

**PARENTS' MEDIATION LITERACY ON CHILDREN TELEVISION  
VIEWING PRACTICES IN TANZANIA: A CASE STUDY OF KIBAHA  
TOWN, COAST REGION**

**BUJO AMBOSISYE MWALUGAJA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN MASS  
COMMUNICATION**

**DEPARTMENT OF MEDIA AND LIBRARY STUDIES**

**THE OPEN UNIVERSITY OF TANZANIA**

**2025**

**CERTIFICATION**

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a research report titled: *“Parents’ Literacy on Children Television Viewing Mediation Practice in Tanzania: A case study of Kibaha Town, Coast Region”* in fulfillment of the requirements for the degree of Master of Arts in Mass Communication of the Open University of Tanzania.

.....

**Dr. Francis Xavier Ng’atigwa**

**(1<sup>st</sup> Supervisor)**

.....

**Date**

.....

**Dr. Henry L. Mambo**

**(2<sup>nd</sup> Supervisor)**

.....

**Date**

**COPYRIGHT**

No part of this dissertation may be reproduced, stored, in any retrieval system or transmitted by any others means. Electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or Open University of Tanzania in that behalf.

**DECLARATION**

I, **Bujo Ambosisye Mwalugaja**, declare that the work presented in this dissertation is original. It has never been presented to any other university or institution for similar award. Where other people's work has been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirements for the degree of Master of Arts in Mass Communication (MAMC) of the Open University of Tanzania.

.....

Signature

.....

Date

**DEDICATION**

With heartfelt love and gratitude, this work is dedicated to my cherished wife, Magreth George Njama, and our beloved children, Johanna Bujo Ambosisye, Joella Bujo Ambosisye, and Josh Bujo Ambosisye. Your unwavering support and inspiration have been the guiding light throughout this journey. Together, we create a legacy of love, unity, and shared dreams. Thank you for being my constant source of strength and joy.

## ACKNOWLEDGEMENT

First for most, the researcher acknowledges God the Almighty who is the source of his knowledge and intelligence. The researcher also thanks the Lord for His divine enabling grace and mercies, boldness, strength and guidance all through the end of this research endeavor.

The researcher would also like to express his special thanks of gratitude to his supervisor Rev. Dr. Francis Xavier Ng'atigwa, for his diligent guidance and encouragement. The researcher thanks him also for his tutelage, empathy, patience, the knowledge imparted on him and his precious time and other resources he dedicated on this work. It was a great privilege and honour to work and study under his guidance.

The researcher's thanks and appreciations extend to his respondents and all persons who willingly offered their precious quality time to share their knowledge and experience in line with the problem of this study. Certainly, their full cooperation has enabled a smooth completion of this research study.

The researcher also owes a debt of gratitude and appreciation to the Head of Department of Media and Library Studies (MLS), Dr. Henry Mambo for his fatherly advice and insightful comments. The researcher also extends his heartfelt gratitude to his colleagues in the department, Mr. Vincent Mpepo, Mr. Manning Yusuph, Mr. Libe Chonya, Ms. Kahenga Dachi and Ms. Husna Mohamed for their extended support and encouragement throughout his studies.

To the researcher's course instructors, Dr. Albert Tibaijuka, Dr. Hashil Twaibu Abdallah, Dr. Darius Mkiza, and Dr. Kanaeli Kaale for sharpening and expanding the researcher's scope of knowledge through their tutelage as well as the knowledge and experience they shared.

This acknowledgement would be incomplete without the researcher expressing his vote of gratitude to his friends and classmates at the Open University of Tanzania (OUT), who helped to make his studies enjoyable and meaningful.

## ABSTRACT

This study underscored *“Parents’ Mediation Literacy on Children’s Television Viewing Practices in Tanzania: A Case Study of Kibaha Town, Coast Region,”*. The study examined parents' mediation literacy levels in Kibaha town, Coast region, sources of media literacy education, strategies used to mitigate negative effects while maximizing benefits, and factors influencing their choice of mediation strategies. Methodologically, it employed a cross-sectional survey design, systematic sampling, interviews, and descriptive analysis using frequency distribution and percentiles. Findings revealed that 94% of parents exhibit low mediation literacy, and 62% lack access to media literacy education. Most parents (72%) rely on restrictive strategies, focusing more on minimizing negative effects than on maximizing benefits. Only 37.6% consider television's benefits when selecting strategies, while 33.6% base their choices on availability at home, and 28.8% on children’s household responsibilities. These factors contribute to the dominance of restrictive mediation, limiting children's access to television's potential benefits. In conclusion, the study highlights that most parents in Kibaha town, Coast region have low mediation literacy, limiting their ability to effectively mediate their children's television viewing. It recommends that the Government of Tanzania, in collaboration with media literacy stakeholders, initiate projects to develop guidelines and resources for media literacy education.

**Keywords:** *Parents’ Mediation Literacy, Children’s Television Viewing Practices, Tanzania*



## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>ABSTRACT .....</b>	<b>xv</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Background of the Study .....	1
1.2.1 Effects of Violence Television Content on Children .....	1
1.2.2 Parental Mediation .....	2
1.3 Statement of the Problem .....	4
1.4 Objectives of the Study .....	5
1.4.1 Main Objective .....	5
1.4.2 Specific Objectives .....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	6
1.7 Scope of the Study .....	7
1.8 Definition of Key Terms .....	7
1.8.1 Censors and Regulatory Bodies .....	7

1.8.2	Mediation .....	8
1.8.3	Media literacy.....	8
1.8.4	Media self-regulation .....	8
1.8.5	Socialization .....	9
1.8.6	People with strong personality .....	9
<b>CHAPTER TWO .....</b>		<b>10</b>
<b>LITERATURE REVIEW.....</b>		<b>10</b>
2.1	Introduction .....	10
2.2	Conceptualization.....	10
2.3	Conceptual Framework .....	11
2.4	Theoretical Framework .....	13
2.5	Theoretical Literature.....	14
2.5.1	Advantages of Television on Children’s life.....	14
2.5.2	Negative Effects of Television on Children .....	15
2.5.3	Mechanisms for Protecting Children from Negative Television Effects .....	15
2.6	Empirical Literature .....	16
2.6.1	An Overview of Parents’ Mediation Practice on Children Television Viewing .....	16
2.6.2	Factors Influencing Parental Television Mediation Practice .....	18
2.7	Research Gap .....	19
<b>CHAPTER THREE .....</b>		<b>21</b>
<b>RESEARCH METHODOLOGY .....</b>		<b>21</b>
3.1	Introduction .....	21
3.2	Research Approach .....	21

3.3	Area of the Study .....	22
3.4	Research Design.....	22
3.5	Population of the Study .....	23
3.6	Unit of Analysis .....	24
3.7	Sample Size.....	25
3.8	Sampling Method.....	25
3.9	Data Collection Methods.....	26
3.10	Data Analysis .....	26
3.10.1	Data Editing.....	26
3.10.2	Data Coding.....	27
3.11	Validity of Data.....	27
3.12	Framework of Presenting and Displaying Data .....	28
3.13	Ethical Considerations.....	28
	<b>CHAPTER FOUR.....</b>	<b>30</b>
	<b>DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS ...</b>	<b>30</b>
4.1	Introduction.....	30
4.2	Demographic Information.....	30
4.2.1	Parents Respondents Demographic Variables.....	30
4.2.2	Children Respondents Demographic Variables .....	31
4.3	Child Relationship with Parent .....	32
4.4	Respondents' Family Situation .....	32
4.5	Parents' Mediation Literacy Levels on Children Television Viewing.....	33
4.6	Media Literacy Education Sources for Parents in Kibaha Town, Coast Region .....	36

4.7	Mediation Strategies that Parents use to Minimize Negative TV Effects in Kibaha Town, Coast Region .....	36
4.8	Factors that Influence Parents' Choices of Mediation Strategies in Tanzania .....	37
4.9	Discussion of the Findings .....	39
4.9.1	Parents' Mediation Literacy Levels on Children Television Viewing in Kibaha Town, Coast Region .....	39
4.9.2	Sources of Mediation Literacy Education for Parents in Kibaha Town, Coast Region .....	43
4.9.3	Mediation Strategies that Parents use to Minimize Negative TV Effects in Kibaha Town, Coast Region .....	45
4.9.4	Factors that Influence Parents' Choices of Mediation Strategies in Kibaha Town, Coast Region .....	47
<b>CHAPTER FIVE.....</b>		<b>49</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>		<b>49</b>
5.1	Introduction .....	49
5.2	Summary, Conclusions and Recommendations .....	49
5.2.1	Summary of Key Findings .....	49
5.3	Conclusion .....	52
5.3.1	Recommendations .....	53
<b>REFERENCES.....</b>		<b>55</b>
<b>APPENDICES .....</b>		<b>62</b>

## LIST OF FIGURES

Figure 2.1: Diagrammatic representation of conceptual framework.....	11
Figure 4.1: Parents' mediation literacy levels .....	42
Figure 4.2: Sources of media literacy education for Parents in Kibaha Town, Coast Region.....	43
figure 4.3: mediation strategies that parents use to minimize negative tv effects on their children .....	46
Figure 4.4: Factors influencing mediation strategies choices by Parents in Kibaha Town, Coast Region .....	48

## LIST OF TABLES

Table 4.1:	Parent respondents' age, educational level and gender .....	30
Table 4.2:	Age and gender of children respondents.....	31
Table 4.3:	Relationship Between Child and Parent .....	32
Table 4.4:	Respondents' Family Situation.....	32
Table 4.5:	Parent respondents' knowledge on TV programmes' descriptors and mediation strategies that they use to mediate their children's television viewing habits .....	34
Table 4.6:	Source on which parents rely for media literacy education.....	36
Table 4.7:	Mediation Strategies that Parents Use to Minimize Negative TV Effects to their Children.....	36
Table 4.8:	Children's response on mediation strategies that their parents use .....	37
Table 4.9:	Factors that influence parents' choices of mediation strategies in Tanzania.....	37

## ABSTRACT

This study underscored *“Parents’ Mediation Literacy on Children’s Television Viewing Practices in Tanzania: A Case Study of Kibaha Town, Coast Region,”*. The study examined parents' mediation literacy levels in Kibaha town, Coast region, sources of media literacy education, strategies used to mitigate negative effects while maximizing benefits, and factors influencing their choice of mediation strategies. Methodologically, it employed a cross-sectional survey design, systematic sampling, interviews, and descriptive analysis using frequency distribution and percentiles. Findings revealed that 94% of parents exhibit low mediation literacy, and 62% lack access to media literacy education. Most parents (72%) rely on restrictive strategies, focusing more on minimizing negative effects than on maximizing benefits. Only 37.6% consider television's benefits when selecting strategies, while 33.6% base their choices on availability at home, and 28.8% on children’s household responsibilities. These factors contribute to the dominance of restrictive mediation, limiting children's access to television's potential benefits. In conclusion, the study highlights that most parents in Kibaha town, Coast region have low mediation literacy, limiting their ability to effectively mediate their children's television viewing. It recommends that the Government of Tanzania, in collaboration with media literacy stakeholders, initiate projects to develop guidelines and resources for media literacy education.

**Keywords:** *Parents’ Mediation Literacy, Children’s Television Viewing Practices, Tanzania*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter entails background of the study, statement of the problem, objectives of the study, main research questions, and significance of the study. The chapter also consists of scope of the study, abbreviations and definition of key terminologies used in the study.

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

##### **1.2.1 Effects of Violence Television Content on Children**

Parental mediation is a counteractive measure towards negative television effects. Studies on the effects of television dates back to 1930s (Nikata, 2016; and Crawford, Matthews and Campbell, 1976). The literature unveils that those studies on the effects of television continued in 1960s, 1970s and 1980s by many scholars including Bandura, Ross and Ross in 1961; Bandura, Huston, and Aletha in 1961; and a committee of 12 behavioural scientists appointed in 1969 by the US Surgeons' Office of the Department of Health. In the mid-1970s, there were already sufficient research findings, which suggested that viewing television aggression contributes to aggressive behaviour, delinquency and crime in children and adolescents' real life (Leifer, Gordon and Graves, 1974; and Schramm's, 1968).

The most discernible effects of violence television content on children and adolescents according to Magoma (2011) includes engagement in risky behaviours and acts such as early sexual relationships which increase their vulnerability to



HIV/AIDS and early pregnancies, drugs or/and substance abuse and trafficking, domestic and social violence, rape, and radical even terrorist ideologies. All these in turn can lead to moral decay, social exclusion, imprisonment, death, disability, poor health, irresponsibleness, school dropout and poverty. Radical and terrorist ideologies in particular can lead to more serious problems like national security instability.

### **1.2.2 Parental Mediation**

Although, in the mid-1970s there were enough evidence that violence in motion pictures contribute to violence, delinquency and crime in children and adolescents' real life, yet there was lack of parental mediation studies. The interest in parental mediation research arose in 1980s and mediation research continued in the 1990s. At that time emphasis was increasingly placed on parents' responsibility for media in the home, especially as the US government moved the responsibility of the youth media intervention from the media industry to parents and educators (Mendoza, 2009).

Research in this area is still carried on due to new developments triggered by technological advancement and cultural dynamism. According to Gigli (2004) in many countries, conventional, satellite and cable TV channels, internet, computer and video games have provided children with a greater number of multi-media choices than ever before. Indeed, mass media are making the world smaller as well as the media and culture increasingly inextricable, especially for children. This scenario is apparent in Tanzania following the change of television broadcasting

system from analogue to digital which took place between 2012 and 2015 (MCT State of the Media Report, 2017-2018; and Kisaka, 2015).

