THE EFFECTS OF ELECTRONIC MEDIA ON CHILDREN'S SELF/PRIVATE READING BEHAVIOUR: A CASE OF MOROGORO MUNICIPALITY AND MVOMERO DISTRICT, TANZANIA.

BY

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ABSTRACT

Access and use of electronic media is fast expanding in Developing countries, Tanzania included. The current study was designed with a general objective of determining the effects of electronic media on children's self/private reading behavior. The study specifically aimed at identifying the common electronic media accessed by children and adolescents; to determine the average number of hours spent by children on electronic media consumption; to assess the influence of electronic media to children private/self reading behaviour; and to determine the perception of parents towards access and use of electronic media by children self/private reading behaviour. The study was conducted in Morogoro municipality and in Mgeta division in Mvomero district. A cross-sectional research design was used, whereby a total of 80 respondents were interviewed, these included school children, parents, guardians, and school teachers. A pre-structured questionnaire was used in collecting the primary data. In addition to this focused group discussions and in-depth interviews with key informants was conducted. Quantitative data were analysed using a Statistical Package for Social Sciences (SPSS) program. Generally, descriptive and inferential statistics were determined to enable an understanding of the influence of electronic media on children's self/private study. Structural and content analysis was used to analyse data from FDGs and the in-depth interviews. Observations from the study show that although there are numerous effects associated with children consumption of electronic media, there were no significant effects between consumption of electronic media and children self/private reading behaviour. Furthermore, the study revealed that the common electronic media accessed by children and adolescents is television and that both children and their parents have a positive perception towards consumption of electronic media. In addition parents/guardians had some control

measures in place on children consumption of electronic media and there was generally a high awareness level on the importance of self/private reading to children.

DECLARATION

I**,** Jackson, Magoma**,** do hereby declare to the Senate of Sokoine University of Agriculture, that this dissertation is my original work and that it has neither been submitted nor being concurrently submitted for degree award in any other institution.

_____   _____

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(M.A. Candidate)

The above declaration is confirmed:

_____   _____

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Supervisor

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DEDICATION

I dedicate this work to my beloved parents Mr. & Mrs. Andrew P. Magoma without whom

I could not be where I am now.

They are my fountain of faith and inspiration.

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LIST OF ABBREVIATIONS

AAP   -   American Academy of Pediatrics

FGD   -   Focus Group Discussion

GPA   -   Grade Point Average

NBS   -   National Bureau of Statistics

SES   -   Socioeconomic status

SNAL -   Sokoine National Agricultural Library

SPSS -   Statistical Package for Social Science

SUA   -   Sokoine University of Agriculture

TV   -   Television

CHAPTER ONE

1.0 INTRODUCTION

1.1 Historical Background of the Problem

In the twenty- first century it is apparent that the media environment in the home, as well as how people relate to and use the technology is changing. The impact of these changes on family communication patterns and time spent together is a concern to many researchers. Indeed, more importance is being placed on family regulation and mediation of media effects. Researchers have started to map the frequency of media in the home, children's use and divides in media accessibility and use (Pasquier, *et al*., 1999). In spite of the prolific growth of home media, its spatial deployment was not comprehensively addressed until the late 1990s when the Kaiser Family Foundation conducted a national analysis of children's media use (Rideout *et al*., 1999). The Effects of the shift of media equipment from shared family spaces into children's and adolescents' bedrooms in some families and media-use regulation is one area that deserves further exploration.

The use of electronic media in Tanzania became popular in early 1990s particularly in Dar Es- Salaam through local privately owned televisions. Ever since, the consumption has significantly increased in Tanzania. Currently, there are numerous electronic media these include: home consoles television sets, game machines, handheld game system, mobile phones, computers and, internet cafes. Lack of or poor control of the media and other factors have exposed many people of different ages and socio-economic status to access it. Either, consumption of electronic media is regarded as a prestige to some families; as a result, the media is being used and abused. Globalization on the other hand, has played a major role as far as media is concerned. Tanzanians due to this have been recipients and hardly can control, for example some TV programs which have negative impact on our

society. Currently, it is common for children between the ages of two to eighteen in most families spend an average of five –and –a half hours a day at home watching televisions, playing video games, surfing the Web or using some forms of media at home or in other places where they can access the media(Wright, 2001). While this habit is becoming common in our society, the government and families are yet to address the situation accordingly.

1.2 Problem Statement

In Tanzania, most urban and semi-urban children are being exposed to electronic media. However despite this being a modernization, to most families and some cultures positive and negative effects need to be considered. Generally, no clear examination of access to electronic media on children has been done and especially on their self/private reading behaviour. Nevertheless television viewing has been shown to have negative effects on children such as an increase in violent behaviours, substance use, and early initiation of sexual activity, obesity and decreased school performance (Brown *et al.,* 2002). In addition internet use is associated with decreased time spent with others, and increased loneliness and depression (Hughes *et al*., 1999). Computer use for online communication can, however, be helpful for maintaining existing relationships, particularly friendships (Gross, 2004). Reading is associated with increased vocabulary, spelling and verbal ability (Cunningham *et al*., 1998). Both negatively and positively, children's media use influence, and are influenced by, the social contexts in which they live which in turn, are important for their social, emotional, and cognitive development.

1.3 Problem Justification

One of the notable changes in the social environment, in the 20th and 21st centuries has been the saturation of our culture and daily lives by the mass media. In this new environment radio, television (TV), movies, videos, video games, cell phones, and

computer networks have assumed central roles in children's daily lives. For better or worse the mass media are having enormous effects on children's values, beliefs, and behaviours. Because of limited documented research evidence as regards to effects of electronic media to children, some questions, however, remain unsolved among the people in Tanzania like, exposure to television, computers, electronic games and other such media that affect children's self/ private reading behaviour. In addition, consumption of the electronic media among children has been to have both positive and negative impact. Furthermore, it is argued that the negative effects can affects the children's cognitive, emotional, physical and social development. Based on the above the current study aimed at investigating the effects of children's access to electronic media and their self/private reading behaviour. Observations from the study are expected to contributes to the pool of knowledge on the effects of media to children self/ private reading behaviour, hence enabling parents, guardians to make informed decisions in relation to access to electronic media by their children Furthermore, the study provides information for academic purpose and policy makers in Tanzania on the effects of electronic media to children and adolescents self/private reading behaviour.

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study was to assess the effects of electronic media on children's self/private reading behaviour.

1.3.2 Specific objectives

The specific objectives of the study were;

    i)   To identify the common electronic media accessed by children.

    ii)   To determine the average number of hours spent by children on electronic media.

iii) To assess the influence of electronic media on children private/ self reading behaviour.

iv) To determine the perception of parents and guardians towards on consumption of electronic media by children.

1.4 Research Questions

The following were the research questions the study aimed at getting some answers.

