

**THE EFFECTS OF TELEVISION ON ACADEMIC PERFORMANCE AND
SOCIAL BEHAVIOUR OF PRE-SCHOOL CHILDREN IN TIRIKI EAST
DIVISION, HAMISI DISTRICT**

BY

AHINDA ARTHUR AVOSA

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DECLARATION

This project is my original work and has not been submitted for an award of degree in any other institution.

AHINDA ARTHUR AVOSA

This project has been submitted for examination with our approval as the university supervisors.

DR. SAMWEL MWANDA

LECTURER

Department of Educational Communication and Technology

University of Nairobi

MRS. RUTH MUGO-KAHIGA

LECTURER

Department of Educational Communication and Technology

University of Nairobi

DEDICATION

This research project is dedicated to my wife Violet Sindenyi, my beloved children Getrude, Lynn, Webster, Ridge and Alvin whose unconditional love, support and understanding made me determined to complete my studies.

To my parents Joram Avosa and Martha Vugutsa Avosa for their selflessness in my upbringing and great inspiration in my education

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ABBREVIATIONS AND ACRONYMS

AEO	Assistant Education Officer
DEO	District Education Officer
DICECE	District Centre for Early Childhood Education
ECDE	Early Childhood Development Education
FGD	Focused Group Discussions
FPE	Free Primary Education
FSE	Free Secondary Education
KBC	Kenya Broadcasting Corporation
KTN	Kenya Television Network
MDGs	Millenium Development Goals
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences
TELEVISION	Television
VOK	Voice of Kenya

ABSTRACT

This study looked into the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi District. Several researches on television viewer ship have been carried out in developed countries. Here in Kenya pre-school children have access to television in many places. Thus there was a need for a research of this kind. The purpose of the study was to investigate the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi District. Study objectives were to determine whether television influenced aggressive behaviour, academic performance and development of English, Kiswahili and Mother Tongue languages. The study presented a strong basis for further academic research. It was limited to those who watched television and delimited to Tiriki East Division of Hamisi District. The assumption was that the sample frequently and regularly watched television. Relevant literature on television viewer ship to pre-school children was rewatched with Bandura's social learning theory being the theoretical framework besides a relevant illustrated conceptual framework. The design of the study was descriptive survey, the target population for the study were public pre-schools in Tiriki East Division, Hamisi District. Thirty five public pre-schools were used. One hundred and forty pre-school children, seventy pre-school teachers, seventy pre-school parents and four administrators that formed the focused group discussions (FGD) were used for the study. Instruments used were questionnaires, an interview schedule, and an observation guide. Also used were pre-school teachers records of work, two terms report cards and pupils daily diary. Piloting was done in the neighbouring Nandi North Division as it shares similar characteristics with Tiriki East Division. Data was collected using the above instruments by the researcher and trained research assistants. Data analysis was done with the help of a computer program SPSS for statistical analysis. The study found that pre-school children modeled aggressive behaviour from television and that television enhanced academic achievement. It was also found that television influenced English, Kiswahili and Mother tongue languages of pre-school children in Tiriki East Division, Hamisi District. It was concluded that parents and teachers felt proud when academic performance of pre-school children improved. Pre-school pupils modeled most of what they watched on television and that language is essential for human communication. The study recommended further research on effects of television of pre-school pupils in private schools and academies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Mass media includes newspapers, magazines, books, television, radio, films and other forms of communication that reach large audiences with no personal contact between the individuals sending the information and those receiving it (Thomas, 2000). It is essential to the social, political and economic development of society and has promoted various segments. Mass media plays a leading role in promoting education. According to Clifford (1995) cable communications, digital television, video games, internet, newspapers and magazines are changing patterns of behavior and models of accessing knowledge, entertainment and ways of seeing and interacting with one another. Pre-school children all over the world come into daily contact with various forms of mass media (Clifford, 1995). Such media have a lot of influence on their academic and social behavior.

Of all the channels of mass media, television plays a monumental and leading role in promotion of education (Less Bell, 1988). In Kenya, television technology development has been dynamic in many aspects. In 1980s, there was only one television channel in Kenya, that is, Voice of Kenya (VoK) which was state owned. However, in 1990s, a number of television stations were licensed to operate in the country. There are over nine (9) television stations operating in Kenya with others under process of being licensed. These stations come with catchy programs to attract targeted audience. Some of these programs are not fit for children undergoing their formative period. They have effects on their academic performance and social behavior. Television is a common means of communication that reach large audience with no personal contact between individuals sending the information and those receiving it (Thomas, 2000). This means the audience targeted by television is enormous with its tentacles extending themselves to homes and social places.

Tiriki East Division of Hamisi District is located in a relatively rural area. However, the state of television coverage is equally good as the urban areas. As a resident of Tiriki East Division the researcher was able to watch a number of television channels. Six out of ten neighbors around the researcher's home own television sets. However, access to television is bound to rise given the stiff competition among media business people to expand their businesses.

Television watching can have positive effects on pre-school children if well guided by parents and guardians. Television watching as a learning process can promote learning and hence pre-school children's performance either negatively or positively. There are indications that although excessive television watching may impair school performance, limited amount of television watching may be beneficial (Morgan, 1993 and Williams, 1986). In fact the apparent negative association between television watching and measures of school achievement became significant after adjusting for baseline performance as researched in USA on 200 pre-school children using observations (Gaddy, 1986 and Richie, 1987). Watching educational television programs may enhance school readiness and academic performance (Anderson and Wright, 2001). These benefits appear to be related to pre-school children watching specific educational programs.

In a study entitled "Impact of television on performance of pre-school children: Langata Division – Nairobi, Kenya," Nganda (2007) using the questionnaire as the main tool of her study found that television watching by pre-school children can be beneficial to them as long as the programs content are appropriate. On this background there is need to investigate the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi District.

1.2 Statement of the Problem

Many parents, education providers, and other education stakeholders worldwide have expressed concern about the amount of television and the type of programming to which children are being exposed to. Morgan (1993) asserts that despite several decades of research in the United States of America there is little consensus on whether childhood television watching has beneficial, harmful or negligible effects on educational achievement. According to Hancox (2004), this uncertainty is due to lack of long term follow up data particularly for pre-school children.

In developed countries like Britain and United State of America, children watch an average of five to eight hours of television while in developing countries they watch an average of three to five hours of television everyday (Hancox, 2004). Too much television watching can have adverse affects, such as aggressive behavior, poor school academic performance, early sexual activity, and drug or alcohol use among other effects (Austin, 1992). By the end of pre-school, the average child in the United State and other developed countries will have seen 8,000 murders and 100,000 other violent acts on television (Hancox, 2004). The world being a global village, children in Kenya could equally have access to the same programs. Children's cartoons and action programs average more than 20 acts of violence per hour, compared with 5 acts per hour during prime-time hours in developed countries (Hancox, 2004). Given that these programs are aired in our local television channels in Kenya, there is a possibility our children are exposed to the same. More than \$3 billion of products related to war movies have been sold worldwide (Huston, 1983).

Technological advancement in terms of television is spreading rapidly to most parts of the world Kenya included. The spread of DSTELEVISION and other television systems in

Kenya have exposed children to foreign programs. This has made the world a global village where what is watched on television in the developed countries is equally watched in developing countries hence the proliferation of negative effects like poor pre-school performance, aggressive behavior, and English, Kiswahili and Mother tongue languages impediment among others. It is therefore true to assert that Tiriki East Division has not been spared either by these effects of television watching on pre-school children. Our pre-school children watch anything that is flushed on the screens of their televisions. Last year a pre-school child was treated at a Health Centre and discharged after being injured by a classmate who was displaying and practicing a wrestling contest style as he had watched it done on a fellow wrestler on the WWF wrestling on television in Tiriki East Division. Some pre-school children use abusive language as heard on some television programs while playing with others in the fields

During a graduation ceremony for top class pre school children to join standard one last year at a pre-school in Tiriki East Division, Hamisi District, a serving DICECE officer highlighted that unlimited watching of television programs by pre-school children affects their academic performance at the end of the term. Parents and guests present concurred with the officer. Similarly the officer alleged that television watching by pre-school children had negative effects on their English, Kiswahili and Mother Tongue languages. To her this was manifested in the way they verbalize words and in their written work.

