

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

**Parental Concern Towards The Effect Of Inappropriate Television
Content On Children And The Practice Of Parental Television
Mediation In Bole Sub City, Addis Ababa**

Tigist Gizachew

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Addis Ababa

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This thesis is submitted to the School of Psychology in partial fulfillment of the requirements for
MA degree in Developmental Psychology.

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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Abstract

Parental television mediation is believed to counter the negative effect of television on children and parental concern towards the effect of inappropriate contents on children is considered the driving force to parental mediation of such content. The objective of this study was to examine the level of parental concern towards the effect of inappropriate television content on children and to explore the presence and the extent of parental television mediation practice in Bole Sub City, Addis Ababa. The study also intended to assess the relationship between respondents' socio-economic characteristics and their television mediation practiced as well as the relationship between parental concern and the practice of television mediation. The study used survey research method and employed a three stage Probability Proportionate to Size (PPS) sampling technique in which kebeles, enumeration areas CSA uses for population census and households were the primary, secondary and tertiary sampling units used. A total of 384 parents (113 mothers and 253 fathers) have participated in the study. Quantitative data have been collected using structured questionnaire. Data collected were analyzed using SPSS 20 and presented in descriptive statistics using cross tabulation and chi-square tests. Accordingly, findings revealed that the majority of the parents were moderately concerned about inappropriate television content (50%) followed by highly concerned parents (33%). The findings also indicated that parents (54%) mediated their children's television viewing and the rest (46%) did not employ any monitoring technique at all. From the mediation strategies, co-viewing was found to be the most prevalent among 80% of the parents. The finding indicated significant relationship between parental mediation and household monthly income ($p < 0.001$). No significant relationship was detected for other socio-economic characteristics. The result revealed a significant relationship between parental concern and their use of television mediation strategies ($p < 0.001$). Based on the findings parents are advised to be cautious and responsible in monitoring their children's television viewing to mitigate the negative effects of exposure to inappropriate television content.

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Acronyms and Abbreviations

AAP	American Academy of Pediatrics
AIDS	Acquired Immunodeficiency Syndrome
CSA	Central Statistics Agency
ERIS	Electoral Reform International
ETB	Ethiopian Birr
ETV	Ethiopian Television
PPS	Probability Proportionate to Size
PTC	Parental Television Council
UN	United Nations

Chapter one

Introduction

1.1. Background

Developmental contexts such as media, family, schools and peers easily shape children's minds. Media in particular serves children as a source of information shaping how they perceive the world around them. Today's children live in a media saturated world where easy access to information and entertainment is just a click away (Gentile & Walsh, 2002). In most cases, providing a household with various media accesses has become a symbolic statement making it perceived as one of the most important necessities in the household. This perception and growing accessibility poses a challenge for parents as they try to manage children's exposure to increasingly changing media and its content. (Krumina, 2012).

The numerous forms of electronic media that were invented so far are very powerful in terms of connecting the world and giving personal exposure to things happening across the world. Without media and the latest information technologies, the globalization we speak of would be impossible (Carlsson, 2006).

Responsible use of media can help us acquire knowledge and skills as well as offer ongoing entertainment. However, irresistible use can be detrimental in many aspects especially for children whose skills of properly understanding and interpreting media content as well as limiting its consumption is not yet fully tuned. In other words, the belief that children are more sensitive and vulnerable as well as less critical than adults as a result of their little experience and poorly developed frames of reference to guide their judgment should be a prompting factor when we talk about wise use of media (Carlsson, 2006).

Television, as one form of media, plays a prominent role in children's life due to its widespread use and availability. In most homes, television is considered an integral part of the family activity that continues to take most of the young people's free time (Vittrup, 2009). Ever since its discovery, the impact it has on viewers' attitudes and behaviors has been a talking point that prompted several scholars to do a great deal of research (Harper-Gilmore, 1994).

Television presents different models of behavior and children react on them differently. It can be a powerful influence in developing value systems and shaping behavior. Sometimes the message conveyed through this medium is good, sometimes harmful; sometimes they stay without consequence (Baacke cited in Krumina, 2012). Television can "show things happening, it can introduce viewers to interesting peoples of all kinds, it can be a window to the world, it can give a sense of reality etc." (Bluem & Manvell, cited in Harper-Gilmore, 1994, p. 12). Similarly, television can be entertaining and educational, and can open up new worlds for kids, giving them a chance to discover the world, learn about different cultures and create the possibility of exploring different ideas they may never encounter in their immediate surroundings. Likewise, exposure to television has been associated with "positive social interactions, improved intelligence scores, improved problem solving skills, accelerated language skill and enhanced school performance" (Barkin, Ip, Richardson, Kinepeter, Finch, & Krcmar, 2006). The line between the positive and negative effects of exposure to television is drawn in the content of the programming and the time spent watching television (St. Peters, Fitch, Huston, Wrign, & Eakins, 1991).

Although there is no denying of the benefits attached to the use of television, the concern expressed by most parents, educators and policy-makers about the negative effects television exerts on children is, without a doubt, a genuine one. Even though the concern has been voiced as

long as the existence of this media, it has grown in pace with the development of diversified state of the art television media technology (Carlsson, 2006). Similarly, Fabes, Wilson, & Christopher (1989) noted that although the precise effect of television on children and how these effects manifest themselves is still hotly debated, few would disagree the pervasive nature of television in family life.

Research findings indicate several negative effects of television viewing that relate to an increased amount of viewing as well as exposure to inappropriate television content. According to Gentile and Walsh (2002, p. 3), some of the mentioned effects include “lowered school performance, increased aggression, increased obesity, and prevalence of symptoms of psychological trauma.” Media exposure has also been associated with “aggressive behavior, poor moral reasoning, desensitization, the conception of the world as a mean and scary place, and decreased attention span” (Barkin et al, 2006:395). The presence of inappropriate contents on television plays a fueling role in increasing the negative effects of television in the lives of children. Among the distressing inappropriate contents mentioned in studies “violence, sexual content, inappropriate language, stereotypical and disrespectful depiction of young people, women and minorities are some of them” (Vittrup, 2009; Carlsson, 2006).

Considering the fact that a large number of children are granted easy access to the use of television with all its advantages and potential detrimental effects it is important to question parental awareness towards television usage, level of involvement to influence children’s television viewing habit and parental understanding of the threat posed by the unsupervised exposure of inappropriate content.

Families differ in their use of media. Some families set strict monitoring mechanism while others do not employ any monitoring schemes to what or how much media children consume.

Parental concern towards children's exposure to inappropriate television content also varies from family to family. Sandstig, Johansson, & Ringsberg (2013) stated that parental mediation is most prevalent in homes where parents' belief in the effect of television on children is the strongest. This is to say that parental attitude and concern towards television's objectionable contents has a huge impact on the practice of parental mediation.

No matter how parental perception on the importance of managing their children's media consumption differs, researches indicate that parents play a crucial role in mediating the negative effects of television (Mesch, 2009 cited in Shin (2010); Vittrup (2009); Husmann and Taylor (2006) and Warren (2005)). In other words, since children usually watch television at home, parental monitoring and intervention in guiding their children's media use is of potentially great relevance if we are to mitigate the negative effects of television exposure.

Studies conducted on the role parental television mediation plays in curbing the negative effects of this medium has considered parental mediation to be a key factor to overcoming television's potential negative effects. Research has identified "three-dimensional concept of parental mediation styles", which include restrictive mediation, active mediation and co-viewing to regulate the television contents children are exposed. According to Nathanson (2001), Valkenburg, Krmar, Peeters, & Marseille, (1999), and Waren (2005), parents using "restrictive" strategies prohibit viewing of specific television contents whereas those that use "active" mediation strategies focus on discussing or explaining the content of television to their children. Co-viewing mediation occurs when parents watch television with their children without discussing television use or content. Even if these mediation strategies are implemented to curtain children from the negative effects of television, some are found to be effective than others (Evans, Jordan & Horner, 2011).

1.2. Statement of the Problem

The availability of television in many homes in Addis Ababa with access to either domestic channels or foreign free or paid channels has made children spend a lot of time in front of television. Its accessibility has given children the opportunity to roam through many channels and watch various programs that are not only educational and age-appropriate but also unsuitable without the supervision of their parents or guardians.

According to the Electoral Reform International Services (ERIS) Audience Survey Ethiopia (2011), 87.9% of the residents in Addis Ababa have access to Television. From this 71.3% watch television on a daily basis. The survey has also indicated that 68.1% said that their favorite television channel to watch includes “a broad range of transnational and channels of neighboring countries.” Even though access and coverage to foreign free or paid channels is not documented, from this figure we can deduct the extent of the coverage in the city. If this is so, it is only reasonable to assume that many children in Addis Ababa are exposed to a wide variety of television contents including those that are violent, sexual or contents with inappropriate language that are transmitted through these foreign channels. Supporting this assumption, Totland, Bjelland, Lien, Bergh, Gebremariam, Grydeland, Ommundsen, & Andersen (2013) pointed out that generally children’s television exposure is highly determined by access to television, parental viewing habit and parental rules/regulation/limitation.

According to Dieterich & Ladevich (1977), in order for children to learn pro-social behaviors they need to be exposed to television materials that express such behaviors. Although children’s programs try to convey such constructive messages, children do not always watch only children’s programs, and much of the adult materials they watch do not impart pro-social values. In our context, children are not only exposed to contents that are intended for children through either

domestic channels or paid or free foreign channels. Generally, children are mostly exposed to adult contents that are not specifically designed for them. If we consider the domestic channels available in the country, it is evident that the shortage of age appropriate children's program in the country has aggravated children's exposure to adult television contents. It is observed in many homes in Addis Ababa that children equally watch all kinds of programs with their parents or guardians with no or little restriction. At a time when the level of awareness in most homes on the effect of television contents are not yet fully realized, children's exposure to inappropriate television content is becoming detrimental to their development as a whole and its cumulative effect is yet to be seen.

Albeit the benefits of the use of this media are undeniable, children's unsupervised media consumption leads to outcomes that will affect not only them but also the community as a whole in the end. Accumulated evidence suggests that television affects the beliefs and the behavior of children and also their attitudes and information especially on topics where the environment does not provide first-hand experience or other sources of information (Dieterich & Ladevich, 1977).

The United Nations Convention for the Rights of the Child (CRC) Article 17 clearly states that "governments that have ratified the convention be bound to ensure the child's access to information and materials especially aimed at the promotion of his or her social, spiritual and moral wellbeing and physical and mental health from a diversity of national and international sources". Towards this end, governments should encourage the development of appropriate guidelines for the protection of the child from information and material harmful to his or her wellbeing. Keeping the government's obligation aside, parents, apart from providing access to this media, need to intentionally get involved in regulating and monitoring the use of television by their children in order to prevent the negative effect as well as in encouraging the positive ones.

Research on parental television monitoring indicates that parents can reduce the negative effects of media exposure on children and contribute to the development of its positive effect by actively involving in giving guidance in their children's viewing (Nathasanson, 2001).

Even though the researcher didn't come across local empirical researches that focus on children's level of exposure to inappropriate television content, the consequence of being exposed to such contents or parental mediation practice in our country, it is safe to assume that the issue of parental mediation of inappropriate content seems to be ignored. In general, setting a rule to what children should watch on television be it in national or foreign channels and limiting the amount of time they spend watching seems to be ignored or is the least of the priority in many homes. The fact that the issue itself is not researched enough shows the gap that it is not given the necessary attention or any priority whatsoever.

The purpose of this study was, therefore, to explore the level of parental concern towards the effect of inappropriate television content as well as the practice of parental television mediation. Moreover, the study aimed to identify the type of mediation strategy parents used most. In addition, the study also set out to explore the contribution of socio-economic status on the practice of parental television mediation. It was also the intention of this study to investigate the relationship between parental concerns towards the effects of inappropriate television contents and the probability to use each of the mediation strategies. In that regard, the study attempted to answer the following research questions:

1. Are parents concerned about the effects of inappropriate television content on children's behavior?
2. Do parents monitor their children's television viewing?
3. What type of television mediation strategies, if any, do parents practice most?

4. Is the practice of parental mediation different across socio-economic strata?
5. Is there a relationship between parental concern towards the effects of inappropriate television contents on children and the likelihood to use each type of mediation strategy?

1.3. Objectives

The purpose of this study was to investigate parental concern towards the effects of inappropriate content and the practice of parental television mediation. The relationship between parental concern and mediation practices was also assessed. Thus, it has the following specific objectives.

- Determine the level of parental concern towards the effects of inappropriate television content
- Explore the presence of and the level of parental television mediation
- Identify the contribution of socio-economic status on the practice of parental television mediation
- Determine whether there is a relationship between parental concern towards the effect of inappropriate television content on children and the likelihood to use each type of mediation strategy

1.4. Operational Definition of Variables

The following are definitions of the variables used in the study.

Parental Mediation: is strategies parents use to control, supervise or interpret media content.

This study uses parental guidance, parental monitoring, and parental control alternatively and they all indicate parental mediation.

Active Mediation: refers to the mediation strategy in which parents discuss certain television contents their children watch by themselves or with them.

Restrictive mediation: refers to the mediation strategy in which parents set rules or prohibit exposure to certain television contents.

Co-Viewing: refers to mediation strategy where parents watch television with their children without any discussion or explanation about the content being watched.

Parental concern: refers to sets of concerns regarding children's exposure towards objectionable television content such as violent content, sexually explicit content and offensive languages.

Media Viewing habit: refers to time spent viewing television and preference of television content.

1.5. Delimitation

The researcher has delimited the scope of the study to Bole Sub City where there exists variations in socio economic status and also because it is the residential area of the researcher where close observation indicated the existence of the problem under study. The study also delimited the scope of the study to participants with children less than 17 years of age.

1.6. Significance of the Study

The study is expected to shed light on the practice of parental mediation towards children's television exposure with regards to time spent viewing and programs considered suitable for children. According to various researches conducted on the area, unlimited and unsupervised television viewing can result in children's behavioral problems. Hence, the study will be of paramount importance in understanding the significance of parental television mediation so as to augment the positive effects of television and reduce or eliminate the negative ones. Moreover, knowing the various mediation techniques would also be helpful to parents as they try to enforce regulatory techniques in their homes and teach their children how to be critical viewers of television in order to maximize the positive effect of the medium on children's behavior.

Therefore, the finding of this study is believed to be significant for the following reasons:

- Provide basic information on the existence or lack of parental mediation regarding children's television viewing in general.
- Create awareness regarding the importance of regulating and controlling children's use of television.
- Focus the attention of parents on what their children should be allowed to watch on television and how much they should spend their time watching.
- Shed light on the effect of unsupervised and unlimited television viewing as well as exposure to inappropriate television content on children's behavior.
- Equip parents with the option of mediation strategies that benefits children the best and mitigate the negative effects of inappropriate television content.

Chapter Two

Literature Review

In this chapter, a review of conceptual and empirical studies related to parental television mediation is presented. In addition, the chapter reviews the impact of parental concern towards the negative effects of television on the practice of parental mediation.

The chapter starts with the concept of parental television mediation as well as types of mediation strategies. Then, it goes on to discuss the impact of parental concern towards the effect of inappropriate television content on the practice of parental television mediation followed by the need for parental television mediation through depicting the positive and the negative side of television. Later, the contribution of socio-economic characteristics on the practice of parental mediation is presented. The final section summarizes all the discussions by way of showing the purpose of the present research.

2.1. Parental Mediation: An Overview

Even with the many new technological developments, television viewing stays the main choice entertainment for many millions of people including children (Gunter & McAleer, 1997). Currently, children around the world have access to a wide-ranging media more than any past generation.

The potential impacts of electronic media, particularly television, on children have long been criticized and people's belief on the part television plays on what children believe is right, wrong or possible has escalated the attention given to the topic (Fortman, Clarke, & Austin, 1998). It has already been established that television can have both positive and negative effects on children's development depending on the content to which they are exposed. Some media messages can

teach children positive, pro-social lessons, while others can lead to children learning antisocial lessons that encourage them to behave antisocially. Hence, the crucial difference on how television affects children's development and behavior depends significantly on the type of television content children are exposed.

Parental mediation of television viewing have confirmed the belief that parents can play a huge role in curbing the negative effects of television exposure and enhance the positive ones (An & Lee, 2010). It could be said that parents remain central to regulating and guiding their children's television use to ensure that they engage in contents that positively influence their behavior. The roles parents play in regulating the media effects on their children is mainly determined by their attitude and concern towards the effect of television exposure (Nathanson, 2001).

Studies on parental mediation have been considerably on the rise during the past few decades (Nathanson, 2001). Generally, these studies seek to understand how parents protect their children from the adverse effects of media in general and how parents through guidance teach their children to be critical viewers (Sandstig, et al. 2013). Existing parental mediation literatures mainly evolve around the occurrence, predictors or effects of parental mediation (Valkenburg, et al. 1999).

Literatures on parental mediation reveal that parental behavior regarding television significantly affects children's reaction to the medium (Nathanson, 1999; 2001). This is to say that the family is primarily responsible in instilling a good media use habit in their children through exemplifying a good media use habit themselves. In addition, as television becomes prominent in the lives of children, it is mandatory for parents to take the leading position in regulating and guiding their children's television use.