From the inception of television broadcasting in the mid-1990s until just before switching over to digital broadcasting system, the effects of television on children were not a matter of concern in mainland Tanzania. By then, the mainstream broadcasters were mainly local and very few hence easily monitored and managed.

However, after switching over to the digital television broadcasting system the control over television content to ensure the child's safety and wellbeing became a challenge because it opened a door to a wide range of foreign channels. Gigli (2004) raises a concern that in developing countries where resources limit production of domestic programmes, the majority of programs for children and youth are imported. He adds that as the children enjoys such greater access to television programmes there is less official censorship and control in many parts of the world. Subsequently, much of the content contains characters and messages that at best are not relevant to local cultures, convey violent and sexually explicit images and propagates western behaviour like homosexuality, which are unpalatable in most African countries including Tanzania. Therefore, such programmes contain the content, which does not reflect the themes, cultural values and identity of Tanzania as a nation hence harmful to the children's well-being.

This new development in particular mediated cultural globalisation poses new challenges on the wellbeing of children and parental mediation hence justifying the need for this study and many other rigorous research studies in the area.

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

Although television is one of the key socialization agents in society, it has effects on humanity including children's physical and cognitive development (Jusoff and Sahimi, 2009). It enormously affects children's values, beliefs and behaviour for better or worse. For example, it ignites in children the desire to engage in risky behaviours and acts such as early sexual relationships, drugs or/and substance abuse and trafficking, domestic and social violence, rape, radical even terrorist ideologies (Magoma, 2011).

Governments, advocacy groups, parents and media industry in different parts of the world implement various measures to mitigate negative television effects (Mendoza, 2009). The measures include putting in place legal instruments, censor and regulatory bodies, media self-regulatory mechanisms, software control such as the V-chip or/and parental filters, and parental mediation. The latter is regarded as the most effective way as it concurrently prevents negative effects of media exposure on children's well-being and enhances its positive effects (Buijzen and Valkenburg, 2005; Chakroff and Nathanson, 2008, and Rasmussen et al, 2016).

This study therefore intended to examine parents' literacy levels on children television viewing mediation practices. In addition, the study explored the sources of media literacy education for parents. Again, the study intended to find out mediation strategies that parents use to minimize negative television effects while at the same time maximizing the benefit of television to their children. Moreover, the study was set out to identify factors influencing parents' choices of mediation strategies.

## **1.4 Objectives of the Study**

### **1.4.1 Main Objective**

The main objective of this study was to analyze parents' literacy on children television viewing mediation practice in Tanzania.

### **1.4.2 Specific Objectives**

- i) To examine parents' mediation literacy levels on children television viewing practices in Kibaha Town, Coast Region.
- ii) To explore the sources of media literacy education for parents in Kibaha Town, Coast Region.
- iii) To find out mediation strategies that parents use to minimize negative television effects while at the same time maximize the benefit of television to their children in Kibaha Town, Coast Region; and
- iv) To identify factors that influence parents' choices of mediation strategies in Kibaha Town, Coast Region.

## **1.5 Research Questions**

- i) How literate are parents on children television viewing mediation practice in Kibaha Town, Coast Region?
- ii) Which sources of media literacy education do parents rely on in Kibaha Town, Coast Region?
- iii) Which mediation strategies do parents use to minimize negative television effects while at the same time maximize the benefit of television to their children in Kibaha Town, Coast Region?

- iv. Which moderating factors influence parents' choices of mediation strategies in Kibaha Town, Coast Region?

### **1.6 Significance of the Study**

The findings of this study intend to awaken the Government of the United Republic of Tanzania (URT) to realize the importance of adopting and operationalizing international and regional conventions and charters that stipulates the role and responsibility of mass media in protecting children's wellbeing. Most importantly the United Nations Convention on the Rights of the Child (CRC), 1989 and the African Charter on Children's Broadcasting (ACCB), 2000. The findings also can help broadcasting policy makers including the Ministry of Information, Communication and Information Technology and other broadcasting media stakeholders to realize the need for developing a comprehensive and specific child broadcasting policy, arts and cultural (music and film) policy aiming at protecting children from negative television effects.

Again, the findings of this study are of great significance to the television industry because highlight the need for internal and external television self-regulatory systems aiming at protecting children from negative television effects. Moreover, the findings of this study create awareness among parents on the importance of parental mediation on children television viewing. The findings enlighten parents on the best mediation strategies that minimize negative television effects while at the same time maximize its benefit to their children. Lastly, the findings of this study can benefit

researchers, communication and mass media students who have interest on media effects and mediation on children mass media use.

### **1.7 Scope of the Study**

This study analysed the practice of parental mediation on children television viewing in Tanzania. The study in particular focused on examining parents' mediation literacy levels on children television viewing habits. In addition, the study explored the sources of media literacy education for parents. Again, the study found out mediation strategies that parents use to minimize negative television effects while at the same time maximizing the benefit of television to their children. Moreover, the study identified factors that influence parents' choices of mediation strategies. The study was conducted in the Coast regions where data was collected in Kibaha town from June to July 2024.

### **1.8 Definition of Key Terms**

#### **1.8.1 Censors and Regulatory Bodies**

Obiaya (2015) define censors and regulatory bodies as national organs whose main functions include to examine and classify films, rate and label various programmes to suit different audience segments as well as to conform to the national aspirations and moral standards. In this study the bodies are defined as public organizations legally established to oversee, monitor, and rate television content. They have legal authority and power to warn any television station, stop a program with undesirable content for the children, give financial penalty or revoke a broadcasting license.

### **1.8.2 Mediation**

According to Nathanson (2001), Valkenburg et al, (1999); and Rasmussen et al, (2016), mediation is interactions between parents and children about media that involves three activities. The three activities are active mediation, restrictive mediation, and co-viewing. In this study, the term mediation refers to any strategy parents use to control, supervise, or interpret television content for their children.

### **1.8.3 Media literacy**

Ofcom Report (2018) define media literacy as the ability to use, understand and create media and communications in a variety of contexts. Also, Thoman and Jolls (2005) define media literacy as a framework to access, analyze, evaluate, and create messages in a variety of forms from print to video to the Internet. However, in this study the concept of media literacy means the ability to read and understand the visual, aural and digital messages and having the skills to understand and interact with the media analytically, critically and knowledgeably.

### **1.8.4 Media self-regulation**

Rioba (2009 and 2012) define media self-regulation as initiatives taken by the media industry to ensure adherence to agreed ethical standards and to enhance accountability to the general public. Gadzekpo (2010) as cited from Rioba (2012) defines self regulation, as the practice whereby the industry imposes on itself and its members certain rules by which they must abide. In this study, media self-regulation refers to the practice or initiatives taken by the media industry to ensure adherence to agreed ethical standards in order to enhance accountability to the general public.

### **1.8.5 Socialization**

Uzniene (2022) define socialization as the process of personality formation/self-formation and functioning when consciousness and behaviour related features, regulating individuals' relationship with society are gained. In this study the concept of socialization implies the learning process which starts from childhood. In the process individuals assimilate the behaviour appropriate to roles which they will be called upon to play. Also, the process involve the transmission of group and society norms to each individual.

### **1.8.6 People with strong personality**

Holland (2017) defines people with strong personality as those who have stable traits or personal characteristics such as honesty, trustworthiness and sincerity which makes them behave in fairly predictable ways across time and situations. In this study children with strong personality are those who can honesty adhere to ethical rules and can not easily succumb to peer group pressure.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter provides conceptualization, conceptual framework, theoretical framework and theoretical literature reviewed from different sources about children's television use, negative television effects on children, and instruments for protecting children's wellbeing from negative television effects. The chapter also entails empirical literature about parental mediation on children television viewing and the factors influencing parental television mediation. The chapter ends with a research gap.

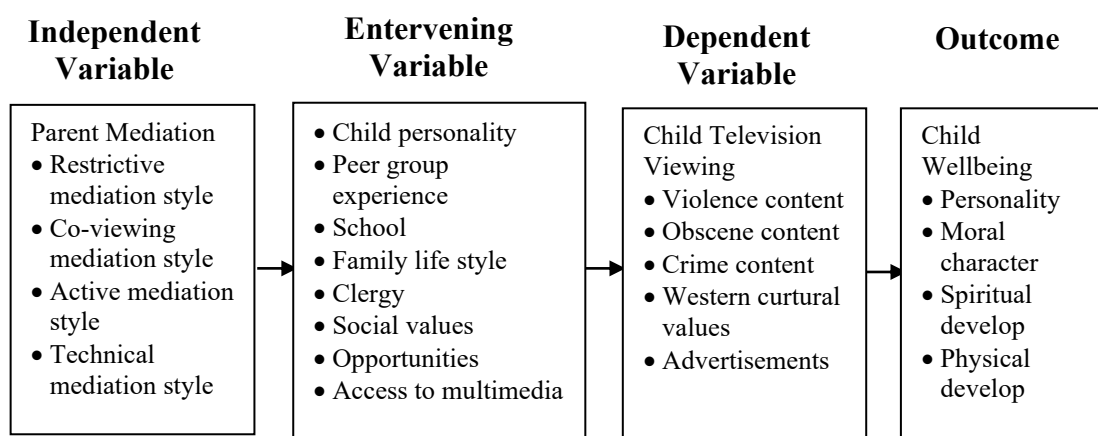
#### 2.2 Conceptualization

Concepts in social sciences and humanities are almost always subjective to different interpretations and to contestation (Wahlbeck 2002). It is difficult to study and understand parents' literacy on children television viewing mediation practices without understanding what the concepts "*media literacy*" and "*mediation*" means. These concepts have been defined differently by various scholars and researchers. For example, Ofcom Report (2018) defines media literacy as the ability to use, understand and create media and communications in a variety of contexts. Thoman and Jolls (2005) define media literacy as a framework to access, analyze, evaluate, and create messages in a variety of forms from print to video to the Internet. On the other hand, Nathanson (2001), Valkenburg et al, (1999); and Rasmussen et al, (2016) define mediation as interactions between parents and children about media that

involves three activities which are active mediation, restrictive mediation, and co-viewing. In this study the concept of media literacy means the ability to read and understand the visual, aural and digital messages and having the skills to understand and interact with the media analytically, critically and knowledgeably. While mediation would be referred to as any strategy parents use to control, supervise, or interpret television content for their children.

### 2.3 Conceptual Framework

A conceptual framework is a tool that attempts to visualize the course of action or approach that the researcher chooses to deal with a research problem. According to Smyth (2004) most academic research uses a conceptual framework at the outset because it helps to clarify research problems and aims. The conceptual framework of this study below presents the presumed interaction among independent, moderating and dependent variable and finally, points out pre-supposed outcome (outcome variable). In this study the independent variable is parent mediation while dependent variable is child television viewing habit.



**Figure 2.1: Diagrammatic representation of conceptual framework**

Source: (Researcher, 2023)

The independent variable which is parent mediation (restrictive mediation style, co-viewing mediation style, active mediation style and technical mediation style) as shown in the conceptual framework when associated with moderating factors (child personality, peer group experience, school, family life style, clergy, social values, opportunities, and access to multimedia) can have greater impact on the dependent variable that is child television viewing habit (time spent on watching television and selection of television programmes).

The nature of TV effects (positive or negative) highly depends on the child's personality traits. Personality is a complex cognitive and emotional quality in a person which is shaped by various interacting factors. The key among such factors are the family life style, clergy and school. For instance, families that set a good example by behaving honestly, justly and fairly, provide stable and loving home environment, surround their children with positive role models and mentors, and help their children to conceive a clear self perception, increase the chances for their children to develop stable personality traits. Children with stable personality traits such as honesty, trustworthiness and sincerity are more likely to exhibit consistent ethical behavior across different situations. Likewise, the clergy plays a crucial role in shaping children's personality as provide a framework of ethical principles and behavioral guidelines (Arthur, 2021). Another important factor is the school where children are taught moral ethics. A combination of all these factors plays a significant role in developing child's stable personality.

Therefore, children with stable personality traits can adhere to TV viewing rules established by their parents and resist peer group pressure unlike children who have unstable traits such as poor self-perception, lack of impulse control and self esteem. In turn the interaction between the independent and dependent variables can safeguard or ruin the quality of outcome variable that is child wellbeing (personality and moral character).

## **2.4 Theoretical Framework**

This study is premised on Cultivation Theory (CT) which originated from a series of studies on the effects of television on viewers conducted by Gerbner and Gross between 1967 and 1976 in United States of America. Cultivation refers to television's role and power of shaping, changing or moulding people's perception of social reality. Although it underscores the power of repetitive television messages on affecting viewers, it is equally true that some messages are powerful enough to produce great changes without much repetition.

CT in essence underlines that people who massively and repeatedly view television are more likely to be influenced by the messages, images and labels from the television world. CT posit that television generates long-term effects, which are gradual, cumulative and significant to people's perception of social reality. Communication scholars have extensively used CT in studying violent television contents and television effects on viewers in general. According to Nikata (2016) over the years the use of the theory has been extended to other fields such as health, political campaigns, business advertisements, religion and sexology. Among notable

strengths of CT are: easy application to a wide range of spectrum of fields and wide range of audience segments. Also, the theory is one of the most cited theories in mass communication arena. On the other hand its major shortcomings is that it regards viewers as passive, who can be easily manipulated.

This theory is relevant to this study because it looks into how TV messages generates long-term effects on viewers' beliefs, attitudes, values and behaviour. As thus it helped the researcher to theorize his work by choosing terms that connect his research study to the existing literature. Also, it enabled the researcher to become more and more self-critical hence applying concepts in a logical and systematic way.

## **2.5 Theoretical Literature**

In this study, theoretical literature focused on three main parts, first on the *advantages of television on children's life*; second, on *negative effects of television on children*; and third, on *mechanisms for protecting children's wellbeing from negative television effects*.

