

THE EFFECTIVENESS OF PUBLIC BROADCASTING MEDIA AS
AN AGENT OF TRANSFORMATION IN SOCIETY

(A case study of the impact of the South African Broadcasting Corporation on Esikhawini
Township: KwaZulu-Natal)

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ABSTRACT

THE EFFECTIVENESS OF PUBLIC BROADCASTING MEDIA AS AN AGENT OF TRANSFORMATION IN SOCIETY

Television, unlike radio combines several factors of sight, sound, and motion and colour into one composite whole. Television has an immeasurable impact on the lives of the people with its information, educational and entertaining programmes. It is a powerful force for integration, which it does by providing for citizens of a country, access to the variety of messages, which they need in order to know and understand one another. On the other hand, television has been blamed for causing atrocity and crime in society by some critics. This study investigates the effectiveness of public broadcasting media as agents of transformation (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal).

The first part of the study reviews literature on communication, broadcasting media; transformation effects of television, policy and legislation of the South African Broadcasting Corporation and functions of the South African broadcasting complaints.

Subsequent chapters describe the construction of a survey instrument employed to measure and evaluate public broadcasting media as agents of transformation in society.

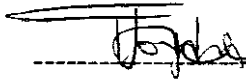
Penultimate chapters blend the insights gained from this literature review to interpret the results, obtained through the quantitative research methodology, to describe a set of conclusions and recommendations in the context of public broadcasting media as an agent of transformation in society

DEDICATION

This work is dedicated to the creator of universal, lion of Judah, ancient of day, God of all flesh, Jehovah jireh, omniscience, omnipotent and omnipresent. From the beginning till this moment of my life, you are always there for me. You are my father, without You I'm nothing. You are worthy of my praise.

DECLARATION

I declare that “The effectiveness of public broadcasting media as agents of transformation in society (A case study of the impact of the South African Broadcasting Corporation (television) on Esikhawini Township: KwaZulu-Natal)”, is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Toyin Esther Oluwafemi

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WRITING CONVENTIONS

The following conventions are used in this study:

- The abbreviated Harvard style of referencing in this study, for example Goddard & Melville (2001:34), meaning Goddard and Melville 2001, page 34.
- Illustrative tables and figures are all given as Figures 1 – 32 and Tables 1-36 in their chronological sequence of appearance.
- A conscious effort has been made to limit the use of footnotes as far as possible in order to facilitate the uninterrupted reading of the dissertation.
- For commonly used terms full terms are used in headings. Acronyms are used in paragraphs.
- Relevant material relating to investigate the effectiveness of public broadcasting media (television) as an agent of transformation in society. Such website addresses are included in the dissertation, both for verification purposes, and for acknowledgement of the source of information. An example of a typical website address is:
<http://www.aber.ac.uk/media/Students/pjp0101.html>
- The World Wide Web (WWW) is transient and ever changing, therefore one should expect that websites from which information is gathered will be offline or may alter the contents of the website a period of time.
- In instances where the electronic document has been downloaded from a website, the author is given, followed by the year as in Hammond (2006).

The bibliography has been separated into authored and non-authored references.

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CHAPTER ONE

ORIENTATION

INTRODUCTION

The democratic government of any nation is made up of three arms, namely, the executive, the legislature and the judiciary. The roles of the mass media cannot be overlooked in these categories of government, whether democratic or military. For this reason, the mass media are qualified as watchdog and gatekeeper of society because they serve as intermediary between government and its publics.

Kline & Tichenor (1972:43) view gate keeping in mass media as all forms of information control, that can arise in decisions about message encoding, such as selection, shaping, displaying, timing, withholding or the repetition of entire messages or message components. Similarly, Ajibola (2003:3) states that the function of mass media as watchdog of society is to inform, educate, entertain and to mobilise.

Mass media are key institutions that affect how we learn about our world and interact with one another. According to Biagi (2005:11) mass media affect our culture, our buying habits, our politics and they also change our beliefs, tastes, interest and behaviour.

The term “media” according to Mersham & Skinner (2005:2) is plural for the term “medium”. They further stress that a medium is the substance or surroundings or means *in which something exists, moves or is transmitted* and define mass medium as a means of communicating to a mass or large number of people who are considered to be large group, distinguishable from each other.

Mass media are, therefore, the channels of communication for dissemination of information, ideals and message to large heterogeneous audience. Mass media can be categorised into two print and electronic (broadcast) media. Print media can be referred to as pen and paper. These comprise newspapers, magazines, books, pamphlets, brochures and posters while electronic or broadcast media refer to audio /visual signals.

These include television, radio, film, recording, and home video. In addition, Ogunyemi (2002:2) says that both print and broadcast media perform the same functions but through different means.

Although broadcast media can be privatised, e.g., etv, it is generally owned by the government (e.g: SABC [South African Broadcasting Corporation¹, 2 and 3¹]. Contrary to this, the print media is generally privatised. Broadcast media, which are owned by the government, are called public broadcast media while broadcasting media owned by the individuals are called private broadcast media.

BACKGROUND OF STUDY

Television is an essential commodity in many communities. The most important invention in communication technology to date has been the television (Baran 2006:213). Further, television is a powerful medium for appealing to mass audience regardless of age, sex, income or educational level, i.e. television has highest the audience among its counterparts (Wikipedia). According to Baran (2006:433) television is fundamentally different from other mass media, which do not require refined reading ability. In addition, among broadcast media, television has been the pioneer of delivering sound and motion picture. Baran (2006:433) also mentions that television can be enjoyed or viewed by people of all ages (even the very young or very old).

Television as an agent of transformation can create both positive and negative impacts on everybody, that is, it has the potential to enable some people to achieve their missions and visions in life. On the other hand, it can jeopardise and destroy some destinies (Vansickle & Ziogar 1996).

Television as an agent of transformation provides global information to its audience within seconds. Vansickle & Ziogar (1996) state that we are informed through television of the latest news, weather and information which are important in our daily lives and

¹ For this study, SABC1 would be used to represent South African Broadcasting Corporation1. Similarly, SABC2 represents South African Broadcasting Corporation2 and SABC3 represents South African Broadcasting Corporation3.

further stress that television often acts as an almanac, dictionary and eyes into world around us.

Moreover, television as an agent of transformation, educates people on different issues or topics that affect the publics. According to Vansickle & Ziogar (1996) television is a great way of educating the society with important issues that affect our everyday lives, be it social, political, economical or medical. Also, there is always something new to be announced and television is the quickest and most convenient way to get information to the people. Brown & Keller (2000) observe that television has the potential to educate communities about HIV/AIDS (human immunodeficiency virus/acquired immunodeficiency syndrome), smoking, cardiovascular disease and cancer. In addition, television as an agent of transformation, serves as entertainer. It entertains people by showing sport, movies, soap opera and drama.

Nevertheless, despite all the positive functions performed by television, it has the ability to destroy family life and individuals. Wilson (1992:263) states that many critics claim that television violence increases violence in our society. He further contends that the portrayal of negative values on television influences and induces negative life styles in certain families and individuals. Berger (1980:95) explains that television attacks our rationality, turns us into creatures of whim and impulse and destroys our sense of reality.

He further adds that television destroys our sense of possibility and generates terror. Baran (2006:213) states that television has changed the way teachers teach, government governs, religious leaders preach and the way we organise our furniture in our home. Similarly, some programmes shown on television have made some children disobedient as they put in practice what they watched, rather than following their parents' instructions. Drabma and Thomas (1974) observe that television may lead children to accept behaviour that is more aggressive.

Moreover, Biagi (2005:271) contends that there is tentative indication that television viewing causes aggressive behaviour and she stresses that violent behaviour in children is as a result of television. According to information-imitation theory in Wilson (1992:263), television violence plays a prominent role in causing bizarre and violent behaviour in the

lives of children. Graber & Doris (1980) mention that an average high school graduates spend more time in front of the television than in the classroom.

More so, Huesmann & Eron (1986:16) explain that those children, who see TV characters getting what they want by hitting, are more likely to strike out themselves in imitation. Wilson (1992:264) points out that the research conducted by the National Council on Alcoholism found that before a child reaches the age of 18 he or she will watch someone drink alcohol on television to an average of 10,000 times.

In view of these conflicting views of the impact of television on societies, this study investigates the role of television in our local community. This study will investigate the effectiveness of public broadcasting as agents of transformation in society (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal).

PROBLEM STATEMENT

While many scholars argue that television is an excellent educational tool and a valuable medium for transmission of positive cultural values, there is, also, the perception that television is a medium for transmission of criminal ideologies, which motivate criminals to continue committing atrocities. Aric (2005) states that if television technology had never been developed, there would be 10,000 fewer homicides each year in every nation, 70,000 fewer rapes, and 700,000 fewer injurious assaults. Violent crime would be half of what it is. Neuman (2006:4) observes that most people who have no contact with criminals learn about crime by watching television. Some crimes in the society, for example, assaults, child abuse, drug possession, embezzlement, forgery, fraud/deception, kidnapping, looting, car hijacking, murder, perjury, piracy, rape, robbery, sexual assaults, smuggling, stalking and terrorism were first seen and acted on television. In this regard, there exists a notion among some people that television propagates criminal behaviour.

Some parents see television as an agent of destruction because they believe that some of the programmes, movies and advertisements, which are being shown on television, are harmful, obscene and violent and are likely to have a negative effect on their children. Aric (2005) states that television harms the way a young child's brain develops, damages

their learning abilities and hinders their educational progress. He further explains that exposure to television has been directly linked to the possibility of a child developing Attention-Deficit/Hyperactivity Disorder (ADHD). Bryant et al (1981) explain that television programmes and advertisements have exposed children to adult behaviour such as sex, alcohol and drug abuse.

According to Goodman (2007), many marketers are not complying with the code of conduct, creating scepticism and mistrust among communities. In this regard, some television stations deviate from the code of conduct that governs the broadcasting industry. Such television stations present and show programmes, movies and advertisements that are not suitable for broadcasting.

While some television stations claim to have a well balanced spectrum of programmes, there is evidence that programmes are placed at incorrect time slots. For example, “The learning Channel” (SABC1) is broadcast at 10am on Mondays to Fridays – but children are at school during this time. Further, the children who really require these programmes are underprivileged children who do not have television in their classrooms (or under the tree which serves as classrooms).

Moreover, some educational programmes that are excellent for adults are presented during the working hours when everyone will be at his or her work-place or office. For example, educational programmes such as “Dr Phil”, “Police Profile” and “Rights and Resources” are screened during working hours.

CRITICAL QUESTIONS TO BE ANSWERED ARE:

1. What are the criteria used by the Broadcasting Complaints Commission of South Africa to determine which programmes, movies and advertisements are not suitable for broadcasting (harmful, obscene and violent) on SABC?
2. To what extent does SABC obey or violate the rules and regulations that govern public broadcasting media?
3. What are the television programmes that are good for broadcasting but which are not presented at the correct time on SABC1, 2 & 3?

4. What are the television programmes that are harmful, obscene and violent on SABC1, 2 & 3?
5. Which television programmes are most enjoyed by the residents of Esikhawini Township?
6. What is the impact of television advertisements on people of Esikhawini Township?
7. Has television contributed positively or negatively to the moral fibre of residents in Esikhawini Township?

AIMS OF THE STUDY

The purpose of this study is to investigate the effectiveness of public broadcasting media as an agent of transformation in society. (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal. The aims are as follows:

1. To establish the criteria used by the Broadcasting Complaints Commission of South Africa (BCCSA) in evaluating the programmes, movies and advertisements that are not suitable for broadcasting (harmful, obscene and violent) on SABC;
2. To ascertain if SABC is obeying or violating the rules and regulations that governing broadcasting media;
3. To identify the programmes that are good for broadcasting but which are not presented at the correct time;
4. To identify television programmes that people of Esikhawini Township enjoy watching;
5. To identify television programmes that are harmful, obscene and violent on SABC 1, 2 and 3;
6. To examine impact of television advertisements on people of Esikhawini Township and
7. To establish if television has made a positive or negative moral contribution to the lives of people in Esikhawini Township.

MOTIVATION OF THE STUDY

The primary factor that aroused interest in this study is the increasing cases of crime in South Africa. These crimes range from incessant killing, to rape, robbery and car hijacking. Hammond (2006) states that in 2006, 111,528 vehicles were reported stolen in South Africa, of which 45,152 (40%) were recovered. Police investigated 44,222 stock theft cases which resulted in 7,980 court cases. 52,425 rapes were reported. 41% of all the victims were aged 18 years or younger with 14% being 12 years or younger.

South Africa is undoubtedly one of the developing countries that has a good economic policy when compared to other African countries but the country is widely acknowledged as being a crime nation. According to Carmichael (2007) South Africa has an enviable reputation as a tourism destination. Beautiful scenery and beaches combine with spectacular game reserves, high-quality hotels and a cheap currency to ensure a steadily increasing stream of visitors but its reputation is not good because foreigners normally associate South Africa with crime.

In addition, Travel Safety Advice² (2007) reported that in 2006 alone, official figures show that there were some 18,500 murders, over 20,000 attempted murders, 55,000 reported rapes and 120,000 violent robberies. Moreover, Mail & Guardian Online³ (2007) states that a research conducted by a senior researcher at the institute of security studies, Johan Burger, reported that in 1998, 25% of respondents said in a poll that they did not feel safe going out after dark in their own areas. In a similar poll in 2004, that figures had jumped to 58% of people who felt unsafe. This simply implies that nobody knows when, how and where he or she will be attacked, which invariably shows South Africa is unsafe.

Wikipedia (2007) states that rape and car hijacking crimes have shown no sign of a slowdown and the situation with rape has become so bad that the country has been referred to as the "rape capital of the world" and this has caused an increase in HIV/AIDS in South Africa. The country also has a bad record for car hijacking when compared to an industrialised country largely associated with the lower rate of car ownership.

² Travel Safety Advice, Wednesday 14 February, 2007

³ Mail & Guardian Online, Saturday, 10 February, 2007

According to Travel Safety Advice (2007) on 9 of February 2007, South African President Thabo Mbeki acknowledged in his eighth annual State of the Nation speech that his government needed to work harder to combat the 'ugly and repulsive' scourge of violent crime. Meanwhile, from BBC⁴ (2007) news excerpt, Mbeki said that the "happiness that comes with freedom cannot be attained if communities live in fear closeted behind wall and barbed wire."

South Africa is on the verge of hosting 2010 world cup and many tourists will troop in from different parts of the world but unfortunately, very little has been done to reduce the crime rates. This means that the lives of people that are coming to grace the world cup ceremony would be in danger and there is the likelihood that this situation will reduce the number of participants in the world cup and also reduce the anticipated income from this occasion. Huw (2007) says that Federation of International Football Association (FIFA) has a moral obligation to the families of the 50 people murdered every day and the thousands of football fans who will travel to the country to force the South African government to tackle violent crime as priority. The ultimate sanction, a change of venue, must be publicly considered.

Therefore, there is need to find out reasons for the increasing rate of crime in South Africa and to help the government provide remedies to considerably minimise the crime rate in South Africa.

SIGNIFICANCE /VALUE OF THE STUDY

1. It is hoped that the study might expose unexplored origins of crime, which could benefit non government and government organisations to curb the spiralling of crime;
2. This study hopes to educate the South African broadcasting media on their role as watchdogs of society and agents of positive transformation;
3. It is hoped that the study might enable governing bodies of broadcasting media in South Africa to be more committed in monitoring programmes that television stations present;

⁴ BBC News. Friday.9 February.2007

4. In addition, it is hoped that the study might motivate producers to be more creative and versatile when producing programmes so that it will positively develop the life-styles of people and
5. It is hoped that the study might provide useful information to the security agency such as the police and assist them to strengthen their strategies in curbing crimes in South Africa.

SCOPE AND LIMITATION OF THE STUDY

Scope of the Study

- Since the research is concerned with public television stations in South Africa, etv and M-net programmes will not be involved because they are private television stations, but the news broadcast by etv on crime will be recorded;
- Although a major part of the study involves the television medium, other electronic media will be briefly mentioned and
- The research focuses on the electronic media. In this study, print media will be only mentioned as part of mass media.

Limitation of the Study

The only community that will be involved or participating in this study is Esikhawini Township, because it is difficult to administer the questionnaires to all districts in KwaZulu-Natal and to the other provinces in South Africa. This will make it difficult to generalise my findings to other communities.

ETHICAL CONSIDERATIONS

The permission will be sought from the five principals of the high schools to be used in this study and the letters will be given to parents/caregivers of the learners in these schools. Respondents will be on a voluntary basis and their names will be kept anonymous and this will form part of the ethical considerations to be met.

LITERATURE REVIEW

According to Neuman (2000:96) in Onyancha (2002:80), researchers review literature in order to demonstrate a familiarity with a body of knowledge and establish credibility; to show the path of prior research and how a current project is linked to it; to integrate and summarise what is known in an area; and/or to learn from others and stimulate new ideas. For the purpose of this study the researcher will find information from the internet, journals and books and online databases such as Emerald and Ebsco.

RESEARCH METHODOLOGY

According to Leedy & Ormrod (2005:2) research is a systematic process of collecting, analysing, and interpreting information (data) in order to increase our understanding of the phenomenon about which we are interested or concerned. Neuman (2006:2) defines research methodology as a set of specific techniques for selecting cases, measuring and observing aspects of social life, gathering and refining data, analyzing the data and reporting the results. Neuman in Onyancha (2002:23) states that there are three types of research designs namely qualitative, quantitative and a combination of both qualitative and quantitative research approaches.

Leedy & Ormrod (2005:94) explain that quantitative research approach is used to answer questions about relationship among measured variables with the purpose of explaining, predicting and controlling phenomena. Neuman (2006:349) also states that in quantitative research, data are transformed into numbers, table, chart and frequencies, which are mathematically examined according to given standards, such as norms, average, percentiles and tendencies. Leedy & Ormrod (2005:94) further stress that the qualitative research approach is used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of views. Neuman (2006:115) is of the views that in qualitative research, data are the information of words, actions, sounds, symbols, and images from documents, observation and transcripts.

This study will combine both quantitative and qualitative approaches to obtain accurate results from adequate information captured from respondents. The advantage of both approaches will provide a basis for accuracy and completeness of data to be captured.

Population

According to Bless & Higson-Smith (2000:84) population is the entire set of objects or people which is the focus of the research. The target population for the purpose of this study will be parents/caregivers, and teenagers at high schools in Esikhawini Township of KwaZulu-Natal province. Goddard & Melville (2001:34) are of the view that it is often not practical or possible to study an entire population.

Sampling

Bless & Higson-Smith (2000:84) state that sampling is the technique by which a sample is drawn from the population, they state further that sample is the subset of the whole population which is actually investigated by a researcher and whose characteristic will be generalised to the entire population. According to Leedy & Ormrod (2005:199) the sampling approach can be categorised into two groups; probability and non probability.

Leedy & Ormrod (2005:199) explain that probability or random selection means choosing a sample in such a way that each member of the population has equal chance of being selected. Probability methods are simple random, stratified random, cluster and systematic random samplings. Leedy & Ormrod (2005:206) state that in non probability sampling, the researcher has no way of forecasting or guaranteeing that each element of the population will be represented in the sample. Non probability methods are quota, purposive, sequential and snowball samplings.

In this study, probability sampling based on simple random and stratified random samplings were applied. Probability sampling is chosen because it has the advantage of eliminating biasness and can also cancel out the effect of venomous variables that can affect the validity of the result. According to Neuman (2006:227) in simple random sampling a researcher creates a sampling frame and uses a pure random process to select cases so that each sampling element in the population will have an equal probability of

being selected. There are ten high schools in Esikhawini Township, from the sample frame collected from the ministry of education, South Africa. Simple random sampling selected used to select five high schools in Esikhawini Township.

In addition, the questionnaires were administered to the grades 10, 11 & 12 of the five high schools that were selected by using stratified random sampling. Neuman (2006:231) explains that in a stratified random sampling, a researcher first identifies a set of mutually exclusive and exhaustive categories, divides the sampling frame by the categories and then uses random selection to select cases from each category. More so, the questionnaire was administered to parents/caregivers through five schools that were selected in Esikhawini Township of KwaZulu-Natal province.

Data Collection Instrument

Data collection is the process of collecting data that was analysed and interpreted. Aina (2002:63) mentions that data collection instruments include questionnaires, interviews and observation.

The researcher used questionnaires. According to Aina (2002:63) the questionnaire as data instrument consists of a set of questions for submission to a number of respondents in order to gather data. Aina (2002:63) further explains that questionnaires are generally categorised as closed ended or structured questionnaires and open ended or unstructured questionnaires. Aina (2002:63) states that in closed ended questionnaires, the respondents are provided with alternative answers from which they will select one or more answer depending on the way the question is structured while open ended questionnaires calls for free responses in the respondent's words.

In this study, the researcher used both structured and non-structured questions which aimed at both quantitative and qualitative answers from the respondents.

Content Analysis

Content analysis was also be used to collect data; according to Berger (1991:26) content analysis is an indirect way of making inferences about people instead of questioning them. He explains further that content analysis might also be used to compare and contrast two different television programmes or to compare television content across different countries. Content analysis was used in monitoring the programmes, movies and advertisements that are harmful, obscene and violent in SABC television and educational programmes that are not broadcast at the right times on SABC.

Data Analysis

Onyancha (2002:12) defines data analysis as an act of transforming data with the aim of extracting useful information and facilitating conclusions. The responses from closed-ended questions were analysed by using tables, graphs, charts, frequencies and percentages. Qualitative analysis methods were also used.

OVERVIEW OF CHAPTERS

Chapter one is an introduction and background to the study. It presents contextual setting; statements of the problem; motivation of the study; aim of the study; objectives of the study; significance of the study; overview of chapter; definition of terms; and conclusion.

Chapter two presents the key concepts that are related to this research on television as an agent of transformation and list of acronyms

Chapter three discusses the origin of communication, development of human communication, communication codes, components, models, noise and levels of communication.

Chapter four consists of the literature review of text books, journal articles and documents accessed through the internet. The chapter begins with an introduction to the literature review and the literature on mass communication, functions and types of mass

media and broadcasting media is reviewed. The chapter also discusses the television history; television and its audience; public broadcasting service; television genres; socialization effects of television and popular views of critics about television; history of South African television station, policy and legislation of the South African Broadcasting Corporation and functions of the South African broadcasting complaint commission. The chapter closes with concluding remarks from the researcher.

Chapter five discusses the research methodology. It comprises an introduction; research method; description of the area of study; target population; sampling and data gathering instruments. The last section of chapter three is the conclusion.

Chapter six deals with data presentation, analysis and interpretation. Data is presented in figures, charts and tables and analysed under several headings which include, educational programmes on television, programmes on television that teach good, healthy living; programmes on television that are very sexually explicit, programmes that instill violence among children, television advertisements that show women as objects for sexual pleasure and programmes that encourage to live a crime free life.

Chapter seven discusses the findings of the study under several sub-headings, which include how many television sets the learners have, why learners watch television and how television changes people's lifestyles; and why parents restrict their children to certain programmes only, that is those that care to do so.

Chapter eight consists of the summary of the study; recommendations and conclusion. It gives the summary of the findings under one heading, "summary by objectives". Recommendations towards a better similar study and suggestions for further research are provided.

The bibliography and addenda are provided at the end of this study.

CONCLUSION

The aim of this chapter was to give an overview of the contextual setting and provide the research problem, motivation, aim, objectives and significance of this study. The chapter has been discussed how the mass media are viewed as gatekeepers of the society and intermediary between the government and the publics, as also the channels of communication for dissemination of information, ideals and message to large heterogeneous audience. There are two types of mass media from authors points of views namely, print and electronic media but both two media perform the same functions through different means.

Under the contextual setting, television has been seen as an excellent educational tool and a valuable medium for transmission of positive cultural values among other media but on the other side, it has been criticised as a medium for transmission of criminal ideologies which motivate criminals to continue committing atrocities, although these aspects are dealt with in great detail in chapter two.

It is hoped that the study might enable governing bodies of broadcasting media in South Africa to be more committed in monitoring programmes that television stations present.