Barkin, et al. (2006), taking into consideration the recommendation of the American Academy of Pediatrics (AAP), state that parents are primarily responsible in positively influencing their children's media use through providing the guidance to help make their children selective viewers, controlling their media exposure, watching with their children, and explaining what the child sees. Similarly, Vandewater, Park, Huang & Wartella (2005), mention that parents are considered as children's "first line of defense" against inappropriate television consumption that signifies the adverse effects of this particular media. It is also argued that parents mainly affect their children's television viewing experience by being models of television use and by taking the decision-making role about what is viewed when and by guiding their children's television choice (St. Peters, et al., 1991). Likewise, Nathanson (1999) clearly points out that television mediation sends a message to children about the importance of television, how it should be used and how attentive children should be to the material. On the same note, Singer & Singer (1998) mention that parents can indeed play a vital role in helping their children acquire and use critical television viewing skills. The role parents play to improve their children's critical viewing skills to reduce the likelihood of children experiencing television related negative effects could not be emphasized enough.

Parental mediation is "a broad term that includes rules surrounding media use (including time spent with media and content restrictions), as well as strategies that encourage the critical appraisal of media" (Linder & Werner, 2012:7). Similarly, Warren (2001a, p. 212) defines parental mediation as "any strategy that parents use to control, manage, or interpret media content for their children". Parental mediation is generally believed to bring positive outcome for children. However, specific outcomes of parental mediation depend on the type of mediation strategies used (Warren, 2001a).

Through the years, authors have conducted studies to analyze the concept of parental mediation and to distinguish between different types of mediation strategies (Nathanson, 2001; Valkenburg, et al. 1999). Singer & Singer (1998) endorse the views of O'Bryant and Corder-Bolz (1978) while discussing general methods parents could employ to mediate their children's television use. These proposed methods include:

“...limiting television viewing, controlling the kinds of programs children view, emphasizing purposeful rather than aimless viewing, using direct mediation through explanation and comments about programs, using indirect mediation by modeling critical skills or discussing program content with others in the presence of younger children, and applying material that appeared in a program as a way to handle social behaviors” (Singer & Singer, 1998:175).

Parents due to various reasons can be negligent, passive or even unaware about taking action concerning their children's TV viewing. Rue (1974:76), in his study “*Television and the Family: The question of Control*”, explains:

“...possible reasons for parents negligence in controlling their television viewing includes parents positive attitude about television and its use; negative effects of programs outweighing the overall positive effects; lack of time for continuous supervision or discussion; inexperience or unwillingness to discuss television with children; the non-differentiation between an entertaining and learning context.”

2.2. Types of Parental Mediation

According to Nathanson (1999:3), parental mediation is “conceptualized as a three-dimensional construct”. Although a variety of labels have been used through the years to describe subtypes of mediation, three different strategies of mediation and the outcomes that resulted from those parental practices have so far been developed and used in various parental mediation studies. Television mediation strategies comprise: “Active Mediation, or talking to children about television; Restrictive mediation, or setting rules and regulations about children’s television viewing; and Co-viewing or simply watching television with children” (Nathanson,1999, 2001; Valkenburg, et al. 1999; Gentile, Nathanson, Rasmussen, Reimer, & Walsh, et al., 2012).

2.2.1. Active Mediation

Active mediation involves parent-child conversation or discussion of certain aspects of television and its content during or after viewing (Valkenburg, et al., 1999). This mediation type has been labeled differently such as instructive guidance, discussion, evaluative or explanation. Active mediation is linked with many positive outcomes.

According to Nathanson (2002), parents who employ this type of mediation strategy enhance their children’s understanding of television. This is to say that as parents discuss the contents seen on television with their children, they increase their children’s chance of comprehending television content and learning from television. Furthermore, parents would also get the opportunity to impart moral lessons drawn from the content as well as elaborate the questionable ones. Similarly, parents who watch pro-social television programs with their children and

reinforce the messages through different descriptions enhance their children's pro-social learning (Nathanson, 2002). Active mediation is also linked to more social outcomes where research findings indicate that parental negative comment towards inappropriate content leads to children having negative attitude towards such contents as well (Nathanson, 1999). For instance, Nathanson (2002) argues that negative active mediation of violent television content, where parents make negative comments and express their stand towards it, is related to less aggression on children. To put it differently, hearing parents make negative comments about inappropriate television content may communicate to children that watching this kind of content is not important, useful, or worthy of their attention which lessens the likelihood of them being influenced by the message. Moreover, Nathanson (1999; 2001) claim that the practice of active television mediation can result in lowering the negative effects of television on children through illustrating the undesirability of certain programs via direct communication about the content. Generally, it is assumed that parents use active mediation because of their belief that television content has a potential to harm their children. Even though it is common practice for parents to ignore content or change the channel than to discuss inappropriate content with child, active mediation is found to be the most effective form of parental television mediation (Nathanson, 1999).

The nature of parent-child discussions about television are likely to rely heavily on parental attitudes toward the media. They are also likely to rely on existing communication patterns within families and on general parenting style (Gunter & McAleer, 1997).

2.2.2. Restrictive Mediation

Restrictive mediation occurs when parents set rules about children's television viewing, which can include limiting the amount of television viewed, when viewing is allowed, how long viewing can last and limiting the content of television viewed (Nathanson, 2002; Valkenburg, et al. 1999). Gunter & McAleer (1997:181), in their book *Children and Television*, also discuss the influence of parents on viewing behavior through "direct intervention which occurs when parents lay down rules about viewing or encourage or discourage in explicit terms the watching of particular kinds of programs or amounts of television." They further elaborate that parents may practice the restriction by limiting children's viewing to specific hours per day or impose restriction of viewing contents that are unsuitable. Parents might also insist on children watching programs that are specifically produced for children or ones that are believed to have educational benefit.

According to St. Peters, et al. (1991), the most frequent reasons why parents practice this type of mediation is the presence of television contents such as violence, sexual content, and frightening contents. Valkenburg et al. (1999) also state that being concerned that certain television content might promote aggression or fright reaction mostly leads to parental restriction of such contents. Nathanson (1999), argues that parents who restrict their children access to unsuitable television content may clearly communicate to their children that the content is undesirable and not worthy of much attention thereby lessening the effect of such contents.

Research findings indicate that young children benefit more from restrictive mediation strategies that serve to diminish the exposure to inappropriate television content than older children who may interpret restriction as evidence that parents do not trust them (Nathanson, 2002). For older children this type of mediation strategy can trigger their curiosity and have "the

forbidden fruit” effect where they are more likely to develop positive attitude towards the forbidden content and a greater likelihood that they would watch it with peers elsewhere (Nathanson, 2002).

2.2.3. Co-viewing

Co-viewing is the simple act of parents watching television with their children (Valkenburg, et al., 1999; Nathanson, 2001, 2002; Fortman, et al., 1998). Co-viewing, according to Warren (2003, p. 395-396) is defined as “shared viewing with no purposeful discussion of content which can arise from having common interest, seeking to have fun or as a coincidental activity”.

Even though much debate exists on whether or not co-viewing can be considered as mediation, studies indicate that co-viewing can bring a positive outcome. Nathanson (1999, 2001) argues that co-viewing can increase understanding of children’s programming. This is to say that children who watch educational programs with their parents may learn more from the material than other children do. Similarly, Valkenburg, et al. (1999) discusses the positive outcomes related to co-viewing saying that engaging in shared viewing makes parents and children feel closer to each other. Furthermore, it is posited that when children watch family programs with parents they learn more about human relation than when they watch such contents alone (Valkenburg, et al. 1999).

Although there are positive outcomes related to this mediation style, there are also strong reservations towards it. The concern on this kind of mediation strategy arises from the fact that parents sit down with their children simply to watch television as family entertainment or as a means of spending time together without great concerns for the negative impact of television (Valkenburg, et al., 1999).

According to Sandstig, et al. (2013), in families who co-view, children's viewing is determined by parents' program selection or viewing habit. As a result, parents' viewing choices play a critical role in determining children's exposure to adult programming (St. Peters, et al., 1991). Parents who engage in mere co-viewing of inappropriate content do so because they have positive attitude toward the content (Nathanson, 2001). Similarly, Fortman, et al. (1998) state that parents often watch television with their children not because they want to discuss its content with their children but because they are interested in the program. In this case, the common understanding that children are exposed to inappropriate content as a result of lack of parental involvement is contested and in fact children are exposed to such content just because they are with their parents.

The risk of co-viewing is also clearly expressed in a study by Nathanson (1999) where it is mentioned that parents co-viewing of inappropriate content with their children without saying anything that contradicts what is shown, may make children perceive their parents silence as a sign that they approve the content or endorse what is watched as being positive or beneficial. In other words, in cases where parents watch television contents that are inappropriate to children such as those that include violence, sexual acts or indecent language without any discussion, they are in a way sending a message that watching such contents is not harmful and ok. Therefore, parental attitude and viewing choice plays a huge role for co-viewing to have a positive or negative impact on children.

2.3. Parental Concern towards the Effect of Inappropriate Television Content on Children

While it may be possible for parents to be aware of objectionable television content and the negative effects of viewing such contents, it is difficult to explain why some parents regulate their children's viewing habit and others do not (Warren, et al., 2002).

Parental attitude towards television's effect on children be it positive or negative has been consistently identified as the strongest determining factor for parental mediation (Valkenburg et al., 1999; Warren, et al., 2002; Warren, 2001a; 2003; St. Peters et al., 1991). Nathanson (2001) also proved that parental attitude and concern are the main motivators for the practice of parental mediation. Sandstig, et al. (2013) also stated that parental attitude toward media content and its effects has shown to be the most crucial factor to protect children from harmful media influence. This is to say that parental mediation is most prevalent in homes where parental belief in the effect of television on children is the strongest.

Warren, et al., (2002, p. 92) defined parents' television attitude as a "set of concerns about objectionable content". (Warren, 2003) states that parents' concern primarily originates from their belief on the medium's potential negative effects. Warren (2005, p. 860) argues that "parents with highly negative attitude towards television are more likely to practice all types of mediation especially restrictive mediation that is putting rules on media usage". According to Valkenburg et al. (1999) and Warren, et al. (2002), higher rates of mediation are reported with parents with highly negative attitude about television in general. Other studies also concluded that parents with negative opinions about television and believe that television has antisocial effects on children implemented more strict rules to control children's viewing (Warren, 2003; Nathanson, 2001). On a similar note, parents' fear of television's harmful influence on children is one of the main

reasons that instigates television mediation (Valkenburg, et al., 1999; Warren, et al., 2002). To generalize, parents are likely to restrict or evaluate their children's television viewing when they believe that certain television has negative effect on their children.

Nathanson (2001) conducted a survey research on 394 parents and their 2nd to 6th grade children to investigate the reason why parents mediate violent content on television and how children understand the way parents mediate the content. The study revealed that parents with negative attitudes towards violent television content used active and restrictive mediation while parents with positive attitudes used co-viewing. In addition, the findings of the study indicate that parents' decision to highlight the negative aspects of violent television with their children doesn't arise from parents' own liking or disliking of the content or any conception that the content might benefit children but rather from the belief that the content may be harmful. The study's findings also indicate that the use of restrictive mediation is motivated by the perception that violent television might be harmful to children. However, the use of this mediation technique not only reflects parents' intention to curtain their children from harmful effect, but also parents personal dislike of this content. Finally, the use of co-viewing was motivated by a more favorable attitude toward violent television content. This mediation technique is frequented by parents who do not think that the material can harm children and who have personal attraction for the content themselves. To sum up the findings, parental attitude and concern towards the effect of violent television plays a critical role in parents' implementation of mediation strategies. In addition, parental perception and affinity towards certain content is a decisive factor in the likelihood of parents choosing to use one mediation strategy over the other.

Similarly, Sandstig (2013) examined parents' perception of media influence and the consequences on their children aged 2 to 5. The study using data from a cross-sectional survey

conducted by the Swedish Media council in 2010 covered 1195 samples- children between the ages of 2 to 5. The study proved that parents have positive as well as negative perceptions of media influence that can go either way depending on media content. According to the study's finding, the more perceptions of positive media influence, the more often parents co-view with their children in the specified age range. On the contrary, parents with negative perception occasionally or never engage in co-viewing.

Likewise, a study by Valkenburg, et al. (1999, p. 63) confirms that parental concern, specifically concerns about "television induced fright and aggression makes parents use more restrictive mediation than parents who do not worry about these potential effects. It is also indicated that for these concerned parents their only aim is to minimize the negative impact of television through restricting what their children watch which they consider simple and the most direct way". St. Peters, et al. (1991) claims that parental encouragement or restriction of television viewing is solely based on the value they see in the content. Their findings indicate that parents value educational shows and children's programs while violence, sexual content, and frightening content are the most frequent reasons for restriction.

Böcking & Böcking (2009) conducted a study with the objective of testing the television mediation scale and investigating different factors that influence parental mediation using standardized questionnaires in face-to face interviews. The sample size in this study was 252 German-speaking Swiss parents with children aged 3-14. Among the studied possible determinants of parental mediation, the research findings indicated parental concern to be more important in predicting parental mediation. Hence, the study revealed that the reason to apply active mediation is found to be parental concerns about negative effects of television while the reason for applying restrictive mediation can be seen in parents' efforts to protect their children.

In addition, the study also presented that positive opinions about television proved to be a better motivator of co-viewing than concerns about negative effects. This is possibly because parents who have positive opinions about television also watch more television themselves. To sum this up, the study confirmed the contribution of parental concern to the practice of parental mediation. The identification of important factors including parental concern towards television has provided an opportunity to see the issue of parental mediation with a new eye. The fact that all three types of mediation styles are predicted by different patterns of determinants is also an interesting finding that shed light into how each type of mediation is preferred and practiced.

A study by Vandewater et al. (2005) aimed to address the relationship between parental rules (related to both time and program) regarding television use and television use among very young children. One thousand sixty five (1065) parents of children aged 6 months to 6 years old were selected through random-digit telephone dialing and were interviewed through telephone. The study findings show that having television time rules where parents limit television-viewing time is predicted by parents' negative attitude towards television. Contrary to that, parents' negative attitude toward television did not affect the presence of television program rules. Rather, parents were more likely to have rules regarding television viewing if they see their child replicating behaviors they saw on television. The findings also indicate that it is parental attitude towards television that made parents notice of children's imitation of behaviors seen on television.

2.4. Why the Need for Parental Television Mediation

According to Gunter & McAleer (1997), in the early years children used to get much of their learning from watching and listening to parents, siblings, friends, teachers and other adults. However, television has become a prevalent source of social learning and a medium that is readily available to nearly all children.

The role television plays in modern life is undeniable as it provides information, education and entertainment. However, not everything children watch on television contributes to their development in a good and positive way. It is commonly held that television viewing does more harm than good, especially to young audience (Mares, 1996). Children are easily attracted by the characters they watch on television thereby striving to emulate with them and in the process acquiring certain values, attitudes or rules from them (Gunter & McAleer, 1997).

Although viewing television can have potential benefits such as positive social behaviors including cooperation, altruism, sharing, manners, viewing television can also result in many negative effects (AAP, 2001). Television messages conveyed through highly detrimental contents (e.g. violence, sexual contents, substance abuse, offensive languages etc.) can make children and young people vulnerable and affect their perception and behavior.

The Parents Television Council (2006) conducted an investigation that aimed at discovering the kind of content present in children's programs that is designed especially for them. The study focused on entertainment programs on different channels designed for children aged 5-10. The analysis was made on afterschool and Saturday morning programs. The results were overwhelming. In the 443.5 hours of children's programs analyzed by the PTC, there were 3488 incidents of violence (an average of 7.68 violence incident per hour). The analysis also found out

that in addition to violence, there were sexual inferences, adult language, bullying, use of inappropriate words and disrespecting authority in difference degrees. Such findings highlight the importance of parental mediation of inappropriate television content transmitted not only on adult programs but also in children's programs.

The American Academy of Pediatrics (AAP) recommends to limit children's television viewing to two hours a day or less (AAP, 1999). The AAP (2001) also contested children's time in front of television saying that the time children spend watching television may replace other more active, developmentally appropriate and meaningful hobbies, such as reading, exercising, or playing and interacting with friends and family. Jason and Fries (2004) and Strasburger & Donnerstein (1999) also explained that heavy viewing is a clear indication of serious consequence on a child's social, emotional, mental, and physical wellbeing.

Parents are mostly concerned about the inappropriate content in television, which is undeniably justified considering the significant increase in inappropriate television contents (Evans et al., 2011). Researches have confirmed that in most cases it is this concern that usually translates into action concerning television content than rules limiting the amount of time children spend watching television (Nathanson, 2001; Vanderwater et al., 2005). Given the evidence on the potential negative effects of television viewing on children, parents need to assume responsibility for controlling their children viewing habit just as they would for any other potentially harmful activity. Furthermore, parents need to be cautious when it comes to children's programs. Parents usually assume that children programs are safe and child-friendly. It is this assumption that makes parents comfortable enough to allow their children spend hours watching television unsupervised. However, the report by the PTC (2006) documents that even children's

programs need parental control and guidance considering all the subtle representations of inappropriate contents hidden in children's programs.