Poor academic performance, aggressive behavior and impediment of development of English, Kiswahili and Mother Tongue languages as a result of television watching by pre-school children in Tiriki East Division and in Kenya needed to be investigated. This study examined the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division of Hamisi District. The study sought to investigate the effects of television

on pre-school performance and social behavior of pre-school children in Tiriki East Division of Hamisi District, Western Province.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of television on academic performance and social behavior of pre-school children in Tiriki East Division, Hamisi District

1.4 Research Objectives

The objectives of the study were:-

1. To determine whether aggressive behavior is as a result of television watching among pre-school children in Tiriki East Division..
2. To examine whether academic performance is enhanced by television watching among pre-school children in Tiriki East Division.
3. To determine whether development of English, Kiswahili and Mother Tongue languages were impeded by television watching among pre-school children in Tiriki East Division.

1.5 Research Questions

The following research questions were used to collect data on the effects of television on academic performance and social behaviour of the pre-school children in Tiriki East Division, Hamisi District:

1. Is aggressive behavior among pre-school children a result of television watching?
2. Are pre-school pupils' academic performance related in any way to television watching?
3. Does impediment of Kiswahili, English and Mother Tongue languages development of pre-school children an effect of television watching?

1.6 Significance of the study

The research findings aims at helping pre-school management and parents of pre-school children in Tiriki East Division, Hamisi District make better decisions on proper use of television to enable them achieve the set goals of parents, teachers and institutions. The research will also give insights into what entails television watching and shed more light on better and effective use of television by pre-school children.

The study also presented a strong basis for further academic research by researchers who seek to find out how television affects various stakeholders such as pre-school pupils, teachers and parents.

1.7 Limitations of the Study

In the first place, television watching is a private venture hence some participants were not comfortable giving the researcher certain information like watching television late in the night. Accessibility to private homes to interview parents and make observations was not done freely in some homes especially where both parents were engaged in formal employment and homes left in the care of people like house helps and maids who did not provide answers as would have been provided by the parents themselves. Besides, some respondents that is teachers and parents failed to return the questionnaires. It was therefore imperative for the researcher to book appointments with parents through the head teachers to personally interview and ask them to fill the questionnaire.

1.8 Delimitations

The study was carried out in Tiriki East Division of Hamisi District in Western Province. It involved pre-school children who watched television and were between the age of three and

six years. Also targeted were pre-school teachers, parents, DICECE personnel and local education officers in the division.

1.9 Basic Assumptions

In this study it was assumed that the targeted pre-school children in Tiriki East Division Hamisi District regularly and frequently watched television.

1.10 Definition of key terms

This section contains meanings of specific terms as used in the study

Effects- refers to impact television watching had to pre-school children

Excessive -refers to too much watching of television of four or more hours in a day

Performance- refers to the quality of pre-school children's academic work in the learning areas as measured at the end of every academic term's assessments.

Pre-school children -refers to children between the age of 3 and 6 years who attended an educational institution for learning

Pre-school graduation- refers to transition ceremony in the learning institution when the graduates had certified their teachers and caregivers and would now ascend to standard one in primary level.

Television- is a device that puts electrical signals into visible images on a screen together with accompanying sound

1.11 Organization of the study

The study comprises five chapters. Chapter one consists of background to the problem, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions, definitions of key terms and organization of the study. Chapter two comprises of literature review, theoretical framework and conceptual framework. Chapter three deals with research methodology. It covers the research design, population, sampling and sample size research, instruments, validity, reliability, procedure for data collection and data analysis. Chapter four presents findings and discussions. Chapter five deals with summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section accounts for what has been credited by scholars on television watching. It is focused on the effects of television watching on academic performance and social behavior of pre-school children. This chapter also has theoretical framework and conceptual framework.

2.2.1 Introduction

Various scholars have intensively and critically examined the impact of television watching to pre-school children. There are both positive and negative effects that result from television watching worldwide by pre-school children, although the intensity of these effects can vary from one place to another. The effects could be worse in countries where parents level of education and the community around is low; since the understanding of the effects of television on pre-school children can be underestimated.

2.2.2 Attraction to Televisions programs that show Aggressive Behavior

Pre-school children pay attention to television violence for it is accompanied by loud music, rapid scene changes, and sound effects which attract their attention (Rice, Huston and Wright, 1982). The aggressive display is conveyed visually, making it likely easy for pre-school children to learn them. Pre-school children are unlikely to pick up on more subtly conveyed mitigating information such as negative motivations, punishing consequences that occur at another point in time, or the suffering of victims, making it unlikely to put the aggression in context (Collins, 1982, 1983).

By the time children are at pre-school age, they have developed considerable sophistication in their understanding of formal features of programming. They readily recognize the format of animation (cartoons) like in Sesame Street program as a signal that the content is meant for them (Huston and Wright, 1990 and Anderson et al, 1976). They expect to understand it, and they will attend to even quite difficult material if it is presented to them in this format (Campbell et al, 1992). By age four, most children also understand that camera "zooms" in and out depict approaching and moving away from an object. Some, but not all, four-year-olds understand that moving away from or towards an object can also be signaled by showing an edited sequence of camera shots taken at different angles (Abelman, 1990).

Pre-school children, rarely understand instant replays (Huston and Wright, 1983) or dissolves and cuts to flashback that signal the passage of time (Calvert, 1988) time leaps (Abelman, 1990), or dreams (Wilson and Weiss,1993). They also do not understand less obvious formal features used to mark changes between parts of a program or to mark a change from program content to advertising content. They may therefore incorporate an advertisement into their recounting of program plots, or may misunderstand the plot in other ways, especially if the program is longer than eight minutes (Huston and Wright, 1989, Hayes 1992). However, with experience, even quite young children can catch on to the meaning of more subtle formal features. One researcher in Australia while studying fifty pre-school children using the observation method found that children who watched a lot of television were among the first in their age group to acquire an understanding of zooms and edits (Abelman, 1989:1990). Children who regularly watch a particular program can pick up on the formal features used specifically in that show. For example, three-year-olds who were regular viewers of a magazine-style children's

program called *Playschool* consistently returned their visual attention to the screen at the program's segment switch points (Duck et al, 1988).

Pre-school children overwhelmingly prefer and pay close attention to cartoons (Dietz, 1991) – a format that is particularly violent. Saturday-morning cartoons, for example, have 20 to 25 violent acts per hour compared with five violent acts per hour in prime time programming (Huston, Donnerstein et al, 1992). With their preference for cartoons, pre-school children are being exposed to large numbers of violent acts in their television watching day. Based on their watching patterns in the U.S it has been estimated that, by the time they start school, pre-school children will have seen an average of 8,000 murders and 100,000 assorted other acts of violence and destruction on television (Huston, Donnerstein et al, 1992).

Analysis of children's watching preferences and attention to television has revealed that it is not the violence itself that makes cartoons attractive to pre-school children (Potts, 1986) but the formal features of cartoons, such as rapid character movement, sound effects, and loud music. Children are just as attracted to nonviolent cartoons (Cantor and Wilson, 1986) and to live action shows that have these formal feature. (Jaglom and Gardner, 1881, Lemish, 1984). Although it may be reassuring to note that pre-school children are drawn to the action of violent television rather than to the violent content itself, watching high levels of TELEVISION action may also make children more aggressive. Pre-school age children in new Zealand have been found to behave more aggressively than usual in their play after watching high-action television with no violence in it at all (Huston, Stein et al, 1981, Greer et al 1982). In a study involving twelve (12) children using observation method in Canberra, Australia it was found that high excitement level alone is sufficient to increase their aggression, and that vivid formal features produce such levels of excitement. It has also been demonstrated that violent content produces

substantial effects over and above those brought about by excitement alone (Potts, Huston and Wright, 1986, Josephson, 1997).

