

**CHILDREN'S TELEVISION VIEWING AND IT'S INFLUENCE ON  
COMPLETION OF SCHOOL HOMEWORK AMONG LOWER PRIMARY  
SCHOOL PUPILS IN KISUMU COUNTY, KENYA**

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## **DECLARATION**

I affirm that this research paper is my original work and that it has not been submitted to another institution to be considered for the award of any certificate. The research project has been complemented by referenced sources duly acknowledged. In cases where data (spoken words included) pictures, tables, texts or graphs were obtained from various sources, such as the internet, they were carefully accredited. Anti-plagiarism rules were utilized in the citation of references.

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As the University Supervisor, I have given my approval of this research project.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ECD</b>	Early Childhood Development
<b>FPE</b>	Free Primary Education
<b>ICT</b>	Information Communication Technology
<b>IQ</b>	Intelligence Quotient
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KU</b>	Kenyatta University
<b>MICE</b>	Meeting Incentive Travel Conference Centre and Exhibition
<b>MOE</b>	Ministry of Education
<b>MTP</b>	Medium Term Plans
<b>TV</b>	Television
<b>UK</b>	United Kingdom

## ABSTRACT

Today's children are growing up in a rapidly changing digital age. A variety of technologies such as TVs, phones and computers are all around us in the homes, offices and schools such as TV, phones and computers. When these technologies are used wisely, they can support learning including completion of school homework. However, studies have revealed that exclusive TV viewing has the potential to generate both negative and positive effects on pupils' homework completion. The purpose of this study, therefore, was to investigate the influence of television watching on completion of school homework amongst lower primary school pupils in Nyakach Sub-County, Kisumu County. The objectives of the study were to establish the extent to which pupils in lower grades watch television at home, to find out the impact of television watching by pupils in lower grades in relation to completion of school homework and to explore the strategies parents of lower grade pupils have put in place to regulate children's television viewing in Nyakach Sub-County, Kisumu County in Kenya. The study was informed by the theory of Urie Bronfenbrenner's (1979) Ecological Systems Theory. Descriptive study design was adopted by the researcher in this study. The target population consisted of lower primary school pupils from 57 public and 16 private lower primary school children in Nyakach Sub-County; 230 teachers, 300 parents/guardians in Nyakach Sub-County, Kisumu County, Kenya. The researcher used stratified sampling techniques to select the schools from a total of 73 primary schools in Nyakach Sub-County. Data collection was done using questionnaires and interviews. Statistical Package for Social Sciences (SPSS) software was used to analyze the data. Analysis of quantitative data was done using frequencies and percentages and the findings presented using tables, figures and narratives. Qualitative data was analyzed using sub themes and themes that emerged from the findings. The study established that the majority of preschool children spent long hours watching preferred TV programmes especially during weekends. It was further established that both parents and teachers agreed that TV viewing disrupt homework completion particularly in the absence of parental supervision, control and regulation. The study recommended the need for both parents and teaches to work together to ensure that TV watching by children are put under check to enhance homework completion. The study recommended that further research can be carried out to establish the challenges facing parents in regulating TV watching as a source of failure to do homework for lower primary school children.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents the background to the study, problem statement, significance of the study, objectives, purpose of the study and research questions. The chapter also presents the study assumptions, theoretical framework and conceptual framework and the operational definition of terms.

#### **1.2 Background of the Study**

School homework is a central aspect of the academic function. There has been a remarkable increase in the number of children accessing various types of media channels and outlets which have a potential to distract their attention and interfere with their homework completion. There is real concern from researchers and the general public about the extent of influence of mass media, particularly television, on lower primary children's learning and development. Television, as one form of media, plays a prominent role in children's life due to its widespread use and availability. In most homes, television is considered an integral part of the family activity that continues to take most of the children's time (Vittrup, 2009). Despite the importance of television to children, studies note that parents and teachers have shown much concern about excessive TV watching and its effects on children performance in school (Maduwesi, 2005; Sparrow, 2007).

Studies conducted globally have shown that television viewing provides unlimited learning opportunities to children than other communication media (Kotler, 2012). Heather (2009) found out that pre-school children retain more of what they watch and

can articulate better what they see on the screen. Television viewing is a major activity and can have a tremendous influence on children and adolescents. However, other studies show that excessive TV viewing (more than 2 hours/day) has been clearly associated with early childhood self-regulation difficulties (Radesly & Silverstein, 2014). High exposure to background TV has been found to negatively affect language use and acquisition, attention, cognitive development and executive function in children younger than 5 years. Excessive TV viewing reduces the amount and quality of parent child interaction and distracts children from play (Rideout, 2016; Liiard & Peterson, 2011).

A Nielsen Company poll in October 2009 indicated that television viewing by children aged 2-11 years is at an eight-year high in the USA (Ofcom, 2017; Rideout, 2017). The average child is now watching more than 4 hours per day of television. A 2012 US study found that the average child between 8 months and 8 years of age is exposed to nearly 4 hours of background TV viewing on a typical day (Lapierre, Piotrowik & Linebarger, ,2012; American Academy of Pediatrics, 2016). This means TV dominates total screen time and appears to be increasing for this age group.

A study by Duch, Fisher, Ensari and Harrinton (2013) found out that the average home in the USA was found to have not less than four TV sets mostly located in the kitchen or dining room and children bedroom. The survey reported that the parents admitted barrier in enforcing control or regulation as a safe measure and affordable distraction to school work. During a 2020 survey of parents in the United States, it was found that children who were eight years and younger spent 105 minutes a day watching TV, DVDs, or videos (Guttman, 2020). Previous research had suggested that the amount of time preschoolers spent watching TV negatively predicts their performance on tasks

involving life skills (Barr, Zack, Muentener & Garcia., 2008; Blankson et al., 2015; Nathanson et al., 2014). However, another body of evidence suggested a positive association between the amount of time preschoolers spent watching TV and EF skills (Linebarger et al., 2014; Yang et al., 2017). The research concluded that in the USA, they have the television turned on a lot.

Studies in other countries have also shown high television viewing (Rideout, Foer & Roberts, 2010; Brody, 2015). In Canada and Australia, the figure for this age group is over 2 hours per day, and in the UK about 2 and half hours per day. This meant that by the time a child has finished his high school years, he/she has spent more time in front of a screen than in a classroom. While television can entertain, inform, and keep our children company, it may also influence them in undesirable ways. According to Hancox, Milne & Pouton (2005), viewing educational television may be associated with positive outcomes, however, most children spend more than 90% of their television viewing time watching entertainment and general audience programming. Frequent viewing of entertainment and general audience television programming during childhood and adolescence has been hypothesized to contribute to persistent reductions in educational and intellectual functioning (Hancox et al, 2005) because it displaces reading and homework, requires relatively little intellectual effort, and promotes attention problems and disinterest in school. This means time spent watching television can take a child away from important activities such as school work and homework completion.

Studies indicate that on average, children aged years 2-5 spend 3 hours a week in front of a TV in India (Manhas & Chib 2013). Children between the ages 6-11 spend about 28 hours a week watching TV. The vast majority (97%) of this viewing is of live TV.

Children who watch television most of the time are more likely to rank in the top 10% for concentration problems, impulsiveness, restlessness and being easily confused. Each additional hour of viewing increases the child's likelihood of having attention problems by about 10% (Guardian, 2004). The studies noted that TV viewing tended to replace activities in a child's life that parents would rather have them do such as reading and doing home-work and household chores. The findings concluded that excessive TV viewing can contribute to poor grades, sleep problems, behavior problems, obesity and risky behavior.

In Sub-Saharan Africa, the transmission function is increasingly being separated from the content creation function. While Uganda, for instance has one signal carrier for all other TV broadcasters to produce a TV channel to be transmitted, Kenya and Tanzania have more than one signal carrier. Consequently, this has increased the number of TV channels and increased access to a wider variety of TV content for a wider audience. Before this change the state broadcasters usually had the most extensive national transmission network while the private rivals focused on the larger cities. Currently, private broadcasters are equally becoming extensive with new entrants not having to put up their own transmitters (BALANCING ACT, 2014)

The digitization of TV has opened up access to TV by Kenyans of all walks of life and age. Currently the licensed signal distributors are Kenya Broadcasting Corporation (KBC) (Signet) and Pan African Networks Group (K) Co Ltd, BAMBA and Africa Digital Network (AND). Viewers have access to at least 17 free-to-air TV broadcasters including Kenya Broadcasting Corporation (KBC), Citizen, Nation Television (NTV), Kenya Television Network (KTN), Kiss TV, K24 and QTV. With pay TVs like Multi Choice's DSTV the freedom of choice widens (Oriare, Okello-Orare, and Ugungu,

2010). Such weak controls allow children to choose the channels to watch on their own, exposing them to content that can adversely influence their behavioural and cognitive development.

Ahinda (2014) investigating the effects of children's television viewing in Tiriki East Division, Hamisi Sub County, Vihiga County in Kenya found out that Children below 6 years old spend 2 hours per day averagely watching TV and those aged 8 to 18 years watch TV for four hours roughly in front of TV screens. The researcher further observed that, approximately two-thirds of toddlers and infants spend a norm of 2 hours per day watching television and further asserts that declining academic performance and growing illiteracy rates are due to too much television watching.

Nyakach Sub-County is located in a rural area of Kisumu county by the shores of Lake Victoria and television coverage is same as in urban areas. As such, its residents equally access a number of television channels (RoK, 2010). Due to high levels of education achievement of many people in the area, many households possess TV. This has opened an opportunity for children in the homes and neighbourhood to access TV programmes. This means a good number of children can spend time watching television after school, during weekends and during holidays. While a review of literature in the western world has shown that TV watching among preschool children's influences homework completion, there are scanty studies on the same in our rural context.

A large number of studies have reported deleterious effects of children's television viewing on outcomes such as obesity, inactivity, attentional problems, aggression, and sleep patterns particularly in the Western perspective. For instance, a research study done by Ravi (2010) states that television viewing has negative effects on peoples' health, particularly on areas of sexuality, poor dieting, aggressive behavior, substance

abuse, low academic performance, and obesity. In addition, Researchers from the University of Portsmouth and Paris Nanterre University, France, analyzed about 478 studies that were published in the past two decades and their findings established that early exposure to television viewing in children may be detrimental to play, language development and executive functioning. The current study fills the gap by investigating on the influence of TV watching on school homework completion among lower primary school children in Nyakach Sub-County, Kisumu County.

### **1.3 Statement of the Problem**

Increased use of the television by children has continued to be witnessed in almost all parts of the globe. This problem has raised many issues and has raised great concern among parents, professionals and researchers. As television is accessible to most young children and adolescents today with hundreds of channels and programmes available, the entertainment from this media could be endless to them, which could affect their time management, and influence their tendency to keep on watching television. Ballard (2003) indicated that, 75% of children between age 8 and 13, reported that watching television sometimes or often kept them from getting their homework done, making them keep on wanting to watch television. School homework is an important task to help children review and practice outside school what they have learnt.