2.4.1. Potential positive effects

The common notion about television bringing antisocial influence on television far outweighs the positive aspects of it (Gunter & McAleer, 1997). However, television can be viewed as an effective and powerful medium for encouraging pro-social values and positive behavioral changes. It can also be an effective instructional device (Dieterich & Ladevich, 1977). Saleem & Anderson (2012, p.7) state that albeit the scarcity of the depiction of pure non-violent pro-social behavior in the media, the documented effects include “increases in friendliness, positive social interactions, altruism, cooperation, self-control, and delay of gratification and reduction of stereotypes”.

Wilson (2008) & Saleem & Anderson (2012) citing Mares & Woodard (2005) explain findings of a meta-analysis of 34 studies involving more than 5000 children indicating that viewing pro-social contents enhances children's pro-social behavior. Furthermore, the meta-analysis study reviewed by Wilson (2008) also indicates strongest effects of pro-social content that include altruism, positive interaction and tolerance to others. Young viewers can also learn how to behave in a more socially acceptable or desirable manner from both educational and entertainment programs suitable for children (Gunter & McAleer, 1997).

It is undeniable that television can play a positive role in helping raise socially responsible children. It can also be said that pro-social contents might offset anti-social content (Gunter & McAleer, 1997). Several researches concerning the positive effects of television on children's behavior can be discussed in detail. However, it is not the intention of this study to review the

nature or extent of these positive influences. Rather, the focus is on potential negative impacts. Nevertheless, the role of parents in promoting the exposure to pro-social contents cannot be stressed enough. Wilson (2008) confirms parental role in enhancing children's pro-social learning by discussing the impact of parents watching pro-social content with their children and reinforcing the messages through discussing moral values seen and encouraging the practice of such behaviors.

2.4.2. Potential Negative effects

The study conducted in 1985 by Bybee, Robinson and Turow, assessed scholars' perception towards consequences of television for children and evaluate whether they have a shared understanding on their beliefs or not. The 486 sampled scholars were sent a questionnaire that is designed to first assess their attitudes regarding television's effect on children and second to gather demographic data including academic publication history. Scholars differed in their opinions about the effect of television. Generally, they reported to believe various possible outcomes of television from which television's role in expanding children's view of the world was rated highest while the belief that television increases children's aggression is rated the least. There was a huge disparity between empirical studies done on television violence and the inculcation of aggressive behavior in children and what most scholars believe on the issue.

Many researches have put the negative effects of television high on the ladder of their concern since the study by Bybee et al. (1985) was conducted. Villaini (2001), after reviewing media effects studies and content analysis, argued that most of the media children consume are not intended for them and that they internalize these messages which in the end affect how they behave. She also says that exposure to excessive television usage especially where the content is

violence, gender-stereotyped, sexually explicit, drug or alcohol influenced or filled with human tragedy makes the child perceive the world negatively, increases high risk behaviors, and alters the child's capacity for successful lasting relationship.

2.4.2.1. The effect of violent content

Studies conducted on the issue of media violence have put several media violence effects through the years. Scientifically documented effects of exposure to media violence can be identified in various domains such as physiological, emotional, cognitive, attitudinal and behavioral (Gentile, Saleem & Anderson, 2007). Several studies indicate that exposure to violent media “increases aggressive thoughts, aggressive behavior, aggressive feelings, and physiological arousal. Moreover, violent media exposure has been shown to cause an increase in aggression-supporting beliefs and a reduction of normal negative emotional response to violence as well as increases in fear” (Gentile et al., 2007, p. 14; Anderson, Berkowitz, Donnerstein, Huesmann, Johnson, Linz, Malamuth & Wartella, 2003; and Huesmann, Moise-Titus, Podolski & Eron, 2003). Likewise, DeLeon & Nao (1974:1322) state that the harm that occurs due to exposure to violence on television is acute among children and viewing such content can prompt “a viewer to manifest violent behavior, teach specific violent acts and general aggressive strategies as well as minimize viewer's emotional responsiveness to violence”.

Likewise, Huesmann and Taylor (2006) stated that being exposed to violence increases the risk of developing violent behavior in an individual. Singer and Singer (1998) also state that the likelihood of children engaging in antisocial behavior is high for children who are highly exposed to violent television. Furthermore, the more children are exposed to unsupervised and unlimited television especially to violent content, the more they are influenced by the portrayal of violence

in many forms (Berger, 2003 as cited in Nair & Thomas, 2012). In fact, recent studies have suggested that chronic and frequent exposure to violent media leads to not only physical and verbal depictions of aggressive behavior but also relational aggression among young children (Gentile, Linder, & Walsh, 2003 as cited in Ostrovi, Gentile & Crick, 2006). Saleem & Anderson (2012, p.1) state that exposure to contents that involve deceit, crime and violence will create the perception that the world is “a hostile, mean and violent place; that others are not to be trusted; that one must be on the lookout for possible threats; and that one must be ready to respond to threats aggressively”.

The American Academics of Pediatricians (AAP) issued a statement in 2000 stressing the impact of television violence on children based on reviews of the research. The AAP’s stand on the issue of violence on television starts by confirming the negative effect of televised violence on children’s behavior. Children who see a lot of violence are more likely to view violence as the only means to solve conflicts; more likely to think violence as an acceptable behavior; decreases sense of empathy towards others; more likely to take the side of the aggressor when violence occurs; perceive the world as a mean and violent place; increase fear of becoming a victim of violence themselves; and children who are exposed to violent content at a young age have a higher tendency for violent and aggressive behavior later in life than children who are not exposed (Felson, 1996; Saleem & Anderson, 2012; DeLeon & Nao, 1974).

Jason & Fries (2004) refereeing to the American Psychological Association study estimate that “the average child has watched 100,000 acts of violence and 8000 acts of murder by the time the child leaves elementary school and upon finishing high school the child has been exposed to 200,000 acts of violence in television”. The staggering result indicates the severity of the problem and points to the effect such exposure might have on the development of the child. Saleem &

Anderson (2012) citing the study by the National Television Violence Study (1997) mention that after an extensive content analysis of 2500 hours of U.S. television program found that only 19% of aggressive actors were punished for their actions while 8% were both punished and rewarded. Krcmar & Vieira (2005) also found that 73% of the time violence goes unpunished and is performed 37% of the time by people who are attractive and whom children identify with. The study also indicates that 58% of the time violent acts are depicted as having unrealistic consequences. Similarly, Felson (1996) also states that the effect of violence on anti-social behavior is greater when the violent actor is rewarded or the behavior is portrayed as legitimate.

Saleem & Anderson (2012:6) state exposure to media violence is one of the important factors that stimulate aggressive behavior. However, in order for the aggressive behavior to gain ground, the violent act should be portrayed as unpunished or rewarded, effective, justified, and lacking consequence (Saleem & Anderson, 2012 citing Bandura, 1973, 1986, Tan, 1986, and Potter, 1997). This is to say that the more violent programs communicate the violent act as something justified, the more children will perceive the act as right and the most practical way to solve problems.

It is then generally agreed that exposure to violent content on television is one of the many contributing factors that lead to children displaying aggressive behavior. Many parents express their concern towards the effect of such content and have pushed for policy changes in many countries that resulted in television rating mechanisms and parental control devices. However, the most irrefutable contribution is that of parents in regaining control, mediating, guiding and intervening in their children's consumption of such content is of paramount importance. Parents involvement must go beyond limiting children's exposure of violent programming and take a step by limiting the time children devote to the content (Jason & Fries, 2004).

2.4.2.2. The effect of sexual content

Sexual content on television is another cause of concern and is becoming prevalent over time (Guo & Nathanson, 2011). The extent of the prevalence is highly concerning as the content is extremely damaging to children who are exposed to it one way or another. Children get information, knowledge and set their values about sexuality from multiple sources (Ward, 2003 as cited in Fisher, Hill, Grube, Bersamin, Walker, Gruber, 2009). Television as one of vital sources of information concerning sexuality has received a lot of attention (Fisher et al., 2009). Jason & Fries (2004) mention a study conducted by Harris & Associates in 1986 where teenagers were asked about television's role in sex education. Findings indicated that entertainment television ranked 4th as a source of sex information. However, little research has been conducted to investigate the impact of exposure to televised sexual content on adolescents' sexual behavior or how parental mediation may reduce the negative effects of exposure to such content (Fisher et al., 2009).

Gou & Nathanson (2011) defined sexual content as content that has sexual acts such as kissing, affectionate touching, intercourse, and dialogues about sex. The study also indicated that exposure to sexually oriented contents contribute to "having stereotypes about sex, earlier onset of dating, more dating partners, inaccurate assessment of the prevalence of sex, earlier sex initiation, more sexual experiences and partners and higher rates of teen pregnancy" (Guo & Nathanson, 2011:3). Likewise, Carlsson (2006) stated that exposure to this kind of media content leads to a distorted conception of women's and men's sexuality, change in young people's sexual behavior and more sexual violence.

According to the study by Guo & Nathanson (2011), sex is usually portrayed as glamorous which increases its attractiveness to its viewers. Similarly, Fisher et al. (2009) state that the

presentation of sexual issues as captivating, positive and in explicit manner captures the interest of the youth more effectively. Young people's exposure to such content through television where sex is continually emphasized as glamorous ironically contradicts with various campaigns that encourage abstinence from sex. Transmission of such contents often lacks the portrayal of "sexual planning, sexually-transmitted diseases, contraception, and abortion" rather sex is mostly portrayed as "trendy" with the bulk of the activity occurring outside of marriage and in a more promiscuous manner (Gou & Nathanson, 2011, p. 359 citing Kunkel et al., 2003, Lowry & Towles, 1989, Sapolsky & Tabarlet, 1991 and Cope-Farrar & Kunkel, 2002). Likewise, Jason & Fries (2004:123) also mention, "television largely fails to address the issue of teen pregnancy, incidence of sexually transmitted diseases including AIDS among teenagers". In fact, the American Academic of Pediatrician (1999) states that "the average American young viewer is exposed to > 14000 sexual references every year". However, very few provide accurate information on responsible sexual behavior, abstinence, risk of pregnancy, sexually transmitted diseases and so on.

Fisher et al. (2009) conducted a cross-sectional study aiming to investigate the relationship among exposure to sexually suggestive programming, parental mediation strategies and adolescent sexuality outcomes. The study used self-report data from 1012 youth between the ages of 12 and 16. The findings strongly indicated that exposure to sexual content was associated with a likelihood of engaging in sexual behaviors, increased intention to engage in sexual behaviors and positive expectation of sexual acts. Moreover, parental intervention was found to be a significant moderator in curbing these potential media influence. Mediation strategies had different effects on assessing sexual expectations and behaviors. In particular, setting rules and limiting program content and viewing time contributed to the greatest number of pro-social

effects. The use of restrictive mediation predicted outcomes such as reduced probability of the child engaging in sex, increased understanding that sexual activity might lead to negative health outcomes and decrease in belief regarding pleasure. Findings indicated that discussing such contents resulted in unintentionally increased perception that the content is important and worth their attention, leading to adverse outcome where adolescents intended to engage in sexual activities and understood the health consequences of such activities to be minimal.

In this study co-viewing had little to no significance regarding sexual behavior of adolescents. To summarize, the study assessed the effect of exposure to sexual content relating it to different potential outcomes of sexual behavior among the studied viewers in depth. The findings were found to be consistent with other studies and are conforming of the importance of parental mediation in countering sexual behaviors and risk taking tendencies. In addition, the fact that the study found restrictive mediation to be the most successful indicates that the various mediation strategies work differently across different content types and limiting program content and viewing time seems to work well in mitigating the effect of exposure to sexual content.

The study by Guo & Nathanson (2011), set out to explore the effects of parental mediation of sexual content on adolescents sexual knowledge, attitude and behaviors. The study was conducted using self-report method on undergraduate students between the ages of 18-24. The study relied on the students' recollection of how their parents mediated sexual contents while they were in high school and their past and current sexual behavior. The findings of the study, contrary to findings by Fisher et al. (2009), highlighted that co-viewing can have detrimental effect where adolescents might accept their parents' co-viewing as an endorsement of the content. Whereas, the findings indicate the use of restrictive mediation with caution as too few or too many rules can lead to undesirable effects. Moderate amount of restriction is found to be advisable so as to make

adolescents feel they are trusted and that their preference and judgment is respected. The study findings also exert the view that television can provide an opportunity for parents to discuss sexual issues and convey their attitude towards the issue regardless of exposure level. Generally, the results revealed that co-viewing of sexual content might endorse the material to adolescents while restrictive mediation is preferable if used moderately and active mediation is most effective when it is done in an open, conversational style.

Jason & Fries (2004) citing Ward & Rivadeneyra (1999) mention that findings that state greater exposure to sexual content on television leads to young people having a recreational attitude towards sex surges parental concern greatly. Hence, parents intentionally or unintentionally engage in various mediation strategies with or without knowing the consequence of the mediation styles used. Regardless of the intention or the consequence, various studies underline the paramount importance of parental mediation role in countering the effect of exposure to sexual content on children's sexual knowledge, attitude and behavior.

2.4.2.3. The effect of offensive language

The extensive presence of inappropriate, bad, profanity or offensive language in various television contents calls for caution. Parents Television Council (2006), in its special report compiled on the content analysis of children's television, reported the presence of offensive language even on children television. According to a study conducted by Kaye & Sapolsky (2009), with the goal of investigating the occurrence of offensive language on television found that 9 out of 10 programs contained at least one incident of offensive word. This shows the severity of the problem.

Research on the issue, although scarce, show the presence of indecent words not only in adult programs but also in cartoon movies where parents considered to be safe for their children (PTC, 2006). The Parents Television Council (2006) study stated that language problems in cartoon programs involve “verbal abuse that comprised verbal aggression (such as abusive yelling), threats, insults, mean-spirited name-calling and putdowns. In addition to verbal abuse the contents included offensive language consisting toilet humor, euphemisms for vulgar or profane language and so on” (PTC, 2006, p. 12). Verbal abuse, in the programs studied, was most evident and it goes from children calling each other names, to children verbally disrespecting authority figures.

Furthermore, Jay (2000) cited in Cressman, Callister, Robinson and Near (2009:3), elaborates the type of indecent words transmitted on various television programs using the categories of “swearing, obscenity, profanity, blasphemy, name-calling, insulting, verbal aggression, taboo speech, ethnic-racial slurs, vulgarity, clangs and scatology.” According to Cressman, et al. (2009) and Kaye & Sapolsky (2009), the most feared effect of exposure to profanity is desensitization and the fear of children repeating these objectionable words and expressing themselves in socially unacceptable ways.

It is evident that the extent of children’s exposure to such indecent and objectionable language on television is increasing as children are easily accessing a wide array of programs. Efforts to restrict verbal indecency on television needs to be intentional if we intend to raise incorruptible children (Kaye & Sapolsky, 2009).

2.5. Parental Mediation Practice across Socio-Economic Characteristics

Studies indicate various predicting factors concerning the practice of parental mediation. Valkenburg, et al. (1999) explored factors that influence parental television mediation which mainly include demographic traits and parents' attitude towards television's effect on their children. Austin, Knau, & Meneguell (1997), although not strongly, also confirm based on the literatures they examined the presence of some trends that clarify the relationship among demographic variables and parenting mediation practice. However, findings by these authors indicate demographics to hold little value in explaining parental attitudes toward television or the practice of parental mediation. Böcking & Böcking (2009) proved socio-demographic factors to be less important than factors influencing parental behavior. This is to say that even if socio-demographic factors have an effect, the effect of parental concern on parental mediation is significant.

When discussing demographic background as a motivator for parental mediation, Valkeburg, et al. (1999) claims that variables like parent's age, parent's education, child's gender and child's age could play a role in understanding the relationship between demographic background and the practice of parental mediation. Similarly, Warren, et al. (2002) and Warren (2005), discuss demographic variables such as parental employment, parental education, gender, marital status and income. However, there are inconsistencies in reports of the level of contribution of demographic variables on the practice of parental mediation in different literatures reviewed.

Even though tremendous inconsistencies in various study findings make demographic variables to be considered less useful in predicting parental television mediation, various studies still considered them to study their effects on mediation practice. Demographic variables such as parental education, child's age, marital status, parental viewing habit, parental gender and income

are the most studied variables in general (Valkenburg, et al., 1999; Warren, et al., 2002; Warren, 2005; Vandewater et al., 2005).

Literature remains vague about the relationship between parental education and the type and amount of parental mediation. Some studies suggest that highly educated parents are more likely to set rules about television and discuss television with their children (Valkenburg, et al., 1999), whereas other findings indicate no relationship between parental education and such mediation efforts (Warren et al., 2002; Hoffner & Buchanan, 2002). Parental concern being the biggest motivator, Valkenburg et al. (1999) and Böcking & Böcking (2009) provide evidence that parental educational level is positively associated with active mediation of television as well as with restrictive mediation. Finding by Warren et al. (2002), reports a negative correlation between parental education and co-viewing. This is to say that parents who practice co-viewing are parents with less education (Warren, 2001). Vandewater et al. (2005) claims that parents who monitor their children's television viewing in relation to time spent viewing and program content had higher level of education than parents without such rules.

According to Austin et al. (1997), parental concern about the effect of television grows with increases in education. This is to say that educated parents are more concerned about the effect television might have on their children. However, negative attitude among educated parents does not necessarily guarantee parental mediation or does not always translate into action. Likewise, Böcking & Böcking (2009) state that higher educated parents worry about possible negative outcomes of television on their children thereby instigating them to practice parental television mediation.