The next chapter provides a description of the key concepts that enable the reader to gain an overall picture of the type of research that was conducted.

CHAPTER TWO

KEY CONCEPTS

INTRODUCTION

The previous chapter highlighted the research methods that would assist in presenting the theoretical framework of this dissertation.

This chapter introduces the main concepts of the work, which will be analysed in detail in subsequent chapters. In preparing the reader to understand the intention of this study and the problem, it is necessary to identify and clarify the meaning of key concepts used in this and following chapters and a brief explanation of its relevance to the research. Key concepts will be given in alphabetical order, enabling the reader to gain an overall picture of the type of research that was conducted.

ADVERTISERS

Advertisers are business firms which use communications media to persuade consumers to buy their products or services, support their activities or approve their goal (Antrim, 1970:1)

ADVERTISING

Antrim (1970:1) defines advertising as any paid form of non personal presentation and promotion of ideas, goods or services by an identified sponsor.

ADVERTISING AGENCIES

According to Zeigler & Howard (1978:11) advertising agencies are organisations which advertisers hire to plan and execute advertising campaigns.

AGENDA SETTING

Wilson (1992:16) describes agenda setting as a process where mass media determine what we think and worry about. In this study agenda setting represents one of the

functions of mass media. Chapter two gives an in-depth explanation of the function of agenda setting.

AUDIENCE

Tubs & Moss (1994:385) describe audience as the total numbers of readers, viewers or listeners reached by the appropriate medium.

AUDIENCE RATING

Audience rating is the number of viewers estimated to have watched certain programmes as compared to the number watching other programmes (Bignell 2004:35).

AUDIENCE SHARE

Bignell (2004:35) audience share as the percentage of viewers estimated to have watched one channel as opposed to channel broadcasting at the same time.

BROADCASTING

According to Bignell (2004:12) broadcasting is the transmission of signals from a central source which can be received by dispersed receivers over a large geographical area. Broadcasting is used in this study as distribution of “audio and or video signals”, like television, radio.

COMMERCIAL

A commercial is the advertising message on television or radio (Book et al 1989:215).

COMMUNICATION

According to Biagi (2005:7) communication is the act of sending ideas and opinions from one person to another. Communication is used in this study to show the readers how human communication develops and how communication relates to mass media e.g television.

COMMUNICATOR

A communicator is the person who originates the message and begins the communication process (Gaut & Baker 2002:10).

COMMUNICATION MODEL

Communication model is a drawing or a design representing what happens when people communicate (Strain & Wysong 1998:2). Froest et al (1993:5) state that model is one ways in which people have tried to simplify the complexity of communication between people. Five models of communication are used for this study to explain communication process.

FEDERAL COMMUNICATION COMMISSION

Federal communication commission is the government body which regulates the operations and output of television companies and other broadcasters (Bignell: 2004:40).

FEEDBACK

Pearson et al (2006:12) describe feedback as the receiver's verbal and nonverbal response to the source's message.

EFFECTS

Bignell (2004:25) describes effects as measurable outcomes produced by watching television such as becoming more violent or adopting a certain opinion.

GATEKEEPING

Donohue et al in Berkowitz (1997:57) describe gatekeeping as a broader process of information control that includes all aspects of message encoding: not just selection but also withholding, transmission, shaping, display, repetition and timing of information as it goes from the sender to the receivers. Gatekeeping is used in this study as one of functions of mass media in the society.

MASS COMMUNICATION

Wilson (1992:14) defines mass communication as a process where by professional communicators use technical devices to share message over some distance to influence large audience.

MASS MEDIA

Mersham & Skinner (2002:3) state that mass media are the technologies and social institutions that are involved in the production and distribution of message to large heterogeneous audience.

MESSAGE

According to Wilson (1992:8) the message is whatever the source attempts to share with someone else.

NOISE

According to Froest et al (1993:14) noise refers to anything that distorts the information transmitted to the receiver or distracts him from receiving the message. Noise is used in this study as a barrier to communication between sender of the message and the receiver.

PUBLIC SERVICE TELEVISION

Public service television is the provision of a mix of programmes that inform, educate and entertain in ways that encourage the betterment of audience and society in general (Bignell, 2004:43).

REGULATION

Bignell (2004:21) defines regulation as the control of television institutions by laws, codes of practice. Regulation is used in this study to know the rules and regulations that govern South Africa Broadcasting Corporation.

SCHEDULE

Bignell (2004:38) defines schedule as the arrangement of programmes, advertisements and other materials into a sequential order within a certain period of time such as an evening day or week.

SOCIALISATION

Dominick (2006:466) defines socialisation as the ways in which an individual comes to adopt the behaviour and values of a group.

SLOT

Bignell (2004:137) describes slot as the position in a television schedule whereby a programme is shown.

SOAP OPERA

According to Bignell (2004:15) soap opera is a continuing drama serial which involving a large number of characters in a specific location focusing on relationships, emotions and rehearsals of fortune.

Listed below, are acronyms commonly used throughout this study:

LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ADHD	Attention-Deficit/Hyperactivity Disorder
BCCSA	Broadcasting Complaints Commission of South Africa
BMCC	Broadcasting Monitoring Complaints Committee
CPB	Corporation for Public Broadcasting
etv	Educational Television
FIFA	Federation of International Football Association
FCC	Federal Communication Commission
IBA	Independent Broadcasting Authority
HIV	Human Immunodeficiency Virus
M-net	Electronic Media Network
PCBS	Pubic Commercial Broadcasting Service
PBS	Public Broadcasting Service
SABC 1	South Africa Broadcasting Corporation
SABC 2	South Africa Broadcasting Corporation
SABC 3	South Africa Broadcasting Corporation

CONCLUSION

This chapter provided a list of key concepts that are related to this research on television as an agent of transformation in society. In later chapters, illustrate how each of these

concepts forms an essential part of the South African Broadcasting Corporation. Chapter three focuses the origin of communication and the components and contexts of communication.

CHAPTER THREE

COMPONENTS AND CONTEXTS OF COMMUNICATION

INTRODUCTION

The previous chapter highlighted the key concepts pertinent to this study. This chapter focuses on the origin of communication, development of human communication, communication codes, components, models, noise and levels of communication. It examines mass communication, functions and types of mass media.

THE ORIGIN OF COMMUNICATION

According to Bright (2005) communication is the first signal of life - it is the scream of new-born child, the proof that he or she is living. In other words, communication differentiates life from death. Communication starts from the beginning of the world according to the Holy Bible. According to St John (chapter 1 verses 1-3) in The Holy Bible New International Version, "In the beginning was the word and the word was with God and the Word was God, and through him all things were made and without him nothing was made that has been made." In this regard, God used his word which is communication to create heaven and earth and this also shows that communication connotes word speaking and its origin is God.

Human Beings are Higher Animals

According to Lowe (1995:2) humans, animals and plants communicate in their own ways but human developed the ability to communicate to an astonishingly high degree. Genesis (chapter 2 verse 15) in NIV⁵ also adds that the Lord, God took the man and put him in the Garden of Eden to work and take care of garden. This means that, God gave man the authority to be in control or in-charge of both living and non living things he created. This also makes human beings to be higher animals among other creatures. Merham & Skinner (2002:7) also note that many people believe that the most important

⁵ The Holy Bible New International Version would be used to represent NIV

characteristic of human is their ability to use signs and symbols and speech. They further stress that "We alone among the animals that inhabit the earth, we are the only ones capable of knowing, preserving and sharing our knowledge". Mersham & Skinner (2002:7) observe that we are the only beings capable of separating our reactions and thoughts from what may be happening to us at any giving moment and we are also capable of creating an internal world that knows no limits.

The Development of Human Communication

According to McLaughlin (1997) man cannot exist merely for his own sake and expect to be a functioning member of the city but must be supplemented through the thoughts and ideas of other men. He also adds that a man must experience interaction with others to morefully complete his existence. Genesis (chapter 2 verse 18) in NIV states that "The Lord God said it is not good for the man to be alone, I will make a helper suitable for him". Similarly, Aristotle in McLaughlin (1997) articulates that men need each other to form the city and in turn and live a good life. Densie (2005) also observes that, our communication with each other sustains our community. In addition, Lowe (1995:2) concurs that human beings were born with the development of speech and the speech separates humanity from the animal and plant kingdom, from the Saint John 907 which says "In the beginning was the word, and the word was with God and the word was God". In addition, Lowe points out that human beings have been able to develop this sophisticated method of communication because the cerebral cortex in their brains is more highly developed than that in the brains of animals, thus providing a large area for speech and for memory. Besides this, Lowe also points out that the enlarged human cerebral cortex also provides a large for motor skills and fine finger movement. Jordaan et al in Lowe (1995:2) describe that the enlarged area of the cerebral cortex which humans utilize for memory has formulated our concept of the present, past and future. Moreover, Lowe (1995:2) also notes that human beings did not acquire any new physiological organs or parts of organs for the development of speech but the enlargement of brain areas evolved memory and finer coordinator, which subsequently gave rise to the speech system of human beings.

A List of Body Organs Utilized for Speech System:

organ	Primary function	Speech function
Brain	Controls and coordinates human body	Controls and coordinates organs involved
Bony framework of thorax-spinal column, scapulae, clavicles and thoracic muscles	Protects lungs and provides size adjustment of thorax for breathing	Provides breath capacity and helps with breath control.
Lungs	breathing	Provide breath force as excitor
Diaphragm	Enlarges/reduces thorax size in the breathing process	Increases capacity of chest and exerts control on outgoing breath for enhancing voice quality, resonance, projection speech timing and phrasing, etcetera
Larynx or voice box	Houses and protects vocal bands or folds	Houses and protects vocal bands
Vocal bands or folds	Help to prevent foreign matter from entering trachea and lungs	Act adds vibrators when excited by exhaled breath stream and produce unamplified voice notes
Pharynx	Connecting passage for mouth, nose, trachea and esophagus	Acts as adjustable resonator of voice notes produced by vocal bands and as organ of articulation
Noise	Provides passage for inhalation and filters incoming air	Acts as fixed resonator and particularly strengthens voice notes produced by vocal bands
Mouth	Provides passage for food intake and helps in the chewing and tasting of food; also acts as a secondary inhalation passage	Acts as the most adjustable resonator of voice notes produced by vocal bands
Teeth	Help in the biting and chewing of food	Act as organs of articulation
Gum ridge	Strengthens the roof of mouth	Acts as an organ of articulation
Tongue	Aids in the tasting and manipulation of food	Acts as the most versatile organ of articulation
Jaw	Opens and closes mouth	Adjusts the mouth size, thus providing a wide range of resonation properties; also acts as an organ of articulation
Hard palate	Forms the roof of the mouth	Acts as a sounding board for voice projection
Soft palate	Closes back of mouth by contract with back of tongue	Acts as an organ of articulation; adds or cuts off nasopharynx and nose as extensions of pharynx
Lips	Close the mouth entrance	Act as organ of articulation

Glottis	Closes the air passage as in "holding the breath", or allows air flow by opening air passage	Helps alter voice pitch
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Table 1: A list of body organ utilized for speech system.
(Lowe, 1995:3-4)

Similarly, Blignaut & Fourie in Lowe (1995:1) review that the equipment which forms the basis of the human being's ability to communicate is the physiological equipment of the sense. They point out that through the senses, stimuli are received from the environment and also from within the human beings. Lowe (1995:1) explains that stimuli are transmitted through the central nervous system to the brain where they are evaluated ordered and stored for use when needed.

Names of sense	Approximate % of incoming information provided
Vision	83%
Hearing	11%
Taste	1%
Smell	3.3%
Touch-pressure-pain	1.5%

Table 2: Important sensory modalities for human communication.
(Lowe, 1995:2)

DEFINITION OF COMMUNICATION

Biagi (2005:7) states that communication is the act of sending ideals and opinions from one person to another. Basset in Lowe (1995:7) defines communication as anything that conveys information. Adler & Rodman (1991:12) also state that communication refers to the process of human beings, responding to the face-to-face symbolic behaviour of other persons while Berko et al (1998:4) state that communication is a conscious or unconscious process in which feelings and ideas are expressed as verbal and or non-verbal messages, sent, received and comprehended. Berko et al (1998:5) further explain that communication is continuous because it never stops, whether asleep or awake, we are all processing ideals and information through our dreams, thoughts and expressions

because our brains remain active at all times. They also argue that communication is irreversible i.e. once we send a message, we cannot undo it and once we make a slip of the tongues, give a meaningful glance or make an emotional outburst, we cannot erase it, our apologies or denials cannot eradicate what has taken place. Berko et al (1998:5) also add that communication is interactive: we are constantly in contact with other people and with ourselves.

Communication Codes

Communication cannot occur, if there is no carrier to express the message. According to Lowe (1995:68) codes in communication are used by people to express messages for conveying meaning, allowing for interpretation and understanding. Mersham & Skinner (2002:17) state that a communication code is a collection of related signs or symbols and the rules that regulate their use in communication. Similarly, Lowe (1995:68) adds that a code is a system of signs and the rules regulating their usage. Mersham & Skinner (2002:17) explain that “word”, for example, are signs or symbols and grammar is the set of rules which regulates their use together to a language.

Types of communication codes

There are two code systems which are commonly used in communication. These are:

1. Verbal code system: According to Steinberg (1995:7) verbal code system refers to the spoken or written signs called words which make up a particular language such as English or Zulu. He further explains that people who speak the same language understand one another because they usually ascribe similar meanings to words. Moreover, Lowe (1995:69) adds that verbal code systems are applicable to both speaking and writing.
2. Nonverbal code system: Steinberg (1995:7) states that non-verbal code system refers to all human communication that do not use written or spoken signs such as smile or a nod of the head. Lowe (1995:71) observes that non-verbal communication means behaviour that does not involve words, e.g body movement, gesture, posture, facial expression, colours, pictures, graphics and clothing and adornment.

The importance of nonverbal communication

Lowe (1995:71) states that there are three reasons which explain why nonverbal communication is important:

1. To enable us understand ourselves better;
2. To enable us understand others better and
3. To enable us communicate more effectively.

Nonverbal messages functions in verbal messages

According to Steinberg (1995:45) we learn about the functions of non-verbal messages by studying them in relationship to verbal messages i.e. how they affect verbal message. Knapper & Verderber in Steinberg (1995:45) state that a non-verbal message functions in five ways:

1. Knapper & Verderber in Steinberg (1995:45) state that a nonverbal message reinforces or accents the verbal message when it adds to its meaning, e.g. by pounding hand on the table when saying "listen to me", it conveys a more effective message than the words alone. Verderber in Steinberg (1995:46) notes that reinforcing the message is not deliberate, it is done without conscious thought or intent on our part;
2. Similarly, Knapper & Verderber in Steinberg (1995:46) further explain that the nonverbal message complements the verbal message i.e. when it conveys the same meaning, e.g. if you tell someone, "I'm pleased to meet you", and accompany it with a warm smile or tone of voice and facial expression are complementing the verbal message;
3. In addition, Knapper & Verderber in Steinberg (1995:46) further stress that a nonverbal message may contradict verbal message. For instance, People often say one thing but do another thing. Barker & Gaut in Steinberg (1995:46) explain that research has shown that when we are attempting to conceal the truth, our pitch tends to change in an upward direction and lets others know that we are contradicting the verbal message e.g. a change in pitch can tell us that someone is perhaps telling a lie or being sarcastic or merely teasing;

4. Moreover, Knapper & Verderber in Steinberg (1995:46) point out that a nonverbal message may replace the verbal message e.g. gesture, facial expression and other nonverbal cues generate meaning without the use of words, like “When someone waves his hand to someone, instead of saying hello or give someone a hug instead of saying thanks for helping me” and
5. Above all, Knapper & Verderber in Steinberg (1995:46) observe that nonverbal behaviour functions to regulate the flows verbal interaction, e.g. tone of voice, nodding of the head, slight hand movement and other non-verbal behaviors to finish a conversation.

THE COMPONENTS OF HUMAN COMMUNICATION

For human communication to occur it must contain some certain components and without these components human communication can never occur. According to Van Schoor in Mersham & Skinner (1995:7) there are certain elements that form the essential structure of human communication. Mersham & Skinner (2002:7) observe that communication cannot take place unless all three of these elements are present.

These components/ elements are:

1. Communicator;
2. Message and
3. Recipient

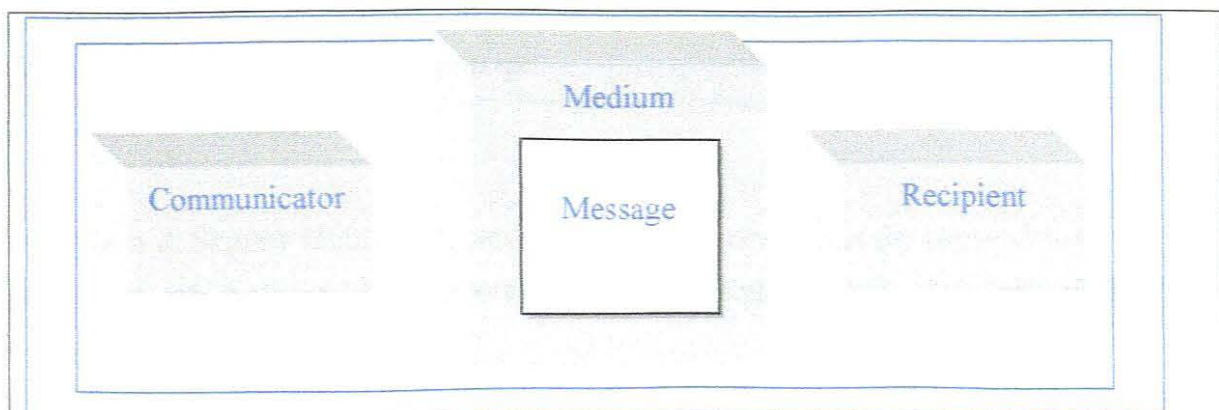
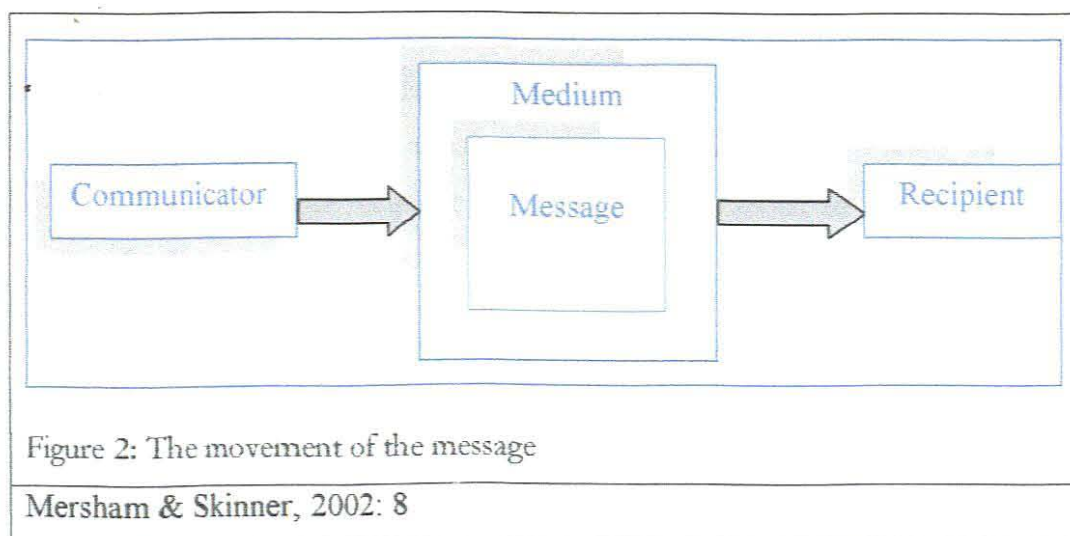


Figure1: The triptych of communication

Mersham & Skinner, 2002:7

1. **Communicator:** Lowe (1995:7) states that a communicator is the originator of communication. It also refers to person/s who is/are the source of the message.
2. **Message:** Lowe (1995:7) states that message is the idea or information which the communicator consciously intends to share.
3. **Medium-** Mersham & Skinner (2002:8) explain that we cannot directly exchange meaning (thoughts) in message but our message will first have to be converted into signs and symbols that have physical form called the medium. They describe medium as a speech, writing or images and sounds that the recipient of the message can physically experience that is, something that they can see, hear or feel. Lowe (1995:7) also notes that medium is the carrier or bearer of the message, signs and symbols. Mersham & Skinner (2002:8) stress that once the recipient has received these symbols; he or she interprets them and gives a meaning to them.



Mersham & Skinner (2002:8), however, add that the medium is the physical basis for the exchange of message, the collection of signs and symbols that are shared by communicator and recipient.

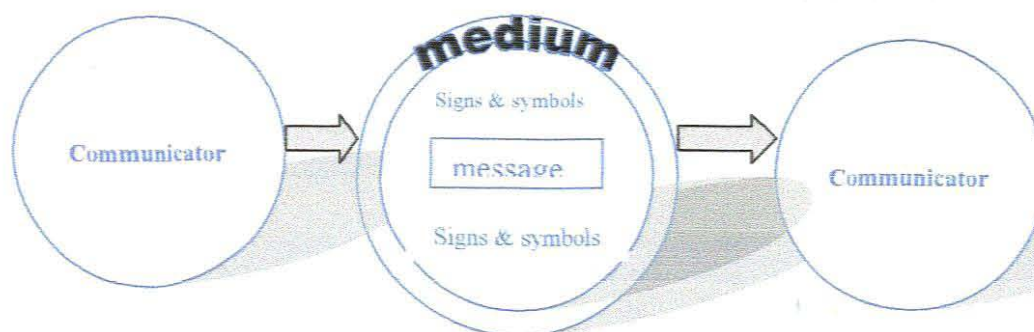


Figure 3: The modification of the message

Mersham & Skinner 2002: 8

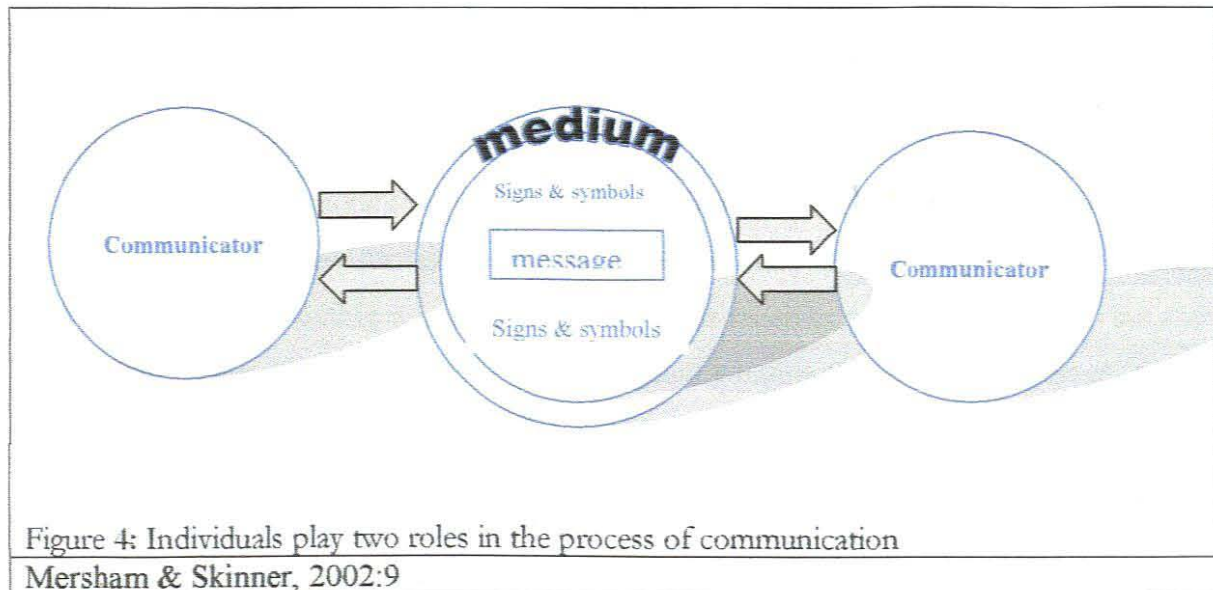
4. Recipient: Lowe (1995:7) defines recipient as the receiver of the message and it is only when the message has been received by him or her, then communication has taken place. He also observes that the recipient is an active participant in the act of communication because the recipient is the one who must interpret the message and if the recipient receives and understands the message, the interpretation follows and the recipient is in position to respond to the message and supplies feedback.

