

**THE ROLE OF ENTERTAINMENT TELEVISION PROGRAMMES IN
SHAPING SOCIAL BEHAVIOUR OF CHILDREN: A CASE OF
KINONDNONI MUNICIPALITY IN DAR ES SALAAM REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE AWARD OF THE MASTERS DEGREE IN
SOCIAL WORK OF THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: The Role of Entertainment Television in Shaping Social Behaviour of Children. A case of Kinondoni Municipality in Dar Es Salaam Region, Tanzania in fulfillment of the requirements for the degree of Master of Social Work, Open University of Tanzania.

.....

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Date

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DECLARATION

I, **Nancy Mtandika**, declare that this dissertation is my own original work and that it has not been presented and will not be presented by any other person at the Open University of Tanzania for a similar or any other degree award.

.....

Signature

.....

Date

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ABSTRACT

Television as an electronic medium of communication has evolved into a potent force to be reckoned with in the transmission of social values and norms in a civilised society. It has not only become a part of everyday life, but serves as a veritable source of information, education and entertainment by the reason of its dramatic and demonstrative powers. It was observed that teenagers fall into the category of media audience that spends a lot of time watching TV. Therefore, it plays an important role in structuring their lives in some shape and form also leading to the likelihood of forming false ideals. The study sought to find out the frequency of teenagers' exposure to entertainment TV; the kinds of entertainment programmes they watch; what they pay attention to in the programmes they watch; and how the entertainment programmes shape their world view concerning social behaviour in their environment. The results of the study showed that children frequently watched entertainment TV as represented by 92.5% of them who indicated so. It was also evident that there was a significant relationship between children's frequency of exposure to entertainment television and programmes, and its role in shaping their social behaviour. It was also noted that the influence of the programmes on the children could be negative or positive depending on the individual child and the kind of programme he or she is exposed to. The study recommends that television entertainment programme developers and broadcasters should develop, produce and broadcast entertainment programmes with high positive values, while the negative social values should be de-emphasized.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem.....	3
1.3 General Objectives	4
1.4 Specific Objectives.....	4
1.5 Research Questions	5
1.6 Significance of the Study	5
CHAPTER TWO	6
2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK	6
2.1 Introduction	6
2.2 Empirical Review.....	6
2.2.1 Studies in America and Europe.....	7

2.2.2	Studies in Africa.....	9
2.3	Theoretical Framework	10
2.3.1	The Social Learning Theory	10
2.3.2	The Modeling Process.....	12
2.3.3	The Cultivation Theory	14
2.4	Knowledge Gap Analysis.....	16
CHAPTER THREE		17
3.0 RESEARCH METHODOLOGY		17
3.1	The Study Area	17
3.2	Research Design.....	18
3.4	Study Population	18
3.5	Sampling Procedure	19
3.5.1	Random Sampling.....	20
3.5.2	Purposive Sampling	20
3.6	Methods of Data Collection	21
3.6.1	Questionnaires.....	21
3.6.2	In Depth Interviews.....	21
3.6.3	Desk Review	22
3.7	Data Processing and Data Analysis	22
3.8	Duration of the Research.....	23
3.9	Ethical Considerations	23
3.10	Limitation of the Study	23
CHAPTER FOUR.....		24
4.0 DATA PRESENTATION AND ANALYSIS		24

4.1	Introduction	24
4.2	Distribution of Respondents According to their Age and Gender	24
4.3	Frequency of Children in Watching Entertainment Television	25
4.4	Types of Entertainment Programmes Children Watch on Television	29
4.5	How Entertainment Programmes of TV Stations Shape Children's World View Concerning Social Behaviour in their Environment.....	32
CHAPTER FIVE.....		36
5.0 CONCLUSION AND RECOMMENDATIONS		36
5.1	Conclusion	36
5.2	Recommendations	36
5.3	Suggestions for Further Studies	39
REFERENCES.....		40
APPENDICES		43

LIST OF TABLES

Table 2.1: The Modeling Process.....	13
Table 3.1: The Distribution of Respondents by Category and Sex in Kinondoni Municipal	20
Table 4.1: Distribution of Children According to their Age Categories.....	25
Table 4.2: Distribution of Respondents that watch Entertainment Television from Alpha High School 2013.....	26
Table 4.3: Distribution of Respondents that Watch Entertainment Programmes More than any other Programmes.....	28
Table 4.4: Distribution of the Kinds of Entertainment Programme Children Watch	30
Table 4.5: Distribution of what Children Pay Attention to in Entertainment Programmes they Watch	30
Table 4.6: Sample of entertainment programmes watched.....	31
Table 4.7: Distribution of Children's Perception on How Entertainment Programmes Shape Social Behaviour in their Environment.....	33
Table 4.8: Distribution of Perception that Entertainment Television Programmes Shape Children's World View Concerning Social Behaviour	34

LIST OF FIGURES

Figure 4.1: Distribution of Respondents Spending a Minimum of an Hour Everyday Watching Entertainment in Television	27
Figure 4.2: Distribution of Respondents that Watch Entertainment Programmes More than any other Programmes.....	29
Figure 4.3: Distribution of Respondents showing how Entertainment Television Programmes Shape Children's Worldview Concerning Social Behaviour	35

LIST OF APPENDICES

Appendix I: Schedule	43
Appendix II: Budget.....	44
Appendix III: Questionnaires	45
Appendix IV: Interview Guide to Parents.....	55
Appendix V: Interview Guide to Teachers and Social Welfare Officers.....	56

LIST OF ABBREVIATIONS

AAP	-	America Association of Pediatrics
CAMY	-	Center on Alcohol and Youth
ESPAD	-	European School Survey Project on Alcohol and Other Drugs
SPSS	-	Statistical Package for Social Sciences
TV	-	Television

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

The mass media, most especially television have gradually become a part of our daily lives, and sources of information, education and entertainment have been described as the primary functions of the media. Lasswell (1948) as cited in Folarin (2005, p.74) assigns three functions to the media: surveillance of the environment (the news function), correlation of the different parts of the environment (the editorial function) and the transmission of the cultural heritage from one generation to the other (the cultural transmission function).

There is no doubt that the impact of the media on young people's lives is broadly considered within what is referred to as "media effects" debate which to a great extent focuses on the potentially negative impact of the media on young people's lives: video violence, gambling, educational performance, mass consumerism, etc (Miles, 2000).

Young people spend more time with the mass media than they do in school or with their parents. The media are full of portrayals that glamorize risky adult behavior such as excessive drinking and sexual promiscuity. Parents and other socialization agents have arguably shirked their responsibilities when it comes to directing youth away from risky forms of behavior; thereby allowing the media a more fundamental influence. (Steele *et al.*, 1995).

In the context of this discourse, many commentators opine that by the age of 18, an individual will have spent more time watching television than any other activity besides sleep (Miles and Anderson, 1999). The amount of media products consumed by young people has drastically expanded in recent years, allowing them to compose their own 'media menu' with their own preferences and likings. The youth itself is undergoing a period of rapid change, likewise the ways in which young people use the media. The advent of cable and satellite television has boosted TV viewing in recent years (Johnsson-Samaragdi, 1994). Osgerby (1998) further points out that the post-modern age brought with it the proliferation of media and information technologies which challenged traditional conceptions of time and space, symbolized most apparently by the global cultural flows and images evident in the programming of entertainment televisions.

With all these 'razz-ma-tazz' on the airwaves, a lot of young people also want to have a feel of what is shown on television, which evidently they cannot afford. This leads them to engage in crimes, prostitution, etc, just to meet up. It is obvious that this fad has already taken hold of the Tanzanian entertainment television industry. Reimer (1995) posits that young people's use of the mass media binds them together more than any social activity (and hence their relationship with social change). Young people could be said to be united through their pursuit of pleasure through the mass media.

With the influx of television stations in urban areas which offer a variety of programs some produced locally and others relayed from western media outlets has led to a

deviation of behavior patterns in children. The upbringing of children has been greatly influenced by the social economic status of the families. Children from high economic status families imitate as far as possible the lifestyles of Europeans of Arabic culture or a combination of both. There has been a great misconception among urban people that African cultures and traditions are constraint to their development (URT, 2011). Hence many children engage in socially unacceptable behaviors such as alcoholism, inappropriate dressing styles and risky sexual behaviors contrary to the cultures and traditions of our societies and nation at large. Hence this study will be focused examining the role of entertainment television programmes in shaping social behaviours of children.