1. What are the common electronic media types accessed by children and adolescents?

2. How much time do children and adolescents spend in consumption of electronic media?

3. Do electronic media influence children's private/ self reading behaviour?

4. What is the perception of parents and guardians towards children electronic media consumption?

1.5 Conceptual Framework

The conceptual framework (Fig. 1) shows a narrative outline presentation of variables studied and hypothetical relationships between and among the variables. This consisted of the background variables, independent variables and the dependent variables, whereby, the background and independent variables are assumed to influence the dependent variable. This link is explained by the media displacement hypothesis (Lin, 1993) where leisure time is considered to be homogenous, thus, an increase in one kind of activity which must result in a decrease of another due to time limits on leisure. Media displacement theory assumes one has to sacrifice time in one medium to save time for another that is more enjoyed (Van den Bulck and Van den Bergh, 2000). According to Van den Bulck and Van den Bergh restriction in one type of media was linked to use of other types of media.

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                        ┌──────────────────┐
                        │  Accessibility of │
                        │      media        │
                        └──────────────────┘
┌──────────────────┐
│ Age              │         ┌──────────────────┐
│ Sex              │         │  Perception towards│        │ Self/ Private  │
│ Religiosity      │         │  electronic media. │        │   Reading      │
│ Education level  │         └──────────────────┘        │  behaviour     │
│ Living           │                                      └────────────────┘
│ arrangement      │         ┌──────────────────┐
└──────────────────┘         │ Media Consumption │
                             │ Television        │
                             │ Internet          │
                             │ Video games       │
                             └──────────────────┘
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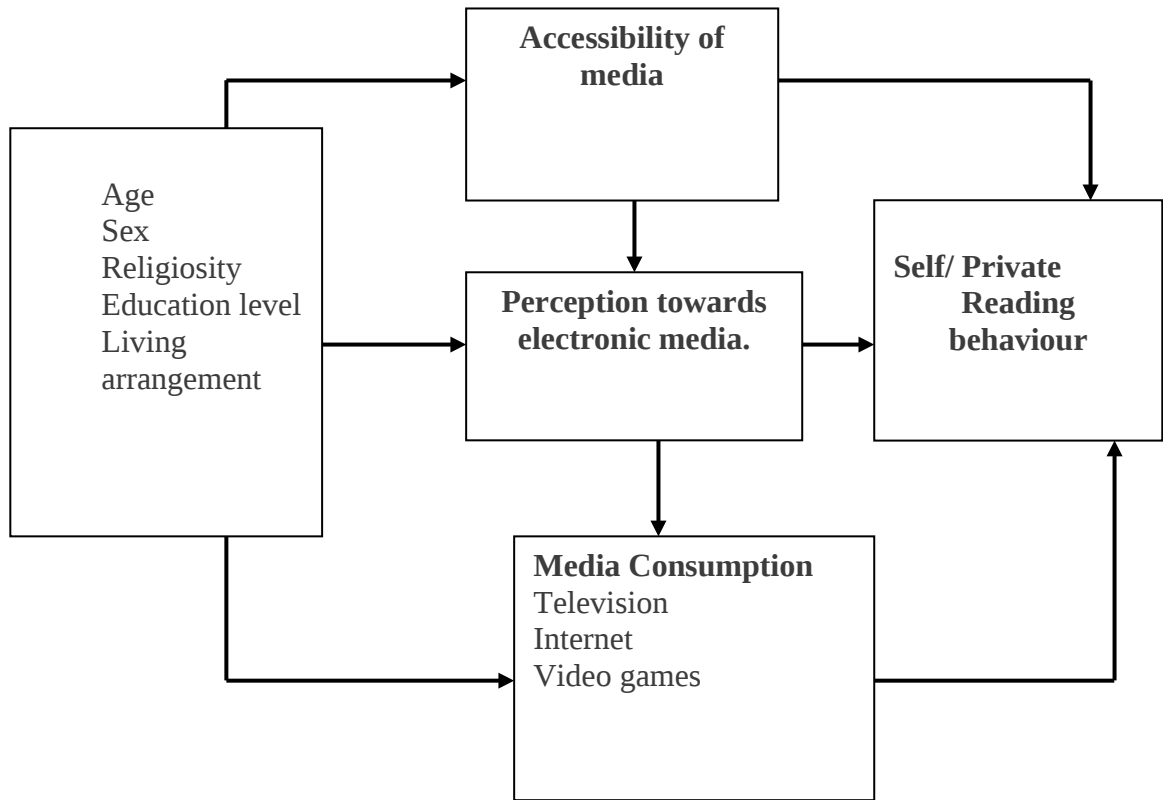
Figure 1: A conceptual framework on the effects of electronic media on children's

and adolescents self/private reading behaviour

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This Chapter explores in details the key concepts used in the study. The aim here is to get clues and validity from other studies in order to have the relevance of this study.

2.2 An overview of the Development of Electronic Media in Tanzania

The media industry in Tanzania has gone through four major phases. There were the German colonial media established to serve communication interests (and needs) of the German administration. At the same time, missionaries tried to fulfil their tasks by editing a number of papers. There was also established by the media British administration which functioned a as propaganda tool to support the colonial regime. Later the nationalists' media was established to agitate for self-governance and respect for human rights. There is the post-colonial phase where the then socialist regime of independent Tanzania sought to "Tanzanianize" the media - the aim being to curb opposition and foster development of socialistic principles. There was the transition phase where both economic and political changes world-wide had necessitated change in the operation of the media industry. This is the phase when a private and independent press was established in Tanzania (Sturmerb, 1998).

However much of the literature used in his study is based on the developed countries, most especially in the United States of America. This is due to the limited sources of documented research documents about the effects of electronic media on children and adolescents especially to self/ private reading behaviour.

2.3 A general Overview of the Effects of Electronic Media on Children

Electronic media is a daily presence in the lives of most young children, and this includes; video games on consoles, television, internet and computers which are widely used by children. Many questions remained unsolved. For example how does exposure to television, computers, electronic games and others such media affect children's health and development? Researchers and children's advocates agree that television and other types of screen media are not appropriate activities for very young children, and that older children should be carefully monitored, and kept within safe time limits, when viewing or playing on any media (Rideout *et al.*, 2005).

2.4 Consumption of Electronic Media among Children and Adolescents

Children and adolescents average over 21 hours of television viewing per week, adding estimates of video game and other media to this figure, increase this to 35-55 hours (Gentile and Walsh, 2002). Pre-school children spend between 2 and 2.5 hours per day watching television while older children in primary school watch between 2 and 4.5 hours per day (Roberts *et al.*, 1999 and Wright *et al.*, 2001). The concern over the extent of media use by children and adolescents has made the American Academy of Pediatrics (AAP) issue a policy statement in February 2001 recommending that parents discourage television viewing for children less than 2 years old and limit children's media time to 1- 2 hours per day for older children (Gentile *et al.*, 2004).