The Difference between Communicator and Recipient

Communicator	Recipient
Senses aroused by ideal or need to communicate	Senses aroused by stimuli or need to communicate
Chooses to communicate the message using language symbols (code)	Receives symbols (the code) in imprecise form
Uses memory and past experience to find language symbols to communicate the message (encoding)	Uses memory and past experience to attach meaning to symbols (decoding)
	Stores information
	Sends feedback

Table 3: Difference between communicator and recipient
(Berko et al, 1998:12)

Mersham & Skinner (2002:10) conclude that communication is a two way process because both communicator and recipient participate equally in the exchange of conversation.



The Powers Necessary in the Act of Communication

For a person to become a good communicator, he or she must learn some basic principles that will make him or her to be more effective in communication. Mersham & Skinner (2002:18) state that if you learn the secret of encoding, decoding, interpretation and feedback you will become much more knowledgeable and effective in communication. Encoding, decoding, interpretation and feedback are called the powers of communication.

Encoding

Dominick (2005:5) states that encoding refers to activities that a source goes through to translate thoughts and ideas into a form that may be perceived by the senses. Steinberg (1995:16) also points out that encoding is the process of taking the ideas in one's mind and transforming them into verbal and non-verbal signs, so that they can be transmitted as messages to someone else. Van Schoor in Lowe (1995:10) adds that encoding is the transmission of inner thoughts, beliefs and feelings into external material signs.

Decoding

Dominick (2005:6) notes that decoding process is the opposite of the encoding process which it consists of activities that translate or interpret physical messages into a form that has eventual meaning for a receiver. Mersham & Skinner (2002:18) also opine that decoding is the transferring of raw data into meaningful information.

Interpretation

Mersham & Skinner (2002:18) define interpretation as the recipient's conception of the received message. They further explain that the communicator encodes his or her ideas and transmits them within a medium, the recipient receives and decodes them, but the real turning point of communication is the recipient's interpretation of the message.

Feedback

Dominick (2005:7) explains that feedback refers to those responses of the receiver that shape and alter the subsequent. Dominick further observes that in feedback, the original source becomes the receiver, and the original receiver becomes the new source. He also states that, communication scholars have traditionally identified two different kinds of feedback- positive and negative. Dominick (2005:8) also adds that in general term, positive feedback from the receiver usually encourages the communication behavior in progress while negative feedback usually attempts to change the communication or even to terminate it. Moreover, Dominick (2005:8) notes that feedback can be immediate or delayed. He states that immediate feedback occurs when the reactions of the receiver are directly perceived by the source.

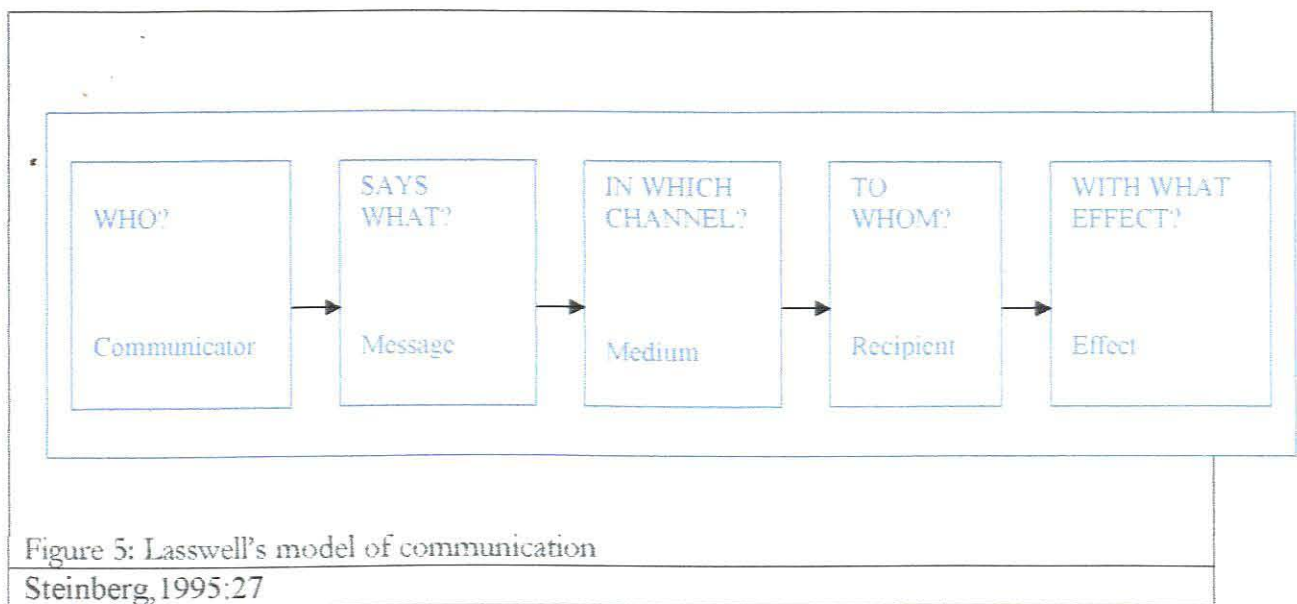
COMMUNICATION MODELS

One of the ways in which scholars have sought to understand the nature of communication is by means of model. According to Steinberg (1995:22) models are visual diagram of abstract ideas. He adds that basic purpose of a model is to capture the essential features of a real situation in a simplified form so that it can be described, explained and understood more easily. Eunson (2005:7) states that one of the best ways of understanding communication is to look at models of the process. Steinberg (1995: 22) observes that communication theorists use models to identify relevant components of the

process and to provide a clear picture of how the components relate to each other during a real communication. Eunson (2005:26) points out that the systematic analysis of communication began in the earliest after World War 2. Steinberg (1995: 26) adds that some of the views of communication models were from: LassWell, Shannon and Weaver, Schramm, Berlo, Prakke's and Van Schoor Models.

Lasswell's Model of Communication

According to Steinberg (1995:27) Harold Lasswell was an American political scientist whose main interest was in the area of propaganda in 1948, he described a view of communication that emphasises the effect of a message on the recipient (s). LassWell in Steinberg (1995:27) states that communication process could be best explained by asking the following questions. Who? Says What? To Whom? In What channel? What effect?



Steinberg (1995:27) explains that, in Lasswell model, "Who" refers to the communicator who formulates the message; "What" means the content of the message; "Channel" indicates the medium of transmission; "Whom" describes either an individual recipient or the audience of mass communication and "Effect" is the out come of the message.

Comment on Lasswell's model of communication

Steinberg (1995:27) observes that LassWell's model of communication is one-way process in which the communicator influences others through the content of the message.

Steinberg notes that only communicator is an active participant in the process and the recipient plays a passive role. He also adds that LassWell was able to broaden the medium to include the mass media as well as face-to-face communication.

Shannon and Weaver's Model of Communication

Steinberg (1995:29) states that Shannon and Weaver worked for the Bell Telephone Laboratory in the United States of America, they were primarily interested in finding engineering solutions to the problem of signal transmission. He further explains that Shannon and Weaver concentrated on how the channels of communication could be used most efficiently, i.e. how to send a maximum amount of information along a given channel and think about the model in terms of how a telephone message is transmitted.

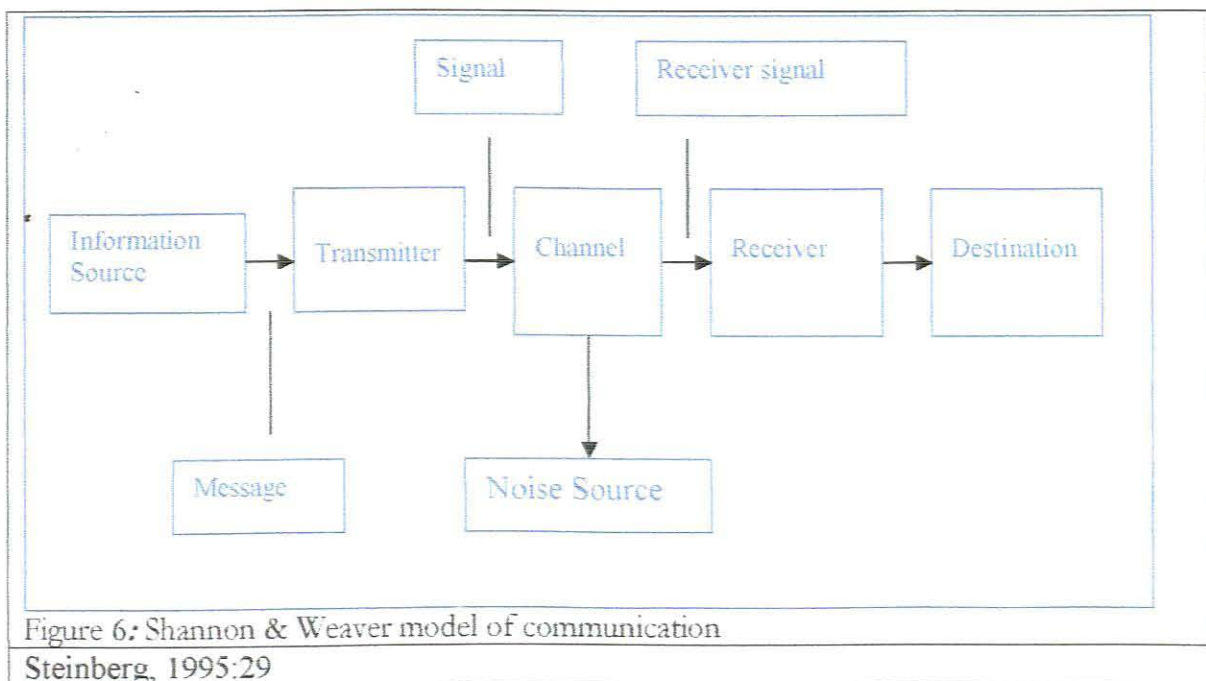


Figure 6: Shannon & Weaver model of communication

Steinberg, 1995:29

Interpretation of Shannon and Weaver

Steinberg (1995:29) states that in the model, an information source means communicator who encodes a message which is converted by the transmitter (telephone) into a signal which is sent through a channel (telephone line) to the receiver. The signal is received at the other recipient (destination). Bitter in Steinberg (1995:29) also adds that Shannon & Weaver's model, describes mass communication in radio broadcasting for example, the

announcer (information source) says words (the message) that are transmitted in the form of a radio wave (signal) to a radio receiver (receiver) which in turn would change the signal to an audible voice (the message) to be heard by listeners (destination) at home. In addition, Steinberg (1995:29) also views that Shannon & Weaver's model draws people's attention to the effect of the message i.e. the effect of noise on the reception and understanding of the message by the recipient because Shannon and Weaver's greatest concern was the efficient transmission of information from communicator to recipient and the clarity of the message that is transmitted.

Comments on Shannon and Weaver's model of communication

Steinberg (1995:29) observes that Shannon & Weaver's model is often referred to as "Transmission or Technical model". He further notes that the theorists have maintained that the most important aspect of communication is the transmission process because if the communicator's message does not reach the recipient without distortion, then little communication can take place between them, Ellis & McIntock in Steinberg (1995:30) add that the theorists who adopt a technical view of communication concentrate on improving the transmission process-tools and techniques that will help us to communicate more efficiently. Eunson (2005:8) also views that the model helps to simplify the complexity of communication and makes it possible to analyse communication processes to see where barrier to communication might be erected or where communication brake down might take place, and how barriers to communication might be dismantled so that communication success can occur. Maras in Eunson (1995:8) also observes that the model has been very influential in communication sphere.

Negative side of Shannon and Weaver's model of communication

Channeled in Eunson (2005:8) criticises the Shannon and Weaver's mode with the following points:

- 1 The model sees communication as one way process, the receiver being passive, whereas communication usually occurs in both directions, involving a response or feedback from the receiver, who then become a sender while original sender becoming the receiver.

- 2 The model presumes that all communication is intentional and transparent but some communication is unintentional (such as body language that contradicts what is being said) and some is non-transparent (its meaning is hidden) pattern, gender differences and other factors that potentially could radically transform the meaning of the messages.
- 3 The model ignores the medium by which the message is conveyed. Different media have different capabilities that are used in different ways according to specific social convention.
- 4 The model embodies a bad metaphor-that of information as a packet or container being transported, as if that the meaning were neutral rather than constructed and liable to subjective reading or decoding. In reality, different individuals will interpret the same information in different ways.

Similarly, Lowe (1995:37) argues that Shannon and Weaver's model makes no provision for feedback from a recipient and shows communication as being a static and one-way phenomenon.

Moreover, McQuail & Winddahl in Steinberg (1995:30) also observe that Shannon and Weaver's model did not consider the content of the message or the meaning that is conveyed and interpreted by the participants. They add that the model assumes that noise arises only in the channel; that is it depicts only physical or external noise as a distortion in the communication process and the model is only concerned with the clarity of the message and not with its meaning.

Berlo's Model of Communication

Lowe (1995:37) states that Berlo's model represents interpersonal communication and focuses on the human being, making provision for culture and societal system as well as attributes particular to the individual. He also adds that the model shows that elements are vital to the communication process.

SOURCE	MESSAGE	CHANNEL	RECEIVER
Communication Skills	Content	Seeing	Communication Skills
Attitudes	Elements	Hearing	Attitudes
Knowledge	Treatments	Touching	Knowledge
Social System	Structure	Smelling	Social System
Culture	Code	Tasting	Culture

Figure 7: Berlo model of communication
Lowe, 1995:38

Comment on Berlo's model of communication

Lowe (1995:37) comments that the model is valuable for interpretation.

Negative Side of Berlo's model of communication

Lowe (1995:37) argues that feedback is not represented, so communication is shown as static, rather as dynamic and ongoing.

Van Schoor's Model of Communication

According to Lowe (1995:40) Van Schoor uses and expands on the components of the triptych of communication i.e. communicator, medium (with message) and recipient.

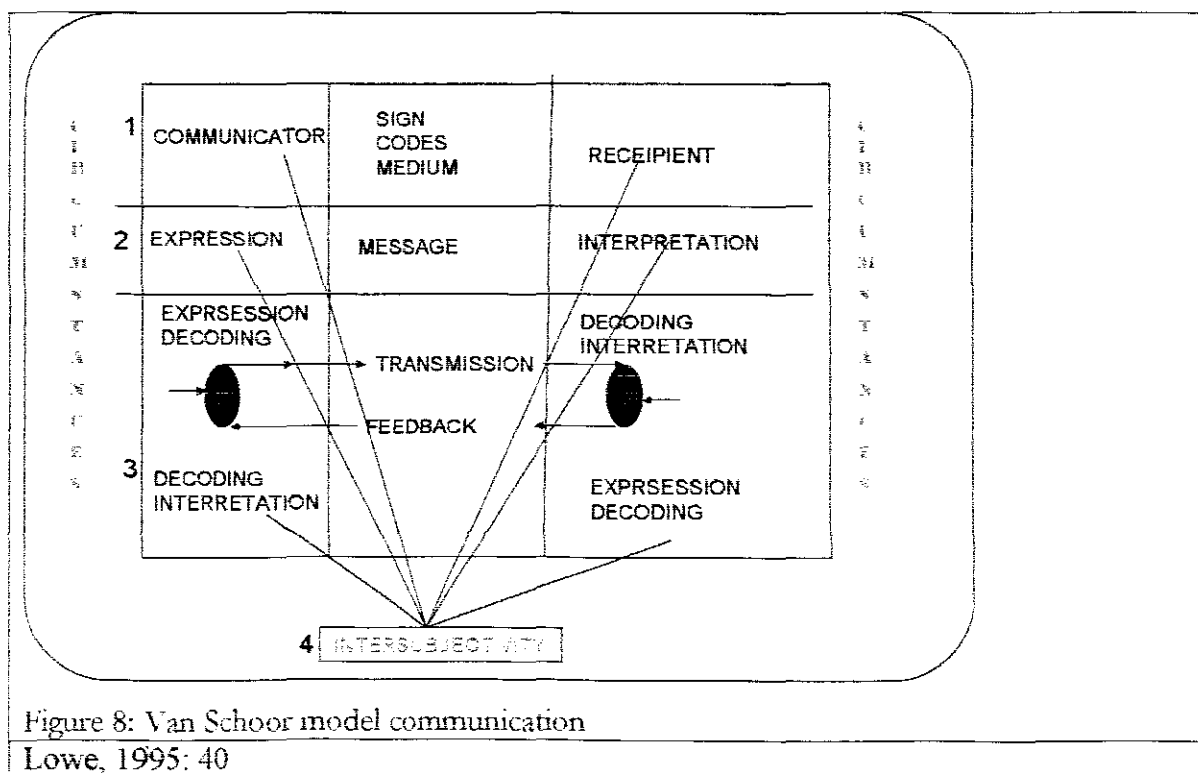


Figure 8: Van Schoor model communication

Lowe, 1995: 40

Interpretation of Van Schoor's model of communication

Lowe (1995:40) explains the four levels, the model of Van Schoor contain, according to him:

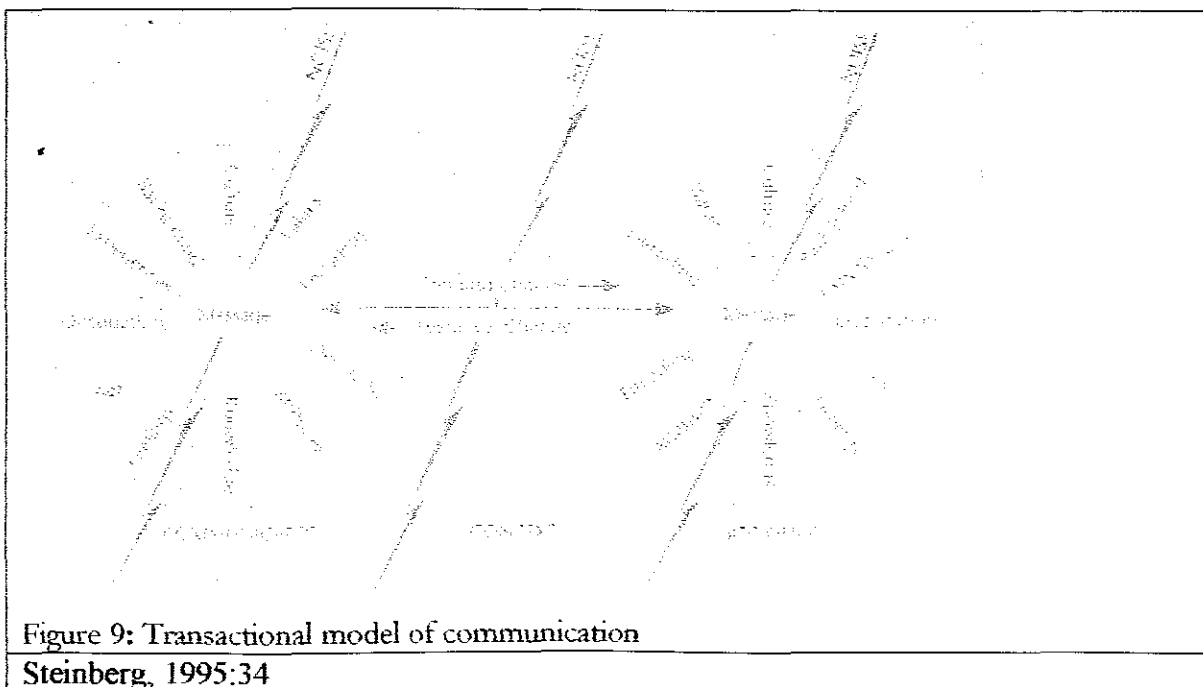
- Level 1 shows what can be identified visibly in the act of communication that is the communicator, the signs, code and medium used for the message and the recipient.
- Level 2 indicates the content of the message with regard to the purposeful expression and interpretation.
- Level 3 shows the process of expression and interpretation of messages which is communication. Van Schoor refers to this as the traffic of communication.
- Level 4: Van Schoor in Lowe (1995:41) defines intersubjectivity as the understanding which arises from the process of expression and interpretation of messages and which affects mutual comprehension. Lowe (1995: 41) also adds that intersubjectivity can give rise to the reaching mutual understanding.

Comment on Van Schoor's model of communication

Lowe (1995:42) comments that Van Schoor's model focuses on interpersonal communication and represents the visible components of communication, the content with regard to purposeful expression and interpretation of messages, dynamics of the passage of message and intersubjectivity which is the most worthy outcome of communication for which human beings can strive.

Transactional Model of Communication

According to Lowe (1995:34) communication is a transactional process i.e. something is given and something is received and the recipient reciprocates by giving something back to the initial giver. Steinberg (1995:33) also adds that the communication process becomes a transaction when it is negotiated.



Interpretation of transactional model of communication

According to Steinberg (1995:35) the two circles represent the communicator and recipient, in the centre of each circle is the message; the thought, idea or feeling that is communicated using verbal and non-verbal signs. Steinberg also notes that surrounding the messages are the participants' values, culture, background, occupation, sex, values

interests, knowledge and attitude. He further observes that these factors influence the meaning that is expressed and the meaning that is interpreted while the outcome of the encounter is determined by the mutual involvement of the participants in negotiating the meaning of the messages.

Comment on transactional model of communication

Adler & Rodman (1991:18) explain that transactional model reveals that communicator usually sends and receives messages simultaneously. Steinberg (1995:33) also points out that the transaction model highlights that the creation of meaning is negotiated between the participants. He further observes that the bar between the circles represents the medium of communication. Steinberg (1995:33) however, notes that the transactional model indicates that messages are continually passing between the participants and the area around the communicator and the recipient represents the context or circumstances in which the process takes place while it is taking place, external, internal and semantic noises may be occurring at various places in the model and may affect the ability of communicator and recipient to share meanings.

NOISE IN COMMUNICATION

Dominick (2005:8) states that communication scholars define noise as anything that interferes with the delivering of the message. Steinberg (1995:19) also adds that noise in communication is anything that interferes with the success of the information by distorting the message so that the meaning received is different from that which is intended.

Types of Noises in Communication

Semantic noise

Dominick (2005:8) contends that semantic noise occurs when different people have different meanings for words and phrases. Steinberg (1995:19) defines semantic noises as interferences that occur when people have different meanings for words and when these meanings are not mutually understood. Berko et al (1998:11) argue that semantic noise may result when people use language that is common only to one specific group, to a

particular field, profession or organisation, e.g. semantic noise occurs when doctors use unfamiliar medical terms to explain particular things to their patients.

Mechanical or channel noise

Dominick (2005:8) observes that this type of noise occurs when there is a problem with a machine that is being used to assist communication, e.g. a TV set with a snowy picture, a pen running out of ink, and a static-filled radio are all examples of mechanical noise.

Environmental channel noise

Berko et al (1995:11) explain that environmental noise comprises outside interference that prevent the receiver from gaining the message. Steinberg (1995:19) also points out that environmental noises are stimuli in the environment that distract receiver's attention e.g. a bad odour. Lowe (1995:53) also views that environmental noise can be weather, such as the noise of a thunderstorm or heat of a summer's day that is making the recipient unreceptive.

THE VARIOUS CONTEXTS OF COMMUNICATION

According to Mersham & Skinner (2002:87) communication always occurs in a particular setting or context. Steinberg (1995:36) states that contexts are different types of communication situation or setting which are classified according to the number of people involved in them and the degree to which they are able to interact. Van Schoor in Mersham & Skinner (2002:87) defines contexts of communication as all forms of human communication that are based upon the process of expression and interpretation of messages. Mersham & Skinner (2002:87) observe that our first context is the internal communication which occurs when the message, the expression of an idea, arises in the mind of the communicator which is internal communication and it is called intrapersonal communication. Mersham & Skinner (1995:87) also add that the second context will involve another person, the recipient which is communication between people and it is called interpersonal communication. They further explain that our context progressively encompassing as more and more people are involved. Steinberg (1995:36) states that the contexts of communication are: intrapersonal communication, interpersonal communication, small-group communication, organisations communication, organisational communication, public speaking and mass communication.