Notably, homework has been found to promote independence in learning and to prepare children for the next level of education (Sharp, 2002). Internationally studies have linked completion of school homework to enhancing development of organizational and self-management skills in learners where they are able to meet the schools' set deadlines for homework completion. Many reasons have been advanced for non-completion of school homework ranging from lack of support with homework at home, income disparities, geographical disadvantages and in certain cases emotional anxieties

resulting from pressure to perform (Moore & Vitale, 2018 as cited in Olson (2020). However, there is need to find out the influence of television on homework completion. Besides the positive effect television may have, studies have revealed that long hours of TV viewing at home may affect the attention span of children in school which may disrupt school homework completion. The consequence of incompleteness of school homework may also lead to achievement of low grades by students which may hamper their transition and school completion rates (Sabrina,2012). The current study, therefore, sought to establish the influence of children TV viewing on school homework completion in Nyakach Sub-County, Kisumu County, Kenya.

### **1.3.1 Purpose of the Study**

The goal of this study was to examine the influence of television viewing on completion of school homework amongst lower primary pupils in Nyakach Sub-County, Kisumu County. The study also sought to establish the strategies put in place by parents and teachers to regulate children's TV viewing.

### **1.3.2 Objectives of the Study**

The objectives of the study were:

- i. To establish the extent to which pupils in lower primary view television at home in Nyakach Sub County, Kisumu County in Kenya.
- ii. To find out the impact of watching television by lower primary school pupils on completion of school homework in Nyakach sub-County, Kisumu County in Kenya.
- iii. To establish the strategies parents and teachers of lower primary pupils have put in place to regulate children's television viewing in Nyakach Sub-County, Kisumu County in Kenya.

### **1.3.3 Research Questions**

- i. What is the extent to which children in lower primary view television at home in Nyakach Sub County, Kisumu County in Kenya?
- ii. What is the influence of watching television on homework completion by lower primary pupils in Nyakach Sub-County, Kisumu County in Kenya?
- iii. What are the strategies that parents and teachers of lower primary pupils have put in place to regulate children's television viewing in Nyakach Sub-County, Kisumu County in Kenya?

### **1.4 Significance of the Study**

The study purposed to come up with important findings which would assist teachers, parents, pupils and education stakeholders to better understand the influence of television viewing among pupils in lower primary school on completion of school homework with the aim of mitigating the effects both at school and household levels. The study outlined measures that would help to ensure that teachers play their role in assigning and marking homework while parents/guardians supervise and support their children at home. This would help by minimizing television viewing at the expense of doing their homework. The study also sought to establish the strategies to regulate television viewing among pupils in lower primary school. Researchers and scholars will benefit from this study because it will add to the body of knowledge by offering a basis for references in future studies. Researchers can build on the findings of this research and carry out further conclusive and comprehensive investigations in other areas.

### **1.5 Assumption of the Study**

This research assumed that school going children in the study area view television at home at a time when they ought to be busy completing their homework assignments.

The study also assumed that television viewing by school going children at the time they should be doing their homework have an influence on homework completion. The study further assumed that parents or guardians have put in place measures to regulate their children's television viewing during school homework hours. The study also made an assumption that, when the research findings are analyzed, they would be a true reflection of the influence of TV watching on homework completion among lower primary pupils in Nyakach Sub-County.

## **1.6 Limitation and Delimitation of the Study**

### **1.6.1 Limitation of the Study**

Being a survey research, the data produced lacked details or depth on the variables of this study as the study was not meant to deal with the cause and effect between the variables. Response rate to the instruments of research might not have been 100% as it was difficult to ensure control and guarantee. However, the study targeted at least 75% response rate. The time period for the research was not adequate to which the researcher could assess how television viewing influenced completion of homework. Nyakach Sub-County terrain is rough and at times gets flooded. This hindered total coverage of the sampled schools resulting in substitution of some of the sampled schools whose findings might not have reflected the situation in all the schools within the study area.

### **1.6.2 Delimitation of the Study**

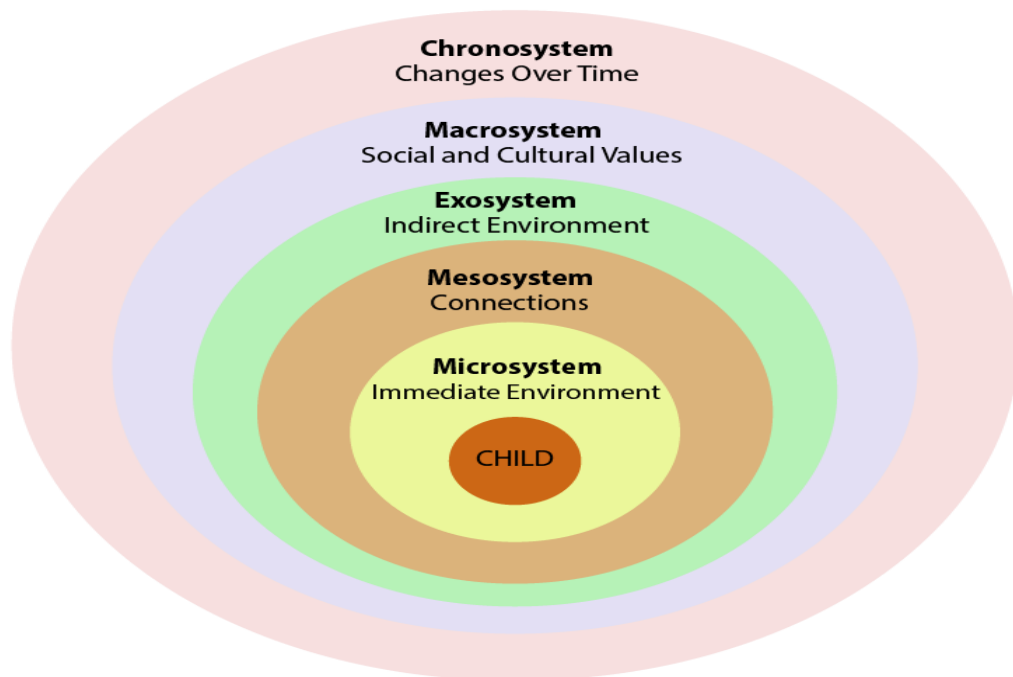
The findings of the study were limited to Nyakach Sub-County and may not be generalized to other areas outside the study area conclusively. The researcher was not able to reach all the schools in the study area but ensured the study area was represented accordingly. The study was meant to only include children attending lower primary level in the study area.

## 1.7 Theoretical and Conceptual Framework

### 1.7.1 Theoretical Framework

The study used American psychologist Urie Bronfenbrenner's Ecological Systems Theory formulated in 1979 to explain how social environments affect children's development. This theory views child development as a complex system of relationships affected by 5 levels of the surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs which is quite relevant to the current study.

#### Bronfenbrenner's Ecological Systems Theory



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**Figure 1.1: Bronfenbrenner's Theory model**

There are bi-directional relationships in microsystem. The principle behind the system states that the way one is treated is the same way that person will treat others too. This theory is regarded as most influential since a child has multiple influencing layers in the society. In this respect, a teacher would assign homework to a child being the one in direct contact with the child in school, but it becomes the duty of parents or caregiver

who are considered close to the child at home to ensure that television viewing does not affect completion of children's homework.

The mesosystem is the second level of the ecological systems. It contains activities among various sections of someone's microsystem. Someone's personal microsystems are interconnected and assert influence on each other since they cannot work independently. An individual is impacted indirectly due to the interactions of the various layers as indicated in the diagram. This, therefore, implies that children being people in the formative learning stage cannot be expected to independently complete homework without supervision of the caregiver especially when they have an opportunity to be distracted by television viewing.

In the exosystem, there is a connection between the context where an individual has no active role to play and the context where he/she has a very active role to play. Having assigned homework, the teacher has no active role at home and it's upon the caregiver or parent to assume the responsibility to ensure television viewing does not interfere with school homework completion.

The macrosystem setting portrays an individual's actual culture. This context includes the ethnicity or race of a person, social and economic status of an individual living in a third world country or still a developing country. The socioeconomic status of an individual determines the ability of people to own a television that can provide an opportunity for children to watch thus affecting completion of school homework.

### **1.7.2 Conceptual Framework**

This study conceptualized that television programs, the extent to which children watch TV, the viewing of TV against homework completion as well as strategies used by parents to regulate TV watching, have direct influence on homework completion. On

the other hand, the study also conceptualized that television watching may not be the only factor contributing to failure by pupils to complete homework, there are other intervening variables such as teachers' role in assigning and marking homework, peer influence and family chores.

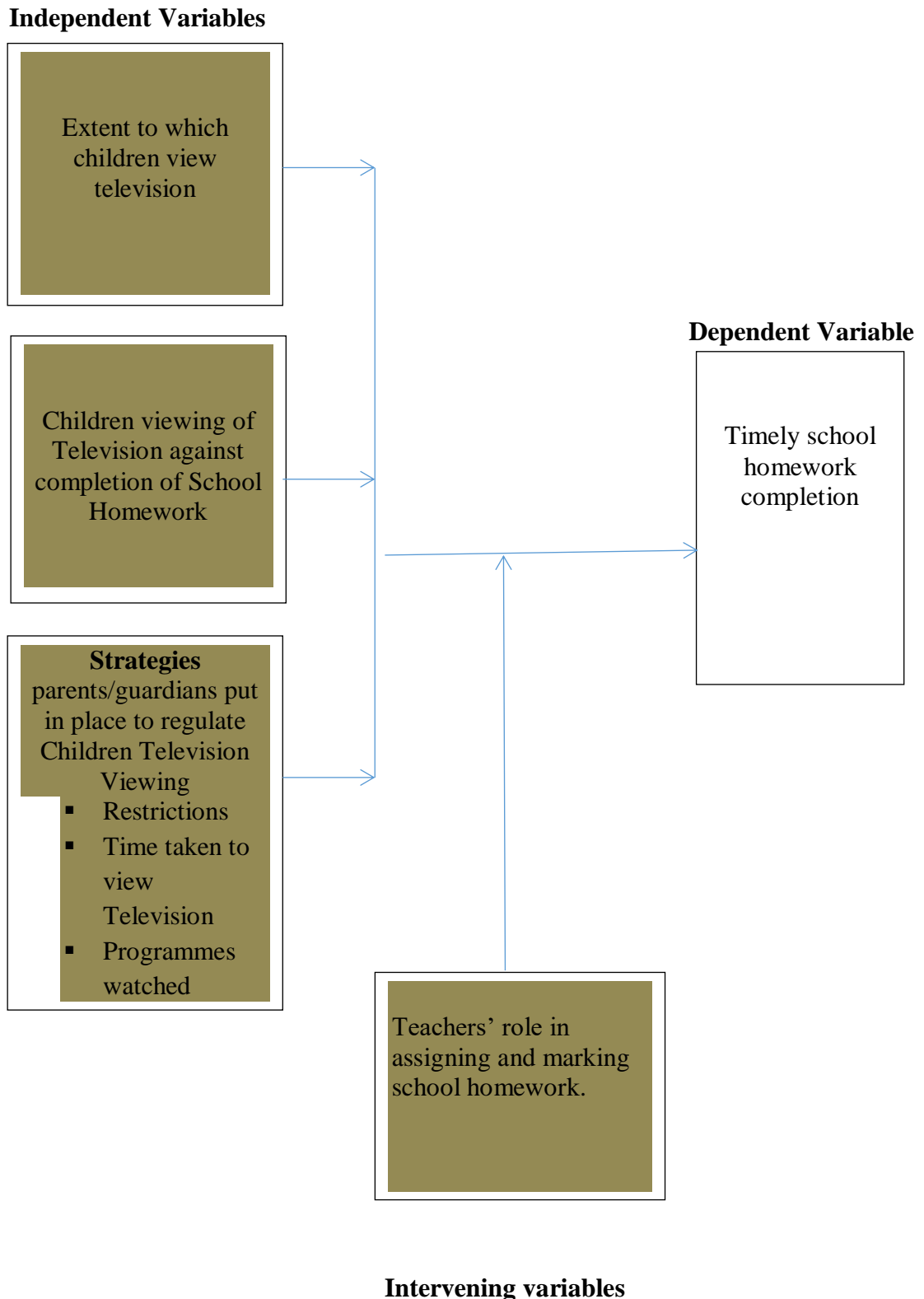


Figure 1.2: Conceptual framework showing the influence of children’s television viewing on completion of school homework, Researcher (2022)