Learning theorists such as Bandura (1978) suggest that behaviours that are practiced and repeated lead to lasting characteristics on individuals. Thus, it is important to determine how children spend their time as this may affect patterns of behaviour over the long term. As Huston *et al.* (1999) note, "children not only are influenced by environments but

choose their environments on the basis of individual skills and preferences that they can exercise there".

Differences in media consumption patterns between boys and girls have been reported and literature shows that boys watch more television as compared to girls (Huston *et al*., 1999) and that they also spend more time playing video games (Bickham *et al*., 2003 and Wright *et al*., 1999). However, there is some controversy with regards to these findings, Van den Bulck and Van den Bergh (2000) found no differences in television or computer game use between boys and girls aged 10-11. However they did find that boys read fewer books. According to (Comstock, 1991; Truglio, *et al.*, 1996) when one considers household socioeconomic status, Children from families with low education and income have been reported to watch more television than do children from families with higher SES. Bickham *et al*. (2003) have also reported that lower parental education is associated with higher viewing for European American and African American children and that this is more predictive for children of younger ages (0-5) than older children (6-12). Medrich *et al.* (1982) argued that neighbourhood safety could account for some of the differences between media use among ethnic and low social economic status children and that dangers and lack of facilities could keep children inside the home, making it more likely for them to spend their leisure time watching television or playing video games. However, Bickham *et al*. (2003) point out that there is no relationship between neighbourhood quality and television viewing.

2.5 Usefulness and Risks Associated with Consumption of Electronic Media

Lull (1980) defined six different types of social uses for television: Television may act as an environmental resource; it can be used for regulating daily activities; television may also facilitate communication by offering common topics for talk; television viewing can

be used for seeking or avoiding contact with other people; television programs may be a means of social learning; and television may be used for demonstrating competence or dominance. According to Anderson (2002) electronic media can be used on a variety of platforms, which is on many different types of machines, systems or devices. People believe that there are many benefits available to children and adults who use computer and video games in a healthy way. In addition to providing entertainment which include: introduction of children to computer technology, problem solving and logic, use of fine motor and spatial skills, visual skills, provide occasions for parents and children to play together. However there are many risks associated with computer and video games, which include: becoming addicted, being exposed to violence, particularly practicing violent acts in the first person or developing or reinforcing negative racial or sexual stereotypes.

Television and electronic games can have a negative effect on children's physical and emotional health, social development, academic skills and behaviours such as; poor nutrition and obesity, displacement of social interaction, violence and aggressive behaviour, tobacco and alcohol abuse, failure to attend school and attention problems (Rideout *et al.,* 2005).

2.6 The Effects of Electronic Media among Younger Children

In today's society, electronic media are thoroughly integrated into the fabric of life, with television, movies, videos, music, video games, and computers central to both work and play. Recent studies indicate that even the youngest children in the United States are using a wide variety of screen media, many at higher levels than recommended by child development professionals (Rideout, *et al.,* 2003). There are rapidly growing markets for early childhood television programming, computer software for toddlers, and video series. The AAP also recommend that children of two years of age and older be limited to one to

two hours of electronic entertainment per day (American Academy of Pediatrics, 1999). Despite the attention the AAP policy received from the press and the public, recent studies examining media use by very young children have indicated that the vast majority of parents have never heard of the recommendations and continue to allow and even encourage their very young children to use screen media (Rideout, 2004).

2.7 Other Studies on the Effects of Electronic Media to Children

Electronic media when it becomes addictive to children it could result into negative effects such as: time consuming, poor nutrition and obesity. Numerous research studies (Gentile 2004; Hesmann 2004 and Wright 2001), have shown a direct correlation between aggressive behavior and children who see violence on TV or play violent video games. For example Gentile's study which looked at violence in video games, showed that teens who play violent video games for extended periods of time demonstrate the following behaviors: tend to be more aggressive, prone to confrontation with their teachers, may engage in fights with their peers and decline in school achievements.

The study by Huesmann (2004), reviews more than half a century of research on the impact of exposure to violence in television, movies, and video games and on the Internet. The research clearly shows that exposure to virtual violence increases the risk that both children and adults behave aggressively. Watching media violence significantly increases the risk that a viewer or video game player will behave aggressively in both the short and long term. Children are today exposed to more adult behaviors, like sex. Much of this content is shown to be normal, fun, exciting but without discussion of the risks of early sexual activity, pregnancy or sexually transmitted infections. Children often copy these behaviors in order to make themselves feel like an adult (Wright, 2001). These behaviors' can affect children self/ private reading in one way or the other.

2.8 Consumption of Electronic Media and Educational Performance among Children and Adolescents

Research indicates that, while access to computers in the home is associated with better education outcomes, the effects of television use on education outcomes only appear once program content is taken into account. On consumption of Television, Children who watch excessive amounts of television score lower on standardized academic assessments than those who watch less television. This assessment was done in the United States of America by the American Academy of Pediatrics. Bushman and Anderson (2001) however argued that, when researchers control for factors like IQ and socioeconomic status, this relationship generally disappears. Research that takes into account program content generally finds that educational programming is associated with positive academic outcomes while entertainment programs are negatively associated, though most of that research focuses on young children rather than adolescents. (Schmidt and Van dewater, 2008).

Whereas, on consumption of Computers, the Internet and Academic Performance/Skills, While research relating home computer and Internet access to academic performance shows a clear, positive statistical relationship, few studies control adequately for background factors that may be driving the relationship between consumption of computers, the internet and academic performance. Moreover according to Jackson *et al.* (2006), home computer access has been associated in one study with higher reading test scores net of income and other background influences (Atwell, 2000). Home Internet use has also been shown to be positively related to reading scores and overall GPA among low-income children (Jackson *et al.*, 2006).

Computer literacy is increasingly acknowledged as a valuable and necessary workforce skill. Those entering the workforce with inferior or no skills in basic computer skills (word processing, spreadsheets, creating presentations) and Internet skills (research, communications) are at a distinct disadvantage in many cases. Some research indicates that such skills are generally better developed among youth from more advantaged backgrounds, even among those who have ready access to computers and the Internet (Valadez and Duran, 2007).

2.9 Parental Control on Consumption of Electronic Media

Parents have a vital role to play on controlling consumption of electronic media so as to attain the positive development of their children. Due to lack of enough research done in Tanzania about the effects of electronic media most studies used to describe this part were referred from developed countries. According to Gentile (2004) the popularity of electronic media makes it difficult to completely eliminate from ones children. However it is argued that, it is important to be aware of what games your children are playing. Get involved in purchases they make and use the classification to guide their choices. Learn as much as possible about the games, perhaps even playing them with your children. Make clear rules about what games are and are not acceptable in your home and the amount of time children are allowed to play them.

