INFLUENCE OF TELEVISION WATCHING ON PRE-SCHOOL CHILDREN’S CHOICE AND USE OF PLAY MATERIALS IN KENYENYA, KISII, KENYA

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JUNE, 2018
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature______________________________ Date__________________

DIPHINA K. ONDARA E55/ OL/ 22305 / 2011

SUPERVISOR

I confirm that this research project has been submitted for appraisal with my approval as University Supervisor.

Signature______________________________ Date__________________

Dr. Mary Ndani,
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DEDICATION

This research project is dedicated to my husband Joshua Mose Kengwerere, my sons Joseph and Javan, and my daughter Beverl for their patience and great inspiration during my studies.
ACKNOWLEDGEMENTS

I would like to express my thanks to my supervisor, Dr. Mary Ndani, who has constantly been guiding me in all stages of the writing of concept paper, proposal and finally this research project. I am also grateful to the course lecturers; Dr. Maureen Mweru, Dr. Nyakwara Begi, the late Dr. Grace Ngure, Dr. Juliet Mugo, Dr. John Ng’asike, Dr. Esther Waithaka and Dr. Wambiri whose contribution in the course work has been very instrumental and indeed has taken me to another level of looking at issues. I am indebted to my course mates who were very important in encouraging me to sojourn on even when life was challenging.

I extend my sincere appreciation to my family members for inspiration, encouragement and for financial support at the beginning of my course. Lastly I thank God for granting me good health and protection.
# Table of Contents

DECLARATION ................................................................................................................................. ii
DEDICATION ........................................................................................................................................ iii
ACKNOWLEDGEMENTS ..................................................................................................................... iv
TABLE OF CONTENTS ....................................................................................................................... iv
LIST OF FIGURES .............................................................................................................................. viii
LIST OF TABLES ............................................................................................................................... ix
ABBREVIATIONS AND ACRONYMS .................................................................................................. x
ABSTRACT ........................................................................................................................................... xi

## Chapter One: Introduction and Background to the Study ............................................................. 1

1.1 Introduction ..................................................................................................................................... 1
1.2 Background to the Study .................................................................................................................. 1
1.3 Statement of the Problem ................................................................................................................ 4
  1.3.1 Purpose of the Study .................................................................................................................. 5
  1.3.2 Research Objectives .................................................................................................................. 5
  1.3.3 Research Questions ................................................................................................................... 5
1.4 Significance of the Study .................................................................................................................. 6
1.5 Limitations and Delimitations of the Study ..................................................................................... 7
  1.5.1 Limitations of the Study .......................................................................................................... 7
  1.5.2 Delimitations of the Study ....................................................................................................... 7
1.6 Assumptions of the Study ............................................................................................................... 8
1.7 Theoretical and Conceptual Framework ......................................................................................... 8
  1.7.1 Theoretical Framework .......................................................................................................... 8
  1.7.2 Conceptual Framework .......................................................................................................... 9
1.8 Definition of Key Terms ............................................................................................................... 10

## Chapter Two: Review of Related Literature ................................................................................. 11

2.1 Introduction ..................................................................................................................................... 11
2.2 Television Watching and Choice and Use of Play Materials ........................................................... 11
2.3 Frequency and Time Spent on TV and Children’s Choice and Use of Play Materials.................................................................................................................................................. 15
2.4 Summary of Literature Reviewed ............................................................................................................................................................................................ 17

CHAPTER THREE : RESEARCH METHODOLOGY .................................................20
3.0 Introduction ......................................................................................................................... 20
3.1 Research Design ................................................................................................................. 20
3.3 Location of the Study ...................................................................................................... 21
3.4 Target Population ............................................................................................................. 21
3.5 Sampling Techniques and Sample Size ........................................................................ 22
  3.5.1 Sampling Techniques .............................................................................................. 22
  3.5.2 Sample Size ............................................................................................................. 23
3.6 Research Instruments .................................................................................................... 23
  3.6.1 Questionnaire for Pre-School Teachers ................................................................ 24
  3.6.2 Interview Schedule for Children ........................................................................... 24
3.7 Pilot Study ...................................................................................................................... 24
  3.7.1 Validity of the Instruments ...................................................................................... 24
  3.7.2 Reliability of the Instruments ................................................................................ 25
3.8 Data Collection Techniques .......................................................................................... 25
3.9 Data Analysis .................................................................................................................. 25
3.10 Logistics and Ethical Considerations ........................................................................... 26

CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSIONS ..........27
4.1 Introduction ...................................................................................................................... 27
4.2 General and Demographic Information ...................................................................... 27
  4.2.1 Questionnaire Return Rate ................................................................................... 27
  4.2.2 Demographic Data ............................................................................................... 28
4.3 Type of TV Programs Children Frequently Watch .................................................... 31
4.4 The Content in the Programs Children Frequently Watch ....................................... 32
4.5 Time Spent by Children While Watching TV Programs ............................................ 36
4.6 Influence of Programs Children Watch on Choice of Play Materials at School ......37
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction .................................................................................................................. 41
5.2 Summary of the Findings ............................................................................................... 41
  5.2.1 Type of TV Programs Children Frequently Watch ................................................. 41
  5.2.2 Time Spent by Children While Watching TV Programs ......................................... 43
  5.2.3 The Content in the Programs Children Frequently Watch .................................... 43
  5.2.4 Relationship between the Programs Children Watch and Choice of Play Materia ................................................................................................................................. 44
5.3 Conclusions ................................................................................................................... 45
5.4 Recommendations ........................................................................................................ 45
  5.4.1 Policy Recommendations ....................................................................................... 46
  5.4.2 Recommendations for Further Research ................................................................. 46

REFERENCES ..................................................................................................................... 48

APPENDICES ...................................................................................................................... 53
  Appendix I: Questionnaire for Pre-school Teachers ......................................................... 53
  Appendix II: Interview Schedule for Children ................................................................. 57
  Appendix III: Approval of Research Proposal by Kenyatta University ......................... 59
  Appendix IV: Research Authorization Letter by Kenyatta University ......................... 60
  Appendix V: Research Authorization Letter by NACOSTI ............................................. 61
  Appendix VI: Research Authorization Letter by Ministry of Education, Kisii County 62
  Appendix VII: Research Permit ...................................................................................... 63
LIST OF FIGURES

Figure 1.1: Conceptual Framework Showing how TV Watching Influence Pre School Children’s Choice and Use of Play Materials........................................................................................................... 9
LIST OF TABLES

Table 3.1: Target Population and the Sample Size ......................................................... 23
Table 4.1: Study Instruments Return Rate ........................................................................ 28
Table 4.2: Demographic Characteristics .......................................................................... 29
Table 4.3 Programmes Watched by Children ................................................................. 31
Table 4.4 Content of Programmes Watched by Children .............................................. 32
Table 4.5 Influence of Content of Programmes on choice of Play Materials ............... 34
Table 4.6 Time Spent on Watching TV Programmes ....................................................... 36
Table 4.7 Number of Toys Owned by Children at Home ................................................. 38
Table 4.8 Source of Knowledge of Playing Materials owned by Children ..................... 39
Table 4.9 Playing Materials and preference of use by Children in school .................... 40
# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVD</strong></td>
<td>Digital Video Disk</td>
</tr>
<tr>
<td><strong>ECD</strong></td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td><strong>KCD</strong></td>
<td>Kisii County Director</td>
</tr>
<tr>
<td><strong>KICD</strong></td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td><strong>MOEST</strong></td>
<td>Ministry of Education Science and Technology</td>
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<td><strong>NACOSTI</strong></td>
<td>National Commission of Science Technology and Innovation</td>
</tr>
<tr>
<td><strong>SPSS</strong></td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td><strong>TV</strong></td>
<td>Television</td>
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<tr>
<td><strong>VCD</strong></td>
<td>Video Compact Disk</td>
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ABSTRACT

There is real concern from researchers and the general public about the influence of mass media, particularly television, on preschool children’s choice and use of play materials. The purpose of this study was to establish the influence of television watching on preschool children’s choice and use of play material in Kenyenya Sub-county in Kisii County. The objectives of the study were to find out the type of TV programs children frequently watch while at home; to assess the content in the programs children frequently watch while at home; to establish the time spent by children while watching TV programs at home and to determine the relationship between the programs children frequently watch and their choice and use of play materials at school. The study employed the Social Learning Theory proposed by Bandura which states that children learn social behaviour by observation and imitation of role models. Survey research design was used as the findings could easily be generalized on the whole population of the sub-county. The study targeted a population that consisted of 900 pre-school children aged between three and six years from 60 pre-schools and 180 pre-school teachers in Kenyenya Sub-County. Stratified random sampling was used to sample the pre-schools and the children who took part in the research study. Questionnaires and an interview schedules were used in the study for data collection. Piloting was done in 10% of the study population in order to determine the validity and reliability of the instrument that were used for data collection. The minimum threshold for social sciences research (Cronbach reliability) of $\alpha=0.8723$ was obtained. It was established that children watched various TV programmes which were action oriented. It was also established that majority of the learners spent long hours watching preferred programmes during weekends and holidays. Based on the findings of the study it was recommended that the ECDE county director in the Kisii County government should organize for workshops, seminars and conferences to sensitize all preschool teachers on the choice and use of play materials that could be influenced by watching TV programmes at home by children.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This section comprises of background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework and operational definition of terms.