### **2.5.1 Advantages of Television on Children's life**

Different authors have underpinned various advantages, for instance some authors assert that TV is a child's favourite "playmate" and critical force in the child's socialization process (Kadiri and Muhammed, 2011; and Signorelli and Morgan, 2001). As an agent of socialization, Gauntlet (2005) recount that television inculcates pro-social behaviour such as sympathy, self-control, compassion for others, and persistence in pursuing given duties. Children also use the media to identify with a

particular group, for entertainment, and education. Davies and Thonham (2007) adding more advantages of television to children, express that television serves as a means of instruction via its different enlightening programmes.

Recognizing the importance of media use by children, the United Nations through its Convention on the Rights of the Child (CRC), 1989 promulgate that media use by children is both a fundamental right and vital agent of socialization in their development. Article 17 of the convention stipulates that information accessed by children through media promotes their social, spiritual and moral well-being as well as physical and mental health.

### **2.5.2 Negative Effects of Television on Children**

Literature underpinnes such effects as obesity, aggression, fear, and sleep disturbances (Huesmann, Moise and Eron, 2003; and Anderson, Bryant, and Wilder (2000). Gigli (2004) adds that other effects include substance abuse; eating disorders; unsafe sexual behavior; decreasing traditional role of family, school, community, and clergy as sources of influence; increasing appeal of individualism as opposed to collective or societal achievement; confusion in values resulting from misguided sense of right and wrong in human relations; and development of new culture of “glamour” and “celebrity”.

### **2.5.3 Mechanisms for Protecting Children from Negative Television Effects**

The literature suggests at least seven mechanisms for protecting children’s wellbeing from negative television effects. These mechanisms include parental mediation that

can be classified into four categories which are restrictive mediation style, co-viewing mediation style, active mediation style, and software or technical control such as the V-chip or/and parental filters. Other mechanisms are Censors and Regulatory Bodies, legal framework, and media self-regulation (Obiaya, 2015; Kenya Film Classification Board, 2012; Freedom House, 2018; Save Street Children Uganda Background Paper and Dialogue Report, 2019; Ekundayo, 2015; Oyero and Salawu, 2018; and Rioba, 2009 and 2012). However, the focus of this study is on parental mediation.

## **2.6 Empirical Literature**

This section is mainly divided in two parts which are: first, an overview of parents' mediation practice on children television viewing in different parts of the world and second, factors influencing parental mediation practice on children television viewing.

### **2.6.1 An Overview of Parents' Mediation Practice on Children Television Viewing**

Empirical evidence shows that parental mediation enhances positive effects and prevents negative effects of media exposure on children's well-being (Buijzen and Valkenburg, 2005; Chakroff and Nathanson, 2008). For instance, Mendoza (2009) describes parental mediation as one of the most effective ways in managing television's influence on children. Similarly, Austin, Hust, and Kistler (2009); Chakroff and Nathanson (2008); and Nathanson (2001) agrees that mediation is an effective way for altering the influence of media exposure on children's well-being.

Gachuru (2012) conducted a study about the effects of television programming on preschool children's social development at Westlands district in Kenya, which attest that the vast majority of parents are ignorant on the effects of TV on children. Subsequently they allow and even encourage their children to use screen media. The findings of his study revealed that most parents do not monitor what their children watch hence giving them flexibility in deciding what to watch. The findings indicate that 85% of parents are absent when their children watch television. The study also found that when parents are around they mainly change channels, switch off the TV or use alternative TV sets with a single control point so that they allow their children to access only the programmes which they perceive as appropriate. His findings further unveiled that some parents instructs house helpers to monitor children television viewing on their behalf.

Abanto (2004), conducted a study about children's and parents' perception towards TV programmes and the practice of parental mediation. Some of the findings of her study which involved 300 children aged between 8-13 years old and 300 parents in Bangkok, Thailand conforms to Gachuru's (2012) findings. The findings revealed that 68% of the children make their own program choices and half claimed that their parents set rules on their TV viewing. She also found that parents co-view at least for an hour to 2 hours on weekdays and more than 2 hours on weekends.

On their part Bringué and Sádaba (2011) conducted and published their research study titled *La generación interactiva en Madrid* which literally means the Interactive Generation in Madrid. A total of 1500 children from the Community of Madrid were



questioned about parental mediation of television viewing among other aspects. Their findings which are in congruent with Gachuru's (2012) and Abanto's (2004) findings, revealed that the children enjoyed great freedom to watching television and 61.7% of them said they relished absolute freedom in the use and consumption of television.

### **2.6.2 Factors Influencing Parental Television Mediation Practice**

There are several factors affecting parents mediation on child television viewing. According to Mendoza (2009) the factors includes parents attitude towards television, parents beliefs about television effects, and child age. Parents who have positive attitudes towards television are less likely to mediate because they see it as a useful tool and a way to reinforce positive lessons while parents who believe that television may have negative effects on their children are more likely to mediate. Also, parents are most likely to use restrictive and active style when mediating for younger children rather than pre-teens or teenagers. Likewise, it has been found that parents are more likely to mediate for girls than boys. Some research findings also positively associate higher education and income with active communication style which encourage active mediation and co-viewing while low education and socioeconomic status are associated with restrictive mediation where parents rely on rules setting and establishing harmony and conformity within the family. Research studies further points out that families with two parents are more likely to engage in active mediation than single parent families and that mothers in two parents families engage more in mediation than fathers (Mendoza, 2009 and Gentile et al, 2012).

Moreover, parents accessibility; cultural differences; and the number and location of television in the home influence parental television mediation practice. Researchers have established that parents who spend a good deal of time at home are more likely to engage in mediation than busier parents who leave their homes very early and return very late. Research findings also point out that parents who believe that their children will be exposed to different cultures particularly that contradict their values and norms are most likely to engage in mediation. Moreover, research studies suggest that multiple ownership of television sets and installation of some in bedrooms undermines mediation endeavours due to sparseness and privacy (Mendoza, 2009).

Infering from the empirical literature above, it is crystal clear that the practice of children television viewing mediation by parents varies greatly from one family to another depending on parents levels of media literacy, education levels, differences on cultural leanings, parents accessibility at home, type of family (single or two parent family), social economic status and multiple ownership of TV sets.

## **2.7 Research Gap**

Many studies have been conducted regarding parents' mediation practice on children television viewing habit in different countries. Some of them have focused on parents' mediation role on *undesired advertising effects* (Buijzen et al, 2005, and Chan, 2003). Also, there are studies which focused on factors that intrigue parents to engage in mediation (Gentile et al, 2012, and Mendoza, 2009). Again, other studies concentrated on parents' perceptions on the practice of television programmes mediation (Abanto, 2004). Furthermore, a number of studies ventured on the effects

of parental mediation (Jusoff and Sahimi, 2009; Nathanson, 2012; and Austin, 1993). However, to the best knowledge of the researcher such studies in Tanzania are wanting. Therefore, this study significantly adds to the scant literature and complement knowledge in the area.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher discusses on how the research was carried out. It includes research approach, research design, areas of the study, population of the study, unit of analysis, sampling procedures and sample size, data collection methods, nature of data collected, reliability and validity of data and data analysis plan and techniques, which were employed.

#### **3.2 Research Approach**

This study employed a quantitative research approach to systematically examine parents' mediation literacy regarding children's television viewing practices in Tanzania, focusing on Kibaha Town in the Coast Region. The choice of a quantitative design was guided by the study's objective, which required the measurement of parents' television mediation literacy levels using standardized tools. Specifically, the Valkenburg et al (1999) television mediation scale was adopted, along with eleven commonly used television content descriptors, to identify and quantify the mediation strategies most frequently employed by parents.

Quantitative research, rooted in the positivist paradigm, emphasizes objectivity, the use of numerical data, and the application of statistical techniques to analyze measurable variables (Kumar, 2019; Creswell & Creswell, 2018). This approach was well-suited for the current study as it facilitated the collection of structured,

quantifiable data that could be subjected to statistical analysis, thereby enhancing the objectivity and generalizability of the findings.

Data collection was carried out through structured questionnaires and interviews, which provided reliable indicators of the key variables. The data were analyzed using descriptive statistical methods to uncover patterns, frequencies, and trends related to parental mediation practices. The use of a quantitative approach also helped reduce potential researcher bias, ensured replicability, and strengthened the reliability and validity of the results (Babbie, 2020 and Bryman, 2016).

### **3.3 Area of the Study**

This study was conducted at Kibaha town in the Coast region. Kibaha town has been selected because is the Coast region's administrative headquarters, fast growing and multicultural town. According to the Population and Housing Census Report, (2022) its annual population growth rate is approximately 7.5% and its total population is 265,360. The total number of children between 0 to 14 years old is 92,422 (34.8%). Kibaha town is located in eastern Tanzania along Morogoro road, 40 kilometres away from Dar es Salaam city. It is bordered by Kinondoni and Ubungu districts to the east, Morogoro district to the west, Bagamoyo and the small town of Mlandizi to the north, and Kisarawe at the south. The town has an estimated area of 705.2 square kilometers and lies between 6.8° latitude south and 38.2° and 38.5° longitude, east.

### **3.4 Research Design**

A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically (Lelissa, 2018). Also, it

can be defined as a plan, structure and strategy of investigation, conceived so as to obtain answers to research questions or problems. This study employed a cross-sectional survey design where information was collected from a sample at one point in time (Check and Schutt, 2012). This design was selected because it is flexible in that it enables the use of both quantitative and qualitative research strategies including the methods of recruiting respondents and collecting data as well as instruments of collecting data. This design fitted in this study as the researcher intended to use self administered questionnaires for parents. The design also was a match because the researcher used semi-structured interview guide for children. The interview guide entailed both close and open ended oquestions and numerically rated items that explored respondents behaviour, opinion, experience and beliefs on mediation practice.

### **3.5 Population of the Study**

The population of the study refers to a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria as established by the researcher. The population of this study included middle age children (8-10 years) and their parents. The middle age children group is suitable for this study because they are in a critical period of child development in which their selves begin to emerge (Marie-Louise and Valerie, 2015). In this period, they begin to make independent choices, develop and express their personalities. This part of childhood is also characterized by a desire to fit into peer groups, which can include pressure to smoke, drink, use drugs, and have perfect body. As a result, media

consumption may have significant consequences during this developmental period (Gentile et al, 2012).

### **3.6 Unit of Analysis**

Unit of analysis is an item or individual participant who is involved in the study unto which or whom the analysis of collected data is based on (Kumar, 2018). Unit of analysis for this study was a television mediation scale, developed by Valkenburg et al (1999) to assess parents' mediation literacy levels. The scale has fifteen questions whereby the first five questions deal with instructive mediation, question six through ten deal with restrictive mediation, and question eleven through fifteen signifies social co-viewing. The scale was complimented with the most common television programmes labels. Parents who use a combination of instructive mediation, co-viewing, and knows some of the most common TV programmes labels were supposed to be rated as having very high mediation literacy levels. In addition, such parents were supposed to be able to justify the advantages of such strategies on the wellbeing of their children. Parents who either use instructive or co-viewing strategy or knows some of the most common TV programmes labels have been rated as having high mediation literacy levels. Parents who understand some of or do not understand any of the TV programmes content descriptors and rely on one mediation strategy only have been rated as having low mediation literacy levels. Parents who give their children absolute freedom to watch TV have been rated having very low mediation literacy levels. In addition, other units of analysis in this study were the factors that influence parents' choices of mediation strategies, and parents' mediation education sources.

### **3.7 Sample Size**

Sample size is the number of subjects selected from the population to constitute a sample whose properties are studied to gain information about the whole (Ajay and Micah, 2014). The sample size of this study was drawn from four out of 11 wards of Kibaha town. The wards included Maili Moja, Tumbi, Picha ya Ndege and Mkuza which together constitute a population of 126,125, equivalent to 51.7% of the total population of Kibaha town. According to Wards (2022), most staticians concur that the minimum sample size to get any kind of meaningful data is 100 for household type survey, regardless of population size. Basing on this rule of thumb, the sample size of this study comprised 56 middle age children (8-10years) and 56 parents. Therefore, the total sample size was 112 respondents. The number of girls and boys as well as male and female parents was break-even. From each of the four wards, a total of 28 reposndents were drawn where as 7 were boys, 7 girls, 7 male parents and 7 female parents.

### **3.8 Sampling Method**

The researcher applied systematic sampling method to recruit respondents for this study. According to Kumar (2011), systematic sampling is a way of selecting a sample where the sampling frame is first divided into a number of segments called intervals. The selection of subsequent elements is dependent upon the order of the element selected in the first interval. If in the first interval it is the tenth element, the tenth element of each subsequent interval will be chosen. In this study, a regular interval was the fifth household whereas each list of households that was created with the help of Local Government Grassroot Leaders (Wajumbe wa Mitaa) in the



four wards had a total of 80 households. In every household, only one parent and one child were interviewed. Where a male parent was interviewed then a female child was interviewed and vice versa.

### **3.9 Data Collection Methods**

This researcher used interviews to collect data from children. Creswell (2009) defines interviews as an excellent way to learn in-depth information from a person for the primary research project. In-depth interviews were conducted to answer the four objectives. Before interviewing, the researcher explained the objective of study questions in order to elicit detailed answers from them. The style of interviews was semi-structured and Kiswahili language was used. In addition, the researcher used self-administered questionnaires to collect data from parents. Creswell (2009) defines questionnaire as data collection instrument containing a series of questions that are administered to a sample of individuals to obtain data on their attitudes, beliefs, opinions, behaviors, or characteristics.