Little attention has been given to the effects of parental guidance on children's Media use (Van den Bulck and Van den Bergh, 2000). Restrictive guidance - limiting or restricting use, leads to a reduction in media use by children (Truglio, and Wright, 1996; Van den Bulck and Van den Bergh, 2000). Vandewater, and Wartella (2005) found that 67% of families had rules about the amount of time children are allowed to watch television. Families with higher SES were more likely to have rules than those with lower SES. Rules

were also more common for older children. Children with time rules watched less television. Roberts *et al*. (1999) however, found only 38% of families with television rules. Rules about media use can be predicted by the number of parents in the household as well as level of parent education (Dorr and Rabin, 1995; Lin and Atkin, 1989). Although not often examined, family conflict may have an impact on children's media use. Conflict may cause children to use media as a means of escape from the negative interactions around them (Bickham, and Wright, 2003). Vandewater, and Shim (2005) found support for this notion. This was done in the United States of America.

In a restrictive mediation style, parents set rules for media usage and prohibit the viewing of certain content. For example, parents may set specific viewing hours for their children, or forbid the child to watch particular programs, such as sexual or violent ones. Many researchers have investigated which factors affect parents' media rulemaking in their house. Parental concerns, specifically the effects that parents believe media to have, can influence media rulemaking. Valkenburg *et al.* (1999) found that the tendency to engage in restrictive mediation strategy was higher among parents concerned about television induced aggression and television-induced fright. Austin *et al*. (1999) also demonstrated parents' negative attitude toward television content predicted rulemaking by parents. Very little research has examined the relationship between the rulemaking and perceptions of media function. However, it can be assumed that parents who think media can provide information may make fewer rules than those who think media can provide entertainment function.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter covers the methodology that was used in the study. It includes the description of the study area which encompasses the geographic characteristics and population. The chapter further explains the research design; sampling procedure, data collection, data processing and analysis.

3.2 Description of the Study Area

The study was conducted in Morogoro Municipality and Mgeta in Mvomero District, Morogoro region. The Morogoro Municipality consists of 19 wards and is located 200 kms west of Dar es Salaam along the Dar es salaam- Lusaka highway. The Municipality has a total population of 265 586 (NBS, 2002). Mgeta division is one of the 4 divisions in Mvomero district; it lies on the western side of Uluguru Mountains fifty kilometres away from Morogoro town. The selection of the study area was mainly guided by the fact that Morogoro municipality is one of the fast growing towns in relation to infrastructural development as well as media such as internet cafes, and televisions. On the other hand Mgeta division as is the case of many other rural areas of Tanzania has a low development of electronic media.

3.2.1 Population of the study

The population for the study were children in the age of 7-17 years. The selection of the population was due to the fact that this age group is the common schooling age in Tanzania. In addition this group is most likely to be affected by electronic media consumption on their self/ private reading behaviour.

3.2.2 Research design

The study used a cross-sectional research design. Under this design data were collected at a single point and time. The design was chosen because of limited resources both in terms of time and finances. The design enables determination of descriptive statistics as well as relations between variables (Kothari, 2003).

3.2.3 Sampling design and sample size

Purposive sampling was used to select two schools from Morogoro municipality which were SUA primary school and SUA secondary school; both are very close to the town centre. And the other two from Mgeta ward, Mvomero District were Nyandira primary school and Tchenzema secondary school. Purposive sampling was used to select these schools so as to ensure two schools are selected from urban areas where they are highly accessible to electronic media and the other two in a rural area with presumably less access to electronic media. From the selected schools Simple random sampling was employed to get 80 respondents, 20 from each school. The student registry book was used to select respondents. The sample size follows Bailey (1994) who contends that, regardless of the population size, a sample size of not less than 30 respondents is the bare minimum acceptable for statistical data analysis. FGD participants were selected based on age, of between 7 and 17 years of age. There were 4 groups that is 2 from Mvomero and the other 2 from Morogoro Municipality, and each session had 9 participants both boys and girls.

3.3 Data Collection

3.3.1 Primary data collection

Primary data was collected using, pre-structured questionnaires, focus group discussions and in-depth interviews. The questionnaires contained both, open and closed- ended questions and these were administered to the selected children. and information the

background variables such as age, sex, religion as well as the dependent and independent variables such as access to media, media consumption and the influence of electronic media to children self/private reading behaviour was collected. The FGDs involved a checklist to guide the discussions. Each FGD involved 9 participants, from whom information about the perception of children and adolescents towards consumption of electronic media to children and adolescents was sought. The participants involved in the FDGs were not involved in the individual interviews.

The in-depth interview held with the key informants was guided by a checklist, which aimed at gathering information on parents and guardians perception towards children and adolescents consumption of electronic media. The key informants included parents and guardians.

It is wise to assess reliability and validity of indicators before carrying out the actual study (Yin, 1994). Therefore before the actual data collection the questionnaires were pre-tested to representatives from both groups of respondents i.e. from Morogoro Municipality and Mgeta division, Mvomero District, 10 questionnaires were administered to school children from Morogoro urban. On the other hand, the other 10 questionnaires were administered to both groups. Thereafter, necessary amendments to take care of earlier omissions, restructuring, and addition of some questions were made in order to ensure validity and reliability of their instrument.

3.3.2 Secondary data collection

Secondary data was obtained by reading documents at Sokoine National Agricultural Library (SNAL) and other public and non public institutions as well as from the internet

sources, so as to supplement information obtained from primary data, such as relevant studies to support this study.

3.4 Data Analysis

Both qualitative and quantitative methods were used to analyse data. Data from questionnaires was analysed using Statistical Package for Social Science (SPSS) software version 16, where by descriptive statistics, such as frequencies, means and percentages were determined. Inferential statistics, for example t-test and correlation were also used to test significance of the findings. Correlation analysis was used to determine relationship between time spent by children on consumption of electronic media per day and time spent on self reading per day. Qualitative data from key informants was analysed used content analysis

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Overview

This chapter presents the findings of the study. The chapter is divided into four sections. Section one presents the background information of children. Section two presents findings on children access and consumption of electronic media, where as section three presents the influence of electronic media to children and adolescent's self/private reading behaviour and the last section presents the perception of parents and guardians on the effects of electronic media to children self/private reading behaviour.

4.2 General Description of Respondents

This section presents findings on demographic characteristics of the study population. Information presented under this section includes sex, age, education level, living arrangement and religion of respondents. The details are as shown in Table 1 below.