1.2 Background to the Study

There is really concern from researchers and the general public about the extent of influence of mass media, particularly television, on preschool children’s learning and development. Preschool children interact with various forms of mass media on a daily basis. This influences their academic and social behaviour (Clifford, 1995). According to Clifford, the various forms of mass media such as cable communications, television, video games, internet, newspapers and magazines are changing ways of acquiring knowledge, socialization and entertainment. According to Less (1988), television plays a very important role in the promotion of education above all other forms of mass media. Many young children find television more appealing than other forms of mass media and thus prefer using much of their time on it than with other media (Australian Institute of Family Studies 2005, Royal Children’s Hospital 2009, ACMA, 2007). Psychological and educational research on children’s choice and use of play materials offers rich insight into the process through which children encounter and interact with objects in their imaginative worlds.
The provision of a variety of materials and play objects to children helps them improve their creativity (Saracho, 2002). Various studies have shown that the creativity of children has deteriorated and the preferences made in the choice of play materials have changed as a result of TV watching (Baines & Slutsky, 2009; Stegelin, 2005; Vig, 2007). Therefore there is need to provide a variety of play materials through various TV programmes designed to improve creativity.

According to Edgar and Edgar (2008), quality TV programs provide exposure to a child to new world adventures which improves his/her imagination and also offering entertainment to a child. Children can learn the basic and social skills and develop through playing. Television watching, play materials, playground and play mates influences the choice of the type of play the children engage in, with play materials having a significant a positive impact on a child’s acquisition of new knowledge with creativity (Celebi, Oncu & Ozbay, 2005). Thus television watching should be encouraged so that children can learn and develop new skills on the choice and use of play materials.

In review of his work Vygotsky (1986), gives the media as an example of the learning environment where children should be socialized in order for the cognitive development to take place. Kiernan and Huerta (2008) stated that economic status of the family of the child determines development of cognition in them. Children from high economic status get more opportunities, resources and better training, which helps improve their cognitive development. The children also have an encouraging environment where there are people they can interact with and plenty of play materials to manipulate. However, children from low economic status families lack resources and conducive enviroment. Scaffolding advocated for by Vygostky, is not available to them because adults are busy trying to
make ends meet (Wertsch, 1985). Similar research has been carried out in Kenya. Mbugua (2011) carried out a research in Tetu zone, Nyeri County, in which better performance in cognitive learning among learners was associated to exposure to television with the help of the parents.

Play faces threats from many directions in modern Kenyan life. The growing population and hard economic situations emphasizes on standards, assessment, and accountability. This has led schools and homes to reduce outdoor and active physical play. In many schools, centers and homes, play has been all but eliminated to make room for quieter, academic learning (Stipek, 2006). Passive television viewing and use of other media are also replacing active play, and have even been found to interrupt the play of young infants (Schmidt, Pempek, Kirkorian, Lund, & Anderson, 2008; Zimmerman, Christakis, & Meltzoff, 2007). Television programs provide a variety of materials that children can be exposed to. The play materials chosen influence the creativity of children and hence their academic achievement. Thiel (2010) did research on how children learn mathematical concepts through play. Children collect rocks, leaves, pine cones, and branches and count, sort, and gather them. All these are prerequisites to mathematical computational skills. However, the type of TV program, its content and the length of time children watch TV may influence the type of play materials chosen and may thus determine the extent of their creativity.

Kenyenya in Kisii is located in a peri-urban area and television coverage is same as urban areas. As such, its residents equally access a number of television channels (RoK, 2010). It is densely populated. This has reduced the available playground space for outdoor activities. Most children spend most of their time watching television after
school. Kenyenya has a good road network which provides easy access and has many
preschools because of the high population density. All the above facts make Kenyenya an
ideal place to carry out the study. Review of literature in the western world has shown
that TV influences preschool children’s choice and use of play materials. However, there
is no relationship shown between watching television and the play materials chosen on
cognitive development and academic achievement in school. This forms the basis for the
study of influence of TV watching on choice and use of play materials.

1.3 Statement of the Problem

Improvisation of a variety of play materials helps children to improve their creativity.
When children play outdoors they are able to improvise and create an imaginative world
on their own. This helps them develop cognitively. Unfortunately, recent research has
shown that children’s creativity has deteriorated and the preferences made in the choice
of play materials have changed as a result of TV watching. Studies in Western countries
have shown that the choice and use of play materials among preschool children is highly
influenced by TV watching. Consequently, many children choose materials that are
bought rather than self-made or improvised. An increase of accessibility of TV in Africa,
Kenya and in particular Kenyenya may have an influence on choice and use of play
materials. This would mean that children go for play materials that are bought rather than
improvised. Given the economic situation in the region, many parents may be unable to
provide materials. As a result children may play less thereby missing out on the
opportunity to develop creativity. Little is known on how much children in Kenya watch
TV and whether or not it influences their choice and use of play materials, and hence my
research study.
1.3.1 Purpose of the Study

The purpose of this study was to establish the influence of television watching on pre-school children choice and use of play material in Kenyenya, Kisii, Kenya.

1.3.2 Research Objectives

The objectives of the study were:-

i. To find out the type of TV programs children frequently watch while at home and how they influence their choice of play materials.

ii. To assess the content in the programs children frequently watch while at home and how it influences choice and use of play materials.

iii. To establish the time spent by children while watching TV programs at home and how it influences choice and use of play materials.

iv. To determine whether the programs children frequently watch influence their choice and use of play materials at school.

1.3.3 Research Questions

The study was guided by the following research questions:

i. What type of TV programs do children frequently watch while at home?

ii. What are the contents in the TV programs that children frequently watch while at home?

iii. For how long do the children watch the TV programs while at home?

iv. How do the programs children frequently watch influence their choice and use of play materials at school?
1.4 Significance of the Study

The findings of the study may be useful to institutions such as the Kenya Institute of Curriculum development (KICD), which has the mandate of developing the curriculum for preschools and teacher training institutions. The KICD may also need to include alternative training programs for pre-service and in-service preschool teachers to help them guide the children with the choice and use of play materials. The Ministry of Education Science and Technology (MOEST), which is responsible for policy formulation may also benefit from the findings of the study. MOEST will use the findings to evaluate and review the policy to find out if it meets the demands of the children’s Act of 2001. They may find out if inclusion of TV into the curriculum will be of any significance. The research finding may also help the Ministry of Education Science and Technology in reviewing the existing policy and legislation on electronic media and particularly the TV, which is popular among children, and put mechanisms in place to enforce the same.

The findings of this study may inform the parents on the type of programs that may negatively influence the children choice and use of play materials and help them choose appropriate programs for their children.

The findings of this study may be useful to the teachers and the school administration in the content delivery and management of children in the choice and use play materials to improve creativity and learning.
1.5 Limitations and Delimitations of the Study

The study sought to establish what could not be controlled by the researcher and was likely to influence the results and the appropriate ways of negotiating the limitations.

1.5.1 Limitations of the Study

Being a survey research, the data produced is likely to lack details or depth on the variables of this study as the study did not deal with the cause and effect between the variables. Securing a high response rate to the items on the instruments was difficult to control. The time period for the research was not adequate and this limited the extent to which to assess the content in the programs children frequently watch while at home and how it influences choice and use of play materials.

Kenyenya Sub-county in Kisii County is vast and the terrain is rugged. The researcher was able to reach only some selected pre-schools whose findings may not reflect the situation in all the pre-schools within the study area.

1.5.2 Delimitations of the Study

The study was limited by other factors that influence the choice and use of play materials like peers, socio-economic status of the parents, neighbours, other electronic media (e.g. newspapers, internet, billboards) and the school environment which are not included in the study. The findings of the study were limited to Kenyenya and cannot be generalized to other areas outside the study area except with caution. Although the researcher was not able to reach all the schools, she had to ensure that different areas and settings are represented accordingly. Television watching also included movie watching and related programmes from external devices such as DVD, VCD player. The study only included
all the children attending preschools within the study areas whose ages range between 3-6 years.

1.6 Assumptions of the Study
The study assumed that, preschool children choose the materials they use to play with and are not dictated by choice of adult care-givers and that, all the respondents would give accurate and honest responses to items in the questionnaires and interview schedule. The study also made an assumption that, when the research findings are analyzed, they were to be a true reflection of the preschool children’s choice and use of play materials.