Concerning the effect of parental income, Warren (2005) and Sandstig, et al. (2013) correlated lower household income with an increased amount or frequency of television viewing

across all family members. It could be said that television viewing is high in homes with low socio-economic households. Austin, et al. (1997) also suggests that children from low socio-economic households watch more television than those from higher socio-economic status families. This study further explains possible justifications saying lack of alternative activities for the child might have forced parents to allow their children to spend more time in front of television or it could relate to a lack of parental concern about possible harmful effects of television.

Income level seems to be more related to positive mediation and perhaps a more positive view of television (Austin, et al., 1997). Warren (2005) states that among low-income parents, restrictive mediation is the preferred choice of television mediation and parental negative attitude towards the effect of television is found to be a significant predictor of this preferred mediation strategy. On the contrary, Vandewater, et al. (2005) relates higher family income level with parents who set rules on their children's television content.

Regarding parental marital status Atkin, et al. (1991) cited in Sandstig, et al. (2013) and Austin, et al. (1997) mention that parental mediation is practiced more frequently in two-parent homes where consistent parent-child contact prevails. Likewise, findings indicate that two-parent families discuss television more than single-parent families (Austin et al., 1997). In addition to this, findings by Fortman et al. (1998) indicate that female guardians are more likely to offer more television mediation where they comment on what is right and wrong to their children than male guardians. Similarly, Valkenburg et al. (1999) state that mothers engage more often than fathers in restrictive and active mediation. This might be because most of the time mothers are the primary caregivers, which gives them the opportunity to intervene when needed. On the contrary, Warren, et al. (2002) reports no gender difference in the practice of parental mediation. They

argue that lack of significant findings in this aspect might be because of the issue of parental accessibility and engagement due to parents, specifically mothers, working outside of home.

The contribution of parental viewing habit on children's viewing habit is profoundly critical. Parents who model positive behavior to their children raise children who behaved in a similar way (Krcmar & Vieira, 2005). Children's viewing, especially when they are young, is highly influenced by what and when their parents view (Gunter & McAleer, 1997). Gunter & McAleer (1997) also talk about how children learn television-viewing behaviors through imitating their parents. It is also stated in their book "*Children and Television*" that:

“...parents influence how much children watch television generally or, more specifically, affect what types of programs children watch. As a result, the effect of television on children can be mitigated through limiting the extent children's exposure to certain television programs”. (Gunter & McAleer, 1997, P. 182).

Furthermore, the amount of time parents spend watching television dictates the amount of time children spend doing the same (Böcking & Böcking, 2009). This is to say that the more parents spend time watching television the more their children become frequent viewers as well. Likewise, St. Peters et al. (1991) mention that parental viewing habit including time spent viewing and reason for viewing highly predicts children's viewing habit. Researches support the notion that even children's program preference might depend on observations of older family members (St. Peters et al., 1991). Similarly, Warren (2003) reports positive correlation between parental television viewing time and children's viewing time as well as parent-child co-viewing time. In other words, parents set the example when it comes to television viewing habit and children model viewing behavior from their parents. Abel (1976) discusses the importance of family modeling and communication when it comes to children's television viewing saying that

the more sensitive parents are towards what is seen on television, the more the child becomes sensitive and aware of what is preferred and acceptable for the child to watch on television.

Gunter & McAleer (1997) mention how important it is for parents to be selective and critical viewers so their children can imitate this kind of behavior when they watch television.

2.6. Summary and Implications

Parental television mediation is considered a crucial factor in mitigating the negative effects of television as well as in encouraging the positive ones on children's behavior. Even if studies used various terminologies, they consistently identified three parental television mediation strategies as active- discussing television content with children with the intention of making them critical viewers, restrictive- restricting children's viewing time and content and co-viewing- watching television with children with no discussion involved.

The use of these mediation strategies has been shown to relate to various factors. The main contributing factors that are believed to facilitate the use of these mediation styles include parental concern towards the negative effect of inappropriate television content and demographic characteristics. Parental concern towards the effect of inappropriate television content on children emerged as the most significant predictor of parental television mediation. Even if a controversy and inconsistency in findings exists on the predictive power of demographic characteristics such as parental sex, education, income, family structure on the use of parental television mediation, some studies argue that it has a significant effect on the way parents monitor their children's television viewing habit. Parental viewing habit is also found to influence the way children also engage in the medium.

The level of parental concern towards the effect of inappropriate television content predicts the way parents employ each mediation style in their homes. Parents with high concern or negative attitude towards such contents have been known to intervene in their children's exposure to such contents by way of restrictive or active mediation, while positive attitude towards television has been consistently identified as a motivator for co-viewing mediation practice.

Parental concern, basically, originates from the presence of inappropriate content on television. As there are several positive outcomes attributed to television, there are also negative outcomes that work against the advantage and benefit of children. Exposure to inappropriate television contents puts children at risk by influencing their perception and behavior. For example, exposure to violent content on television has been argued to inculcate aggressive behavior on children. In addition, studies revealed that children's exposure to sexual contents contributes to distorted sexual perception and leads to early initiation to sexual activities. Studies also indicated that the exposure to offensive language on television leads to children accepting the use of such language as normal.

To the knowledge of the researcher, no local studies have been discovered that examined whether parents mediate their children's television viewing or not or to what extent they practice television mediation. It is also the understanding of the writer that, local researches have not explored how level of parental concern towards the effect of inappropriate television content on children contributes to the practice of parental mediation.

Therefore, the present study will focus mainly on assessing the level of parental concern, the existence of parental television mediation, as well as attempt to explore the relationship between parental concern towards the effect of inappropriate television content and the practice of parental mediation.

Chapter Three

Method

The chapter begins with the section on the research design and continues to discuss the study site and target population. Then after, sampling design, sample size determination and sampling procedures are discussed. Later in this chapter instruments used to gather data, pilot testing of the instruments and data collection procedures are dealt with. Finally, the chapter closes with the discussion on ethical issues and statistical techniques used for data analysis.

3.1. Design of the study

The research uses descriptive survey study design. Survey method seeks to ascertain the beliefs, attitudes, values or behaviors of a population of interest from a sample of respondents selected from that population (Frey & Cissan, 2009). Hence, it was the intention of the study to implement this design in order to identify the practice of parental television mediation in general, the type of television mediation strategies used in particular and the role parental concern towards the effect of inappropriate television content plays on the practice of parental mediation strategies.

3.2. Study Site

Addis Ababa is divided into ten sub cities. Since it was not feasible for the researcher to include all the sub cities, it was found to be practical to select a sub city where diverse socio-economic make up can be found. Therefore, Bole Sub-city was selected to be the study area for this assessment. Bole sub-city consists 14 Weredas in which the target populations are located.

3.3. Population

The study focused on parents with children who have access to national or foreign paid or free channels in their home. Either of the parents participated in the study to reflect their mediation practice and parental concern towards inappropriate contents.

3.4. Sampling Design, Sample Size Determination and Sampling Procedures

According to the 2013 Intercensal operation undertaken by the Central Statistical Agency (CSA), Bole Sub-city with its 14 Weredas has a total population of 328,900. The sampling design employed for this study was a three stage Probability Proportionate to Size (PPS) sampling technique. This sampling technique was preferred since PPS takes into account the difference in cluster size and adjusts the chance that clusters will be selected (Dattalo, 2008).

The primary sampling units were the kebeles (currently called Weredas), the secondary sampling units were the enumeration areas (clusters) that the CSA uses for population census, and the third sampling units were the households selected from a fresh list of households in the enumeration areas. The researcher

In the determination of the sample size for the study, since it was not possible to find any proportion, percent or value on parental mediation, it was assumed that 50% of parents maintain close supervision and control on their children's television viewing. For any given value of n , σ_P is maximum when $P = 50\%$. Thus, fixing 'n' when $P = 50\%$ will ensure the maximum possible sample size which will take care of the maximum possible variability (Cohn, Manion & Morrison, 2005).

The standard error of a proportion is, thus, given by:

$$\sigma_P = \sqrt{(P*Q)/n}$$

Therefore, taking P to be 0.5, setting the maximum error to be tolerated at 5 percent, and the level of confidence at 95 percent, the sample size is determined as follows:

$$n = \frac{[Z_{\alpha/2}]^2 P*Q}{E^2} = \frac{[1.96]^2 * 0.5 * 0.5}{0.05^2} = 384$$

In order to make use of the CSA intercensal data the researcher made a decision to use Kebeles instead of Wereds. However, permission for data collection was secured from the Wereda administration of each Kebele selected. Hence, Four kebeles (Kebele **01, 03/05, 08/09,** and **17/19/20**) were randomly selected out of the 11 kebeles and from the four kebeles 16 Enumeration Areas (four from each kebeles) were selected PPS, size being the number of households. The description of population is presented in Table 1, below.

Table 1*Population and Sample of the study*

Wereda	Kebele	Population	Selected Enumeration areas	Pop. Of selected Enumeration areas	Household Size	Randomly selected sample
01	01 (24 Kebele area)	28,203	10-008-12	1,209	131	24
			10-008-20	576	135	24
			10-008-30	713	133	24
			10-008-34	902	154	24
03	03/05 (Bole Michael area)	31,757	10-001-28	816	120	24
			10-001-29	633	85	24
			10-001-33	636	97	24
			10-001-41	752	134	24
	08/09 (Goro/Bole Bulbula area)	20,228	10-003-07	517	94	24
			10-003-08	645	122	24
			10-003-21	901	161	24
05	17/19/20 (Atlas area)	21,623	10-007-06	460	110	24
			10-007-11	526	321	24
			10-007-16	569	299	24
			10-007-22	581	159	24
Total number of sample						384

According to the 2007 Ethiopian Census, the percentage of children below the age 17 in Addis Ababa is 25 percent of all the age groups combined. Therefore, in order to get 384 households with the relevant attributes (i.e. having children below the age 18), it was needed to visit more than 1000 households within the 16 selected Enumeration Areas.

On the first half day of the fieldwork, the data collectors located their respective Enumeration Areas guided by the map given to them. In addition, they clearly identified its borders starting from the Northern direction of the map and going in a clockwise direction by matching the border reference points on the map to what is actually present on the ground. This operation was a vital activity that the data collectors did before they started the registration of households to make sure that households within the Enumeration Areas are not missed or those outside are not included.

After the delineation process, the data collectors started listing households within their respective Enumeration Areas using a household listing form. This list of households was then used to randomly select 24 sample households.

3.5. Instruments

3.5.1. Descriptions of Instruments

To collect the required data, a questionnaire consisting of four parts was developed. The first part consisted of items measuring participant's demographic characteristics. The second part comprises of items assessing parental and children television viewing habits. The third part encompasses items designed to measure parental television mediation. The final part consists of items measuring parental concern towards the effect of inappropriate television content on children.

Demographic Characteristics: the first part of the questionnaire was designed to gather background information of the parents including gender, educational status, marital status, income, occupation, ownership of television and satellite television.

Measure on Parental and Children Television Viewing Habit: the second part of the questionnaire was designed to gather information on parental and children television viewing habit. This section intended to investigate television-viewing time and program preference for both parents and children as well as to inquire who selects television program for children in the home. Furthermore, this section of the questionnaire was designed to generally assess whether or not parents monitored their children's television viewing, their awareness on the effect of television on children's behavior and their perception towards the extent of the occurrences of inappropriate content for children on television.

Measure on Parental Mediation of Television: As it is one main goal of the current study to assess the practice of parental television mediation in general and the type of mediation strategies parents employ in particular, the television mediation items developed by Valkenburg et al. (1999) has been adapted.

The Television Mediation Scale contains 15 items (five items for each mediation style) that deal with the frequency with which parents used various means to mediate their child's television viewing. The scale is a four point Likert type scale ranging from (1) Never to (4) Often. The Cronbach alphas for the three subscales have been found consistently high varying from .79 to .91 among Dutch and American parents. The scores are divided into the three subscales with active mediation, restrictive mediation and co-viewing mediation having a range of scores 5-20 each.

Questions regarding active mediation refer to explanations of, for example, characters' motives, meaning of scenes depicted on television, moral appraisals, and help for understanding of television content in general. Questions concerning restrictive mediation ask for parents' restriction of amount of time and content watched by their child. Social co-viewing items contain statements that indicate joint television viewing of parents and children due to shared motives.

This scale was translated into Amharic with utmost care and comparisons were made with the original version to ensure equivalence in meaning between the English and the Amharic version. Based on the recommendations and feedback of the advisor of this thesis some items were modified and phrased differently to capture the precise meaning of the items.

Measure on Parental Concern towards the Effects of Inappropriate Television Content:

Measuring parental concern towards the effects of inappropriate television content is a critical factor in understanding the motive behind and the practice of parental mediation. Accordingly, parental concern towards television content in general and their concern towards inappropriate television contents in particular are measured. To this effect, based on literatures an instrument that tries to measure parental concern towards television content by asking parents about their level of concern with special emphasis on violent television, sexual content and inappropriate language was constructed.

Parents were asked to give response to 11 items with a three-point Likert type scale that included (1) “Not at all concerned”, (2) “moderately concerned”, and (3) “Very concerned”. Examples of the items include: “How concerned are you about the type of television content children watch?”, “How concerned are you that the amount of television viewing might have negative effect on your child?”, “How concerned are you that children are being exposed to inappropriate content (such as violence, sexual content, offensive language) in television?”, “How concerned are you that watching violent content would encourage your child to think violence is acceptable?”, “How concerned are you that watching sexual content would increase interest in sex?”, “How concerned are you that watching television content with offensive language would encourage your child to think that using offensive language is acceptable?” and so on.

3.5.2. Pilot Testing of the Instrument

Pilot testing was found to be crucial after preparation of the instruments. The pilot test was conducted to ensure clarity, specificity, relevance and appropriateness of the items in line with the purpose of the study. Determining the reliability of the instruments adopted and designed was also another aim of the pilot test. Accordingly, translation of the instrument for this study was made from English into Amharic in order to contextualize the items in the instrument. The translation was conducted with utmost care and comparisons were made, especially for the third part of the instrument, with the original version. Back translation of the instrument was conducted in order to ascertain the precise meaning of the wordings used during translation. The adviser of this thesis has evaluated the items and based on his recommendation, modifications were made and some words were rephrased to ensure equivalence in meaning between the English and Amharic versions. Afterwards, the instrument was tried on 25 parents who were selected from the study area in a way that guaranteed diversity.

Based on the response of the pilot group the reliability of the Parental Television Mediation Scale and the Parental concern towards the effect of television scale were assessed by computing Cronbach alpha. (See Table 2, below)

Table 2

Reliability result of the instruments

Measure	No. of Items	Cronbach's Alpha
Parental Television Mediation	15	.699
Parental Concern towards The Effect of Inappropriate Television Content	14	.898

DeVellis (1991) recommends that an alpha below .60 is unacceptable; .60-.65 undesirable; .65-.70 minimally acceptable; .70-.80 respectable; .80-.90 very good; and if above .90 is excellent. As it is shown on Table 2, above, the value of Cronbac's alpha for Parental Television Mediation Scale and for Parental Concern towards the effect of television were 0.699 and 0.879 respectively. Thus, according to DeVellis explanation the value of the instruments used in this study are found to be acceptable.

Based on the results of the pilot study, few items were edited or dropped to achieve greater clarity and to avoid redundancy. Therefore, the following adjustments were made. In part one of the questionnaire, additional foreign satellite channels were added to the questions that inquire about the ownership of satellite television and frequented satellite television in the home. Moreover, on part two of the questionnaire, a question that asks the children's favored television program was added in order to understand their preference thinking that it would shed light on what the parents are mediating. An item was also deleted from the question that asks about the presence of parental television mediation in the home. One question that was intended to tap the "the third person effect" whereby parents ascribe negative, unwanted, or controversial media content effects to other children than their own was dropped because the pilot study revealed that respondents found this question extremely confusing.

In part four of the questionnaire, the pilot study was also beneficial in highlighting words that were too strong especially those in questions that ask parental concern towards the effect of sexual content and offensive languages. It was observed that these words made respondents inclined to give socially desirable answers. Therefore, rewording was mandatory to make parents comfortable and honest when they answer these questions. Three questions that seemed

redundant were also dropped from the parental concern scale decreasing the 14-item scale to 11-item scale.

3.6. Data Collection Procedure

3.6.1. Administration

Following the pilot testing, every necessary precaution such as securing permission to enter research areas (Woreda/Kebeles), training data collectors, sampling subjects of the study, etc. were carried out.

Due to time constraint and the large sample size, it was deemed necessary to hire eight data collectors who are experts on reading the enumeration map (prepared by the CSA for population census) and on house-to-house data collection. A half day orientation training was given to the data collectors on March 4, 2014, during which the objectives of the study was described, each question was discussed, and issues related with confidentiality of responses and data collection ethics were addressed. The data collectors spent two days, March 5 and 6, 2014 delineating their respective enumeration areas using the map (purchased from CSA) and preparing a fresh list of households to be used as a frame to randomly select the sample households.