Table 1: Background characteristics of respondents

Variable	Urban (n=40)		Rural (n=40)	
	Frequency	**Percent**	**Frequency**	**Percent**
Age (yrs)				
7-13	26	65.0	21	52.5
14-17	14	35.0	19	47.5
Sex				
Male	20	50.0	23	57.5
Female	20	50.0	17	42.5
Education level				
Primary	27	67.5	27	67.5
Secondary	13	32.5	13	32.5
Living arrangement				
Alone	0	0.0	1	2.5
Both parents	28	70.0	26	65
Mother only	2	5.0	7	17.5
Father only	0	0.0	1	2.5
Relative	10	25.0	5	12.5
Religion				
Christian	30	75.0	35	87.5
Muslin	10	25.0	5	12.5

4.2.1 Sex of respondents

Among the 80 respondents interviewed there were 37 females (46.2%) and 43 males (53.8%). Whereas for the urban population there were 20 (50%) males and 20(50%) females and rural population there were 17(42.5%) females and 23(57.5%) males. According to Table 1, majority of respondents from the interview were males 43 (53.8%) in number from the respondents, while females were 37 (46.2%), where the study was undertaken as data were collected from their respective schools.

4.2.2 Education level of respondents

The findings from this study show that the majority of the respondents were in primary school compared to those who were in secondary schools. This is due to targeted age group of between 7-17 years, whereby most children join secondary schools at the ages of 13 and 14 years of age. Thus among the 80 respondents interviewed 54 (67.5%) were from primary schools and 26 (32.5%) from secondary schools. That is 27 (67.5%) from SUA Primary School, 13 (32.5%) from SUA Secondary School in Morogoro Municipality and 27 (67.5%) from Nyandira Primary School and again 13 (32.5%) from Tchenzema Secondary School in Mvomero District, as shown in Table 1.

4.2.3 Respondents living arrangement

Findings show that, majority of respondents live with both parents. Moreover, findings show that relatively more respondents in urban area live with both of their parents, that is 28 (70%) in number of respondents, compared to 26 (65%) of rural areas and also relatively more respondents are living with single parents, 7 (17.5%) in number of respondents compared to 2 (5%) from urban area. Furthermore, more respondents in Morogoro Municipality live with their relatives, 10 (25%) of the respondents compared to 5 (12.5%) of Mvomero District. Thus it is assumed that parents spend some time with

their children at home after school hours, hence having a chance to put control measures to their children on consumption of electronic media and self/private reading.

4.2.4 Religion

Majority of respondents in the study area were Christians. Among 80 respondents interviewed, 65 (81.5%) were Christians, whereas 15 (18.5%) were Muslims. Moreover in Morogoro rural many respondents were Christians, 35 (87.5%) of the population compared to 5 (12.5%) who were Muslims. For Morogoro urban 30 (75%) of the population were christian compared to 10 (25%) who were muslim, as shown in Table 1.

4.3 Children Access and Consumption of Electronic Media

This section presents findings on common electronic media accessed by children and adolescents. Information presented under this section includes the common electronic media accessed by children and adolescents, average time spent on consumption of the media per day and parental control on children consumption of electronic media.

4.3.1 Common electronic media accessed by the children and adolescents

Respondents living in Morogoro municipality were asked to mention electronic media which they mostly accessed. Findings show that the majority 39 (97.5%) respondents had access to Television, about 32(90.0%) respondents had access to video games and only 8 (10.0%) respondents had access to the internet. This implies that Television and Video games are widely spread among Morogoro children compared to the internet, this could be perhaps due to internet being only available at internet cafes and offices, thus fewer children and adolescents have access to it. Furthermore, Wright *et al*. (2001) argued that children at any age watch television more than they play video games, but video game play increases amongest older children. This is because there is a big gap of development

between developed country and developing country, especially in technological development.

Table 2: Common electronic media accessed by chidden (N=40)

Type of media	Frequency	Percent
TV	39	97.5
Video games	32	90.0
Internet	8	10.0

4.3.3 Time spent on consumption of electronic media

Among 40 respondents living in Morogoro municipality observation show that most of respondents (85%) spend between two hours and above watching TV daily. On regards to consumption of Video/ computer games, three quarters (75%) spend two hours or more in Morogoro municipality.

As pointed earlier (section 2.1) access to the internet was limited to only a tenth of the respondents. And amongst these half (50%) had access of two hours and above per day as shown in Table 3. therefore, the findings generally show that children in Morogoro municipality mostly spent time watching Television as compared to access to the other electronic media. This finding is supported by the study done in the United States of America by Rideout *et al.* (1999) which showed that children spend an average of over 5 hours per day using various media, often at the same time. The numbers are larger for 8-18 year olds than for those between 2 and 7 and that Television occupied the most time of any media device. Moreover Children and adolescents average over 21 hours of television viewing per week. According to Gentile and Walsh (2002) who estimates of video game and other media are added to this figure, media use estimates increase to 35-55 hours. Literature (Roberts *et al.,* 1999 and Wright *et al.,* 2001) also show that pre-school children

spend between 2 and 2.5 hours per day watching television while older children in primary school watch between 2 and 4.5 hours per day.

Table 3: Time spent by respondents on consumption of electronic media (N=40)

Type of Media	No. of Hours spent	Frequency	Percent
	</= 1 hour	6	15.0
	</= 2 hours	17	42.5
Television	</= 3 hours	12	30.0
	> 4 hours	5	12.5
	Total	**40**	**100.0**
	</= 1 hour	8	25.0
	</= 2 hours	9	28.1
Video/ Computer games	</= 3 hours	6	18.8
	>4 hours	9	28.1
	Total	**32**	**100.0**
	</= 1 hour	4	50.0
	</= 2 hours	2	25.0
Internet	</= 3 hours	1	12.5
	> 3 hours	1	12.5
	Total	**8**	**100.0**

4.3.4 Parental control on children consumption of electronic media

The section intends to show findings about Parental control on children and adolescents consumption of electronic media. Information was collected from two groups of respondents so as to attain a collective response from parents, guardians and the children themselves. A majority (90%) of the respondents (children and adolescents) living in Morogoro municipality report that their parents restrict/control their access to Television and that they were only allowed for a specific period of time. The remaining 10% had no restrictions imposed on them. The above observation is somehow supported by observations from the discussions with key informant the discussion revealed that 85% of parents/guardians have some sort of restriction on their children's on the consumption of electronic media, 85% do restrict/control their children consumption of electronic media.

This implies that most parents/guardians think too much access to electronic media could compromise their children's private reading behaviour. The findings are supported by Truglio, and Wright, (1996); Van den Bulck and Van den Bergh, (2000) who argue that restrictive guidance i.e., limiting or restricting use, leads to a reduction in media use by children as shown in Table 4.

Table 4: Responses on parental control on children consumption of electronic media

Respondents	Frequency	Percent
Children		
Yes	36	90.0
No	4	10.0
Total	**40**	**100.0**

4.4 Influence of Electronic Media on Children Self/Private Reading Behaviour

This section presents findings on the influence of electronic on children private reading behaviour. Information presented under this section includes, respondent time spent on self/private reading behaviour, influence behind respondents (children) to practice self/private reading after their school hours, effects of electronic media(Television) on children self/private reading behaviour, and the opinion of children and adolescents on the effects of electronic media on their self/private reading behaviour. Findings of these subsections are as discussed in the respective sections.