1.7 Theoretical and Conceptual Framework

1.7.1 Theoretical Framework
According to Social Learning Theory (Bandura, 1977), children learn social behaviour by observation and imitation of role models. Bandura explains that frequency and duration of television commercials play an important role in socialization of individuals. Papalia, Gross, and Fieldman (2003), argues that Social Learning Theory offers an explanation for the way in which television helps in the transmission of cultural values. This theory is normally used to a great extent in health promotion campaigns, education and communication research. Bandura emphasizes the significant role symbolic modeling play in influencing the behaviour of children. These symbolic models are normally delivered from television networks, video games and internet. The children have a symbolic representation of the models watched on TV and act as reference role models in their behaviours. Children learn and adopt behaviour from role models if it results in positive outcomes. However, a behaviour is not learned if its outcomes are not rewarding
or are punished (Bandura, 1986). As a consequence, most of the choices and use of play materials made by children are as a result of watching TV models and imitation. For example, children watching TV commercials showing gender stereotypical preferences of toys and colours is likely to influence the choice of pink and blue-coloured toys by girls and boys respectively when they grow up.

1.7.2 Conceptual Framework

This study conceptualized that television programs/content, time spent and frequency of watching TV directly influences the choice and use of play materials. On the other hand, the study also conceptualized that television watching may not be the only factor contributing to choice and use of play materials but there are other intervening variables which include peer influence, newspapers, billboards, and other environmental factors.

![Conceptual Framework](image_url)

**Figure 1.1: Conceptual Framework Showing how TV Watching Influence Pre School Children’s Choice and Use of Play Materials**
1.8 Definition of Key Terms

The following are the definition of the key terms used in the study;

**Children’s choice:** The preference to select play materials without interference

**Influence of TV watching:** The ability to have an effect on the choice and use play materials as a result of viewing TV

**Play materials:** Devices used by children to play or simulate real life situations

**Preschool:** An organized environment with structures, resources and professionals who cater for the children in the environment.

**Preschool children:** Children between three to six years attending a preschool.

**Programme content:** The various aspects or ideas contained in a programme

**Television:** A visual display unit for showing programmes broadcast by various media stations

**Television watching:** The act of viewing activities taking place on television

**Time spent:** Duration taken to view a programme on TV
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section gives a synthesis of literature on the influence of television watching on preschool children’s choice and use of play materials under the following sub-headings: television watching and choice and use of play materials, frequency and time spent watching television on children’s choice and use of play materials.

2.2 Television Watching and Choice and Use of Play Materials

Sutton-Smith (1988) suggested that character toys derived from commercial television have the same effect on imaginative experiences as television viewing, by confining the framework or content of children’s imaginative play to the actions and situations scripted on television. In a rare experimental study on television character toy effects on imagination, Greenfield, Yut, Chung, Land, Kreider, Pantoja and Horsley (1993) looked at short term effects of audio-visual media on children’s play. Specifically, they compared children’s stories told using Smuff and Troll toys following either viewing of a Smurf program or a neutral play activity. They found that stories following the television program condition were more imitative and less creative than neutral condition, with the experimental condition of television related toy and television viewing resulting in the most imitative imagination. However, the factor seemed to be television viewing rather than television-related toy, as contrast group (television-related toy with neutral activity) stimulated more creative stories than contrast group (neutral toy with television
viewing). The authors were careful in their conclusions and suggested that television and television related toys perhaps changed the source of children’s imagination rather than the quantity or creativity of imagination.

Television has become a promotional tool. Using a technique known as media saturation, mass media, toy industries and licensing agencies have united to fill children’s environments with shows, advertisements, videos, toys, clothes, and an array of products, creating identities in the form of licensed characters (Kline, 1993; Engelhardt, 1986). And from a marketers point of view, if children play with toys the way corporate industries intend for them to, rather than being objects of transformation, the toys become child’s means for being transported into the film or television program’s fictional world (Kline, 1993).

A number of critics of children’s culture have focused on the transcendent nature of play as an argument against viewing the child as a passive victim in a corporate world. Walkerdine (1997) argued that, although the child clearly lives in a world dominated by adults, through the process of play, the child can actively choose to acquire or resist the cultural products and ideas that he or she is provided with. Sutton-Smith (1988) stated that it was the child who controlled the toy, rather than the opposite, so that would likely play creatively, rather than imitatively, with any toy. Although Singer (1993) was one of the original researchers to question the value of high-realism toys, he considered the relationship between toys and children’s play to be interactive and not as simple as it may appear. He reasoned that if a child valued a toy, even a television toy, his or her motivation to play with the toy would lead to varied and sophisticated levels of play. Almqvist (1994) rejected the notion that educational toys offered superior developmental
experiences to children, concurring with Singer (1993) and Sutton-Smith (1988) that it was the child and not the toy that controlled and dictated the choice and use of play materials.

Television adverts play a key role in influencing the choice and the use of play materials based on gender. According to McNeal (1999), the annual cost of advertising campaigns directed towards children is estimated to be more than $15billion. This is due to partly increase of the financial power of children themselves and also due to the surging influence of children on their parents’ spending habits (Strasburger, Wilson & Jordan, 2009). Franklin (2012) says that the process of identifying oneself with a particular gender begins before birth. Thus choices made for consumer products during prenatal period reflect the stereotypical view of gender preferences of boys and girls respectively with the purchase of blue and pink clothing (Paoletti, 2012; Pomerleau et al., 1990) and the gendered decorating of nursery spaces (Cieraad, 2007; Rheingold & Cook, 1975). This idea of gender identity is reinforced throughout childhood especially through the use of toys. The toys “for boys” are depicted to be more aggressive or violent (such as weapons or military action figures), more fun, more risky and more exciting, as opposed to toys regarded as ‘for girls’ which are more seem to be emphasizing on domestic activities, improving physical appearance and more nurturing (Blakemore & Centers, 2005). Auster & Mansbach (2012) did an analysis on the Disney Store website recently and concluded that boys are likely to include vehicles, weapons and construction toys while girls are likely to be confined to toys associated with image (such as cosmetics and jewellery) and those associated with domestic work (such as pretend cooking sets) (Auster & Mansbach, 2012).
The stereotypical view of gender roles is seen to be emphasized in children’s books with male characters depicted to have a strong career but weak parenting skills, while female characters are depicted to be good at domestic chores (Anderson & Hamilton, 2005). Colouring of books also reinforces the idea of choice of play materials based on gender with male characters depicted as active and in roles of power (Fitzpatrick & McPherson, 2010). It is through these cultural cues and representations that children learn what it mean to be feminine or masculine (Bem, 1981; Richardson & Wearing, 2014). Larson (2001) says that adverts featuring only girls are more likely to be located within a domestic setting, whereas adverts meant for ‘boys only’ tend to feature locations outside the home. Further, in terms of stereotypical gender view behaviours, the girl-only adverts are more likely to depict cooperation while the boys are engaged in more competitive or violent interactions (Kahlenberg & Hein, 2010; Larson, 2001; Martínez, Nicolás & Salas, 2013).

The type of colour used in advertising influences the choice of play materials with bold and bright coloured toys preferred by boys while pink-coloured toys are preferred by girls (Auster & Mansbach, 2012; Kahlenberg & Hein, 2010). The advertising messages play an important role in influencing children positively in the choice of play materials based on colour and gender. This is achieved through the use of colour (Cunningham & Macrae, 2011; Weisgram, Fulcher & Dinella, 2014) or solely a particular gender (Weisgram, Fulcher & Dinella, 2014). This relationship between colour and gender has been demonstrated in children of about two years old (LoBue & deLoache, 2011; Wong & Hines, 2015). It has also been demonstrated that children are influenced by extent of adverts when determining the toys meant for a particular gender (Pike & Jennings, 2005).
The above findings regarding the choice and use of play materials based on gender have been demonstrated repeatedly across countries and throughout many years.

2.3 Frequency and Time Spent on TV and Children’s Choice and Use of Play Materials

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).

Faliand (2013) found that children who watch TV for more than two hours a day during ages 6-9 years showed a negative total effect at ages 8-9. This could be alluded to the high frequency of the viewing, which leads to loss of interest in other activities. The health system in University of Michigan found that children who spend more time on TV, DVDS, DVR, videos and using a video game player have problems in their brain development. This is because the children spend time watching TV instead of engaging in other activities such as getting fresh air, playing imaginatively and physically (McDonough, 2009). Rossiter (1979) suggests that the average child spends more than 5 hours per day watching TV. He associates this to the lack of interest in learning, because learning requires more mental effort than TV viewing. A research undertaken by AnkAgungu, GustiAyu and Djauhar (2012) indicated that, children who watched TV and video between 1-2 hours per day and spent the rest of the day in a play group showed a higher cognitive development compared to those who watched for less than one hour and more than two hours and did not attend any play group. The researchers associated this to the balance that is made between TV viewing and physical play by the children’s parents. Sweetser(2012) and Rideout (2003) acknowledge that children who spend more time passively watching television have lower cognitive activity than those on active screen time.