### **3.10 Data Analysis**

Data analysis means processing and converting raw data into information useful for decision making. Data analysis entails atleast two major stages which are known as data processing (editing) and coding.

#### **3.10.1 Data Editing**

The process of data editing (data processing) means cleaning data by making sure the data is free from inconsistencies and incompleteness. Data editing in this study

involved scrutinizing the completed research instruments to identify and minimize errors, incompleteness, misclassification and gaps in the information obtained from the respondents. This stage was important because even the best researcher may forget to record a response hence a gap, wrongly classify a response hence misclassification, write only half a response hence incompleteness, and write illegibly hence untidy handwriting, which is impossible to read.

### **3.10.2 Data Coding**

After having ‘cleaned’ the data, the next step was coding. This is an analytical process, which involved data categorization into different trends, data labeling and organizing data into similar patterns to facilitate analysis. Before the coding process, the researcher created a coding scheme for classification and operationalisation of each variable. This study employed descriptive analysis method in order to provide a clear and concise summary of the main characteristics, patterns, and trends within the data. The researcher read line-by-line all the data from the interviews. After this process, the researcher categorized the data into patterns as per the coding scheme for analysis.

### **3.11 Validity of Data**

According to Leung (2015), validity means “appropriateness” of the tools, processes, and data. In this research, validity was achieved by undertaking multiple methods to investigate the problem from different angles, which in turn strengthened the validity of the findings. Also, all interview questions were directly linked to the research’s

aim, objectives and covered all aspects of the topic and all data collection instruments were pre-tested. Errors detected were corrected after the pre-test session.

### **3.12 Framework of Presenting and Displaying Data**

Kumar (2011) asserts that after analysing the data, the next task is to present the findings to readers in the most effective way. This enables the readers to easily understand the findings and sustain their interest in it. Also, it enable the researcher to integrate findings with literature. In order to successfully execute this task the researcher used a combination of three techniques specifically text, tables and graphs. Text is the most common and probably the only letter form method of presenting and displaying data. In order to make the most out of it, the findings were written into four major themes derived from specific objectives. Each specific objective formed one theme. Also, the writing of findings followed a logical progression of thought, and a clear language with good flow. The researcher also used tables and graphs to supplant text because they offer a useful means of presenting large amounts of detailed information in a small space, dramatically clarify text, provide visual relief, and serve as quick point of reference.

### **3.13 Ethical Considerations**

The genesis of research ethical codes dates back from 1948 when the Nuremberg Code was established. Their essence is to prevent the exploitation, abuse as well as protect the rights of human subjects involved in research studies. Among other things, that research ethical codes emphasize is the need to observe informed voluntary consent, liberty to withdraw from research, protection from physical and

mental harm or suffering and death (Akaranga and Makau, 2016). Likewise, another important document in particular the Helsinki Declaration of 1964 stipulate that the wellbeing of individuals involved in research studies is more important than scientific or social needs.

In this study, the researcher took all ethical precautions to ensure that the wellbeing and rights of the children were protected. For example, consent to interview children was requested from their parents or guardians, decision of a child to decline from interviewed was be respected. Also, children were not be given any inducement to influence their participation into the study. Equally important, before running interviews with parents, they were clearly informed about the purpose of the study. They were also informed that information received from them and their children will be only used for the purpose of this study and not otherwise. Moreover, no identity of any child or parent involved in the study shall be disclosed to a third party.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter covers the presentation of demographic information of the respondents as well as the analysis, presentation and discussion of findings that were gathered through survey questionnaires and interviews, in accordance with the study's methodology sections.

#### 4.2 Demographic Information

In this study, there were two main groups of respondents. Children who watch television shows that might include harmful content made up the first group. The second category of respondents comprised of parents, who bear a noteworthy obligation to regulate their offspring's television consumption habits to minimize adverse effects and optimize the advantageous effects of television on their children's life. The following are demographic information of respondents.

##### 4.2.1 Parents Respondents Demographic Variables

**Table 4.1: Parent respondents' age, educational level and gender**

Age of Respondents	Educational Level of Respondents	Gender		Percentage (%)
		F	M	
20 – 30 years	Secondary Education	3	4	12.5%
	College education	3	0	5.35%
	University education	1	2	5.35%
31 – 40 years	Primary education	2	0	3.57%
	Secondary Education	5	7	21.42%
	College education	3	0	5.35%
	University education	3	5	14.3%
41 – 50 years	Primary education	1	1	3.57%
	Secondary Education	5	6	19.64%
	University education	0	3	5.35%
51 – 60 years	Primary education	2	0	3.6%
Total		28	28	100%

**Source:** Field data, (2024)

The above table displays the age, gender, and educational level of the parent respondents. According to the findings, the majority of parent respondents (39.29%) were between the ages of 31 and 40, followed by those between the ages of 41 and 50 (28.56%), those between the ages of 20 and 30 (23.2%) and those between the ages of 51 and 60 (5.35%). Regarding their educational background, the majority (53.56%) had completed secondary school, university graduates coming in second (25%), then with primary school education (10.74%) and lastly, with college education (10.7%). Each gender had equal representation of 28 (50%) of respondents.

#### 4.2.2 Children Respondents Demographic Variables

**Table 4.2: Age and gender of children respondents**

Child Age	Gender		Frequency	Percentage
	M	F		
8 Years	2	4	6	10.7%
9 years	4	6	10	17.9%
10 years	22	18	40	71.4%
<b>Total</b>	<b>28</b>	<b>28</b>	<b>56</b>	<b>100%</b>

**Source:** Field data, (2024)

Table 4.2 presents information on two demographic variables of children respondents, specifically their age and gender. The findings reveal that the majority in terms of age were those who were 10 years old (71.4%), followed by 9 years old (17.9%), and the minority were those who were 8 years old (10.7%). Each gender had equal representation of 28 (50%) of respondents.

### 4.3 Child Relationship with Parent

**Table 4.3: Relationship Between Child and Parent**

<b>Child Gender</b>	<b>Parent-Child Relation</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	Mother	0	0
	Father	28	50%
	Step-Mother	0	0
	Step-Father	0	0
<b>Male</b>	Mother	28	50%
	Father	0	0
	Step-Mother	0	0
	Step-Father	0	0
<b>Total</b>		<b>56</b>	<b>100%</b>

**Source:** Field data, (2024)

According to the data shown in the above table, 50% of the female parent respondents were the biological mothers of 50% of the male child respondents. Similarly, 50% of male parent respondents were the biological fathers of 50% of female children respondents. This suggests that none of the children was under the custodianship of a stepmother, stepfather or any other guardian.

### 4.4 Respondents' Family Situation

**Table 4.4: Respondents' Family Situation**

<b>Family Situation</b>	<b>Frequency</b>	<b>Percentage</b>
Two biological parents' family	42	75%
Single biological mother family	14	25%
<b>Total</b>	<b>56</b>	<b>100%</b>

**Source:** Field data, (2024)

There were only two-family circumstances among the respondents, as the data indicate in the above table. The first family situation was that of two biological

parents and was the most common comprising 75%. The second family situation was single parent family with single mothers comprising 25%.




This imply that none of the children respondents belonged to a stepmother or stepfather, single father, or any other kind of household. It is important to understand the family situation because it can affect the practice of mediation. On page 16 in chapter two, Mendoza (2009) and Gentile et al (2012), pointed out that families with two parents are more likely to engage in active mediation than single parent families. They added that mothers in two parents families engage more in mediation than fathers.

#### **4.5 Parents' Mediation Literacy Levels on Children Television Viewing**

This study mainly employed television mediation scale, which was developed by Valkenburg et al (1999), and eleven television show descriptors to determine the mediation literacy levels of parent respondents. The descriptors alert parents about the type of content that a program is going to air so that they can evaluate whether the program is suitable for children or not. Secondly, parent respondents were asked to reveal their main sources of knowledge for children television viewing mediation practices. The nature of their sources of mediation knowledge obviously reflects their mediation literacy levels.



**Table 4.5: Parent respondents' knowledge on TV programmes' descriptors and mediation strategies that they use to mediate their children's television viewing habits**

Knowledge of Descriptors	FQY	%	Mediation Strategy Used	FQY	%
	25	40.3%	Instructive and Co-viewing	3	3.45%
			Instructive	2	2.3%
			Co-viewing	9	10.35%
			Restrictive	10	11.5%
			None	11	12.65%
	8	12.9%	Instructive and Co-viewing	1	1.61%
			Instructive	0	0%
			Co-viewing	3	4.83%
			Restrictive	4	6.44%
			None	0	0%
	4	6.5%	Instructive and Co-viewing	1	0.81%
			Instructive	2	1.62%
			Co-viewing	2	1.62%
			Restrictive	2	1.62%
			None	1	0.81%
Lacks understanding of all the descriptors	25	40.3%	Instructive and Co-viewing	1	1.03%
			Instructive	9	9.3%
			Co-viewing	11	11.33%
			Restrictive	15	15.5%
			None	3	3.09%

**Source:** Field data, (2024)

The findings displayed in the table above indicate that 3.45% of respondents in the parent group use both Instructive and Co-viewing mediation strategies. They also correctly understood the descriptor (18) which means that the audience for a particular TV programme content is 18 years of age and older. The findings also indicate that 1.61% of respondents in the parent group use both Instructive and Co-viewing mediation strategies and have correctly understood the description (PG) which imply that parental guidance is advised. In addition, the findings show that 0.81% of the respondents in the parent group use both Instructive and Co-viewing

mediation strategies and have correctly interpreted the descriptor (V) as signifying violent content.

Moreover, the findings revealed that 24.15% of the respondents in the parent group understand the descriptor (18). Among them 2.3% use instructive mediation strategy while 10.35% use Co-viewing mediation strategy and 11.5% use Restrictive mediation strategy.

The findings further indicate that 11.27% of the respondents in the parents' group understand the descriptor (PG). Among them 4.83% use Co-viewing mediation style and 6.44% use Restrictive mediation style. In addition the findings revealed that 4.86% of the respondents had a knowledge of the descriptor (V). One third of these respondents use instructive mediation strategy, another one third use Co-viewing mediation strategy and the remaining one third of them use Restrictive mediation style. Yet the findings indicate that 37.16% of the respondents did not understand any of the descriptors. These are divided into four segments, 1.03% of them use Instructive and Co-viewing mediation strategies, 9.3% use Instructive mediation strategy only, 11.33% use Co-viewing mediation strategy only and 15.5% use Restrictive mediation strategy only.

Lastly, the findings show that 16.55% of the respondents under parents' group they altogether lack knowledge of the descriptors. They are not also using any of the mediation strategies.

It is important to note that the findings also indicate that all (100%) of the respondents in the parents group did not have knowledge of the remaining 8 (72.7%) of the most common descriptors.

#### 4.6 Media Literacy Education Sources for Parents in Kibaha Town, Coast Region

**Table 4.6: Source on which parents rely for media literacy education**

Source of Media Literacy Education	Frequency	Percentage
Personal experience on TV	32	57.2%
Online sources	4	7.2%
Decoder instructions	5	8.9%
TV responsible parenting programmes	5	8.9%
Publications on parenting	10	17.8%
<b>Total</b>	<b>56</b>	<b>100%</b>

**Source:** Field data, (2024)

The findings in the table above indicate that 57.2% of respondents rely on their personal knowledge as their source of media literacy education, on online sources (7.2%), on TV decoder guidelines (8.9%), on responsible parenting TV programmes (8.9%) and on reading parenting publications (17.8%). This suggests that, 57.2% of respondents did not have any source of media literacy education.

#### 4.7 Mediation Strategies that Parents use to Minimize Negative TV Effects in Kibaha Town, Coast Region

**Table 4.7: Mediation Strategies that Parents Use to Minimize Negative TV Effects to their Children**

Mediation Strategy	Frequency	Percentage
Instructive and Co-viewing mediation strategies	4	7.2%
Instructive mediation strategy	7	12.5%
Co-viewing mediation strategy	16	28.6%
Restrictive mediation strategy	20	35.7%
Instructive and co-viewing mediation strategies	9	16.0%
	<b>56</b>	<b>100%</b>

**Source:** Field data, (2024)

The findings in the table above show that 7.2% of parents apply Instructive and Co-viewing mediation strategies, 12.5% use Instructive mediation strategy, 28.6% use Co-viewing mediation strategy, 35.7% use Restrictive mediation strategy and 16% are not using any of the mediation strategies.

**Table 4.8: Children's response on mediation strategies that their parents use**

Mediation Strategy	Frequency	Percentage
Instructive	6	8.7%
Co-viewing	8	23.2%
Restrictive	39	56.5%
None	16	11.6%

**Source:** Field data, (2024)

The findings in table 6 above show that 8.7% of parents apply instructive mediation strategy, 23.2% use Co-viewing mediation strategy while 56.5% use restrictive mediation strategy and 11.6% do not use any of the mediation strategies.

#### **4.8 Factors that Influence Parents' Choices of Mediation Strategies in Tanzania**

**Table 4.9: Factors that influence parents' choices of mediation strategies in Tanzania**

Influencers of Mediation Strategy Choices	Frequency	Percentage
Parents availability at home	42	33.6%
Benefit of the strategy	16	12.8%
Home chores	36	28.8%
Educational development of a child	22	17.6%
Health of the child	9	7.2%

**Source:** Field data, (2024)

The findings in the table above, shows that 33.6% of parents said the choice of their mediation strategy is influenced by their availability at home while 12.8%, said their

choice was influenced by the benefit of the strategy to the child. Moreover, 28.8% said the choice of the strategy was influenced by the need for child's involvement in helping parents with home chores. Also, 17.6% said their choice of mediation strategy is influenced by the need for the child to dedicate some hours on his/her educational development and finally, 7.2% said their choice is influenced by their concern for the health safety of the child.