Intrapersonal Communication

According to Steinberg (1995:96) intrapersonal communication is the foundation of communication before a source in communication can communicate with a receiver, e.g. before a person can embark on any action, he/she will first think within himself or herself before he can put the ideas into action. In this regard, intrapersonal communication can be also defined as discussion within one's mind. Barker & Gaut in Steinberg (1995:69) observe that the first step towards effective communication with others is successful communication with oneself which is intrapersonal communication. Steinberg (1995:69) also adds that we as human beings, we are constantly involved in planning, thinking and worrying about what is happening in the world around us, we are constantly engaged in intrapersonal communication. In addition, Mersham & Skinner (2002:89) note that intrapersonal communication is the basis of communication in all other levels of communication. They further stress that intrapersonal communication is a prerequisite of all communication and they also add that self-awareness, self-acceptance and self-actualisation, all arise in the process of intrapersonal communication. (Mersham & Skinner (2002:89) and Lowe (1995:43)) state the characteristics of interpersonal communication, as follows:

- 1 In intrapersonal communication, one participant is involved;
- 2 Messages originate and also end with the person, so meaning comes from the person;
- 3 Four different kinds of cues are utilised in intrapersonal communication, they are: Private cues, such as the internal state of the body; public cues, such as the state of the weather; behavioural, nonverbal cues, such as making the sign of the cross and behavioural, verbal cues, such as talking to yourself or writing a poem for yourself;
- 4 Intrapersonal communication is the basis of communication of communication in all communication acts and that
- 5 Intrapersonal communication can take place without communication in other arenas, but there can be no communication in other arenas without intrapersonal communication.

Interpersonal Communication

Mersham & Skinner (2002:90) explain that interpersonal communication occurs between people in a face-to-face situation, who are able to see each other and observe facial expressions and other non-verbal while they are exchanging verbal messages. Steinberg (1995:37) mentions the characteristics of interpersonal communication, they are:

1. In interpersonal communication, the participants continue to provide feedback or respond to each other's message and
2. It is in the interpersonal context that meaningful relationships are formed and maintained in our daily interactions with others.

In addition, (Mersham & Skinner (2002:90) and Lowe (1995:45)) state the criteria for interpersonal communication:

1. There must be two or more people in physical proximity who are aware of one another's presence;
2. The communicative behaviour must be directly interdependent upon that of the other-focused interaction;
3. There must be an exchange of message;
4. Verbal and nonverbal codes are used;
5. The communication must be informal and unstructured and
6. Feedback is immediate.

Mass Communication

According to Mersham & Skinner (2002:163) mass communication has become an integral part of life in modern societies. Wilson (1992:16) adds that the importance of mass communication is that it increases as we develop into adulthood after early childhood i.e. we learn very little firsthand, once we learn to talk and then read, we start *gathering information from second hand sources which are mass media*⁶.

⁶ Mass media is the second hand information sources (Wilson 1992:16)

The term mass

According to Steinberg (1995:181) the word mass itself has acquired positive and negative connotations in society and therefore influence the way people define and think about mass communication and the mass media, i.e. mass can be used negatively to describe unruly and ignorant people. Steinberg (1995:181) observes that it is not uncommon for people who think of mass in such derogatory terms to regard the mass media as being inferior and corruptive. He further notes that in a more positive sense, mass is used to describe the strength and solidarity of ordinary people. McQuail in Steinberg (1995:182) points out that mass appears in term as “mass movement, mass actions and mass support. From such a positive perspective regards the mass media are instruments of enlightenment for the majority of people.

According to Mersham & Skinner (2002:163) the oldest meaning of “mass” can probably be traced back to the Greek word meaning, “Porridge” and the Latin was both of which imply something like clay that can be moulded into a shape. They explain that in the Renaissance period, the alchemists used the word “mass” to support “waste material or remain “referring to the past which remained after they had extracted the valuable parts of the material. It was only in the sixteenth century that “mass” began to mean “a large number of things but in the eighteenth century it meant a large number of people.”

They further add that when we talk about communication and media we say the term “mass” refers to:

1. Mass production (the multiple or mass product of message);
2. Mass recipient (The large number of recipients who are reached by the mass media) and
3. Mass anonymity (The anonymity of the recipient of mass media message).

Mass production

According to Mersham & Skinner (2002:165) mass produce messages, a communicator uses mechanical methods to multiply the message, e.g. an author writes a book that is typeset into a physical form which can be reproduced into a large number of copies; also a radio broadcaster follows a similar process, i.e. a broadcaster speaks into a microphone

and the sound of his or her voice bearing the message, is reproduced in thousands of radio receiving sets. Mersham & Skinner (2002:165) also add that the same technological principle underlies newspaper, magazine, television and internet i.e. once a message has been expressed in a concrete form, whether ,writing, sounds or images, it can be technically multiplied an a large scale.

Mass recipient

Mersham & Skinner (2002:165) state that there is a large number of recipients or receivers of mass-produced messages. They point out that the mass is often described as “the man in the street”, the ordinary person, the people, our communities or the general public. They also note that when a message is designed to reach the largest possible number of recipients, we say that the mass media are talking. In reality, “the mass is made up of individual people, each with his or her own unique life, personality, tastes and value.

Mass anonymity

Mersham & Skinner (2002:165) further contend that when radio announcer speaks into the microphone or television presenter faces the camera or a journalist writes the report, he or she never really knows whom the people or who made up their audience really are. Mersham & Skinner (2002:165) observe that journalists or television presenters may know that certain people are listening or watching or reading or they may have a brad idea about who attends the message-making, but for the most part, the recipients remain anonymous to them.

Mass communication

Mersham & Skinner (2002:166) and Steinberg (1995:182) define ⁷mass communication as a process of delivering information, ideas and attitudes to a sizeable and diversified audience through a medium developed for that purpose. Wilson (1995:14) also defines mass communication as a process where by professional communicators use technical devices to share message over some distance to influence large audience.

⁷ Mass communication represents the creation and sending of a homogeneous message to a large heterogeneous audience through the media (www.uky/~driane/capstone/mass/)

The Difference between mass communication and interpersonal communication

Mass communication differs from other forms of communication. According to Steinberg (1995:183) mass communication has distinctive characteristics which concern the basic components in the communication. Mersham & Skinner (2002:166) state that in interpersonal communication, communication is a transactional process between two or more people in a face-to-face encounter. They further explain that interpersonal communication usually involves a single source (communicator) and a single receiver (the recipient) who are known to one another and whose purpose is to engage in a meaningful exchange of message and the participants continually provide feedback or respond to each other verbal and nonverbal message that is, feedback is mediate.

In addition, Beer (1998:9) argues that mass communication relies on the use of highly technical or electronic devices (television, radio, newspaper, film or a combination of these) in order to transmit the messages to a relatively vast number of people. Steinberg (1995:183) concurs that mass communication is mediated i.e. it involves the use of complex technology to multiply messages and transmit them to large numbers of recipient simultaneously.

Moreover, Beer (1998:9) also observes that in mass communication, communicator is not a single individual but a member of a team within an organisation (such as a television station or newspaper) for instance, on a newspaper one finds reporters, editors, photographers, layout artist, printers and sales person each of whom contributes to the production and distribution of the newspapers.

Similarly, Beer (1998:9) points out that audience in mass communication is unknown to the communicator at time of communication: it is the one of main factors that distinguishes it from interpersonal communication because these audiences are not homogeneous but heterogeneous and comprise all sectors of societies that they are usually anonymous to the senders and fellow receivers. Steinberg (1995:9) agrees that in mass communication, the audience is too large for the communicator to interact with personally because the demographic characteristics of audience members are differ.

Furthermore, Beer (1998:10) observes that interpersonal communication messages can be very private but mass communication messages are public i.e. these messages are not exclusive (like an intimate chat on campus between students) Mersham & Skinner (2002:166) also add that mass communication messages are public, they are directed at groups of people who may not have very much in common.

Mersham & Skinner (2002:167) argue that in mass communication, there is little or no interaction or feedback from the audience to the communicator because the audience members are unable to use the same medium to reply to the communicator. They also add that the recipients may still provide feedback by telephoning, sending sms or writing a letter to the media organisation but such feedback is not immediate-it is delayed because of the time lapse.

CONCLUSION

In this chapter the researcher focused on the origin of communication, development of human communication, communication codes, components, models, noise and levels of communication. The chapter examined difference between interpersonal communication and mass communication. The next chapter will review literature on the mass media, type of mass media, functions of mass media, and the effectiveness of public broadcasting media as an agent of transformation in society.

CHAPTER FOUR

PUBLIC BROADCASTING MEDIA

INTRODUCTION

Goddard & Melville (2000:19) state that literature review is needed in a research in order to conceive the research topic in a way that permits a clear formulation of the problem and hypothesis. Saravannavel (1991:23) observes that by reviewing literature, the researcher will be able to link his research work to the previously related works and formulate a satisfactory structure for his project. According to Neuman in Onyancha (2002:20) there are basic four reasons why one needs to do a literature review. One does a review of literature in order to (1) demonstrate a familiarity with a body of knowledge and establish credibility; (2) show the path of prior research and how a current project is linked to it; (3) integrate and summarise what is known in an area and (4) learn from others and stimulate new ideas.

This chapter reviews literature on the effectiveness of public broadcasting media as agents of transformation in society (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal). The chapter also focuses on broadcasting media, television history, television and its audience, television genres; transformation effects of television and popular view of critics about television, history of South African television station, policy and legislation of South African Broadcasting Corporation and functions of South African broadcasting complaints commission.

THE MEDIA

According to Mersham & Skinner (2002:2) the term “media” is plural for the term “medium”. They state that “It is incorrect to speak of communication medium”. Hieberg et al (1985:4) define medium as the carrier of communication-whether human voice or printed page, sigh or electronic impulse. Mersham & Skinner (2002:3) also argue that a

medium is something “in between”, the creator of the message and the recipient of the message that allows the two parties to communicate, this means a medium is channel, system or means of communication. The medium is the singular form of word, “media”. Medium is the vehicle that transports the message from sender to receiver.

Mersham & Skinner (2002:3) state that mass media are the technologies and social institutions that are involved in the production and distribution of message to large heterogeneous audience. They can be classified into print and electronic media (broadcast media). The both media are performing the same functions through different devices.

Print media	Electronic or broadcast media
Book	Television
Newspaper	Radio
Magazine	Film
Book	Electronic bill board
Hand bill	Internet
Pamphlet	Records and video tape

Table 4: Types of mass media
(Biagi, 2005:9)

The Functions of Mass Media

According to Steinberg (1995:187) the functions and effects of mass communication became an important field of research during the 1940s and 19560s, a period of rapid and extensive development in the mass media and this was also a time when struggling economics and other consequences of the Second World War were causing disruption in society. Steinberg further explains that during this time, the researchers, particularly in the United States of America, become interested in gaining insight into the effect of mass media messages on people and society and the contributions they could made to restoring society’s balance. Steinberg observes that this kind of effects approach to study of mass communication is called functionalism and this provides researchers with a theoretical frame work in which to investigate the social consequences of mass communication and the mass media, especially their contribution to maintain social order.

However, Mersham & Skinner (2002:168) mention that there were two theorists that identified four basic functions of mass media. They are Lasswell (1948) and Wright (1960). Mersham & Skinner (2002:168) add that the functions of mass media are:

- 1 Surveillance of the environment (knowing what is going on—the news function);
- 2 Correlation of parts of the society in responding to the environment (having options or solutions for dealing with societal problems—the editorial function);
- 3 Transmission of the social heritage of one generation to next (socialization educational function) and
- 4 Entertainment function-Beer (1998:13) states that Wright (1960) introduced the entertainment functions of mass media while other functions expounded by Lasswell.

The Explanation of the Functions of Mass Media

The surveillance function

Steinberg (1995:186) states that surveillance of the environment is considered as information and news-providing function of mass communication. Mersham & Skinner (2002:168) explain that, the media keep us informed about local, national and international news ranging from world stock-market prices and revolutionary uprisings to local traffic and weather condition, example of surveillance functions of the media is to inform people what is expected of them, there by minimizing confusion and order. Beer (1998:14) also adds that information is passed on to individuals through mass media, the mass media help people to make decisions about aspects of their lives and also teach them about values and opinions ruling the community in which they live. He observes that, the individual is warned about circumstances and conditions which could threaten his or her safety and is enabled through mass communication.

Correction and transmission function

According to Beer (1998:14) mass media analyse and interpret events in society, putting facts into perspective on different opinions and often persuading people to act in a certain way. He further notes that, mass media help to structure the lives of the audience and also

set the agenda of daily news and other events by deciding what stories are featured in newspaper, or radio and television, the media have an impact what people will think about and discuss and this is called agenda setting. Wilson (1992:16) defines agenda setting as processes where by the mass media determine what we think and worry about, the word agenda means a list, plan outline or the like of things to be considered. ⁸The mass media agenda setting theory contends that “The mass media, not publics, determine what will be news and what would not”. The theory further states that media are not always successful at telling us what to think, but they are quite successful at telling us what to think about.

Cultural transmission function

Steinberg (1995:187) explains that cultural transmission refers to media’s ability to communicate norms, ruled and values of a society. Merham & Skinner (2002:169) add that television shows like Generations and Isidingo show are said to promote values as healthy living aspect for authority and family harmony. They further stress that, many children’s programmes are designed to encourage behaviour that is considered appropriate in a given society e.g. ⁹Open Sesame is a programme aimed at Pre-Schoolers and it is broadcast in seSotho, isiZulu and English on SABC 1 and SABC 2. Merham & Skinner (2002:169) also observe that it is the international version of the phenomenally successful Sesame Street which was first broadcast in the United States of America 30years ago.

Entertainment function

According to Steinberg (1995:187) entertainment refers to media’s ability to present messages which provide escapism and relaxation. Infante et al in Steinberg (1995:187) point out that mass media provide relief from boredom, stimulates our emotions and help fill our leisure time, keeps us company and expose us to experiences and events that we could not attend in person. Beer (1998:15) also observes that at the end of a busy day, many people like to leave the “real world” behind and be entertained in various ways: by

⁸ www.iaafrica.com/online/open sesame.html

⁹ Open Sesame uses a magazine format, combining studio scenes, animation and live-action segment and is designed to teach children a range of cognitive, social and emotional skills.

watching television, seeing a movie, reading a magazine, a book or listening to music on tape and compact disc.

Marketing and advertising functions

Hiebert et al (1985:44) explain that mass media are part of the marketing and distribution process of our economic system like advertising informs the public about new products, convinces them of their value and persuades them to buy. They also observe that Mass media serve as instruments of propaganda and public persuasion. Hiebert et al (1985:44) state that government, business corporations, political actions group and individual seek to establish or improve relationships through mass media. They further stress that mass media help the individual in society to become part of a particular group. Hiebert et al (1985:45) note that the mass media help members of a community to agree on certain values and forms of behaviour which are acceptable to the individuals living in that community, there by socialising people in society.

THE BROADCAST MEDIA

The term broadcast media covers a wide spectrum of different communication methods such as television and radio. According to Wikipidia (1999) broadcasting is the distribution of audio and or video signals which transmit programmes to an audience. It notes that the audience may be the general publics or sub-audience, such as children or young adults. Wikipidia (1999) further states that there are wide varieties of broadcasting system, all of which have different capacities. The smallest broadcasting system are institutional public address, which transmit verbal message and music within a school or hospital but radio and television broadcast media have national wide coverage using transmitter towers, satellite system and cable distribution while the sequencing of content in a broadcast is called a schedule. Wikipidia (1999) adds that a broadcasting organisation may broadcast several programmes at the sometime through several channels (frequencies), to a very large segment of the mass media.

The Birth of Television

Baran (2006:213) states that “no one is neutral about television: we either love it or hate it, if you don’t watch it, and you are surrounded by those who watch it.” Television

allows people to see a world they might never have a chance to see in reality. Graber & Doris (1980) state that, today television tells most of the stories to most of the people most of the time. Baran (2006:214) observes that after printing press, the most important invention in communication technology is television. He further states that, in 1884 Paul Nipkow, a Russian scientist living in Berlin, developed the first device for generating electrical signals suitable for the transmission of a scene that people could see, his Nipkow disc consisted of a rotating scanning disc spinning in front of a photoelectric cell. It produced 4,000 pixels (picture dots) per second, producing a picture composed of 18 parallel lines. Nipkow demonstrated the possibility of using a scanning system to divide a scene into an orderly pattern of transmittable picture elements that could be recomposed as a visual image.

Baran (2006:215) explains further that British inventor John Logie Baird was able to transmit moving images using a mechanical disc as early as 1925, and in 1928 he successfully sent a television picture from London to Hartsdale, New York. Electronic scanning came either from another Russian or from a U.S. farm boy; historians disagree. Baran says that Vladimir Zworykin, an immigrant living near Pittsburgh and working for Westinghouse, demonstrated his iconoscope tube, the first practical television camera tube, in 1923. In 1929, David Sarnoff lured him to RCA to head the electronics research lab, and it was there that Zworykin developed the Kinescope, an improved picture tube. Baran states that young Philo Farnsworth had moved from Idaho to San Francisco to perfect an electronic television system, the design for which he had shown his high school science teacher when he was 15 years old. In April 1939, at the World's Fair in New York, RCA made the first true public demonstration of television in the form of regularly scheduled 2-hour NBC broadcasts.

Baran(2006:215) also states that these black-and white telecasts consisted of cooking demonstrations, singers, and jugglers, medians, puppets-just about anything that could fit in a hot, brightly lit studio and demonstrate motion. People could buy television sets at the RCA Pavilion at prices ranging from \$200 for the 5-inch screen to \$600 for the deluxe 12-inch screen model. Baran stresses further that the FCC granted construction

permits to the first two commercial stations in 1941, but World War II intervened. But as was the case with radio during World War I, technical development and improvement of the new medium continued. In 1952, 108 stations were broadcasting to 17 million television homes. By the end of the decade, there were 599 stations, and nearly 90% of U.S. households had televisions. In the 1950s more television sets were sold in the United States (70 million) than there were children born (40.5 million). The technical standards were fixed, stations proliferated and flourished, the public turned in and advertisers were enthusiastic. Wikipedia (1999) states that television often abbreviated to TV, sometimes called the tube or telly. Wikipedia observes that television is a widely used telecommunication system for broadcasting and receiving moving pictures and sound over a distance.

Television transmission band

According to Baran (2006:221) in 1962 Congress passed all-channel legislation, which required that sets imported into or manufactured in the United States be equipped with both VHF and UHF receivers. Wikipedia (1999) points out that there are various bands on which television operate depending upon the country, the VHF and the UHF signals in bands II to V are generally used. Lower frequencies do not have enough Bandwidth available for television. Wikipedia adds that Band II is used for FM radio transmission. Higher frequencies behave more like light and do not build up or travel around obstructions well enough to be used in a conventional broadcast TV system, so they are generally only used for MMDS and satellite television which uses frequencies from 2 to 12 GHz. TV systems in most countries relay the video as an AM amplitude-modulation signal and the sound as FM (frequency-modulation) signal. An exception is France, where the sound is AM.

Remote control

Baran (2006:233) observes that in home technology, the impact of which is being felt by television industry is the remote control. He observes that viewers increasingly zap commercials, jumping to another channel with a mere flick of a finger. He also notes that the remote control also facilitates grazing (watching several programs simultaneously)

and channel surfing or cruising (travelling neither through the channels focusing neither on specific program nor on the commercials they house).

The elements of television system and terms used in television

Wikipedia (1999) states the elements of television system, which are:

- 1 An image source: This is an electrical signal representing the visual image, and may be from a camera in the case of live images, a video tape recorder for playback of recorded images or a film chain for transmission of motion pictures (films);
- 2 A sound source: This is an electrical signal from a microphone or from the audio output of a video tape recorder or motion picture film scanner;
- 3 A transmitter: Which generates radio signals (radio waves) and encodes them with picture and sound information ;
- 4 An antenna coupled to the output of the transmitter for broadcasting the encoded signal;
- 5 An antenna to pick up the broadcast signal;
- 6 A receiver (also called a tuner), which decodes the picture and sound information from the broadcast signals;
- 7 A display device which turns the electrical signals into visual images and
- 8 An audio amplifier and loudspeaker which turns electrical signals into sound waves (speech, music and other sounds) to accompany the images.

Television Genre (Programmes)

Bignell (2004:18) states that television has always placed emphasis on the witnessing of events in the real world. Biagi (2005: 157) notes that early television entertainment was like late radio with pictures which offered variety shows like comedies, drama, detective stories movies soap opera and quiz. Wikipedia (2001) states that television genres include a broad range of programming types that entertain, inform and educate viewers. It further states that popular entertainment genres include action-oriented shows such as police, crime, detective dramas, horror or thriller shows. Wikipedia (2001) also notes that there are also other variants of the drama genre such as medical dramas and daytime Soap Operas. Wikipedia (2001) also adds that shows can fall into either the drama category or

the action category, depending on whether they emphasize philosophical questions or explosive space battles. Wikipedia further stresses that the least expensive forms of entertainment programming are game shows, talk shows, variety shows. Wikipedia (2001) points out that game shows show contestants answering questions and solving puzzles to win prize while talk shows feature interviews with film, television and music celebrities and public figure. Wikipedia adds that variety shows feature a range of musical performers and other entertainers such as comedians and magicians introduced by a host or Master of Ceremonies while reality TV shows show regular people (e.g., not actors) who are facing unusual challenges or experiences.

Similarly, Wikipedia (2001) also notes that one of the television genres is children's genre which is defined by the audience rather than by the content of the programming. Children's programming includes animated programmes aimed at the child demographic, documentaries for children and music variety shows targeted at kids. Wikipedia (2001) also adds that television genres that aim to educate and inform viewers include educational shows, programmes on cooking, gardening, or home renovation, history shows, performing arts programmes and documentaries. Other genres which inform viewers include news, sports and public affairs programming.

Television and its Audience

According to Bignell (2004:24) television companies are especially interested in who is watching and which kinds of programmes, when and why. He further states that television broadcasters have always referred to audiences, in order to back up their claims to give the public what they want, to set the level of fees charged to advertisers and as an indication of which forms and genres of programme seem to work. Bignell argues that the competition between channels is measured by audience size (the rating, calculated by multiplying of the total available audience watching one channel rather than another, audience share).

Biagi (2005:160) states that by the late 1950s, the A.C. Nielsen Company dominated the television rating, describes audience rating by providing two sets of numbers known as

rating and share. Biagi explains that the rating is a percentage of the total number of households with television sets while share means the percentage of the audience with TV sets turned on that is watching each program. Baran (2006:221) notes that ratings and shares can be computed using these formula.

$$\text{Rating} = \frac{\text{households turned in to a given program}}{\text{All households with television}}$$

$$\text{Share} = \frac{\text{households turned in to a given program}}{\text{All households tuned in to television at that time}}$$

For example, your talk show is aired in a market that has 1 million television households; 400000 are turned in to you. Therefore, the rating will be

$$\frac{400000}{1000000} = .40, \text{ or a rating of } 40$$

At the time your show airs, however, there are only 800,000 households using television. Therefore, your share of the available audience is

$$\frac{400000}{800000} = .50 \text{ or a rating of } 50$$

Public Service Television

According to Wilson (1992:267) public broadcasting is a non-commercial form of broadcasting serving primarily for public broadcasting and public broadcasting services. Dominick (2005:272) explains that until 1967, non-commercial TV was known as educational television and in 1967, following the recommendations of the Carnegie Commission, Congress passed the Public Broadcasting Act, which federal funds were allocated to authorised money for the construction of new facilities and established the Corporation for public Broadcasting (CPB) to oversee non-commercial TV and distribute funds for programs. Noronha (2005:124) also adds that public broadcasting stations are operated by non profits institutions such as local community groups, universities and colleges and religious institutions and also depend funding from foundations, corporations and local businesses and individual viewer contributions. He also observes that the Corporation for Public Broadcasting (CPB) was set up as receiving, distributing and administering federal funds for the entire system.