Afterwards, administration of the questionnaire took place in 24 households from each enumeration area. The administration of questionnaire took 7 days from March 7-13, 2014. The data collectors explained the research objective and made themselves available in case respondents ask for clarification. They also checked for completeness up on receiving the questionnaire back. Confidentiality of the response was clearly communicated.

3.6.2. Method of Data Analysis

After the data were collected, different statistical tools were employed for analysis. SPSS 20 was put to use to run statistical tests. Apart from systematically describing the variables of interest, analysis are done between the variables with the objective of determining the empirical relationship between them. Percentage tables and graphs were produced and bivariate inferential statistics including chi-square tests were employed.

3.7. Ethical consideration

As mentioned above, Woreda administrators were contacted in person and an official letter that was issued by the Institute of Psychology in Addis Ababa University was handed over to them asking their permission and cooperation to allow the selected Kebeles' under their Weredas as a study site. After securing the consent of the administrators, data collectors went to the selected houses to gather the data. Data collectors made it their priority to ask for the participants' consent first explaining to them the purpose of the study before they start with the gathering of information. Participants were assured that their participation is purely voluntary and the information they provide will be used for academic purpose only.

Chapter four

Results

This chapter presents the results of the study in accordance with the research questions raised. The first section presents background characteristics of the participants. The second part proceeds to discuss findings on parental and children television viewing habit. Then after, the result on the level of parental concern towards the effects of inappropriate television contents on children is presented. The third part discusses the findings regarding the practice of parental television mediation and the frequently used mediation strategies. The fourth part deals with analyzing the effect of background characteristics on the practice of parental television mediation. Finally, the last section focuses on the relationship between parental concern and the practice of parental television mediation.

4.1. Background Characteristics

Demographic characteristics of the participants are presented in Table 3 below. Parental gender, marital status, education, and income are among the studied characteristics.

Table 3*Demographic characteristics of respondents (N=384)*

Demographic Characteristics		N	%
Gender	Female	131	34.1%
	Male	253	65.9%
Marital Status	Unmarried	10	2.6%
	Married	253	65.9%
	Divorced	28	7.3%
	Widowed	62	16.1%
	Separated	31	8.1%
Education	Informal Educ.	6	1.8%
	Grade 1-8	79	24.2%
	Grade 9-12	101	31%
	Certificate	14	4.3%
	Diploma	54	16.6%
	Degree and above	72	22.1
	<i>Missing 58 (15.1%)</i>		
Income	Up to 1000	100	26.8%
	1001-2500	113	30.3%
	2501-5000	105	28.2%
	Over 5000	55	14.7%
	<i>Missing 11 (2.9%)</i>		

A total of 384 respondents were selected for this study. As illustrated in Table 3, majority of the respondents 253 (66%) were fathers and 131(34%) were mothers. Furthermore, Table 3 shows that about two thirds of the respondents (66%) were married and (16%) were widowed. Regarding educational status of the respondents, 326 (85%) knew how to read and write while 58 (15%) of the respondents reported to have never attended school.

Moreover, the data showed that the highest number of respondents 101 (31%) have completed high school (Grade 9-12) while 79 (24%) have completed elementary education (Grade 1-8). Whereas, respondents who have first degree and above take 72 (22%) while 54 (17%) of the respondents have diploma.

The study also revealed that 30% of the respondents earn average monthly income of 1001-2500 ETB, 28% earn average monthly income of 2501-5000 ETB, 27% earn average monthly income of up to 1000 ETB and 15% earn average monthly income of more than 5000 ETB. This shows that 318 (85%) respondents earn an income of 5000 and less.

4.1.1. Television in the Home

Acquiring background information on television access in the home is a basic factor for the study as it gives an indication of the level of children's television exposure. Hence, Figure 1, below, presents television ownership as well as access to satellite television in the sampled homes.

Figure 1

Television ownership and access to satellite television (N=384)

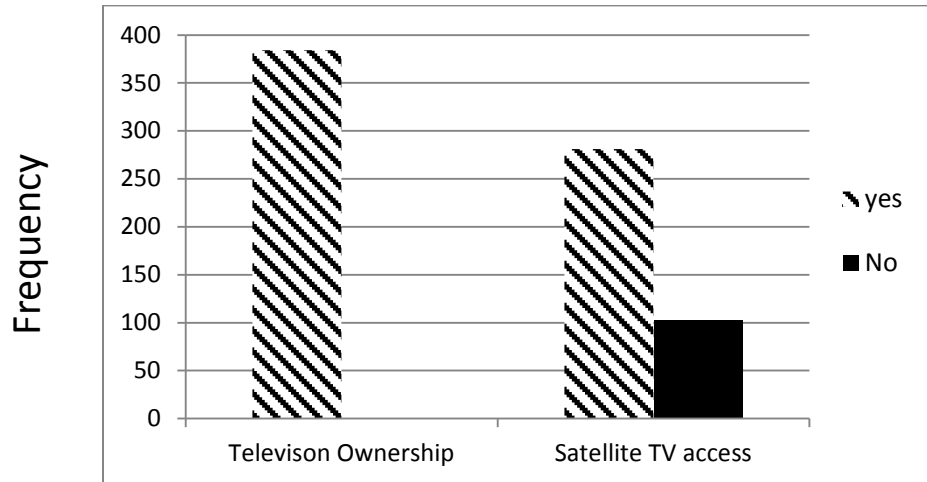


Figure 1, above, shows that all the sampled homes have access to television. The survey further shows that a large number of respondents (73.2%) have access to satellite television of different kinds. This result indicates the array of choices parents as well as children have when it comes to television viewing. It is common knowledge that the various programs transmitted through different channels vary in their program contents and need to be tamed, especially in homes with children.

Respondents reported to have access to various Satellite televisions from which Arab sat and Nile sat take the lion's share with 41% each. Satellite television ownership varies based on family income. Those with more income have significantly higher rate of ownership than those with less income. From the respondents who reported to not having access to satellite television in their homes, 89% report to earning 2500 birr and less. In addition, 100 % of the respondents who earn over 5000 ETB have access to satellite television followed by 92.4% who report to earning 2501-5000 ETB.

4.2. Parental and Children Television Viewing Habit

4.2.1. Parental Television Viewing Habit

Different questions were presented to respondents in order to assess their television viewing habits, particularly viewing time and program preference. The following Figure (Figure 2) presents the findings of the study in relation to parental viewing hours.

Figure 2

Parental Television Viewing Hours (N=384)

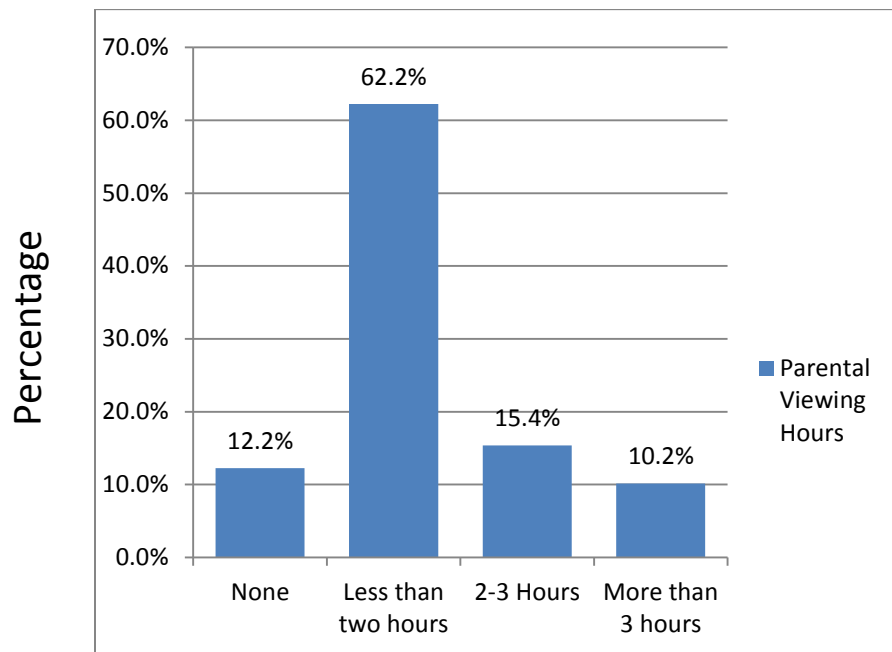


Figure 2, above, illustrates the distribution of parents according to their daily viewing hours. Out of 384 respondents, 239 respondents (62%) reported watching television less than 2 hours per day, followed by 59 respondents (15%) who watch television 2-3 hours daily.

Table 4

Parental Television Program in order of preference

Preferred Television			Preferred Television		
Program	N	%	Program	N	%
News	374	97.4	Music	206	53.6
Drama	362	94.3	Documentary Film	136	35.4
Sport	296	77.3	Action Film	117	30.5
Police Program	267	69.5	Reality Show	101	26.3
Comedy	263	68.5	Horror Film	74	19.3

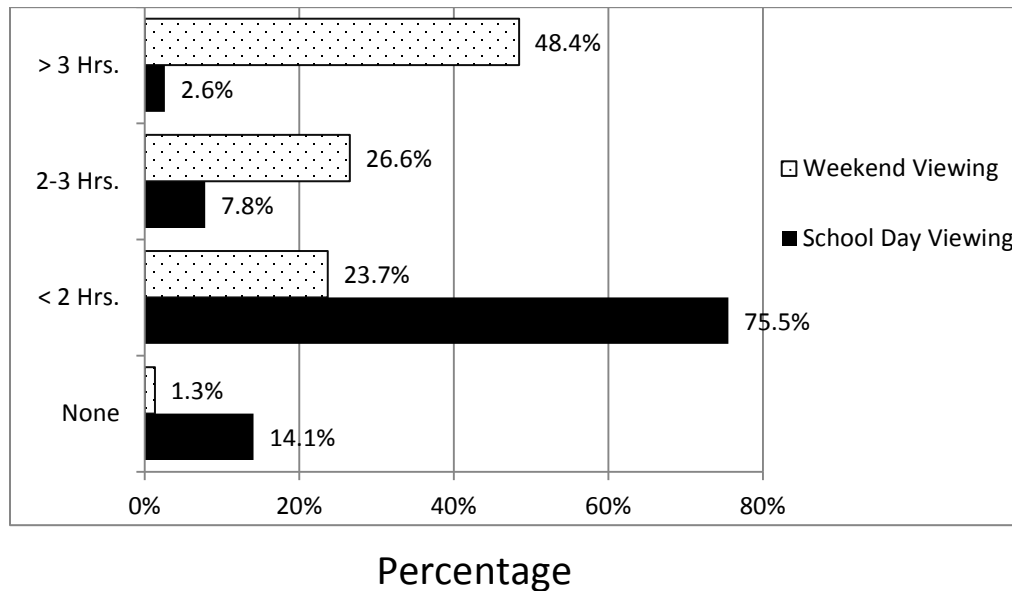
As seen in Table 4 above, the result indicated that the most frequently watched television programs are News 374 (97%), Drama 362(94%), Sport 296 (77%), Police program 267 (70%) and Comedy 263 (69%). Parents used different satellite channels to view certain programs. Some 301 (78 %) of the respondents prefer ETV to watch News, Drama and Sports; 153 (40%) of the respondents chose Nile sat to watch News, Drama and Police programs respectively and 148 (39%) of the respondents prefer Arab Sat to watch News, Drama and Sports respectively.

4.2.2. Children’s Television Viewing Habit as reported by parents

Parents reported their children’s viewing habit in terms of time spent viewing, program selection and program preference. Figure 3, below, presents children television viewing hour both on school days and weekends as reported by parents.

Figure 3

Children Television Viewing Hours (N=384)



The graph illustrates that 186 (48%) children view television for more than three hours during weekends, while on school days 290 (76%) view television for less than two hours. In addition, the graph shows that 54 (14%) of the respondents reported that their children do not view television during school days, while 5 (1.3%) of the children do not watch television during weekends.

The analysis conducted on program selection and preference showed that program selection is mostly left at the hands of the children themselves with a staggering 237 (62 %) of the parents reporting that their children decide what to watch and what not to watch on television. Moreover, in 18% of the cases, mothers select television programs for their children.

Parents were asked to enlist their children's preferred programs. Accordingly, the data revealed that 342 (89%) of the respondents reported to their children preferring to watch drama while 265 (69%) chose to watch cartoon programs and 242 (63%) chose sports as their children's

favorite television program respectively. An interesting fact to be noted here is that drama topped the entire preferred program with nearly 90% of parents reporting it to be their children’s favorite program to watch. Moreover, the data also revealed that educational program and children’s television programs were not the children’s first program choice.

Table 5

Children’s Television Viewing Hours by Program Preference (N=384)

	<i>Viewing Hrs.</i>	<i>Cartoons</i>	<i>Children TV</i>	<i>Drama</i>	<i>Sport</i>
School Days	None	14% (38)	18% (43)	14% (49)	11% (27)
	<2hrs.	78% (207)	73% (176)	75% (255)	77% (187)
	2-3hrs.	6 % (17)	8% (19)	8 % (28)	8% (19)
	>3hrs.	1 % (3)	1% (2)	3% (10)	4% (9)
Weekends	None	1% (2)	1% (2)	1 % (4)	1 % (3)
	<2hrs.	22% (59)	24% (57)	22% (75)	17% (42)
	2-3hrs.	26% (69)	27% (64)	25% (87)	25% (61)
	>3hrs.	51% (135)	49% (117)	52% (176)	56% (136)

Table 5, above, compares children’s viewing hours during both schooldays and weekends by program preference. The result indicates that 255 children (75%) watch Drama during schooldays for less than two hours followed by Cartoons 207 (78%). Moreover, during weekends Drama is the most watched program by 176 children (52%) followed slightly by Sports watched by 136 children (56%) for more than three hours. The fact that Drama is the most preferred and

frequented program on both schooldays and weekends indicates that children are exposed to adult materials that are not specifically designed for them.

The study attempted to see if there is any association between parental and children television viewing hours. Table 6 and 7 below shows Cross tabulation of Parental and Children Television Viewing in Hrs.

Table 6

Cross tabulation of Parental Television Viewing Hrs. and Children School Day Television Viewing Hrs.)

Children School Day Television Viewing	Parental Television Viewing			Total	Df	X²	p
	None	Less than 1 Hour	One or more Hour				
None	21	15	18	54			
Less than 1 Hour	21	78	50	149			
One or more Hours	5	20	156	181	4	13.8	0.000
Total	47	113	224	384			

Table 7

Cross tabulation of Parental Television Viewing Hrs. and Children Weekend Television Viewing Hrs.)

Children Weekend Television Viewing	Parental Television Viewing			Df	X²	p
	Less than 1 Hour	One or more Hour	Total			
Less than 1 Hour	18	6	24			
One or more Hours	93	216	309	1	20.21	0.000
Total	111	222	333			

The chi square result shows that there is a very strong association between parental viewing hours and children's school day viewing hours at [X²= 13.8, df= 1, p< 0.001] The same is also true between parental viewing hours and children weekend viewing hours at [X² = 20.21, df = 1, p < 0.001].

4.3. Parental concerns towards the effect of inappropriate television content on children

In the survey, parents were asked to rate their concern towards the effect of inappropriate television content on their children on a 3-point scale that varied from a one- signifying that the parent was not at all concerned to a three- signifying that the parent was very concerned. The scale had a maximum score of 33 for very concerned and a minimum score of 11 for not at all concerned. Table 8, below, presents the mean square and frequency for level of parental concern.

Table 8*Mean Score and Frequency for Level of parental Concern*

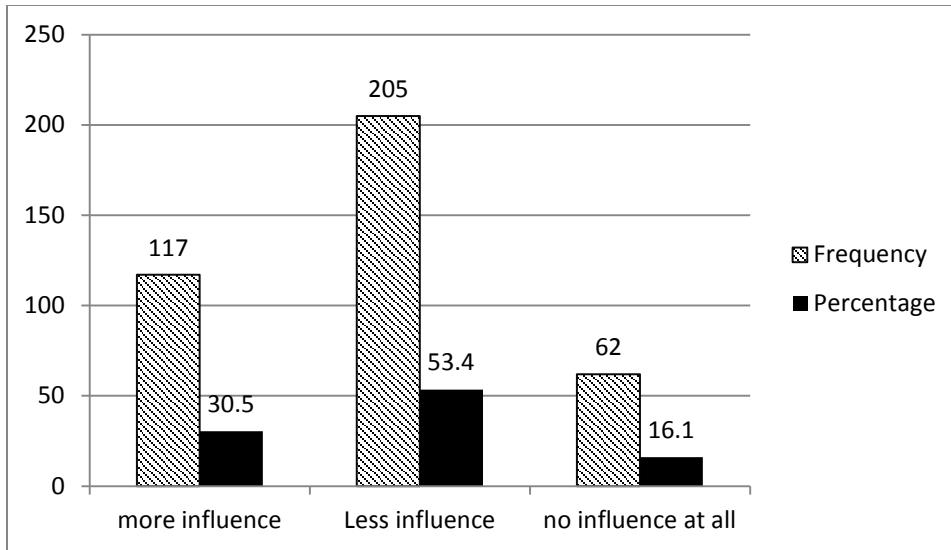
	N	Mean	SD	Freq.	%
Parental Concern	384	23.84	5.18		
Highly Concerned				128	33.3%
Moderately Concerned				193	50.3%
Not Concerned				63	16.4%

According to Table 8, mean score and frequency of the parental concern towards the effect of inappropriate television content measure indicates that parents are moderately concerned towards the potential negative effects of inappropriate television content on children (M=23.84, SD=5.18). The sum of scores for each participant was computed in order to identify the level of parental concern in each household. Accordingly, parents with less than scores of 18 and lower are grouped as Not concerned, parents between scores of 19 and 26 are grouped as Moderately Concerned and parents with scores of greater than 27 are grouped as Highly Concerned. Hence, the study found that 84% of the respondents expressed concern towards the effects of inappropriate television content on their children from which only 128 (33%) had high concern, while half of the respondents (50%) were moderately concerned. the rest 63 (16%) expressed no concern towards the effect of inappropriate television content on their children.