Studies in Australia that used only cartoons for measuring the effects of violent television did include pre-school children, and they showed increases in aggression. Pre-school children probably do not mean the same thing as adults do when they call things "real" or "pretend." Kindergarten boys who were asked to describe what happens after the *Superman* program is over responded that in his "real" life, the character goes home and takes off his cap (Ferne, 1981). Another kindergarten student is quoted as saying, "I know Big Bird isn't real. That's just a costume. There's just a plain bird inside." (Morison and Gardner, 1978). Kindergarten children also didn't understand the difference between puppet, animated, and human characters in programs they typically watched (Quarforth, 1979). In fact, the reality versus fantasy distinction may be quite irrelevant to pre-school children in their judgment of television content (Flavell et al, 1990). It has been found that the more unrealistic a character is, the more pre-school children both want to be like that character and think they are like that character (Ferne, 1981).

Pre-school children may not show as much fear watching cartoons as they do watching other violent programs. A study in Alabama U.S involving twelve children using parents questionnaire found that pre-school children showed physical signs of fear from watching cartoon violence, as opposed to cartoon or realistic programs that weren't violent. However, they showed even more physical signs of fear and more often described a program as "scary" after watching realistic violence featuring human actors than after watching cartoon violence (Osborn and Endsley, 1971). That said realism is certainly not a prerequisite for scaring pre-school children. In fact one of the most frightening television segments found for pre-school children is the highly fantastic transformation of David Banner into *The Incredible Hulk* in the children's

television series of that name (Dorr and Cantor, 1986). Pre-school children find the Hulk himself terrifying and think he is evil as a result of his physical appearance because they do not understand that things can remain the same while looking different and that the Hulk is, in fact, the same benevolent character as David Banner (Cartor,1986).

When children are addicted to violent television programs they tend to take violence as normal behavior (Ivory, 2000). Such thought are always difficult to change later in life. Studies conducted in U.S in media violence where children who are exposed to violence either become offenders or victims themselves because they believe that what they are exposed to in television is normal. An example is Michael Cameal from Kentucky, U.S who in 1997 shot and killed three of his classmates. He was said to have been a television video fanatic right from his pre-school years (Ivory, 2000).

In 1956 researchers took to the laboratory to compare the behavior of 24 children watching television. Half watched violent episode of “Wood Pecker cartoons “ and the other 12 watched non violent cartoons “Red Hen”. During play afterwards the researcher observed that children who watched the violent cartoon were much more likely to hit other children and break toys (Bandura, 1971).

Here in Kenya the situation is the same. Kabiru et al (2007) asserts that pre-school children can also acquire negative habits such as stealing and aggression which they model from television.

2.2.3 Television Effects on Academic Achievement to Pre-school Children

Only a handful of television programs teach pre-school children important skills such as reading, science or problem solving. Most shows on television including cartoons are non-educational (Swanson, 1994). More time spent watching these shows are linked with poor school

performance. Late night television watching tires kids out so much that they can't pay much attention in schools as researched in 1990 by the American Academy of Pediatrics (Ozmert and Toyran, 2002).

Butterfield (1990) asserts that today's kids are exposed to more information than any other generation in history. She discussed differences in academic achievement between American and Asian pre-school children and referred to a study prepared for the US department of education that compared Mathematics and Science achievements of children in USA. One of the findings was that the more times children spent watching television, the poorer their performance. To her the mean time spent watching television during childhood is significantly associated with leaving school without qualifications and also negatively associated with attaining higher education. Television watching during childhood has adverse effects associated with later educational achievements. It has long lasting adverse consequences for educational achievement and subsequent social economic status and well being (Butterfield, 1990).

Too much television has an adverse effects on school performance and the more television a child watches the greater the negative impact on his or her learning (Chaot, 2004). Paul, a scholar of Thomas Jefferson University, has studied childhood television watching habits and concludes that those obsessed by television are less creative and more passive (Hancox, 2004).

2.2.4 English, Kiswahili and Mother Tongue Impediment to Pre-school Children

Children between the ages of 3-6 are at a critical stage in brain development for the development of language and other cognitive skills. There is an extent to which heavy television watching can influence development of the brain's neural networks. It displaces time the pre-school child would spend in other activities while verbal interactions influence early cognitive

development basing on a study carried out in 2001 by American Academy Pediatrics (Morgan, 2003).

According to Healy (1995) watching by children of television programs aimed at a general or adult audience was correlated with poor language development in pre-school children. In his study involving twenty children using observation method by trained research assistants, Singer (1983) reports that children who were frequently exposed to such programs tended to have lower vocabulary in their languages of daily communication, poorer expressive language and engaged less in TELEVISION talk (that is talking about television) with adults. This was attributed to both quality of the content on offer and the quantity of exposure to television.

Here in Kenya, Ndungu (2007) studied pre-school children in Thogoto Location using questionnaires, interview guides, and an observation guide found that children watched televisions' local popular programs like Vihoja Mahakamani aired by Kenya Broadcasting Corporation (KBC) Television and Vitimbi. They tried to ape or imitated idiosyncrasies and lexical pronunciations of their popular artists who included:- Ojwang Hatari, Mama Kayai, Ondiek, Mogaka, Nyasuguta, Makokha Dot Com, Alexander and Mise who are experienced and talented home grown actors that depict different pronunciations of variety of Kenyan communities notably Luo, Kisii, Maasai, Luhya and Kamba.

In Tiriki East Division pre-school children have been seen and heard imitating pronunciations from television programs they liked and watched. They also nicknamed others who are their peers names of popular actors like Ondiek, Mogaka, Makokha and Nyasuguta of Kenya Broadcasting Corporation's (KBC) "Vitimbi" program that was quite popular among them.

2.3 Theoretical Framework

According to Social Learning Theory (Bandura, 1977), children learn social behavior by observing and imitating models. Adoption of modeled attitudes and behavior is more likely if the role model is similar to the observer.

Bandura asserts that the repetition and intensity of television commercials make them especially powerful and attractive socializing agents. Social Learning Theory (Papalia et al, 2003) offers an explanation for the way in which television performs the communication of culture. This theory is also greatly utilized in health promotion campaigns, education and communication research. Bandura stresses the influence of symbolic modeling delivered from television and other visual media. Children retain a symbolic representation of the modeled behavior which then serves as a blueprint for the behavior.

Bandura (1977) stresses the accessibility of television and the amount of attention it commands. When explaining the attention process, children usually enact behaviors that seem to be effective for other children. They are more likely to adopt modeled behavior if it results in outcomes they value than if it has unrewarding or punishing influences (Bandura, 1986).

According to the researcher, this theory fits into the study, that is, the effects of television on school performance and social behavior of pre-school children. Most of the television watching impacts on performance and social behavior are modeled and imitated, for example, children studying and someone shooting another from television advertising commercials is likely to influence these children when they grow up. Similarly, aggression as depicted in wrestling television programs, hugging in public as observed in television soaps and movies and howling abuses at elderly people is not expected of pre-school children especially in a rural setting. Pre-school children are likely to model and imitate this behavior. Pre-school children are

likely to develop more interest in these models and hence lose interest in class work. Consequently, the pre-school children are likely to drop in class performance.

2.4 Conceptual Framework

A conceptual framework is a hypothesized model identifying the variables under study and their relationships, that is, dependent and independent variables. The dependent variables under investigation include aggressive behavior, academic performance, and impediment of English, Kiswahili and Mother Tongue languages development while the independent variable is television watching being examined as graphically illustrated in the conceptual framework below. If these areas are addressed with proper intervention and preventive measures put in place, the situation would surely be salvaged.