1.2 Statement of the Problem

It cannot be over emphasized that the television media have taken a center stage in our daily activities especially in the 21st Century with the emergence and consolidation of different television stations and service providers (Usaini, 2010).

However, this study wanted to examine the role television, with particular attention to the role entertainment television plays in shaping social behaviour among children. It is evident through previous researches that with ample television stations at their finger tips these young people spend more time watching television. A conservative estimate has being given of an average American child who spends 2.5 hours per day watching television. The young people spend an average of 16-18 hours watching television per week, starting from the age 2 and over half of all 15-16 year olds have seen the majority of the most popular recent R-rated movies (Wakefield, *et al.*, 2003).

Furthermore, from previous researches carried out on the effects of television on children, it has been discovered that most of the programmes teenagers watch are entertainment-related, for instance movies, musical videos, soap operas, etc. The influence of these programmes on children may not be immediate or outrightly effective due to some other variables like family, social group, peer group, etc. Nevertheless, the influence might be insidious and lead the children to building false ideals and negative social behaviour.

The more they expose themselves to entertainment television with reference to the amount of time some of them put into watching entertainment programmes, the greater the chance for them to develop a world view and a perception of reality similar to what they watch over time on entertainment Television. Therefore, this study attempts to examine whether the entertainment television programmes shape to a large extent the social behaviour of children.

1.3 General Objectives

The objective of the study is to examine the role of entertainment television programmes in shaping social behaviours of children.

1.4 Specific Objectives

Specific objectives are:

- (i) To examine how frequent children watch entertainment Television
- (ii) To ascertain the kind of entertainment programmes children watch on Television stations

- (iii) To find out how entertainment programmes of TV stations shape teenagers' world view concerning social behaviour in their environment.

1.5 Research Questions

- (i) How frequent do children watch entertainment Television?
- (ii) What are the kinds of programs children watch on the Television stations?
- (iii) How do entertainment programmes of the TV stations shape teenagers world view concerning social behaviour in their environment?

1.6 Significance of the Study

It has been observed in recent times that the entertainment industry in Tanzania is blossoming especially in its dominance in the contents of the programming of most television stations in Tanzania, especially the major cities like Dar es Salaam. Therefore, this study sought to draw the attention of media practitioners and owners (especially television) to the vital role television plays as an agent of socialization. Having this fact in mind, television media practitioners and owners will be mindful of the kind of entertainment programmes they air, most especially at prime time, knowing fully the vulnerable and gullible nature of children. Also findings of this study will be an added resource to available literature and will be used to promote informed decision-making and policies by the regulating bodies of the broadcasting industry.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Television as an electronic medium has transformed the mass media and its main traditional functions of information, education and entertainment. There is no gainsaying that in the 20th and the 21st centuries, it has become one of the hottest media with its potentials of sight and sound; it has dramatic and demonstrative powers which has made it able to hold its audience spellbound and take them on a 'roller coaster' into its world.

Television has become a part of everyday life which was not so between the 1920s when it was invented and the 1960s when it lost its novelty. It became commercial and there is no doubt that the number of TV stations have greatly increased, so also the number of TV sets available in homes. Reliable statistics have it that more than 95 per cent of households in America own at least one television set and on an average, television is playing about seven hours a day in those households which translates into 2,400 hours per year- the most consuming activity besides sleep (Wilson and Wilson, 2001; Dominick, 2005; Vivian, 2009).

2.2 Empirical Review

The following part focuses on various studies conducted in relation to the role the media plays in shaping the behaviors of children. The behaviours range from violence, risky sexual behaviors and alcohol abuse. The words children and teenagers were used interchangeably in this section and onwards.

2.2.1 Studies in America and Europe

Television, in the average U.S. household, is watched almost five hours a day (Nielson Company, 2009). According to the Television Commission's research survey in 1998, 46% of children have a television in their bedroom and only 43% of parents monitor and prevent their child watching unsuitable programs (ITC, 1998). In a separate survey of English parents in the same year, the investigators showed that most parents believe that television affects the way their children talk (75%), dress, and behave about 60% (McCarraher, 1998).

Television includes a great deal of sexual content, creating the strong potential for observing such effects. A state-of-the-art content analysis in United States of 1,154 programs representative of the content airing between 6 a.m. and 10 p.m. Mountain Standard Time on 10 channels in the 2004–2005 television season found that 70 percent of programs contained sexual content. Among those with such content, there was an average of five scenes with sex in each hour of programming (Kunkel D *et al.*, (2005). Thus, there is great opportunity for television to influence adolescents' developing views about sex. The depiction of women in much pornographic content fosters a perception that women are sexual objects among youth. These perceptions may foster unhealthy sexual behaviors, such as earlier initiation of intercourse, causing children to distance themselves from their personal desires and ignore their anxieties surrounding first intercourse in order to act out a sexual script in which men are sex-driven and women are sex objects to be pursued and Collins L.R *et al.* (2010) A joint statement issued by the American Association of Pediatrics during the Congressional Public Health Summit on July 26th 2000 echoed the magnitude of

depiction of violence in the media and its effects on children's behavior (AAP, 2000). The statement noted "entertainment violence can lead to increases to aggressive attitudes, values and behavior in some children" (AAP, 2000). By viewing such violent content children grow up normalizing such violent behavior hence demonstrate violent acts to others inflicting physical and emotional pain. Violent content can be in music, movies or even news reports.

Exposure to TV violence was positively linked to aggressive behavioral delinquency for both boys and girls. In a longitudinal study by Johnson *et al.* (2002) found that TV exposure at age 14 predicted assault and fighting behavior at age 16 and 22, even after controlling for other risk factors.

It is customary today to witness information or advertisements in the media pertaining to drugs, alcohol, and smoking. Alcohol advertisements are frequently placed during youth-oriented television programs (CAMY, 2005). Statistics suggest that youth are 60 times more likely to see television advertisements promoting alcohol compared to industry funded responsible consumption advertisements and 93 times more likely to see advertisements promoting alcohol than industry advertisements discouraging underage drinking (CAMY, 2003).

Teens that see alcohol use in movies and on television are more likely to start drinking alcohol at a younger age. In Europe, a study from 2007 survey showed that 61 percent of 15-16 year olds had consumed alcohol in the prior month and 43 percent reported binge drinking (ESPAD, 2007). It is evident that an association

exists between alcohol advertising and the onset or initiation of alcohol consumption among youth.

2.2.2 Studies in Africa

Similar studies have been conducted in Africa in order to determine the role television plays in shaping behaviors of children. A study conducted in Nigeria by Suleimanu Usaini on the role of entertainment television in shaping social behaviors of teenagers (Usaini, 2010). The study aimed at finding out the frequency of teenagers' exposure to entertainment TV; the kinds of entertainment programmes they watch; what they pay attention to in the programs they watch; and how the entertainment programmes shape their world view concerning social behavior in their environment (Usaini, 2010).

A dual-research design was employed (survey and focus group discussion). The questionnaire was used to collect data for the survey from a sample size of 339 respondents who were 100 Level undergraduate students of Covenant University, Ota, Ogun State. The focus group discussion made use of the focus group discussion guide and a midget or tape recorder to collect data from 12 participants divided into two equal groups i.e. male and female (Usaini, 2010).

The results of the study showed that teenagers frequently watched entertainment TV as represented by 81.9% of them who indicated so. It was also evident that there was a significant relationship between teenagers' frequency of exposure to entertainment television and programs, and its role in shaping their social behavior. It was also

noted that the influence of the programs on the teenagers could be negative or positive depending on the individual teenager and the kind of program he or she is exposed to (Usaini, 2010).

Also, it was observed that teenagers fall into the category of media audience that spend a lot of time watching TV. Therefore, it plays an important role in structuring their lives in some shape and form also leading to the likelihood of forming false ideals. The study recommended that television entertainment program developers and broadcasters should develop, produce and broadcast entertainment program with high positive values, while the negative social values should be de-emphasized (Usaini, 2010).

2.3 Theoretical Framework

In the course of this study, the ways by which television has influenced the attitudes and behaviour of children will be looked at. This is situated within the context of media effects studies, especially television. Therefore, in a bid to give theoretical backing to the study of how entertainment television shapes teenagers social behaviour, the social learning theory and cultivation theory were critically examined.