Christakis (2009); Fitzpatrick & Barnett (2013); Dubow (2010) and Zimmerman (2003) did a research on time spent on TV, video game play and the general screen time. The studies analyzed how the frequency of general screen viewing affected children’s
cognition. The researchers concluded that all these TV watching during early childhood might be associated with lower levels of cognitive development and associated this to lack of balance between other activities that promote cognition and TV viewing. Pagani (2011) suggests that when children have a habit of watching TV for long hours every day from an early age, it reduces their capacities to pay attention. The effects appear to be cumulative and persist into later childhood and adolescence.

Perlmutter (2013) raises several concerns with reference to time spent on watching TV by children. In the research, Perlmutter (2013) argues that the motivation of a child to explore in the choice and use of play materials is limited if he or she spends more time watching TV. Creativity and imagination are very important for appropriate brain development. Perlmutter (2013) concluded the cognitive development of a child is interrupted when a child spends more time watching TV because little room is left for alternative creative thinking and imagination. Therefore a child should be allowed more time to play than watching TV to enhance creativity.

2.4 Summary of Literature Reviewed

Comparative studies show that countries with a commitment in law and practice to public service broadcasting have a disproportionately large share of first rate children’s programming (Palmer 1988). European producers emphasize aesthetic and general cultural commitments. They give a child’s perspective. They also emphasize attention to creative integrity and technical detail. In the US, producers vary in their commitment to educational goals and public broadcasting is responsible for most quality programming.
Kenya shows a similar concentration of quality production in publicly funded television, but commitment to this aim by the national broadcaster is limited by funding constraints. Commercial providers have often resisted government regulation of children’s programming and argued that commercial concerns and the need to sell programs to overseas markets dictate certain content decisions. Pay TV has demonstrated a desire to provide appropriate programming, but is limited in local sources. Parents need to be informed about the developmental needs of their children and about the way in which TV viewing may affect development in the broadest sense. What constitutes an appropriate program for children depends partly on parents’ own values, but also requires an understanding of the psychological impact of the medium. How TV viewing and frequency and duration of viewing affects children is not always obvious and research reveals that viewing may have both positive and negative outcomes. Content needs to be screened for developmental appropriateness as well as for its cultural and aesthetic values and for its potential to cause harm by undue focus on themes or images that provoke fear and anxiety, provide inappropriate sexual content or encourage habits that are personally or socially destructive.

However, parents also need to be aware of the richness and variety of content that might potentially be available. Their current concerns about TV viewing, formed on the basis of impoverished programming, do not reflect the potential of TV to promote educational goals and positive social values and to provide play materials richness to young children. Most of the research done in developed world has shown that television watching influences the choice and use of play materials among preschool children. However, the available literature in the Kenyan context is very scanty and few. The determination of
whether the local TV programs are appropriate or not to influence the choice and use of play materials among preschool children has not been given much attention and as such the need for this study.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprises of research design, variables, location of the study, target population, sampling techniques and sample size, instruments of data collection, validity, reliability of data collection research instruments, procedure for data collection and data analysis.

3.1 Research Design

According to Orodho (2003), research design is the schemes, outline or plan that is used to generate answers to research problems. It is also defined as the structure the researcher has to use in undertaking the research. This research study used survey research design. In this design, the researcher tried to describe the research topic in a systematic and objective manner by addressing the questions ‘what is it?’ and ‘why is it?’ This design was deemed suitable because the findings could easily be generalized on the whole population of the sub-county. This helped make it easier for the researcher who only had to randomly select the participants to represent the whole population which was very broad.

3.2 Variables

The independent variables in this study were the programs frequently watched, children’s content on TV programs and time children spend watching TV programs while the dependent variable was choice and use of play materials. The researcher asked each
learner who participated in the study to name the programs they frequently watched and calculated their frequencies. The researcher further inquired from the learners the time they spend on TV and choice of play materials at school. The researcher was able to assess the content in the programs children watched frequently through the teachers responses in the questionnaire and watching the programs personally to ascertain the content and determined their influence on choice and use of play materials at school.

3.3 Location of the Study

The study was conducted in Kenyenya sub-county, Kisii County. It is situated at Longitude 34°, 46’08 East of the Prime Meridian and Latitude 0°58’08 South of the equator. Kenyenya sub-county was formally part of the large Gucha sub-county. It borders Gucha to the West, Nyamarambe to the South, and Nyamache to the North and Transmara to the East. The Sub-county has four divisions; Ibencho, Magenche, Kenyenya and Magena. It has two constituencies: Bomachoge Chache and Bomachoge Borabu. The majority of the residents in the area own common household amenities among them television sets. Many of the preschool children hail from these homes which made the area appropriate for the study.

3.4 Target Population

Borg and Gall (1983) defines a target population as the number of real or hypothetical set of subjects or events to which a researcher wishes to generalize the findings of the study. The population for this study consisted of pre-school teachers and preschool learners in Kenyenya sub-county. The study targeted a population that consists of 900
pre-school children aged between three and six years from 60 pre-schools and 180 pre-school teachers in Kenyenya Sub-county in Kisii County.

3.5 Sampling Techniques and Sample Size

In trying to determine data from a whole population, sampling techniques and sample size was obtained.

3.5.1 Sampling Techniques

Kenyenya sub-county was purposely sampled because of its accessibility to road network and most people own television sets which make it ideal for this research study. The sub-county, by the time of the study, had five zones with a total of 60 pre-schools and 900 children. For this study, the 60 preschools were subjected to stratified sampling where the preschools were categorized into two strata; private and public. Within the two categories, the researcher performed simple random sampling and came up with 15 preschools to participate in the study of which 10 were public and 5 were private. Each zone had three preschools participating in the study totaling to fifteen preschools. This was to ensure that the magnitude of sampling error was reduced and also ensured representation of each region of the sub-county.

The 15 preschools sampled had a total of 45 preschool teachers, three from each preschool. However, only forty preschool teachers took part in the study because some schools had two teachers for preschool instead of three. Each preschool had three classes comprising of baby class, middle-class and pre-unit class. There was a total of 900 children in the sampled preschools. The children were divided into two non-overlapping groups, that is, a group of those who have access to TV at home and a group
those without access to TV. From each class, four children, were purposively sampled for the study. The four comprised of a girl and a boy from the categories of those who have access and those without access to television respectively. In total 180 children took part in the study. This choice of sample enabled the researcher to take care of the diversities in the population and the findings could be easily generalized on the entire sub-county.

3.5.2 Sample Size

There were 15 pre-schools selected for the study. Six boys and six girls were selected from each of the 15 sampled pre-schools to make a total sample size of 180 children. Also included in the study were three pre-school teachers (that is, one per class) from each of the sampled pre-school to make a total of 45. Table 1 therefore shows the breakdown of the population and the corresponding sample sizes.

Table 3.1: Target Population and the Sample Size

<table>
<thead>
<tr>
<th>Component Target</th>
<th>Population (f)</th>
<th>Sample Size (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-schools</td>
<td>60</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>Pre-school Children</td>
<td>900</td>
<td>180</td>
<td>20.0</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>180</td>
<td>45</td>
<td>25.0</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Questionnaires (Appendix I) and interview schedules (Appendix II) were used in the study for data collection.
3.6.1 Questionnaire for Pre-School Teachers

A questionnaire for the pre-school teacher (Appendix 1) was developed with three parts. Part A contained demographic information where the respondents were required to fill in personal details such as gender, age and level of education. Part B required the respondent to assess the children’s ability to choose and use play materials on a five-point scale on provided statements. A score of 1 indicated very poor and a score of 5 indicated very good. This was because the pre-school teachers spend more time in school with the children and the ability to choose and use play materials could be assessed. Part C contained open-ended questions to assess what the teachers think about TV programs children watch and its influence on the choice and use play materials.

3.6.2 Interview Schedule for Children

Children were interviewed (Appendix 2) to assess what types of programs they watch while at home and how much time they spent on TV viewing at home. It was used to probe the pre-school children.

3.7 Pilot Study

Piloting was done in 10% of the sample size population in order to determine the validity and reliability of the instrument that were used for data collection.

3.7.1 Validity of the Instruments

The questionnaire was tested in order to check its content, construct and face validity. Content validity was done to ensure it contained adequate domain of the content it was supposed to represent. To do this, the items in the study instrument were keenly counter-checked against the objectives to be achieved. Construct validity determined the nature of
characteristics to be measured by the instrument. My supervisor, Dr. Mary Ndani, from the Department of Early Childhood Education, Kenyatta University was engaged to ascertain the content validity of the instrument through her suggestions and recommendations.