Figure 1: Conceptual Framework

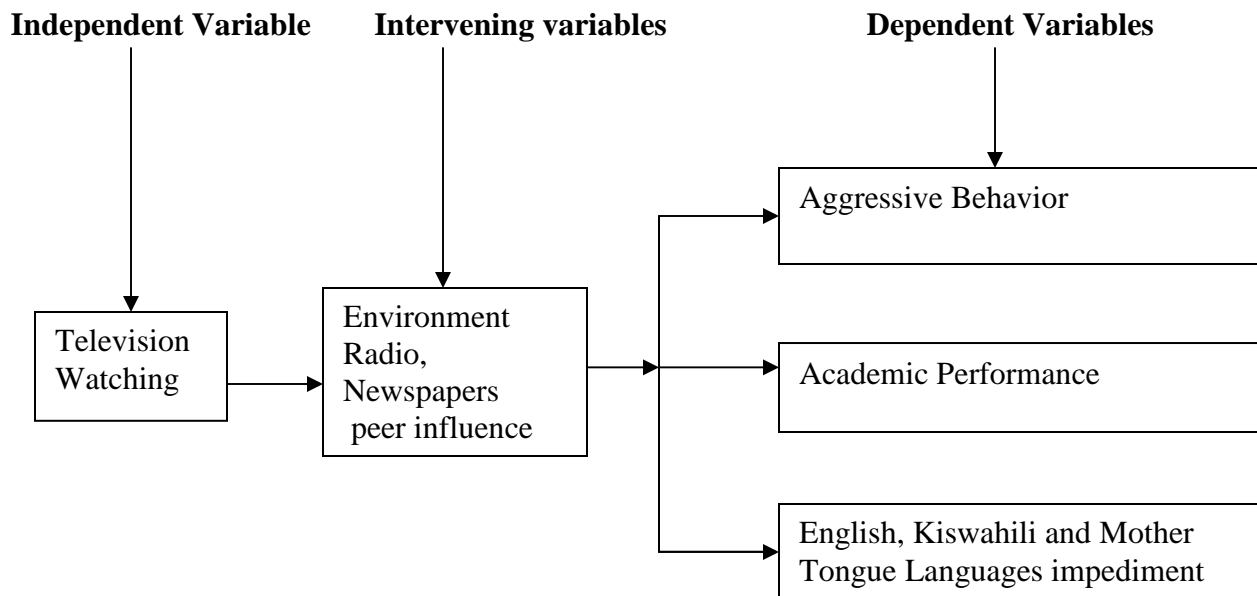


Figure 1: Above showing the conceptual framework of the study

Conceptual Framework on the effects of Television on academic performance and social behavior of pre-school children in Tiriki East Division, Hamisi District examines the relationship between dependent variables; aggressive behavior, academic performance, English Kiswahili and Mother tongue languages, and the independent variable; television watching. We also have intervening variables between television watching, the independent variable, and the dependent variables. Intervening variables included other forms of mass media like the radio, newspapers environment and peer influence. Intervening variables in this study were countered partly by using pre-school teachers and pre-school parents to carry out the study. As a matter of fact, the effects of television watching are both positive and negative in nature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology. It comprises research design, population, sampling and sample size, instruments of data collection, validity, reliability of data collection research instruments, procedure for data collection and data analysis.

3.2 Research Design

The research design for this study was descriptive survey design. This type of research depicts the state of affairs as it exists (Kothari, 2004). The researcher has no control over the variables and can only report what has happened or what is happening. The researcher attempts to discover causes when they cannot control the variables. According to Mugenda and Mugenda (2003) descriptive research is a systematic collection and analysis of data in order to answer questions concerning current status of a program, project or activity. It is used to obtain data useful in evaluating present practice and providing basis for decision (Shaughnessy, 2003). According to Kerlinger (1976) descriptive survey design does not deal with the manipulation of variables. The researcher therefore found descriptive survey design suitable in determining the effects of television on academic performance and social behaviour to pre-school children in Tiriki East Division, Hamisi District had already occurred and therefore could not be manipulated.

3.3 Population of the Study

Borg and Gall (1989) define population as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a research study. In this study the target population consisted of 4080 pre-school children aged between

three and six years from the fifty one (51) pre-schools, 174 pre-school teachers and 3011 pre-school parents in Tiriki East Division, Hamisi District of Western Province

3.4 Sampling and Sample size

A sample is a subject of the target population which the researcher intends to generalize the findings (Cohen and Marrison, 1994). In order to get a representative sample for the study, the researcher purposively sampled pre-school children, parents and teachers who watched television. The researcher in collaboration with pre-school teachers asked pre-school children who watched television regularly four or more hours daily. From the pre-school children who responded the researcher purposively sampled two of them from each pre-school, a boy and a girl, for this study. Mugenda and Mugenda (2003) and Mulusa (1999) suggest that for descriptive studies, thirty (30) are the minimum to work with. The researcher selected 35 pre-schools out of 51 pre-schools in Tiriki East Division, Hamisi District for the study. This number was slightly above the 30 cases required. Two boys and two girls were selected from each of the 35 sampled pre-schools to make a total of 140. Also included were two parents from each pre-school to make a total of 70 and two pre-school teachers from each pre-school to make a total of 70. That added up the total number of respondents to 280.

Table 1: Sample Design

Component	Target Population	Sample Size	Percentage
Pre-school Children	4080	140	34
Pre-school teachers	174	70	40
Pre-school Parents	1400	70	28
Administrators	6	5	83

Table 1 showing the percentage of the target population and the sample size.

3.5 Research Instruments

The researcher used two questionnaires, an interview schedule, an observation guide and focused group discussions.

3.5.1 Questionnaires

Questionnaires were preferred in this study because all the pre-school teachers and parents who participated in the study were literate and therefore capable of answering the items adequately. Both closed-ended and open-ended questions were used to gather information from pre-school teachers. For the closed ended questions, the respondents were to provide “yes”, “No”, “I Don’t Know” answers whereas with open ended questions, the respondents were free to express their opinions. Specific questions were posed as to their experiences of various forms of programs widely watched on television, time spent watching these programs and the possible behavior or reactions displayed by children as a result of watching these programs.

a) Questionnaire for pre-school teachers

The pre-school teachers questionnaire had two sections; Section A and Section B. Section A had questions on gender, length of teaching, highest level of education and number of pre-school pupils in their classrooms. The questions required ticking applicable answers.

Section B: This section had both closed ended and open ended questions. Open ended questions required the pre-school teacher to give more information on television watching and its effects on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi Distict

b) Questionnaire for Parents

The parents questionnaire had two sections; section A and section B. Section A had questions on gender, children enrolled at pre-school and highest level of education. The parent was required to tick the most appropriate answer.

Section B had seven items, these were questions that required the parent to tick the answer closed ended and open ended questions. The questions sought to establish the effects of watching television on academic performance and social behaviour of pre-school children in Tiriki East Division of Hamisi District.

3.5.2 Observation schedule

Observation schedule was a vital data collection tool as it enabled the researcher to obtain first hand authentic information to some questions. The researcher was able to observe the social behavior and pre-school children's concentration in class through their actions and reactions to note if they reflected what they watched on television.

3.5.3 Interview Guide

Given that pre-school children were not given questionnaires, trained research assistants used interview guides to obtain information from pre-school children on issues of television watching. These interview schedules covered a range of issues related to television watching like children's best programs, amount of time spent watching television, where pre-school children watched television and who accompanied them while watching television.

3.5.4 Focused Group Discussions (FGD)

Focused Group Discussions comprising provincial administrative leaders, (Assistant Chief) local Assistant Education Officer (AEO), District Centre for Early Childhood Education (DICECE) officers and community members were held to corroborate the information gathered through questionnaires and interviews. FGD on television watching at location level provided the opportunity for flexible and free flowing of information. The researcher was the moderator and led the discussions on the topic on effects of television on academic performance and social behavior to pre-school children under study using the questions listed in appendix V. The researcher liaised with the provincial administration particularly the Assistant Chiefs in organizing these discussion groups.

3.6 Validity of the Instruments

According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences based on research results. It is the ability of the instrument to measure well what it purports to measure. To test for content validity, the researcher conducted a pilot study of the questionnaires, observation schedule and interview guide which were carried out in the neighboring Nandi North Division. Nandi North Division shares the same characteristics with Tiriki East Division. The selection of the sample for piloting was based on assertion by Mulusa (1999) that about 10 respondents which represented the target population in all the major respects be used. The feedback from the researcher's supervisors was used to improve on the quality of the items before being used during data collection.