## **1.8 Operational Definition of Terms**

**Completion of homework:** Refers to the successful execution of tasks assigned to students by their teachers to be completed outside the classroom

**Influence of TV Viewing:** The effectual ability of TV watching to disrupt children from completing homework.

**Lower Primary Pupils:** School going children enrolled between grade one and three.

**School Homework:** A set of tasks teachers assign pupils and which they carry home to be completed and presented to their teachers before the next lesson in school.

**Strategies:** Planned series of actions encouraging parental control or regulation of television viewing by children of lower primary school.

**Television viewing:** The time frame in terms of amount and duration children spend watching television programmes.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter two reviews past studies connected to the title of this research. The literature is also reviewed from reports, journals, periodicals, critical analysis, past studies, working papers and the internet. It covered subtopics such as the extent to which children view television at home, children's television viewing and its influence on school homework completion, strategies parents use to regulate television viewing at home and a summary of the gaps identified in the review.

#### **2.2 Children and Television Viewing**

The effects of television viewing is a highly contested discussion in psychology and child development. Television viewing involves the consequences of the practice of children in so far as the duration and content of their exposure to television programming is concerned (Powell, 2005). The potential impacts of television, on children have long been criticized and people's belief on the part television plays on what children believe is right, wrong or possible has escalated the attention given to the topic (Fortman, Clarke, & Austin, 1998). It has already been established that television can have both positive and negative effects on children's development depending on the content to which they are exposed. Some media messages can teach children positive, pro-social lessons, while others can lead to children learning antisocial lessons that encourage them to behave antisocially.

In a study examining how a child's attitude and moral behaviour is affected by TV, it was found that they spend much time watching television. The study observed that

learners in primary grades often watched TV 20 hours on average per week while those who are older spend an average of 25 hours per week (Liebert, Neale & Davidson, 1973). This was an indication that the children who were watching television for more than 3 hours at the age of 3 were more likely to have behavior issues already at that age.

Rideout (2010) in a report that was given by the family of Henry Kaiser foundation clearly showed that almost half of all users of media indicated that they acquired poor or fair grades. This is because instead of the pupils spending most of their time to focus on their academics, they dedicate most of their time watching television, and this is as a result of 'displacement' or 'replacement'. The more pupils spend their time watching television, the more their grades keep getting worse as days go by. The study also revealed that television viewing replaces the hours a child needs for sleep placing at a higher risk the desired academic performance.

A study on computer habits, bedtime and television viewing by primary school children in Germany found out that 28% of children slept at 9 pm on weekday nights, 16% were noted to spend more than three hours daily watching television with 11% spending more than three hours daily playing computer games (Heins, O'Brien, Godman & Price, 2007). 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 10-12. This could allude to the high frequency of the viewing, which leads to loss of interest in other activities.

Daily, children all around the globe make use and come across different platforms of social media which greatly impact their behavior socially and their performance in school. Out of all the media channels, television is the most popular and accessible to many children. Since the 1990s, several TV channels were given the permission to air

their programs in Kenya. The licensed televisions came with enjoyable shows to attract intended viewers (Landry, Smith & Swank, 2008). Over the years, television has been deemed to be a vital interaction tool among children of different backgrounds. Socialization is no longer a preserve of peers, family members, and other people in the immediate environment of the children (Prot, Gentile, Warburton, & Groves, 2015). Among all other available media, the TV is the medium that has the most influence on children (Gonzalez-Mena, 2009). This implies that the percentage of hours' young children spend watching television is related to several variables, which include early television viewing and parental regulation. This indicates that greater television viewing in early childhood is associated with greater viewing at school age, due to continuing environment influence, child preferences or habit. This has a potential effect on such important activities such as completion of homework.

Television is the most dominant form of entertainment among children. A recent national representative study in USA revealed that children above 8 years of age usually follow television programmes for an average of up to 3 hours per day while the same children spend an average of one hour in other recreation activities. Younger children up to 6 years old spend one hour averagely on television in a day while they read for about 39 minutes per day. There was a need for research to examine number of hours most children spend on TV in our African context. This is because the number of hours' pupils spend watching TV can potentially determine their academic output, health and development (American Academy of Paediatrics, 2001). It is evident that most people who are young greatly surpass the preferred maximum of 2 only hours per day which should be spent watching the television only (WHO, 2008).

Cartoon programs are popular sources of entertainment among children worldwide. Sudha (2011) noted that cartoons are popular with children since they are fast-paced in nature and are characterized by rapid colour variations, light flash at high speed and fast moving objects which fascinate children. Babies spend most of their time viewing cartoon programs. As per Hassan & Daniyal (2013), today, physical activities of children are restricted to television watching with preference to cartoons which has a tremendous influence on their children behaviour and attitude. TV shows offer opinions on how young children should behave, interact, dress and how they should manage time for example setting time aside for different activities such as doing homework and recreation (Sullivan, 2019). Therefore, it is important for parents to help their children watch appropriate programmes, as young children are particularly vulnerable to the message conveyed through television, which could influence their perception and behaviors and disrupt school assignments.

Regardless of the preceding discussion, whether TV disrupts homework completion and affects children mode of behaviour, (Sparrow, 2007) argue that the role of parents particularly, is to teach their young children about media literacy or put control and regulatory measures to children's TV watching. This is because, when children are thought to be media literate or follow parental control measures, they could become a more responsible TV viewer, who are able to balance TV watching and school assignment completion.

### **2.3 Children's Television Viewing and Homework Completion**

According to Eren and Henderson (2008), homework is a significant component of academic performance which learners often study when performing other activities. According to Foehr (2006), past studies have established that closeness to gadgets such

as television or computers is a strong forecaster of media multitasking which entails the use of TV alongside other activities. Making use of UK time-use data, Kenyon (2008) established that, how people use their time is greatly influenced by such gadgets and television. In this context, dividing attention of learners between another activity and homework completion may negatively affect pupils' overall performance at school (Lillard & Peterson, 2011). Rosen, Carrie & Cheever (2013) came up with findings that learners who made use of excessive time watching TV while working on their homework recorded poor academic performance.

Research demonstrates that age-appropriate, well-designed and educational television programs are associated with various benefits to school-age children. When age-appropriate programs are designed with a focus on educational curriculum are exposed to children, they will have cognitive and academic enhancement. However, when the pupils are exposed to purely entertainment and violent content they will have poor cognitive, development and low achievements academically (Kirkorian, Wartella & Anderson, 2008). Time spent on television viewing is always taken from other more beneficial activities such as interaction with friends and family, outdoor play, personal 'face-to-face' communication, homework completion, reading, sleeping and doing home chores (Anderson, 2016; Marsh Plowman & Ymada-Rice, 2017).

Researchers have further observed that children below the age of 3 years learn and comprehend very little on their own from the television very little on their own (Roberts & Powell, 2014; Marsh et al, 2017). Unsurprisingly, most research shows that exposure to media during infancy impacts negatively on an infant's development and growth. However, some studies have not shown any relationship between cognitive outcomes and early exposure (Schmidt, Pempek, Kirkorian, Lund & Anderson, 2008). Other

studies emphasized effects of watching TV on children's growth in terms of content and duration of exposure mostly with violent programs which were believed to lead to fear and aggressiveness in children (Roberts & Powell 2014). Children living with fear and aggressive tendencies may struggle to spend valuable time on their studies including homework completion.

Children who watch television for longer time than is recommended are at risk of missing out on various opportunities. They may lose valuable time that can be spent on productive tasks such as working on homework and other similar academic activities (Nikkols & Sholes, 2015). According to the researchers, major concerns indicate that, time spent on watching TV replaces reading activities, reduces children's interest for reading, makes children intellectually lazy aggravating disruption of homework completion. Research has examined exposure to video games and television in childhood and adolescence as a potential risk factor for successive attention problems (Gentile, 2009). It has been observed that most television shows are so stimulating that pupils who watch television from time find it harder to pay attention to less exciting activities such schoolwork. This explains why children's television viewing time has been widely criticized for its negative influence on children's learning to read. (Rideout, 2016). Exposure to television has been associated with poor academic performance among pupils and of late, this invention has been observed in children below 3 years of age. For instance, a study by Hanson (2017) noted that, children who watch television, exhibit poor reading, comprehension, recognition and poorer math skills later in life.

According to Ergün (2012), the effects of television are greater to children than to adults since the two groups watch television for different purposes. While children watch television for fun, parents watch television for purposes of recognition and learning.

Ergün (2012) also notes that, television has the most effective influence on children than parents. Unfortunately, in most rural context very little consideration has been advanced on the influence of TV viewing duration and content as consumed by children. Indeed, several studies reveal that, on average, children spend as much time watching TV, as they do performing classroom tasks. This makes TV watching one of the most frequent hobbies for a majority of children (Rideout, 2016) with a potentiality to draw them away from school work.

Children who perform more than one activity at the same time, for instance, homework and other activities such as watching TV and social media, may be affected negatively in their learning progress (Pool, Koolstra, and van der Voort 2003; Adelantado-Renau et al., 2019). In their study, Rosen, Carrier, and Cheever (2013) observed that children who watch television and other forms of social media and at the same time perform tasks given to them by teachers at school get poor average points academically. This is in line with another study that found a consistent pattern of fairly large negative relationships among television viewing and time spent interacting with both parents and siblings. Clearly, then, some of the concerns regarding the impact of television viewing on children are justified. Similarly, a study by Rosen, Carrier, and Cheever (2013) also revealed that pupils who were doing their assignments and at the same time watching TV lack concentration on school assignments and tend to score low grade point averages. According to Kaiser Family Foundation (2010), it is observed that over the years, school going children who spend more time dedicated to watching television perform averagely.