## **4.9 Discussion of the Findings**

The discussion is guided by four specific objectives. The first objective aimed at examining parents' mediation literacy levels on Children Television Viewing habits. The second objective intended to explore the sources of media literacy education for parents in Kibaha town, Coast region. The third objective focused on finding mediation strategies that parents use to minimize negative television effects while at the same time maximize the benefit of television to their children in Kibaha town, Coast region. The fourth and final objective was geared towards identifying factors that influence parents' choices of mediation strategies in Kibaha town, Coast region.

### **4.9.1 Parents' Mediation Literacy Levels on Children Television Viewing in Kibaha Town, Coast Region**

The first specific objective of the study aimed at examining parents' mediation literacy levels on Children Television Viewing habits. In order to determine their mediation literacy levels this study mainly applied eleven television show descriptors and the mediation strategies they apply on minimizing negative effects of TV on their children while at the same time maximizing its advantages on their children. The descriptors alert parents about the type of content that a program is going to air so that they can evaluate whether the program is suitable for children or not.

Parents with high mediation literacy level use a combination of Instructive and Co-viewing mediation strategies. On the other hand, parents with relatively low mediation literacy levels use mainly Restrictive mediation strategy. It is important to note that in the methodological chapter under the units of analysis, it was explained

that parents who use a combination of instructive mediation, co-viewing, and knows some of the most common TV programme labels will be rated as having very high mediation literacy levels. In addition, these parents should be able to justify the advantages of such strategies on the wellbeing of their children. In addition, Parents who either use instructive or co-viewing mediation strategy or knows some of the most common TV programme labels will be rated as having high mediation literacy levels. Furthermore, parents who rely only on restrictive mediation strategy will be rated as having low mediation literacy levels. Finally, parents who give their children absolute freedom to watch TV will be rated as having very low mediation literacy levels.

The findings as presented on table 4.3, indicates that 3.45% of parents understood the descriptor **(18)** which means that the audience for this content is 18 years of age and older. They also use both Instructive and Co-viewing mediation strategies. Also, the findings show that 1.61% of the respondents understood the descriptor **(PG)** and use both Instructive and Co-viewing mediation strategy. In addition, the findings indicate that 0.81% of the respondents understood the descriptor **(V)** and use both Instructive and Co-viewing mediation strategy. Since each of these respondent segments only understood one descriptor it is logical not to rate them as having very high but rather high mediation literacy levels.

The findings on the same table indicate that 24.15% of the respondents in the parent group understood the descriptor **(18)**. Among them 11.5% use Restrictive mediation strategy, 2.3% use Instructive mediation strategy while 10.35% use Co-viewing

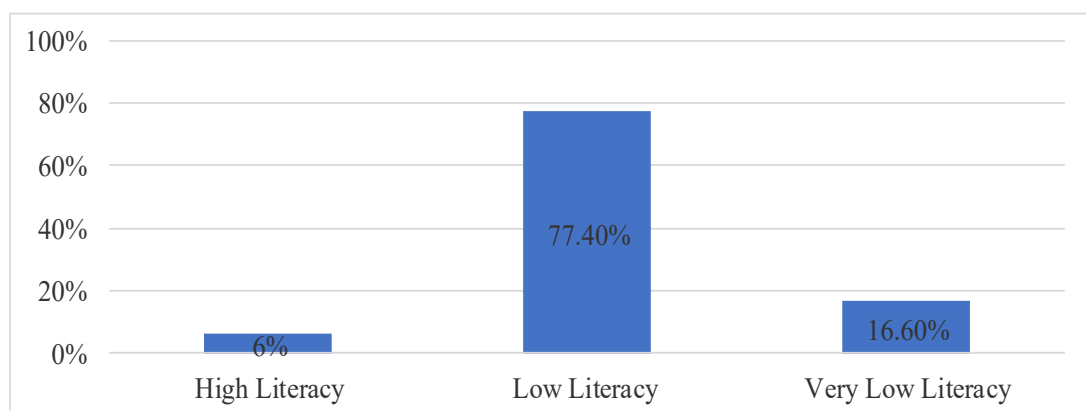
mediation strategy. Also, the findings show that 11.27% of the respondents understood the descriptor **(PG)** which signify violent content. Moreover, the findings clearly indicate that 4.83% of them use Co-viewing mediation style and 6.44% use Restrictive mediation style. Moreover, the findings provide that 4.8% of the respondents understood descriptor **(V)**. One third of those who understood descriptor **(V)** use Instructive mediation strategy, another one third use Co-viewing mediation strategy while the remaining one third use Restrictive mediation style, Furthermore, the findings revealed that 37.16% of the respondents in the parents' group did not understand any of the descriptors. Among them 1.03% use both Instructive and Co-viewing mediation strategies, 9.3% use Instructive mediation strategy, 11.33% use Co-viewing mediation strategy and 15.5% use Restrictive mediation strategy. This means that a total of 77.4% of the respondents in the parent group have low mediation literacy level because they either use both Instructive and Co-viewing mediation strategy but do not understand any of the common TV programme content descriptors or they have a knowledge of only one or two descriptors and use one mediation strategy only.

Moreover, the findings in the same table indicate that 16.6% of the respondents in the parents' group lacks knowledge of all the descriptors and do not use any of mediation strategies hence leaving their children with maximum freedom on viewing TV programmes. Consequently, they are exposing their children to detrimental TV effects. These parents represent other parents who have very low mediation literacy level. A discourse worth of noting under these findings is that 53.71% of the respondents in the parents' group did not understand any of the most common TV



content descriptors. Due to their lack of knowledge on the labels, they can hardly understand the nature of the content a certain TV programme is about to air. As a result, instead of proactively mediating the TV content for their children they wait until they see unpalatable content. This means that if the programme contains sexually explicit materials or any material unpalatable to children they will not notice until they have started watching it. If they are watching together with their children, the children will have already seen what they were not supposed to see. This is contrary to the essence of the TV programme content descriptors, which are meant to help parents understand the nature of the content ahead of time so that they may not allow their children to watch the programs, which are not suitable or intended for them.

Based on the findings discussed above, it can safely be concluded that 6% of parents in Kibaha town, Coast region have high mediation literacy levels on TV mediation practices; 77.4% have low mediation literacy levels and 16.6% have very low mediation literacy levels.



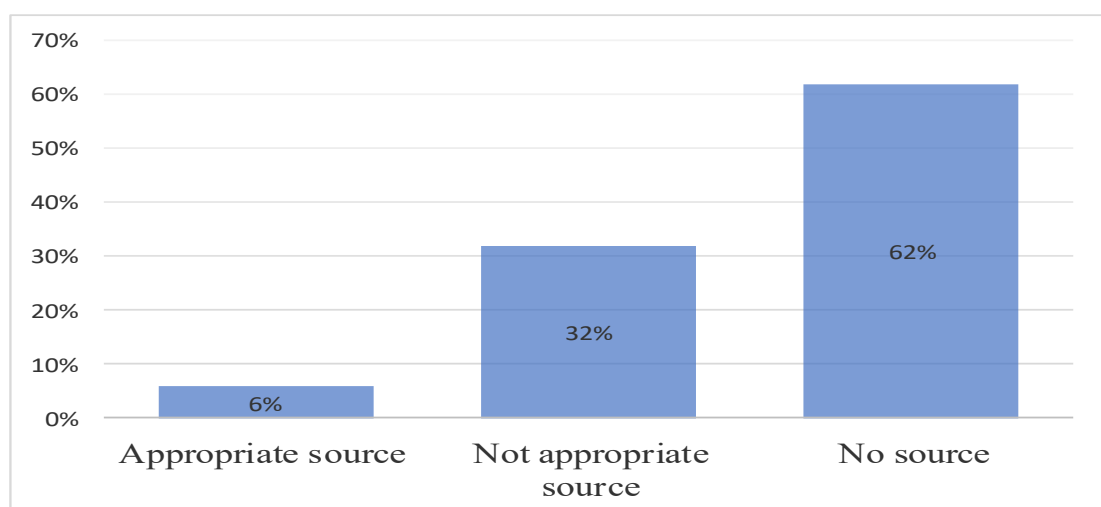
**Figure 4.1: Parents' mediation literacy levels**

**Source:** Field data, (2024)

#### 4.9.2 Sources of Mediation Literacy Education for Parents in Kibaha Town, Coast Region

The second specific objective of this study intended to explore the sources of media literacy education for parents in Kibaha town, Coast region. The findings indicate that 62% of parents do not have any source of media literacy education, 6% depend on online media literacy materials, 8% use TV decoder guidelines, 8% rely on responsible parenting TV programmes and 16% turn to parenting publications.

Parenting publicans, and responsible parenting TV programmes are sources of parenting information and not mediation literacy education. Similarly, TV decoder guidelines are sources of restrictive mediation instructions and not media literacy education. Therefore, based on the findings it is clear that 62% of parents did not have any source of media literacy education and 32% did not have the appropriate sources of media literacy education. By interpretation, this means that 94% of parents did not have media literacy education sources.



**Figure 4.2: Sources of media literacy education for parents in Kibaha Town, Coast Region**

**Source:** Field data, (2024)

These conforms to Pereira's et al (2012) findings in Portugal where they found that virtually there are no materials and guidelines for implementing media education in contexts such as school or family. In response, they established a project for producing materials to support media literacy in the family. These findings are also in congruent with Onumah (2020) findings, who in his study about the *State of Media Literacy in Sub-Saharan Africa 2020 and a Theory of Misinformation Literacy*, found that media literacy was barely taught in six out of seven African countries.

The situation in Europe and the USA is far better than in Africa. Even though it is important to note that media literacy, education levels differ among European countries. The United Kingdom (UK) has the longest history in propagating media literacy education among its citizenry (Chen, 2007). He enunciates that Leavis and Thompson's (1933) book has systematically proposed a model of media education for the schools of the early 20<sup>th</sup> century. Also, the development of cultural studies based on scholarly works such as Buckingham (1990, 1996); Hall and Whannel (1964); Halloran and Jones (1968); Masterman (1980, 1985); and Williams (1961) have become the guiding force of media literacy education for decades in the UK, and the influence was extended to Australia, Canada, and other English-speaking countries. According to the European Commission of Information and Media Directorate General Final Report (2009), there are no homogenous media literacy levels across Europe. Nordic countries, especially Scandinavian, have relatively small populations but with high educational levels and so heightened levels of media competence. Central European countries, including the bulk of the EU population,

fall within a median level of competence, while countries in Southern and Eastern Europe manifest a limited and quite basic degree of media literacy.

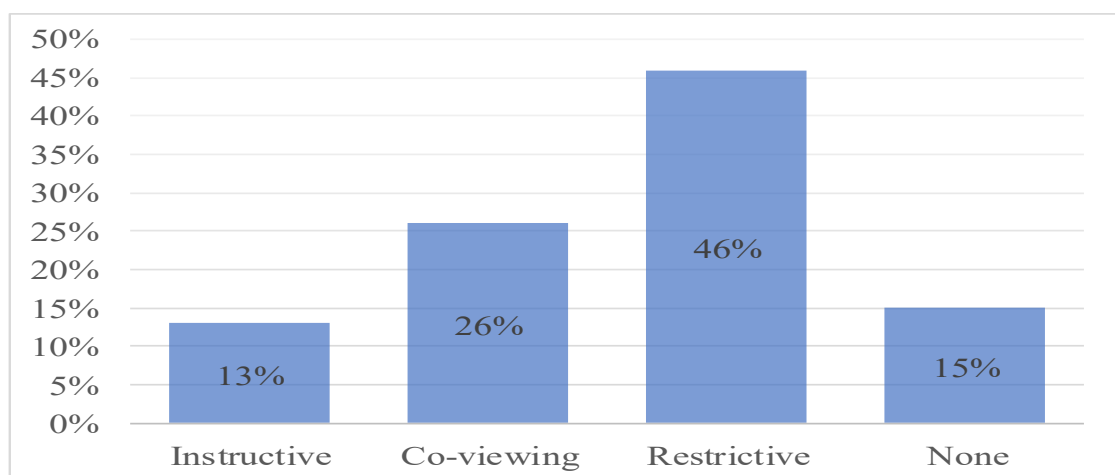
In the USA media literacy education begun in the late 1960's when teachers began to bring media education into the classrooms. However, according to Chen (2007) there is lack of progression in media education within the USA due to its vast geography with 50 states comprising of about 3.6 million square miles, and lacks an appropriate theoretical paradigm of media studies to provide the impetus and guideline for the pedagogical development of media education.

#### **4.9.3 Mediation Strategies that Parents use to Minimize Negative TV Effects in Kibaha Town, Coast Region**

The third specific objective of this study focused on finding mediation strategies that parents use to minimize negative television effects while at the same time maximize the benefit of television to their children in Kibaha town, Coast region. The findings reveal that 7.2% of parents apply Instructive and Co-viewing mediation strategies, 12.5% use Instructive mediation strategy, 28.6% use Co-viewing mediation strategy, 35.7% use Restrictive mediation strategy and 16% do not using any of the mediation strategies. The findings mean that 19.7% of parents in Kibaha town, Coast region use instructive and co-viewing strategies to minimize negative TV effects on their children while at the same time help them to enjoy the benefits of TV. In addition, the findings imply that 64.3% of parents in Kibaha town, Coast region use restrictive mediation strategies to minimize negative TV effects on their children but jeopardises their opportunity to enjoy the benefits of TV. Equally important the

findings suggest that 16% of parents in Kibaha town, Coast region either out of ignorance or negligence do not use any mediation strategy as a result they let their children enjoy absolute freedom of watching TV. Consequently, they are exposing them to detrimental TV effects.