2.3.1 The Social Learning Theory

This theory was propounded by Albert Bandura. Bandura has done a great deal of work on social learning throughout his career and is famous for his "Social Learning Theory" which he has recently renamed, "Social Cognitive Theory". Bandura is seen by many as a cognitive psychologist because of his focus on motivational factors and

self-regulatory mechanisms that contribute to a person's behavior, rather than just environmental factors.

One of Bandura's more famous experiments dealing with modeling was his study with Bobo dolls. During the period between 1961-1963 he conducted experiments utilizing an inflatable clown known as a Bobo doll in order to test modeling behaviors in children (Bandura A, 1986). Children were divided into three groups – one of which was exposed to an aggressive adult model, one which was exposed to a passive adult model, and a control group, which was not exposed to an adult model.

Adults in the aggressive group were asked to verbally and physically attack the doll, while those in the passive group were asked to play peacefully. Once the children were given the opportunity to play, results showed that those exposed to the aggressive model were more likely to imitate what they had seen, and to behave aggressively toward the doll. It was found that boys were four times more likely than girls to display physical aggression, but levels of verbal aggression were about the same (Bandura A, 1986). The results of Bandura's studies provided support for the influence of modeling on learning.

Bandura's social-learning theory provides ample evidence that even when children and adults have not actually performed a behavior, they can learn by imitation. (Bandura A., 1986). Bandura identifies 3 main processes involved in learning: direct experience, in direct or vicarious experience from observing others (modeling), and the storing and processing of complex information through cognitive operations (Bandura A, 1986).

2.3.2 The Modeling Process

Modeling refers to the process of observing other people's behaviour and subsequently imitating observed behavior (Dumova, Fiordo and Rendhal, 2008). Modeling can be direct (live) and indirect (television portrayals), or synthesized (combination of both) this is also according Dumova, Fiordo and Rendhal, (2008).

According to social cognitive theory children learn by observing other people's behavior and imitating it (Bandura, 2002). A child learns social skills by consciously or unconsciously modeling parents, teachers, peers and other socializing agents (Dumova, Fiordo and Rendhal, 2008). Bandura has conducted many studies involving observational learning, or modeling. The modeling process is explained in relation to how Television watching influences behaviors of Teenagers (see Table 2.1).

This theory suggests that behaviors are learned and that they are influenced by social context: "Television is seen as an increasingly influential agent of socialization that produces its effects through children's propensity to learn by imitation (Usiaini, 2010). From the discussion, it can be reliably argued that this theory appropriately addresses how entertainment TV helps in shaping the social behaviour of teenagers. This is because as they are exposed to the entertainment programmes, they engage in a form of social learning process through some of the attributes as portrayed on TV.

The social learning theory has a general application to socializing effects of media and the adoption of various models of action as it applies to many everyday matters

such as clothing, appearance, style, eating and drinking, modes of interaction and personal consumption.

Table 2.1: The Modeling Process

Process	Description
Attention	In order for an individual to learn anything, he or she must pay attention to the features of the modeled behavior. Television grabs the attention of a viewer through advertisements and programmes- the more explicit and violent, the better, because it does achieve its goal.
Retention	If an individual is to be influenced by observing behaviors he or she needs to remember the activities that were modeled at one time or another. A TV viewer can watch the most graphic, explicit and or violent acts and experience the thrills, the fear, the strength in the safety of his own room, in his house, before his TV screen. Therefore, a TV viewer interprets these TV experiences according to his cognitive and emotional levels and then stores them in his memory. These memories may remain unused and untapped for years; they may contribute towards shaping future active or passive experiences.
Motivation	To imitate a behavior, the person must have some motivating factor behind it, such as incentives that a person envisions. When a person vicariously learns something that deeply affects him, he will be tempted to try it out for him or herself and see what happens. The question is usually, would he/she experience the same results as the on-screen character? In other words, the person tries out the experience on the basis of what he perceives the outcome to be, rather than what may be the actual outcome.

Source: Perceived Role of Entertainment Television in Shaping Social Behaviors of Teenagers by Usaini S. (May, 2010)

Television is rarely the only source of social learning and its influence depends on other sources such as parents, friends, teachers, etc (McQuail, 2005). Clark (1994) is of the view that it is not the medium that influences learning; instead there are certain attributes of TV that can be modeled by learners and can shape the development of unique “cognitive processes.”

In 1960's Bandura (1969) predicted that further advances in communication technology will lead to a situation where parents, teachers, and other socialization agents would lose their positions as the primary role models for youth to the mass media. In today's information age saturated with electronic media, family church and school are no longer the main source of knowledge about society (Robert, Foehr, and Rideout, 2005).

Television viewing remains a major activity for many young people. An American child between the age of eight to eighteen years of age spends three hours a day in front of a TV screen. (Robert, Foehr, and Rideout, 2005). School age children spend 1,023 hours per year watching TV, and only 900 of those hours at school. (Real Vision, 2004). Thus, Television retains its position as the primary channel for communicating with children and adolescents.

2.3.3 The Cultivation Theory

The Cultivation Theory is chosen to give backing to the social learning theory in this study. In examining the relevance of this theory to the context of the study, the concern is with the volume of exposure to TV content by children and their perception of what constitutes reality and the acceptable forms of social behavior.

The theory was designed by George Gerbner and Larry Gross of the University of Pennsylvania. Cultivation theory was derived from several large-scale projects “concerned with the effects of television programming (particularly violent programming) on the attitudes and behaviours of the American public” (Miller, 2005).

Cultivation theory in its most basic form, then, suggests that exposure to television over time, subtly "cultivates" viewers' perceptions of reality. This cultivation can have an impact even on light viewers of TV, because the impact on heavy viewers has an impact on our entire culture. Gerbner and Gross (1976) state that "television is a medium of the socialization of most people into standardized roles and behaviors. Its function is in a word, *enculturation*".

Cultivation Theory is equally viewed as a top- down, linear, closed communication model regards audiences as passive, presenting ideas to society as a mass with meaning, open to little or no interpretation. The ideas presented to a passive audience are often accepted, therefore influencing large groups into conforming with ideas, meaning that the media exerts a significant influence over audiences. This audience is seen as very vulnerable and easily manipulated (Usaini, 2010). Cultivation Theory looks at media as having a long term passive effect on audiences, which starts off small at first but has a compound effect, an example of this is body image and the bombardment of images (Morgan, 2009).

With every theory, there are strengths and weaknesses. Strength of Gerbner and Gross's Cultivation Theory is that it's immensely useful in the study of the impacts that ideologies representation through television have on public opinion. However,

there are many issues with this theory. Such as it is not falsifiable, it's based mostly on survey methods, the lab experiments for the theory are very short term, pervasiveness of television makes finding a control group nearly impossible, and conceptualizing light and heavy viewers is problematic. All of these factors are important to the theories credibility. In today's media world, I believe the Cultivation Theory still remains a stronghold. The variety of television shows that can be related to this theory is large.

2.4 Knowledge Gap Analysis

Several similar studies have been conducted in attempt to find the link between Television and behavior change in children (teenagers) and they have all concluded that Television has a major role in shaping social behaviors.

Survey research design has been widely used by these researchers in coming up with their findings like CAMY (2003, 2005), ESPAD (2007) as well as Usaini (2010) while Kunkel et al (2005) used content analysis. The disadvantage of using such methods for this particular type of studies is that questions in surveys are always standardized before administering them to the subjects. The researcher is therefore forced to create questions that are general enough to accommodate the general population. However, these general questions may not be as appropriate for all the participants as they should be.

Hence my study used a case study method. Case studies allow a lot of detail to be collected that would not normally be easily obtained by other research designs. The data collected is normally a lot richer and of greater depth than can be found through other experimental designs.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 The Study Area

This study was conducted in Dar es Salaam region. Due to the fact that Dar Es Salaam is a large region Kinondoni Municipality was decisively chosen because it contained characteristics that would be valuable to the study. Some of these characteristics included, a district famously known for its youth engaging in many social misfits behaviours, a district with the high number of youth according to the 2002 census (URT, 2002) and a great number of schools. Other qualities that made the researcher choose Kinondoni was because it is where the researcher resides and works hence it made movement in terms of transportation easier thus reducing costs.