Ravi (2014) found out that, some television programs might be beneficial to the grades of children who have approached preschool years. The author noted that, for parents

who provide quality education programs to preschoolers, their children will most likely attain high grades, portray more creativity, and read more books than fellow pupils who have not been introduced to TV entertaining programs. When such children go to kindergarten, they have an increased vocabulary mastery and other acquired skills of counting and reading. Watching educative programs on television among children has also been associated with educational achievements later. However, too much television watching by children negatively impact their overall academic achievement, well-being, and social and economic status (Marsh et al, 2017). This line of argument can be extended to relate the influence of children TV watching on homework completion.

#### **2.4 Strategies Parents Employ to Regulate Children Television Viewing**

The advancement of technology over the past years with a fast changing and increasing mobile media has made it hard for parents to keep track of what their children are participating in (Nikkols & Sholes, 2015). Children aged 8 to 18 years approximately spend 6 and a half hours a day browsing or using different forms of media, television being the most available in many households (Roberts, Foehr, and Rideout 2005). Media is used in various ways in different families. Roberts et. al., (2005) observed that in some families, there are strict rules governing the use of television, whereas in other families little or no attention is paid to how or what type of media children can access.

Learners aged 8 to 18 years spend more than two hours per day with their parents. It is observed that watching television is the main activity that parents and children do together. It is crucial to carefully identify parents' roles when it comes to how they monitor their children's understanding, creation and usage of various available media including TV since it is at home where children use most media. Browne (1999) points out advantages achieved when parents strictly monitor what their children consume on

different media platforms. This will help shape the children's perspective on the choice, the content and duration of TV watching.

Sparrow (2007) has suggested several ways on how parents could teach their young children to be media literate. Despite setting limits, reducing and carefully choosing channels for young children and school age children viewing, it is suggested that parents discussed with their young children what is right and what is wrong, especially on aggressive behaviors. This is because when adults' express disapproval of on-screen behavior, raise questions about the realism of televised information, and encourage children to discuss, they teach children to evaluate television content rather than accept it uncritically (Laurcella, 2015). Besides, when parents engaged children with moral reasoning, they tend to engage children in social problem solving and prosocial acts, such as helping, sharing and defending victims of injustice (Berks, 1994).

Moreover, as young children are easily influenced by television commercials that are targeted at them, Sparrow (2007) suggested that parents should watch television commercials together with their children and create a discussion about the program being watched. It is important for parents to encourage their young children. This implies that the most efficient way of managing television's influence on young children is parental mediation (Buijzen and Valkenburg, 2005). Jordan, et. al. (2006). asserts that parents must apply media monitoring (mediation) which is aimed at fostering positive media effects as well as preventing negative media influences on children and adolescents.

A study conducted among parents and children in Philadelphia, Chicago, Illinois, Pennsylvania, Virginia and Richmond in USA between October 2003 and March 2004 found out that, children with a television in their bedroom watch more television and

have fewer rules about television than children without a television in their bedrooms. The study indicated that almost two thirds of children had televisions in their bedrooms. The study helped the parents to discover that the best way of controlling time and content exposure to their children was to avoid putting televisions in children's bedrooms instead of the parents having to remove existing televisions from bedrooms (Jordan et. al., 2006). It becomes impossible for parents to control or regulate TV watching when their children keep TVs in their bedrooms.

In homes of single and working parents, the activity of supervising media usage by children can be a hard task. Guardians and parents who might find it hard to monitor their children's media usage should find other means of keeping their children occupied with productive work or limiting and monitoring kids' TV consumption in the absence of parental supervision (Sharew, 2014; Rideout et al, 2010).

A study by Brody (2015) noted that, screen addiction is taking a toll on children and there is need for parents to set up well defined regulations and monitoring strategies that is more sustainable. The parents have a role of keeping an eye on children's activities which requires clever art of handling children's diversionary tactics. Brody (2015) suggested the strategy of acquainting children with tasks which are more pleasurable than watching television. The study affirmed that, parents and other family members who encourage children to indulge in activities such as storytelling, art, reading, music, sports, nature and imaginative play find watching television and other electronic media not so enticing (Jason & Fries, 2004; Sharew, 2015).

Bleakley (2013) has asserted that co-viewing, which is an activity whereby parents watch television with their children, is a strategy used to promote media literacy and to reduce exposure to age-inappropriate content. By watching television with their parents

and observing their parents' own media practices, children are trained to view television in a way that reflects the culture and norms of their household, from both a socio-ecological and a behavioural modelling perspective. The study suggested that it is important to consider whether and how parents' TV practices influence children's TV habits because parent's practices help increase and decrease harmful effects of digital media. Parents have the mechanism to keep track of the types of programming their children access and limit the children's screen time.

It remains a challenge and parents' concern that their children watch programs meant for adults or older children instead of watching programs suitable and appropriate for their young age. Certainly, there are certain programs on television that are not appropriate for children consumption and parents must find strategies to filter what their children consume on television. This is hard since there are minimal options to make this effective. Rideout (2016) advises that parents can use parental controls and electronic devices to monitor channels and programs to watch on television. Parents have at their disposal the television rating system called Television Parental Guidelines (TPG) which are designed to control information concerning content and age-appropriateness of television programs to parents and guardians.

A study by Yekoyealem Desie et. Al., (2021) established that although children are increasingly exposed to TV, much is unknown about related parental responses and regulatory measures. The research which investigated parenting practices associated with school children TV viewing, with a focus on parental concern, regulatory and mediation strategies, found that parents used restrictive mediation over instructive and co-viewing practices as parental control measures. It concluded that, by using strategies that teach self-regulation, calming and TV viewing limit setting, parents must remain

aware of TV content their children watch and strive to prioritize educational, age-appropriate and interactive programs that support children on their academic pursuit.

Other studies suggest developing a family ‘media action plan’ as a strategy that can help protect and reinforce quality family time (Nikken & Schols, 2015). The studies note that planning for family behavioral patterns for child should ideally begin at prenatal stage and should account for the health, education and entertainment needs of each child and family member. This should include screen-based activities, regulations on TV watching in terms of duration and content which should go through periodic review. Setting meaningful limits when children are young and sharing them as a family is far easier than cutting back screen time when children are older. Studies have found that parents’ comfort level with saying ‘no’ to their children’s requests to watch TV and play games on screen, along with their own media-related beliefs, intentions and attitudes, are key components of constructive, positive limit-setting (Gentile et. al., 2014; Christakis, 2013). For both children and parents, off-screen time is critical for developing essential life skills such as self-regulation, creativity and learning through physical and imaginative play as well as creating ample time for reading and homework completion. In the context of the preceding discussion, TV has been linked with causing divided attention of learners between TV watching and school homework given by teachers. This is why the current study seeks to establish the influence of children’s television viewing on completion of school homework among lower grade pupils in Nyakach Sub-County, Kisumu County.

## **2.5 Summary of Literature Reviewed**

Researchers and the general public have over the years had great concern about the extent of influence of mass media, particularly television, on preschool children’s learning and development. According to Malave (2015), the effect that television has

on children can have positive and negative effects on academic achievement and physical activity. Television viewing is one of the main daily activities for most children. A large body of empirical research has investigated the impact of television on academic achievement. Most of the studies have reported a negative effect (Zimmerman and Christakis, 2004; Nieto, 2019), but a recent research has shown that preschool television viewing raises adolescent's test scores (Gentzkow and Shapiro, 2008). Besides the mixed evidence, little is known about the mechanism that operates behind the effects of television on education particularly on matters pertaining to school homework completion.

Parents need to be informed about the developmental needs of their children and about the way in which TV viewing may affect their children's physical, social and mental development in the broadest sense. How TV viewing, the frequency and duration of viewing affects children is not always obvious and research reveals that viewing may have both positive and negative outcomes (Landry, Smith & Swak, 2008; Gonzalez-Mena, 2009). The captivating TV programmes need to be screened not only to suit children developmental appropriateness but also to help the children avoid long hours watching TV programmes which have the effect of taking their time and attention away from accomplishing important school homework and household chores.

Studies indicate that television viewing time has been widely criticized for its negative influence on children's learning and accomplishing school tasks. Major concerns are that time spent on watching TV replaces reading activities, reduces children's interest for reading, lowers language skills, makes children intellectually lazy, inattentive, and inhibits their imagination (Roberts et al, 2005; Rideout, 2016). In addition, the important portion of time children devote to this leisure activity might be a cause of

concern. Indeed, several studies reveal that, on average, children spend as much time watching TV, as they do performing classroom tasks. This makes TV watching one of the most frequent hobbies for a majority of children (Rideout, 2016). It is therefore important to identify the extent to which, the time spent watching TV affects children's homework completion.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter systematically describes the outlines of the research design and methods that were utilized to achieve the objectives of the study. It covers study design, target population, research instruments, study location, sampling techniques, procedures and sample size; data collection instruments, pilot testing. Data analysis method and presentation as well as ethical considerations.

#### **3.2 Research Design**

Descriptive survey design that used both qualitative and quantitative was adopted by the researcher in this study. The descriptive design was applied to acquire data relating to the status of the phenomena to describe, “what exists” in relation to variables or conditions in a circumstance (Mugenda, 2014). This design was convenient for data collection via measurement of several items or information data from various documents and sources (David, 2015).

Qualitative methods are important because they can help explore processes, meanings and understandings that people associate with their life experiences (Daly, 2007). According to Gilgun, Daly and Handel (1992) qualitative research is relevant to studies related to the effect of television watching among children because it can focus on the processes by which human beings create, sustain and discuss their realities.

According to Maree (2007), through qualitative research, we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and meanings that they

generate. With qualitative approach, the researcher was able to find opinions and positions of people with regard to outreach ministry.

Quantitative research was also considered appropriate in this study because it uses methods that are designed to ensure objectivity (Kothari, 1989). Its methods produce quantifiable, reliable data that are usually generalizable to some larger population and it also has the advantage of inflexibility that allows for meaningful comparison of responses across participants. Quantitative method was, therefore, applicable to help determine the quantifiable aspect of the respondents on which the study was based on.

### **3.3 Study Location**

The study was conducted in Nyakach Sub-County, Kisumu County. It is situated by the shores of Lake Victoria within the periphery of Kisumu City. It was formally part of the large Nyando region. It has several upcoming influential towns such as Katito and Sondu. It borders Karachuonyo to the West, Kabondo to the South, and Nyando to the North and Kericho to the East. The Sub- county has two divisions namely Lower and Upper Nyakach which form the larger Nyakach constituency. The majority of the residents in the area own television sets. Many of the preschool children hail from these homes which made the area appropriate for the study

### **3.4. Target Population**

The population for this study consisted of pre-school parents, teachers and learners in Nyakach Sub-County. The study involved 73 primary schools which consisted of 53 public primary schools and 16 private primary school. The study targeted a population therefore consisted of 180 parents, 48 teachers and 192 lower primary children from public and private primary schools.

### **3.5 Sampling Techniques and Sample Size**

In trying to select a sample from a whole population, certain sampling techniques was used to obtain the required sample.