### 3.7.2 Reliability of the Instruments

Test re-test method was done in a span of two weeks to test the reliability of the instruments. The Cronbach reliability test for the two tests yielded $\alpha=0.8723$, which was above $\alpha = .7$ which is the minimum threshold for social sciences research. This implied that the research instruments were reliable and therefore the researcher adopted the research instruments for data collection (Mugenda & Mugenda, 2003). A test of reliability of instruments ensures dependability (Kasomo, 2006).

### 3.8 Data Collection Techniques

The visitation hours for the collection of data from the preschools were restricted to weekdays only and between 8.00 am to 12.00 pm. This was because the pre-school children could be in school within those periods only. The researcher collected data without disrupting normal class lessons. This meant that the researcher requested for sometime during break periods between lessons. However, there were schools in which there were less than three (3) teachers and less than twelve (12) children. This affected the study instrument return rate from the expected 100%.

### 3.9 Data Analysis

The data was edited to ensure accuracy and reliability. It was also organized along the research questions and objectives (Kombo & Tromp, 2006). Responses were coded,
processed and tabulated by using the Statistical Package for Social Sciences (SPSS). The descriptive statistics used in this study included frequencies and percentages. Inferences were then drawn. For qualitative data, the researcher organized the responses given in order to establish the pattern of the responses, and tabulated them appropriately. This information was also used to support the quantitative data in the narrative presentation.

3.10 Logistics and Ethical Considerations

Permission was sought for data collection from National Commission for Science and Technology and Innovation (NACOSTI) through the graduate school of Kenyatta university. Permission for consent to interview the children was sought from the parents, through the teachers. Ethical approval to carry out research was also sought from the Kenyatta University Ethics Review Committee (KU-ERC). Courtesy call was paid to the Kisii County Director by the researcher to give information about the intended study, after which the sampled pre-schools were visited to make appointment for actual data collection which was to be done by administering the questionnaire by the research assistants to the sampled pre-teachers and also conducting interviews for the pupils. In this study, the selected participants were informed of the purpose of the study by the researcher and they were given the freedom to choose whether to participate in the study or not. Confidentiality and anonymity were ensured by asking the participants not to write their names on the questionnaires. Anonymity was also guaranteed through grouping data rather than presenting individual responses. The respondents were also not exposed to any form of harm or even seeking for their private or sensitive information. Additionally, the participants were informed that they had the freedom to withdraw from the study at any point, but were encouraged to participate to the end.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretations and discussions based on the data collected from the respondents as per the research objectives. It provides the general information concerning the influence of television watching on pre-school children’s choice and use of play materials in Kenyenya Sub-county, Kisii County. The analysis was guided by research objectives which were to:

v. Find out the type of TV programs children frequently watched while at home.
vi. Assess the content in the programs children frequently watch while at home.

vii. Establish the time spent by children while watching TV programs at home.
viii. Determine whether the programs children frequently watch influence their choice and use of play materials at school.

4.2 General and Demographic Information

The study sought general and demographic information and was discussed in the following sub-heading.

4.2.1 Questionnaire Return Rate

A total of 45 questionnaires and 180 interview schedules were administered to the respondents. Table 4.1 shows the responses.
<table>
<thead>
<tr>
<th>Data Collection Instruments</th>
<th>Number Administered</th>
<th>Number Returned</th>
<th>Return Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>45</td>
<td>40</td>
<td>88.89</td>
</tr>
<tr>
<td>Interview schedules</td>
<td>180</td>
<td>150</td>
<td>83.33</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 40 of the questionnaires and 150 of the interview schedules were administered directly to the respondents. This was due to the fact that there were schools in which there were less than three (03) teachers and less than twelve (12) children. This resulted in a return rate of 88.89 % of questionnaire and 83.33% of the interview schedules respectively. This was deemed appropriate for analysis and data from the questionnaires were then analyzed and presented in tables. This is in line with the Nachmias and Nachmias (2005) who assert that a response rate exceeding 75% is acceptable for any academic study. The data from the questionnaires were then analyzed using descriptive statistics using percentages, frequency distribution and presented in tables.

4.2.2 Demographic Data

The characteristics of the teachers from whom data was collected including their gender, age, their highest level of education and their experience in teaching in pre-school was determined. The findings were presented in Table 4.2.
Table 4.2: Demographic Characteristics

<table>
<thead>
<tr>
<th>Teacher Characteristics</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>05</td>
<td>12.5</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age Category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 years and Below</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>31- 35 years</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>36- 40 years</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>41 and above years</td>
<td>05</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Highest Level of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KCPE/CPE</td>
<td>01</td>
<td>2.5</td>
</tr>
<tr>
<td>KCSE/KCE/ KACE</td>
<td>04</td>
<td>10.0</td>
</tr>
<tr>
<td>Certificate in ECE</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Diploma in ECE</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>BED Degree in ECE</td>
<td>02</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Teaching Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5 years</td>
<td>07</td>
<td>17.5</td>
</tr>
<tr>
<td>6- 10 years</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>11- 15 years</td>
<td>09</td>
<td>22.5</td>
</tr>
<tr>
<td>16 and above years</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Information from Table 4.2 shows that only 12.5% (5) of the pre-school teachers were male whereas the rest were female. This implies that there is gender disparity in the teaching of the pre-school classes.

Table 4.2 further shows that 30.0 % (12) of the pre-school teachers were in the age category of 30 years and below, 25.0 % (10) of them were in the age category of 31- 35 years while 32.5 % (13) were in the age category 36- 40 years. The rest of the pre-school teachers were in the age category of 41 years and above. This implies that most of the
respondents were in the age category that enables them to respond to the questionnaire items and possess more physical vigour and shoulder more work related tasks in the pre-schools than the older ones. The age category ((40 years and below) also enables the pre-school teachers to interact with the learners and associate with the watching on television. The information in Table 4.2 indicates that 2.5% (1) of the pre-school teachers had a KCPE/CPE certificate while 10.0% (04) of them had KCSE/KCE/KACE certificate with 27.5% (11) of them having certificate in ECE. It was further revealed that 55.0% (22) of the pre-school teachers possessed a diploma in ECE whereas 5.0% (2) of them had a BED degree in ECE. This implies that the majority of the pre-school teachers had minimum level of education that could enable them to give reliable responses concerning the influence of television watching on pre-school children choice and use of play material in Kenyanya, Kisii. The level of education plays a crucial role in the management and supervision of learners in pre-schools.

The Table 4.2 further shows that 17.5% (7) of the pre-school teachers had a teaching experience of 1-5 years while another 30.0% (12) of them had a teaching experience of 6-10 years. It is also revealed that 22.5% (09) of the pre-school teachers had a teaching experience of 11- 15 years and the rest had a teaching experience of 16 and above years. This implies that most of the pre-school teachers had a teaching experience of more than one year and therefore were in position to give information on the influence of television watching on pre-school children choice and use of play materials.
4.3 Type of TV Programs Children Frequently Watch

Findings in this section are in response to the first research objective, which aimed at finding out the type of TV programs children frequently watch while at home. The responses from the learners are recorded in Table 4.3.

Table 4.3 Programmes Watched by Children

<table>
<thead>
<tr>
<th>Name of Programme</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoons</td>
<td>36</td>
<td>30.0</td>
</tr>
<tr>
<td>Machachari</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Wrestling</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>Animals</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Swimming</td>
<td>03</td>
<td>2.5</td>
</tr>
<tr>
<td>Papa Shirandura</td>
<td>07</td>
<td>5.8</td>
</tr>
<tr>
<td>Vioja mahakamani</td>
<td>02</td>
<td>1.7</td>
</tr>
<tr>
<td>Dancing</td>
<td>06</td>
<td>5.0</td>
</tr>
<tr>
<td>Heroes of the city</td>
<td>02</td>
<td>1.7</td>
</tr>
<tr>
<td>Mother in-law</td>
<td>03</td>
<td>2.5</td>
</tr>
<tr>
<td>Football</td>
<td>05</td>
<td>4.1</td>
</tr>
<tr>
<td>Songs</td>
<td>15</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Information in Table 4.3 shows that 30.0% of the learners watched programmes that featured cartoons while 11.7% of them watched a programme on “Machachari”. It was also revealed that 14.2% of the learners watched a programme on ‘wrestling’ whereas 8.3% of them watched programmes that featured “animals”. This implies most of the learners watch programs which are action oriented. Programs that feature ‘cartoons’, ‘animals’ and ‘papa’ usually have playing materials that can influence learners choice of play materials. Austin (1992) points out that television watching can have positive effects on pre-school children if well guided by parents and guardians. These findings are in line with those of Nganda (2007) who found out that television watching can promote general
learning as well as pre-school children’s academic performance either negatively or positively through choice of play materials.