Kinondoni is the northernmost of three districts in Dar es Salaam, Tanzania, the others being Temeke (to the far Southeast) and Ilala (downtown Dar es Salaam). To the east is the Indian Ocean, to the north and west the Pwani Region of Tanzania. The 2002 Tanzanian National Census showed that the population of Kinondoni was 1,083,913. The area of Kinondoni is 531 km² which is the second largest pre-ceded by Temeke with an area of 652 km² and followed by Ilala with an area of 210 km².

The Municipal is administratively divided into five divisions which is further subdivided into 27 wards, 114 streets, 14 villages and 14 hamlets (URT, 2004). Within Kinondoni Municipality one ward out of 27 wards in Kinondoni Municipality was involved in the study. The criteria for choosing this ward included the geographical location, easy accessibility by transport by the researcher. The selected ward was Mikocheni ward.

3.2 Research Design

The Study employed both qualitative and quantitative research approaches. Qualitative research approach is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter (Thomas M.R, 2003). Qualitative research involves the studies used and collection of variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic moments and meanings in people's lives (Denzin and Lincoln, 1994).

Quantitative research uses numbers and statistical methods. It tends to be based on numerical measurements of specific aspects of phenomena; it abstracts from particular instances to seek general description; it seeks measurements and analyses that are easily replicable by other researchers (Glesne and Peshkin, 1992). Questionnaires that contained mixture of questions for calculations of frequencies and percentages from qualitative responses were used. A case study design has been used, under this research design data was collected using point of time without repetition. The design was chosen because of it being economical in terms of time, financial resources; also nature of the research questions and above all removes any element of biasness.

3.4 Study Population

Population can be defined as a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. The population for the study included children aged 13 to 19 in Kinondoni Municipal who are in high

school. The selection of this target group was due to the fact that this group is highly engaged in different types of media usage, it is a group which is contained in that age where they are seeking self identity as well as engaging in many social activities therefore, would likely provide useful information. Second, the family background of the students was also a factor taken into consideration. A larger proportion of the students come from affluent and financially bouyant family backgrounds, where they can afford Pay cable TV which gives them limitless access to a variety of entertainment television stations. Third, they have the necessary exposure and expected capacity to be able to adequately respond to the questions raised in the research instruments. The other groups involved included parents with children, who are in high school, teachers who spend most of the time with these children during the day when they are in school as well as social welfare officers of Kinondoni Municipal.

3.5 Sampling Procedure

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made. In other words, it is a process of obtaining information about an entire population by examining only a part of it (Kothari, 2009). We obtain a sample of the population for many reasons as it is usually not practical and almost never economical. There would also be difficulties measuring whole populations because of the large size of many populations, inaccessibility of some of the populations which may be associated with cost or time or just access, accuracy and sampling-a sample may be more accurate than the whole population.

3.5.1 Random Sampling

This is a type of sampling which gives each possible sample population an opportunity for an equal probability of being picked up and each item in the entire population has an equal chance of being included in the sample (Kothari, 2009). Simple random sampling was used to select a sample size of 60 students. Respondents were obtained by getting 10 students from each class from form one up to form six. The researcher used the lottery technique where numbers one to ten were written on pieces of paper and mixed with other blank pieces of papers. Respondents were asked to pick pieces of paper from a box. The ones who picked papers with numbers on them were given questionnaires to fill in.

3.5.2 Purposive Sampling

This is a type of sampling where samples are selected deliberately by the researcher (Kothari, 2009). This type of sampling was used based on expertise and experience of the respondents in relation to the information needed as far as the problem in the study is concerned.

Table 3.1: The Distribution of Respondents by Category and Sex in Kinondoni Municipal

Category of respondents	Sex		Total
	M	F	
Secondary school aged 13 to 19 years	35	25	60
Parents with high school children	5	5	10
Secondary school teacher	2	3	5
Social welfare officers of Kinondoni Municipal	1	4	5
Total Respondents	43	37	80

Source: Field Data, (2013)

This type of sampling was used on teachers, parents and social welfare officers in Kinondoni municipal. Criterion purposeful sampling was used on parents and teachers. This type of sampling is used to pick respondent who fall under the same criteria (Teddle C *et al.*, 2007). In this case parents with high school children aged between 13 and 19 and teachers who share responsibilities with these parents in raising these children. Stakeholder sampling was used to pick social welfare officers.

3.6 Methods of Data Collection

Different methods were used to collect primary data and secondary data. These included desk review, questionnaires and in-depth interviews.

3.6.1 Questionnaires

These were administered to school children. The choice of a questionnaire was used because it gives greater confidence to the respondents to express themselves freely because of anonymity, due to lack of pressure, questions are factually answered and uniformity is achieved due to standardized questions. It was also a very economical method of collecting data due to the fact that it allowed capturing of large information at a single point of time.

3.6.2 In Depth Interviews

In-depth, qualitative interviews are excellent tools to use in planning and evaluating programs because they use an open-ended, discovery-oriented method, which allowed the interviewer to deeply explore the respondent's feelings and perspectives on a subject. Types of questions used were semi-structured. Semi-structured interviews consist of several key questions that help to define the areas to be

explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. This method of data collection was used on the purposive sample frame i.e. parents, teachers and social welfare officers to gather their expertise knowledge, feelings and thoughts on the subject being studied. In-depth interview enabled the researcher to get a deeper insight into the views purposive sample frame concerning the issue.

3.6.3 Desk Review

The research made use of government policies, regulations and international instruments, books relating to role of media and children behaviour in Tanzania and other selected sample countries, pertinent journal articles, relevant websites, published and unpublished related documents such as Newspapers, Magazines and Conference/Workshop Papers. These sources which assisted in discovering the knowledge gap and what other authors had found out regarding the role of entertainment Television in shaping social behaviour of children. These materials were accessed in the Open University and the University of Dar es Salaam libraries also the United Nations Children`s Fund, country office library was visited as well as the internet.

3.7 Data Processing and Data Analysis

The data that was collected was analyzed using Qualitative and Quantitative analysis; where by data was analyzed through:

- (i) Tabulation form: This involved arranging the data in concise and logical order i.e. transforming the data into tables and figures.

- (ii) Narrative form: This was done by analyzing the data collected in the form of giving narration.

3.8 Duration of the Research

The whole research took the researcher approximately three month to complete. This includes data collection and data analysis.

3.9 Ethical Considerations

Before undertaking the study the researcher ensured to explain to the subjects the purpose of the study and attain their consent for their participation. No one was forced to participate if they were not willing. Any information or data given on condition of anonymity has been treated as such. The end results of this research will be shared with identified respondents and other stakeholders in the community.

3.10 Limitation of the Study

Due to the nature of occupation of the researcher and respondents, it was difficult to carry out the study due to different schedules especially with students since they had their fixed timetable for their school activities. The researcher was forced to make several trips to the school to administer the questionnaires which was costly and tie consuming. Despite the mentioned problem the respondents were eager to participate in the study hence the researcher was successful in collecting all the necessary data intended for the research.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

A researcher presents research findings by looking on the objectives and the main research questions concerning the role of entertainment television programmes in shaping the social behaviours of children. This chapter is divided into three parts, the first part is focused on the frequency of children in watching entertainment television, the second part is focused on the type of entertainment programmes children watch and the third part is focused on how these entertainment television programmes shape children's world view concerning social behaviour in their environment. The results of the in-depth interview are also used to compliment the discussion. Quantitative data is presented in numeric form and qualitative data will be in narrative form with quotations where applicable.

4.2 Distribution of Respondents According to their Age and Gender

In the preceding chapter of this study, it was identified that the sample size for the study is 80. However this part will focus on the 60 respondents (children) who were the main focus of the study. Copies of the questionnaires were administered to the 60 respondents from Alpha high school in Kinondoni Municipal, Dar es Salaam. The distribution of sex of respondents showed that females were 25 representing 58.3%, while males were 35 representing 41.7%. Table 4.1 below illustrates the distribution of respondents according to their age categories. The other remain 20 respondents comprised of 10 parents, 5 teachers and 5 social welfare officers from Kinondoni Municipal who were subjected to in-depth interviews.