3.7 Reliability of the Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research yields consistent results after repeated trials. Kothari, (2004) and Kerlinger, (1976)

observe that for research data to be reliable it must have the ability to consistently field the same results when repeated measurements are taken under the same conditions to test reliability of the instruments. In cases where the reliability was low, correction and modification was done. This supported the view by Best and Khan (1989) who stressed that the longer a test is, the more internal consistency it has. Additional test items were included to capture information that could have been left out. This ensured that the instruments were comprehensive and detailed enough to collect the requisite information. The researcher sought experts who used spearman – Brown formula to correct internal inconsistency. The formula is stated as;

3.8 Procedure for Data Collection

The researcher obtained a research permit, from the Ministry of Higher Education headquarters. The researcher then reported to the District Commissioner (DC), Hamisi and District Education Officer (DEO), Hamisi, giving each a copy of the research permit and a copy of letter of research authorization before embarking on his research. With the help of trained research assistants in data collection the researcher visited sampled schools, introduced himself with the letter to respondents, administered the questionnaires and conducted interviews as observations were made simultaneously. The questionnaire was distributed to pre-school teachers then collected after two days. The researcher had made arrangements earlier with the head teachers to administer and interview two parents of pre-school children which he did.

3.9 Data Analysis.

The statistical package for the social sciences (SPSS) program was used as a tool for processing and analyzing data. SPSS package was chosen as the most applied statistical package in social sciences and because it offers the possibilities of wide range of statistical analysis of

variance. The data obtained from the instruments were subjected to various statistical analysis. Data were analyzed using frequencies and percentages.

The researcher used descriptive statistics to ascertain relationships between television watching of pre-school children to academic achievement and social behaviour. Data analyzed in this study helped in answering the research questions

CHAPTER FOUR FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents and analyses data from respondents. It also interprets findings of the survey. Data obtained using the tools were verified, coded, tallied and thereafter quantitatively and qualitatively analyzed. Both components complemented each other. One hundred and thirty three duly filled questionnaires were returned. The study was done with the view of identifying the effects of television watching on academic performance and social behavior of pre-school children in Tiriki East Division Hamisi District. It also solicited information on impediment of language as a result of watching television. The data obtained from the respondents was analyzed as presented below.

4.2 Analysis of Data from the Questionnaires

Two questionnaires were used for the study. The first questionnaire was for pre-school teachers. It solicited information on teachers experiences and observation with pre-school children based on television watching and its effects on academic performance and social behaviour.

The second questionnaire was administered to parents of pre-school children. The questionnaire elicited information on pre-school children's television watching behaviours and learning activities at home including working out their homework.

4.2.1 Pre-school teachers questionnaire on children's television watching and academic performance and social behaviour

The questionnaire were administered to 70 pre-school teachers in 35 pre-schools. The pre-schools were spread in the entire Tiriki East Division, Hamisi District. A total of 68 questionnaire out of 70 were collected back and analyzed.

Using the questionnaire, the researcher solicited information on the background of the

pre-school teachers based on their training qualifications, teaching experiences and gender. The questionnaire also sought information on academic performance of pre-school children observable social behaviour and impendent to English, Kiswahili and Mother tongue languages development.

On training and qualification of the pre-school teachers 41, (60%) pre-school teachers out of 68 were trained at certificate in Early Childhood Development Education (ECDE) and above. It was noted that 27 which is 40% of the pre-school teachers were either untrained or undergoing training. This showed that a majority of the teachers had enough skills and knowledge of the content of the questionnaire.

Most pre-school teachers, 67 (99%) out of 68 had a teaching experience of less than 10 years and only 1 (1%) had continuously taught for more than 10 years.

On gender, 66 (97%) were female while 2 (3%) were male pre-school teachers. The researcher noted that 65 (96%) of the pre-school teachers indicated that their classes were large, that is, had more than 30 pre-school children per class while 3 (4%) reported that they had less than 30 pre-school children per class.

4.2.2. Academic performance of pre-school children compared to term one

Pre-school teachers compared present academic performance of pre-school children with their continuous assessment records and pupils report cards. Of this, 43 representing 63% reported that pupils had improved in academic performance compared to the previous two terms. The researcher noted that 25 (37%) had dropped out of the 63% of the 25 pre-school teachers representing 58% indicated that it was due to television watching while 18 pre-school teachers representing 42% of 43 indicated that improvement was due to enhanced teaching methods and

peer tutoring apart from television watching.

Table 2: Response on Pre-school children’s academic achievement

Category	Frequency	Percentage
Improved	43	63
Dropped	25	37
Totals	68	100%

Table 2 represents academic achievement over the previous two terms work

From the pre-school teachers continuous assessment records, report cards and pre-school children’s daily diary, the researcher noted that 43 (63%) improved in academic performance compared to 25 (37%). Of this 63%, (25) responses representing 58% indicated that the pre-school children improved due to television watching. While 18 responses representing 42% improvement was due to enhanced teaching methods and peer tutoring.

4.2.3 Change in social behaviour- aggression

Pre-school teachers compared the character traits of their learners. The reseracher noted that 49 pupils representing 72% were reported of displaying aggressive behaviour while 19 pupils representing 28% were reported not to be displaying aggressive. Of the 49 representing 72%, 44 which is 90% of pre-school children diplsy aggressive behaviour were indicated that it was due to the influence of television watching.

Table 3: Aggressive behaviour

Category	Frequency	Percentage
Aggressive behaviour	49	72
Not aggressive	19	28
Total	68	100

From Table 3 it was observed that most pre-school children displayed aggressive behaviour due to the influence of television watching various television programs. Notable programs watched included cartoons, WWF wrestling, and Texas Rangers as shown elsewhere in table 15.

4.2.4 Television influence on English, Kiswahili and Mother Tongue

Of the 68 pre-school teachers, 39 representing 57% noted television influenced pre-school children's language development of English, Kiswahili and Mother Tongue while 29 (43%) noted there was no television influence. Of the 39, 31 (79%) pre-school teachers indicated that it was due to direct influence from Television watching.

Table 4: Influence of television on English, Kiswahili and Mother Tongue

Category	Frequency	Percentage
Influence on language	39	57
No influence on language	29	43
Totals	68	100

The table above shows that television had an influence on language. The influence was mainly on vocabulary pronunciation of words using American English as in American movies, Nigerian accent as in Afrosinema and sheng as used in Kenyan local programs like Vioja Mahakamani and Tahidi High. Of the 39 (57%), 29 which is 74% of 39 indicated that the influence was from

television while 10 which is 26% of 39 indicated that the influence was from elsewhere like radio, Newspapers and popular music (songs).

4.3 Parents questionnaires on effect of television on academic performance and social behaviour

The researcher administered this questionnaire to parents. The researcher noted that 65 parents representing 93% out of 70 parents responded to the questionnaire. Of these, 5 parents representing 7% of 70 did not respond. This covered 35 pre-schools spread in the entire Tiriki East Division, Hamisi District. Using the questionnaire the researcher solicited information on sex, number of children in pre-school and highest level of education of the parents.

On gender, 55 (85%) of 65 parents were female while 10 (15%) were male. The researcher noted that 64 (98%) had 1 or 2 pre-school children while 1 (2%) parent had 3 children in pre-school. Of those parents who participated in the study 40 (62%) had KCPE and KCSE qualification. A further 16 (25%) had Diploma qualifications while 9 (14%) had Bachelors degrees. None had post graduate qualifications.

Table 5: Level of parents Education

Education trained	Frequency	Percentage
KCPE/KCSE	40	62
Diplomas	16	25
Bachelors Degree	9	14
Post graduate	0	0
Total	65	100

Table 5 above shows that 100% of parents who participated in this study were literate and therefore capable of giving credible answers to the items of the questionnaire.

4.3.1 Television watching habits by pre-school children

The researcher noted that 28 (43%) of parents indicated they had no problems with their pre-school children’s television watching habits. Other 37 (57%) indicated they had issues with them like time wasting. Of those who had no problems with their children watching television, 25 (89%) of 28 said television entertained their pre-school children and that it kept them in the homesteads busy. The remaining 3 (11%) of 28 did not respond to the item.

Table 6: Television watching habits of pre-school children

Category	Frequency	Percentage
Yes	28	43
No	37	57
Total	65	100

The table above shows that most parents 37 (57%), felt that television watching did not present any problems to their children while 28 (43%) felt it presented some problems.