In order to have a background knowledge on parental awareness towards the effect of inappropriate television content on children's behavior in general, parents were given three options to rate their view. Figure 4, below, shows parental opinion towards the effect of television on children's behavior in general.

Figure 4

Parental Opinion on the Effect of Television on Children's Behavior



It can be seen from figure 4 that slightly more than half of the respondents (53%) believe that television has less influence on their children's behavior. Moreover, 16% of the respondents consider television as having no influence on children's behavior.

Parental recognition of the occurrence of inappropriate content on television was also assessed to get an understanding of parental awareness. The findings indicate that 15% of the parents report that there is a lot of inappropriate television content within the reach of children, while 86% of the respondents report the occurrence of inappropriate television content to be little or moderate.

To investigate whether parental opinion about the occurrence of inappropriate television content has an association with their concern or not, chi square test was conducted (see Table 9 for detail) which yielded a strong association [$\chi^2 = 17.03$, $df = 2$, $p < 0.001$]. This indicates that parental perception of the level of inappropriate content on television instigates parental concern.

Table 9

Cross tabulation of Parental Opinions on the Degree of Inappropriate Content on Television and Parental Concern

Degree of inappropriate content on television	Parental Concern on Inappropriate Content			Df	X²	p
	Not Concerned	Moderately Concerned	Highly Concerned			
Little	30	59	77	166		
Moderate	11	91	63	165	2	17.03 0.000
Total	41	150	140	331		

4.4. Parental Television Mediation Practice

The second research question asked whether parents monitor their children’s television viewing or not. They were asked to express their views towards their practice of television mediation. The result revealed that, of the sampled 384 parents, 209 (54%) reported that they mediate their children’s television viewing using different mechanisms, while 175 (46%) reported that they either do not monitor their children’s television viewing at all or they allow their children to watch anything the family watches.

The third research question investigated which of the parental mediation strategies parents frequently used. In order to do that, Television Mediation Scale was employed. The 15-item scale covered a range of mediation items that are grouped into three 5-item subscales of mediation: active mediation, restrictive mediation and co-viewing mediation thereby assessing parental mediation degree and type of mediation style. For each sub-scale, minimum score was five and maximum score was twenty.

Frequency with which parents used each mediation styles was analyzed by comparing each household's sum of scores in each mediation strategy. The mediation strategy with the highest score was taken as the one practiced the most. However, 64 (16.7%) of households that reported to use more than one mediation strategy were not considered in the study since they did not specify the mediation strategy they practice in their homes. Table 10, below, presents the results.

Table 10

Frequency of Parental Television Mediation Strategies (N=320)

	N	%
Active Mediation	38	11.9%
Restrictive Mediation	26	8.1%
Co-viewing Mediation	256	80%

It is shown in Table 10 that parents most frequently use co-viewing mediation style, followed by active and restrictive mediation. This finding is also supported by the correlation of parental viewing hours and children's school day viewing hours indicating that parents and children spend time watching television together.

4.5. Parental Television Mediation and Background Characteristics

The fourth research question asked if the practice of parental mediation differed across demographic characteristics such as parental gender, marital status, education, and income. The data were subjected to chi-square tests to explore these relationships.

A chi-square test of independence was performed to examine the relation between parental gender and the use of the parental television mediation strategies. The relation between these variables was not found to be significant, $X^2 = 3.79$, $df = 2$, $p = .150$. The use of parental television mediation strategy did not differ by parental gender.

The data on marital status were collapsed into two categories, one and two parent households to conduct the test. The chi-square test for marital status revealed that there was no significant relationship between marital status and parental practice of television mediation strategies, $X^2 = 3.783$, $df = 2$, $p = .151$. Parental marital status did not differ by children living in a two-parent home or in a one-parent home.

In the same manner, chi-square test was conducted after collapsing the education variable into High school and below and Above high school to show whether relationship exists between parental television mediation practice and parental education. The result showed that parental mediation strategy did not differ by parental education, indicating no significant relationship between the two, $X^2 = 1.10$, $df = 2$, $p = .567$.

Monthly average household income was another socio-economic characteristic studied. Chi-square test used to determine if there was a relationship between the practice of parental television mediation and their household's monthly earning. The chi-square test yielded a significant relationship between the two variables, $X^2 = 11.43$, $df = 2$, $p = .003$. The fact that the relation between these variables was significant, suggests that parental television mediation differs by household income. (See Table 11 for summary of the chi-tests).

Table 11*Summary of Chi-tests on parental television mediation and demographic characteristics*

Demographic Characteristics		Parental Television Mediation			df	X ²	p
		Active	Restrictive	Co-viewing			
Gender	Male	29	19	159	2	3.795	.150
	Female	9	7	97			
Marital Status	One-parent	9	8	100	2	3.783	.151
	Two-parent	29	18	156			
Education	Below High school	21	12	130	2	1.1	.576
	Above High school	17	10	78			
Income	< 2500 ETB	13	14	159	2	11.43	.003
	> 2501 ETB	24	72	90			

4.6. Parental Concern and Parental Television Mediation Practice

The fifth research question investigated the association between parental concern towards the effects of inappropriate television content and the practice of parental television mediation. To ascertain whether a significant association was present or not, Pearson's chi-square was conducted. A significant association was observed, $X^2 = 17.261$, $df = 4$, $p = .002$. Detail analysis is given below in Table 12.

Table 12*Cross tabulation and Chi-square result of parental television mediation and parental concern*

Parental Television Mediation	Parental Concern			Total	df	X²	p
	Highly Concerned	Moderately Concerned	Not Concerned				
Active	12	20	6	38			
Restrictive	6	7	13	26	(4)	17.261	.002
Co-Viewing	80	133	43	256			

As shown in Table 12, examination of the cell frequencies as well as the percentages showed that 133 (52%) of the moderately concerned parents used co-viewing mediation strategy while 80 (31%) of the highly concerned parents used the same mediation strategy. Co-viewing mediation strategy was applied by 43 (17%) of the parents who were not concerned.

Furthermore, the result revealed that within the respondents who reported to using active mediation, 20 (53 %) of them were moderately concerned compared to 12 (32%) who were highly concerned. However, 10 (26%) of the parents who reported to apply active mediation were not concerned about the effect of inappropriate television content on their children.

Restrictive mediation is identified to be the least frequented mediation strategy by parents. Findings regarding parental concern and the use of restrictive mediation strategy revealed that 13 (50%) unconcerned parents used restrictive mediation, while only 6 (23%) of the highly concerned parents reported to restricting their children's television viewing. The rest, 7 (27%) of the moderately concerned parents employ restrictive mediation.

Chapter Five

Discussion

The purpose of the present study was to investigate the level of parental concern towards the effects of inappropriate television content on children as well as assess the presence and practice of parental television mediation. In addition, the study also aimed at assessing whether socio-economic characteristics have any implication on the practice of parental television mediation. Moreover, the study intended to explore the relationship between levels of parental concern and the practice of parental television mediation. In light of these objectives, this chapter is devoted to discussing the results of the study along past research findings.

5.1. Parental Concern towards the effect of inappropriate television content on children

As indicated in the literature review, parental concern is considered an important factor for the practice of parental television mediation (Valkenburg et al., 1999; Warren, et al., 2002; Warren, 2001, 2003). Hence, the study investigated the level of parental concern towards the effects of inappropriate television content on children.

The findings indicated that generally, 84% of the parents expressed concern from which half of them are moderately concerned while only 33% of the parents are highly concerned. Parents who expressed no concern at all towards the effect of such content on children were 16%.

In conjunction with this, the result also revealed parental understanding of the influence of television on children's behavior to be minimal with only 30% of the parents claiming that television has more influence on their children's behavior than the rest of the participants. This is contrary to the findings by Vittrup (2009) where the majority of parents indicated that they thought their children were influenced by what they watched on television.

Furthermore, the level of parental recognition of inappropriate television content was assessed where the results indicated that only 15% of the parents reported to coming across a lot of inappropriate content for children on television, while the majority of the respondents claimed to notice little or moderate inappropriate content on television that affect children. Strong significant relationship was detected between parental perception of the degree of inappropriate content on television and parental concern towards the effect of such content on children. This shows that the level of recognition of such concern strikes parental concern. This is to say that the more parents recognize and acknowledge the presence of such content on television the more they become inclined to put some kind of measure to control their children's exposure.

According to Warren et al. (2002) and Böcking & Böcking (2009), parental concern arises from the belief on the television's potential negative effects. Based on this, it can be understood that the more parents think little of television's negative influence on their children's behavior, the lesser their concern would be toward the effect of such content on their children. Similarly, it is evident that in order for parents to develop high concern towards the effect of inappropriate television content they first need to recognize its presence and that it is within the reach of children.

5.2. Parental Television Mediation Practice

The widespread access of domestic as well as satellite television detected in this study, with 73% of the homes having a variety of channel options to choose from, can be potentially advantageous in cultivating knowledge and diverse experiences or it can be a breeding ground for several unforeseen behavioral effects on children that are yet looming to manifest themselves. While the positive effects are encouraged, the negative effects of this kind of exposure on children's behavior need to be tamed especially in homes with children. Even though not all the bad behaviors and actions can be attributed to the negative effect of television, it is wise to minimize the possibility of television's role in the development of antisocial behavior in children. Hence, parents should take the primary responsibility when it comes to monitoring their children's television consumption.

The study, therefore, aimed to find out whether parents employ any monitoring mechanism regarding their children's television viewing or not. The result of this study suggests that generally the presence of parental television mediation is almost equal to the lack of it. Slightly more than half of the parents who participated in the study described to monitoring their children's television consumption using various methods, whereas 46% reported to either allowing their child to watch anything with the family or employ no monitoring strategy at all. The slight percentage difference between the two indicates that as much as there are parents who pro-actively monitor their children's television usage, there are also parents who are lenient to pay much attention to their children's television exposure.

This could be because of limited awareness of the importance of mediating television content, limited awareness towards the potential negative effects of television or limited awareness of the level of existence of inappropriate content on television. In fact, as discussed above, the decreased level of recognition of inappropriate content on television by parents can be taken as one of the justification for parents not mediating their children's television viewing as expected. This is in line with Rue (1974) explanation on the reasons for the negligence of parents concerning television mediation where it is stated that the negligence could be due to the inability to enforce supervision, positive attitude towards television in general as well as the difficulty to differentiate between contents that are detrimental and educational.

The finding that more than half of the parents leave the task of program selecting to children themselves is also another indication that parental mediation is lesser in these homes thereby escalating the level of exposure to inappropriate television content. Therefore, to summarize, it is understood that if parents cannot recognize the scale of the occurrences of inappropriate content on television and underestimate the influence of television on their children's behavior, then it will be improbable for them to mediate effectively their children's television viewing. In other words, the fact that the majority of the parents' showed decreased recognition of inappropriate content, had decreased awareness of the effect of inappropriate television content on their children and allowed their children to take control of the remote control in the house can be taken as plausible explanations for the parents who reported to not mediating their children's television viewing.

The third aim of this study was to discover which style of mediation was frequently used by parents. The findings have demonstrated that co-viewing is found to be the most prevalent

television mediation style in the sampled homes with 80% of the parents reporting to using this mediation style, followed by active (12%) and restrictive (8%) mediation styles.

This finding is consistent with earlier studies conducted in the Netherlands by Valkenburg et al. (1999) where co-viewing is identified as the most practiced mediation style, while active mediation is more often used than restrictive mediation. On the contrary, Warren (2003) reported that parents used restrictive mediation, followed by active and then co-viewing mediation style. This finding differed from the current finding probably because the study assessed parental television mediation practice for a specific age group, which was not considered in this study.

Previous researches have already established the fact that parental viewing habit determines children's viewing habit (Sandstig et al., 2013; St Peters et al., 1999; Böcking & Böcking, 2009). Likewise, Valkenburg et al. (1999) proved that co-viewing is only predicted by the amount of television viewing done by children. This finding is further reaffirmed by the strong significant relationship detected between parental viewing hours and both children's school day as well as weekend viewing hours. Program preference is also found to be similar between parents and children in this study. The significant relationship between parental and children's viewing hours indicate that parents and children mostly spend their television viewing hours together. Similarly, both parents (94%) and children (89%) prefer to watch the same television program- Drama, indicating that parents co-view their favorite television program with their children.

From this finding, it can be inferred that parents are aiding the exposure of children to adult materials on television without giving due considerations to the content type children should or should not be exposed to. Possible explanation for this could be seen from the angle of lack of awareness concerning the magnitude of the effect of children's exposure to such contents from the parents' side.

5.3. Parental Mediation Practice across Socio-Economic Characteristics

The fourth objective of the study was to assess if socio-economic characteristics play a role in the practice of parental television mediation. Parental gender, marital status, education and income were among the socio-economic characteristics considered for this study.

The results of this study found no significant relationship between parental gender and the practice of parental television mediation. This is congruent to the study by Warren et al (2002), where no significant relationship was detected for gender and mediation practice. However, Valkenburg, et al. (1999) and Fortman et al. (1998) concluded that mothers are more proactive and offer more television mediation than fathers do. Their study also showed that mothers use more active and restrictive mediation styles than fathers do. In our context, the fact that television is an integral part of the home and is considered a shared activity in many homes might explain the finding that both parents have the same stand when it comes to television monitoring.

Findings of this study also assessed whether marital status might have a relationship with parental television mediation or not. Hence, the findings indicated no significant relationship between the two variables indicating that the fact that children are from one-parent home or from two-parent home does not affect the extent of parental television mediation practice. This is not congruent to the study by Ausitn et al. (1997) where it is explained that television mediation existed in two-parent homes than in single-parent homes where parents engage more in active mediation.

Findings of this study also revealed no significant relationship between parental education and the practice of parental television mediation. This is consistent with literatures that contested

to parental education being a powerful determinant of parental television mediation (e.g. Warren et al., 2002; Hoffner & Buchannan, 2002). However, studies by Valkenburg et al. (1999), Vanderwater et al. (2005), and Bocking & Bocking (2009) found that highly educated parents apply active mediation and co-viewing than parents with less education indicating that the more educated parents are the more they want to discuss the good and the bad of television making their children critical viewers. The fact that the finding of this study differed from studies who claimed a strong relationship between education and parental mediation was surprising. This is because, it was the assumption of the writer of this study that the more educated one is the more increased the awareness towards the effect of inappropriate television on children thereby facilitating a more pro-active mediation. However, the findings of this study indicate otherwise.

The result of the current study revealed significant relationship between parental income and television mediation practice indicating that parental television mediation differs by household income. The result further showed that households with income less than or equal to ETB 2500 used co-viewing mediation strategy more than the ones who earn above ETB 2500. Generally, this finding is commensurate with those of others such as Vanderwater et al. (2005) where findings indicated that parents with high socio-economic status were more likely to have rules regarding television viewing, which is one form of mediation. Particularly findings by Vittrup (2009) and Warren (2005) suggest that households with low socio-economic status reported higher level of co-viewing contrary to those with higher socio-economic status.

Possible explanation for this finding might be, in homes with low socio-economic status parents might not have the resources to provide their children with alternative activities hence the reason to co-view television. Moreover, children from higher socio-economic homes might have the exposure to engage in diverse media types and activities than children from lower socio-

economic status hence decreasing shared activity in way of viewing television together between parents and children. In addition, the higher the socio-economic status, the higher the engagements of children outside of home granting them less opportunity to co-view with their parents.

5.4. Parental Concern and the Practice of Parental Television Mediation

Parental concerns towards objectionable television contents, is believed to dictate the way parents mediate their children's television viewing. The findings of the current study revealed significant relationship between parental concern and the likelihood to use parental television mediation strategies. Further investigation also indicated that for parents who are highly concerned, moderately concerned and unconcerned parents, the most applied mediation strategy is found to be co-viewing with slight difference between the highly concerned and the moderately concerned parents with 82% and 83% respectively. The results also pointed out that next to co-viewing mediation strategy, both moderately and highly concerned parents used active mediation with 13% and 12% respectively. Restrictive mediation is the least practiced of the three mediation strategies.

This is contrary to other researches (Warren, 2003; Nathanson, 2001; and Sandstig, 2013) that discovered high negative attitude or high parental concern predicts the use of restrictive mediation followed by active mediation. Similarly, the study by Nathanson (2001), Valkenburg, et al. (1999), Vandwater, et al. (2005) discovered that parents who frequent co-viewing mediation are parents with positive and favorable attitude towards television and parents who think the

material cannot be harmful to children. Likewise, Böcking & Böcking (2009) also stated that the use of co-viewing is motivated by positive opinion about television.