Table 4.1: Distribution of Children According to their Age Categories

Age	Frequency	Percent
13	11	18.3
14	12	20
15	13	21.7
16	4	6.7
17	3	5
18	12	20
19	5	8.3
Total	60	100

Source: Data analyzed from the findings from Alpha High School, (2013)

In terms of age 11 of them representing 18.3% were 13, 12 representing 20% were 14, 13 representing 21.7% were 15, 4 representing 6.7% were 16, 3 representing 5.0% were 17, 12 representing 20% were 18 and 5 representing 8.3% were 19. The respondents were asked if they watched entertainment TV stations. Table 4.2 below summarises their responses. The table also includes their responses on whether they watched entertainment TV regularly and the minimum time they spend watching entertainment programmes on TV.

4.3 Frequency of Children in Watching Entertainment Television

As echoed in the literature review that television watching is the most consuming activity besides sleep (Wilson and Wilson, 2001; Dominick, 2005; Vivian, 2009) the researcher wanted to know the frequency of watching entertainment television. This objective will be addressed drawing from the data presented on Table 4.2, which

shows a distribution of the respondents that watch entertainment television stations. A critical look at the data depicts that on the high side 92.5% of the respondents watch entertainment TV stations, 63.8% watch the stations regularly, while about 45.6% spend a minimum of an hour everyday watching entertainment TV as presented in Figure 4.1.

This can be further, corroborated with the responses of the participants of the in-depth interview. Almost half of the parents interviewed said that as long as there is no interruption in electrical power supply at their house and the children are less busy, they can spend a whole day which is about 24 hours watching entertainment TV.

**Table 4.2: Distribution of Respondents that watch Entertainment Television
from Alpha High School 2013**

Responses	Watch entertainment TV stations	Spend minimum of an hour everyday watching entertainment TV stations	Watch entertainment TV stations regularly
Strongly agree	37.5%	14.3%	12.5%
Agree	62.5%	42.9%	50.0%
Undecided	0.0%	28.6%	37.5%
Disagree	0.0%	14.3%	0.0%
Strongly disagree	0.0%	0.0%	0.0%
Total	100%	100%	100%

Source: Data analyzed from the findings from Alpha High School, (2013)

This is just a few sampled opinions as regards the time spent on not just watching entertainment TV because the least time mentioned was two hours per day. This gives credence in our context to the opinion of Miles and Anderson (1999) that by the age of 18 years an individual will have spent more time watching television than any other activity besides sleep. This debunks the view of Miles (2000) that young people between the ages of 14 and 24 actually form one of the groups who currently spend the least time watching television.

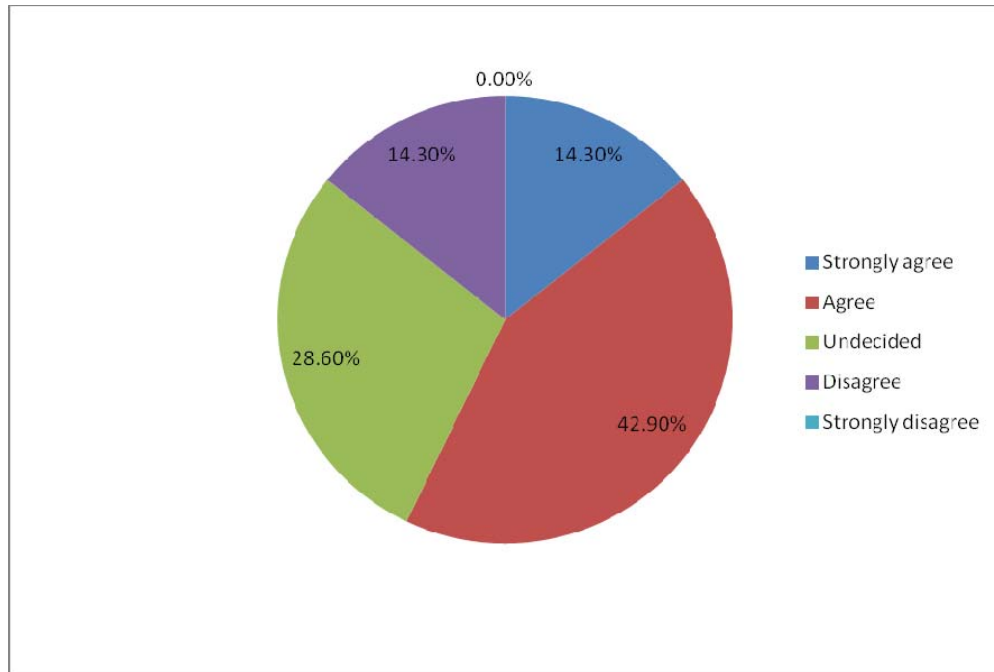


Figure 4.1: Distribution of Respondents Spending a Minimum of an Hour Everyday Watching Entertainment in Television

Source: Data analyzed from the findings from Alpha High School (2013)

From the data presented above it is evident that most children watch entertainment television. The percentage of those strongly agreeing and agreeing to watch entertainment television stations sums up to 100% of all respondents partake in such

activities. In doing so 62.50% strongly agreed and agreed to do it regularly while 57.20% strongly agreed and agreed to spend a minimum of an hour everyday in watching entertainment television station. A pictorial presentation of this is reflected on Figure 4.1. When the respondents were further asked if they watched entertainment programmes more than any programme on TV, Table 4 and Figure 4.1 show their responses.

Table 4.3: Distribution of Respondents that Watch Entertainment Programmes More than any other Programmes

Responses	Watch entertainment programmes more than any other programme
Strongly agree	0.0%
Agree	16.7%
Undecided	33.3%
Disagree	16.7%
Strongly disagree	33.3%
Total	100%

Source: Data analyzed from the findings from Alpha High School, (2013)

The number of respondents from the data presented above shows that 16.70% agreed to watch entertainment programmes more than any other programmes on television stations. However 33.3% of respondents prefer other programmes apart from the entertainment ones. Figure 4.2 gives a pictorial presentation of Table 4.5.

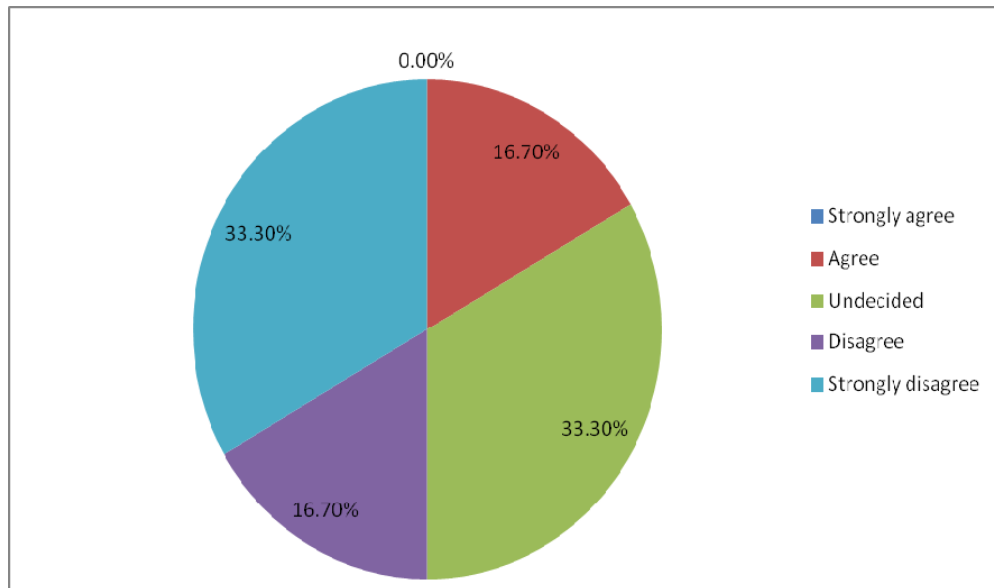


Figure 4.2: Distribution of Respondents that Watch Entertainment Programmes More than any other Programmes

Source: Data analyzed from the findings from Alpha High School, (2013)

4.4 Types of Entertainment Programmes Children Watch on Television

There are different types of entertainment programmes that are shown on the TV stations. However, the programmes were categorized into fashion shows, reality TV shows, music videos, soap operas, entertainment news and movies. Table 4.4 shows a distribution of the respondents that watch each of the genres of entertainment programmes.

On a high scale 85.8% of the respondents indicated that they watch fashion shows, 100%, watch reality TV shows, 83.3% watch music videos, 42.8% watch soap operas, 50% watch entertainment news, while 71.4% watch movies. In terms of preference reality shows are programmes that were preferred by many respondents compared to other entertainment programmes.

