school children

Trend observed in figure 4.1 above indicate that, in relation to gender of the respondents, 51.7% of the preschool children were 5 years of age while 44.8% were 6 years. However, only 3.4 % were aged 4 years. Children in Kenya start formal schooling after their 3rd birthday and before their 4th birthday. At age 3 the children are in baby class and not so interactive and may know little on Television watching so the study focused mostly on the children who are in pre unit (age 5-6) because at this age the children are intuitive and mostly interested in Television watching .

4.2 Parents Age

Similar to the findings of this study, is a study conducted by Pedük (2012) on characteristics of parents' TV viewing and children's opinions on the cartoons they watched, the age range

of the parents was listed as 4 people of 25-30 ages , 30 people of 31-35, 33 people of 36-40, 26 people of 41-45 and 7 people 46 and over 46.   In this study parents aged between 30-35 years were 41.4%, between 36-40 years were 27.6% only 13.8% were between ages 41-45 years. Only 8.6 % and 3.4% were below 30 years and above 46 years as shown in figure 4.2 below. This indicates that they were of an age, capable to take an interest in the nature of the programs that children watch.
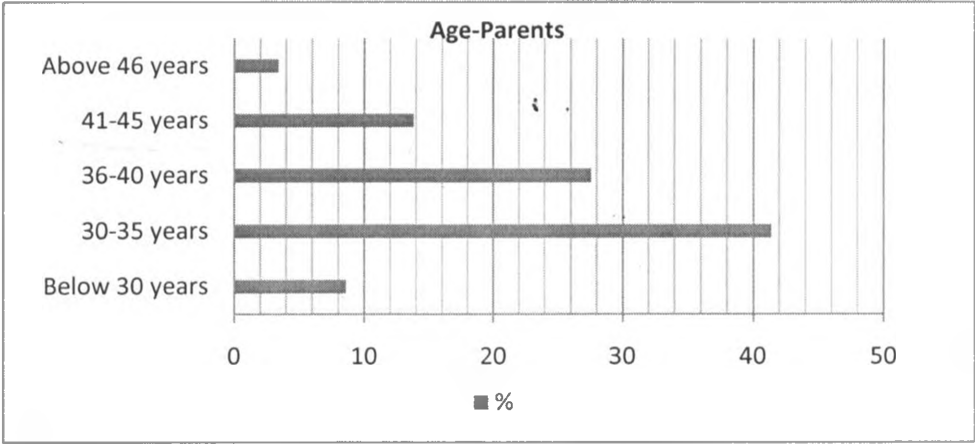

Fig 4.2 : Age of Parents

4.1.2 Gender

The study sought to find out the gender of preschool pupils, teachers and parents. Among the preschool children, 60.3 were male as compared to the female (39.7%) as shown from figure 4.2 below.
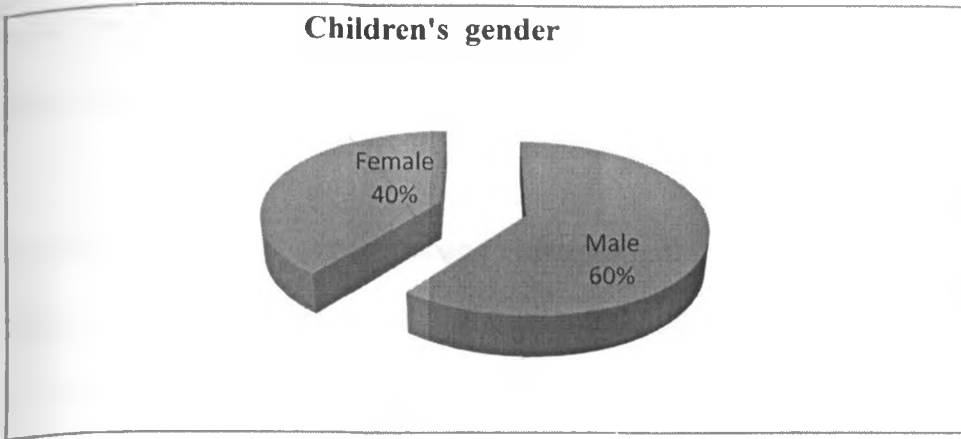
Children's gender

Fig: 4.3: Children's gender

The teachers who were interviewed for the study were females. From the findings, it is evident that most preschools in Westlands are taught by female teachers.

Majority of the parents (58.2%) were female while 32.7 were male. In general, it emerged that there were more female respondents' than their male counterparts in this study as indicated in the table below.

Table 4.1: Parents   Gender

Response	frequency	%
Male	18	36
Female	32	64
Total	50	100

Although gender perspective was beyond the scope and objective for this study, the researcher thinks that it is necessary in further studies to explain whether gender as a factors has a bearing on the responses.

Most children were found to all be below six year. The implication of the class level and age is that most children enter school at an early age, and hence they move to a new world in

which they are confronted by a host of choices, environment and a variety of other situations which influence their social development.