#### **3.5.1 Sampling Techniques**

Nyakach sub-county was conveniently 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 has a total of five zones (South-West, South, East, Central and South-East) with a total of 57 primary schools and 16 private primary schools and a total of 900 children.

For this study, the 73 schools were subjected to stratified sampling where they were categorized into two strata; private and public. Within the two categories, the researcher performed simple random sampling and came up with 35 school to participate in the study of which 27 were public and 8 were private schools. The 27 primary schools sampled had a total of 132 teachers sampled for the study. The 16 private school sampled had a total of 48 teachers sampled, three from each school. All the forty-eight teachers took part in the interview schedule. There was a total of 192 children in the sampled primary schools. 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 of 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, 192 children were sampled for 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

Similarly, from each stratum, purposively sampling technique was utilized to select proportionally 50% of the total schools giving 35 schools: 27 public schools and 8 private schools (refer to Table 3.1). Finally, from the selected schools, parents of pupils to be included in the study were proportionally selected to form the study population.

**Table 3.1: Sample Selection by Zones and Category**

<b>School selection by ward and category</b>					
<b>Zone</b>	<b>Total public schools</b>	<b>Sampled public schools</b>	<b>Total private schools</b>	<b>Sampled private schools</b>	<b>Total sampled schools</b>
South-East Nyakach	17	8	6	3	<b>11</b>
West Nyakach	21	10	4	2	<b>12</b>
North Nyakach	19	9	6	3	<b>12</b>
<b>Total</b>	<b>57</b>	<b>27</b>	<b>16</b>	<b>8</b>	<b>35</b>

### **3.5.2 Sample Size**

There were 35 primary schools which were selected for the study. Four boys and Four girls were proportionally selected for each of the schools to compose a total sample size of 280 children. The sample size of the study consisted of 180 parents of pupils in public schools drawn from the 3 zones proportionately, that is 60 parents from each zone. Skinner and Chambers (2003) note that the main reason for selecting the size of the sample is to make sure that the size of the sample is representative enough for the whole population under study.

### 3.2 Target Population and sample Size

Target Group	Population (f)	Sample Size (n)	Percentage (%)
Parents	180	90	50
Pupils	280	192	68.6
Teachers	48	48	100

### 3.6 Data Collection Instruments

This study used interview schedules, questionnaires and KII guidelines. The questionnaires were administered to parents while the interview schedules were administered to teachers so as to obtain information on whether children's television viewing would interfere with children's completion of school homework. Keraro (2013) notes that the main advantages of the self-administered interview method are that more and detailed information can be obtained and the interviewer can navigate around questions to obtain desired data and can also overcome any form of resistance.

According to researchers, questionnaires are preferred for primary data collection because they are less costly, especially when the population is large and widely spread geographically. They ensure anonymity, permit use of standardized questions and ensure uniform procedures. They also ensure that respondents who are not easily approachable are reached conveniently. Besides, questionnaires can provide time for respondents to think about responses and are easy to administer and score (Mugenda & Mugenda, 2003; Kothari, 2011).

#### 3.6.1 Questionnaires for the Parents

A questionnaire for the parents (Annex 2) was developed. The questions contained demographic information where the respondents were required to fill in personal details such as gender, age and level of education. The other questions were developed to get information about whether children access TV at home, the extent to which children

watch TV and whether TV viewing affect school homework completion. They were also asked about their strategies to regulate TV watching by their children at home

### **3.6.2 Questionnaires for Lower Primary Children**

Similarly, the study had a questionnaire for lower primary children (Annex 4). The questions contained demographic information where the respondents were required to indicate their gender. The children were further asked to provide information about whether they have access to TV at home, the times, duration and TV programmes they watch at home and whether TV viewing affects school homework completion. They were also asked to state whether parents control TV viewing at home.

### **3.6.2 Key Informant Interview (KII) guides**

KII guides were used to acquire data which was qualitative from the lower primary teachers. The study proposed 14 KIIs for teachers from public primary schools and 4 KIIs with teachers from private schools.

### **3.7 Pilot Study**

A pretest of the tools was done in two schools (one in a private school and another in a public school) prior to the real study to test the tools in schools which will not be included in the study.

#### **3.7.1 Validity of Research Instruments**

The extent to which an instrument measures what it asserts to measure is known as validity (Blumberg et al., 2005). The extent to which an instrument measures what it is supposed to measure is assessed by the validity of a research instrument (Robson, 2011). 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 the characteristics to be measured by the instrument. The researcher also exposed the instruments to university experts and supervisors to identify shortfalls in the instrument and correct where necessary. The researcher ensured the content validity of the instruments by considering criticisms and suggestions for adjustments by the supervisors.

### **3.7.2 Reliability of Instruments**

The tools were subjected to the same groups in both public and private schools. The responses were then checked for consistency of the results. The reliability of the questionnaire was evaluated through Cronbach's Alpha to determine their consistency. The formula for Cronbach's Alpha is  $\alpha = 1 - \frac{rk}{1 + (k-1)r}$  Where  $k$  is the number of indicators or number of items;  $r$  is the mean inter-indicator correlation; The value that is obtained for  $\alpha$  usually indicates the percentage of the reliable variance. The Cronbach reliability test for the two tests yielded  $\alpha = 0.88$  or 88% which is above 0.7. According to Berthoud (2000), an acceptable range is between 0.70 and 0.90 or higher depending on the type of research. This means a reliability index of 0.7 or 70% is satisfactory for any research instrument. Cronbach's Alpha values of 0.7 and above indicate that all the variable indices demonstrate acceptable internal consistency. For the purpose of this study the reliability index of 0.86 or 86% was thus considered satisfactory.

### **3.8 Data Collection Techniques**

Because the study involved young children below the age of 18, the mandatory consent age, the parents and guardians participated on behalf of the children. Their consent as parents was sought and confidentiality guaranteed. The researcher administered questionnaires directly to parents. The parents were informed on the importance of the study and were assured of confidentiality of the information they were to provide.

Due to the critical information the key informants have, the researcher personally conducted the Key Information Interview (KII) with teachers to ensure all the key issues regarding the objectives are addressed.

### **3.9 Data Analysis**

Kothari (2014) wrote that procedures of data analysis entail the action of bringing together information obtained from various sources and arranging them in order of main components in a manner that the items can be effectively and easily accessed. All questionnaires were adequately verified before analysis after fieldwork to complete and code them before entering data in SPSS. Analysis of qualitative data collected was done using the Statistical Package for Social Scientists (SPSS) while analysis of qualitative data will be done by themes and sub themes as per the study objectives. Upon analysis, data was presented using figures, tables and in narrative form.

### **3. 10 Ethical Considerations**

These are standards that the researcher sets so as to guide him and others carrying out the research so as to respect the rights and dignity of the subjects (Creswell, 2002). In order to achieve this, respondents' consent was sought before administering the questionnaires. They respondents received explanation on informed consent to know that participation is voluntary and on their own freewill without any coercion. The researcher also sought consent from the regional actors within selected regions to be allowed to gain access to the schools. In this regard, the researcher obtained clearance from Kenyatta University Graduate School and Early Childhood Studies Department; the Kenyatta University Ethics Review Committee (KU-ERC); The County and Sub-County Education Officers, Participating School Heads; Nyakach Sub-County Commissioners and the Chief and their Assistants to conduct the study in the area. Since the study involved children, consent was sought from participating

pupils' parents or guardians before their children could participate in the study. All the study population was properly briefed on the study and given freedom to respond to all questions or decline if uncomfortable with any question(s).

## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the research findings, interpretation and discussion in line with the research objectives. It begins with information on the rate of return of the questionnaires and the demographic characteristics of the respondents. The chapter also presents a summary of the interpretation of the research findings in accordance with study objectives as follows:

- i. To establish the extent to which pupils in lower primary view television at home in Nyakach Sub-County, Kisumu County in Kenya.
- ii. To find out the impact of watching television on lower primary school pupils' completion of school homework in Nyakach Sub-County, Kisumu County in Kenya.
- iii. To establish the strategies parents of lower primary pupils have put in place to regulate children's television viewing in Nyakach Sub-County, Kisumu County in Kenya.

#### **4.2 Return Rate of Questionnaire**

The study administered questionnaires for parents of both public and private schools and out of 90 questionnaires administered to parents; 77 were filled and returned which accounted for 85.6% of the total. Similarly, the study also administered questionnaires for the lower primary school pupils and the response rate was 136 out of 192 which was 70.8% of the total questionnaires returned. This implies that the questionnaire return rate was considered adequate since a response rate of over 70% is deemed representative as advocated for by Bernard (2006) who notes that high response rate is

ideal for eliminating possible margin error in a study. The high response rate also implies that the respondents were quite familiar with T.V programmes and were willing to participate in the study. In addition, all the 48(100%) teachers of both public and private schools were interviewed for the study.

### **4.3 Demographic Characteristics of the Respondents**

In this section, the study presents the general information of the respondents since it forms the basis on which the study can rightfully access the relevant information. The respondents comprised of parents, children and teachers. The general information captured includes issues such as gender of the respondents, age level, education levels, number of years worked in the organization, and teachers' professional qualification.

#### **4.3.1 Gender Characteristics of the Respondents**

The study also sought to establish gender characteristics of the parents who participated in the study. The data was analyzed and results presented in the Table 4.1 below:

**Table 4.1: Parents' Distribution by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	34	44.2
Female	43	55.8
Total	77	100

The above Table 4.1, shows that 43(55.8%) of the participants were female while 34(44.2%) were male. More of the females than males from the sample participated in the study. This could be attributed to the availability of more female parents in matters concerned with children and their education particularly in the early years. A Study by Sakwah (2012) on parents' gender characteristics and their involvement in pre-school

children’s education revealed that there was significant relationship between parents’ gender characteristics and involvement in preschool activities; with more female parents getting involved in preschool education activities than male parents.

#### 4.3.2 Distribution of Parents by Age

Data on parent’s distribution by age were analyzed under the following categories: 21-30 years; 31-40 years; 41-44 years 45-55 and above 55 years. The results were presented in Table 4.2 below.

**Table 4.2 Distribution of Parents by Age**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
21-30 years	32	41.6
31-40 years	22	28.6
41-44 years	16	20.6
45-55 years	7	9.1
Above 55 years	-	-
<b>Total</b>	<b>77</b>	<b>100</b>

Table 4.2 above indicates that the respondents within age bracket of 21-30 years constituted the majority 32(41.6%), whereas the age bracket 31-40 years were 22(28.6%) followed by 41-44years were 16(20.6%) while 45 – 55 were 7(9.1%). This could mean that majority of the parents respondents were relatively young people below 45 years. This may imply that the majority of parents were those of young families who had recently entered age of giving birth and are still in sexually productive age bracket. The study data may also imply that these parents may understand the trends regarding the effects of television viewing on children and may be able to provide accurate and reliable data on children’s television viewing. Studies have shown that most young female parents have cultivated deep, intimate and emotional connection

that becomes a kind of a driving force for interest in the involvement of their children's progress (Jim, Zou, Zeng & Dou, 2010; Ramsdal, Bergvik, Wynn, 2015)

#### **4.3.3 Distribution of Parents by Educational Levels**

The study also established the educational levels of the parents' respondents as shown in Table 4.3 below.