Therefore, the findings of this study does not crystalize that high parental concern guarantees the use of active mediation, which is linked to many positive outcomes and is believed to be the most effective form of parental television mediation (Nathanson, 1999) or the use of restrictive mediation. This finding can possibly be explained by the cultural context of many homes where parents prefer to change channels or to turn off the television when objectionable contents come up in the process of viewing together instead of discussing these contents openly with their children. This is to say that even though co-viewing gives parents perfect opportunity to turn the viewing process into a more productive and educational discussion, most parents ignore this opportunity and enjoy the programs they watch sometimes choosing not to acknowledge the presence of children in the room. This finding also takes us back again to the finding that in a situation where the majority of the parents does not recognize the presence of inappropriate content on television and think little of the influence of television on their children's behavior, the presence of high concern across the board that translate into active or restrictive mediation styles is an unfair and impractical expectation.

This calls for further research in order to find out why highly or moderately concerned parents co-view with their children instead of being engaged in more pro-active mediation techniques. Further research is also mandatory to probe what the outcome of co-viewing is in homes where it is so prevalent. It might also be important to study co-viewing mediation practice in the cultural context of the homes and see how parents understand and translate co-viewing in their own context.

Chapter Six

Summary, Conclusion and Recommendations

6.1. Summary

The major objective of the present study was to examine the level of parental concern towards the effect of inappropriate television content, to explore the presence and the extent of parental television mediation practice and to study the relationship between various socio-demographic characteristics and the practice of parental television mediation. The study also investigated the association between level of parental concern towards the effect of inappropriate television content and the practice of parental television mediation. Hence, the study was designed to answer the following research questions.

1. Are parents concerned about the effects of inappropriate television content on children's behavior?
2. Do parents monitor their children's television viewing?
3. What type of television mediation strategies, if any, do parents practice most?
4. Is the practice of parental mediation different across socio-economic status?
5. Is there a relationship between parental concern towards the effects of inappropriate television contents on children and the likelihood to use each type of mediation strategy?

Accordingly, 384 parents residing in Bole Sub City participated in the study. Questionnaire that consisted four parts was used to measure demographic characteristics, parental and children

television viewing habit, parental television mediation practice as well parental concern towards the effect of inappropriate television content on children.

Initially the instrument was administered on a pilot sample of 25 parents. The pilot results were used as an input to clarify vague items and modify the instrument as a whole.

With the intention of exploring the level of parental concern towards the effect of inappropriate television content and the presence of parental television mediation descriptive statistical techniques were employed. Investigation of the relationships between parental television mediation and socio-demographic characteristics as well as relationships between parental concern and the practice of parental television mediation were done using chi-square tests.

Primarily to determine the level of parental concern towards the effect of inappropriate content on children, descriptive statistics were carried out. Accordingly, the results revealed moderate concern in the majority of the parents regarding the effect of such content on children. Moreover, a significant relationship was detected between parental perception of the degree of inappropriate content on children and their concern towards such content.

Similarly, descriptive statistics was used in order to explore the presence or absence of parental television mediation, which yielded a result that slightly more than half of the participants employ television mediation techniques and the rest do not monitor their children's television viewing. Frequently used television mediation strategies were examined as part of the analysis. To this effect, each household's mean score on each mediation strategy was compared. Hence, the results of the analysis revealed the use of co-viewing mediation as the most frequently used strategy. The analysis of parental as well as children's television viewing habit reaffirmed

this finding as significant relationship was discovered between parental television viewing hours and children's school day as well as weekend viewing hours. Similarity of television program between parents and children was also observed from the analysis.

The present study further examined, using chi-square tests, the practice of parental television mediation in relation to socio-demographic characteristics. Accordingly, monthly household income revealed significant relationship with parental television mediation. There was no significant relationship between parental gender, education, marital status and the practice of parental television mediation.

Finally, the present study attempted to examine whether there is a relationship exists or not between parental concern towards the effect of inappropriate content and the practice of parental mediation. With chi-square, parental concern revealed a significant relationship with the practice of parental television mediation. Co-viewing mediation strategy was practiced by both moderately and highly concerned parents. Moderately and highly concerned parents also used active mediation, while unconcerned parents practiced the least favored mediation strategy-restrictive mediation.

6.2. Conclusion

This study confirms and clarifies the researchers understanding of the practice of television mediation in many homes. While the results affirm the existence of all the three mediation types, the study also brought the prevalence of parental co-viewing into the surface indicating the danger many children face in the midst of families who are not critical enough in their television viewing. The similarity between program preference of both parents and children also strengthens the implication that children are exposed to adult materials that are not meant for them.

The importance of parental television mediation cannot be stressed enough in curtaining children from the negative effect of inappropriate television content. Parents have the ability to influence their children's television viewing and it is crucial that they take on the responsibility of guiding and monitoring their children's television usage. Children's exposure to inappropriate television content will continue to increase as more access through the fast spreading satellite television becomes available in homes. Therefore implementing a mediation strategy that teaches children how to be selective and discern television contents that are only beneficial and educational are of utmost importance in order to shield children from inappropriate television content.

The study also shed the light on the level of awareness of the influence television can impart on their children's behavior and their level of recognition of the presence of inappropriate content on television. This indicates that the levels of parental concern as well as the application of mediation strategies are as high as the level of parental awareness and recognition of such contents on television.

This study was not without its limitations. The fact that all the results were based on parents' self-reports increases the risk of social desirability responses. When parents are asked about the use of mediation strategies and concerns, they may be more likely to answer in accordance with what they thought is socially acceptable and not what they actually practice and think. To this end, future research should, as performed by previous researches (e.g. Evans, et al., 2011; Abel, 1976; Krcmar & Vieira, 2005; Nathanson, 1999, 2001 & 2001; St. Peters, et al., 1991) triangulate parental responses with children's responses by conducting researches that involve both parents and children. In previous researches discrepancies between parents' and children's reports concerning television viewing and parental mediation has been used as an indication of the real television mediation practice in a particular family.

Another limitation of the current study was that the survey did not study television mediation practice or parental concern according to different age groups, which would have given a clear indication of whether parents tailor their mediation strategies based on their children's age and developmental need. Future research should explore more on this. In addition, the researcher of this study believes that content-specific studies would obtain a more concrete result regarding parental concern and their use of television mediation techniques.

Despite, these limitations, this study shed light on some important findings. One of the most significant contributions of this study was revealing the level of parental concern towards the effect of inappropriate television content on children as well as the practice of parental television mediation. Even if the level of parental concern did not guarantee the use of active or restrictive mediation, the significant relationship detected between parental concern and the practice of parental television mediation practice is without a doubt a big revelation. Furthermore, the array of access to both domestic as well as satellite television channels and parental as well children's

television viewing habits provided a glimpse of the level of exposure readily available for children.

6.3. Recommendation

Based on the findings of the study, the following could be recommended.

1. Parental concern stems from the awareness of the effect inappropriate television content exerts on children. Overlooking the danger of children being exposed to television contents that are not especially designed for them can be detrimental for their development. Therefore, it is essential for parents to be conscious and highly critical when it comes to their children's television viewing and the type of television content they are exposed to daily.
2. With the widespread access to various satellite television channels, parental involvement in monitoring and guiding children's television viewing is highly essential. Parents are advised to start being intentional in employing television mediation strategies so as to mitigate the negative effects of television in general.
3. Instead of viewing television together with their children, parents need to invest their time in discussing television contents in order to empower their children to become critical viewers. They should take over and assume responsibility regarding the use of television in their homes. Parents also need to be involved in selecting appropriate television program for their children and clearly communicate the same.

4. Parents are advised to direct their children to get involved in activities that will enhance their learning and development other than watching television for long hours.
5. Before exposing children to any content, parents are advised to first appraise the material and take a stand on whether children are allowed to watch the content or not. Parents are also advised to be watchful of cartoon films that seem acceptable to children and as much as possible assess the kind of moral lessons the films communicate.
6. As much as possible parents need to provide their children with access to pro-social and educational television content that enhance their development before contesting viewing of other inappropriate content or adult material.
7. It has been established that parents are primary role models to their children in many aspects including television viewing. Therefore, parents are advised to be extra careful when it comes to the kind of television content they watch and how long they watch it. They first need to set an example making enforcing of rules easy.
8. Government should assume a front line facilitators' role in stating parental guidance advises to television programs that are not age appropriate. In addition, the media should design specific messages to raise the awareness of parents towards the effect of children's exposure to inappropriate contents on television.
9. The government should also design satellite television controlling mechanisms or made available parental guidance devices on these satellite television transmitters so as to provide parents with the tools to practice parental guidance in addition to employing parental mediation strategies.

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Appendices

Appendix A

Addis Ababa University

Department of Psychology

Dear Parent/Guardian

It's known that television is man's greatest invention. However, its ability to influence the behavior and action of its viewers both in a good or bad way has been a point of discussion for a long time. Currently in the world, many children are exposed to contents that either have a detrimental effect or that are beneficial according to their nature. The role parents play in guiding the media usage of their children is of high magnitude and is critical in encouraging positive outcomes as well as mitigating negative effects. Hence, this study focuses on the role parental concern towards the effect of television plays on the practice of parental television mediation. Furthermore, the study focuses on the practice of parental mediation and assesses the type of mediation strategies parents use towards their children's daily television viewing.

The data gathered from this study will only be used for academic purposes. It is important that you understand that your participation is voluntary and that the information you give us is highly confidential. You do not need to write your name. I, therefore, encourage you to be open and honest about your response.

I thank you for your kind cooperation.

Kebele	Enumeration area

Part I: Personal Information

Directions: Please circle the answers that best represents your response to the questions.

1. Sex

- 1. Male
- 2. Female

2. Marital Status

- 1. Married
- 2. Single
- 3. Divorced
- 4. Widowed
- 5. Separated

3. Do you know how to read and write

- 1. Yes
- 2. No

4. Educational Status

- 1. Church/Mosque Education
- 2. Primary education
- 3. Secondary education and vocational
- 4. Certificate
- 5. College Diploma
- 6. University Degree and above
- Other (Specify) _____

5. Occupation of head of the family

- 1. Government employee
- 2. Non-government employee
- 3. Private organization employee
- 4. Self employed
- 5. Homemaker
- 6. Pensioner
- Other (Specify) _____

6. What is the average monthly income of the household?

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Part II: Parental and Children Television Viewing Habit

Directions: Please circle the answers that best represents your response to the questions.

1. Do you own a Television?

1. Yes 2. No

2. Do you have access to Satellite TV (Dish)?

1. Yes 2. No

3. If your answer to question 8 is yes, which one of these do you have in your home?

	Yes	No
Arab Channel	1	2
NileSat	1	2
Hot Bird	1	2
DSTV	1	2
Domestic Channel	1	2
Other (Specify) _____		

4. Which Television channel is frequented in your home? (*Mark all that apply*)

	Yes	No
Arab Channel	1	2
NileSat	1	2
Hot Bird	1	2
DSTV	1	2
Domestic Channel	1	2
Other (Specify) _____		

5. In a typical day how much of your time do you spend watching Television?

- | | |
|----------------------|-----------------------|
| 1. None | 4. One to two hours |
| 2. Less than an hour | 5. Two to three hours |
| 3. than a half hour | 6. Over three hours |

6. When someone is at home in your household, how often is the TV on, even if no one is actually watching it?

- | | |
|---------------------|----------------|
| 1. Always | 4. Hardly Ever |
| 2. Some of the time | 5. Never |
| 3. Most of the time | |

7. What kind of Television content do you enjoy watching the most?

	Watch	Not watch		Watch	Not watch
News	1	2	Comedies	1	2
Documentary	1	2	Action movies	1	2
Family movies	1	2	Horror	1	2
Police programs	1	2	Reality TV	1	2
Sports	1	2	Drama	1	2
Music	1	2	Others (Specify)_____		

The next questions are about your child’s television viewing habit.

8. How much TV do your children watch on a school day?

- | | |
|----------------------|-----------------------|
| 1. None | 4. One to two hours |
| 2. Less than an hour | 5. Two to three hours |
| 3. than a half hour | 6. Over three hours |

9. How much TV do your children watch on a weekend?

- | | |
|-----------------------|--------------------------|
| 1. None | 4. Less than a half hour |
| 2. Less than an hour | 5. One to two hours |
| 3. Two to three hours | 6. Over three hours |

10. Who selects the programs your children watch?

- | | |
|-----------------------|-------------------------------|
| 1. The child | 5. Brother or sister |
| 2. Father | 6. Friend |
| 3. Mother | 7. Relatives who live with me |
| 4. Babysitter | 8. Grandparents |
| Other (Specify) _____ | |

11. How closely do you keep an eye on what TV programs your children watch? Please select the response that best matches your view.

1. I don't allow my children to watch TV much at all
2. I choose carefully what my children watch
3. I intervene when programs become unsuitable
4. My children watch whatever the rest of the family does
5. I don't control what my children watch on television at all

12. Which of the television program do your children frequently watch at home?

	Watch	Not watch		Watch	Not watch
Cartoon	1	2	Drama	1	2
Children program	1	2	Educational TV	1	2
Wrestling	1	2	Sport	1	2
Horror movies	1	2	Other (Specify)_____		

13. How much influence do you think television has on your children's behavior?

1. More influence
2. Less influence
3. No influence

14. How much inappropriate content (such as violence, sexual content, offensive language) for children do you think there is on Television?

1. Little amount
2. Medium amount
3. Large amount

Part III: Television Mediation Scale

Direction: Below are questions about how your child watches television at home. Please indicate how often you act in each of the following ways.

	Never	Rarely	Sometimes	Often
1. How often do you try to help your children understand what s/he sees on TV?	1	2	3	4
2. How often do you point out why some things actors do are good?	1	2	3	4
3. How often do you point out why some things actors do are bad?	1	2	3	4
4. How often do you explain the motives of TV characters?	1	2	3	4
5. How often do you explain what something on TV really means?	1	2	3	4
6. How often do you say to your children to turn off TV when s/he is watching an unsuitable program?	1	2	3	4
7. How often do you set specific viewing hours for your children?	1	2	3	4
8. How often do you forbid your children to watch certain programs?	1	2	3	4
9. How often do you restrict the amount of children viewing?	1	2	3	4
10. How often do you specify in advance the programs that may be watched?	1	2	3	4
11. How often do you watch together because you both like a program?	1	2	3	4
12. How often do you watch together because of a common interest in a program?	1	2	3	4
13. How often do you watch together just for the fun?	1	2	3	4
14. How often do you watch your favorite program together?	1	2	3	4
15. How often do you laugh with your children about the things you see on TV?	1	2	3	4

Part IV: Parental Concern towards the effect of television on Children

Direction: Please the answer that best represents your response to the questions.

	Very Concerned	Moderately Concerned	Not at All Concerned
1. How concerned are you about the type of television content children watch	3	2	1
2. How Concerned are you about the amount of time children spend in front of television	3	2	1
3. How concerned are you that the amount of television viewing might have negative effects on your child	3	2	1
4. How concerned are you that children are being exposed to inappropriate content (such as violence, sexual content, offensive language) in television?	3	2	1
5. How concerned are you that watching violent television content would encourage your child to think violence is acceptable	3	2	1
6. How concerned are you that watching violent television content would stimulate your child to imitate the violence	3	2	1
7. How concerned are you that watching violent television content would cause your child to be less sensitive to people who get hurt	3	2	1
8. How concerned are you that watching sexual content would teach your child prematurely about sexual matters	3	2	1
9. How concerned are you that watching sexual content would increase interest in sex	3	2	1
10. How concerned are you that watching television content with indecent language would encourage your child to think offensive language or profanity is acceptable	3	2	1
11. How concerned are you that watching television contents with indecent language would stimulate your children to be verbally abusive	3	2	1

Appendix B

በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትቤት

የሰነድ ትምህርትና ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

የተከበሩ ወላጆች/አሳዳጊዎች-

ቴሌቪዥን መረጃ የምናገኝበት የዘመናችን ድንቅ ቴክኖሎጂ እንደሆነ የሚታወቅ ቢሆንም፤ ከመረጃ ባለፈ በተመልካቹ ባህሪያዎች አስተሳሰብ ላይ በጎም ሆነ ጎጂ ተፅዕኖ የማሳደር አቅሙ የማይካድ ነው። በአሁኑ ጊዜ በዓለም ዙሪያ በርካታ ህፃናት በቴሌቪዥን ለሚተላለፉ የተለያዩ አወንታዊ እንዲሁም አሉታዊ ተፅዕኖ የሚያሳድሩ መልዕክቶች የተጋለጡ ናቸው። ወላጆች/አሳዳጊዎች የልጆቻቸውን የቴሌቪዥን አጠቃቀም ላይ የሚያሳድሩት ተፅዕኖ ከፍተኛ አትኩሮት የሚሰጠው እና በቴሌቪዥን በሚተላለፉ መልእክቶች ምክንያት የሚመጡትን በጎ ተፅዕኖዎች ለማበረታታትም ሆነ ጎጂውን ተፅዕኖ ለመከላከል የሚጫወቱት ሚና ቀላል አይደለም። ይህ ጥናት ወላጆች/አሳዳጊዎች ቴሌቪዥን በልጆች ላይ ሊያስከትል ስለሚችለው አሉታዊ ተፅዕኖ ያላቸው ስጋት በሚያደርጉት የቴሌቪዥን ክትትልና ቁጥጥር ላይ ሊኖረው ስለሚችለው ሚና ያጠናል። በተጨማሪም ይህ ጥናት ወላጆች/አሳዳጊዎች በልጆች የየቀን የቴሌቪዥን አጠቃቀም ላይ ስለሚያደርጉት ክትትልና ቁጥጥር እንዲሁም ስለሚጠቀሙት የክትትልና የቁጥጥር ስልት የሚያስገኝ ነው።

ከዚህ ጥናት የሚገኘው መረጃ ለትምህርት አገልግሎት ብቻ የሚውል ነው። በዚህ ጥናት ላይ መሳተፍዎ ሙሉ በሙሉ በፈቃድኝነት ላይ የተመሠረተ ሲሆን፤ በዚህ መጠይቅ ላይ የሚያሳፍሩት መረጃ ሚስጥራዊ እና ለማንም የማይተላለፍ መሆኑን ላረጋግጥልዎት እወዳለሁ። ስምዎትን መፃፍ አያስፈልግዎትም። ስለዚህም መጠይቁን ሲሞሉ በተቻለዎት መጠን ግልፅ እና እውነተኛውን መረጃ እንዲሞሉ አበረታታዎታለሁ።

ስለ ቀና ትብብርዎ በቅድሚያ አመሰግናለሁ።

ቀበሌ	የቆጠራ ቦታ

ክፍል 1: ጠቅላላ መረጃ

መመሪያ: እባክዎ ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ትክክለኛውን መልስ በማክበብ ይመልሱ።

1. መጠይቁን የሚሞላው ሰው ያታ

- 1. ወንድ
- 2. ሴት

2. የጋብቻ ሁኔታ

- 1. ያገባች
- 2. ያላገባች
- 3. የተፋታ
- 4. በሞት የተለየ
- 5. የተለያየ

3. ማንበብና መፃፍ ይችላሉ?