Table 4.4: Distribution of the Kinds of Entertainment Programme Children Watch

Responses	Movies	Fashion	Reality Shows	Music Videos	Soap Operas	Entertainment News
Strongly agree	28.5%	42.9%	16.7%	33.3%	28.6%	33.3%
Agree	42.9%	42.9%	83.3%	50.0%	14.2%	16.7%
Undecided	14.3%	0.0%	0.0%	0.0%	28.6%	0.0%
Disagree	14.3%	14.2%	0.0%	0.0%	14.3%	33.3%
Strongly disagree	0.0%	0.0%	0.0%	16.7%	14.3%	16.7%
Total	100%	100%	100%	100%	100%	100%

Source: Data analyzed from the findings from Alpha High School (2013)

Apart from programmes preference it was also very important to know what attracts teenagers to the entertainment programmes and what they pay attention to. The responses are shown on Table 4.6.

Table 4.5: Distribution of what Children Pay Attention to in Entertainment Programmes they Watch

Responses	Celebrities and their Lifestyle	Music Videos with party mood and atmosphere	Violence	Love and Romance	Fashion and Lifestyle
Strongly agree	14.3%	28.6%	0.0%	14.3%	14.3%
Agree	57.1%	57.1%	16.7%	14.3%	71.4%
Undecided	14.3%	0.0%	16.7%	14.3%	14.3%
Disagree	14.3%	14.3%	33.3%	57.1%	0.0%
Strongly disagree	0.0%	0.0%	33.3%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

Source: Data analyzed from the findings from Alpha High School, (2013)

Most respondents weren't attracted programmes depicting violence with a total of 66.6% disagreeing and strongly disagreeing to pay attention to violent entertainment programmes on entertainment television programmes this is against 16.7% who pay attention to violence. Programmes depicting fashion and lifestyle as well as celebrities and their lifestyles had the most high percentage as programmes that attract children to dedicate their attention to with a percentage of 85.7% in total.

Furthermore, the respondents were asked to list out the kinds of entertainment programmes they watch. A sample of the programmes has been grouped according to the genre they belong to in Table 4.6. The 25 programmes that were identified as the most watched amongst the deluge of entertainment programmes listed by the respondents also elucidates the volume of entertainment programmes teenagers watch on the TV stations. The list reflects data on table 4.4 whereby respondents stated that they prefer reality show programmes more than the rest of the programmes on entertainment TV.

Table 4.6: Sample of entertainment programmes watched

Movies	Music	Reality Shows	Kids Programmes	Edutainment & Sports	Comedies
1.Boomerang 2.Bollywood Movies	1.O-Express 2.Top Ten Charts 3. Mchano mtelezo 4. MTV Base	1.Keeping up with the kardashians 2. I shouldn't be alive 3. Teen cribs 4. Chereko 5. Bongo Star Search 6. Serebuka 7. Fear Factor 8. 1000 ways to die	1. Tom&Jerry 2. iCarly 3.Cartoon Network 4.The Simpsons	1.Skonga 2. Supersport 3 3. Olympics	1. How I met your mother 2. My name is Earl 3. Reba 4.Ze-comedy show

Source: Data analyzed from the findings from Alpha High School, (2013)

Some of the participants of the in-depth interview corroborated the data presented in the above table (i.e. Table 4.6) that children do not watch even News telecast on TV as they spend the entire time they watch TV to watch entertainment programmes. According to Jackson Riwa a parent:

“The time they spend watching TV, they don’t go beyond watching movies, music and the rest of it. With the issue of new constitution reigning the media, I asked my children what do they know so far and they just looked at me. That night I made them watch the news.”

4.5 How Entertainment Programmes of TV Stations Shape Children’s World View Concerning Social Behaviour in their Environment

In order to find out how the entertainment programmes shown on the TV stations shape children’s worldview concerning social behaviour, Table 4.7 shows a distribution of the respondent’s responses. It is important to also note that the children indicated that in learning how to interact with their peers, other social institutions also play a role.

Table 4.7 shows the distribution of the different avenues that entertainment programmes shape the teenagers social behaviour in their environment. More elaborations to this objective were given in the in-depth interview with teachers and social welfare officers on how entertainment programmes shape childrens social behaviour. They were asked what social values do children learn from the entertainment programmes they watched. One of the respondents stated:

“There are a lot of music videos where they have sexual encounters. So it has brought to mind for girls a and boys sexual encounters is the only way to prove to a person that you really care for them, without taking note of age

appropriateness and protective measure hence many fall under the under age pregnancy calamity leading to school dropouts and shattered dreams of future.”

In the same vein, some of the participants in the in-depth interview came to a consensus that the influence of entertainment programmes on children’s social behaviour can either be positive or negative depending on the individual child, his/her age, the programme he/she exposes himself or herself to and how he/she allows the content of the programmes to influence him/her.

Table 4.7: Distribution of Children's Perception on How Entertainment Programmes Shape Social Behaviour in their Environment

Responses	I learn from other social institutions	Entertainment programmes keep me informed on happenings in my environment	I learn how to use English words and other languages from entertainment TV
Strongly agree	28.6%	0.0%	28.6%
Agree	14.2%	71.4%	57.1%
Undecided	28.6%	14.3%	14.3%
Disagree	28.6%	14.3%	0.0%
Strongly disagree	0.0%	0.0%	0.0%
Total	100%	100%	100%

Source: Data analyzed from the findings from Alpha High School, (2013)

From the data presented above a total of 42.8% of respondents still view other social institutions such as family and school as their main teacher of social behavior and don’t rely on entertainment television only. Apart from that some just turn to these stations for a mere purpose of being informed of what is going on in ones environment a total 71.4% of respondents stated this fact. However entertainment TV programmes can serve as a tool for learning. A total of 85.7% respondents who

stated that they learn how to use English words and other languages from entertainment TV.

This study, nevertheless sought to find out the perception of children on the role entertainment television plays in shaping their social behaviour. The result is summarized in Table 4.8 and further illustrated in Figure 4.3

Table 4.8: Distribution of Perception that Entertainment Television Programmes Shape Children's World View Concerning Social Behaviour

Responses	Entertainment programmes have negative impact on children's social behaviour	Entertainment TV programmes shape children's world view concerning social behaviour
Strongly agree	28.6%	0.0%
Agree	0.0%	71.4%
Undecided	28.6%	0.0%
Disagree	0.0%	28.6%
Strongly disagree	42.8%	0.0%
Total	100%	100%

Source: Data analyzed from the findings from Alpha High School, (2013)

From Table 10 a total of 26.6% of respondents strongly agree that entertainment programmes have a negative impact on children's social behaviour while 42.8% were in disagreement. When it comes to entertainment programmes shaping their worldviews concerning social behaviour a total of 71.4% believe that they do while 28.6% were in disagreement.

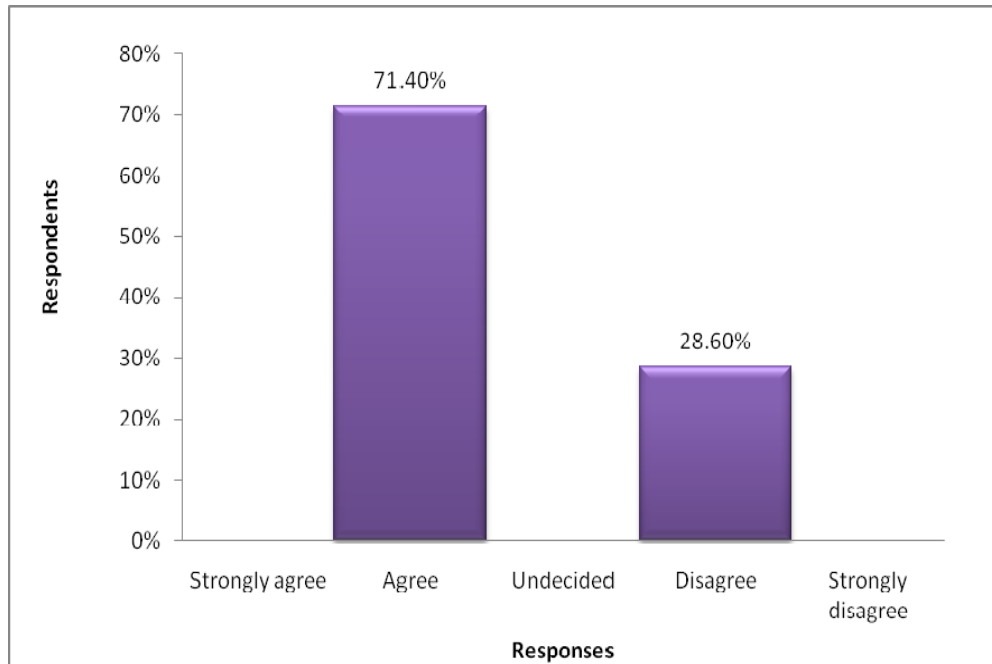


Figure 4.3: Distribution of Respondents showing how Entertainment Television Programmes Shape Children's Worldview Concerning Social Behaviour