4.4 The Content in the Programs Children Frequently Watch

The second objective of this study was to assess the content in the programs children frequently watch. The analysis took the form of message, actions, materials and equipment used as well as colours. The findings are presented in Table 4.4.

Table 4.4 Content of Programmes Watched by Children

<table>
<thead>
<tr>
<th>Name of Programme(s)</th>
<th>Content of the Programme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoons</td>
<td>Contains animations that use materials such fabrics and tapes as well as equipment like props, swings, sea saws and skipping ropes that are multi-coloured</td>
</tr>
<tr>
<td>Machachari, Heroes of the city</td>
<td>Contains comic language, involves mostly kids as actors and setting is closer to that of learners</td>
</tr>
<tr>
<td>Wrestling</td>
<td>This is action oriented with multi-coloured lights. Some of the actions are: bouncing and jumping by use of props and ropes.</td>
</tr>
<tr>
<td>Animals</td>
<td>Features the wild animals which are of interest to children</td>
</tr>
<tr>
<td>Swimming</td>
<td>Features actions in swimming which can be of interest to children</td>
</tr>
<tr>
<td>Papa Shirandura, Vioja mahakamani, Mother in-law</td>
<td>Involves comic language, setting is real and materials like house keeping props, sets of drinking cups and dress-up clothes used readily available to learners</td>
</tr>
<tr>
<td>Dancing, Football and songs</td>
<td>These involve actions, body movements which children can easily copy. The costumes and equipment used are of interest to children</td>
</tr>
</tbody>
</table>

Information from Table 4.4 shows that children watch programmes that have varied content. For instance, the programme that features cartoons contains animations that use
materials and equipment that are multi-coloured. These animations range from talking children, animals and equipment or toys. This easily influences the choice of the materials learners use while playing in school. This contrasts with the findings of Hancox (2004) who argues that children's cartoons and action programs lead to acts of violence in developed countries. The findings are however in line with those of Orhan (1997) who found out that among the programs shown on TV, cartoons are the ones that children are mostly attracted to and affected by.

Further, the programmes that feature Machachari and Heroes of the city contains comic language and mostly involves kids as actors and setting is closer to that of learners. This can be of great influence to the choice of materials the learners use in school. Given that the setting of the programmes is familiar to that of learners and materials featured can be accessed easily by learners.

The programme that features animals involves wild animals which are of interest to children. The movement of the wild animals and the scenes featured can be of influence to the learners. Further, programmes like wrestling, dancing, football and songs are action oriented. Mostly the costumes and equipment used are of interest to children and can easily be copied. This therefore, can influence the choice of materials by learners in school.

Finally, programmes that feature Papa Shirandura, Vioja mahakamani and Mother in-law involve comic language, real setting and materials used can be readily available to learners. The learners often ape the characters in the programmes which in turn influence their choice of play materials in schools. Ndungu (2007) found out that children watched
local popular television programs like ‘Vahoja Mahakamani’ and after few days, they were heard trying to ape or imitated idiosyncrasies and lexical pronunciations of those popular television program artists. These findings concur with those of Nganda (2007) who found out that television watching by pre-school children can be beneficial to them as long as the programs’ contents are appropriate.

The researcher sought from the teachers the extent to which the content of the programmes influenced the choice and use of the play materials by learners in school. The teachers were asked to tick the extent to which learners were influenced by TV to choose and use play materials. The statements were phrased in such a way that learners who had been greatly influenced by TV to choose and use play materials were given a score of 5, (very good), a score of 4, (good), a score of 3, (average), a score of 2, (poor) and a score of 1, (very poor). Their responses are contained in Table 4.5.

Table 4.5 Influence of Content of Programmes on choice of Play Materials

<table>
<thead>
<tr>
<th>Criteria for choice of play material</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour</td>
<td>21</td>
<td>52.5</td>
<td>07</td>
<td>17.5</td>
<td>04</td>
<td>10.0</td>
</tr>
<tr>
<td>Packaging</td>
<td>10</td>
<td>25.0</td>
<td>15</td>
<td>37.5</td>
<td>02</td>
<td>5.0</td>
</tr>
<tr>
<td>Gender-type toys</td>
<td>21</td>
<td>52.5</td>
<td>07</td>
<td>17.5</td>
<td>06</td>
<td>15.0</td>
</tr>
<tr>
<td>Cognitive stimulation</td>
<td>14</td>
<td>35.0</td>
<td>09</td>
<td>22.5</td>
<td>07</td>
<td>17.5</td>
</tr>
<tr>
<td>Opportunity to dramatize scenes based on preferred TV program</td>
<td>19</td>
<td>47.5</td>
<td>04</td>
<td>10.0</td>
<td>09</td>
<td>22.5</td>
</tr>
</tbody>
</table>

Information in Table 4.5 shows that according to the teachers, majority 80.0% of the pre-school learners chose toys of different colours based on the programmes they watched at home. Some of the toys frequently displayed are those of cars, aeroplanes, fighter jets,
mobile phones and musical instruments. Mostly these toys are made of plastic and are brightly coloured. The most common colours that preschool kids like include green, blue, yellow and purple. This implies that the content of programmes learners watch greatly influence their choice and use play materials in school. This research finding is in tandem with Auster and Mansbach (2012) and Kahlenberg and Hein (2010) who found out that type of colour used in advertising influences the choice of play materials with bold and bright coloured toys preferred by boys while pink-coloured toys are preferred by girls.

Further, majority 67.5% of the pre-school teachers showed that most of the learners choose play materials based on packaging according to the programmes they watch at home. In this case packaging entails the shapes and the containers in which the toys are placed. It also entails the dressing and presentation. This implies that the content of programmes learners watch greatly influence their choice and use play materials in school.

Concerning the belief that the learners have gender-type toys i.e. girls play with dolls, kitchen/ household items as boys play with cars, toy motorcycle and aeroplanes, the study confirmed that most of the learners chose toys in accordance to gender-type. This was reported by 85% of their teachers. Their choices were in agreement with the research findings of Blakemore & Centers (2005) and Auster & Mansbach (2012) who analysed the Disney Store website recently and concluded that boys are likely to include vehicles, weapons and construction toys while girls are likely to be confined to toys associated with image (such as cosmetics and jewellery) and those associated with domestic work (such as pretend cooking sets). This implies that the content of programmes learners watch greatly influences their choice and use play materials in school based on gender.
Further, 75.0% of the teachers reported that most of the learners engaged in cognitive stimulation according to the programmes they watch at home. This implies that the content of programmes learners watch greatly influence their choice and use play materials in school. This was found to be in line with the assertion of Morgan (2003) that children between the ages of 3-6 are at a critical stage in brain development for the development of cognitive skills especially those of choice of play materials.

Finally, that most of the learners had an opportunity to dramatize scenes based on preferred TV programs as reported by 80.0% of the teachers. This implies that the content of programmes learners watch greatly influence their choice and use play materials in school.

### 4.5 Time Spent by Children While Watching TV Programs

The third objective of the study was to establish the time spent by children while watching TV programs. The learners were asked to state the time they take in watching TV programmes at home and their responses are presented in Table 4.6.

**Table 4.6 Time Spent on Watching TV Programmes**

<table>
<thead>
<tr>
<th>Weekly Time spent on watching T.V (hours)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>86</td>
<td>71.7</td>
</tr>
<tr>
<td>3-4</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>5-6</td>
<td>06</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Findings in Table 4.6 show that majority 71.7% of the learners spend 1-2 hours in watching preferred TV programmes per day while at home while 23.3% of them spent 3-4 hours watching. Further, it was revealed that 5.0% of the learners spent 5-6 hours per day watching preferred programmes at home. Ozmert and Toyran (2002) argue that late night television watching tires children out so much that they cannot pay much attention in schools as researched in 1990 by the American Academy of Pediatrics. However, it was established that those who spend long hours watching do it during weekends and holidays. Therefore, the learners have an opportunity to interact with preferred TV programmes and could easily be influenced in their choice and use of playing materials.

The influence of TV watching by children 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 this study.

**4.6 Influence of Programs Children Watch on Choice of Play Materials at School**

The final objective of the study was to determine whether the programs children frequently watch influence their choice and use of play materials at school. To do this, the researcher sought from the learners the number of toys they owned. This was important as it would enable the researcher establish whether the toys were influenced by programmes frequently watched by the children. Their responses are presented in Table 4.7.
Table 4.7 Number of Toys Owned by Children at Home

<table>
<thead>
<tr>
<th>Number of Toys owned by children</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>76</td>
<td>63.4</td>
</tr>
<tr>
<td>4-6</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>7-9</td>
<td>14</td>
<td>11.6</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data from Table 4.7 shows that majority 63.4 % of the children owned 1-3 toys while 25.0% (30) of them own 4-6 toys. It can be revealed from the table that 11.6% (14) of the children own 7-9 toys. This implies that most of the children own toys which they usually play with while at home and at school. These toys are of varied types ranging from cars, aeroplanes, fighter jets, mobile phones and musical instruments as well as dolls, kitchen/household items.