4.4.1 Time spent on private reading

All respondents, from Morogoro municipality and Mvomero district, were interviewed about their self/private reading behaviour and all of them agreed that they do practice self/private reading after their school hours. Observation from the study show that about half (46.4%) of the respondents interviewed, spend about two hours for private reading, whereas jus over a quarter (28.8%), about a fifth (18.8) spend about three hours and a

tenth (10.1%) spend about four hours and only 4 spend more than four hours. This implies that children and adolescents from both, areas of study, know the importance of self/private reading after school hours, thus all respondents do practice with a relative reasonable number of hours considering their age and grades. These finings are further supported from the discussion with the personnel from the ministry of education in Morogoro at Kigurunyembe Teaching College who argued that two hours are enough for private reading on school children shown in Table 5 below;

Table 5: Time spent on self/private reading

Time	Frequency	Percent
</= 1 hour	16	28.8
</= 2 hours	37	46.4
</= 3 hours	15	18.8
</= 4 hours	8	10.1
> 4 hours	4	5.1
Total	**80**	**100.0**

Further analysis show that the minimum and maximum times spent by children on private reading per day for urban and rural were 1.00 and 5.00 hours per day and 0.10 and 7.00 hours per day respectively. However, the mean time spent on private reading for both urban and rural children was 2.48 and 1.95 hours respectively. These findings suggest that regardless of urban children being exposed to electronic media compared to rural children urban children spent more time in private reading compared to rural children . These findings are not in line with the idea obtained from the media displacement hypothesis, as it is assumed that by reducing media use, children will use their leisure time in other, perhaps more productive ways (such as private reading). That is not actually the case for children in Morogoro municipality as findings show, though they have high access to electronic media, they still get time to do private reading, just as those of Mgeta (Mvomero) who are not widely exposed to electronic media. This finding suggest that less

access to electronic media does not mean that they have no time for other leisure activities like playing other games apart from those associated to electronic media. In addition they may spend relatively low number of hours in doing private reading due to other factors like helping with daily household chores or other socio-economic activities due to their environment and level of development in their area.

Table 6: Comparison on the time spent on reading between rural and urban children

Statistics	Urban	Rural
Minimum	1.00	0.10
Maximum	5.00	7.00
Mean	2.48	1.95
Std	1.06	1.26

 t= 2.024; p-value = 0.046

4.4.2 Influence of children and adolescents reading practice

As regards to children's private reading, results from the study show that most (65%) of school children in Mvomero district were being influenced by their parents to do private reading (they are not self motivated), 65.5%. This is almost double the percentage (34.5%) in Morogoro municipality. Only 30% of children in Mvomero district were self motivated/influenced as shown in Table 8. Furthermore, findings reveal that teachers have very little influence on children self/private reading behaviour and especially in urban areas. And lastly 75% of children living in rural areas are being influenced by other relatives, whereas in urban areas only 25% are being influenced by other relatives. This implies that school children know the importance of self/private reading after school hours, as most of them are self influenced to do so, compared to other influences especially in urban areas (Morogoro Municipality). This is due to the fact that in urban centres children can physically see the advantages and examples of people who are educated that can simply be their role models. In rural areas majority of children are being

influenced by other relatives due to the fact that most of them are not living with both of their parents and also few of their neighbours and guardians' around are educated. For example, in Mvomero district most of the dwellers are farmers. See Table 7 below.

Table 7: Influence of children and adolescents reading practice

	Residence		
Influence	**Urban (%)**	**Rural (%)**	**Total (%)**
Parents/guardians	34.5	65.5	100
Themselves	70	30	100
Teachers		100	100
Others	25	75	100

4.4.3 Effects of (TV) Television on children self/private reading behaviour

According to displacement hypothesis (Lin, 1993) where leisure time is considered to be homogenous, thus, an increase in one kind of activity must result in a decrease of another due to time limits on leisure. In this study it was hypothesised that as the child increases time on consumption of electronic media he/she will reduce time on self/private reading. Correlation coefficient was done on number of hours a child spend on consumption of Television per day and number of hours a child spend on self/private reading per day, based on the fact that television was the most common electronic media accessed by children, so as to find the effects of television to children and adolescents self/private reading behaviour.

Results from the study shows that there was no significant correlation between time spent on consumption of electronic media and time spent in self/private reading.($r = -0.076$; $p = 0.643$) see (Table 9). The observation implies that, in Morogoro municipality self/private reading among children and adolescents is not affected by consumption of electronic media. The lack of effect of access to TV on children's private study may be

explained by the parental control/restriction on children consumption of electronic media, reported in Section 4.2.4.

Table 8: Time spent on electronic consumption verses time spent on self/private reading

	Coloration coefficient(r)	p-value
Time spent on electronic media verses Time spent on reading	-0.076	0.643

4.4.4 Opinion of children on the effects of electronic media on their private reading behaviour

This section deals with children's opinions on the effects of electronic media to their self/private reading behaviour. Respondents from both Morogoro municipality and Mvomero were asked as to whether consumption of electronic media change/affects their self/private reading behaviour. Observations from the study show that two thirds of the respondents did not think consumption of electronic media had any effect on their private reading behaviour, (Table 9). And they argued that, there were some restrictive measures applied on their consumption of electronic media hence they were able to find time for private reading. Nevertheless, a third of the respondents thought access to media had an effect on their reading behaviour. They argued that this normally happens when they spend more time watching some interesting programmes and a lack of control especially when their parents are absent.

Table 9: Children's opinion on the effects of electronic media on their private reading behaviour

Respondents opinions	Frequency	Percent

Yes	27	33.7
No	53	66.3
Total	**80**	**100.0**

4.4 Perceptions of Parents/Guardians on Effects of Electronic Media to Children and Adolescents

The section mainly aims to answer objective number four about the perception of parents and guardians on the effects of electronic media to children self/private reading behaviour. Results from the study key informants show that a majority of parents/guardians were of the view that electronic media consumption had an effect on children's private reading, the perception especially when control measures are not in place. In addition about three quarters argued that excessive consumption of electronic media could lead to addiction. However a majority pointed out that access to electronic media increase children's knowledge. The observations seem to suggest parents had a positive perception on the consumption of electronic media by their children and adolescents.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents conclusions and recommendations from the study based on the empirical findings reported in chapter Four. The study was mainly conducted to assess the effects of electronic media on children's self/private reading behaviour. Generally, the study aimed at addressing the objectives set in chapter one section 1.3. These were; to find out the common electronic media accessed by children, to investigate the average number of hours spent by children on consuming electronic media, to assess the influence of electronic media to children's private/ self reading behaviour. And lastly to find out the parents and guardians perception, on access to electronic media by children on the later private reading.