Source: Data Analyzed from the Findings at Alpha High School (2013)

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From the data gathered and analysed, it was evident that there was a significant relationship between the children's frequency of exposure to entertainment television and programmes, and its role in shaping their social behaviour. It was also noted that the influence of the programmes on the children could be negative or positive depending on the individual child and the kind of entertainment programmes they are exposed to. Moreover, the children admitted that the programmes shown on entertainment television portray the modern lifestyle, although some of them declined that it was the ideal lifestyle which they will like to emulate, especially the lifestyle of celebrities shown in these programmes.

It is also necessary to point out that it was established in this study that there was heavy exposure to entertainment TV by the children, as they admitted that they spent a minimum of an hour everyday to watch it. Therefore, they learnt some social values from TV such as fashion (this is evident in the way many of them dress), communication and family life.

5.2 Recommendations

From the study it was observed that entertainment TV plays a significant role in shaping the social behaviour of children as a result of the deluge of entertainment programmes they are exposed to. However, the influence of these programmes are

insidious. They cannot be hindered from consuming these programmes, nevertheless, the following recommendations should be taken into consideration in order to minimize its negative influence on the children's social behaviour:

- (i) This study advocate's for responsible entertainment in television programming.

This is on both the side of the television entertainment programme developers and on the side of the broadcasters. People who drink alcohol cannot be hindered from drinking but the breweries have been asked as part of their social responsibility to emphasize in their adverts that people who drink should do it responsibly. Therefore, children cannot be hindered from watching these programmes, even though not all the programmes have negative contents, but the entertainment TV stations as part of their social responsibility must ensure that entertainment programmes with demoralising contents are not shown at prime time. This is vital in a situation whereby the station(s) feels that such programmes must go on air for a certain age or social group and will not be suitable for other age or social groups.

- (ii) Entertainment programmes with high positive social values should be emphasized, while the negative social values should be de-emphasized. It has been noted that in most of the programmes that the children are exposed to, it is the negative values that are mostly portrayed, while the positive values are at the background.

- (iii) The cultural norms theorists' are of the view that through selective presentation and emphasis on certain themes in the media especially

television, the audience get the impression that such themes are clearly defined as part of the cultural norms of the society e.g. use of alcohol, cigarettes, spray of money, sex appeal, etc in some musical videos. As a result of exposure to such presentations, some impressionable members of the society tend to pattern their behaviours after these presentations (Folarin, 2005).

- (iv) The family is one social institution that also plays a vital role in shaping the social behaviour of children. Therefore, parents and guardians should devote adequate time towards educating their children on what they watch on the entertainment television stations. This is because most times they cannot effectively regulate or monitor what their children watch.
- (v) The entertainment TV stations should not sacrifice morality on the altar of profit making. The media is expected as part of its social responsibility to make profit especially in a capitalist context, because this helps the stations take care of running costs. However, in the drive for profit they should be mindful of selling programmes that will do more harm than good to the consumers.
- (vi) The regulatory body, Tanzania Communication Regulatory Authority (TCRA) should be more vigilant so as to ensure that broadcasting standards are not compromised. The TCRA has the statutory responsibility of “regulating and controlling the broadcast industry; promoting Tanzanian indigenous cultures, moral and community life through broadcasting;

regulating ethical standards and technical excellence in public, private and commercial broadcast stations in Tanzania; determining and applying sanctions including revocation of licenses of defaulting stations which do not operate in accordance with the broadcast code and in the public interest.

5.3 Suggestions for Further Studies

The study on the role of entertainment TV in shaping the social behaviour of teenagers is novel, nevertheless inexhaustible. Therefore, the need to identify areas for further studies. It is also vital to note that the suggestions made are based on the findings in this study.

- (i) Role of the family in influencing the effects of entertainment television on teenage social behaviour is another area that should be studied. This because in Africa, especially Tanzania we have close family ties and that might make entertainment television minimally effective in shaping teenagers social behaviour.
- (ii) Children preference for entertainment TV stations/programmes than other types of TV stations/programmes like news, documentary, etc. From the study it was noted that children rarely watch programmes with 'hard' programming and which tend to be mind tasking, rather they prefer programmes that are less mind tasking.
- (iii) Also musical videos especially with explicit contents and its effects on children pattern of social and sexual behaviour should be explored.

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APPENDICES

Appendix I: Schedule

	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT
Research Proposal development								
Research proposal Presentation								
Data Collection								
Data Analysis								
Report Writing								
Research Presentation and defending								
Submission of the Reports								

Appendix II: Budget

S/N	ITEM	AMOUNT IN (TSH)
1.	PROPOSAL PREPARATION	
	-Printing papers: 5 reams @ 10,000	50,000.00
	-Photocopy 7 copies, 30 pages @ 50	10,500.00
	-Binding 7 copies @ 2000	14,000.00
2.	EQUIPMENT	
	-Laptop (Dell): 1 @ 600,000	600, 000.00
	-Modem airtime for 6 months @ 15,000 each month	90,000.00
3.	FIELD DATA COLLECTION	
	-Questionnaires Printing and Photocopy	30,000.00
	-Transport allowance	100,000.00
	-Communication Allowance	60,000.00
4.	DATA ANALYSIS AND REPORT WRITING	
	- Expense for data analysis	200,000.00
	-Expenses for reporting writing	1,500,000.00
	TOTAL	2,654,500.00

Appendix III: Questionnaires

QUESTIONNAIRES/OPINIONNAIRES/INTERVIEW GUIDE TO THE CHILDREN

Researchers' personal and/or Organizational Details

Researchers' Names: *Nancy Mtandika

Research Theme: *The Role of Entertainment Programmes in shaping social behaviours of children: A Case of Kinondoni Municipal, Dar es salaam .*

Institution: *Open University of Tanzania (OUT).*

Respondent's personal and/or Organizational Details

Name : _____(optional) Sex:

Age:

_____ Education _____

Name of

School: _____

—

Telephone: _____ Fax: _____

Cell phone: _____

E-mail: _____ Date: _____

State whether the information provided herein should be treated confidentially [

] or be treated as open []

Dear Respondent/s

I would like to invite you to participate in this research, which essentially examines the role of entertainment television programmes in shaping social behaviours of children; the study confined itself to Kinondoni Municipality.

I hope that you will enjoy taking part in the research. Should you have any questions or queries about the research please feel free to contact me through my E-mail via nancy.mtandika@gmail.com In any case, could you complete this questionnaire, please return it to any of the forenamed researcher or dispatcher, or alert me in anyhow.

TARGETED GROUPS AND INDIVIDUALS

- Students

GUIDING PRINCIPLES

1. Any information/data given on condition of anonymity or confidentiality will be treated as such.
2. Researcher guarantee to use the information you have supplied for [this] research purposes only.
3. The end results of this research will be shared with identified respondents and other stakeholders in the community.

Note:

***The researcher is a Social Work Masters Degree Student at Open University of Tanzania.**

Section A

Instruction: please tick (√) in the appropriate cell in the table below.

Key:

SA= Strongly Agree

A= Agree

U= Undecided

D= Disagree

SD= Strongly Disagree

		SA	A	U	D	SD
1	I watch entertainment TV stations.					
2	I watch entertainment TV stations regularly.					
3	I spend a minimum of an hour everyday to watch entertainment TV stations.					
4	I don't watch any other TV station besides entertainment TV stations.					
5	I watch entertainment programmes more than any other programme on television.					
6	I am addicted to entertainment programmes.					
7	I watch movies on entertainment TV stations.					
8	I watch fashion shows on entertainment TV stations.					