4.1.3 Education Level of parents and teachers

The study sought to establish the education level of parents and preschool teachers. Out of the six teachers who participated in this study, only one had a certificate (16.7%) while the remaining five had a Diploma (83.3%). This implies that most preschool teachers are educated to diploma level as shown in the table below.
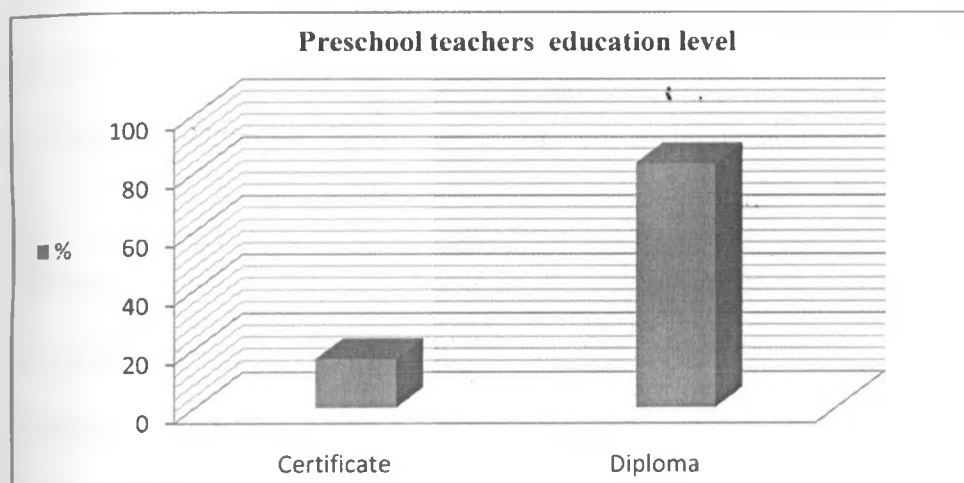
Preschool teachers' educational level

Fig 4.4: Pre school teacher's education level

A number of the parents were Diploma holders (27.3%). A significant number had degrees (10.9%), and primary certificate holders (14.5%). However, only 3.6 reported to have achieved a Masters level in education.
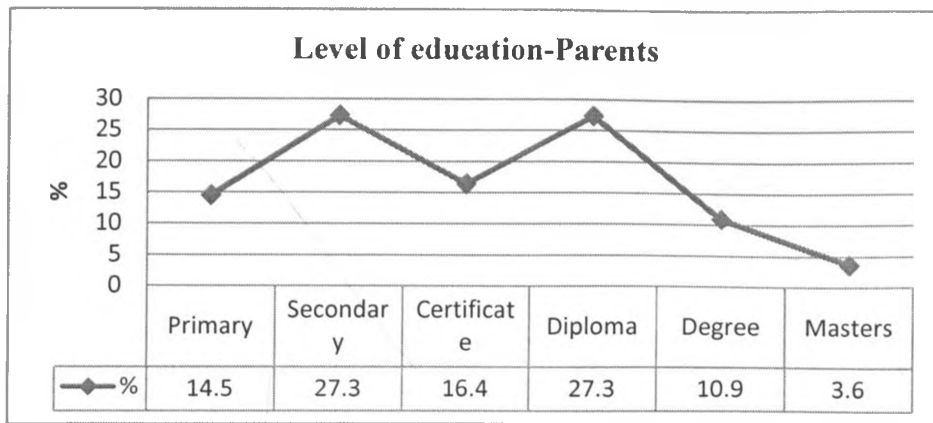
	Primary	Secondary	Certificate	Diploma	Degree	Masters
%	14.5	27.3	16.4	27.3	10.9	3.6

Fig 4.5 Level of education of the parents

4.2 Programs Preschool Children Watch and Their Effects on Their Social Development

In this objective, the study examined the type of programs that children watch and drew the effects these had on their social development. It was established that children watch diverse TV programs which had various effects on their social development.

The results of this study revealed that, majority of respondents 96.6% had a TV set in their home and only a few, 3.4% said they had no TV at home as shown .

Table 4.2: Access to television set-in various households

Response	frequency	%
Yes	56	96.6
No	2	3.4
Total	58	100

From the findings, it is evident that majority of the children have access to TV and are therefore, able to follow programs aired. It is important to note that the study was based on

The assumption that all children watch TV and this was confirmed as the majority of the preschool children (93.15) said they watch TV, while 6.9% indicated that they never watch TV. The data implies that TVs are popular among the preschoolers in these areas as demonstrated in table 4.3.

Table 4.3 Watching TV

Response	Frequency	Percent
Yes	54	93.1
No	4	6.9
Total	58	100.0

Furthermore, the study found that most children in Westlands watch TV for long time and was able to accessing different types of programs aired on TV. Majority reported that they watch TV in the evening and at night represented by 60% and 72% respectively. A significant 29% reported watching TV in the morning and further details are provided figure 4.6 below.
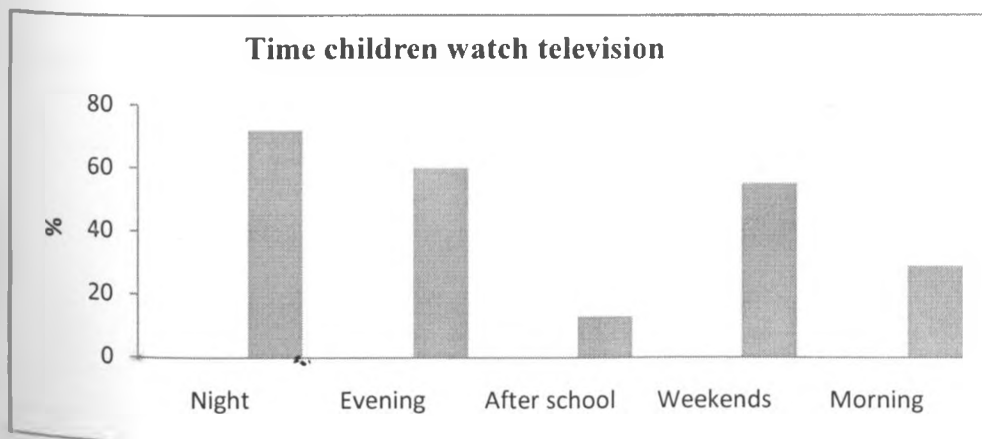

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Fig 4.6: Time children watch television

The gap between night and evening is narrow when viewed in general terms but in this study, evening was used to explain the time before darkness, while the night was used to indicate after-sunset.