5.2 Conclusion

It is clear from the findings that generally, electronic media consumption by children does not affect their private/self reading behaviour. Other key findings of this study include the following:-

i) In objective one the study sought to find out the common electronic media accessed by children and adolescents. From the findings it is concluded that the common electronic media accessed by most of children and adolescents was the Television as compared to other electronic media. This is due to the fact that Television started to spread in Tanzania earlier than computers and games, and also the media history of Tanzania played an important role in this. In addition

most residents of Morogoro municipality own television sets as compared to the other forms of media hence the ease access by children to the former.

ii) Moreover about the average number of hours spent by children on consumption of electronic media, it is concluded that children spent an average of two to three hours watching television per day; this is according to the findings of the study. Whereby about 72.5% of those in Morogoro municipality spend about two hours and above watching television (Table 3). Hence consumption of electronic media does not affect children's number of hours spent in private reading.

iii) Furthermore, in relation to objective number three, about the influence of electronic media on children and adolescents self/private reading behaviour lead to the conclusion that electronic media especially television has no significant effect on children's self/ private reading.

iv) Lastly, from the empirical findings of the study it is concluded that parents/guardians have a perception that electronic media has some effects on children's self reading behavior. They also agree to some extent that electronic media does also have some positive effects on children's knowledge acquisition. In addition they believe that with proper parental control negative effects of media consumption on children's could be avoided.

5.3 Recommendations

In view of the findings of this study, the following recommendations are made:-

i) Government and other stakeholders should facilitate and increase access of electronic media, especially in rural areas where there is limited access since

consumption of electronic media does not affect their self/private reading behaviour, but rather increases knowledge of children.

ii) Media owners should also emphasize more on educational programmes related to school syllabus so as to boost educational performance of children since television is the mostly preferred electronic media being accessed by the majority of children.

iii) Parents should be educated so that they could have greater influence and control on their children so that they spend more time on reading instead of watching electronic media except for educative programmes.

iv) Teachers should also play influential role on their pupils and students.

5.4 Areas for Further Studies

In view of the findings of this study, the researcher suggests further studies on:-

i) Other factors affecting children's self/private reading behaviours other than consumption of electronic media in Tanzania.

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APPENDICES

Appendix 1: School children structured questionnaire, for Morogoro Municipality

Questionnaire designed for research on

THE EFFECTS OF ELECTRONIC MEDIAS TO CHILDREN SELF/ PRIVATE

READING BEHAVIOUR:

A CASE STUDY OF MOROGORO MUNICIPALITY AND MVOMERO DISTRICT

(MGETA WARD)

BY MAGOMA, J

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The main objective of this study is to assess the effects of electronic media to children.

SECTION A: BACKGROUND INFORMATION

In this section let us discuss on the background information

1. Sex (Record sex of respondent)

   [1] Male

   [2] Female

2. How old are you? (In years)……………………...

3. What is the name of your school? ……………….

4. In which class are you? (Grade)…………………

5. Do you attend school every day?

   [1] Yes

   [2] No

6. If no give reasons………………………………..

7. What is your religion?

> [1] Christian
>
> [2] Muslim
>
> [3] Others (specify)………………

8. Who do you live with?

> [1] Alone
>
> [2] Both parents
>
> [3] Mother only
>
> [4] Father only
>
> [5] Other (specify)…………..

SECTION B: SELF/ PRIVATE READING BEHAVIOUR

Now I would like to ask you some questions about your private reading behaviour.

9. Do you have a tendency of having your personal reading after school hours?

> [1] Yes
>
> [2] No

10. If yes at what times of the day do you normally does it and for how many hours per day?

…………………………………………………………………………………………

11. Who does influence you the most to do your private reading?

> [1] Parents/guardian
>
> [2] Your self
>
> [3] Teachers
>
> [4] Others (specify)

12. Do your parents/ guardian gives you any kinds of responsibility to attend after your school hours?

> [1] Yes

> [2] No

13. If yes, what kin of responsibilities do you attend to after school hours?

……………………………………………………………………………………………

……………………………………………………………………………………………

14. What is your daily time table from the time you wake up to the time you sleep in brief?

On…weekdays…………………………………………………………………………

On…

weekends……………………………………………………………………………………

………………………………………………………………………………………

SECTION C: ACCESS TO & CONSUMPTION OF ELECTRONIC MEDIA

Now I would like to ask you some questions on the use of electronic media.

15. Do you have the tendency of visiting internet café?

> [1] Yes   [2] No

16. If yes why…………………………………………………………..

17. If no, why…………………………………………………………..

18. How often do you visit internet café in a week: ………………

19. How many hours do you normally spend when visiting internet……………hours.

20. When in the internet, what do you normally do? ……………………………..

……………………………………………………………………………………….

21. (For those who visit internet café) Do you have an e-mail address?

> [1] Yes   [2] No

22. If yes in 15, who do you communicate with more frequently using the e-mail address?

……………………………………………………………………………………..

23. Do you think internet helps you in any way?

    [1] Yes   [2] No

Give reason for your answer? ……………………………………………………

24. In the past seven days, how many times did you visit internet café? …………..

25. Do you have a TV set at your home?

    [1] Yes   [2] No

26. Do you watch TV?   [1] Yes   [2] No

27. If do not have TV at home, where do you watch from?

    1) Neighbouring home

    2) Local video rooms (halls)

    3) Others (specify) …………………..

28. Which TV stations do you mostly watch?

  i.   ………………………………………………………………….

  ii.   …………………………………………………………………

  iii.   ………………………………………………………………..

  iv.   ………………………………………………………………….

29. Which TV programmes do you like to watch? ……………………………

………………………………………………………………….

30. Do you watch TV everyday?   [1] Yes   [2] No

31. During the past seven days did you watch a television (TV)?

    [1] Yes   [2] No

32. How many hours do you normally spend on watching TV per day? (The average

number of hours)…………………….

33. What kind of programs do you normally prefer to watch on TV?

	Programs	Yes	No
i.	News	1	2
ii.	Education	1	2
iii.	Sports	1	2
iv.	Cartoons	1	2
v.	Action movies	1	2
vi.	Horror movies	1	2
vii.	Romantic movies	1	2
viii.	Comedies	1	2
ix.	Video/computer games	1	2
x.	All of the above	1	2
xi.	Others (specify)…………………………………………		

34. Do you often play video/computer games?   [1] Yes   [2] No

35. If yes, how many days per week do you play video/computer games? ....

36. How many hours do you normally spend on playing computer/video games per

Day/week? (The average number of hours)……………………………………

37. Does your parent/guardian restrict you to reduce number of hours on watching TV?

[1] Yes   [2] No

SECTION D: INFLUENCE OF ELECTRONIC MEDIAS TO CHILDREN PRIVATE/SELF RESDING

Now I would like to ask you some questions about the influence of electronic media on private/self reading.