Bignell (2004:18) gives four aims of the Public Service Television

- 1 To provide programmes that are educative;
- 2 To help communities and create inventive and effective new uses of technology for education;
- 3 To offer a range of different kinds of programmes at different levels of accessibility and
- 4 To engage audience in the significant events and issues occurring in the present.

Television as an Agent of Socialisation

According to Dominick (2005:41) of all the mass media, television has the greatest potential for socialisation. He further states that television has been one of the media that affects how we learn about world and interact with one another and it literally mediates our relationship with social institutions. Graber & Doris (1980) observe that we are depending on the television for what we know and how we relate. Pete-Ortiz (2005) defines socialisation as the process of developing a sense of self connected to a large social world through learning and internalising the values, beliefs and norms of one's culture- through socialisation. He further states that through socialisation, we learn to perform certain roles as citizens, friends, lovers, workers and so forth. Dominick (2005:466) concurs that socialisation is the ways in which an individual comes to adopt the behaviour and values of group.

In addition, Dominick (2005:466) also observes that socialisation is complex process extending over number years and involving various people and organisations such as parents, mass media, siblings, friends, school, and personal experience that are being called agencies of socialisation and who also contribute in some degree to the socialisation process. Echeat (2006) states that before television, children relied on close groups of family and peer groups to learn the art of socialisation now through television, we can observe how successful people behave and we assume that this can influence how people think and behave.

Similarly, Perez-Ortiz (2005) points out that television is a major agency of socialisation in western societies. He states that the two of the main reasons that support this statement are sociological affects of television as parts of the mass media and the theoretical approaches designed by to investigate the specific means of television viewing and individual developments. He further stresses that some of the approaches that can be taken to assess the connection between television viewing and socialisation are cultivation theory and social organisation theory. He explains that the first one comes from the assumption that television has long term effects in the attitude of the viewer and the second theory is based on the observation of human behaviour to understand the intrinsic yet invisible patten within a social group. These theories can be applied to television, given the representational value of the medium: viewers will identify in television social discourse to apply to themselves and to the rest of their social group.

The popular views of critics about television as a agent of transformation

Television as an agent of transformation has been seen into two different ways-positive and negative sides of television viewing. Echeat (2006) states that television has potential for both good and bad effects but it does not act alone, society itself remains far more influential over the development and behaviour of individual human beings. Bignell (2004:27) notes that television viewers take hold of television and transform it into their own cultural text.

However, television critics believe that there is tendency that those who love watching television will imitate television characters either in positive manner or negative manner. According to Parke & Kavanaugh in Echeat (2006) people will willingly watch a show designed for them 95% of the time and will imitate someone on television as readily as they will imitate a live person.

The positive views of critics on television as an agent of transformation

According to Vansickle & Zlogar (1996) the positive effects of television definitely out weighs its negatives side when it comes to the important of information, education and entertainment for our society. Echeat (2006) also points out that television is an excellent educational instrument, it can teach lessons from geography to mathematics. It stresses

further that schools often use television as way of educating students because on television, they can demonstrate many things that cannot be done in the classroom. American Academy of Pediatrics (1999) states that studies show that preschool children who watch educational TV programmes do better on reading and math tests than children who do not watch those programmes.

In addition, Ledingham et al (1993) note that there is strong evidence that children's shows on TV that were developed to teach academic and social skills can help children learn effectively. Echeat (2006) also adds that through television, people can fulfil their desire, it can take viewers across time and space, to witness a vast amount of experiences they would not usually have the opportunity to go through and it offers a way to explore the world and life without actually travelling.

Furthermore, Noronha (2005:119) observes that as an entertainment medium, television brings both the amazing and the banal right into the living room- the influence of television on our society has been and remains incalculable. Vansickle & Zlogar (1996) note that television serves as entertainer, they explain that TV has become an important part of our entertainment today and when television was first developed, entertainment was not of its main purposes but as time went on, people began to sit and watch the television for that reason. They further stress that television is convenient than going to movies, plays, concerts or sporting events which is also cheaper and with modern day television people do not have to leave their houses and get dressed up to drive to see what they could be watching on their own TV sets at home. They point out that the television stations have adapted to meet the needs of the people by supplying access to movies, play and the most popular sporting event like world cup, Olympics and Atlanta.

Moreover, Media Awareness (2004) mentions the benefits of television to children

- 1 Because of its ability to create powerful touchstones, TV enables young people to share cultural experiences with other;
- 2 It gives family members of all ages an opportunity to spend time together while watching;

- 3 Parents use TV as catalyst to get kids reading-following up TV programmes by getting books on the same subjects or reading authors whose work was adapted for the programme;
- 4 Television can teach kids important values and life lessons;
- 5 Television educational programming can develop young children's socialisation and learning skills;
- 6 News, current events and historical programming on television can make young people more aware of other cultures and people and
- 7 Television documentaries can help develop critical thinking about society and the world.

The roles of television in advertising

Makanjuola (2002:3) states that advertising is an integral and vital branch of mass communication, which has witnessed significant evolution. According to Dominick (2005:359) advertising is any form of non personal presentation and promotion of ideas, goods and services usually paid for by an identified sponsor. Tellis (2004:12) defines advertising as any paid message that a firm delivers to consumers in order to make its offer more attractive to them. Tellis (2004:12) further states that the term firm means any person or organisation of any size that has something to offer, the term consumers means a large group of anonymous people and term product means any good, service or ideas that an organisation wants to offer the consumers.

Functions of advertising

According to Dominick (2005:359) advertising fulfils five basic functions in society:

1. Advertising serves as marketing function by helping companies that provide products or services sell their products e.g. personal selling, sales promotions;
2. Advertising is educational- people learn about new products and services or improvement in existing areas through advertising;
3. Advertising plays an economic role- the ability to advertise enables new competitors to enter the business arena. Competition in turn, encourages product improvements and can lead to lower prices;

4. Advertising reaches a mass audience, greatly reducing the cost of personal selling and distribution and
5. Advertising performs a definite social function by displaying the material and cultural opportunities available in a free-enterprises society and also advertising increases productivity and raises the standard of living.

Arens & Bovee (1994:42) also add that advertising encourages the development of new and better products; it gives consumers a wider variety of choices and it keeps price down and it encourages competition.

Advertising and the media

Dominick (2005:368) states that there are three main components of the advertising industry. They are: (1) advertisers (2) advertising agencies (3) the media. Herbert (1978:82) states that apart from a face-to-face selling situation, such as in a store, advertisers still need something to carry their messages to the many people who might be interested and this carriers are media. According to Dominick (2005:368) the media serve as the connection between a company and its customer. He further mentions the media that are available for advertising include radio, Television, newspaper, magazine, internet, direct mails, bill board and transit card. Dominick (2005:368) states that advertising specialists evaluate media in four ways:

1. Reach-how many people can get the message?
2. Frequency- how often will the message be received?
3. Selectivity-does the medium actually reach potential customers?
4. Efficiency- how much does it cost to reach a certain number of people?

Television delivers an audience to advertisers

Television offers new dynamic dimension to advertising. According to Biagi (2005:154) advertisers target their messages to an audience according to the audience's need. He also observes that television helps companies to sell their products through TV commercial. Similarly, Biagi further states that television offers new dynamic dimension to advertising because TV can deliver a large audience faster than any other medium. Wikipedia (2000) notes that television commercials have become one of the most effective, most persuasive, and most popular methods of selling products of many sorts,

especially consumer goods. Wikipedia also observes that the time of the day and popularity of the channel determines how much a television commercial can cost. Whitney (2001:253) also adds that National advertising uses television primarily because of its “massive reach”. More so, Noronna (2005:119) notes that television encourages consumers to buy products, help politicians and social activities to mold public opinion and enables preachers to spread their message. Wikipedia (2001) also points out that some TV programs also weave advertisements into their shows, a known as product placement e.g. a character could be drinking a certain kind of soda, going to a particular chain restaurant, or driving a certain make of car.

Types of television commercials

Herbert (1998:82) mentions some of the popular approaches used in the development of television commercials. These are:

1. The testimonial- a celebrity or actor is used to tell the product story;
2. The demonstration- the product is shown in use, and the benefits of use are clearly highlighted;
3. Special effects- with this technique, a special mood is developed to shown case the product and its benefits;
4. The story- a story is told and illustrated, in which tension builds to a conclusion that emphasises the use of the product;
5. The analogy- the product story is told in terms which are analogous to problems encountered by the views. The solution to the problem involves the use of the product and
6. The predicament- a person is depicted in a predicament with which the viewer can identify. The predicament is eliminated by the use of the product.

The negative views of critics on television as an agent of transformation.

Albert Herzog in Beer (1998:211) regards television as a negative influence on society throughout the world and referred to it as the evil box. These are the views of critics on negative effect of television as an agent of socialisation.

Television teaches children to be violent

Madonna in Westphal (2006) states that "Television is trash, I was raised without it I didn't miss anything, TV is poison." According to Echeat (2006) the studies have been carried out and all the results point to one conclusion that television violence causes children to be violent. Huesmann & Eron (1998) observe that there is overwhelming evidence that excessive violence on television causes violent behaviour in children. They further stress that watching violence on television is the single factor that associated with aggressive behaviour than poverty, race or parental behaviour. Aric (2005) adds that some of the crimes and violence people committed are from what they saw in the television.

In addition, the American Academy of Pediatrics (2006) states that television violence can destroy a young child's mind and effect of this violence can be long-lasting, if not never-ending. It also notes that for some, it is an assault on a child's mind, an insidious influence that upsets moral balance and makes a child prone to aggressive behaviour as it warps his or her perception. It observes that the violence on television is able to be more exciting and enthralling than the violence that is normally viewed on the streets. The American Academy of Pediatrics points out that a child may learn that, it is okay to use force to handle aggression and disagreement.



Figure10: television teaches children to be violent
Biagi,2005:274

Television causes obesity

Westphal (2006) explains that heavy TV watchers are twice as likely to be obese. She observes that the large amount of time spent motionlessly staring at a television screen is also hazardous to people's health and girth. She further stresses that numerous studies show a strong relationship between TV watching and obesity. Echeat (2006) finds out that people who watched three or more hours of television per day were almost twice as likely to be obese than people who watched less than one hour per day. The American Academy of Paediatrics (1999) adds that children who watch too much television are more likely to be overweight because they do not spend as much time running, jumping and getting the exercise they need.

Television commercials pollute the air wave

According to Westphal (2006) TV advertisements may try to convince young children that having a certain food will make them happy or popular. She also observes that TV commercials encourage children to nag their parents for cheap toys and junk food. Baran (2006:447) sees many commercials as unhealthy foods such as Candy, snacks, sugary cereals and drinks during children's programmes on TV. Dominick (2005:473) points out that by the early part of the 1980s, most people had accepted the notion that children deserve special consideration from television advertisers the long term effects of exposure to television advertisements might have a negative effect on a child's socialization as future consumer.

The American Academy of Pediatrics (1999) also adds that television commercials never give information about the foods children should eat and to keep health but children see many commercial for health foods such as candy, snacks, sugary cereals and drinks during children's programmes. Dominick (2005:473) notes that a typical American child will see about 20,000 television commercials every year, mostly for toys, cereals, candies and fast-food restaurants. Similarly, Rodman (2007:430) observes that television commercials make a child desire a product that the parent does not want to buy ends up adding to family tension. Dominick (2005:473) also views that children, especially young

children, might be deceived by television techniques that make products appear more desirable than they really are.



Figure 11: Television commercials make children to nag their parents junk foods, snacks.

Baran,2006:447

Television exposes children to alcohol, tobacco and other drugs

Westphal (2006) states that young people today are surrounded by messages that say drinking alcohol and smoking are normal activities on television commercials but these messages do not say that alcohol and tobacco harm people and may lead to death. The American Academy of Pediatrics (1999) argues that beer and wine are some of the advertised products on television. It also observes that TV programmes and commercials often show people who drink and smoke are healthy, energetic, sexy and successful.

The National Institution on Media Family (2002) reports the following:

- 1 By the time teenagers reach driving age, they will have seen 75,000 alcohol advertisements;
- 2 Young people report more positive feelings about drinking and their own likelihood to drink after watching alcohol commercials and
- 3 Fifty-six percent of children in grades 5 to 12 say that alcohol advertising encourages them to drink.

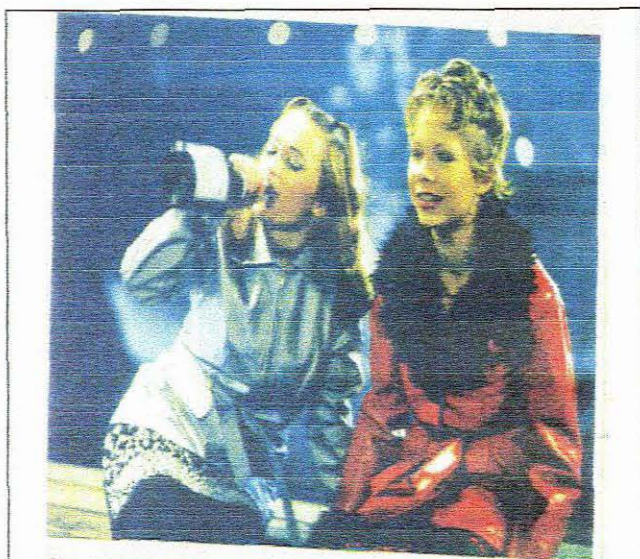


Figure 12: Television exposes children to alcohol
Baran, 2006:448



Figure 13: Television exposes children to smoking
Baran, 2005:271

Television exposes young children to sex

Westphal (2006) observes that TV sexual activities are shown as normal, fun, exciting and without risks. She also notes that scenes featuring kissing, funning and talking about sex have nearly doubled on television. Rand in Westphal (2006) adds that teenagers who watch television that has more sexual content are more likely to have sexual intercourse for the first time in the following year.

Television watching affects reading, schoolwork and long-term success

Biagi (2005:279) states that students who said they watched a lot of television scored lower in reading, writing and mathematics than students who did not watch any. Westphal further points out that, several recent studies in 2005 also demonstrated that watching excessive amounts of TV negatively influences academic achievement. Cyber (2001) also concurs that television can disrupt a child's learning and thinking ability which will cause life-long problems and if a child cannot do well in school his or her whole future is at stake.

THE HISTORY OF SOUTH AFRICAN BROADCASTING CORPORATION (TELEVISION)

According to Beer (1998:211) in 1971 the government constituted the Meyer Commission to report on the introduction of a television service. "The commission proposed that the South African Broadcasting Corporation should run the service under statutory control, to advance the self-development of all its peoples and to foster their pride in their own identity and culture" (Meyer, 1971:17). This set the stage for the National government's control over SABC television for almost 20 years. Beer (1998:211) also adds that the first SABC television test transmission began on May 1975 and a regular service was officially inaugurated on 5 January 1976. This service started with 37 hours of programmes on a single television channel per week in English and Afrikaans while television advertisements began in 1978. Beer further adds that the political and social impact of apartheid largely dictated the form, structure and content of the SABC programmes.

However, Mersham & Skinner (2005:60) states that a one-channel television service was introduced by the SABC in January 1976 but today, the SABC offers six television channels in 11 languages. Four are free-to-air, namely SABC1, SABC2, SABC3 and Bop-TV, While Africa2Africa and SABC Africa are pay-television channels, broadcasting into Africa by satellite. The public broadcasting service (PBS) will consist of three television channels. PBS1 will focus on Nguni languages, PBS2 on Afrikaans, TshiVendal and xiTsonga language and PBS3 on Sotho languages with an expanded

transmitted network. The public commercial broadcasting service (PCBS) will be made of SABC3 as the corporation's commercial television service.

In addition, Mersham & Skinner (2005:61) observe that eight per cent of broadcast time on all services is allocated to advertising while 50 per cent of all programmes transmitted are produced in South Africa. Locally produced television programmes are augmented by programme purchases abroad and by co-productions undertaken with other television programming organisation. Mersham & Skinner (2005: 61) explain that television news is fed by SABC news teams reporting from all parts of the country, using modern portable electronic camera and line-feed equipment via more than 220 television transmitters. AD hoc satellite feeds are arranged from wherever news events occur. They further stress that some 98 news bulletins are broadcast weekly in all 11 official languages; the SABC follows a staggered licence year procedure, which means that the licence year is split over 12 months, instead of the annual administrative peak which occurred in the past when viewers had to renew their licences at the end of October.

Policy and Legislation of South African Broadcasting Corporation

According to Mersham & Skinner (2005:52) section eight of the broadcasting Act, 199 sets out the objectives of the SABC, in terms of the Act, the government will hold 100 per cent of shares in the SABC as a limited liability company. They further explain that the SABC will be governed by a charter that will be dealt with by parliament as part of the broad national policy framework. Mersham & Skinner (2005:52) state that the Act introduces a licensing structure that is varied and for the first time, it requires that all broadcasters may apply comprise community and commercial broadcasting services. Similarly, Mersham & Skinner (2005:53) observe that existing broadcasters without licences will be given a six month window period to apply for a licence and to get special authorisation for the use of the individual channels that they broadcast. Mersham & Skinner (2005:53) also point out that Icasa will be required to hold a public inquiry to look at the issue of a signal distribution, convergence, a regulatory regime for multichannel distribution services and sections 49 and 50 of the Independent Broadcasting Authority (IBA) Act, 1993 (Act 153 of 1993), which deal with matters of

control and cross-ownership. After the inquiry, Icasa will determine the licence conditions, obligations and tariff structure for a signal distribution.

BROADCASTING MONITORING AND COMPLAINTS COMMITTEE

Mersham & Skinner (2005:54) state that the Broadcasting Monitoring and Complaints Committee (BMCC) was established under section 21 and 22 of the Independent Broadcast Authority Act, 1993, it monitors broadcasting licensees for their compliance or adherence to their terms, conditions and obligations of their broadcasting licences. Mersham & Skinner (2005:54) further explain that the BMCC is an independent self-regulatory body which serves as a voluntary watchdog to adjudicate complaints from the public about programmes flighted by association members subscribing to its code of conduct. Mersham & Skinner observes that if a member of the public is concerned that a broadcaster is not observing its licence conditions that person may lodge a complaint with Icasa or if a broadcaster is found to be guilty of contravening its licence conditions, the BMCC makes recommendations to Icasa about actions that should be taken.

CONCLUSION

Intrapersonal communication has been described as the foundation of communication from the authors' point of views, also among the levels of communication, mass communication is the only communication that relies on highly technical device such as television, radio, newspaper for disseminating information to large heterogeneous audience. However, television has been seen as the medium that allows people to see a world they might never have a chance to see in reality and has the greatest potential for socialisation. On the other hand; there is argument from television critics that, television exposes children to adult behaviour like sex, alcohol, smoking and violence. It has been also stated that television commercials never give information about the foods children should eat to keep health but children see many television commercials for health foods such as candy, snacks, sugary ceramic and drinks during children's programmes. The Broadcasting Complaints Commission of South Africa is an independent self-regulatory body which serves as a voluntary watchdog to adjudicate complaints from the public about programmes, movie and advertisements presented on SABC 1, 2 and 3.

The next chapter will consist of the research design, research methods and a brief description of the study area, a description of the target population, sampling procedures and data collection instruments.

CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

Leedy & Ormrod (2005:2) define research as systematic process of collecting, analysing and interpreting information (data) in order to increase our understanding of the phenomenon about which we are interested or concerned. According to Klopper et al (2006) the primary objectives of research are to discover problematic entities that form part of events about which we are ignorant, to demonstrate causal relationships between entities and events that have not been associated with one another before and to use new insights to invent new ways of doing things. Goddard & Melville (2001:1) observe that research is not just a process of gathering information but it is about answering unanswered questions or creating something that does not currently exist.

In a nutshell, research consists of all procedures from the defining of the research problem (s) to the testing of the conclusions drawn from the study against the hypotheses, that were formulated at the beginning of the study (Saravanel, 1991:40). On the other hand, Neuman (2006:7) argues that research begins with the choice of the topic (or research problem) and is completed only when the researcher informs others about his/her findings through e.g. publishing the report.

The purpose of this chapter is to present the methods showing how this study was conducted. The chapter consists of the research design and research methods and a brief description of the study area, a description of the target population, sampling procedures and data collection instruments.

RESEARCH DESIGN AND METHODS

This section provides a description of the research design and method. It is divided into two areas i.e. an introduction to the research design and quantitative and qualitative approaches and methods.

Research Design

According to William (2006) research design provides the glue that holds the research project together, design is used to structure the research and to show how all of the major parts of the research project- the samples or groups, measures, treatments or programs, and methods of assignment work together to try to address the central research questions. Saravanel (1991:42) explains that research design is equated to a blue-print produced by an architect before he begins his/her work of construction or the strategy laid down by the army before an attack or a design of an artist before the execution of his ideas. Aina (2002:18) also describes research design as a plan of collecting data.

Saravanel (199:42), however, observes that research design should be able to specify (a) the sources and types of information relevant to the question, (b) the approach that will be used for gathering and analyzing data and (c) the time and cost budget. Bless & Higson-Smith (2000:63) also add that the first steps in constructing a good research design require the researcher to answer several fundamental questions about research like what, where, when and how much. In addition, Leedy in Aina (2002:50) suggests that in order to have a good design, four basic but fundamental questions need to be resolved in respect to data. (1) What data are needed? (2) Where are the data located? (3) How will be secured? (4) How will the data be interpreted? Boelaert in Onyancha (2002:69) adds that the research design should be designed specifically to answer the research questions.

Research Methods

According to Leedy in Aina (2002:53), the basic rule in the choice of a study design and method is the way how data dictates research methodology. He also observes that the research methodology adopts the nature of the data that will be amassed in the resolution of that problem. Neuman (2006:150), however, states that there are three types of research methods, namely quantitative, qualitative and the combination of both quantitative and qualitative approaches. The researcher used both quantitative and qualitative approaches because the nature of data dictated that the two approaches should be used in the design and methodology of this study.

Quantitative versus qualitative approach

Quantitative and qualitative approaches to research design and method differ at least in five aspects, namely, the purpose, process, data collection, data analysis and in the reporting of the findings. Neuman (2006:151) states that quantitative and qualitative research methods differ in many ways but the two approaches complement each other. According to Bless & Higson-smith (2000:370) quantitative research relies on measurement to compare and analyze different variable while qualitative research uses qualifying words or descriptions to record aspects of the world. Moreover, Leedy & Ormrod (2005:179) argue that in qualitative studies, observation are usually recorded in great deal, perhaps with field notes or video tapes that capture the wide variety of ways in which people act and interact but in quantitative research, an observation study is quite different, the focus is on a particular aspect of behaviour which is quantified. In addition, Huberman (1994) also observes that qualitative research is subjective because an individual's interpretation of events is important e.g. participant observation while quantitative research is objective because it seeks precise measurement and analysis of target concepts e.g. survey. Wikipidia (2004) also points out that quantitative data is measurable while qualitative data cannot be put into a context that is, it cannot be group or displayed as a mathematical term. On the other hand, Huberman (1994) also observes that qualitative research involves analysis of data such as words (e.g. interview, pictures e.g. video) while quantitative research involves analysis of numerical data.

Research methods in quantitative approach

Bryman (1998:11) states that quantitative research is associated with a number of different approaches to data collection. Myers (1999) explains that the commonly used and accepted quantitative methods in social science are: survey methods, laboratory experiments, formal methods e.g. econometrics and numerical methods such as mathematical modelling.

This study employed a survey approach to quantify data on the effectiveness of television as an agent of transformation in Esikhawini Township.

Survey as method

According to Bryman (1998:12), social survey is one of the main methods of data collection which embodies the features of quantitative research. Leedy & Ormrod (2005:183) explain that survey research involves acquiring information about one or more groups of people, perhaps about their characteristics, opinions, attitudes or previous experiences by asking them questions and tabulating their answers. Similarly, Garson (2006) notes that survey research is the method of gathering data from respondents thought to be representative of some population, using an instrument composed of closed or open-ended items (questions). Ogunyemi (2001:19) also observes that in the survey method, researchers try to get an overview of a population through systematic observation, description and analysis of a population.