Among the programs shown on TV, cartoons are the ones that children are mostly attracted to and affected by (Orhan, 1997). The type of TV programs children in Westlands enjoy watching are cartoons. Majority (86.2%) reported that they enjoy watching cartoons. A significant number (65.5%) reported having interest in local programs while 48% in movies. It was worth noting that some children found interest in reality TV programs (27.6%) and action movies (22.4%), although children watch local programs in general and cartoons are their most favorite. Parents also had a perception that children simply like local programs, which are developed in Kenya as shown figure 4.7 below.

Fig 4.7
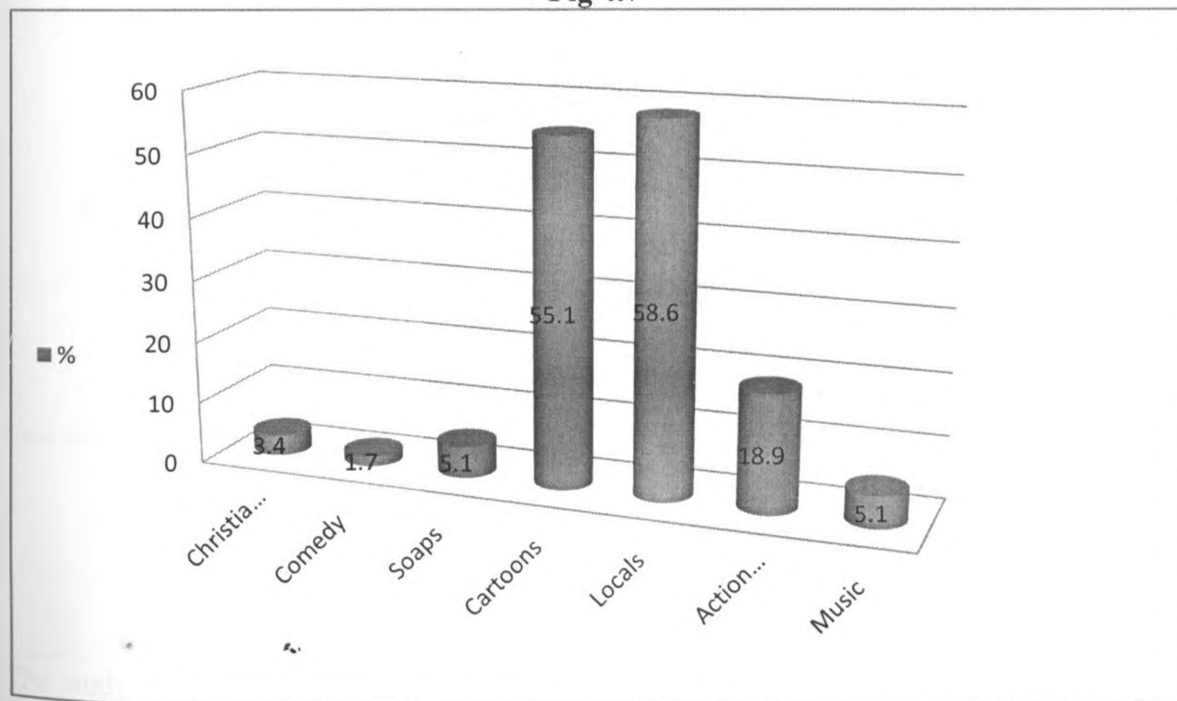
Parents view on programs children enjoy watching

From the study, parents differed with children on the most favorable programs, an indication that parents do not fully understand the programming tastes of their children, hence limiting the extent to which they can assist their children.

4.3 The Duration That Children Watch TV and Its Effects on Social Development

A close relation exists between the duration a child watches TV and its effects on their social deployment. Already, it has been demonstrated that children in Westlands spend significant amount of time watching TV and this has profound effects on their character, as majority (94.8%) imitate the characters they watch on TV while only 5.2% did not. This is clear demonstration that, TV watching models a child as Figure 4.4 below illustrates.

Preschool children imitation of characters they watch on TV
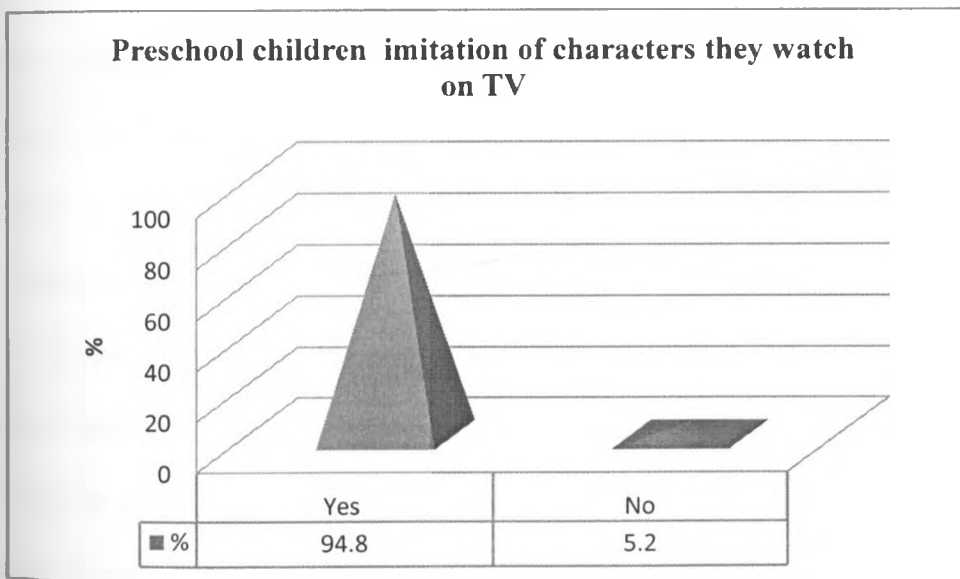
	Yes	No
%	94.8	5.2