Likewise, the findings from respondents in children group as appears in table 4.6 show that 8.7% of parents apply instructive mediation strategy, 23.2% use Co-viewing mediation strategy while 56.5% use restrictive mediation strategy and 11.6% do not use any of the mediation strategies. Despite of the discrepancies between the response from parents and children regarding the mediation strategies used by parents to minimize negative TV effects on children they provide a similar picture. The picture indicates that Restrictive mediation strategy is leading whereas on average is used by 46% parents, followed by Co-viewing 26% and Instructive is used by 13% of all parents. The remaining 15% of parents do not use any of the mediation strategy hence exposing their children to adverse TV effects.



**Figure 4.3: Mediation strategies that parents use to minimize negative TV effects on their children**

**Source:** Field data, (2024)

#### **4.9.4 Factors that Influence Parents' Choices of Mediation Strategies in Kibaha Town, Coast Region**

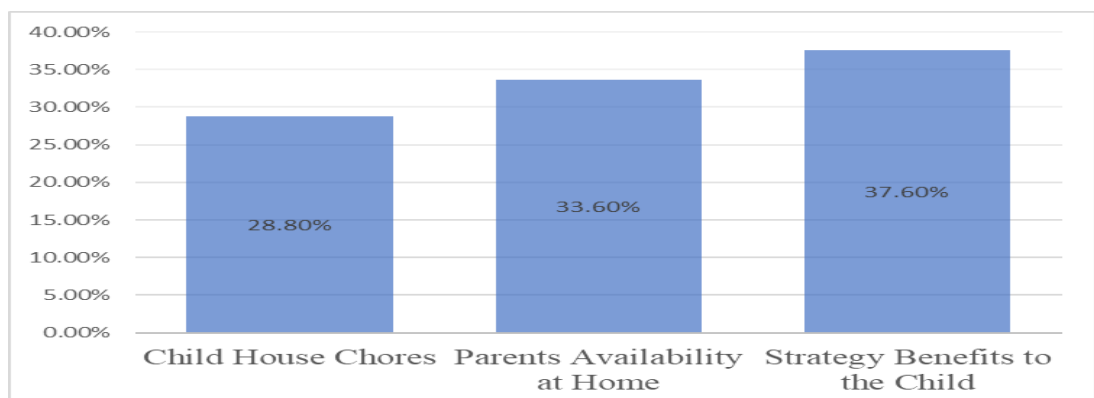
The fourth and final specific objective of this study was geared towards identifying factors that influence parents' choices of mediation strategies in Tanzania. The findings show that the choice of mediation strategies by 33.6% of parents is influenced by their availability at home, by the benefit of the strategy to the child (12.8%) and by the need for child's involvement in helping parents with home chores (28.8%). Also, 17.6% said their choice of mediation strategy is influenced by the need for the child to dedicate some hours on his/her educational development and finally, 7.2% said their choice is influenced by their concern for the health safety of the child.

These findings mean that the leading factor that influence parents' choice of mediation strategies is the benefit that the strategy has to the child. Such benefits include health, specifically protecting children from visual and headache problems (7.2%) and engaging in playing which is important for their physic (12.8%); and to enable their children to apportion more time to their studies (17.6%). Therefore, in total 37.6% of parent's choice of mediation strategy is influenced by the advantages that the strategy may have to their children.

The second most important factor that influence parents' choice of mediation strategy is parents' availability at home. Given the current economic situation where both parents are engaged in production and the changes in family patterns where African families are drifting away from extended family type to nuclear family type, this

factor is significantly important. A total of 33.6% of parents said in order to make the ends met most of the time they are busy with economic activities which to a large extent are conducted away from home. This means that when parents are away from home, they instruct their children to follow established rules like watching pre-specified programmes and channels, watching after doing home chores and after completing school home works. Nevertheless, whenever parents are available at home, they mainly use two strategies, for example whenever there is unpalatable content, they use restrictive mediation by commanding their children to change the channel or switch off the TV set. They also use co-viewing particularly whenever there is a programme on which they share interests with their children. Instructive strategy is seldomly used.

The last factor is the need for child's involvement in helping parents with home chores. This factor was mentioned by 28.8% of parents. This means that their children are allowed to watch television only after they have completed home chores as assigned by their parents.



**Figure 4.4: Factors influencing mediation strategies choices by parents in Kibaha Town, Coast Region**

**Source:** Field data, (2024)

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary of key findings, conclusions and recommendations of the study.

#### **5.2 Summary, Conclusions and Recommendations**

##### **5.2.1 Summary of Key Findings**

This study was guided by the following four specific objectives: first, to examine parents' mediation literacy levels on children television viewing practice in Kibaha town, Coast region; second, to explore the sources of media literacy education for parents in Kibaha town, Coast region; third, to find out mediation strategies that parents use to minimize negative television effects while at the same time maximize the benefit of television to their children in Kibaha town, Coast region; and fourth, to identify factors that influence parents' choices of mediation strategies in Kibaha town, Coast region.

##### **5.2.1.1 To Examine Parents' Mediation Literacy Levels on Children Television Viewing Practices in Kibaha Town, Coast Region**

This specific objective aimed to examine parents' mediation literacy levels by analyzing the types of strategies they use to monitor, supervise, and control the television content their children consume, based on the Valkenburg Television Mediation Scale.



To complement the Valkenburg scale, parents' knowledge of the 11 most commonly used television content descriptors was also assessed. The results indicate that 6% of parents in Kibaha town, Coast region demonstrate high mediation literacy levels in TV mediation practices, while 77.4% exhibit low levels, and 16.6% show very low levels.

#### **5.2.1.2 To Explore the Sources of Media Literacy Education for Parents in Kibaha Town, Coast Region**

The second specific objective of this study intended to investigate the sources of media literacy instruction for parents in Kibaha town, Coast region. The objective was pertinent since, neither the Tanzanian government nor non-governmental organizations like in many poor nations, provide instructions or educational resources for the implementation of mediation literacy education. In line with this objective, the findings revealed that only 6% of parents have access to appropriate sources of media literacy education, 62% do not have any source of media literacy education and 32% do not have access to the appropriate sources of media literacy education. By interpretation, the findings mean that the vast majority (94%) of parents do not have access to media literacy education sources.

#### **5.2.1.3 To Find out Mediation Strategies that Parents Use to Minimize Negative Television Effects while at the Same Time Maximize the Benefits of Television to their Children in Kibaha Town, Coast Region**

The third specific objective of this study focused on finding mediation strategies that parents in Kibaha town, Coast region use to minimize negative television effects

while at the same time maximize the benefit of television to their children. The findings reveal that 19.7% of parents use instructive and co-viewing strategies to minimize negative TV effects on their children while at the same time help them to enjoy the benefits of TV; 64.3% of parents use restrictive strategies to minimize negative TV effects on their children but jeopardises their opportunity to enjoy the benefits of TV; and 16% of parents either out of ignorance or negligence do not use any strategy as a result they let their children enjoy absolute freedom of watching TV, consequently, they are exposing them to detrimental TV effects.

#### **5.2.1.4 To Identify Factors that Influence Parents' Choices of Mediation Strategies in Kibaha Town, Coast Region**

The fourth and final specific objective of this study was geared towards identifying factors that influence parents' choices of mediation strategies in Kibaha town, Coast region. The findings show that 37.6% of parents' choices of mediation strategies are influenced by the benefit of the strategy to the child. Such benefits include, engaging in psychomotor activities which are critical for a balanced child growth (12.8%), the need for the child to dedicate some hours on his/her educational development (17.6%) and concern for the health of the children (7.2%) as too much screen time may lead to health problems such as eyesight impairment. Also, the findings revealed that 33.6% of parents' choices are determined by their availability at home. Most parents are engaged in economic production activities away from home. This means that when they are away from home, they instruct their children to follow established rules like watching pre-specified programmes and channels, watching after doing home chores and after completing school home works. Nevertheless, whenever

parents are available at home, they mainly use restrictive mediation and co-viewing strategies. Lastly, 28.8% of parents' choices are influenced by the need of their children to participate in home chores. As thus they allow their children to watch television after they have completed home chores.

### **5.3 Conclusion**

Following the digitalization of TV broadcasting system in Tanzania, it became a challenge for parents to protect their children's social, moral, spiritual, cognitive and physical wellbeing because the digital broadcasting system opened a door to a wide range of foreign TV channels. Some of such channels air programmes that contain content, which does not reflect themes, cultural values and identity of Tanzania as a nation. This raises a concern in a country like Tanzania where lack of resources limits the production of domestic programmes for children, consequently, import children programmes. Some of the imported programmes contain characters and messages that amplifies elements of violence, sexuality and homosexuality, which are detrimental to its culture, and the wellbeing of its children.

The solution to this challenge partly requires parents who have high media literacy levels. Such parents may engage in mediation of their children TV viewing practice consciously and constantly. In spite of the dire need for parents with critical media reception mind, the findings of this study revealed that 94% of parents in Kibaha town, Coast region have low media literacy levels and 77.4% do not have access to the right mediation literacy education sources. This implies that the vast majority of parents in Kibaha town, Coast region are not competent on children TV viewing

mediation practices. This however, does not mean they are not controlling the content that their children consume from TV and the amount of time that their children spend on TV screen. Their main concern for controlling the TV content that their children consume is mainly to protect them from unethical content particularly sexual content, crude language and violence. Their main reasons for limiting screen is to compel their children to dedicate adequate time on their studies and participate on home chores. As thus, there is very little effort on maximizing the benefits of TV on their children. With low TV mediation literacy levels, low knowledge on TV programme descriptors and lack of critical media reception minds the vast majority of parents in Kibaha town, Coast region is only doing very little than they are required to, hence there is still a great possibility for TV to negatively affect their children.

Therefore, the main conclusion of this study is that the vast majority of parents in Kibaha town, Coast region has low mediation literacy levels hence their capacity on mediating their children TV viewing practices is also very low.

### **5.3.1 Recommendations**

#### **5.3.1.1 Recommendations for Action**

- i) The vast majority of parents in Kibaha town, Coast region has low media literacy levels and they lack access to media literacy education resources and materials. Therefore, the Government of the United Republic of Tanzania in collaboration with stakeholders who have stake in promoting media literacy should join hands towards establishing a project for producing guidelines,

resources and materials for facilitating media literacy education in Kibaha town, Coast region.

- ii) In order to ensure that future parents do not miss media literacy education like the current parents, this study recommend that the Government of the United Republic of Tanzania through the Ministry of Education, Vocational and Technical Education should incorporate media literacy education component in secondary school syllabus.

#### **5.3.1.2 Recommendation for Further Research**

Due to time and financial limitations, this study used only two parameters, specifically programme descriptors and choice of mediation strategies (Valkenburg mediation scale) to gauge parents' literacy levels on children TV viewing practices. Therefore, this study recommends that a similar but more comprehensive study on media literacy that will use more than two parameters should be conducted in Tanzania.

## REFERENCES

- Abanto, L. F. (2004). *Children's and parents' perception towards TV programs and the practice of parental mediation*. Electronic paper, Bangkok University. Retrieved December 19, 2020, from [http://www.bu.ac.th/knowledgecenter/epaper/july\\_dec\\_2004/abanto.pd](http://www.bu.ac.th/knowledgecenter/epaper/july_dec_2004/abanto.pd).
- Ajay, S., & Micah, M. (2014). Sampling techniques and determination of sample size in applied statistics research: An overview. *International Journal of Commerce and Management*, 2, 1–22.
- Akaranga, I. S., & Makau, K. B. (2016). Ethical consideration and their applications to research: A case of the University of Nairobi. *Journal of Educational Policy and Entrepreneurial Research*, 3(12).
- Anderson, D. R., Bryant, J., Wilder, A., Santomero, A., Williams, M., & Crawley, A. M. (2000). Researching *Blue's Clues*: Viewing behavior and impact. *Media Psychology*, 2(2), 179–194. [https://doi.org/10.1207/S1532785XMEP0202\\_4](https://doi.org/10.1207/S1532785XMEP0202_4)
- Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Buijzen, M., & Valkenburg, M. P. (2005). Parental mediation of undesired advertising effects. *Journal of Broadcasting & Electronic Media*, 49(2), 153–165. [https://doi.org/10.1207/s15506878jobem4902\\_1](https://doi.org/10.1207/s15506878jobem4902_1).
- Check, J., & Schutt, R. K. (Eds.). (2012). *Research methods in education*. Sage Publications.
- Chen, G., M. (2007). Media (literacy) education in the United States. *China Media Research*, 3(3), 103. <http://www.chinamediaresearch.net/index.php/back-issues?id=35>

- Crawford, P., Matthews, C., & Campbell, P. (1976). *The impact of violence on television On children: A review of literature* (Research Report). ERIC Document Reproduction Service.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Davies, M. M., & Thornham, H. (2007). *Academic literature review: The future of children's television programming*. Ofcom.
- Ekundayo, O. (2015). Does the African Charter on the Rights and Welfare of the Child (ACRWC) only underline and repeat the Convention on the Rights of the Child (CRC)'s provisions? Examining the similarities and the differences between the ACRWC and the CRC. *International Journal of Humanities and Social Science*, 5, 143–158.
- European Commission, Directorate-General for Information Society and Media – Media and Media Literacy Unit. (2009). *Study on assessment criteria for media literacy levels: A comprehensive view of the concept of media literacy and an understanding of how media literacy levels in Europe should be assessed*. [https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report\\_en.pdf](https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf)
- Freedom House. (2018). *Freedom on the Net - Uganda*. Retrieved December 24, 2020, from <https://www.refworld.org/docid/5be16af2c.html>