In addition, Babbie (2005) concurs that survey can be useful when a researcher wants to collect data on phenomena that cannot be directly observed, such as opinions on library studies. Neuman (2006:275) also adds that several applied areas rely heavily on survey: government, marketing, private policy research and mass media. Fourie (2001:331) contends that the survey research is one of the best methods available to communication scientists who are interested in collecting original data, especially in studies where population is too large for direct observation.

Five factors that are contributed to growth of the survey research

According to Neuman (2006:275) modern survey research techniques have been used for 75 years and more people learned about survey research and the method gained in popularity. There are five factors that contribute to post-war growth in survey research. These are:

- Computers- Neuman (2006:275) states that computer technology that became available to social scientists by the 1960s made the sophisticated statistical analysis of large-scale survey data sets feasible for the first time. Today the computer is an indispensable tool for analysing data from most surveys.

- Organisations- Neuman (2006:275) explains that new social research centers with expertise and interest in quantitative research in established at universities.
- Data storage- According to Neuman (2006:275) by the 1970s, the data that was achieved was created to store and permit the sharing of the large scale survey data for secondary analysis. The collection, storage and sharing of information on hundreds of variables for thousands of responding expanded the use of surveys.
- Findings- Neuman (2006:275) observes that the total federal government spending for research and development in social sciences increased nearly tenfold from 1960s to the mid-1970s before it declined in the 1980s.
- Methodology- Neuman (2006:275) explains that by 1970s, substantial research was being conducted on ways to improve the validity of survey. He further notes that researchers created improved statistics for analysing quantitative data and taught them to a new generation of researchers, since 1980s, new cognitive psychology theories have been applied to survey research.

Steps in conducting survey research.

According to Neumann (2006:276) the survey researcher begins with a theoretical or applied research problem and ends with empirical measurement and data analysis. Survey research can be complex and expensive and it can involve coordinating many people and steps. He further states that the basic steps in survey research project can be divided into six steps. These are:

Step 1

- Develop hypothesis/research objective
- Decide types of survey (mail, interview, telephone)
- Write survey questions
- Decide on response categories

- Design layout

Step 2

- Plan how to record data
- Pilot test survey instrument

Step 3

- Decide on target population
- Get sampling frame
- Decide on sample size
- Select sample

Step 4

- Locate respondents
- Conduct interviews
- Carefully record data

Step 5

- Enter data into computer
- Recheck all data
- Perform statistical analysis on data

Step 6

- Describe methods and findings in research report
- Present findings to others for critiques and evaluation

The strengths and weaknesses of the survey method

According to Leedy & Ormrod (2005:183) a survey is quite simple in design, the researcher poses a series of the questions to willing participants summarise their responses with percentages, frequency, counts or more sophisticated statistical indexes and then draws inferences about the particular population from the responses of the sample. Colorado (1993) adds that surveys are relatively inexpensive (especially self-administered survey). Wikipidia (2004) notes that the survey method is an efficient way of collecting information from a large number of respondents. Colorado (1993) also observes that surveys are useful in describing the characteristics of a large population. No

other method of observation can provide this general capability. In addition, Wikipedia (2004) explains that surveys are flexible in the sense that a wide range of information can be collected i.e. they can be used to study attitudes, values, beliefs and past behaviours. Colorado (1993) states that in the survey method, standardised questions make measurement more precise by enforcing uniform definitions upon the participant and standardisation ensures that similar data can be collected from groups then interpreted comparatively (between-group study.) Wikipedia (2004) also adds that in survey, there is an economy in data collection due to the focus provided by standardised questions, only questions of interest to the research are asked, recorded, codified and analysed time and money is not spent on tangential.

However, Garson (2006) states that critics of survey research methodology hold it to be a method which artificially forces respondents to formulate opinions, masking the complexity of conflicting views and unconscious biases within each respondent. Leedy & Ormrod (2005:184) argue that survey design makes critical demands on the researcher, if not carefully respected may jeopardise entire research effort. Colorado (1993) adds that it may be hard for participants to recall information or tell the truth about a controversial question.

Types of survey methods

According to Chanimal (1996) a number of factors determine the type of survey you choose to conduct a survey but the most important factors are: how best to communicate with respondents (collect the best information), length and complexity of survey instrument, sample size, timing and budget. (Leedy & Ormrod, 2005:184 and Neuman, 2006:272) mention types of survey methods. These are: mail, self-administered questionnaires, telephone interview, face-to-face interview and web or online survey.

The researcher used self-administered questionnaires. The researcher administered 900 questionnaires, 500 questionnaires were administered to five high schools in Esikhawini Township, while 400 questionnaires were also administered to parents/caregivers in

Esikhawini Township on the effectiveness of television as an agent of transformation in society.

Self-administered questionnaires

According to Ogunyemi (2001:16) the self-administered questionnaire is when questionnaires are given to people in a particular location or a certain area by the researcher.

Advantages of the self-administered questionnaires

Neuman (2006:299) states that researchers can give questionnaires directly to respondents and record their answers; he also observes that this type of survey is the cheapest and it can be conducted by a single researcher. Leedy & Ormrod (2005:185) explain that the questionnaires can be sent to a large number of people including those who live thousands of miles away. They further note that the questionnaires may save the researcher travel expenses and postage, are typically cheaper than lengthy, long-distance telephone. Neuman (2006:299) also notes that questionnaires are very effective and response rate may be high for target population that is well educated or has a strong interest in the topic.

Disadvantages of the self-administered questionnaire

According to Leedy & Ormrod (2005:185) questionnaires have their drawbacks as well. The majority of people who receive questionnaires do not return them, in other words there may be a low return rate and the people who do return them are not necessarily representative of the originally selected sample. Wikipidia (2004) also observes that respondents are more likely to stop participating mid-way and this contributes to low response rate. Neumann (2006:299) argues that most questionnaires are returned within two weeks but others trickle in up to two months later. He further adds that there is no one to probe for more information when respondents give incomplete answers and also researchers cannot usually observe the respondent's reaction toward the questions. Leedy and Ormrod (2005:185) note that the researcher is apt to gain limited and possibly distorted information.

Qualitative research method

According to Neuman (2006:187), qualitative research relies on reasons behind various aspects of behaviour i.e. it investigates the why and how of decision making. Leedy & Ormrod (2005:133) explain that qualitative approaches have two things in common. Firstly, they focus on phenomena that occur in natural settings that are in the real world and secondly, they involve studying those phenomena in all their complexity. Imenda & Muyangwa (2006:57) state that qualitative researchers seek to explain and describe different behaviours of people through in-depth studies about the social behaviour of such individuals. Bless & Higson-Smith (2000:37) add that researchers use qualitative research to qualify words or descriptions to record aspect of the world. Leedy & Ormrod (2005:134) observe that the qualitative researcher gains increased understanding of the phenomenon under investigation and so becomes increasing able to ask specific questions and formulate specific hypotheses. Peshkin in Leedy & Ormrod (2005:135) notes that qualitative research studies typically serve one or more of the following purposes:

- Description- Peshkin states that qualitative research studies can reveal the nature of certain situation, settings, processes, relationship, systems, or people.
- Interpretation- Peshkin states that qualitative research studies enable a researcher to (a) gain new insights about a particular phenomenon, (b) develop new concepts or theoretical perspectives about the phenomenon and or (c) discover the problem that exist within the phenomenon.
- Verification- Peshkin states that qualitative research studies allow a research to test the validity of certain assumptions, claims, theories, or generations within real-world contexts.
- Evaluation- Peshkin states that qualitative research studies provide a means through which a research can judge the effectiveness of particular policies, practices or innovation.

The study used qualitative research method to complement the quantitative research approach on effectiveness of television as an agent of transformation in society i.e. to allow the parents /caregivers in Esikhawini Township to comment freely on the

impact of television on the social development of their children in Esikhawini Township and to know the types of programmes that parents/caregivers like watching on television. Similarly, to know television advertisements that make learners feel that women are for sexual pleasure only and to know the programmes that learners do not want on SABC 1, 2 and 3 and their reasons for such programmes.

STUDY AREA

Esikhawini is sub-town under Uthunbu district of KwaZulu-Natal province. Esikhawini is a township to the east and 7km away from the University of Zululand and 18km away from Empangeni. The Esikhawini total population is about 30,000; Esikhawini Township is divided into four sections namely J1, J2, H1 and H2. Esikhawini Township is surrounded by rural subsections namely Gobandlovu, Dube village, Mkhobosa, Mandlankala, Port Dunford and Mpembi.

Esikhawini Township has many schools ranging from pre-schools, lower primary, and higher primary and high schools. The secondary schools found in Esikhawini Township include Dlamuvzo, Mdlanfe, Tisand, Khula, Hlamvana, Qantayi, Matamuzana, and Dube. The learners in these secondary schools are approximately 5500 with 120 educators and out of ten secondary schools in Esikhawini Township: five were used for this study.

http://www.liasa.org.za/conferences/conference2005/retig-sig_pre-conference/literacy_township_Ntetha_2005.pdf

TARGET POPULATION

Neuman (2006:224) defines the population of a study as a large pool of cases or elements, which can be persons, group of people or organisations. Neuman (2006:224) describes target population as the specific pool of cases that a researcher wants to study. Bless & Higson-Smith (2000:85) state that a target population is the set of elements that research focuses upon.

The target population of this study was drawn from Esikhawini Township; hence, the target population for this study can be described as all the high schools learners in Esikhawini Township and the parents/care givers in Esikhawini Township.

Sampling

Sarantakos (2004:139) states that sampling enables the researcher to study a relatively small number of units in place of the target population and to obtain data that are representative of the whole target population. He describes sampling as the process of choosing the unit of a target population which to be included in the study. Goddard & Melville (2001:34) also add that it is not practical or possible to study an entire population but it is necessary to make general findings based on a study of only a subset of the population which are called samples. Neuman (2006:219) defines a sample as smaller sets of cases a researcher selects from a large pool and generalises to the population.

Sample size

According to Leedy & Ormrod (2005:207) the size of an adequate sample depends on how homogenous or heterogeneous the population is, for instance if the population is markedly heterogeneous a large sample will be necessary than if the population is fairly homogeneous. Gay & Airasian in Leedy & Ormrod (2005:207) offered the following guidelines for selecting a sample size:

- For small populations (with fewer than 100 people or other units), there is little pointing in sampling, the essence would be to survey the entire population;
- If the population size is around 500, 50% of the population should be sample?
- If the population size is around 1,500, 20% should be sample and that
- Beyond a certain point (at about 5,000 units or more), the population size is almost relevant and a sample size of 400 should be adequate.

In this study, a sample size of 500 was drawn from 5,500 of the total population of learners in high schools in Esikhawini Township. Another 400 sample size was drawn from 30,000 of the total population of Esikhawini Township for parents/caregivers in Esikhawini Township.

Sample ration

Neuman (2006:225) describes sample ration as the number of cases in the sample divided by the number of cases in the population or the ration of the size of the sample to the size of the target population. He states that if the population has 50,000 people, and a researcher can draw a sample of 150 from it, the sampling ration is $150/50,000 = 0.003$ or if the population is 500 and the researcher can sample 100, then the sampling ration is $100/500 = 0.20$.

The sample ration for high schools learners in Esikhawini Township was the number of sample size for the learners (500) divided by total population of high schools learners in Esikhawini Township (5,500) was $500/5500 = 0.01$. Therefore, the sample ration for high schools learners in Esikhawini Township was 0.01.

In addition, the sample ration for parents/caregivers in Esikhawini Township was the number of sample for the parents/caregivers (400) divided by total population of Esikhawini Township (30,000) was $400/30000 = 0.01$. Therefore, the sample ration for parents/caregivers in Esikhawini Township was 0.01.

Sample frame

Bless & Higson-Smith (2000:86) state that the first means of ensuring a representative sample is the use of a complete and correct sampling frame. Neuman (2006:225) describes sample frame as a list of cases in a population. He also notes that a good sample frame is crucial to good sampling. In addition, bless & Higson-Smith (2000:86) add that an inadequate sampling frame that discards parts of the target population has been the cause of many poor research results.

The researcher collected the lists of high schools in Esikhawini Township from the circuit director of education in Esikhawini Township.

Types of sampling

According to Leedy & Ormrod (2005:199) the sampling approach can be categorised into two groups namely, probability or random sampling and non-probability. Bless &

Higson-Smith (2000:86) explain that probability or random sampling occurs when the probability of including each element of the population can be determined. They further explain that non-probability sampling refers to the case where the probability of including each element of the population in a sample is unknown. Leedy & Ormrod (2005:199) state that in probability sampling, the researcher can specify in advance that each segment of the population will be sampled. Bless & Higson-Smith (2000:86) also add that in non-probability sampling, it is not possible to determine the inclusion of all representative elements of the population into the sample.

This study used probability sampling because it helped the researcher to estimate the accuracy of the generalisation from the sample to population.

Random sampling

Neuman (2006:227) explains that the probability theory is applied on random process. The word random in mathematics refers to a process that generates a mathematically random result. Leedy & Ormrod (2005:199) also state that the components of the sample are chosen from the large population by a process known as random sampling. They further describe random selection as means of choosing a sample in such a way that member of the population has an equal chance of being selected. Goddard & Melville (2001:36) observe that random selection is the basic principle used to try to avoid bias in a sample.

Types of probability sampling

Sarantakos (2004:141) states that the majority of social researchers employ probability sampling for several reasons, but especially due to its reliability, degree of representative and high generalisability of the results. He mentions that probability samplings are employed in many forms, namely:

- Simple random sampling
- Systematic sampling
- Stratified random sampling
- Cluster sampling

The researcher employed simple and stratified random samplings for this study.

Simple random sampling

According to Bless & Higson-Smith (2000:86) simple random sampling is a sampling procedure which provides equal opportunity of selection for each element in a population. Sarantakos (2004:141) adds that simple random sampling gives all units of the target population an equal chance of being selected. Neuman (2006:227) explains that in simple random sampling, a researcher develops an accurate sampling frame according to a mathematically random procedure and locates the exact element that was selected for inclusion in the sample.

From the sampling frame collected from the circuit director of education in Esikhawini Township, there are ten government high schools in Esikhawini Township that have both males and females. Five high schools were selected for this study. The researcher numbered ten government high schools in Esikhawini Township that have both males and females 1 to 10 and picked five high schools that fell on even numbers, the number that can be divided by two without remaining; these were 2, 4, 6, 8 and 10. These were the names of the schools that fell on even numbers:

- Tysand High school
- Khula High school
- Hlamvana High school
- Mdlamfe High school
- Dlamiluvo High school

Stratified random sampling

Sarantakos (2004:145) states that a stratified random sample is employed when there is a need to represent all groups of the target population in the sample and when the researcher has a special interest in certain strata. Leedy & Ormrod (2005:202) observe that in stratified random sampling, the researcher samples equally from each one of the layers in the overall population. In addition, Neuman (2005:231) views that in stratified random sampling, the researcher controls the relative size of each stratum rather than letting random processes control it. Leedy & Ormrod (2005:202) also notes that stratified

random sampling has the advantage of guaranteeing equal representation of each of the identified strata. Sarantakos (2004:145) points out that the method is very economical and offers accurate results and a high degree of representative and is very useful.

In this study, the researcher used stratified random sampling in selecting grades 10, 11 & 12 from five high schools selected for this study in Esikhawini Township. 20 grade ten learners were chosen from five high schools and 40 grades 11 & 40 grades 12 were also chosen from each five high schools selected for the study. The researcher has chosen these grades because of the belief that these grades will clearly understand the topic and able to respond well. It was required to first request permission from the principals of five high schools that were chosen for this study, a letter to asked a necessary permission was drafted and sent to the circuit director of education in Esikhawini Township and after the researcher finished her survey, an appreciation letter was written to circuit director of education in Esikhawini Township for allowing the researcher to use five high schools.

DATA COLLECTION INSTRUMENTS

Peter in Onyancha (2002:76) defines research instruments as the means by which primary data are collected in social research. Bless & Higson-Smith (2000:104) state that there are many ways of gathering information directly from participants. These are questionnaires, content analysis and interview schedules.

This study employed two research instruments: the questionnaire and content analysis.

Questionnaire

According to Rensburg et al in Luthuli (2003:58) the questionnaire is a set of questions dealing with some topic or related groups of topic given to a selected group of individual for the purpose of gathering data on a problem under consideration. Aina (2002:63) adds that a questionnaire consists of a set of questions for submission to the number of respondents in order to gather data. He observes that a questionnaire is used when factual information is desired. Payne & Payne (2004:186) also note that questionnaires are the printed sets of questions to be answered.

The researcher administered 500 questionnaires to five high schools in Esikhawini Township and also 400 questionnaires were administered to parents/caregivers in Esikhawini Township.

Guidelines of constructing a questionnaire

Leedy & Ormrod (2006:277-280) and Neuman (2006:190-191) state some guidelines for constructing a questionnaire that encourages people to be co-operative and response to the questionnaire. These are:

- Keep it short: The questionnaire should be as brief as possible and solicit only that information essential to the research project;
- Use simple, clear language: Write questions that communicate exactly what you want to know , i.e. avoid terms that your respondents may not understand;
- Avoid emotional language and prestige bias;
- Check for unwarranted language assumptions implicit in your question, consider a very simple question;
- Avoid double-barrelled questions make each question about one and only one topic. A double barrelled question consists of two or more questions joined together; it makes a respondent's answer ambiguous;
- Avoid leading: Make respondents feel that all responses are legitimate.
- Keep the respondent's task simple: Make the instrument as simple to read and respond to as possible;
- Provide clear instruction- communicate exactly how you want people to respond to the questions,
- Make the questionnaire attractive and professional looking;
- Scrutinize the final product carefully to make sure it addresses your needs;
- Determine in advance how you will code the responses, as you write your questions develop a plan for recording participant's responses into numerical data that you can statistically analyse.

Types of questionnaires

According to Aina (2002:63) questionnaires are generally categorized as close-ended or structured questionnaires and open or unstructured questionnaire. Neuman (2006:287)

defines closed-ended questionnaire as a type of survey research question in which respondents must choose from a fixed set of answers. More so, Neuman (2006:286) defines the open-ended questionnaire as a type of survey research question in which respondents are free to offer any answer they wish to the question. Aina (2002:63) also adds that in closed-ended or structured questionnaires, the respondents are provided with alternative answers from which they will select one or more than one answer while in open-ended or unrestricted questionnaires call for free response in the respondent's words. He also notes that the open-ended questionnaires are designed to permit free responses from participants rather than limited to specific alternative.

The researcher used both closed-ended and opened-ended questionnaires.

Neuman (2006:287-288) states the advantages and disadvantages of both close-ended and open-ended questionnaires.

Advantages of close-ended questionnaire

- It is easier and quicker for respondents to answer.
- The answers of different respondent are easier to compare.
- Answers are easier to code and statistically analyse.
- The response choices can clarify question meaning for respondents.
- Replication is easy.
- Respondents are more likely to answer about sensitive topics.

Disadvantage of close-ended questionnaire

- Respondents can be frustrated because their desired answer is not a choice.
- Respondents with no opinion or no knowledge can answer anyway.
- Misinterpretation of a question can go unnoticed.
- Distinctions between respondent answers may be blurred.
- Clerical mistakes or making the wrong response is possible.

Advantages of open-ended questionnaires

- They permit an unlimited number of possible answers.

- Respondents can answer in detail and can qualify and clarify responses.
- Unanticipated findings can be discovered.
- They permit adequate answers to complex issues.
- They permit creativity, self-expression and richness of details.
- They reveal a respondent's logic, thinking process and frame of reference.

Disadvantages of open-ended questionnaires

- Responses may be irrelevant or buried in useless detail
- Comparisons and statistical analysis become very difficult
- Coding responses is difficult
- Questions may be too general for respondents who lose direction
- Responses are written verbalism which is difficult for interviewer
- Respondents can be intimidated by questions
- Answers take up a lot of space in the questionnaire.

Content Analysis

According to Neuman (2006:322) content analysis is a technique for gathering and analysing the content of text. The content refers to words, meanings, pictures, symbols, ideas, themes or any message that can be communicated (Neuman: 2006:322). Payne & Payne (2004:51) explain that content analysis seeks to demonstrate the meaning of written or visual sources (like newspapers and advertisements) by systematically allocating their context to pre-determined, detailed categories and interpreting the outcomes. Similarly, Leedy & Ormrod (2005:142) add that content analyses are typically performed on forms of human communication including books, newspapers, films, television, art, music, video tape of human interaction. Neuman (2006:323) points out that content analysis allows a researcher reveal the content (i.e., a book, articles, movie etc). He also adds that content analysis makes a researcher probe into and discovers content in a different way from the ordinary way of reading a book or watching a television programme.

In this study content analysis was used on the educational programmes that were not broadcast at the right time on SABC 1, 2 and 3.

CONCLUSION

Basically, quantitative and qualitative to the research design and method were used. The two approaches were chosen because of the nature of the data that were collected. The quantitative approach is based on numerical data while qualitative approach involves analysis of data such as words (e.g. interview, pictures e.g. video). Survey is one of the quantitative research methods. It also consists of several research methods, one of these methods is the self-administered questionnaire which was used to conduct this study while this method has its weakness; on the other hand it has been successfully used in several studies.

However, data collection can be very tedious work but it is made easier by the choice and use of reliable and valid research instruments. In addition, the nature of data is the determinant factor when it comes to choosing the research instrument to use. Errors in the analysis and interpretation of data can be avoided by the used of valid and reliable instruments. This study used questionnaire and content analysis as instruments of collecting the data. The next chapter deals with data presentation and interpretation.

CHAPTER SIX

DATA PRESENTATION AND INTERPRETATION

INTRODUCTION

According to Bless & Higson-Smith (2000:137) once data collection and checking have been completed, the researcher should begin the processing of analysis the data. Saravanel (1991:192) defines data analysis as the study of tabulated materials in order to determine inherent fact or meanings. Bless & Higson-Smith (2000:137) note that analysis is conducted so that the researcher can detect consistent patterns within the data such as the consistent. Saravanel (1999:192) also adds that data analysis should be done in such a way that the results and interpretation thereof respond to the aim and objectives of the study.

The aim of this study, was to investigate the effectiveness of public broadcasting media as agents of transformation in society (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal).

The data was captured in SPSS and Excel which was later merged into master spread sheet.

This chapter deals with the processing, presentation and analysis of data. It is divided into five sections. The first section provides an introduction to the whole chapter while the second section represents how data was processed for presentation and analysis. The third section gives a brief description and regarding the presentation of data and the last two sections provide the analysis of collection data and conclusion respectively.

DATA PROCESSING

According to Kidder in Dane (1990:298) data processing involves the conversion or reduction of information that one collects from observation in social research into a form that permits statistical tabulation, easy of storage and access for future use. Saravanel

(1991:192) explains that the next step upon the completion of data collection is to arrange the data for processing and analysis. The main purpose of processing the data is to reduce to manageable proportions. He also notes that a careful and systematic processing of data leads to their meaningful interpretation which in turn leads to the formulation of theories. The processing stage, according to him, consists of editing, coding, computer file and tabulation of data. Neuman in Onyancha (2002:89) concurs that the processing of data consists of coding, entering and cleaning the data.

Data Editing (Cleaning)

According to Devlin (2006:185) one of the first things the researcher must do after entering his data is to check for entering mistakes and for missing data. Dane (1990:169) notes that after data are entered into data file, the researcher need to clean the data. He also states that data editing involves identifying and correcting erroneous code. Partein in Saravanavel (1991:192) also observes that the purpose of editing the collected data is to ensure that the data are as accurate as possible, consistent with other facts, uniformly entered as complete as possible, acceptable for tabulation and arranged to facilitate coding and tabulation.