9	I watch reality TV shows on entertainment TV stations.					
10	I watch music videos on entertainment TV stations.					
11	I watch soap operas on entertainment TV stations.					
12	I watch entertainment news on entertainment TV stations.					
13	Watching entertainment programmes keep me informed on what is happening in my immediate environment.					
14	The more I watch entertainment on TV the more I learn how to interact with my peers.					
15	I learn how to interact with my peers from other social institutions rather than entertainment TV.					
16	I learn how to use some words in English and other languages from entertainment programmes.					
17	What attracts me to the entertainment programmes is the fashion and lifestyle.					
18	What attracts me to the entertainment programmes is the celebrities and their lifestyle shown in them.					
19	I watch some entertainment programmes like music videos because of the party mood and atmosphere created in them.					
20	I am attracted to some of the entertainment programmes because of the violence shown.					

21	I watch some of the entertainment programmes because of the love and romance portrayed.					
22	The programmes shown on the entertainment TV portray the modern lifestyle.					
23	The ideal and acceptable lifestyle is as portrayed in the entertainment programmes.					
24	I strongly desire to live the kind of life that is portrayed in the entertainment programmes.					
25	I honestly feel entertainment programmes on TV stations have negative impacts on teenagers social behaviour.					
26	Regular exposure to entertainment TV and programmes help to shape my world view concerning social behaviour.					
27	Entertainment TV programmes influence my world view concerning social behaviour.					

Section B

28. What kind of entertainment programmes do you watch on TV stations?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

29. Entertainment TV programmes influence my social behaviour through the following ways (Pls tick as many as appropriate)

a. Language () b. Lifestyle () c. Fashion () d. Others,
(please specify)

.....
.....

DODOSO KWA WATOTO

Maelezo binafsi ya mtafiti

Jina la mtafiti: **Nancy Mtandika*

Dhamira ya utafiti: *Wajibu wa vipindi vya burudani vya runinga katika kuchagiza tabia ya kijamii ya watoto: Uchunguzi katika Manispaa ya Kinondoni, Dar es salaam .*

Taasisi: *Chuo Kikuu Huria Tanzania (OUT).*

Maelezo binafsi ya mshiriki

Jina : _____ (hiari/sio lazima) Jinsia: _____

Umri: _____ Elimu(kidato) _____

Jina la

shule: _____

Tarehe: _____

Ainisha kama taarifa ulizozito hapo juu zitunzwe kwa siri [] au ziachiwe kwa hadhara yote []

WALENGWA

- Wanafunzi

KANUNI ONGOZI

4. Taarifa yeyote itakayotolewa katika hali ya usiri itahifadhiwa katika hali hiyo.
5. Mtafiti atahakikisha taarifa zilizotolewa zitatumiwa katika utafiti huu tu.
6. Matokeo ya mwisho ya utafiti huu yatasambazwa kwa wadau husika.

Kifungu A

Maelezo: tafadhali weka alama (✓) katika chumba sahihi katika jedwali hapa chini.

Ufunguo:

NK= Nakubali Kabisa

Nk= Nakubali

S= Sijaamua

Sk= Sikubali

SK= Sikubali Kabisa

		NK	Nk	S	Sk	SK
1	Mimi huangalia vituo vya runinga vya burudani					
2	Mimi huangalia vituo vya runinga vya burudani mara kwa mara					
3	Mimi hutumia wastani wa saa moja kila siku kuangalia vituo vya runinga vya burudani.					

4	Mimi siangalii kituo chochote cha runinga zaidi ya vituo vya burudani.					
5	Mimi huangalia vipindi vya burudani zaidi ya zaidi ya vipindi vyovyote katika runinga.					
6	Mimi siwezi kukosa vipindi vya burudani					
7	Mimi huangalia sinema kwenye vituo vya runinga vya burudani.					
8	Mimi huangalia vipindi vya mitindo katika vituo vya runinga vya burudani.					
9	Mimi huangalia vipindi vya uhalisia wa maisha katika vituo vya runinga vya burudani.					
10	Mimi huangalia vipindi vya muziki katika vituo vya runinga vya burudani.					
11	Mimi huangalia tamthilia katika vituo vya runinga vya burudani					
12	Mimi huangalia habari za burudani katika vituo vya runinga vya burudani					
13	Kuangalia vipindi vya burudani husaidia kunifahamisha juu ya mambo yanayonizunguka katika mazingira					
14	Jinsi navyozidi kuangalia vituo vya runinga vya burudani nazidi kujifunza jinsi ya kushirikiana na rika langu.					

15	Najifunza kushirikiana na rika langu toka taasisi nyingine za kijamii badala ya vituo vya runinga vya burudani.					
16	Najifunza kutumia maneno ya Kiingereza na lugha nyingine toka katika vipindi vya burudani.					
17	Kinachonivutia katika vipindi vya burudani ni mitindo na mienendo ya maisha.					
18	Kinachonivutia katika vipindi vya burudani ni watu mashuhuri na maisha yao yanavyoonekana.					
19	Mimi huangalia vipindi vya burudani kama video za muziki kwa sababu ya hali ya kusherehesha ya vipindi hivyo.					
20	Mimi huvutiwa na baadhi ya vipindi ya burudani kwa sababu ya ghasia zinazoonyeshwa.					
21	Mimi huangalia baadhi ya vipindi vya burudani kwa sababu ya mapenzi na mahaba yanayooneshwa.					
22	Vipindi vinavyooneshwa katika runinga za burudani vinaakisi maisha ya kisasa.					
23	Maisha bora na yanaokubalika huakisiwa katika vipindi vya burudani.					
24	Mimi hutamani sana kusihi maisha yanayooneshwa katika vipindi vya burudani.					

25	Mimi naamini sana kwamaba vipindi vya burudani katika vituo vya runinga vina madhara hasi katika tabia za kijamii za vijana na watoto.					
26	Uangalizi wa mara kwa mara wa vipindi vya burudani huchangia kutengeneza mtazamo wangu kuhusu tabia jamii.					
27	Vipindi vya burudani vina ushawawishi juu ya mtizamo wangu wa kidunia juu ya tabiiza kijamii.					

Kifungu B

28. Ni aina gani ya vipindi vya burudani unavyoangalia?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

29. Vipindi vya burudani vya runinga vinaathiri mtizamo wangu juu ya tabia jamii

kwa njia zifuatazo. (Waweza chagua zaidi ya moja)

a. Lugha () b. Maisha () c. Mitindo () d. Mengineyo,

(Tafadhali elezea)

.....

.....

Appendix IV: Interview Guide to Parents

1. Which entertainment television stations do your children watch? State them.....
2. What entertainment programmes do they watch the most on the TV stations?
3. What do they pay attention to in the entertainment programmes they watch?
4. How much time do they spend watching entertainment television stations?
5. What do you think attracts them the most to the entertainment programmes you watch?
6. What social values do they learn from the entertainment programmes they watch?
7. Does what they watch in the entertainment programmes reflect the ideal kind of lifestyle you desire?
8. Has the desire to live the glamorous kind of lifestyle they watch on the entertainment programmes motivate them in any way to engage in some social vices?
9. Do they learn how to interact with their peers from the entertainment programmes they watch?
10. What is your perception about the role of entertainment TV and its programmes in shaping social behaviour amongst children especially teenagers? Is it negative? Why? If it is positive, how?

Thank you very much for coming to this session. Your time is very much appreciated and your comments have been very helpful.

Appendix V: Interview Guide to Teachers and Social Welfare Officers

1. What do you think of entertainment television stations and its programmes?
2. Do you think entertainment television programmes influence the way children behave nowadays?
3. What do you think attracts children the most to the entertainment programmes they watch?
4. What social values do they learn from the entertainment programmes they watch?
5. Does what they watch in the entertainment programmes reflect the ideal kind of lifestyle you that is desired?
6. Do you think there is enough control over what is shown on these entertainment television stations by regulating authorities?
7. Do you think parents have enough control over what their children watch on these programmes?
8. What is your perception about the role of entertainment TV and its programmes in shaping social behaviour amongst children especially teenagers? Is it negative? Why? If it is positive, how?

Thank you very much for coming to this session. Your time is very much appreciated and your comments have been very helpful.