The researcher further sought from the children how they came to know of the toys. This was important as it could enable the researcher to ascertain if the programs watched by children at home had any influence in their choices. The researcher asked whether the knowledge of the playing materials was from billboards, newspapers, radio, television or neighbours. The findings are presented as in Table 4.8.
Table 4.8 Source of Knowledge of Playing Materials owned by Children

<table>
<thead>
<tr>
<th>Source of Knowledge of playing</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billboards</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Newspapers</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Radio</td>
<td>06</td>
<td>5.0</td>
</tr>
<tr>
<td>Television</td>
<td>89</td>
<td>74.2</td>
</tr>
<tr>
<td>Neighbours</td>
<td>05</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that majority 74.2% of the children came up with the choice of playing materials through watching television programmes at home while 25.8% of them were from billboards, newspapers, radio and neighbours. This further implies that watching of TV programmes by children greatly influences their choice and use of playing materials. Further, the researcher sought from the pre-school teachers the available materials in the schools and preference of use by the children while playing. This was important as it was meant to show whether there was a relationship between choice of play materials and what children watched on TV programmes. The responses are presented in Table 4.9.
### Table 4.9 Playing Materials and preference of use by Children in school

<table>
<thead>
<tr>
<th>Playing material</th>
<th>Preference</th>
<th>Both boys and girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Housekeeping props</td>
<td>06</td>
<td>15.0</td>
</tr>
<tr>
<td>Dolls</td>
<td>02</td>
<td>5.0</td>
</tr>
<tr>
<td>Toy Rackets</td>
<td>03</td>
<td>7.5</td>
</tr>
<tr>
<td>Balls</td>
<td>07</td>
<td>17.5</td>
</tr>
<tr>
<td>Skipping/jumping rope</td>
<td>03</td>
<td>7.5</td>
</tr>
<tr>
<td>Sets of drinking cups</td>
<td>02</td>
<td>5.0</td>
</tr>
<tr>
<td>Transportation vehicles of all types</td>
<td>06</td>
<td>15.0</td>
</tr>
<tr>
<td>Cloth pins</td>
<td>02</td>
<td>5.0</td>
</tr>
<tr>
<td>Iron box</td>
<td>02</td>
<td>5.0</td>
</tr>
<tr>
<td>dress-up clothes</td>
<td>02</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Information in Table 4.9 shows 15.0% of teachers reported that boys preferred the housekeeping props as playing materials while 40.0% of them reported that girls mostly preferred the housekeeping props. Further, 90.0% of the teachers reported that both boys and girls preferred to use iron box as playing material. This implies that iron box was the most preferred playing material chosen by learners in school.

Finally, information from Table 4.9 shows that more than half of the pre-school teachers showed that both boys and girls preferred the following materials for playing: dolls, toy rackets, balls, skipping ropes, sets of drinking cups, transportation vehicles and cloth pins. This implies that there was a significant relationship between choice of playing materials and programmes watched by children at home.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings and conclusions. Recommendations from the study and suggestions for further research are also included in this chapter. The chapter is based on the findings of the preceding chapter, objectives of the study and the research questions that were answered by the study. The study combined two approaches to data analysis: quantitative and qualitative. This chapter is divided into four sections. The first section presents a summary of the findings, the second part presents conclusion and the third contains recommendations and lastly suggestions for further research.

5.2 Summary of the Findings

The aim of the study is to determine the influence of TV watching on the choice and use of play materials among pre-school children. This sections presents the type of TV programs children frequently watch, time spent by children while watching TV programs, the content in the TV programs which children frequently watch and the relationship between the programs children watch and choice of play materials.

5.2.1 Type of TV Programs Children Frequently Watch

The first objective of this study was to find out the type of TV programs children frequently watched while at home. It was established that majority 80.0% of the learners got access to TVs at home while 20.0% did not have access. However, even the ones who
did not have access to the TVs, were likely to be influenced by those they interacted with in school.

Further, majority 90.0% of the learners had their TVs located in the sitting room on the cupboard/ table/ on TV stand while 10.0% of them had their TVs located in their parents’ bedrooms on the cupboard/ table/ on TV stand. This implied that most of the learners were not restricted in accessing the TVs. Therefore, they were likely to be influenced by the TVs in choosing and use of playing materials.

A proportion of 30.0% of the learners watched programmes that featured cartoons while 11.7% of them watched a programme on “Machachari”. It was also revealed that 14.2% of the learners watched a programme on ‘wrestling’ whereas 8.3% of them watched programmes that featured “animals” while at home. It was further indicated that 2.5% of the learners watched programmes that featured “swimming”, 5.8% of them watched a programme on “papa” while 1.7% of the learners like watching a programme on “Vioja mahakamani”. Finally, it was established that the learners who liked to watch a programme on ‘dancing’ constituted of 5.0%, those who liked watching a programme on ‘mother in-law’ comprised of 2.5%, 4.1% of them liked watching a programme on ‘football’ whereas 12.5% of the learners watched programmes on ‘songs’ at home. This implied most of the learners watched programs which were action oriented. Programs that featured ‘cartoons’, ‘animals’ and ‘papa’ usually have playing materials from which learners can be influenced.
5.2.2 Time Spent by Children While Watching TV Programs

The second objective of the study was to establish the time spent by children while watching TV programs. The study found out that majority 71.7% of the learners spent 1-2 hours in watching preferred TV programmes at home while 23.3% of them spent 3-4 hours watching. Further, 5.0% of the learners spent 5-6 hours watching preferred programmes at home. However, those who spent long hours watching did it during weekends and holidays. Therefore, the learners had an opportunity to interact with preferred TV programmes and could easily be influenced in choice of playing materials.

5.2.3 The Content in the Programs Children Frequently Watch

The third objective of this study was to assess the content in the programs children frequently watch while at home. The most commonly watched programme featuring cartoons contained animations that used materials and equipment that were multi-coloured. These animations ranged from talking children, animals and equipment or toys. This easily influenced the choice of the materials learners used while playing in school. On the other hand, the programmes that featured Machachari and Heroes of the city contained comic language and mostly involved mostly kids as actors and setting was closer to that of learners. This greatly influenced choice of materials the learners used in school. Given that the setting of the programmes was familiar to that of learners and materials featured materials which were accessed easily by learners. The programmes that featured animals involved wild animals which were of interest to children. The movement of the wild animals and the scenes featured influenced the learners. Programmes like wrestling, dancing, football and songs are action oriented.
Mostly the costumes and equipment used were of interest to children and easily copied. This therefore, influenced the choice of materials by learners in school.

Finally, programmes that feature Papa Shirandura, Vioja mahakamani and Mother in-law involved comic language, real setting and materials used can be readily available to learners. The learners often aped the characters in the programmes which in turn influenced their choice of play materials in schools.

**5.2.4 Relationship between the Programs Children Watch and Choice of Play Materials**

The final objective of the study was to determine the relationship between the programs children frequently watch and their choice and use of play materials at school. The study found out that majority 63.4 % of the learners owned 1-3 toys while 25.0% of them owned 4-6 toys. It was established that 11.6% of the learners owned 7-9 toys. This implied that most of the learners owned toys which they usually played with while at home and at school.

In addition, majority 74.2% of the learners came up with the choice of playing materials through watching television programmes at home while 25.8% of them were from billboards, newspapers, radio and neighbours. This further implied that watching of TV programmes by learners greatly influenced their choice of the playing materials.

Lastly, more than half of the pre-school teachers reported that both boys and girls preferred the following materials for playing: house-keeping props, dolls, toy rackets, balls, skipping ropes, sets of drinking cups, transportation vehicles, cloth pins, iron boxes.
and dress-up clothes. This implied that there was a significant relationship between choice of playing materials and programmes watched by learners at home.