- Some of the errors that were discovered include duplication of entries. This happened when some of the names of television programmes on SABC 1, 2 and 3 were stored twice. Sometimes, it was possible that the researcher mistakenly entered the programme's name twice or more in the spread sheet. These duplicate entries were deleted twice in order to remain with single entries.
- Another area that recorded errors was a situation whereby data that were captured were stored in wrong cells of the spread sheets. This was corrected by redoing a search on the particular entry and entering the misplaced data in the appropriated cell (s).
- There was error of omission of some programmes. There were some programmes that respondents mentioned that were not being presented by SABC 1, 2 and 3 which they were presented in etv, the researcher restored such programmes.
- Finally, wherever there was doubt on a particular entry, a second search was performed to ensure that the entry was correct.

Coding System

Devlin (2006:180) points out that before entering the data into a computer programme such as SPSS or Excel, researcher needs to develop coding scheme. He describes coding scheme as the organisational scheme the researcher use to enter his data. Babbie (2007:408) states that coding process is the convention of data items into numerical codes. According to Dane (1990:193) coding process is deciding what codes to use-how to translate responses into characters to be stored in the computer because computers deal more efficiently with numbers than with any other characters. Mitchell (2005:212) states that the purpose of coding is to analyse and make sense of the data that have been collected.

However, Dane (1990:193) observes that most codes involve numeric representation-using number to represent data values. He also adds that some of the other items do not contain numeric codes but may be still be easily coded. He further stresses that all of the yes/no responses, for example can be coded by assigning "1" to a "yes" response and "2" to "no", also data code for a gender might be "m" or "1" depending on the chosen coding system.

Similarly, Devlin (2006:181) points out that if researcher asked the question of age in term of age brackets(e.g. 16-20, 21-25, 26-30) each of those brackets would need to be represented by a numeric (1,2 and 3 respectively). Devlin (2006:180) also observes that each horizontal line of data represents one participant while each column of data represents the value of particular variables for each participant. In addition, Devlin adds that a statistical package such as SPSS gives researcher the opportunity to name the variables in research's analyses. Flick (2006:144) also states that much of the translation of answers into numeric code has already been carried out by the researcher.

In this regard, the coding scheme that the researcher employed for analysis was the numeric values of 1, 2 and 3.

Computer File

According to Hoinville & Roger (1977:144), for every small survey of fewer than 100 interviews, it is practicable to analyse the data by going through the questionnaires and counting up answers but most surveys are too large and complex to be analysed in this way. Hoinville & Roger (1977:144) also argue that the researcher cannot cope with the volume of answers and need a system by which the responses can be transferred onto a computer file for aggregation and statistical analysis. Dane (1990:169) states that a number of different media can be used to store data: which medium best suits the research purpose depending primarily on the facilities at the research's institution but it is also dependent on the kind of data researcher have. Gillham (2000:59) observes that there is a range of software which can be used for analysis questionnaire data.

However, Devlin (2006:179) states that a programme like excel is accessible, easy to use and has great utility for creating deprived measures (like score total), he also notes that most statistical package such as SPSS allows researcher to directly import Excel files for further data analyses. He adds that by using both Excel and SPSS limits the time the researcher needs to spend.

For the analysis of this study, SPSS and Microsoft Excel were used.

DATA PRESENTATION

Data was presented mainly by tabulation. Saravanavel (1991:201) defines tabulation as the process of summarising raw data and displaying in compact form for further analysis. Simple tables, charts and other figures were used to present the collected data. Univariate and percentage tables were used to present data with the aim of determining the relation between the variable. Neuman in Onyancha (2002:91) adds that scores were organised in tables on the basis of one or more variables and percentages calculated to determine the relation.

DATA ANALYSIS

Wikipedia (2004) states that data analysis is the process of looking and summarising data with the intent to extract useful information and develop conclusions. Walliman (2005:270) states that the analysis must be carried out in relation to the research problem.

Walliman (2005:270) mentions the reasons for analysis as follows:

- To measure.
- To forecast.
- To test hypothesis.
- To construct concepts and theory.
- To explore, to control and to explain.

Quantitative and Qualitative Analysis

According to Devlin (2006:196) data can be categorised into two parts, quantitative and qualitative analysis

Quantitative analysis

Babbie (2007:409) describes the quantitative data analysis as the numerical representation and manipulation of observation for the purpose of describing and explaining the phenomena that those observations reflect. According to Food Safety Site (2004) quantitative data analysis is the process of presenting and interpreting numerical data such as descriptive statistics and inferential statistics. Descriptive statistics include percentages, frequencies measures of central tendency (averages mean, media, and mode) and measures of variability about the average (range and standard deviation). Devlin (2006:196) observes that students are generally familiar with analysis involving quantitative. Babbie (2007:409) notes that quantitative analysis is always handled by computer programmes such as SPSS and Excel.

Qualitative data analysis

Babbie (2007:378) describes qualitative data analysis as the non-number examination and interpretation of observation for the purpose of discovering underlying meanings and patterns of relationship. Devlin (2006:196) notes that a particular kind of qualitative analysis that research methods students may encounter is open-ended question. Babbie

(2007:384) states that the key processes in the analysis of qualitative are: coding, classifying or categorising individual pieces of data. Mitchell (2005:212) states that in qualitative analysis the solution is to covert words to numbers or symbols but to retain the words and use together with the number or symbols through the analysis. Sandelowsk (2000) also explains that qualitative data can be converted to quantitative data as “quantitising.” According to Sandelowsk (2000) quantitising refers to a process by which qualitative data are treated with quantitative techniques to transform them into quantitative data. They further point out that the researcher must first reduce verbal or visual data (e.g., from interviews, observations, artifacts, or documents) into items, constructs, or variables that are intended to mean only one thing and that can therefore, be represented numerically.

In addition, Devlin (2006:199) states the steps to take in qualitative analysis include:

- By reading through all the of the written responses
- By creating a condensed list of the respondents
- By creating a list of categories (not more than six to seven)
- By developing an operational definition for each category.

This section presents and analyses the findings in line with the objectives of the study. The quantitative aspects of this study were converted into a numerical form while qualitative aspects of this study were also converted numeric.

ANALYSIS AND INTERPRETATION OF DATA FROM LEARNERS

The questionnaire for learners consisted of two parts.

- The first part contained background information of the learners and
- The second part contained the impact of television programmes and advertisements on learners.

Part 1- Background Information of the Learners

Distribution of respondents according to their gender

Gender	Frequency	Percentage
Female	286	57.2
Male	214	42.8
I do not want to answer this question	0	0
total	500	100
Table 5: Distribution of respondents according to their gender		

Table 5 shows the distribution of respondents according to their gender, the number of respondents 286 representing 57% of total sample were females while the number of respondents 214 representing 43% of the total sample were males.

Distribution of respondents according to their age

Age	Frequency	Percentage
10 to 14	34	6.8
15 to 19	466	93.2
I do not want to answer this question	0	0
Total	500	100
Table 6 Distribution of respondents according to their age		

Table 6 shows the distribution of respondents according to their age group, the number of respondents 466 representing 93% of the total sample were between 15 to 19 years while the number of respondents, 34, representing 7% of the total sample were between 10 to 14 years.

Distribution of respondents according to their grades

Grade	Frequency	Percentage
Grade 10	100	20.0
Grade 11	200	40.0
Grade 12	200	40.0
I do not answer this question	0	0

Total	500	100
Table 7: Distribution of respondents according to their grade		

Table 7 shows the distribution of respondents according to their grades, the number of respondents 100 representing 20% of the total sample were from grade 10 while the number of respondents 200 representing 40% of the total sample were from grade 11 and the number of respondents 200 representing 40% of the total sample were also from grade 12.

Distribution of respondent according to their ethnic group

Ethnic group	Frequency	Percentage
African	493	98.6
Coloured	7	1.4
Indian	0	0
white	0	0
I do not want to answer this question	0	0
Total	500	100
Table 8: Distribution of respondent according to their ethnic group		

Table above reflects that majority of respondents 493 representing 99% of the total sample were Africans while the number of respondents 7 representing 1% were coloured while other races were not represented.

Part Two: The Impact of Television Programmes

How many television sets do you have?

	Frequency	percentage
None	4	0.8
one	384	76.8
Three or more	42	8.4
Two	69	13.8
I do not want to answer this question	1	0.2
Total	500	100
Table 9: How many television sets do you have		

Table 9 seeks to find out how many television sets the respondents have? The majority of respondents 384 representing 77% of the total sample stated that they had only one

television set while the number of respondents 69 representing 14% of the total sample indicated that they had two television sets. The number of respondents 42 representing 8% of the total sample indicated that they had three or more television sets while the number of respondents 4 representing 1% had no television set and the number of respondent 1 representing 0% of the total sample stated that he did not want to answer this question.

How do you watch television?

	Frequency	Percentage
With my parents	484	65.4
With my siblings	110	15.0
alone	62	8.4
With my friend	84	11.4
I do not want to answer this question	0	0
Total	500	100
Table 10: How do you watch television		

Table 10 solicits to find out how respondents watch television, the respondents were allowed to tick more than one options in this question. The majority of respondents 484 representing 65% of the total sample stated that they watched television with their parents while the number of respondents 110 representing 15% of the total sample stated that they watched television with their siblings. The number of respondents 84 representing 11% of the total sample indicated that they watched television with friends while the number of respondents 62 representing 8% of the total sample stated that they watched television alone.

Do your parents restrict you to certain television programmes?

	frequency	percentage
No	126	25.2
Yes	373	74.6
I do not want to answer this question	1	0.2
Total	500	100
Table 11: Do your parents restrict you to certain television programmes		

Table 11 seeks to find out if the parents of respondents restrict them to certain television programmes. The number of respondents 373 representing 75% indicated that their parents restricted them to certain television programmes while the number of respondents 126 representing 25% of the total sample indicated that their parents did not restrict them to certain television programmes while the number of respondent representing 0% of the total sample indicated that he did not want answer this question.

Do the programmes you watch on television help you learn lessons you may not have learned at school?

	Frequency	Percentage
No	126	5.2
Yes	373	94.6
I do not want to answer this question	1	0.2
Total	500	100
Table 12: Do the programmes you watch on television help you learn lesson you may not have learned at school		

Table12 seeks to find out if the programmes the respondents watch on television help them learn lessons they may not have learned at school. The majority of respondents 373 representing 95% of the total sample stated that the programmes they watched on television had helped them learn lessons they may not have learned at school, while the number of respondents 26 representing 5% of the total sample stated that the programmes they watched did not help them learn lessons they may not have learned at school, while the number of respondent 1 representing 0% of the total sample stated that he did not want to answer this question.

Do the programmes you watch television help you deal with lessons that you have learned at school?

	Frequency	percentage
No	35	7.0
Yes	462	92.4
I do not want to answer this question	3	0.6
Total	500	100
Table 13: Do the programmes you watch on television help		

you deal with lessons that you have learned at school

Table 13 seeks to find out if the programmes the respondents watch on television help them deal with lesson that they have learned at school. The number of respondents 462 representing 92% of the total sample stated that television programmes they watched had helped them to deal with lessons that they have learned at school, while the number of respondents 35 representing 7% of the total sample stated that programmes they watched did not help them to deal with lesson that they have learned at school and the number of respondents of 3 representing 1% of the total sample stated that they did not want to answer this question.

Do television programmes have a negative effect on your school performance?

	Frequency	Percentage
No	457	91.4
Yes	4	6.8
I do not want to answer this question	9	1.8
Total	500	100

Table 14: Do television programmes have a negative effect on your school performance

Table 14 seeks to find out if television programmes have a negative effect on the respondents' school performance. The majority of respondents 457 representing 91% of the total sample indicated that television programmes did not have negative effect on their school performance, while the number of respondents 34 representing 7% of the total sample indicated that television programmes had negative effect on their school performance. The number of respondents 9 representing 2% indicated that they did not want to answer this question.

Do the programmes you watch on television help you with your school work?

	Frequency	Percentage
No	31	6.2
Yes	468	93.6
I do not want to answer this question	1	0.2
total	500	100

Table 15: Do the programmes you watch on television help

you with your school work

Table 15 seeks to find out if the programmes the respondents watch on television help them with their school work. The majority of respondents 468 representing 94% of the total sample stated that television programmes they watched have helped them with their school works. The number of respondents 31 representing 6% of the total sample stated that television programmes they watched did not help them with their school works while the number of respondent 1 representing 0% stated that he did want to answer this question.

Do you enjoy watching movies/programmes presented on television?

	Frequency	Percentage
No	6	1.2
Yes	494	98.8
I do not want to answer this question	0	0
Total	500	100

Table 16: Do you enjoy watching movies/programmes presented on television

Table 16 asks the respondents if they enjoy watching movie/programmes presented on television. The majority of respondents 494 representing 99% of the total sample stated that they enjoyed watching movies/programmes presented on television, while the number of respondents 6 representing 1% of the total sample stated that they did not enjoy watching television movies/programmes.

What types of movie/programmes do you enjoy watching on television?

	Frequency	Percentage
Crime	93	8.7
Violence	91	8.5
War	73	6.8
Pornography	34	3.2
Wrestling	74	6.9
Boxing	47	4.4
Kungfu	81	7.6
Martial Arts	73	6.8
sopies	311	29.0
comedy	32	3.0

music	140	13.0
cartoon	24	2.2
I don't want to answer this question	0	0
Total	1073	100
Table 17: what types of movies/programmes do you enjoy watching on television		

Table 17 seeks to find out what types of movies/programmes do respondents enjoy watching on television, the respondents were allowed to tick more than one options in this question. The number of respondents 311 representing 29% of the total sample stated that they enjoyed watching soapies on television. The number of respondents 140 representing 13% of the total sample stated that they enjoyed watching music on television. The number of respondents 93 representing 9% of the total sample stated that they enjoyed watching crime movies on television. The number of respondents 91 representing 9% of the total sample stated that they enjoyed watching violence movies on television. The number of respondents 81 representing 8% of the total sample stated that they enjoyed watching kungfu on television. The number of respondents 73 representing 7% of the total sample stated that they enjoyed watching war movies on television. The number of respondents 74 representing 7% of the total sample stated that they enjoyed watching Wrestling on television. The number of respondents 73 representing 7% of the total sample stated that they enjoyed watching martial arts on television. The number of respondents 73 representing 7% of the total sample stated that they enjoyed watching war movies on television. The number of respondents 47 representing 4% of the total sample stated that they enjoyed watching boxing on television. The number of respondent 34 representing 3% of the total sample stated that they enjoyed watching pornography movies on television. The number of respondents 32 representing 3% of the total sample stated that they enjoyed watching comedy on television while the number of respondents 24 representing 2% of the total sample stated that they enjoyed watching cartoons on television.

Do you put into practice with friends what you may have watched on television?

	Frequency	Percentage
No	261	52.2
Yes	239	47.8

I do not want to answer this question	0	0
Total	500	100
Table 18: Do you put into practice with friends what you may have watched on television		

Table 18 seeks to find out if the respondents put into practice with friends what they may have watched on television. The number of respondents 261 representing 52% of the total sample stated that they do not put into practise with friends what they may have watched in television, while the number of respondents 239 representing 48% of the total sample stated that they had put into practise with friends what they may have watched in television.

Do violent scenes on television movies give you bad dreams?

	Frequency	Percentage
No	183	36.6
Yes	315	63.0
I do not want to answer this question	2	0.4
Total	500	100
Table 19: Do violent scenes on television movies give you bad dreams		

Table 19 above seeks to find if violent scenes on television movies give respondents bad dream. The majority of respondents 315 representing 63% of the total sample stated that violence scenes on television movies gave them bad dreams. The number of respondents 183 representing 37% of the total sample stated that violence scenes on television movies did not give them bad dreams while The number of respondents 2 representing 0% of the total sample stated that they did not want to answer this question.

Do television programmes help improve your knowledge?

	Frequency	Percentage
No	11	2.2
yes	487	97.4
I do not want to answer this question	2	0.4
Total	500	100
Table 20: Do television programmes help improve your		

knowledge

Table 20 seeks to find out if television programmes help improve the respondents knowledge. The number of respondents 481 representing 97% of the total sample indicated that television programmes had improved their knowledge. The number of respondents 11 representing 2% of the total sample stated that television programmes did not improve their knowledge, while the number of respondents 2 representing 0% of the total sample indicated that they did not want to answer this question.

Do television programmes positively affect your school performance?

	Frequency	Percent
No	33	6.6
Yes	466	93.2
I do not want to answer this question	1	0.2
Total	500	100
Table 21: Do television programmes positively affect your school performance		

Table 21 seeks to find out if television programmes positively affect the respondents' school performance. The majority of respondents 466 representing 93% of the total sample stated that television programmes had positively affected their school performance. The number of respondents 33 representing 7% of the total sample stated that television programmes had not positively affect their school performance. The number of respondents 1 representing 0% of the total sample stated that they did not want to answer this question.

Have you ever requested from your parents to buy you any television advertised products?

	Frequency	Percent
No	87	17.4
Yes	413	82.6
I do not want this answer this question	0	0
Total	500	100
Table 22: Have you ever requested from your parents to you any television advertised products		

Table 22 solicits if the respondents have ever requested from their parent to buy them any television advertised product. The majority of respondents 413 representing 83% indicated that they had requested from their parents to buy them any television advertised products, while the number of respondents 87 representing 17% indicated that they did not request from their parents to buy them any television advertised products.

How much time in hours do you spend each day watching television programmes?

	Frequency	Percentage
Five hours	73	14.6
Four hours	37	7.4
More than five hours	180	36.0
One hour	19	3.8
Three hours	118	23.6
Two hours	71	14.2
I do not want to answer this question	2	0.4
Total	500	100
Table 23: How much time in hours do you spend each day watching television programmes		

Table 23 seeks to find out how much in hours respondents spend each day watching television. 180 representing 36% of the respondents indicated that they spend more than five hours each day watching television. 118 representing 24% of the respondents of indicated that they spend three hours each day watching television. 73 representing 15% of respondents indicated that they spend five hours each day watching television. 71 representing 14% of the total sample indicated that they spend two hours each day watching television. The number of respondents 37 representing 7% of the total sample indicated that they spend four hours each day watching television. The number of respondents 19 representing 4% of the total sample indicated that they spend one hour each day watching television while the number of respondents 2 representing 0% of the total sample indicated they did not want to answer this question.

Mention three (3) things you have seen on television advertisements that you have asked your parents to buy?

things you have seen on television advertisements that you have asked your parents to buy

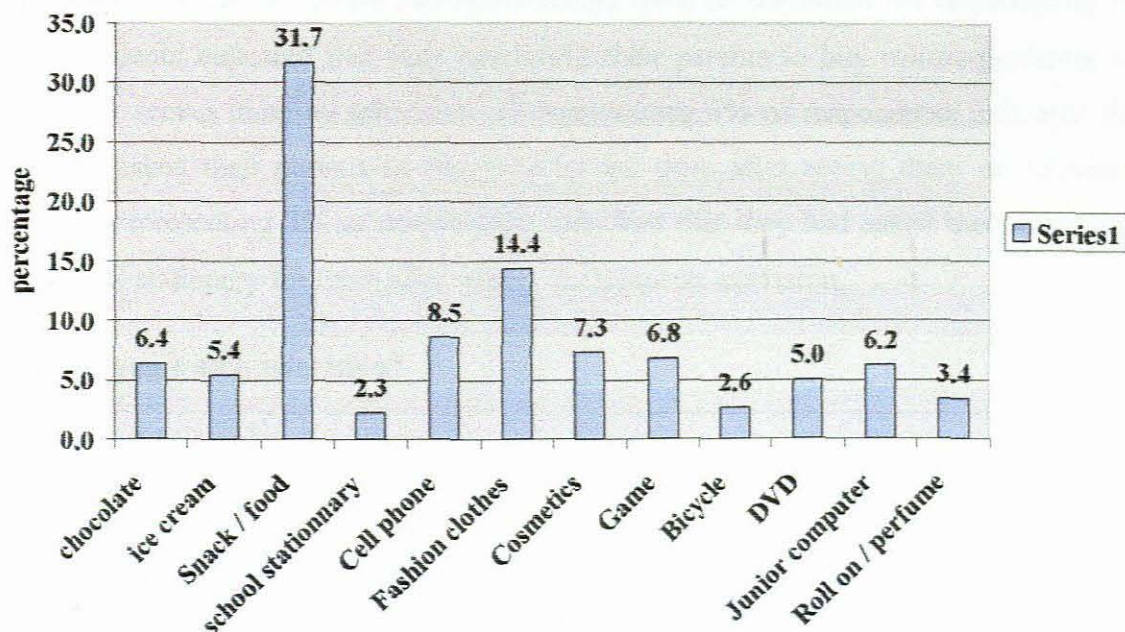


Figure 14:things you have seen on television advertisements that you have asked your parents to buy

Figure 14 seeks to find out things the respondents have seen on television advertisements that they have asked their parents to buy, the respondents were told to mention three things in this question. 408 representing 32% of respondents indicated that they had asked their parents to buy snacks or foods for them after seeing them on television. 185 representing 14% of respondents indicated that they had asked their parents to buy fashion clothes or shoes for them after seeing them on television. 110 representing 9% of respondents indicated that they had asked their parents to buy cell phones for them after seeing them on television. 94 representing 7% of respondents indicated that they had asked their parents to buy cosmetics for them after seeing them on television. 87 representing 7% of respondents indicated that they had asked their parents to buy video games for them after seeing them on television. 82 representing 6% of respondents indicated that they had asked their parents to buy chocolate for them after seeing it on television. 80 representing 6% of respondents indicated that they had asked their parents to buy junior computers for them after seeing them on television. 70 representing 5% of

respondents indicated that they had asked their parents to buy ice cream for them after seeing it on television. 64 representing 5% of respondents indicated that they had asked their parents to buy DVDs for them after seeing them on television. 44 representing 3% of respondents indicated that they had asked their parents to buy roll-on/perfumes for them after seeing them on television. 34 representing 3% of respondents indicated that they had asked their parents to buy bicycles for them after seeing them on television while 29 representing 3% of respondents indicated that they had asked their parents to buy school stationery for them after seeing the items on television.

Why do you watch television?

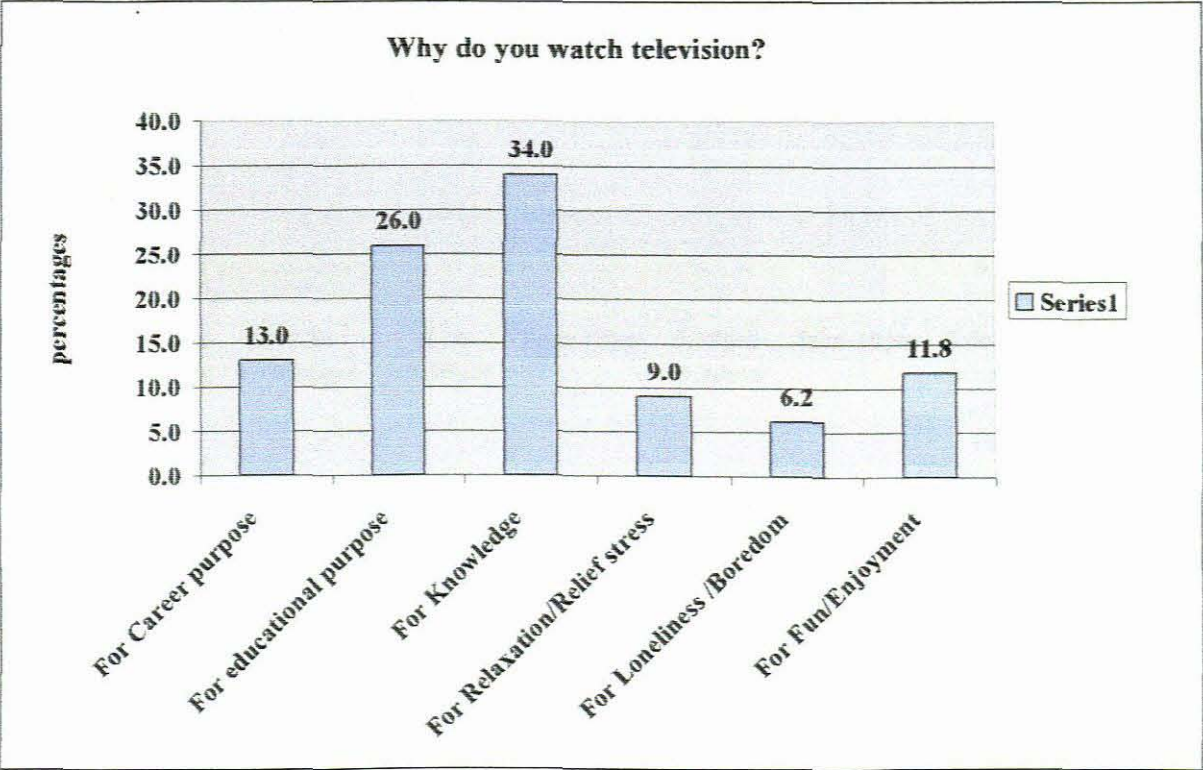


Figure 15: Why do you watch television

Figure 15 seeks to find out why the respondents watch television. The number of respondents 170 representing 34% of the total sample stated that they watched television to gain more knowledge. The number of respondents 130 representing 26% of the total sample stated that they watched television for educational purposes. The number of respondents 165 representing 13% of the total sample stated that they watched television for career purposes. The number of respondents 59 representing 10% of the total sample stated that they watched television for fun/enjoyment. The number of respondents 45

representing 9% of the total sample stated that they watched television for relaxation/relief stress, while the number of respondents 31 representing 6% of the total sample stated that they watched television for loneliness/boredom.