Fig 4.8 Pre-School children imitation of characters they watch on TV

The study found specific characters in TV programs which they tend to imitate. Majority (94.8) imitate characters from the local shows like *Machachari*; Stella, Ngovi, Almasi and

'Madvd'; these are key characters in the local TV program *Machachari*, aired on Citizen Television. A significant number also reported to imitate other characters like *'Inspekta Mwala' Omosh, and Danilella* (Soaps). These programming are often development as entertainment and are not always focused on character development and their weakness tend to be adopted by preschoolers, especially in relation to violence. Similarly 90.8% of the parents agreed that, the children tend to speak like the characters on the TV, and this meant copying without much selection the direct characteristics of TV actors. The effects on TV watching on children is based on the length of time a child watches TV, attention span way of processing information, the amount of mental effort they invest, and their own life experiences (Josephson, 2005). Keating (2004) study found that, pre-school children can pay attention to an operating television set for a considerable time and the same was confirmed for the preschoolers in Westlands.

The research in Westlands found that, preschoolers demonstrate a strong tendency to focus much on specific program as outlined about which they follow consistently. This revelation agrees Heft & Swaminathan (2002) who argues that children tend to focusing on a single feature of their environment at a time, often not noticing other aspects of a given situation. Due to the fact that preschoolers in Westlands share similarities with other children in terms of developing organized expectations about what things are like, what features and events regularly go together and are in the same category, and what events are likely to follow each other in sequence (Gentile, 2008).

Some of the imitations found were also related specially on the length of time that children spend focused on TV. It was noted that due to the variety of TV programming and channels, most children were occupied almost any free time they had. An earlier study by Mbugua

(2011) revealed a close relationship between the duration of TV viewing and poor performance of pupils and recommended that parents need to get more involved in monitoring the TV programs and time spent by children watching. From this study, it clear that children spend practically much time especially in the evenings, focused on various TV programs- and this has immediate and far- reaching consequences, yet parents such as in Westlands where parental knowledge of what children watch seem to differ from that of their children creates difficulties- to know exactly what to monitor.

4.4 Television Programs Effects On Children's Social Development

Previous Psychological related research by Mingat & Jaramillo (2003). Found Television programming have numerous effects on the behavior of children of different ages such as imitation of violence and crime seen on television (copycat violence). They also found that children who were exposed to violence for long had reduced inhibitions against behaving aggressively which tended to trigger impulsive acts of aggression (priming).

The study indicated that the preschoolers spend a lot of time watching TV using basically any opportunity they have. This means that, the children are highly obsessed by TV programming and it also affects the way they interact socially. Communication, cooperation, sharing and empathy are influenced .The study sought to find out the social interaction of preschool pupils during play and how this relates to TV viewing. An assessment was done on whether the children share toys with their friends who join them during play. The parents (82.8%) reported that preschoolers share toys, this suggest that the TV, may not have significantly interfered with the social life. It also mean that, in play, playing materials and other children to play with are important and it is not easily to separate these in a game.

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Majority of parents indicated that their children share toys during play. This shows that they are still having good social interaction and they enjoy their play more when they are together. (Play is Children's Work, Centre for Health Education, Training and Nutrition Awareness (CHETNA)
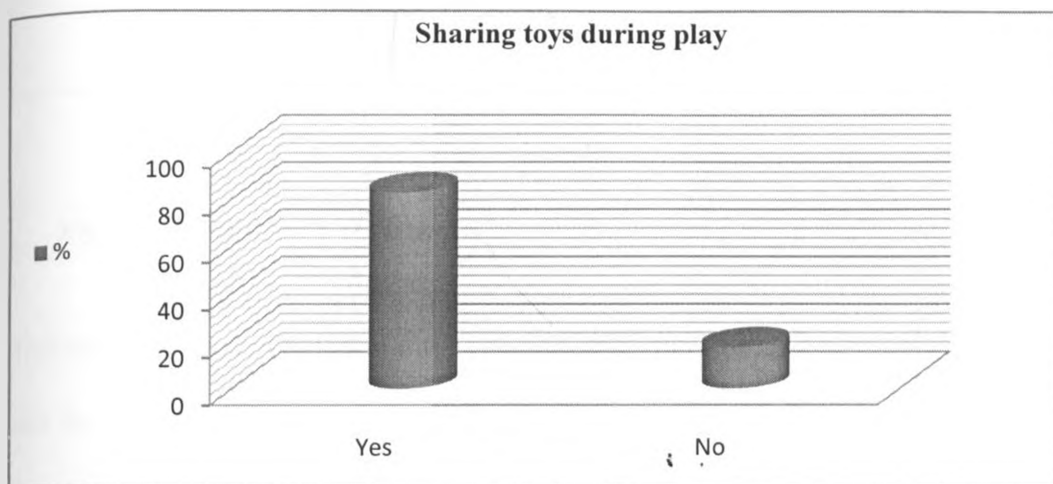
Fig 4.9 Sharing toys during play

The study agrees Keating (2004) that pre-school children can pay attention to an operating television set for a considerable time. Furthermore, the study reveal that children attention spans, the ways in which they process information, the amount of mental effort they invest, and their own life experiences contribute to various and significant change among child-Television watchers (Josephson, 2005.The duration of TV watching and its effect was also measured by asking children how they felt when a parent asked them to go to sleep while still watching television. Majority reported that they refuse and get angry as shown in the fig 4.9 below.