- Gachuru, W. F. (2012). *Effects of television programming on preschool children's social development in Westlands District, Nairobi*. (Unpublished master's thesis). University of Nairobi.
- Gauntlett, D. (2005). *Moving experiences* (2nd ed.). John Libbey Publishing.
- Gentile, D. A., Nathanson, A. I., Rasmussen, E. E., Reimer, R. A., & Walsh, D. A. (2012). Do you see what I see? Parent and child reports of parental monitoring of media. *Family Relations*, 61, 470–487.
- Gigli, S. (2004). Children, youth, and media around the world: An overview of trends and issues. Report for the Fourth World Summit on Media for Children and Adolescents, Rio de Janeiro, Brazil.
- Holland, B. (2017). *The moral person of the state: Pufendorf, sovereignty and composite polities*. Cambridge University Press.
- <https://www.worldoil.com/magazine/2022/january-2022/features/big-data-what-is-a-significant-sample-size>
- Huesmann, L. R., Moise, T. J., & Eron, L. D. (2003). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977–1992. *Developmental Psychology*, 39(2), 210–221.
- Jusoff, K., & Sahimi, N. N. (2009). Television and media literacy in young children: Issues and effects in early childhood. *International Education Studies*, 2(3), [page numbers if available]. Retrieved February 23, 2021, from <http://www.ccsenet.org/journal/index.php/ies/article/view/3339>
- Kadiri, K. K., & Muhammed, Y. A. (2011). Mass media as correlates of children's Behavioural problems in Kwara State, Nigeria. *Journal of Media and*



- Communication Studies*, 3(5), 98-202. Retrieved December 23, 2020, from <http://www.academicjournals.org/jmcs>
- Kenya Film Classification Board. (2012). *Classification guidelines*.
- Kisaka, A. (2015). *Digital migration—Lessons from Tanzania* [Conference presentation]. ITU Symposium, Geneva, Switzerland.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). Sage Publications.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.
- Kumar, S. (2018). Understanding different issues of unit of analysis in a business research. *Journal of General Management Research*, 5(2).
- Lelissa, T. B. (2018). *Research methodology* (Doctoral dissertation). University of South Africa.
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care*, 4(3), 324–327. <https://doi.org/10.4103/2249-4863.161306>
- Magoma, J. (2011). *The effects of electronic media on children's self/private reading behaviour: A case of Morogoro Municipality and Mvomero District, Tanzania* (Master's thesis). Sokoine University of Agriculture, Morogoro, Tanzania.
- Marie-Louise, M., & Valerie, K. (2015). Media effects on children. *International Encyclopedia of the Social and Behavioral Sciences*. <https://doi.org/10.1016/B978-0-08-097086-8.95006-2>
- Media Council of Tanzania. (2017-2018). *State of the media report*.

- Mendoza, K. (2009). Surveying parental mediation: Connections, challenges, and questions for media literacy. *Journal of Media Literacy Education*, 1, 28–41.
- Nathanson, A. I. (2001). Mediation of children's television viewing: Working toward conceptual clarity and common understanding. In W. B. Gudykunst (Ed.), *Communication yearbook 25* (pp. 115–151). Lawrence Erlbaum Associates Publishers.
- National Bureau of Statistics. (2022). *The 2022 Population and Housing Census: Initial results*. <https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-reporten.pdf>.
- Nikata, A. C. (2016). *Mass communication theory for beginners in colleges and schools*. Karljamer Publishers Limited.
- Obiaya, I. (2015). Nigerian Film and Video Censors Board: Le basi socio-politiche della censura dei video nigeriani. In A. Jedlowski & G. Santanera (Eds.), *Lagos calling: Nollywood e la reinvenzione del cinema in Africa* (pp. 93–114). Aracne.
- Ofcom. (2018). *Children and parents: Media use and attitudes report*.
- Onumah, C. (2020). *The state of media literacy in Sub-Saharan Africa 2020 and a theory of misinformation literacy*.
- Oyero, O., & Salawu, A. (2018). Building media capacity for children sustainability in Africa: Educational and partnership imperatives. *Sage Publications*. <https://doi.org/10.1177/2158244018763930>
- Pereira, S., Pinto, M., & Pereira, L. (2012). Resources for media literacy: Mediating the research on children and media. *Scientific Journal of Media Education*, 39(2), Article 09. <https://doi.org/10.3916/C39-2012-02-09>

- Predicting parental mediation behaviors: The direct and indirect influence of parents' critical thinking about media and attitudes about parent-child interactions. *Journal of Media Literacy Education*, 8(2), 1–21. <https://doi.org/10.23860/JMLE-2016-08-02-01>
- Rasmussen, E. E., White, S. R., King, A. J., Holiday, S., & Densley, R. L. (2016).
- Rioba, A. (2009). *Media in Tanzania's transition to multiparty democracy: An assessment of policy and ethical issues* [Licentiate thesis, University of Tampere].
- Rioba, A. (2012). *Media accountability in Tanzania's multiparty democracy: Does self-regulation work?* [Academic dissertation, University of Tampere].
- Save Street Children Uganda. (2019). *Taking child protection in the media to the next level in Uganda: Background paper and dialogue report*. <https://www.scribd.com/document/424265795/The-Role-of-Media-in-Child-Protection-pdf>
- Thoman, E., & Jolls, T. (2005). Media literacy education: Lessons from the Center for Media Literacy. *Yearbook of the National Society for the Study of Education*, 104(1), 180–205. <https://www.learntechlib.org/p/68405/>
- Uznienė, R. (2022). Media – agents of socialization. *Regional Formation and Development Studies*, 8(2), 231–239. <https://doi.org/10.15181/rfds.v7i2.2378>
- Valkenburg, M. P., Krcmar, M., Peeters, A. L., & Marseille, N. M. (1999). Developing a scale to assess three styles of television mediation: “Instructive mediation,” “restrictive mediation,” and “social coviewing.” *Journal of Broadcasting & Electronic Media*, 43(1), 52–66. <https://doi.org/10.1080/08838159909364474>

- Wahlbeck, Ö. (2002). The concept of diaspora as an analytical tool in the study of refugee communities. *Journal of Ethnic and Migration Studies*, 28(2), 221–238. <https://doi.org/10.1080/13691830220124305>
- Wards, G. (2022, January). Big data: What is a significant sample size? *World Oil*.

## **APPENDICES**

### **Appendix A: Interview Guide for Parents**

#### **A: Self introduction**

Dear Participants,

My name is Bujo Ambosise Mwalugaja, and I am a master's degree candidate at The Open University of Tanzania. I am currently conducting research concerning how parents' practice mediation on children television viewing habit in their households.

This study explores parental mediation of children television consumption. The study focuses on parental involvement in their child's daily media use and explores their mediation literacy levels through television mediation scale and programme labels. The study also aims at finding out factors that influence parents' choice of mediation strategies. Moreover, the study intends to unveil the sources of parents' education that enhance parents' mediation knowledge.

There are no perceived risks or discomfort to respondents associated with this survey. Participants, particularly parents may benefit from this research in gaining a greater understanding on healthier television use and the role it plays in the lives of their children.

Your response should be honest and based on your own experience. All avenues will be utilized to protect your anonymity.

I certainly appreciate your participation in this study.

#### **B: Demographic information**

**Instructions:** Please fill in question 1 and tick question 2 through 4 to complete the following demographic information about your family.

1. Your age:

20 – 30 years \_\_\_\_\_

31 – 40 years \_\_\_\_\_

41 – 50 years \_\_\_\_\_

51 – 60 years \_\_\_\_\_

2. Your education level

Primary education \_\_\_\_\_

Secondary education \_\_\_\_\_

College education \_\_\_\_\_

University education \_\_\_\_\_

Never attended school \_\_\_\_\_

3. Your child's gender:

Male \_\_\_\_\_

Female \_\_\_\_\_

4. Your relationship to the child taking this survey?

Mother \_\_\_\_\_

Father \_\_\_\_\_

Step-Mother \_\_\_\_\_

Step-Father \_\_\_\_\_

Other; Please specify \_\_\_\_\_

5. Indicate which best describes your present family situation:

Two Parent, Biological Family \_\_\_\_\_

Step Family \_\_\_\_\_

Single Mother Family \_\_\_\_\_

Single, Father Family \_\_\_\_\_

Other; Please specify: \_\_\_\_\_

### C: Mediation Literacy Information

**Instructions:** Please fill in and tick accordingly to complete the following questions about mediation practice information.

6. How often do you:

a) try to help your child understand what he or she sees on television?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

b) point out why some things actors do are good?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

c) point out why some things actors do are bad?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

d) explain the motives of television characters?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

e) explain what something on television really means?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

f) tell your child to turn off an unsuitable programme?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

g) set specific viewing hours for your child?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

Specify other rules that you have set for your child about watching television  
\_\_\_\_\_

h) forbid your child from watching certain programs?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

If the answer is often/sometimes explain why you do not allow your child  
watch them? \_

i) restrict the amount of child viewing?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_



j) specify in advance the programs that may be watched?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

- What factors or principles guide your decisions about your child's use of television? \_\_\_\_\_
- List three concerns that make you forbid your child from watching certain programming \_\_\_\_\_

k) Watch a programme together with your child because you both like?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

l) watch a programme together because you share a common interest in it?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

m) watch together just for fun?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

n) Both watch your favourite programme?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

- o) laugh with your child about things you see on television?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

6. Which mediation\_strategy (ies) among the following do you believe that is/are more suitable for mediating children television viewing?

Restrictive mediation style \_\_\_\_\_

Co-viewing mediation style \_\_\_\_\_




Instructive mediation style \_\_\_\_\_


7. Why do you believe the strategy (ies) is/are more suitable for mediating children television viewing? \_\_\_\_\_

8. Where did you learn about the need for mediating children television viewing? \_\_\_\_\_

9. Where did you learn about children television viewing mediation strategies? \_\_\_\_\_

10. Explain what the following television programme descriptors means:

- a)  .....
- b)  .....
- c)  .....
- d)  .....

- e)  .....
- f)  .....
- g)  .....
- h)  .....
- i)  .....
- j)  .....
- k)  .....

11. How did you acquire the knowledge on those descriptors? \_\_\_\_\_

## **Appendix B: Interview guide for children**

### **A: Self introduction**

My name is Bujo Ambosise Mwalugaja, and I am a master's degree candidate at The Open University of Tanzania. I am currently conducting research concerning children television viewing habit.

Your parents may benefit from this research as they may gain a greater understanding of healthier television use and the role it plays in your lives. You may also benefit from this study as it may help your parent's to protect you from negative television influence. This is very crucial for your physical and cognitive development.

Your response should be honest and based on your own experience. All avenues will be utilized to protect your anonymity.

I certainly appreciate your participation in this study.

### **B: Demographic Information**

1. Gender

Male \_\_\_\_\_

Female \_\_\_\_\_

2. Age

8 years \_\_\_\_\_

9 years \_\_\_\_\_

10 years \_\_\_\_\_

### **C: Television watching habit Information**

3. How many television sets do you have in your house? \_\_\_\_\_

4. Are you free to watch any television programmes in your seating room?  
\_\_\_\_\_

5. Do you have a television set in your bedroom? \_\_\_\_\_

## 6. How often do your parent:

- a) Try to help you understand what you see on television?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

- b) Tell you to turn off an unsuitable programme?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

- c) Set specific viewing hours for you?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

Specify other rules that your parents have set for you about watching television \_

- d) Forbid you from watching certain programs?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

- e) Restrict the amount of time for your television viewing?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

f) Specify in advance the programs that you may watch?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

g) Watch a programme together with you?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

h) Laugh with you about things you see on television?

Often \_\_\_\_\_

Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_

Never \_\_\_\_\_

Specify the programs that you watch with your parents and laugh \_\_\_\_\_

## **Appendix C: Maswali kwa ajili ya Wazazi**

### **A: Utambulisho binafsi wa Mtafiti**

Ndugu Mzazi,

Mimi naitwa Bujo Ambosisye Mwalugaja, ni mwanafunzi wa Shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania. Nafanya utafiti kuhusu wazazi wanavyosimamia namna watoto wanavyotumia luninga katika kaya zao.

Utafiti huu unachunguza namna wazazi wanavyosimamia maudhui ya luninga wanayotazama watoto wao. Hususani, utafiti unajikita katika kuchunguza namna wazazi wanavyojihusisha kufuatilia watoto wao wanavyotumia luninga katika maisha yao ya kila siku. Pia utafiti huu unalenga kupima viwango vya ufahamu wa wazazi katika kufuatilia matumizi ya luninga kwa watoto wao. Viwango hivyo vya ufahamu vitapimwa kwa kutumia mizania ya usimamiaji wa maudhui ya luninga kwa watoto. Vilevile alama za utambulisho wa maudhui ya luninga zitatumika kupima viwango hivyo vya ufahamu.

Pia, utafiti huu unalenga kubainisha sababu zinazowafanya wazazi wachague aina fulani ya njia za kusimamia matumizi ya luninga kwa watoto wao. Aidha, utafiti huu unalenga kuonyesha vyanzo vya maarifa ambavyo wazazi wanavitumia kujielimisha kuhusu namna ya kusimamia matumizi ya luninga kwa watoto wao.

Hakuna hatari yoyote wala usumbufu unaoweza kusababishwa na utafiti huu. Mshiriki, hususani mzazi unaweza kunufaika kutokana na utafiti huu kwa kupata ufahamu zaidi wa matumizi salama ya luninga na mchango wake katika maisha ya watoto wako.

Tafadhali majibu yako yawe ni ya dhati na yatokane na uzoefu wako. Njia mbalimbali zitatumika kuficha utambulisho wako.

Natoa shukrani zangu za dhati kwa ushiriki wako katika utafiti huu.