- 1. አዎ እችላለሁ
- 2. አልችልም

4. የትምህርት ደረጃ

- 1. የቤተክርስቲያን/የመስጊድ ትምህርት የተማሩ
- 2. የመጀመሪያ ደረጃ ትምህርት
- 3. የሁለተኛ ደረጃ እና ቮኬሽናል ትምህርት ያጠናቀቁ
ሌላ (ይጠቀስ) _____
- 4. ስርተፊኬት
- 5. ኮሌጅ ዲፕሎማ
- 6. የዩኒቨርሲቲ መጀመሪያ ዲግሪ እና
ከዚያ በላይ

5. የቤተሰብ ሃላፊው የሥራ ሁኔታ

- 1. የመንግስት መስሪያ ቤት ተቀጣሪ
 - 2. የመንግስት ያልሆነ መስሪያ ቤት ተቀጣሪ
 - 3. የግል ድርጅት ተቀጣሪ
 - 4. በግል ስራ የሚተዳደር
 - 5. የቤት እመቤት
 - 6. ጡረተኛ
- ሌላ (ይጠቀስ) _____

6. የቤተሰቡ አማካኝ ወርሃዊ የገቢ መጠን ምን ያህል ነው?

ክፍል 2: የወላጆችና የልጆች የቴሌቪዥን ምልክታ ልምድ

መመሪያ: እባክዎ ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ትክክለኛውን መልስ በማክበብ ይመልሱ።

1. ቴሌቪዥን አላችሁ?

- 1. አዎ አለን
- 2. የለንም

2. የሳተላይት ቴሌቪዥን ጣቢያ/ዲሻ አላችሁ?

- 1. አዎ አለን
- 2. የለንም

3. መልስዎ አዎ አለን ከሆነ ከሚከተሉት ውስጥ የትኛው ነው ያላችሁ?

	አዎን	አይደለም
አረብ ቻናል	1	2
ናይል ሳት	1	2
ሆት በርድ	1	2
ዲ ኤስ ቲቪ	1	2
ኢቲቪ	1	2
ሌላ (ይጠቀስ) _____		

4. በቤትዎ ቴሌቪዥን ለማየት ብዙ ጊዜ የምትጠቀሙት/የምትከፍቱት የቴሌቪዥን ጣቢያ የትኛውን ነው?

	አዎን	አይደለም
አረብ ቻናል	1	2
ናይል ሳት	1	2
ሆት በርድ	1	2
ዲ ኤስ ቲቪ	1	2
ሌላ (ይጠቀስ) _____		

5. በቀን ውስጥ ምን ያህል ጊዜዎን ቴሌቪዥን በማየት ያሳልፋሉ?

- 1. ምንም አላይም
- 2. ከግማሽ ሰዓት ያነሰ
- 3. ከአንድ ሰዓት ያነሰ
- 4. ከአንድ እስከ ሁለት ሰዓት
- 5. ከሁለት እስከ ሦስት ሰዓት
- 6. ከሦስት ሰዓት በላይ

6. የሚያየው ሰው እንኳን ባይኖር በቤትዎ ውስጥ እያሉ ምን ያህል ጊዜ ቴሌቪዥን ይክፈታል?

- | | | |
|---------------|--------------|---------------|
| 1. ሁል ጊዜ | 3. አንዳንድ ጊዜ | 5. ፈፅሞ አይክፈትም |
| 2. ብዙም አይክፈትም | 4. አብዛኛውን ጊዜ | |

7. ከቴሌቪዥን ፕሮግራሞች ውስጥ በቤትዎ አብዛኛውን ጊዜ የሚታየው የትኛው ነው?

	የሚታየው	የማይታየው		የሚታየው	የማይታየው
ዜና	1	2	አስቂኝ ፊልም	1	2
ዘጋቢ ፊልም	1	2	በድርጊት የተሞላ ፊልም	1	2
የቤተሰብ ፊልም	1	2	የሚያስፈራ ፊልም	1	2
የፖሊስ ፕሮግራም	1	2	በእውነተኛ የሰዎች የየቀን ኑሮ	1	2
			ላይ የሚያተኩር ፊልም		
ስፖርት	1	2	ድራማ	1	2
ሙዚቃ	1	2	ሌላ (ይጠቀስ)_____		

የሚቀጥሉት ሦስት ጥያቄዎች የልጆችዎ የቴሌቪዥን አጠቃቀም ላይ የሚያተኩሩ ናቸው።

8. በትምህርት ቀናት ልጆችዎ ምን ያህል ሰዓት ቴሌቪዥን ያያሉ?

- | | |
|-----------------|-------------------------|
| 1. ምንም አያዩም | 4. ከአንድ ሰዓት እስከ ሁለት ሰዓት |
| 2. ከግማሽ ሰዓት ያነሰ | 5. ከሁለት እስከ ሦስት ሰዓት |
| 3. ከአንድ ሰዓት ያነሰ | 6. ከሦስት ሰዓት በላይ |

9. ቅዳሜ እና እሁድ ላይ ልጆችዎ ምን ያህል ሰዓት ቴሌቪዥን ያያሉ?

- | | |
|-----------------|-------------------------|
| 1. ምንም አያዩም | 4. ከአንድ ሰዓት እስከ ሁለት ሰዓት |
| 2. ከግማሽ ሰዓት ያነሰ | 5. ከሁለት እስከ ሦስት ሰዓት |
| 3. ከአንድ ሰዓት ያነሰ | 6. ከሦስት ሰዓት በላይ |

10. ልጆችዎ የሚያዩትን የቴሌቭዥን ፕሮግራም የሚመርጠው ማነው?

- | | |
|------------------|-------------------|
| 1. ልጁ/ልጅቷ እራሱ/ሰዋ | 5. እህት ወይም ወንድም |
| 2. አባት | 6. ንደኛ |
| 3. እናት | 7. አብረው የሚኖሩ ዘመዶች |
| 4. ሞግዚት | 8. አያቶች |
- ሌላ (ይጠቀስ) _____

11. የልጆችዎ የቴሌቭዥን አጠቃቀምና የሚያዩትን ፕሮግራሞች ምን ያህል ይከታተላሉ? (እባክዎ የእርሶን እውነተኛ እይታ የሚገልፁትን መልስ ይምረጡ)

- ልጆቼ ብዙ ጊዜ ቴሌቭዥን እንዲያዩ አልፈቅድም
- ልጆቼ የሚያዩትን የቴሌቭዥን ፕሮግራሞች በጥንቃቄ እመርጣለሁ
- ልጆቼ የሚያዩት የቴሌቭዥን ፕሮግራም ተገቢ ያልሆነ ሆኖ ሳገኝ ጣልቃ እገባለሁ
- ልጆቼ ቤተሰቡ የሚያዩውን ማንኛውንም የቴሌቭዥን ፕሮግራም አብረው ይከታተላሉ
- ልጆቼ የሚያዩት የቴሌቭዥን ፕሮግራሞች ላይ ቁጥጥር አላደርግም

12. ልጆችዎ በብዛት የሚመለከቱት የቴሌቭዥን ፕሮግራም የትኛው ነው?

	የሚታየው	የማይታየው		የሚታየው	የማይታየው
ካርቱን ፊልም	1	2	ድራማ	1	2
የልጆች ጊዜ	1	2	ትምህርታዊ	1	2
ነፃ ትግል	1	2	ስፓርት	1	2
የሚያስፈራ ፊልም	1	2	ሌላ (ይጠቀስ) _____		

13. ቴሌቭዥን በልጆች ባህሪ ላይ ያለው ተፅዕኖ ምን ያህል ነው ብለው ያስባሉ?

- ብዙ ተፅዕኖ አለው
- ትንሽ ተፅዕኖ አለው
- ምንም ተፅዕኖ የለውም

14. ለልጆች ተገቢ ያልሆኑ (ለምሳሌ ጭካኔ አዘል ፕሮግራሞች፣ ተገቢ ያልሆኑ ቋንቋዎች የሚጠቀሙ፣ እንዲሁም በተቃራኒ ያታ መካከል ስለሚደረግ ግንኙነት በግልፅ የሚያሳዩ) ፕሮግራሞች ምን ያህል በቴሌቭዥን ይተላለፋሉ ብለው ያስባሉ?

- ትንሽ
- መካከለኛ
- ብዙ

ክፍል 3: የቴሌቪዥን ክትትል እና ቁጥጥር መለኪያ መጠይቅ

መመሪያ: ከዚህ በታች የልጆችዎን የቴሌቪዥን አጠቃቀም የሚያስሱ ጥያቄዎች ተዘርዝረዋል። እባክዎ ለተዘረዘሩት ጥያቄዎች ትክክለኛውን መልስ በተሰጡት ቦታዎች ላይ የሚገኙትን ቁጥሮች በማክበብ ይመልሱ።

	ፈፅሞ	እምብዛም	አንዳንድ	አብዛኛውን ጊዜ
1. ልጆችዎ በቴሌቪዥን የሚያዩትን ፕሮግራም እንዲረዱት ያብራሩላቸዋል?	1	2	3	4
2. በቴሌቪዥን የሚታዩ ገፅ ባህሪያትን ስለሚሰሩዎቸው አንዳንድ ጥሩ ተግባሮች ለልጆችዎ ገለፃ ያደርጉላቸዋል?	1	2	3	4
3. በቴሌቪዥን የሚታዩ ገፅ ባህሪያትን ስለሚሰሩዎቸው አንዳንድ መጥፎ ተግባሮች ለልጆችዎ ገለፃ ያደርጉላቸዋል?	1	2	3	4
4. በቴሌቪዥን የሚታዩ ገፅ ባህሪያትን የልብ ሃሳብ ለልጆችዎ ያብራራሉ?	1	2	3	4
5. በቴሌቪዥን የሚተላለፉ ፕሮግራሞችን እውነተኛ ትርጉምና ትክክለኛ ሊያስተላልፉ የፈለጉትን መልእክት ለልጆችዎ ያብራራሉ?	1	2	3	4
6. ልጆችዎ ተገቢ ያልሆኑ የቴሌቪዥን ፕሮግራም ሲመለከቱ አግኝተው ቴሌቪዥኑን እንዲያጠፉ አዘው ያውቃሉ?	1	2	3	4
7. ምን ያህል ጊዜ ልጆችዎ ቴሌቪዥን የሚመለከቱበትን ሰዓት ይወስናሉ?	1	2	3	4
8. ምን ያህል ጊዜ ልጆችዎ የተወሰኑ የቴሌቪዥን ፕሮግራሞችን እንዳይመለከቱ ይከለክላሉ?	1	2	3	4
9. ምን ያህል ጊዜ ልጆችዎ የቴሌቪዥን ፕሮግራም በመከታተል የሚያሳልፉትን የጊዜ መጠን ይወስናሉ?	1	2	3	4
10. ልጆችዎ እንዲያዩ የሚፈቅዱትን የቴሌቪዥን ፕሮግራሞች አስቀድመው ይገልጻሉ?	1	2	3	4
11. የምትወዱትን የቴሌቪዥን ፕሮግራም ከልጆችዎ ጋር አብራችሁ ትመለከታላችሁ?	1	2	3	4
12. ከልጆችዎ ጋር ስለ አንድ የቴሌቪዥን ፕሮግራም ባላችሁ ተመሳሳይ ዝንባሌ ምክንያት አብራችሁ ትመለከታላችሁ?	1	2	3	4
13. ከልጆችዎ ጋር በቴሌቪዥን ፕሮግራሞች ለመዝናናት አብራችሁ ትመለከታላችሁ?	1	2	3	4
14. የእርስዎን ተመራጭ የቴሌቪዥን ፕሮግራሞች ከልጆችዎ ጋር አብረው ይመለከታሉ?	1	2	3	4
15. በቴሌቪዥን በምትመለከቱት ነገር ከልጆችዎ ጋር ይስቃሉ?	1	2	3	4

ክፍል 4: ወላጆች ቴሌቭዥን በልጆች ላይ ሊያስከትል ስለሚችለው አሉታዊ ተፅእኖ ያላቸውን ስጋት መለኪያ መጠይቅ

መመሪያ: እባክዎ ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ትክክለኛውን መልስ በተሰጡት ቦታዎች ላይ የሚገኙትን ቁጥሮች በማክበብ ይመልሱ።

	በጣም ያሳስበኛል	በመጠኑ ያሳስበኛል	ምንም አይሳስበኝም
1. በቴሌቭዥን የሚተላለፉ ፕሮግራም ዓይነቶች ያሳስብዎታል?	3	2	1
2. ልጆችዎ ቴሌቭዥን በማየት የሚያሳልፉት ጊዜ ያሳስብዎታል?	3	2	1
3. የልጆችዎ ቴሌቭዥን የማየት መጠን አሉታዊ ተፅእኖ የማሳደሩ ሁኔታ ያሳስብዎታል?	3	2	1
4. ልጆችዎ ተገቢ ላልሆኑ ለምሳሌ ጭካኔ አዘል ፕሮግራም ለሚያስተላልፉ፣ ተገቢ ያልሆነ ቋንቋ ለሚጠቀሙ፣ እንዲሁም በተቃራኒ ስታ መካከል ስለሚደረግ ግንኙነት በግልፅ የሚያሳዩ ፕሮግራሞች መጋለጣቸው ያሳስብዎታል?	3	2	1
5. ጭካኔ አዘል ፕሮግራሞችን መመልከት ልጆች ጭካኔ ችግሮችን ለመፍታት ተቀባይነት ያለው መንገድ ነው ብለው እንዲያስቡ ያበረታታል ብለው ይሰጋሉ?	3	2	1
6. ጭካኔ አዘል ፕሮግራሞችን መመልከት ልጆች ያዩዎቸውን የጭካኔ ድርጊቶች አስመስለው እንዲተገብሩ ያነሳሳቸዋል ብለው ይሰጋሉ?	3	2	1
7. ጭካኔ አዘል ፕሮግራሞችን መመልከት ልጆች ለተጎዱ ሰዎች የሚኖራቸውን ሀዘኔታ ይቀንሰዋል ብለው ይሰጋሉ?	3	2	1
8. የልጆች በተቃራኒ ስታ መካከል ስለሚደረግ ግንኙነት በግልፅ የሚያሳዩ ፕሮግራሞች መጋለጥ ያለፅድሜያቸው ስለ ወሰብ እንዲያውቁ ያደርጋቸዋል ብለው ይሰጋሉ?	3	2	1
9. የልጆች በተቃራኒ ስታ መካከል ስለሚደረግ ግንኙነት በግልፅ የሚያሳዩ ፕሮግራሞች መጋለጥ ለግብረሰጋ ግንኙነት ያላቸውን መነሳሳት ይጨምረዋል ብለው ይሰጋሉ?	3	2	1
10. የልጆች ተገቢ ያልሆነ ቋንቋን ለሚጠቀሙ ፕሮግራሞች መጋለጥ ተገቢ ያልሆነ ቋንቋን መጠቀም ተቀባይነት እንዳለው እንዲያስቡ ያበረታታቸዋል ብለው ይሰጋሉ?	3	2	1
11. የልጆች ተገቢ ያልሆነ ቋንቋን ለሚጠቀሙ ፕሮግራሞች መጋለጥ ተገቢ ያልሆነ ቋንቋዎችን ለመጠቀም ያነሳሳቸዋል ብለው ይሰጋሉ?	3	2	1