**Table 4.3 Shows Parents Level of Education**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Certificate	33	42.9
Diploma	31	40.2
Degree	13	16.9
Postgraduate % Level	0	0
<b>Total</b>	<b>77</b>	<b>100</b>

According to Table 4.3 above, the educational status showed that 33 (42.9%) of the parents were certificate holders, 31(40.2%) had diploma and a mere 13 (16.9%) had obtained a degree. This indicates that parents were literate and could give correct information about the influence of television viewing on children and its subsequent effect on homework completion. This may also mean that, the parents were able to guide and select the correct programmes for their children. However, they may be engaged in employed labour and business and thus they may not always be available at home to monitor what their children watched on television. This could mean that, children were likely to be exposed to long hours of watching TV and little time to complete their homework.

#### 4.3.4 Distribution of Parents by Years of Work Experience

The study further looked into the work experience of the parents and the results were shown in Table 4.4 shown below

**Table 4.4 Shows parents and years of Work Experience**

<b>Years of Experience</b>	<b>Frequenc</b>	<b>Percentages (%)</b>
Less than 2 years	14	18.1
3 – 6 years	31	40.3
7 – 10 years	22	28.6
Over 10 years	10	13.0
Total	77	100

Table 4.4 shows parents' years of work experience and indicate that 14(18.1%) of the parents' had work experience of less than 2 years, 31(40.3%) had 3- 6 year experience and 22(28.6%) had served between 7-10 years. Only 10 (13.0%) had a work experience of above 10years. The findings affirm that, most of the parents had the opportunities to be in employment and business of some sort. On the other hand, the long years of experience could also indicate that, parents were able to purchase and own TV. This finding implies that, the parents could easily be away from home to attend to work or business most of the time and therefore were not able to monitor and regulate the children viewing patterns of TV.

#### 4.3.5 Distribution of Children Participants by Gender

The study also sought to determine the gender demographics of children. The findings were presented in the Table 4.5 below.

**Table 4.5 Children’s Distribution by Gender**

<b>Gender of Child</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	86	63.2
Female	50	36.8
Total	136	100

According to Table 4.5 above, more than half of the population 86 (63.2%) were boys and the rest 50 (36.8%) were girls. This shows that both boys and girls had an opportunity to give their views about TV viewing and how that relate to homework completion. This meant that sampling procedure was gender sensitive.

#### **4.3.6 Distribution of Teachers by Gender**

The study sought to establish the demographic details of lower primary school teachers.

The findings were shown in the Table 4.6 below:

**Table 4.6 Shows the Distribution of Teacher by Gender**

<b>Gender of Teacher</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	11	77.1
Female	37	22.9
Total	48	100

According to Table 4.6 above, more than half of the teachers who participated in the study 37 (77.1%) were females and the rest 11(22.9%) were males. This implies that most of the teachers of lower primary are females. Many children’s learning activities need a lot of patience, and female teachers tend to be more patient than males and thy are often posted to handle lower primary school pupils (Epstein, 1984).

#### **4.3.7 Distribution of Teachers by Professional Qualifications**

The study also established the educational levels of the teachers as shown in Table 4.6 below:

**Table 4.6 Professional Qualification of Teachers**

Qualification of Teacher	Frequency	Percentage (%)
Trained	48	100
Untrained	0	0
Total	48	100

According to the findings in Table 4.6 above, all the teachers were professionals (100%) and therefore well trained. This implies that based on the training status, they understand the impact of various television programmes on lower primary school children. They are also in a better position to understand appropriate television programmes for all children than untrained teachers. More so, they were qualified to give their views concerning the influence of television viewing on children's academic and social development .

#### 4.4 Extent of Children TV Watching

The first objective of this study was to establish the extent to which children are likely to watch TV at home. The findings are presented in Table 4.7 below.

**Table 4.7 Shows TV opportunities in children's homes**

Items	YES		NO	
	F	%	F	%
Have TV at home	76	97.4	4	0.05
Have more than one TV	4	0.05	74	94.9
Have TV dedicated to Children	0	0	78	100
Access mobile phones with TV feature	75	96.2	3	0.04
Access computer having TV gadgets	12	15.5	66	84.6

**Key: f – frequency      % - Percentage**

In Table 4.7 above, the findings indicated that 76(97.4%) of the parents had TV at home while 4(0.05%) parents indicated that they had no TV in their homes. Similarly, another

4(0.05%) parents' indicated that they had more than one TV at the same time. However, none of the parents indicated that they had any TV set dedicated for children or placed in the bedroom of children. The findings imply that, many homes have TVs and this means that many children have the opportunity to watch TV while at home. With the presence of TVs in their homes, and without any measure of control, the children were likely to watch TV programmes of their interest as long as they want and this could hinder them from doing and completing homework.

Table 4.7 above also showed that, besides TV the parents also owned other gadgets at home that have digital content. 75(96.2%) of the parents owned mobile phones and an insignificant percentage 4(0.05%) had other gadgets like computer and tablet. These findings imply that, children can access the parent's mobile phones but many of the children do not have access to computers having TV features. Mobile phones today have been known to have many games and TV features that children love and can spend long hours playing and watching.

The study also sought to find out from the children as the respondents, the duration and amount of time they spend watching TV programs at home. They were to indicate the duration of time they spent each day watching TV based on the following categories: Between (1-2 hours); (3-4 hours) and (5-6 hours). The results are as shown in Table 4.8 below:

**Table 4.8 Time Children Spent on Watching TV at Home**

TV Hours	Frequency	Percentage (%)
1-2 hours	112	82.4
3-4 hours	24	17.6
5-6 hours	0	0
Total	136	100

Table 4.8 above indicates that majority of children 112(82.7%) watch TV between 1-2 hours in a day and an insignificant 24(17.6%) watched TV between 3-4 hours. The fact that majority of children spend between 1-2 hours means that they watch TV for about 7-14 hours in a week. Cumulatively, 7-14 hours is long duration which imply that children love watching TV and spend lots of their time viewing TV programmes. The findings affirm the study results that many children have TV in their homes. The study also noted that this duration of time mostly takes place during the time when the school assignments were supposed to be completed. Consequently, this could be the time also when parental or guardian support on completion of school homework is required.

The findings show that lower primary children have an exposure to TV in their lives and can spend valuable time watching TV at the expense of doing school homework and thereby distract their learning. The long hours spent by children watching TV programmes, therefore, is likely to affect their performance in school. Other findings support the above finding that TV viewing among lower primary children has been found to be very high and that extensive viewing of entertainment and general audience indoctrination during childhood, may be associated with poor academic achievement and deficit in attention and cognitive functioning (Milne et al 2005).

#### **4.5 Influence of TV Watching on Homework Completion**

The second Objective sought to find out from the parents the influence of watching TV on school homework completion. The results are presented in the Table 4.10 below.

**Table 4.9 Shows the Influence of TV Watching on Homework Completion**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	63	81.8
No	14	18.2
Total	77	100

Table 4.9 above shows that a significant number of parents 63(81.8%) expressed that TV viewing affects the children's attention and concentration span to enable them complete school homework. The findings also resonate with the study by Simcose & Samaha, (2007) affirmed that. watching and/or listening to television and radio and doing homework at the same time affect the children's attention and concentration span. In another study conducted by Cool, Yarbrough, Patton, and Runde (1994), children were given a specific amount of time to finish a set of questions and at the same time exposed to television, radio or relative silence.

According to the study, participants answered considerably fewer questions in the allotted time when they were exposed to television as opposed to the radio or relative silence. The study also discovered that, when participants were exposed to all three situations sequentially (TV, radio, and relative silence) over the course of the allotted time, those who first saw the TV responded less to questions than those who first heard the radio or were in relative silence (Cool et al., 1994). Similar results were also found by Goldenstein's (2005) capacity theory, which proposes that when the brain is subjected to two distinct tasks that both call for focused attention, such as watching television and finishing homework, attention will typically be divided and performance in one or both of the tasks will be reduced.

In a study by Aker et al. (2009) that sought to establish the relationship between TV watching and mobile phone usage and academic performance. They found that, there was a negative correlation between students' academic performance and their use of mobile phones and TV viewing. The study, however, indicated that, despite having the potential to be an effective learning tool, TV watching and mobile phones often have a negative effect on student grades because they divert students from concentrating in the learning process, devoting time for personal studies and working on school assignments.

To further establish the influence of TV watching on homework completion, the study sought to find out from parents the TV programmes children preferred to watch at home which mostly would occupy their time and are likely to distract them from homework completion. The findings were presented in the Table 4.10 below.

**Table 4.10 Shows children Preferred TV Programmes from parents Viewpoint**

<b>TV programmes</b>	<b>Frequency</b>	<b>Percentage</b>
Cartoons(Dysney, Jim Jam. Akili Kids etc)	71	91
Movies (jackchan, karateboy etc)	42	53.8
Drama (Vioja mahakamani, Thapki, Papashirandula)	62	79.5
Football and Athletics	34	43.5
Wrestling	47	60.2
Dances and Music	68	87.1
Wild animal Shows	42	53.8

Table 4.10 shows the findings on the parents' views on the TV programs children preferred viewing. The findings established that, a good number of parents 71(90.1%) rated cartoon programmes as the most preferred programmes by their children. This could be that children love watching cartoons because of their

figurative and dramatic nature and enjoyable and easy to follow. A number of parents, 62(79.5%) and 68(87.1%) respectively indicated that Drama, dances and music programmes respectively were fairly popular and preferred by children may be because of the power of portrayed role-play by the actors.

The study sought to find out the TV programs lower primary school children preferred watching mos. From their own perspective. The results were as shown in the Table 4.11 below.

**Table 4.11 Shows TV Programmes the Children Enjoyed Watching**

TV Programmes	Frequency	Percentage
Cartoons(Dysney, Jim Jam. Akili Kids etc)	117	86.1
Movies (jackchan, karateboy etc)	42	30.8
Drama (Vioja mahakamani, Thapki, Papa Shirandula)	84	61.7
Football and Athletics	34	0.25
Swimming	27	0.20
Comedy	34	0.25
Wrestling	67	49.2
Dances and Music	98	72.1
Wild animal Shows	78	74.3

As shown in the Table 4.11 above, children were asked to indicate the type of TV programs they enjoyed and frequently watched while at home. The study established that majority 117 (86.0%) of the learners had access to TVs at home. According to table 4.12 above, 98(72.1%) of the children preferred dance and music programmes, whereas an overwhelming number 117 (86.1%) loved watching cartoons. A significant number, 78 (74.3%) indicated that they watch wild animals shows while 84(61.7%) preferred drama progams like “Machachari”, “Thapki” and Papa Sirindula, and “Nyar Kochia” appeared to be popular with children.

The results show that, many children do not enjoy watching comedy 34(0.25%), swimming 27(0,20%) and sporting programs 34 (0.25%). The findings implied that 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 and attracted to. These programmes are known to be highly watched by children because they have a strong consuming power for watching.