5.3 Conclusions

This study has resulted in four (4) main conclusions. Firstly, based on the findings of the type of TV programs children frequently watched while at home, it is logical to conclude that learners should be allowed to watch various TV programmes which are action oriented as they influence their choice and use of playing materials. The programmes range from those featuring “cartoons”, “animal animations”, football, local artists, songs, wrestling and dancing. Secondly, on the time spent by children while watching TV programs, it was concluded that majority of the learners spent a lot of time in watching preferred TV programmes at home. They spent long hours watching preferred programmes during weekends and holidays. This gave them an opportunity to interact with preferred TV programmes and could easily influence the learners in choice of playing materials. Thirdly, on the content of the TV programmes, it can be concluded the TV programmes should contain animations, messages, props and equipment that learners could easily ape in choice of play materials. Finally, about the relationship between the programs children frequently watch and their choice and use of play materials at school, it can be concluded that there was a significant relationship between choice of playing materials and programmes watched by learners at home.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:
5.4.1 Policy Recommendations

i. The ECDE county director in the Kisii County government should organize for workshops, seminars and conferences to sensitize all preschool teachers on the choice of play materials that could be as result of watching TV programmes at home by learners. This is due the fact that the materials used are superior and relevant to the learners’ environment than what is used in the schools.

ii. The ECDE county director in the Kisii County government should organize sensitization programmes for all stakeholders concerning influence of TV programmes on choice of children playing materials in schools. This will be geared to encouraging the stakeholders to support the educative programmes to be aired in local TV channels for children to watch.

iii. The ECDE training colleges should include in the curriculum strategies on how the preschool teachers can handle and encourage learners in translating what they watch at home to enable them participate in learning activities.

5.4.2 Recommendations for Further Research

In an effort to fill up existing gap, more gaps emerged which need to be filled. The following are the areas that need further research:

i. Studies similar to this one to be carried out to find out the influence of TV programmes in learning activities.

ii. A study on the challenges facing preschool teachers in handling learners who spend most of the time in watching TV programmes.
iii. A study to be conducted to establish whether there is a relationship between introversion and overall academic performance of learners in preschool.
REFERENCES


Nganda, E. (2007). Impact of Television on Performance of Pre-School Children:


APPENDICES

Appendix I: Questionnaire for Pre-school Teachers

Instructions for answering the questionnaire

i. This questionnaire is in three sections. Kindly respond to all sections appropriately.

ii. Do not write your name anywhere in this paper.

iii. The information you provide will be kept confidential.

iv. Please tick only one response.

PART A: Background Information

Please indicate using a tick (√) against your option or fill in appropriately in the blank space provided where applicable.

1. State your gender. Male ( ) Female ( )

2. Indicate the name of your school…………………………………………..

3. What is the category of your school? Private ( ) Public ( )

4. What is your age category? 30 or below ( ) 31 to 35 ( ) 36 to 40 ( ) Above 40 ( )

5. Tick your highest level of education

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

   (iv) B.ED in ECE ( ) (v) Others specify…………………………………………

6. How many years have you been teaching young children?

   1-5 years ( ) 6-10 years ( ) 11-15 years( ) 16 years and above( )
PART B: Children’s Choice of Play Materials

1. Assess children’s tendency to choose play materials on the basis of criteria presented in the following scale of 1 to 5, where 1 stands for very poor, 2 poor, 3 average, 4 good and 5 very good by putting a tick (√). Let your class interaction with the children guide you.

For the sample of the children with access to TV tick using a RED pen and for children without access tick using a BLUE pen.

KEY

1- Very Poor 2- Poor 3- Average 4- Good 5- Very Good

<table>
<thead>
<tr>
<th>Criteria for choice of play material</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packaging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender-type toys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to dramatize scenes based on preferred TV program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 a) From the list of materials for play shown below, tick who prefers to use it in your class.

<table>
<thead>
<tr>
<th>Item</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children who watch TV</td>
</tr>
<tr>
<td>I</td>
<td>Housekeeping props</td>
</tr>
<tr>
<td>ii</td>
<td>Dolls</td>
</tr>
<tr>
<td>iii</td>
<td>Toy Rackets</td>
</tr>
<tr>
<td>iv</td>
<td>Balls</td>
</tr>
<tr>
<td>V</td>
<td>Skipping/jumping rope</td>
</tr>
<tr>
<td>vi</td>
<td>Sets of drinking cups</td>
</tr>
<tr>
<td>vii</td>
<td>Transportation vehicles of all types</td>
</tr>
<tr>
<td>viii</td>
<td>Cloth pins</td>
</tr>
<tr>
<td>ix</td>
<td>Iron box</td>
</tr>
<tr>
<td>x</td>
<td>dress-up clothes</td>
</tr>
</tbody>
</table>
b) State the order in which the children prefer to choose and make use of the following types of materials.

<table>
<thead>
<tr>
<th>Item</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children who watch TV</td>
</tr>
<tr>
<td>I</td>
<td>Jiko</td>
</tr>
<tr>
<td>II</td>
<td>Spanner</td>
</tr>
<tr>
<td>III</td>
<td>Ball</td>
</tr>
<tr>
<td>IV</td>
<td>Pliers</td>
</tr>
<tr>
<td>V</td>
<td>Coat hanger</td>
</tr>
<tr>
<td>VI</td>
<td>Sufuria</td>
</tr>
<tr>
<td>VII</td>
<td>Sieve</td>
</tr>
</tbody>
</table>

**PART C: Assessment on the Influence of TV Programs on Children’s Choice and Use of Play Materials**

1. What is your attitude towards children’s television viewing?

2. In your opinion, for how long should children watch TV in a day?

3. Do you think TV viewing in any way influences the children’s choice and use of play materials? Explain.
Appendix II: Interview Schedule for Children

1. Do you have access to TV at home?
2. Which programmes do you watch?
3. Which characters do you wish to be like from the programmes you watch?
4. Tell me what happened in the last episode of the programmes you watched.
5. When you are not watching TV or playing video games, what else do you do?
6. How many types of toy(s)/play material do you own?
7. List the toys/play materials you own.
8. How did you know about the play material? Was it through:
   i. Billboards?
   ii. Newspapers?
   iii. Radio?
   iv. TV?
   v. Neighbor?
   vi. School?
   vii. Parents/guardian, teacher and Peer influence?
9. If your answer in 8 above was through TV, in which TV programme did you watch it?
10. What influenced your choice of the toy in the TV?
    i. Colour
    ii. Packaging
    iii. Both
    iv. Any other reason. Specify…………………………………………………………….
11. Do the TV programs you watch have toys/play materials?

12. Which toys/play materials do you watch on TV that you do not possess, and would like to be bought for?
Appendix III: Approval of Research Proposal by Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL.

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School
DATE: 25th July, 2017

TO: Diphina K. Ondara
C/o Early Childhood Studies Dept.
REF: E55/OL/CE/22305/2011

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 07th June, 2017 entitled “Influence of Television Watching on Pre-School Children’s Choice and Use of Play Materials in Kenyanya Kisii County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

GIDEON KAMENYI
FOR: DEAN, GRADUATE SCHOOL

Co. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Mary Ndani
C/o Department of Early Childhood Studies
Kenyatta University

GR/nn
Appendix IV: Research Authorization Letter by Kenyatta University

Kenyatta University
Graduate School

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/OL/CE/22305/2011

DATE 25th July, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 50623-00100
NAIROBI

Dear Sir/Madam,


I write to introduce Ms. Diphina K. Ondara who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Ondara intends to conduct research for a M.Ed Project Proposal entitled, “Influence of Television Watching on Pre-School Children's Choice and Use of Play Materials in Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
Appendix V: Research Authorization Letter by NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref No: NACOSTI/P/17/62423/19434

Date: 10th October, 2017

Diphina Kerubo Ondara
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of television watching on pre-school children’s choice ans use of play materials in Kenya, Kisii County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kisii County for the period ending 9th October, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Kisii County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODfrey P. Kalerwa MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

COUNTY COMMISSIONER
KISII COUNTY

National Commission for Science, Technology and Innovation is (ISO9001:2008 Certified
Appendix VI: Research Authorization Letter by Ministry of Education, Kisii County

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

Diphina Kerubo Ondara
Kenyatta University
P.O Box 43844-00100
NAIROBI

DATE: 20th DECEMBER, 2017

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESEARCH/54

Diphina Kerubo Ondara
Kenyatta University
P.O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter Ref. NACOSTI/P/17/16/62423/19434, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on “Influence of television watching on pre-school children’s choice ans use of play materials in Kenyanya, Kisii County, Kenya”. For a period ending 9th October, 2018.

Wish you a successful research.

Dr. William Sugut
County Director of Education
KISII COUNTY.
Appendix VII: Research Permit

CONDITIONS
1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
RESEARCH CLEARANCE PERMIT

Serial No: A16051
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. DPHINA KERUBO ONDARA
of KENYATTA UNIVERSITY, 0-4011
KENYENYA, has been permitted to
conduct research in KISII COUNTY

on the topic: INFLUENCE OF TELEVISION
WATCHING ON PRE-SCHOOL CHILDREN’S
CHOICE AND USE OF PLAY MATERIALS IN
KENYENYA, KISII COUNTY, KENYA

for the period ending:
9th October, 2018

Applicant’s Signature

Director General
National Commission for Science,
Technology & Innovation

Permit No.: NACOSTI/P/17/52423/39434
Date of Issue: 10th October, 2017
Fee Received: Ksh 1000