Childrens reaction when told to go and sleep while watching television

17%

23%

60%

- Refuse
- Ignore
- Get angry
- Go to sleep
- Others
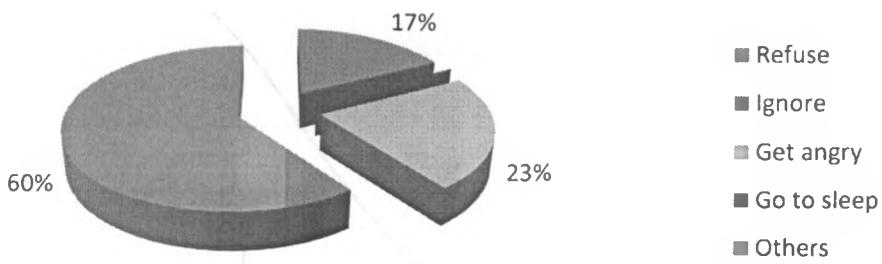
Fig: 4.10 Children's reaction when told to go and sleep while watching television

The study shows that children have considerable attention to T V programming to the extent and they react differently when attempts are made to stop them. Majority (60.3%) reported that they would rather watch TV rather than play with friends while (39.75) responded they would prefer playing with friends. This means that the time to socialize and understand one another is limited. The influence of TV is high. Watching TV is more popular among the children in Westlands, most of who would prefer watching TV rather than play with fellow children, see fig 4.10 below

Children's Preference

39.75

60.3

- Watch TV
- Play with friends

Fig 4.11: Children's Preferences

4.4 TV Viewing Contribution To Social Interactions Among Preschoolers

Social interaction is an important aspect in preschool children. Given that TV programs may influence how they respond to the environment; this aspect was meas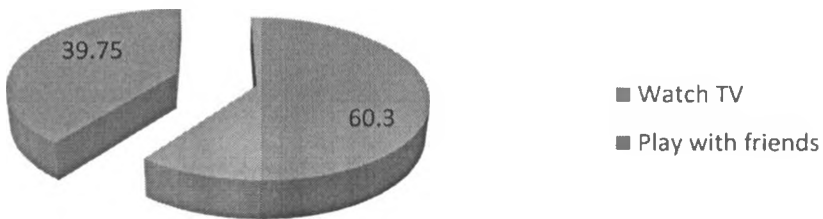ured by asking children what they would do when their friends are hurt during play. Majority (48.3%) reported that they would continue playing alone, 25.95 would report to the parent or teacher in that case, 20.7% said they would help while 5.2% laugh at them. Figure 4.11 below shows the findings.
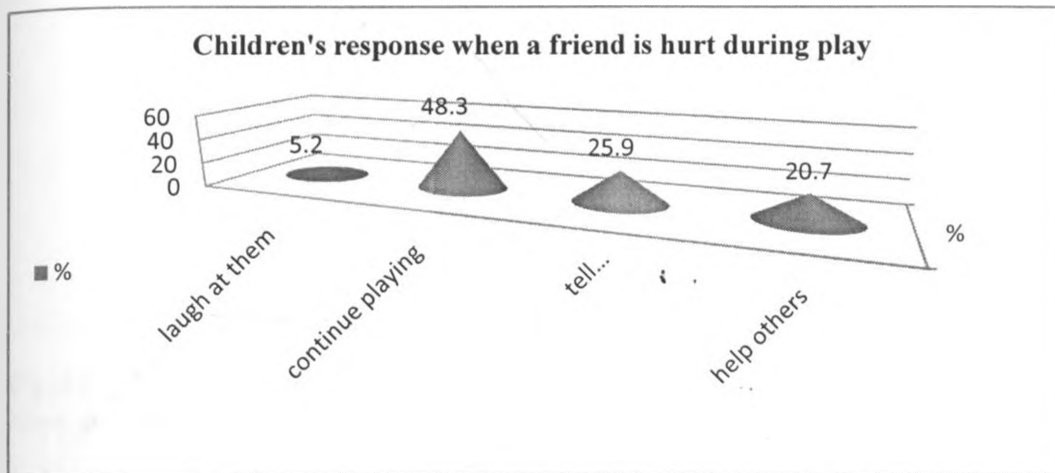
Fig 4.12: Children's response when a friend is hurt during play

Although children recognized that their playmates were injured during play, a greater percentage prefers to continue play rather than empathizing. Experts agree that it is not good for a child to be exposed constantly, several hours a day, day after day, week after week, to television violence. Some of the effects of much of television viewing may result to children becoming less sensitive to pain and suffering of others. (American Academy of Pediatrics, www.childdevelopmentinfo.com)