The findings on the preference of children on TV programmes as indicated in Table 4.11 appear to agree with other studies (Chambers et al, 2007; Barlett, 2012) that have a particular role within children of five to nine years in television viewing. According to them cartoons are stimulating (action, color and music), entertaining (full of humor) attractive and relaxing. This is because cartoons narrated innocent stories full of attractive and capturing out-of-the-world emotions, drama and facts. The extraordinary energy and power of the main cartoon character made them favorites among children.

The findings also established that, children preference for dance and music could be linked to their love for play. When children observed other children dancing and singing in television programmes, they became excited, active, lively and full of laughter. They imitated the characters in those programmes and felt part of them. These results support a study by Rodman (2006) that found TV to be the most effective medium for conveying drama and movies that appeal to both young and old audiences. The findings imply that, children love to watch their preferred programmes which have the potentiality to occupy their time and this means that the time and duration children spend watching their preferred programmes can greatly influence how much time they use for studies and completing homework assignments.

#### 4.6 Strategies Parents Employ to Regulate TV Watching.

The third objective sought to establish the strategies parents employ to regulate TV viewing at home. Parents were asked to indicate from the checklist as many strategies they use to control children TV watching. The findings were presented in Table 4.12 below:

**Table 4.12 Strategies Parents use to Regulate TV Watching**

<b>Control Strategy</b>	<b>Frequency</b>	<b>Percentage</b>
Have Control over TV Watching	68	88.3
No control measure on Children TV watching	9	11.7
Watch after completion of Homework	58	74.4
Watch specific programs guided by parents	58	74.4
No TV watching at all	16	20.8
Watch TV on specified times each day	58	74.4
Watching TV only with parents	32	41.6
Watch only on holidays and week-ends	24	36.4
Lock TV sets in Cabinets while away from home	36	46.8

The parents were asked to state the strategies they use to regulate TV viewing by children at home. The findings in Table 4.12 above indicates that, 68(88.3%) of the parents regulated children's TV watching. 58(74.4%) of the parents allowed TV watching at specified times in a day, watching specified programs guided by parents and watching TV only after the completion of homework. The results further indicated that 24(36.4%) of the parents allowed their children to watch TV only on weekends and holidays. A good number of parents 36(46.8%) regulated TV viewing by locking their TV sets in cabinets whenever they were away from home to deny children access to TV

watching. Only a small number of parents, 9(11.7%) did not allow their children to watch TV at all.

The results of a study by Jago, Wood and Zahra (2015), in which parents described a variety of screen-time management tactics, were consistent with earlier findings where parents used strategies such scheduling specific times during the day for screen time, avoiding eating meals in front of the TV, and doing homework before screen time. In order to avoid or reduce conflict, parents also mentioned using a variety of prepared and tried-and-true negotiation and communication techniques. Setting screen-viewing limits in relation to particular events, collaborative rule setting, monitoring that involves mothers, fathers and the child, developing a family-specific set of alternative activities to screen viewing, and fostering a child's ability to self-monitor their own screen viewing were all potential strategies that could help reduce screen time and create more time for school assignment and household chores. A father succinctly expressed this viewpoint as follows:

*“The understanding of the context within which screen viewing is occurring is critical in facilitating strategies to minimize screen time. It is important for us as parents to know when to intervene and place TV watching control measures, and when not to challenge screen time. This was critical particularly during non-school days such as weekends and school holidays.”*

In response to the impact of TV viewing for children, parents expressed that TV can both generate favorable and unfavorable outcomes for children. In this regard, a parent expressed the idea as follows:

*“Television has the potential to generate both positive and negative effects, and many studies have looked at the impact of television on society, particularly on children and*

*adolescents. I have seen that television viewing frequently limits my children's time for vital activities such as playing, and reading".*

Norma, Murray and Wartella (2007) findings supported this parental belief about limiting TV viewing. In their study, they found that when kids spend a significant amount of time watching television, it significantly influences their activities. The choosing of television shows, the development of television habits and the effects of television on children are all matters that fall under the purview of parents and other caregivers. The researchers argued that youngsters who watch too much television would stop engaging in other healthful activities. They also have a very difficult time comprehending the fundamental distinction between work and leisure.

Despite the potential advantages of technology, previous studies indicate that spending too much time in front of a screen might have a number of detrimental effects on children. According to a study by Patterson (2008), TV watching at an early age by children can lead to attention issues that may subsequently affect their academic achievement in school. Parental and societal concerns have been raised by the complexity of research on children who spend too much time using screens, including television, computers, and video game consoles.

A study by Nicken & Jansz (2006) asserted that, parents should make firm decisions on what kids should watch according to age and personality. The study suggested that parents need have specific rules stipulating scheduled times for children to watch TV and when to do required activities. The rules guiding times for taking meals and for doing homework must be adhered to by children even in the absence of the parents. The study further suggests that, parents should be the best role models for their children in terms of time management, switching off TV to do important tasks in

the house; and engaging children in household chores. They should help children understand the value of homework over watching TV. In an interview schedule, a parent participant noted that:

*Homework helps school children develop the good study habits and do better in school. However, my children are addicted to TV programmes which affect their homework completion and I have had to discuss this problem of unfinished homework a lot with the teachers. My efforts to have a regular time to do homework to help children finish assignments has been a struggle.*

The findings indicate that parents employ various approaches to deal with children TV watching at home. It has emerged from the study that, most parents put strict control of the use of TV which others try to regulate the time and duration of their children watching TV. Other parents indicated that they have rules guiding their children activities at home including TV watching which must be observed.

#### **4.7 Teachers Views on the Influence of TV Watching on Homework Completion**

The study sought to find out from the teachers whether TV watching can influence the completion of school homework. The findings were discussed from emerging theme:

##### **Theme one: Watching TV influence Homework completion**

In an interview schedule, all the teachers' respondents indicated that watching TV has the potentiality to affect homework completion. The class teachers explained that several children in their classes admit watching TV most of the time because the parents are not home most of the time. The children explain that, TV keep them busy.

On the demerits of viewing TV by the children, the teachers indicated that, the extent that children watch TV can hinder them from doing homework. TV watching can

negatively affect the children's behaviour and conduct in school interfering with their smooth learning. In response to the findings a teacher had this to say:

*“I have observed that children who say they have long hours of watching TV, appear tired in class, loose concentration span in class learning and become inactive in many other class activities.”*

The findings from an interview with teachers revealed that, TV viewing at home has the effects of not only hindering completion of homework but also lowering the quality of homework done by the children. In addition, the teachers revealed that, when children watch their preferred TV programmes they show lack of interest in homework especially when they are under pressure from the teachers and parents. In reaction, a teacher expressed concern that:

*“TV watching is beneficial to many children in my opinion. I think that children who watch TV can acquire and improve on language skills, learn and gather useful knowledge and ideas. However, it is important to take care of the type of TV program children watch. The parents need to know the content and control the length of time children watch TV. I can say also that other variables involved in homework completion apart from TV watching to take note of may include parental support and the influence of peers.*

According to a research by Keys et. al., (1995), most teachers place a high value on homework since they regularly assign, collect, and mark it. Teachers agree that, while providing assignment answers to the class as a whole might be useful, persuading students to do their homework can be challenging. The evidence suggests that any combination of homework-related consequences, rewards, or punishments can increase completion rates, though teachers may face moral dilemmas about punishing non-

completion of homework depending on the situation, such as difficulties at home, a lack of resources, or a misunderstanding of the expectations. According to MacBeath and Turner (1990), a number of variables, such as motivation, mood, well-being, family circumstances, the weather, and the amount and quality of schoolwork given, were significant. Those who enjoy school are more likely to value homework and devote more time to it than those who do not.

### **Theme 2: Hindrance to Homework Completion.**

The researcher sought to find out from teachers whether they discuss the problems that hinder them from homework completion. An interview with the teachers affirmed that, their discussion, apart from being involved in home chores, the problem of TV viewing emerged as a strong factor. The children indicated that, they spend more time watching TV than doing other activities in the home. In one accord, the teachers agreed that while TV watching has positive sides, it has been known to distract children's attention from their studies including homework completion.

One teacher explained that,

*“during group play and storytelling lessons, children display behaviours and actions that are similar to those of major characters of cartoon programs. This means that children have access and are exposed to TV program. I think that It is during this times that parents have an opportunity to find out the programs that interest children most, their TV viewing patterns and discuss the importance and effects of watching TV with them”*

Another further lamented that,

*“some of the children want act and speak as is if they are ‘Thapki’. This is an Indian TV movie character shown daily in Ramogi TV Channel between 8 -9 pm or want to try*

*on their school mates some aggressive behaviours learnt from wrestling programmes watched on TV.”*

On a positive note, another teacher observed that:

*“some children are positively influenced by some dances and music which they are able to copy and display during class lessons. The children display their gifts by singing and dancing exactly like the TV celebrities. This has the capacity to capture their mind and make them addicted to TV watching.*

The results of a research by Zimmerman et. al., (2004) found many youngsters today having access to 3 or more hours of television per day thus spending as much time watching television in an average year as they do receiving classroom education corroborated the instructors' opinion. Given that television viewing time is inversely related to reading time and reading comprehension, it follows that most youngsters spend more time watching television than reading (Zimmerman et al., 2004).

These results are alarming because previous studies have found a link between excessive exposure to entertainment and general audience programming throughout youth and subpar academic performance as well as attention and cognitive functioning problems (Milne et al. 2005). Although watching educational programs may have good effects, most kids watch entertainment and general audience programming for more than 90% of their television time. The results of this study are in line with the theory that watching a lot of television during childhood and adolescence may increase the risk of attention problems, thus, developing lower levels of reading and homework completion, disinterest in school, poor grades, academic failure, and failure to complete postsecondary education. Additionally, it has been linked to issues with attention, failure to finish homework, and negative attitudes toward school, all of which may be

significant mediators in the link between heavy teen TV use and eventual academic failure (Shin et al., 2004).

### **Theme three: Strategies for parents to regulate TV watching**

The study sought to find out from teachers their views on the strategies parents use to regulate TV watching and its effects on homework completion. The findings indicated that the majority of the teachers interviewed indicated that they have a role to sensitize the parents on dangers and blessings of children watching TV and educate the parents on the importance of homework as a measure of academic performance.

When the questions were posed to the teachers on how TV viewing has impacted children and parents' role, they gave varied responses. They cited widespread use of TV in households, they raised concerns on likely impact on the social behaviour which all increased children crave for uncontrolled TV viewing.

One of the teachers notes as follows:

*“Penetration of television in homes without parental control is a great concern. Although television watching has some good number of positive effects on academic performance and social behavior to school children the necessity of TV in Homes, entertainment and social places has now exposed children to uncontrolled television watching habits that can interfere with their academic performance.*

In response to the question on whether there is a need for teachers and parents to agree on how to regulate children TV and maximize homework completion, the teachers also observed the need for frequent parents-teachers' meetings to address academic distractors like unregulated TV viewing and programmes. In other words, the teachers advocated for the collective effort of teachers and parents in guiding children to enhance their homework completion.