4.3.2 Guidance to television programs

The respondents reported that they didn’t give guidance to television watching (45 which is 69%) while 20 (31%) watched television programs with their pre-school children. The 31% noted that their television sets were always locked in their absence meaning their pre-school children didn’t have access to television on their own

Table 7: Guidance to television watching

Category	Frequency	Percentage
Didn't give guidance	45	69
Gave guidance	20	31
Total	65	100

Table 7 showing percentage of parents who didn't give guidance and those also gave guidance to their pre-school children

4.3.3 How pre-school children watch Television

The researcher noted that 2 (3%) of the respondents indicated that their pre-school children watched television 30 – 60 minutes, 12 (18%) watched between 1 – 3 hours 18 (28%) watched for over 3 hours while 33 (51%) did not know for how long their pre-school children watched television.

Table 8: Time pre-school children Spent watching Television

Duration	Frequency	Percentage
30 minutes – 1 hour	3	3
1 – 3 hours	12	18
Over 3 hours	18	28
Don't know	32	51
Total	65	100

From the table above, it could be observed that the high number of those who did not know for how long their pre-school children watched television couldn't estimate the time factor. They

were either too busy or were ignorant. However 28% indicated that children spent over 3 hours daily watching different television programs.

4.3.4 Completion of homework

Respondents (parents) noted that most pupils did not complete their homework on time. A great number of parents, 35 (54%), noted pupils did not complete their homework 30 (46%) indicated their children completed their homework. Of the 35 (54%) who said pre-school children did not complete their work, 22 (63%) noted that their pre-school children didn't complete it due to television watching while 13 (37%) indicated other reasons not related to television watching like participating in household chores and being too playful.

Table 9: Completed Homework

Category	Frequency	Percentage
Yes	35	54
No	30	46
Total	65	100

Table 8 shows that 35 (54%) of pre-school parents reported that their pre-school children completed homework given to them at pre-school. However 30 (46%) stated that they did not complete their homework.

4.3.5 Television watching habits

The researcher noted that information was solicited from the parents in television watching habits of pre-school children, 30 (46%) parents said they were worried about their children's television watching habits as they could model vices like stealing, abusive behaviour and idleness. However 22 (34%) were not worried while 13 (20%) did not know what to expect.

This showed that most parents had embraced television technology though, of course, a majority 30 (46%) were actually worried as stated above.

4.3.6 Discussing Television watching with pre-school teachers

The researcher found that 40 (62%) parents discussed their children’s television watching habits, the remaining 25 (38%) had not discussed television watching habits with their pre-school teachers. This item clearly showed the concern parents had on pre-school children’s television watching habits.

Table 10: Discussed programs with pre-school teachers

Category	Frequency	Percentage
Yes	40	62
No	25	38
Total	65	100

The table above shows that 40 (62%) of parents indicated that they watched television with their pre-school children while 25 (38%) indicated that they did not watch all programs with their children.

4.3.7 What the pre-school children exhibit as a result of television watching

Parents in parents questionnaire, were given ample time to answer this item. They had both closed questions where they were required to give Yes/No answer and an open question requiring an explanation. The results were as shown in the table below

Table 11: Pre-school children exhibiting poor academic performance

Category	Frequency	Percentage
Yes	30	40
No	35	60
Total	65	100

The table above shows that 35 (60%) of parents had observed that their children's academic performance had improved while 30 (40%) indicated academic performance dropped. Of the 60%, 30 (86%) indicated that this was due to television watching by their pre-school children while 15 (14%) noted that their poor performance was due to absenteeism of pre-school teachers from pre-school, pre-school children's playfulness and poor teaching methods.

4.3.8 Display Aggressive Behaviour by Pre-school children

The respondents noted that many pre-school children displayed of this aggressive behaviour. Of this, 49 (75%) indicated that various forms like fighting, kicking, slapping others and verbal aggression like abuse were rampant. However of this 40 (82%) attributed it to television watching while 9 (8%) attributed it to other factors like the environment and peer group influence. The remaining 16 (25%) of the respondents (parents) noted that their pre-school children were not aggressive.

Table 12: Aggressive behaviour by pre-school children

Category	Frequency	Percentage
Yes	49	75
No	16	25
Total	65	100

The table above shows that 49 (75%) of pre-school children displayed aggressive behaviour while 16 (25%) did not. The aggressive behaviour displayed was mainly exhibited on the non-pre-school going children who were left at home.

4.3.9 Language Impediment

The researcher sought to establish whether respondents noticed any impediment in the development of language. The result is as in the table;

Table 13: Impediment to English, Kiswahili and Mother tongue development

Category	Frequency	Percentage
Yes	42	65
No	23	35
Total	65	100

Table 12 shows that 42 (65%) parents noted that television impeded English, Kiswahili and Mother Tongue languages development while 23 (35%) of parents indicated that it did not impede language development. Of the 42 (65%), 40 (95%) actually believed that television watching impeded the development of English, Kiswahili, and Mother Tongue languages while 2 (5%) attributed this to other factors like peer groups influence, environment and radio.

4.4 Analysis of Data from Home Observation Guide

The observation guide formed the basis of analysis which was used by trained research assistants. Information through home visits of pre-school children and their daily television watching habits was recorded as observed. The observation identified the types of programs pre-school children liked watching. However in more than half of the homes visited, that is, thirty six, children were not watching television as their parents had made cupboard-like structures, boxes and television cabinets where the television sets had been locked. The pre-school children did not have access to them as noted in parents questionnaire 4.3.2. In 21 homes visited children had unlimited access to television watching while in one home a DVD machine had been connected to it.

The home observation schedules established that pre-school children had access to television which made them forget to do their homework given to them at pre-school. The schedule also established that pre-school children had access to cartoons, wrestling programs, aggressive movies and that they aped some of the actions mainly aggressive ones.

The researcher noted that language items in most of the television programs watched were far above the level of pre-school children hence responsible for the impediments in language development as asserted by Healy (1995).

4.4.1 Analysis of Data from the interview guide for pre-school children

The interview guide was used for this study on the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi District

4.4.2 Penetration of television in Tiriki East Division Hamisi District

The researcher sought to establish penetration of television in Tiriki East Division. Using the Interview Guide, pre-school children were asked to indicate where they watched television. The results were as shown in the table below.

Table 14: Penetration of television in Tiriki East Division

Item	Frequency	Percentage
Home	80	57
School	13	9
Neighbors house	10	7
Public entertainment	30	22
Others	7	5
Total	140	100

Table 14 that the researcher found that television had penetrated most homes where 80 (57%) pre-school children watched it. This was followed by public entertainment places like hotels, 30 (22%), 13 (9%) in their schools and 7 (5%) in other places like barber shops, open air markets and in public service vehicles like in buses.

4.4.3 Time pre-school children watched television

The researcher using the interview guide sought to establish what time of day pre-school children watched television programs. The results were as shown below

Table 15: Time pre-school children watched television

Time	Frequency	Percentage
Early morning	1	1
Mid afternoon	22	16
Afternoon	77	55
Evening	35	25
Late evening	5	3
Others	0	0
Total	140	100

The table above shows that 77 (55%) of pre-school children interviewed watched Television in the afternoons. This was the time they were supposed to be doing their homework and other pre-school work. Other 35 (25%) of pre-school children watched television in the evening, a further 22 (16%) mid-afternoon and 5 (3%) in the late evening.

4.4.4 Television programs pre-school children preferred watching

Pre-school children using Interview Guide were asked to mention the programs they liked watching. The results were as shown in the table below.

Table 16: Television programs pre-school children preferred watching

Program	Frequency	Percentage
WWF wrestling	51	36
Cartoons	26	19
Action movies	12	9
Football	38	27
Afrosinema	10	7
Others	3	2
Total	140	100

Table 16 shows television programs pre-school children preferred watching most. From the table, 51 (36%) preferred watching WWF wrestling, 38 (27%) football, 26 (19%) cartoons, 10 (7%) Afrosinema, 12 (9%) Action movies while 3 (2%) generally watched other programs. This shows that wrestling was the most popular hence the influence of their aggressive behaviour depicted from WWF Wrestling stars though there was always a warning never to try certain wrestling moves at home. This warning was often ignored.

4.4.5 Television watching as a top priority

Pre-school children using the interview guide were asked by the researcher whether they remembered what they had watched on television the previous day and weekend. The results were as shown below.