Most parents do not watch the TV with their children. This study concurred with the study conducted in Turkey on a study on characteristics of parents' TV. viewing and children's opinions on the cartoons they watched by Bulut Pedük in 2012 , which shows that 46% of

parents watch TV for 2 hours, 27 % for 3 hours and 17 % for 1 hour. While 89% of parents

do not watch TV with their friends, 10 % occasionally do so. 52 % watch TV with all the

family members where, only 6 of them watch TV with his or her child.
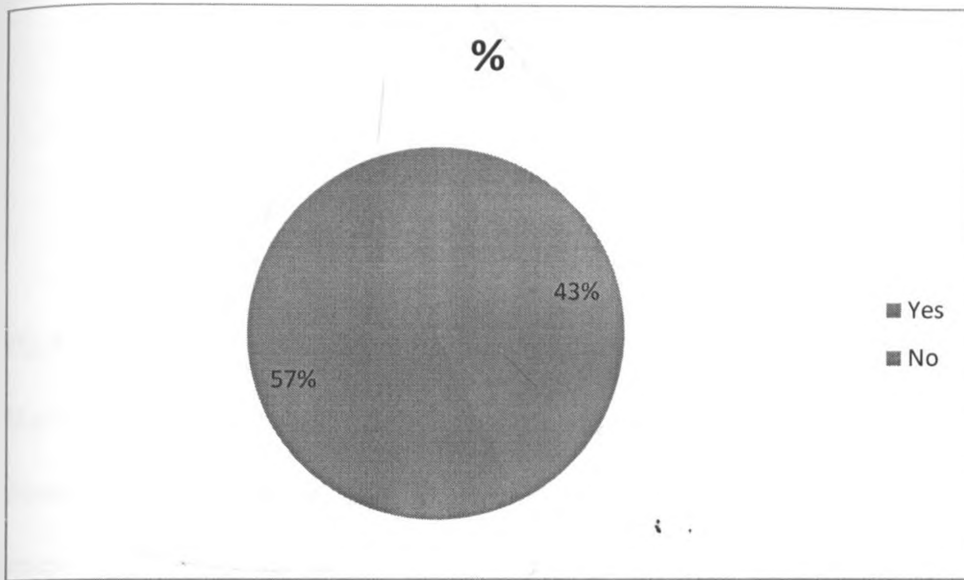
Fig 4.13: Parent watching TV with Children
Most parents do not monitor what the children watch, and this gives them flexibility to decide

what to watch. Some researchers have suggested that co viewing may be an effective way to

mitigate many of the potentially harmful effects of television viewing (e.g., Strasburger &

Donnerstein, 1999). This study concurred with a study done by Roberts et al., (1999) which

showed that 85% of the time children watch television, parents are not in the room these

children are free to view programs.

Parents monitoring children's Television watching

%	Yes	No
%	47.3	50.9
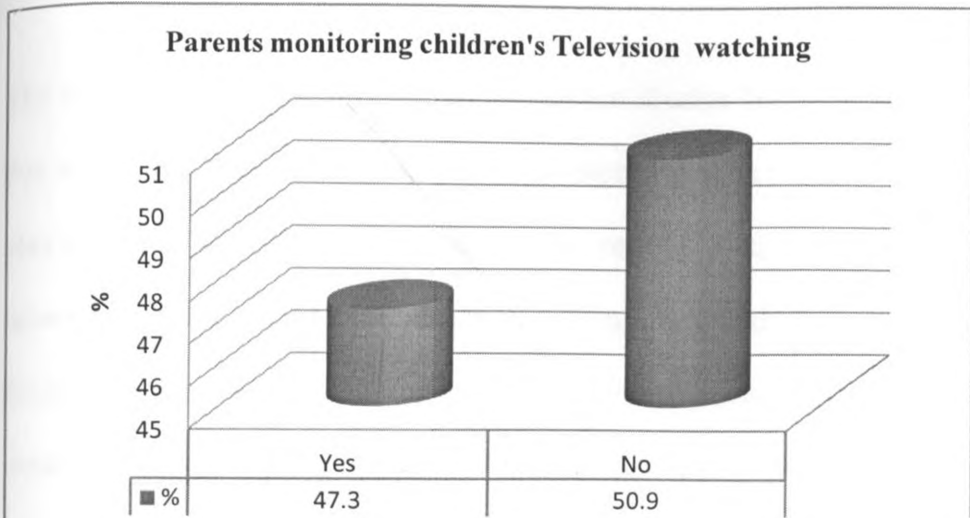
Fig 4.14 Parents monitoring Children's Television watching

The study also found that, parents control what their children watching mainly by changing channel and having alternative TV sets so that the programming that children watch is what parent perceive as appropriate or switch off the TV. Further, some parents also watch together and give advice on the program or instructs house helps to monitor and as indicated in figure 4.13 above

Parents opinion on children playing with peers

2%
24%
74%
- Yes
- No
- No response
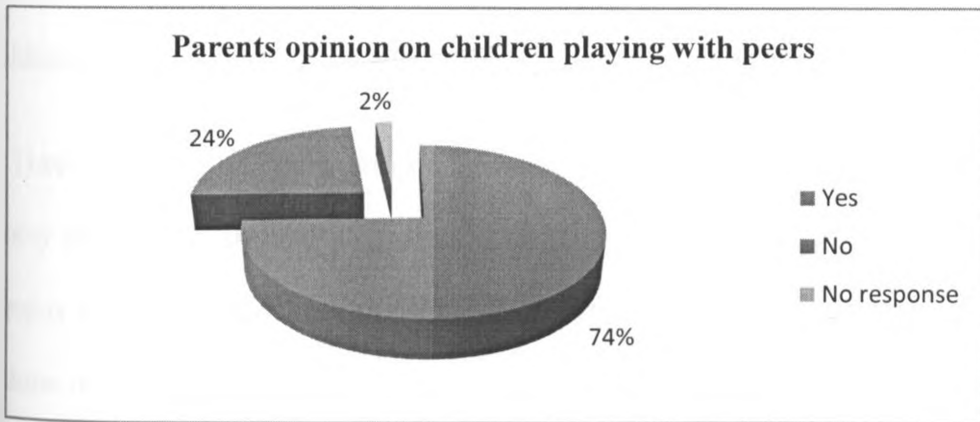
Fig 4.15: Parents option on children play with peers

The study also showed that children play with others and while the TV is important and is their most favorite, they also welcome interaction with other children.