In support of the above, a teacher suggested as follows:

*“there is need for frequent teacher-parent meetings to find working ways, among many other academic issues, on TV watching and academic performance. The parents must be vigilant in their busy schedules to control the time and duration children watch TV for the longer a child watch TV, the more the chances are that they are getting addicted to TV viewing or to the program of interest. The meetings are necessary to help parents find ways of encouraging their children to watch education programmes worth in content, message and value”.*

With respect to strategies employed to regulate TV viewing by children at home, the teachers noted that this is a trend that can be complex and difficult. This is because many parents are today engaged in work and business activities outside the home and sometimes get home late into the night. However, the teachers noted that the parents can set objective rules and an appropriate timetable for the children in terms of TV watching

A teacher had this suggestion to parents:

*“There is need for parents to get involved in the child homework activities. This to me would require that the parent and the child work out a homework schedule, take time to discuss how much TV and specific programs of value to watch.*

The teacher participant further explained:

*“television can be a learning tool when used appropriately to relate to what the child is learning on the timetable in school. It is important for the parents if possible to watch shows with the child, discuss with them and encourage follow-up activities such as reading. Likewise, parents must limit the amount of time a child spends watching TV or using other gadgets for playing video games. As with TV programs, parents must be*

*aware of the games a child likes to play, discuss the choices with the child and make TV viewing a family activity to provide ample time for doing homework.*

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research. The purpose of this study was to investigate the influence of TV viewing on Homework completion of Lower Primary School Children.

#### **5.2 Summary of the Findings**

The purpose of this study was to investigate the influence of children TV viewing on completion of school homework among lower primary school children. The study covered the extent to which children watch TV at home; the influence of TV viewing on the completion of school homework and the strategies parents used to regulate children television viewing at home.

##### **5.2.1 The Extent of Children TV Watching at Home**

The first objective of this study was to establish the extent to which children watch TV at home. It was established that majority (97.4%) of the learners got access to TVs at home while only 0.05% did not have access to TV. With access to TV and in the absence of any control, children were likely to spend as much time as they want watching TV. This is likely to affect homework completion.

The study indicates that, (82.4%) of the children spent between 1-2 hours watching TV in a day, while only (17.6%) watched TV between 3-4 hours a day. This implied that, most of the learners were not restricted in watching TV. Therefore, they were likely to be influenced by the TV programmes at the expense of doing homework. A large number of children, (91%) watched cartoons such as dysney and Akili Kids, while a

significant number (62%) of them watched drama programme like “Machachari”, and “Vioja Mahakamani”. It was also revealed that 66.2% of the children watched “wrestling” whereas 53.8% of them watched programmes that featured “animals” while at home. This implied that, most of the learners watched programs which were action oriented and which have the potential to captivate the child’s maximum attention. This means that without any parental control, the children can spend a lot of time watching these action oriented programmes and fail to complete their homework.

### **5.2.2 The Influence of Children TV Watching on Homework Completion**

The second objective of the study was to establish the influence of TV watching on homework completion. A significant number of respondents, 81.8% of the parents expressed concern that children TV viewing affected their span of concentration and has the effect of making children fail to complete their homework. This agrees with the findings by Hanson (2017) that children who watch TV for longer time than normal are at risk of missing out on various opportunities and activities. Television can distract kids from important tasks, interfere with homework time, and hurt school performance. This means children are likely to lose valuable time that can be spent on productive tasks such as working on homework among other things.

### **5.2.3 The Strategies Parent Employ to Regulate TV Watching**

The third objective of this study was to establish the strategies parents employ to regulate children, TV watching. The most efficient way of managing TV’s influence on children is parental mediation and regulation. The study findings indicated that, (88.3%) of the parents opined that they had complete control over how their children watch TV; (74.4%) said children can only watch TV after the completion of homework while a similar percentage mentioned that, their children watch TV on specified times each day. Other strategies parents employ to regulate TV watching included: watching

TV together with parents (41.6%); watching TV only during holidays (36.4%); no TV watching at all (20.8%); locking TV set in the cabinet while away (46.8%). Only (11.7%) of the respondents indicated that, they have no measure at all for regulating children TV watching while at home.

### **5.3 Conclusion**

The study sought to determine the relationship between watching Television and homework completion among Lower Primary school going children. Based on the major findings regarding pupils' television watching hours and homework completion, the study concluded that, TV watching has a negative effect on homework completion. The findings indicated that, a significant majority of parents and teachers affirmed that children TV watching affect their homework completion.

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 and this affected their homework completion. Finally, the study concluded that although parents employ a wide range of regulatory measures to control Children TV watching at home, the level of supervision, regulation and control was not effective. As a result, children TV watching at home affected their children's homework completion.

### **5.4 Recommendations**

Based on the findings of the study the following recommendations were made for the different stakeholders.

#### **5.4.1 School Management and MOE**

The school management should develop a policy document for teachers to enhance the monitoring of children homework completion. The school management should

organize regular teacher and parents' meetings to enhance collaborative working relationship on how to deal with children's TV watching to ensure effective homework management. The teachers and parents should develop a method of communication between home and school to ensure children complete homework as required.

#### **5.4.2 Parents and Teachers**

The study recommended that parents and teachers should be sensitized on the importance of regulation of the time spent on television watching. Parents should be enlightened on the importance of giving proper parental guidance on the impacts of excessive television viewing. The study further recommended that, intensive parental control, supervision or "co-viewing" strategies should be adopted by parents. The parents should monitor and regulate TV viewing routines and duration of watching. Teachers in school should introduce some types of programs and TV channels to families which are appropriate for students.

#### **5.5 Recommendations for Further Research**

First, future research can be done on the influence of using TV programmes as a source of homework for children. Screen media can expose children to animals, objects, people, landscapes, activities, and places that they cannot experience in person or see in their real-life experiences through images, stories, and sounds.

Secondly, further study should explore the influence of Children TV watching on homework completion among the upper classes both in the urban and rural set ups. This is based on the fact that, many children today have the opportunity to spend 3 or more hours per day watching television in an average year which is equivalent to the time they spend receiving classroom instructions.

Thirdly, there is need for further research to establish the challenges facing parents and teachers in dealing with and regulating children who spend a lot of time watching TV at the expense of homework completion.

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## **ANNEXURES**

### **APPENDIX 1: RESPONDENT CONSENT**

Dear Respondent,

I am a Kenyatta University student, School of Education pursuing Masters' Degree in Education, Early Childhood Education (ECE). Currently, I am carrying out research on the influence of television viewing on completion of school homework amongst grade 1-3 pupils in Nyakach Sub-county, Kisumu County.

This study aims at understanding what influence television viewing has on children's completion of school homework. In this regard, I request for your support by kindly filling the questionnaire for data collection. The information collected shall be utilized for only academic related purposes thus shall be handled and used confidentially.

Thank you.

Yours faithfully

Owaga Caren Adhiambo

## APPENDIX II: Parents Research Questionnaire

Kindly answer the questions by putting a tick in the appropriate box or by writing in the space provided.

### SECTION 1: PERSONAL INFORMATION

1. Indicate your Gender            Male  Female

2. Indicate your Age

Between 25-35                   

Between 36-45                   

Above 46 - 50                   

3. Indicate your highest level of education:

Primary Level  Secondary Level  Tertiary Level

University

4. Work Experience

Less than 2yrs                    {  }

2-7 yrs.                            {  }

8-13 yrs.                          {  }

13 yrs and Above                {  }

5. Do you have television at home: YES  NO

Indicate how many.....

6. Do you have TV sets dedicated for children to use to avoid family clash for programs?

YES  NO

If yes explain.....

7. Apart from television, which other electronic gadgets do you have at home that children use that could distract their completion of homework

Tablet  Phone  Computer

Others, specify.....

8. How do you rate the extent to which children view television at home on completion of school homework?

Very High  High  Fair  Low

Please explain

.....  
.....

9. Does television viewing by children affect homework completion on time?

YES [ ] NO [ ]

Explain.....

.....  
.....

10. Do other electronic media affect children's completion of school homework?

Explain.....

11. Do you regulate children's television viewing at home? YES [ ] NO [ ]

If yes, explain strategies you use.....

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX III: Teachers Key Informant Interview (KII) Guide**

1. Indicate your gender                      Male [    ]                      Female [    ]
  
2. Indicate your professional qualification  
Certificate in Teacher Education [    ]    Diploma in Teacher Education [    ]  
Degree in Teacher Education [    ]
  
3. Do your children in school show indication of watching TV at home. If yes explain.
  
4. Do you think TV viewing in any way influence children homework completion? If yes, explain
  
4. Do you as teachers discuss with children the effects of TV viewing on their homework completion? If yes explain.....
  
5. Do you have opportunity to talk to parents about the effects of TV watching on                      Homework.                      If                      yes explain.....
  
6. What measures would you suggest to parents on controlling TV watching at home to enhance homework completion?

**THANK YOU FOR YOUR COOPERATION**

#### APPENDIX IV: Questionnaire For Pre-School Children

The following questionnaire will be administered to Lower Primary School Children to find out their views on TV watching.

1. Are you a boy or a girl.....

2. Do you have TV at home? YES NO

How many TV do you have .....

3. Do you like to watch TV at home? YES NO

4. Indicate by tick the TV programmes you most enjoy watching at home?

Music [ ] Cartoons [ ] Drama [ ] Comedy [ ]

Education [ ]

Give your suggestions.....

5. At What time do watch TV at home?

Morning [ ] Daytime [ ] Evenings [ ] Weekends [ ] Holidays [ ]

Any other .....

6. How long do you watch T.V?

1-2 hours [ ] 2-3 hours [ ] 3-4 hours [ ] Over 4 hours [ ]

7. Are parents trying to control your TV watching? YES [ ] NO [ ]

7. Apart from TV, what other electronic gadgets do you use at home

Tablets [ ] Mobile Phone [ ] Computer [ ] Smartphone [ ]

Any other .....



## APPENDIX VI: Research Approval Letter



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 9<sup>th</sup> February, 2023

TO: Owaga Caren Adhiambo  
C/o Early Childhood Studies &  
Special Needs Education Dept.

REF: E55/OL/KSM/26737/2014

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 24<sup>th</sup> November, 2022 entitled "Children's Television Viewing and It's Influence on Completion of School Homework among Lower Primary School Pupils in Kisumu 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 Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ELIJAH MUTUA  
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Early Childhood Studies & Special Needs Education

Supervisors:

1. Dr. Yattani Buna  
C/o Department of Early Childhood Studies &  
Special Needs Education  
Kenyatta University

EM/inn

**APPENDIX VII: NACOSTI**

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **539551** Date of Issue: **02/March/2023**

**RESEARCH LICENSE**



**This is to Certify that Ms. CAREN ADHIAMBO ADHIAMBO of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: CHILDREN'S TELEVISION USE AND IT'S INFLUENCE ON COMPLETION OF SCHOOL HOMEWORK IN, KISUMU COUNTY, KENYA for the period ending : 02/March/2024.**

License No: **NACOSTI/P/23/24101**

**539551**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
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9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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