38. What do you learn from reading magazines/newspapers from the internet? ....

39. What do you learn from watching TV? ....

40. Does watching TV change your reading habit?

      [1] Yes   [2] No

41. If yes how? ....

42. What do you learn from playing computer/video games? ....

………………………………………………………………………………………………..

43. Do you think internet, watching TV and playing computer/ TV games affect your studying habit?   [1] Yes   [2] No

Give reason to your answer …………………………………………………………….

44. Does your parent/guardian allow you to use electronic media?

      [1] Yes   [2] No

45. If yes, how many days per week? …………………………………………

46. If no, why? ....

SECTION E: EFFECTS OF ELECTRONIC MEDIA

47. How many hours do you spend for private reading? ……………..hours

48. Do you think the time spent in the internet/ TV/ games reduce your time in academic issues?   [1] Strongly Agree   [2] Agree   [3] Undecided

                [4] Disagree   [5] Strongly Disagree

49. Can you mention any effect that can be associated with internet/ TV/ games and reading habits of many people of your age?

A. Effects of internet:

    a. …………………………………………………………………………….

    b. …………………………………………………………………………….

B. Effects of TV

    a. …………………………………………………………………………………….

    b. …………………………………………………………………………………….

C. Effects of playing games

    a. …………………………………………………………………………………

    b. …………………………………………………………………………………

50. Do you think electronic media can at one point hamper students' reading behaviour?

    [1] Yes   [2] No   Not sure

Give reason to your answer …………………………………………………………………..

…………………………………………………………………………………………………

51. What can you generally say about electronic media and reading habit?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for your cooperation.

Appendix 2: School children structured questionnaire, for Mvomero District in Mgeta ward.

Questionnaire designed for research on

THE EFFECTS OF ELECTRONIC MEDIAS TO CHILDREN SELF/ PRIVATE

READING BEHAVIOUR:

A CASE STUDY OF MOROGORO MUNICIPALITY AND MOROGORO RURAL

(MGETA WARD)

BY MAGOMA, J

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The main objective of this study is to assess the effects of electronic media to children.

SECTION A: BACKGROUND INFORMATION

In this section let us discuss on the background information

2. Sex (Record sex of respondent)

[1] Male

[2] Female

2. How old are you? (In years)……………………...

3. What is the name of your school? ……………….

4. In which class are you? (Grade)………………….

5. Do you attend school every day?

[1] Yes

[2] No

6. If no give reasons……………………………………………………………………

7. What is your religion?

        [1] Christian

        [2] Muslim

        [3] Others (specify)………………

8. Who do you live with?

        [1] Alone

        [2] Both parents

        [3] Mother only

        [4] Father only

        [5] Other (specify)…………..

SECTION B: SELF/ PRIVATE READING BEHAVIOUR

Now I would like to ask you some questions about your private reading behaviour.

9. Do you have a tendency of having your personal reading after school hours?

        [1] Yes

        [2] No

10. If yes at what times of the day do you normally does it and for how many hours per day? …………………………………………………………………………………

11. Who does influence you the most to do your private reading?

        [1] Parents/guardian

        [2] Your self

        [3] Teachers

        [4] Others (specify)

12. Do your parents/ guardian gives you any kinds of responsibility to attend after your school hours?

        [1] Yes

        [2] No

13. If yes, what kin of responsibilities do you attend to after school hours?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

14. What is your daily time table from the time you wake up to the time you sleep in brief?

On…weekdays……………………………………………………………………………

On weekends…………………………………………………………………………

SECTION C: INFLUENCE OF ELECTRONIC MEDIAS TO CHILDREN PRIVATE/SELF RESDING

Now I would like to ask you some questions about the influence of electronic media on private/self reading.

15. Do you think internet, watching TV and playing computer/ TV games can affect ones studying habit?   [1] Yes   [2] No

Give reason to your answer …………………………………………………………………….

…………………………………………………………………………………………………

16*. How many hours do you spend for private reading? …………....hours*

17*. Can you mention any effect that can be associated with internet/ TV/ games and reading habits of many people of your age?*

A. Effects of internet:

      i.   ….………………………………………………………………………

     ii.   ….………………………………………………………………………

B. Effects of TV

    i.   ….…….…….…….…….…….…….…….…….…….…….…….…….……

    ii.   ….…….…….…….…….…….…….…….…….…….…….…….…….……

C. Effects of playing games

    i.   ….…….…….…….…….…….…….…….…….…….…….…….…….……

    ii.   ….…….…….…….…….…….…….…….…….…….…….…….…….……

18*. Do you think electronic media can at one point hamper students' reading behaviour?*

    [1] Yes   [2] No   Not sure

Give reason to your answer ….…….…….…….…….…….…….…….…….…….…….

….…….…….…….…….…….…….…….…….…….…….…….…….…….……

19*. What can you generally say about electronic media and reading habit?*

….…….…….…….…….…….…….…….…….…….…….…….…….…….…….……

….…….…….…….…….…….…….…….…….…….…….…….…….……

Thank you for your cooperation.

Appendix 3: Checklist for parents and guardians

Checklist designed for research on

THE EFFECTS OF ELECTRONIC MEDIAS TO CHILDREN SELF/PRIVATE

READING BEHAVIOUR: A CASE STUDY OF MOROGORO MUNICIPALITY AND

MVOMERO DISTRICT.

BY MAGOMA, J

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**PERCEPTION TOWARDS CONSUMPTION OF ELECTRONIC MEDIA TO
CHILDREN AND ADOLESCENTS;**

1. Do you possess any kind of electronic media at your home?

2. If yes, what kind of electronic media do you possess?

      1. Television set

      2. Computer desktop/ laptop

      3. Satellite dish

      4. Video games

      5. Mobile phone

      6. Others (specify)……………

3. Have you put any sort of restriction to your children on the consumption of electronic media?

4. What kind of restriction? (Describe)

……………………………………………………………………………………………

……………………………………………………………………………………………

5. If no, why?

………………………………………………………………………………………………

6. Do you think consumption electronic media increases knowledge of children?

7. How?

………………………………………………………………………………………………

8. Why?

………………………………………………………………………………………………

9. Do believe that excessive consumption of electronic media can lead to addiction?

10. Give reasons

………………………………………………………………………………………………

11. Can consumption of electronic media lead to reduced number of private reading for

children and adolescents?

12. Give reasons

………………………………………………………………………………………………

13. Do you think parents/ guardians should know each and every type of electronic media

their children consume?

14. Give reasons as to why?

………………………………………………………………………………………………

15. Can lack of control on consumption of electronic media to children and adolescents

affect their private reading behaviour?

16. Why? ………………………………………………………………………………………...

Thank you for your cooperation.