The study found that all the children did not use abusive language in their interaction perhaps due to the fact that an adult was around, emphasizing the need for teachers supervision in play activities. Nonetheless, there were many factors which indicated that the environment in school prevented them to use abusive `language, although they could do it. Children were found to be argumentative during activities, both in and out of class. The arguments were as a result of the desire to take control of the situation and show off, an element which did not show empathy. However in other cases it was found that, children recognized that others were hurt and reported to the relevant authority. This showed that they sympathized with their counterparts.

Although they showed sympathy, their concern did not go beyond saying. "Sorry," or reporting to the relevant authority. Most of them continued with their play or whichever activity they were involved in. This is a sign of less sensitivity to pain and suffering of others and this is an indication of intolerance, According to the Ladder of Intolerance, such behavior is likely to results to result to restriction denies equal participation and may gradually lead to dehumanization, oppression and acts of aggression, (Religious Diversity website).

There was also an observation of generosity whereby most children were willing to share play materials with their playmates. This may also have been due to the fact that would not enjoy their playtime if they played alone. At the same time, in the school where the study was done it was the only recreation at school and so the children were left little choice. From the interview schedule, children preferred to watch television rather than play with their friends. As there were no televisions, in schools, most shared material and played together, but further studies are necessary to establish the nature of the choices of children where there were both opportunities to play and availability of the TVs. The appreciation of games among children

is well known, given that previous research reveals that children are interested in formal games with peers by age five or younger (Piaget, 1962).

Although most children did not fight for play material, a good number of them still did, which was a clear competing social behavior and a practice that is likely to lead to similar fights in adulthood. Those who did not fight showed the willingness to do so but the nature of their environment, which was controlled by the authority, prevented them from fighting, and this again was like to contribute to antisocial behavior, loss of esteem and confidence and often withdrawal that characterize people who feel and experiences exclusion.

Some children isolated others from their play, although some pleaded to be included in play up to a point of crying. On one part it shows that, the impetuous for a game, which is important social interaction aspect in children life, is critical. On another part, not always do all children get involved. It was also found that, reconciliation of the emerging conflict, happened only with the intervention of the teacher, which was important but did not show self- engagement   among the children- whereby they would see reconciliation as parameters for forgiveness, justice, truth and mercy. This portrayed an act of judgment and no room for reconciliation. This was more common in boys than in girls.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the research findings. It also draws conclusions and makes recommendations which include suggestions for further studies. The objectives of the study were to find out the type of programs that preschool children watch and their effects on pre-school children social development; establish the duration children spend watching the television programs and its effect on their social development; and assess the kind of social interaction associated with TV viewing among preschoolers.

5.2 Summary of the Study

The study sought to find out the effects of television programming on preschool children's social development.

The study focused on pre-school children who are mostly between the ages 5-6 years. Most parents were above 30 years and were capable of taking an interest in the nature of the programs that their children watch. The study found out that the teachers in the pre schools were female. Hence, the entire teacher- respondent comprised of females. Similarly, the greater percentage of parent respondents was mostly female. Although the study was not necessarily focused on the gender perspective, this data indicates limited male role models in to cater for the preschoolers television programs, but its detriment or not was beyond the scope of this study. Teachers and parents, who responded to this study, had received formal education up to diploma level, which was important to enable effective response to the study needs.

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The study was able to establish that children watch diverse programs on the TV. This added with the fact that in most homes in the Westlands area there is a television and the availability of free time as leading factors that sometimes help them access different types of programs aired on TV. This situation therefore give value to the study as the target group was had adequate access to the Television and therefore quite suitable to obtain evidence on its effect upon the social development.

Among the pre-school in Westlands, Nairobi children were found to prefer cartoons while parent's popular choice was local programs- which means that children and parent do not watch necessary the same program and at the same time. This showed distinctive choices that parents do not always watch the TV with their children. This means they and do not fully understand the programming tastes of their children. Watching television frequently makes the children to imitate characters they watch. Television was found to have has the power to model negative behavior of the children, such controlling tendencies which had potential to trigger infighting and results to aggressive acts. Observation found majority of children argumentative in activities, both in and out of class. The arguments were as a result of the desire to take control of the situation and show off, an element which did not show empathy.

Positive social development was found whereby children share toys with their friends who join during play. In spite of this, in the In some cases it was found out that, children recognized that others were hurt and reported to the relevant authority. This showed that they sympathized with their counterparts. Although they showed sympathy, their concern did not go beyond saying, "sorry," or reporting to the relevant authority. Most of them continued with play or whichever activity they were involved in.

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Considerable attention was given to TV programming   to the extent that children were found to react differently when attempts were made to send them to sleep while watching the TV. Parents tends to control what their children watch mainly by changing channel and having alternative TV sets,   but the fact that they are do watch together and with similar interest limits parental interventions. Hence, leaves the children a freehold to watch what they like.

CONCLUSION

As established in the findings, there are several factors related to TV programming which affect pre-school children's social development. In relation to programs watched, pre-school children, prefer cartoons to other programs. Although these programs are meant for children, not all characters are worth emulating.

Regarding the time spent, it is recommended that children would watch only one to two hours of TV. However, most of the children who participated in the study spend any time they are at home viewing TV, time far more than the recommended maximum of two hours a day. This contributes to negative social development.