Table 17: Television watching as a top priority

Response to item	Frequency	Percentage
Yes	138	99
No	2	1
Total	140	100

Table 17 above shows television watching as a top priority. The results noted 138 (99%) answered in the positive that they remember watched whereas 2 (1%) said they did not remember what they watched on television as a top priority. In fact they enjoyed playing the hide and seek game with siblings.

4.4.6 Pre-school children's reactions if denied watching their favourite television programs

Pre-school children using the interview schedule were asked by the researcher their reactions and actions if they were denied watching their favourite programs.

Table 18: Pre-school children's favourite programs

Response	Frequency	Percentage
Will be annoyed	22	16
Won't eat	82	58
Won't go to school	12	9
Won't watch television again	10	7
Others	14	10
Total	140	100

Table 18 shows reactions of pre-schools children if denied watching their favourite television programs.

Table 18 above shows that 82 (58%) pre-school children won't eat, 22 (16%) would be annoyed.

This showed that pre-school children were so addicted to television watching that they could

react as indicated in the table if denied watching their favourite programs. Of these 9% said they wouldn't go to school the following day.

4.5 Focused Group Discussions (FGD)

Members who formed this group included

DICECE TRAINER	1
ASSISTANT CHIEF	1
AREA ASSISTANT	
EDUCATION OFFICER	1
AREA COUNCILLOR	1
THE RESEARCHER	1
<hr/>	
TOTAL	5

This group was used to solicit and collaborate information received from the questionnaires, the observation guide and the interview schedule. It was also used to supplement information got by gathering additional qualitative data about effect of television on academic performance and social behaviour to pre-school children in Tiriki East Division, Hamisi District.

The focused discussion group met and tried to answer the key questions of this study. On pre-school children display of aggressive behaviour modeled from television the Assistant Chief who is also a trained pre-school teacher concurred with information received using parents questionnaire that it was prevalent in Tiriki East Division. The DICECE officer in table 11 present informed the discussion group that his docket included advisory and quality assurance and standards in ECDE centers. Comparing pre-school children's academic performance for the last three terms was a gigantic task. However, 43 pre-school children which is 63% out of a

majority of the purposively sampled pre-school children showed some significant consistency and improvement in academic performance. However 9 which is 25% did not show any improvement. This was also observed and discussed in the pre-school teacher's continuous assessment records and pre-school pupil's report cards for the previous two terms.

The focused group discussion was concerned of the impediment television watching had on the development of English, Kiswahili and Mother tongue languages as solicited in pre-school teacher questionnaires table 4, confirming assertion by Healy (1995) that watching by children of programs aimed at a general or adult audience was correlated with poor language development in pre-school.

4.6 Qualitative analysis

The researcher used qualitative component to give in-depth understanding of effects of television on performance and social behavior of pre-school children. Age is an important factor to people who can effectively guide pre-school children on television watching. The researcher established that majority of the respondents in terms of parenting and teaching were relatively young in age and hence would, as teachers or parents, adequately guide pre-school children on good use of television and its programs.

The researcher established using data from parents questionnaire that children from families of low levels of education watched television programs for longer hours at the expense of their studies. Conversely, children from families with higher levels of education watched more of educational and entertaining programs and had their television watching habits controlled by parental guidance. This was because their fairly well educated parents were aware of

implications of uncontrolled and unguided television watching habits. However, the highly educated parents, the researcher noted out, did not spend much time with their children. As a matter of fact, children had been left in the care of house helps. Such parents were either employed or business people who left their homes very early and came back when their pre-school children were either asleep or very tired to spend much time with them. A great deal of complacency was noted on the side of parents who abrogated their parental responsibility of guiding their pre-school children into responsible learners. Most of the children as solicited in pre-school children's interview guide, watched television in the afternoons and evenings, the times when their parents were not at home. In some cases children were left to watch what their elder brothers and sisters or house helps watched.

The researcher using the parents questionnaire established that most pre-school children used in the study in Tiriki East Division never did or completed their home work as expected by their pre-school teachers. This was attributed to television watching. Pre-school Children spent most of their time on television watching at the expense of their home work. The prime time of doing homework, that is, between 3 pm and 5 pm was the time they watched television. By the time they remembered to do their home work, they were exhausted partly due to addiction to television watching for many hours as shown in table 7 in pre-school questionnaire. In such instances they rushed through their homework. Home work is quite essential since it intensifies what a pre-school child learnt.

Pre-school teachers expressed fears pre-school parents nursed over their children's television watching habits. The researcher noted, using pre-school children's interview guide that some pre-school children were so much addicted to television watching that missing a program

would render them disturbed to the point that they did not eat meals or learn properly. Some pre-school children displayed aggressive behavior that was associated with television watching. During play time with their friends at school and home, aggressive behavior was evident as numerous complaints of harassment were received from their play mates. Most parents, using the parents questionnaire, complained of prevalence of aggressive behavior among pre-school children.

Penetration of television in homes was another issue that came out of the findings. The researcher soliciting data using the interview guide as noted in Table 14 found that most pre-school children watched television and hence they were increasingly becoming a necessity in homes, other entertainment and social places. This had exposed children to uncontrolled television watching habits. However the researcher appreciated that television watching had a good number of positive effects on academic performance and social behavior to pre-school children. Television could bring fantasy and escapism. It met a need for escaping real life situation and entering a fantasy world full of wild imaginations. It allowed one to enter an imaginary, whimsical world where one's macho is enacted for and re-enforced.

The researcher, using the observation guide, noted that some children watched up to forty hours of television a week and sometimes more during school holidays. An absorbing distraction instead of playing with their peers outside, doing homework, household chores or religious duties, children were glued to the box. Exciting and interesting hobbies of pre-school children like playing hide and seek which required time were ignored.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a summary of significant findings from the study. It gives a conclusion to the findings and recommendations on effects of television watching by pre-school children in Tiriki East Division, Hamisi District.

5.2 Summary of the Study

This research on “The effects of television on academic performance and social behavior of pre-school children in Tiriki East Division, Hamisi District” was to determine whether aggressive behaviour among pre-school children was as a result of television watching. This research also was to determine whether academic performance is enhanced by television watching among pre-school children in Tiriki East Division, Hamisi District. This study also studied whether the development of English, Kiswahili and Mother Tongue languages are impeded by television watching among pre-school children in Tiriki East Division, Hamisi District. The study used survey design with the population being purposively chosen.

The results of this study have been discussed in chapter four. Here is a summary of the findings as they relate to the objectives. On the objective to determine whether aggressive behaviour is as a result of television watching among pre-school children:

- It was found that pre-school children modeled television programs aggressive behaviour. A significant number of pre-school children liked watching programs like Wrestling, cartoons and action movies that portrayed aggressive content. This display of aggressive

behaviour was significantly observed among pre-school children who exhibited them on fellow pupils at pre-school and to their siblings at their homes.

On the objective of examining whether academic performance is enhanced by television watching among pre-school children in Tiriki East Division;

- It was found that television enhanced academic performance of pre-school children. From teachers' records and pupils report forms and pupils daily diary most of the purposively sampled students had actually improved in their class academic performance compared to the previous two terms.

Lastly, on the objective of determining whether development of English, Kiswahili and Mother Tongue languages were impeded by television watching among pre-school children in Tiriki East Division, Hamisi District:

- It was found that television influenced pronunciation of words in English, Kiswahili and Mother Tongue languages. Pre-school pupils sampled pronounced some words in American English accent, Nigerian accents as well as using sheng as observed and heard on television.

5.3 Conclusion

Academic performance is the key thing for pre-school parents especially if it is enhanced. In Tiriki East Division and by extension the whole Republic of Kenya, parents feel proud of their high achieving pupils. Television which is now almost a necessity has many other values to pre-school children like entertainment, educative and informative. Television can be used effectively to enhance academic performance, if pre-school children watched educative programs that are to their rightful level

Nowadays pre-school children don't spend much time with their parents. In this study it was found that most sampled pupils spent many hours watching television daily. This resulted in them modeling aggressive behaviour as depicted in some television programs. Besides it was observed that they practiced this with their peers in schools as well as at their homes with their siblings.