**B: Tarifa binafsi za mshiriki**

**Maelekezo:** Tafadhali piga tiki penye jibu sahihi na kujaza kipengele cha mwisho cha swali la tatu na nne.

Umri wako:

20 – 30 miaka \_\_\_\_\_

31 – 40 miaka \_\_\_\_\_

41 – 50 miaka \_\_\_\_\_

51 – 60 miaka \_\_\_\_\_

1. Elimu yako

Elimu ya Msingi \_\_\_\_\_

Elimu ya Upili \_\_\_\_\_

Elimu ya chuo \_\_\_\_\_

Elimu ya chuo kikuu \_\_\_\_\_

Sijasoma \_\_\_\_\_

2. Jinsia ya mtoto wako anayeshiriki katika utafiti huu:

Wakiume \_\_\_\_\_

Wakike \_\_\_\_\_

3. Uhusiano wako na mtoto huyo:

Mama yake mzazi \_\_\_\_\_

Baba yake mzazi \_\_\_\_\_

Mama yake wa kambo \_\_\_\_\_

Baba yake wa kambo \_\_\_\_\_

Majibu mengine; tafadhali ainisha \_\_\_\_\_

4. Tafadhali piga tiki jibu linaloelezea vema hali ya sasa ya familia yako:

Wazazi wawili wa kumzaa mtoto \_\_\_\_\_

Wazazi wa kambo \_\_\_\_\_

Mzazi mmoja, mama \_\_\_\_\_

Mzazi mmoja, Baba \_\_\_\_\_



Majibu mengine; tafadhali ainisha: \_\_\_\_\_

**C: Taarifa za ufahamu wa mzazi katika kufuatilia matumizi ya luninga kwa watoto wake**

**Maelekezo:** Tafadhali piga tiki penye jibu sahihi katika maswali yafuatayo na kujaza kipengele cha mwisho cha swali la g), h), vipengele viwili vya mwisho vya swali j) pamoja na swali la 7, 8, 9, 10 (maana ya alama zote) na la 11.

**5. Ni marangapi una:**

- a) jaribu kumsaidia mtoto wako kuelewa anachotazama katika luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

- b) toa sababu kuwa baadhi ya mambo wanayofanya wahusika katika luninga ni mazuri?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

- c) toa sababu kuwa baadhi ya mambo wanayofanya wahusika katika luninga ni mabaya?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

d) elezea dhamira za wahusika katika luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

e) elezea maana halisi ya jambo fulani katika luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

f) amuru mtoto wako azime luninga au abadilishe stesheni kuwapo na maudhui yasiyofaa?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

g) weka muda maalum wa mtoto wako kutazama luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

Ainisha taratibu zingine ulizotengeneza ili kuwaongoza watoto wako

wanapotazama luninga \_\_\_\_\_

h) kataza mtoto wako kutazama baadhi ya vipindi vya luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

Kama jibu lako ni Mara kwa mara /Mara moja moja eleza kwa nini humruhusu mwanao atazame vipindi hivyo? \_\_\_\_\_

i) dhibiti kiwango cha muda wa mtoto wako kutazama luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

j) anisha vipindi ambavyo vinaweza kutazamwa?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

- Ni vigezo gani au kanuni zipi zinaongoza maamuzi yako kuhusu matumizi ya luninga kwa watoto wako? \_\_\_\_\_
- Taja mambo matatu yanayokukera na kukufanya umkataze mtoto wako kutazama baadhi ya vipindi vya luninga \_\_\_\_\_

k) tazama kipindi cha luninga pamoja na mtoto wako kwasababu wote mnakipenda?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

l) tazama kipindi cha luninga pamoja na mtoto wako kwasababu nia zenu za kutazama kipindi hicho zinaendana?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

m) tazama pamoja kwa ajili ya kujiburudisha?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

n) mnatazama wote kipindi mnachokipendelea?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

o) mnafurahia pamoja na mtoto wako kutokana na vitu mnavyoviona kwenye luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

6. Ni njia ipi/zipi miongoni mwa zifuatazo unaamini kuwa inafaa/zinafaa zaidi katika kusimamia utazamaji wa luninga kwa watoto?

Kuweka makatazo \_\_\_\_\_

Kutazama pamoja nao \_\_\_\_\_

Kuwaelekeza wanachotazama \_\_\_\_\_

7. Kwanini unaamini njia hiyo/hizo ina/zinafaa zaidi katika kusimamia utazamaji wa luninga kwa watoto? \_\_\_\_\_

8. Ulijifunza wapi juu ya umuhimu wa kusimamia utazamaji wa luninga kwa watoto? \_\_\_\_\_

9. Ulijifunza wapi njia za kusimamia utazamaji wa luninga kwa watoto?

\_\_\_\_\_

10. Eleza alama zifuatazo za maudhui ya vipindi vya luninga zinamaanisha nini:

- a)  .....
- b)  .....
- c)  .....
- d)  .....
- e)  .....
- f)  .....
- g)  .....
- h)  .....
- i)  .....
- j)  .....
- k)  .....

11. Ulipata wapi ufahamu wa alama hizo za maudhui ya vipindi vya luninga?

\_\_\_\_\_

## **Appendix D: Maswali kwa ajili ya Watoto**

### **A: Utambulisho binafsi wa Mtafiti**

Mimi naitwa Bujo Ambosise Mwalugaja, ni mwanafunzi wa Shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania. Nafanya utafiti kuhusu wazazi wanavyosimamia namna watoto wao wanavyotumia luninga katika kaya zao.

Mzazi wako anaweza kunufaika kutokana na utafiti huu kwa kupata ufahamu zaidi wa matumizi salama ya luninga na mchango wake katika maisha yako. Nawe pia unaweza kunufaika na utafiti huu kwasababu unaweza kuwasaidia wazazi wako kukulinda dhidi ya maudhui ya luninga yenye athari hasi. Ulinzi wa namna hiyo ni muhimu sana katika ukuaji wako wa kimwili na kiakili.

Tafadhali majibu yako yawe ni ya dhati na yatokane na uzoefu wako. Njia mbalimbali zitatumika kuficha utambulisho wako.

Natoa shukrani zangu za dhati kwa ushiriki wako katika utafiti huu.

### **B: Taarifa binafsi za mtoto**

1. Jinsia ya mtoto

Male \_\_\_\_\_

Female \_\_\_\_\_

2. Umri wa mtoto

8 years \_\_\_\_\_

9 years \_\_\_\_\_

10 years \_\_\_\_\_

3. Taasisi ya mtoto

Shule ya Msingi ya Bokotimiza \_\_\_\_\_

Kanisa la Roma la Bokotimiza \_\_\_\_\_

Ahbab Rasul Madrasat ya Watoto Bokotemboni \_\_\_\_\_

Kanisa la Kiinjili la Kiluteri la Tanzania (KKKT) Bokotemboni \_\_\_\_\_

4. Mna seti ngapi za luninga nyumbani kwenu? \_\_\_\_\_
5. Uko huru kutazama kipindi chochote cha luninga sebuleni kwenu? \_\_\_\_\_
6. Kuna seti ya luninga katika chumba chako cha kulala? \_\_\_\_\_
7. Mara ngapi wazazi wako:
  - a) Wanakusaidia kuelewa unachokiona kwenye luninga?
 

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Hawajawahi \_\_\_\_\_
  - b) Wanakuamuru uzime/ubadirishe stesheni ya luninga kunapokuwa na maudhui yasiyofaa?
 

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_
  - c) Wanakuwekea muda maalum wa kutazama luninga?
 

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Hawajawahi \_\_\_\_\_

Ainisha taratibu zingine ambazo wazazi wako wamekuwekea ili uzifuate kuhusiana na kutazama luninga \_\_\_\_\_
  - d) Wanakuzuia kutazama baadhi ya vipindi vya luninga?
 

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

e) Wanadhibiti kiwango cha muda wako wa kutazama luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

f) Wanaainisha aina za vipindi vya luninga unavyoweza kutazama?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

g) Wanatazama luninga pamoja na wewe?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

h) Mnafurahi pamoja kuhusiana na vitu mnavyoviona kwenye luninga?

Mara kwa mara \_\_\_\_\_

Mara moja moja \_\_\_\_\_

Mara chache \_\_\_\_\_

Sijawahi \_\_\_\_\_

Ainisha vipindi mnavyotazama pamoja na wazazi wako na kufurahia  
\_\_\_\_\_



### Appendix E: A Map of Kibaha Town



## Appendix F: A Research Clearance issued by The Open University of Tanzania

### THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG201902528

30<sup>th</sup> May, 2024

Regional Administrative Secretary (RAS),

Coast Region,

P.O Box 30080,

COAST.

Dear Regional Administrative Secretary,

**RE: RESEARCH CLEARANCE FOR MR. BUJO AMBO SISYE MWALUGAJA REG NO: PG201902528**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Bulo Amboasisye Mwalugaja Reg No: PG201902528**), pursuing Master of Arts In Mass

**Communications (MA-MASSCOM).** We here by grant this clearance to conduct a research titled **"Parents' Literacy on Children Television Viewing Mediation Practice In Tanzania.** He will collect his data at your area from 10<sup>th</sup> June to 30<sup>th</sup> July 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

**THE OPEN UNIVERSITY OF TANZANIA**



Prof. Gwahula Raphael Kipamala

For: **VICE CHANCELLOR**

**Appendix G: A Research Permit issued by the Pwani Regional Administrative Secretary**

**JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA RAIS  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Telegrams: "REGCOM COAST"  
Tel. No. 023-2402287/2402066  
Fax No. 023-2402358/2402151  
E-mail: [rasu@pwani.go.tz](mailto:rasu@pwani.go.tz)



Coast Regional Commissioner's Office,  
2 Ishengoma Street,  
P.O.Box 30080,  
**61180 KIBAHA CBD, PWANI.**

In reply please quote:  
Ref. No. HA. 270/325/01A

13 June, 2024.

District Administrative Secretary,  
**KIBAHA**

Ref: **RESEARCH PERMIT.**

Please kindly refer to the subject above,

2. I would like to introduce MR. AMBOSISYE MWALUGAJA who has been allowed to conduct research on "Parents Literacy no Children Television Viewing Mediation Practice in Tanzania"
3. The period to which this permission has been granted is from 10<sup>th</sup> June to 30<sup>th</sup> July, 2024.
4. Please accord him with necessary assistance which will help to complete research objectives.
5. Kindly regards,

Roseline W. Kimaro

For: **REGIONAL ADMINISTRATIVE SECRETARY.**

Copy:

Vice Chancellor,

**THE OPEN UNIVERSITY OF TANZANIA.**

MR. BUJO AMBOSISYE MWALUGAJA,

**RESEARCHER.**

**Appendix H: A Research Clearance issued by the Kibaha District  
Administrative Secretary**

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Kibaha District  
Tel No. 023 - 2402012  
Fax No: 023 - 2402012 PO Box 30176  
E-Mail: [das.kibaha@pwani.go.tz](mailto:das.kibaha@pwani.go.tz)  
In reply please quote



District Commissione'r Office,  
4 Boma Street,

61181 KIBAHA, PWANI.

Ref. No. AB.123/202/01C/183

18<sup>th</sup> Juni, 2024.

Town Director,  
Kibaha Town Council,  
Po Box 30112,  
KIBAHA.

REF: RESEARCH CLEARANCE FOR MR AMBOSISYE MWALUGAJA.

Refer to the heading above.

2. I would like to introduce to you **Mr.Ambosisye Mwalugaja** who has been allowed to conduct research on "Parents Literacy no Children Television Viewing Mediation Practice in Tanzania".

3. The period to which this permission has been granted is from 10 June to 30 July, 2024.

4. You are requested to provide the necessary assistance which will enable him to complete his research.

5. Thanks for the collaboration.

Roina Ilomo

For: DISTRICT ADMINISTRATIVE SECRETARY  
KIBAHA.

Copy to: Vice Chancellor,  
THE OPEN UNIVERSITY OF TANZANIA.

Mr.Ambosisye Mwalugaja,  
Researcher

## Appendix I: A Research Permit issued by the Kibaha Town Council Director

**JAMHURI YA MUUNGANO WA TANZANIA**  
**OFISI YA RAIS**  
**TAWALA ZA MIKOA NA SERIKALI ZA MITAA**  
**HALMASHAURI YA MJI KIBAHA**




*Unapojibuatafadhiliwa:*

Kumb. Na. KTC/E.40/3 VOLVIII/ 28/06/2024

Watendaji wa Kata MailiMoja, Tumbi, P/Ndege na Mkuza  
Halmashauri ya Manispaa ya Kibaha  
KIBAHA PWANI

**YAH: KIBALI CHA KUFANYA UTAFITI.**

- 1 Tafadhali husika na kichwa cha habari hapo juu.
- 2 Mkurugenzi wa halmashauri ya Manispaa ya Kibaha anapenda kumtambulisha kwako **Ambosisye Mwalugaja** kutoka Chuo Kikuu cha Open kwa ajili ya kufanya utafiti kuhusu **"Parents Literacy no Children Television Viewing Mediation Practice in Tanzania"**. Utafiti huo unatakiwa kuanza 10 juni 2024 hadi 30 Julai 2025.
- 3 Naomba umpokee na kumpatia ushirikiano.

  
**Debra L Kusiluka**  
**K.n.y: MKURUGENZI WA MJI**  
**KIBAHA**

**Nakala:**  
Mkurugenzi  
Halmashauri ya Mji Kibaha

Ambosisye Mwalugaja  
Chuo Kikuu cha Open

**-Kny: MKURUGENZI WA MJI**  
**HALMASHAURI YA MJI KIBAHA**