In connection to parent involvement, many parents in Westlands District do not know what their children watch. This means that they cannot control what their children watch. Most parents therefore do not offer guidance in regard to the programs their children watch as a result, children's social development-in most cases-is negatively affected.

If acceptable social behavior is not inculcated in children in their formative stage, they become social misfits in the community.

5.4 Recommendations

This study exemplifies that Television is a real instrument of change among the preschoolers. It has the power to influence their mindset, negatively and positively. The study has found evidence that, are not only captive to viewing television, its consequences are as broad in the social development of children and there are several areas important for interventions well as further study so as to redress the challenges found. Based on the finding of the study and the conclusion the following are the key recommendations:

1. As children in Westlands enjoy watching cartoons while the parents mostly watch local programs, there is a mismatch of both timing of and selection of programs to watch. There is need for parent to acquaint themselves, more with what to avoid arbitrary action such as shutting down channel, blaming, or reprimand based on uninformed perceptions.

2. The school management should enhance guidance and counseling in schools so as to address problems associated with the negative effects of television watching (Isolation of other children while playing, loss of self esteem an d confidence lead by aggressive behavior)

3. The parents and the community should be sensitized on the importance of regulation on the time spent on television watching. The parents should be enlightened on the importance of giving proper parental guidance to their children more on the negative impacts of excessive television watching.

4. The community should ensure that they set aside a common zone that acts as a children playing ground.

5.5 Suggestions for Further Studies

- There is need to carry out studies on effects of television programming on preschool children social development in other areas of the country so as to find out whether similar challenges exists and for a wider application in Kenya.

- A study should be carried out to find challenges facing teachers who deal with children whose characters are influences by TV Programming television

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INTERVIEW SCHEDULE FOR PRE-SCHOOL CHILDREN

The following interview schedule will be administered to preschool children to find out their television viewership habits.

SECTION A

1. Number of pupils: ☐

2. Ages of pupils: 3 ☐   4 ☐   5 ☐   6 ☐

3. Gender of pupils: male ☐   female ☐

SECTION B

1. Is there a television set in your house? Yes ☐ No ☐

2. Do you watch it? Yes ☐ No ☐

3. When do you watch television? ....

4. What type of programmes do you enjoy watching? Cartoons ☐ Action ☐ Movies ☐ Reality TV ☐ Locals ☐ others.............................

5. Do you talk like any of the people you watch on television? Yes ☐ No ☐

6. If yes, who? ....

7. When your parents tell you to go to sleep while you are still watching television, what do you do? Refuse ☐ Ignore them ☐ angry ☐ Go to sleep ☐ Others...

8. When your friends come to play, do you share your toys with them? Yes ☐ No ☐

9. When you are playing and your friend gets hurt, what do you do?

    Laugh at them   ☐

    Tell them to stop pretending   ☐

    Continue playing alone   ☐

                                     ☐

Tell the teacher or parent

Help others   □

10. What would you rather do, watch television or play with your friends?

Watch TV □ Play with friends □

INTERVIEW SCHEDULE FOR TEACHERS

SECTION A

1. Name of pre-school: ....

2. Gender: Male ☐   Female ☐

3. How long have you been a pre-school teacher? Under 1 year ☐

    1-4yrs ☐   5-8yrs ☐   others ....

4. What is your level of education?

    Primary   ☐

    Secondary   ☐

    Certificate ☐

    Diploma   ☐

    Degree   ☐

    Masters   ☐

SECTION B

1. What type of programmes do pupils talk about? ....

2. Do they use the language they observe on television? Yes ☐ No ☐

3. Are they rough towards each other during play? Yes ☐ No ☐

4. What indicates this roughness or lack of it?

    Fighting   ☐

    Sharing play materials   ☐

    Playing together in peace   ☐

    Others ....

5. Do children play alone or in a group? Alone ☐ Group ☐

6. How do pupils react when others get hurt during play?

Laugh at them ☐

Tell them to stop pretending ☐

Continue playing alone ☐

Tell you ☐

Help others ☐

7. Are play materials shared by pupils?

Yes ☐ No ☐

8. Who shares play material with ease?

Girls ☐ Boys ☐

INTERVIEW SCHEDULE FOR PARENTS

SECTION A

1. Gender: Male ☐ Female ☐

2. Age of parents: 20-25 ☐ 26-30 ☐ Others ....

3. Occupation ....

4. Level of education

   Primary ☐

   Secondary ☐

   Certificate ☐

   Diploma ☐

   Degree ☐

   Masters ☐

SECTION B

1. Do you watch television with your child?

   Yes ☐ No ☐

2. Do you sensor what they watch?

   Yes ☐ No ☐

3. If yes, how? ....

4. Which programmes do they like watching?................................

   ....

5. Do their friends come home to play with them? Yes ☐ No ☐

6. How often? ....

7. Do they speak like the characters on television? Yes ☐ No ☐

8. During play with friends, what happens in case of injury? ....

....

9. Are toys shared? Yes ☐ No ☐

APPENDIX IV

<u>OBSERVATION SCHEDULE FOR PRE-SCHOOL PUPILS</u>

The following observation will be made during in-class and out of class activities to observe social behavior of pre-school pupils as a result of watching television.

BEHAVIOR	YES	NO
Any abusive language		
Arguments		
Sympathy		
Empathy		
Sharing play material		
Fighting for play material		
Playing with others		
Isolating others		

APPENDIX V

BUDGET

ITEM	PRICE PER UNIT	TOTAL COST
Travel expenses		17,000
Stationery		12,000
Typing &photocopying		15,000
Laptop, Binding Expenses		26,500
Air Time		3,000
Miscellaneous		7,000
Total		**Ksh 80, 500**