Language is essential for human communication. It is true to say that language has capacity for growth. Television programs language content is essential for our pre-school pupils. Appropriate pre-school children's programs with the appropriate language structures are encouraged for their watching and more so with appropriate parental guidance.

5.4 Recommendations of the study

The following are the recommendations of the study based mainly on findings. The recommendations should be useful to pre-school teachers and pre-school parents.

This study recommends that;

- The Ministry of Education and relevant line ministries should be involved in vetting appropriate television programs relevant for watching by pre-school children.
- Pre-school teachers should take lead since they spend most of the day times with pre-school children than parents. They should openly discuss television related behaviour and incidences like aggression with pre-school children's parents for their own benefit.

- The study recommends parents to, as much as possible, watch television with their pre-school pupils while giving them necessary parental guidance especially those television programs that depict aggressive behaviour.

5.5 Recommendations for further research

- The report highlights the effects of television on academic performance and social behaviour of pre-school children in Tiriki East Division, Hamisi District. Additional research concerning other areas is recommended.
- Additional research is recommended for determining the effects of television on academic performance and social behaviour to pre-school children in private pre-schools and academies since this study covered pre-schools in public primary schools
- There is need for a specific study to bring to light the effects of television on categories such as urban pre-schools and rural pre-schools.

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Appendix I: Questionnaire for Pre-school Teachers

I would like to request you to fill in the questionnaire and note that the information will be needed for academic purposes and not any other. The information will be confidential

SECTION A

1) Indicate your gender:

Male () Female ()

2) How long have you been a pre-school teacher?

0-3 years () 4-6 years () 7-9 years () 10 years and above

3) Indicate your highest level of education

Primary KCPE/CPE () Secondary KCSE/KCE () Diploma in ECE ()

B.ED in ECE () Others ()

4) What is the total number of pre-school children in your class?

Less than 10 () 10-20 () more than 30 ()

SECTION B

1) Do parents complain about pre-school children's television watching habits?

Do not () sometimes () always ()

2) a) Do you have problems with pre-school children due to television watching?

Yes () No () I Don't Know ()

b) If 'Yes' does this affect their academic performance?.....

.....
.....

c) Compared to the last two terms performance, how does it affect?.....

.....

3 a) Do we have problems with regard to aggressive behaviour?

Yes () No ()

b) If yes, please write down the exact aggressive behaviours due to television watching and the programs watched.....

.....
.....

4 a) Of these children who frequently and regularly watch television does it affect their development of English, Kiswahili and Mother Tongues languages?

Yes () No ()

b) If yes please briefly comment on the impediment(s) and from which particular programs

.....
.....

5 a) In your opinion are these solely due to television watching?

Yes () No ()

b) Give other reasons for these behaviours

.....
.....

6 A) How can the problem mentioned above be handled in regards to television watching?

a) Academic achievement.....

.....

b) Aggressive behaviour.....

.....

c) English, Kiswahili and Mother Tongue impediments.....

.....

7) a) Basing on your Continuous Assessment Records, daily diary and last two terms' report cards did the pre-school children?

Improve Yes () No ()

b) If they improved in academic achievement was it due to television watching?

Yes () No ()

Please specify.....
.....

c) If they dropped in academic achievement was it due to television watching

Yes () No ()

Please specify.....
.....

Appendix II: Questionnaire for Pre-school Parents

I would like to request you to fill in the questionnaire and note that the information will be needed for academic purposes and not any other. The information you give will be confidential.

SECTION A

1. Indicate your gender:

Male ()

Female ()

2. How many of your children are enrolled at pre-school?

0-2 () 3-5 () 6-8 () 9 and above ()

3. Indicate your highest level of education

Certificate () Diploma () Bachelor's Degree () Post Graduate () others

(specify).....

SECTION B

1) a) Do you have a problem with your child's television watching habits?

Yes ()

No ()

I Do Not Know ()

b) If yes please specify.....

.....

c) If No please specify.....

.....

2) a) Do you guide your children on which programs to watch?

Yes ()

No ()

b) If yes do you give guidance to all programs watched?

.....

c) Any comment please specify.....
.....

3) For how long does your child (children) watch television in a day?
30 minutes to 1 hour () 1-3 hours () over 3 hours () I Do Not Know ()

4) a) Do your children complete their home work?
Yes () No () I Don't Know ()

b) If no is it due to television watching?
Yes () No ()

5) a) Are you worried about your children's television watching habits?
Yes () No () I Don't Know ()

b) If yes, please specify the worries.....
.....

6) Have you ever discussed with your children's TELEVISION watching habit with their pre-school teachers?

Yes () No () I Don't Know ()

Please specify.....
.....

7) Due to television watching does your child exhibit

a) Academic performance? Yes () No ()

If yes please specify
.....

b) Aggressive behavior? Yes () No ()

If yes please specify

.....

c) English, Kiswahili and mother tongue language development? Yes () No ()

If yes please specify

.....

Appendix III: Home Visit Observation Schedule

The following observation schedule will be done through home visit of pre-school children and their daily television watching habits. These include:-

- a) Time when children watch television
- Early morning ()
 - Mid morning ()
 - Afternoon ()
 - Evening ()
 - Late evening ()
 - Others (specify)
- b) Time spent watching television
- 20-30 min ()
 - 30-1 hour ()
 - 1:30-hour ()
 - 2 hours-4 hour ()
 - 3 hours-4 hour ()
 - More than 4 hours ()
- c) Programs watched \liked children
- Educative ()
 - Entertaining ()
 - Violent movies ()
 - Football ()
 - Religious ()

Appendix IV: Interview Guide for Pre-school Children

The following interview schedule will be administered to pre-school children to find out other television watching habits.

Good morning /good afternoon.

1. Where do you watch television?

- i. Home ()
- ii. School ()
- iii. My neighbor's house ()
- iv. Public entertainment point. ()
- v. Others (specify).....

2. At what time do you mostly prefer watching Television?

- a) Early morning ()
- b) Mid afternoon ()
- c) Afternoon ()
- d) Evening ()
- e) Late afternoon ()
- f) Others ()

3. Mention two television programs that interest you most

- I.
- II.

4. What do you find interesting in the programs you like?

- a) Fighting in programs.....
- b) Language used.....
- c) Actions.....

d) Educational.....

e) Others (specify).....

7. Now that you are at school do you remember what you watched

ii. Yesterday? Yes () No ()

iii. Last weekend? Yes () No ()

8. How would you feel if you were denied to watch your best program(s)?

a) I will be annoyed ()

b) I won't eat ()

c) I will not go to school ()

d) I will not watch any other program on television ()

e) Any other (specify).....

9. Is there something / new knowledge gained by television watching?

i. Yes () ii No ()

If yes what is it?.....

10. Every day after school is television watching a top priority?

a) Yes () Please specify

b) No () Please specify

Appendix V: Focused Group Discussion (FGD)

1. Have you ever handled cases of pre-school children involving television watching?
2. Do effects of television influence pre-school children's:
 - a. Aggressive behavior?
 - b. Academic performance?
 - c. Development of English, Kiswahili and Mother Tongue language?
3. What measures should be taken to improve television influence to pre-school children on
 - a. Aggressive behavior?
 - b. Academic performance?
 - c. Development of English, Kiswahili and Mother Tongue?

Appendix IV: Research Permit

Appendix VII: Authorization for Research

Appendix VIII: Letter to Respondents

University of Nairobi,
Department of Educational
Communication and Technology,
P.O. Box 92,
Kikuyu.

May 2010

Dear Sir/Madam,

**RE: RESEARCH ON THE EFFECTS OF TELEVISION ON PERFORMANCE AND
SOCIAL BEHAVIOR OF PRE-SCHOOL CHILDREN IN TIRIKI EAST DIVISION,
HAMISI DISTRICT**

I'm a post graduate student at the University of Nairobi carrying out a research on the above topic and I have sampled your school to help me get necessary data.

Information gathered will be used for academic purpose and not any other purpose. I am kindly asking for your cooperation to allow me collect information from your school.

Thanks for your cooperation.

Yours faithfully,

Ahinda A.A