What time of the day do you watch television programmes?

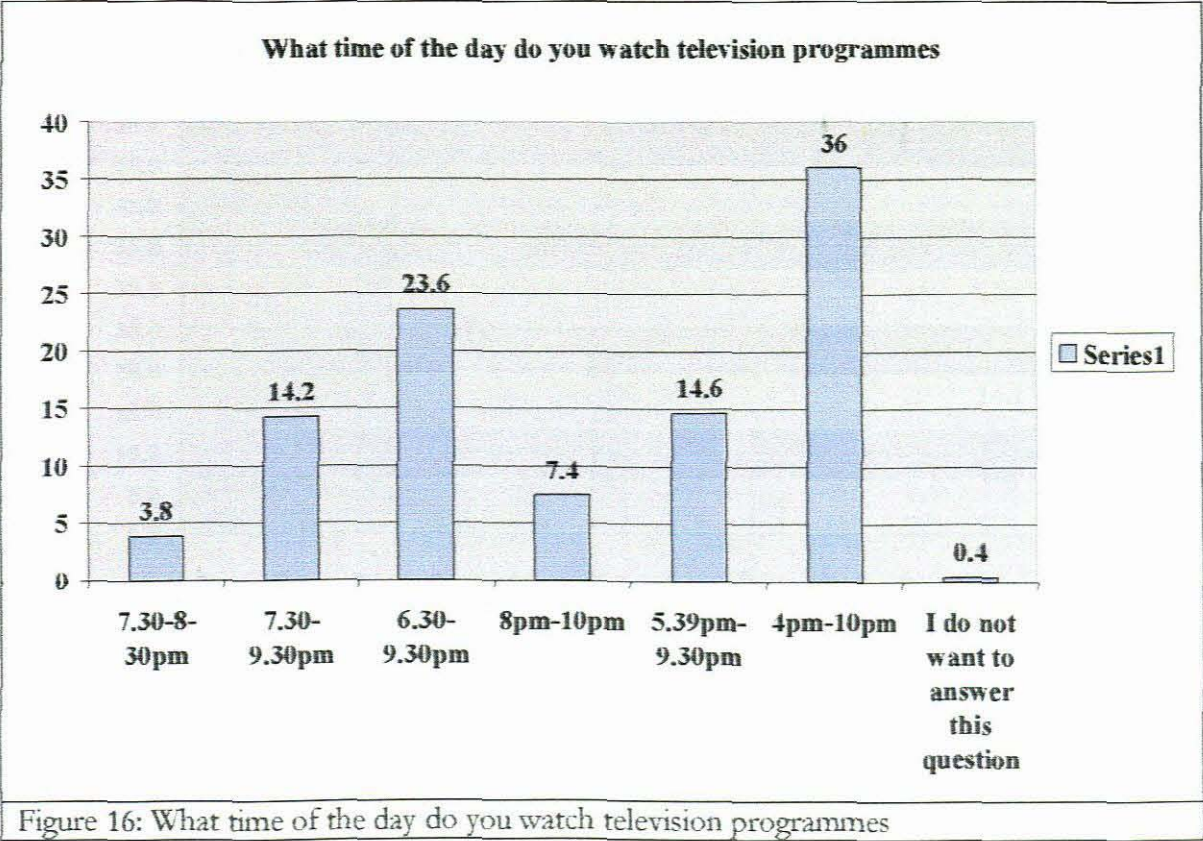


Figure 16: What time of the day do you watch television programmes

Figure 16 seeks to find out time of the day the respondents watch television programmes. The number of respondents 180 representing 36% of the total sample indicated that they watched television between 4pm-10pm. The number of respondents 118 representing 24% of the total sample indicated that they watched television between 6.30pm-9.30pm. The number of respondents 73 representing 25% of the total sample indicated that they watched television between 5.30pm-9.30pm. The number of respondents 71 representing 14% of the total sample indicated that they watched television between 7.30pm-9.30pm. The number of respondents 37 representing 7% of the total sample indicated that they watched television between 8pm-10pm, while the number of respondents 19 representing 24% of the total sample indicated that they watched television between 7.30pm-8.30pm,

while the number of respondents, 2 representing 0% of the total sample indicated that they did not want to answer this question.

Name three (3) programmes on television that make you feel family is important and tick the station on which they are broadcast.

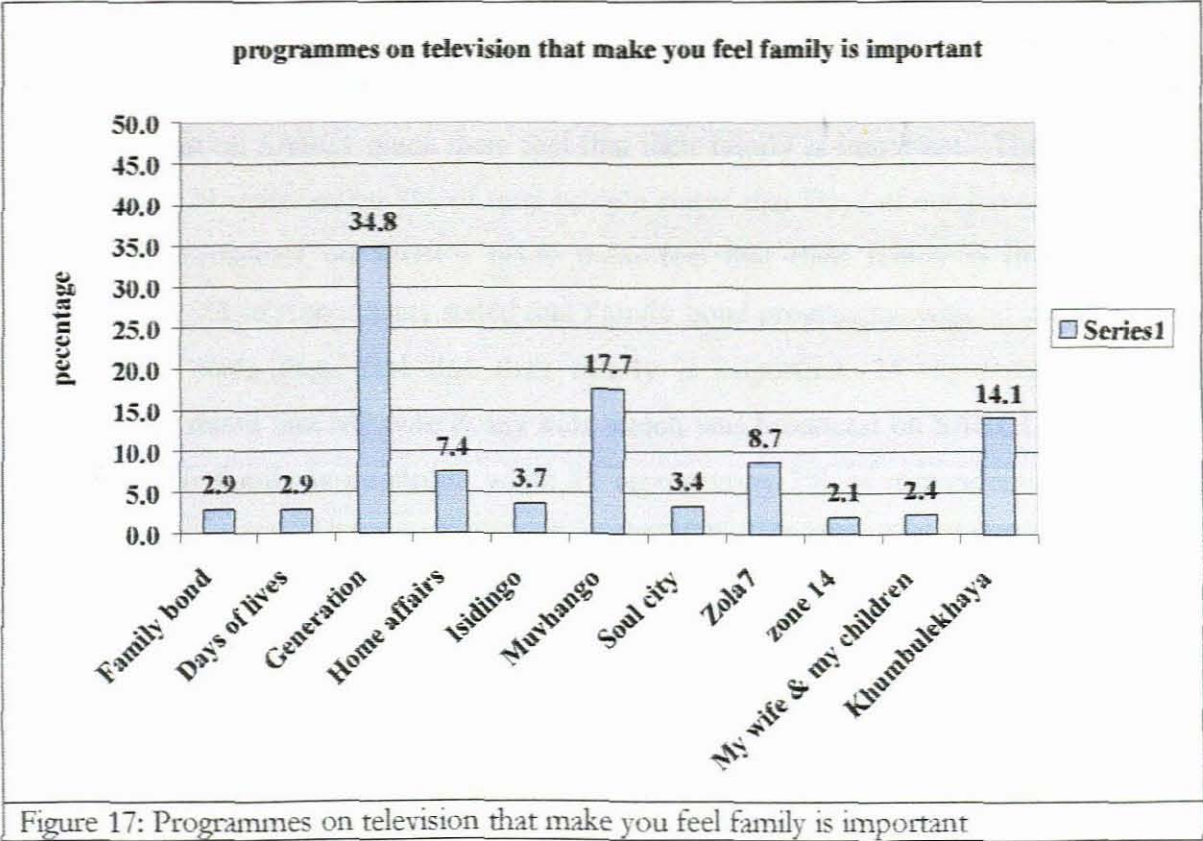


Figure 17: Programmes on television that make you feel family is important

Figure 17 seeks to find out the programmes on television that make respondents feel family is, the respondents were allowed to name three programmes of their choice. The number of respondents 351 representing 34% of the total sample stated that Generation programme which was broadcast on SABC1 made them feel that their family is important. Generation was rated highest because it shows things that are happening between husband, wife and children. The number of respondents 178 representing 18% of the total sample stated that Muhvango programme which was broadcast on SABC2 made them feel that their family is important. The number of respondents 142 representing 14% of the total sample stated that Khumbulekhaya programme which was broadcast on SABC1 made them feel that their family is important. The number of respondents 88

representing 8% of the total sample stated that Zola7 programme which was broadcast on SABC1 made them feel that their family is important. The number of respondents 75 representing 7% of the total sample stated that Home affairs programme which was broadcast on SABC1 made them feel that their family is important. The number of respondents 37 representing 4% of the total sample stated that Isidingo programme which was broadcast on SABC3 made them feel that their family is important. The number of respondents 34 representing 3% of the total sample stated that Soul city programme which was broadcast on SABC1 made them feel that their family is important. The number of respondents 29 representing 3% of total sample stated that Days of our lives programme which was broadcast on SABC3 made them feel that their family is important. 29 representing 3% of respondents stated that Family bond programme which was broadcast on SABC1 made them feel that their family is important. 24 representing 2% of respondents stated that My wife & my kids which was broadcast on SABC1 made them feel that their family is important while 21 representing 2% of respondents stated that Zone14 programme which was broadcast on SABC1 made them feel that their family is important.

Name three (3) programmes on television that teach good, healthy living and tick the station on which they are broadcast.

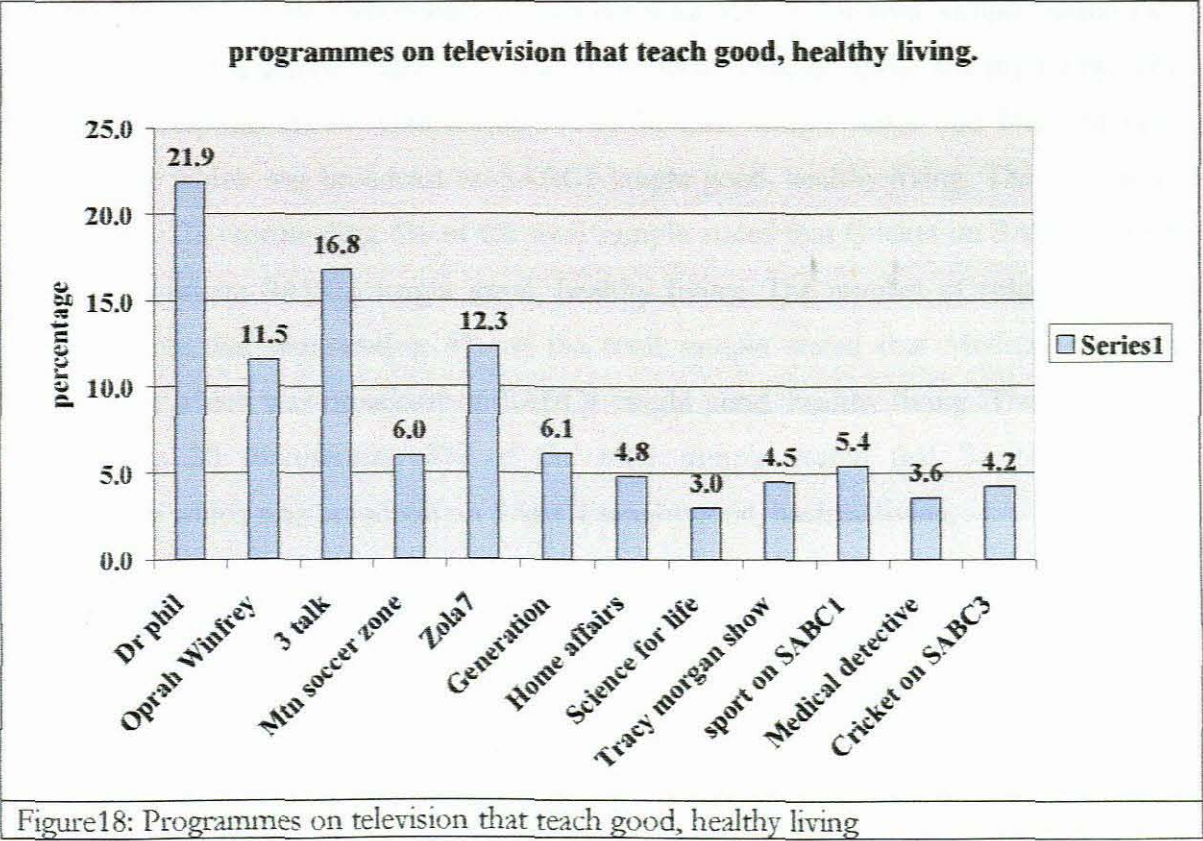


Figure 18 seeks to find out the programmes on television that teach good, healthy living, the respondents were allowed mention three programmes of their choice. The number of respondents 146 representing 22% of the total sample stated that Dr Phil programme which was broadcast on SABC2 taught good, healthy living. The number of respondents 112 representing 17% of the total sample stated that 3talk programme which was broadcast on SABC3 taught good, healthy living. The number of respondents 82 representing 12% of the total sample stated that Zola7 programme which was broadcast on SABC1 taught good, healthy living. The number of respondents 77 representing 11% of the total sample stated that the Oprah Winfrey programme which is broadcast on SABC3 taught good, healthy living. The number of respondents 41 representing 6% of the total sample stated that Generation programme which was broadcast on SABC1 taught good, healthy living. The number of respondents 40 representing 6% of the total sample stated that MTN zone programme which was broadcast on SABC3 taught good,

healthy living. The number of respondents 36 representing 5% of the total sample stated that Sport on SABC1 programme which was broadcast on SABC1 taught good, healthy living. The number of respondents 32 representing 5% of the total sample stated that Home affairs programme which is broadcast on SABC1 taught good, healthy living. The number of respondents 30 representing 5% of the total sample stated that Tracy Morgan programme which was broadcast on SABC1 taught good, healthy living. The number of respondents 28 representing 4% of the total sample stated that Cricket on SABC3 which was broadcast on SABC3 taught good, healthy living. The number of respondents 24 Medical detective representing 4% of the total sample stated that Medical detective programme which was broadcast on SABC1 taught good, healthy living. The number of respondents 20 representing 3% of the total sample stated that Science for life programme which was broadcast on SABC1 taught good, healthy living.

Name three educational programmes on television. Please tick the station on which they are broadcast?

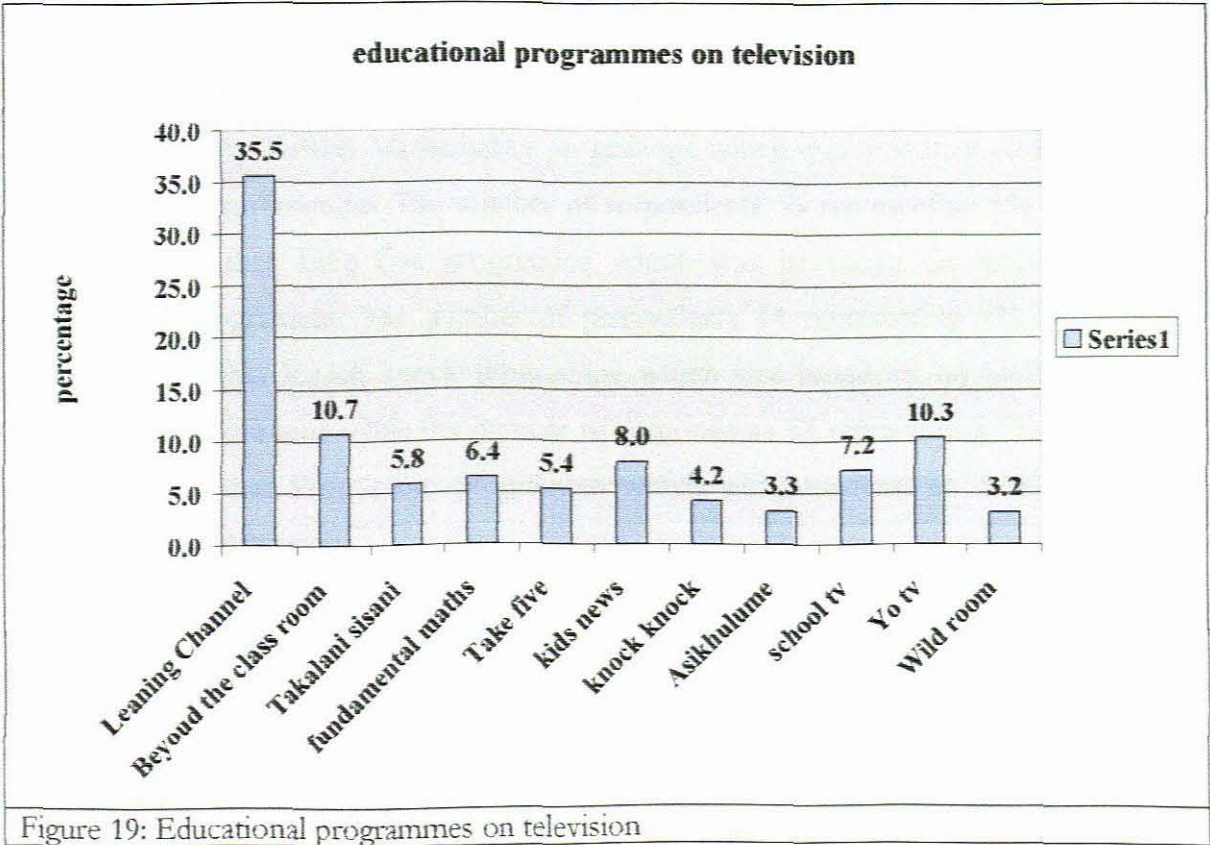


Figure 19: Educational programmes on television

Figure 19 seeks to find out the educational programmes on television, respondents were allowed to mention three programmes of their choice. The number of respondents 371 representing 36% of the total sample stated that Learning channel programme which was broadcast on SABC1 was an educational programme. Channel was rated highest because it is a programme that teaches learners in high schools all the subjects that are offered in their various schools in South Africa. This programme also tries to solve some passed questions that are very difficult in matric examinations or solves some of the questions that learners may feel that are difficult. The number of respondents 112 representing 11% of the total sample stated that Beyond the class room programme which was broadcast on SABC2 was an educational programme. The number of respondents 108 representing 10% of the total sample stated that Yotv programme which was broadcast on SABC1 was an educational programme. The number of respondents 83 representing 8% of the total sample stated that Kid news programme which is broadcast on SABC1 was an educational programme. The number of respondents 75 representing 7% of the total sample stated that School TV programme which was broadcast on SABC2 was an educational programme. The number of respondents 67 representing 6% of the total sample stated that Further Mathematics programme which was broadcast on SABC2 was an educational programme. The number of respondents 56 representing 5% of the total sample stated that Take five programme which was broadcast on SABC1 was an educational programme. The number of respondents 44 representing 4% of the total sample stated that Knock knock programme which was broadcast on SABC3 was an educational programme while the number of respondents 33 representing 5% of the total sample stated that Wild room programme which was broadcast on SABC1 was an educational programme.

Name three programmes on television that are very sexually explicit. Please tick the station on which they are broadcast?

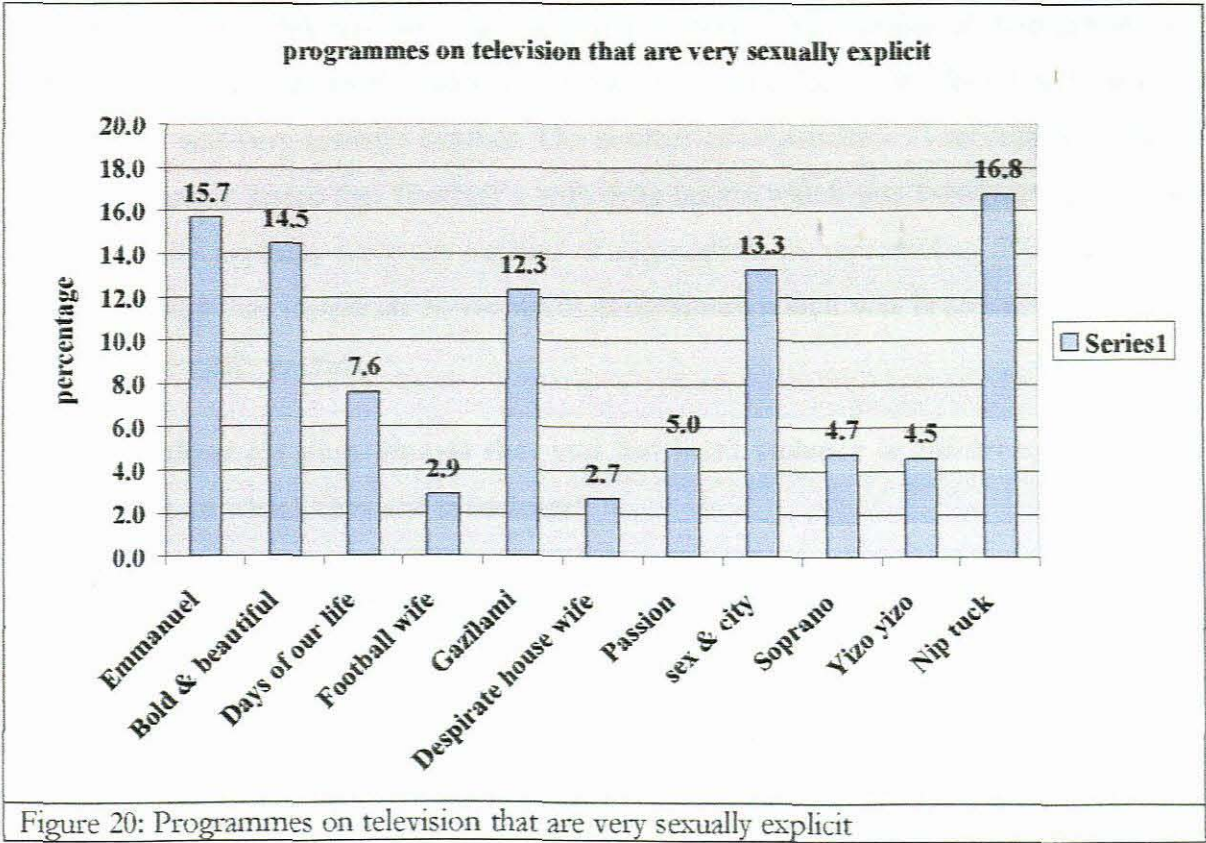


Figure 20 seeks to find out the programmes on television that are very sexually explicit. The number of respondents 181 representing 17% of the total sample stated that Nip tuck programme which was broadcast on SABC3 was very sexually explicit. The number of respondents 169 representing 16% of the total sample stated that Emmanuel programme which was broadcast on etv was very sexually explicit. 156 representing 15% of respondents stated that the Bold and beautiful programme which was broadcast on SABC1 was very sexually explicit. The number of respondents 143 representing 13% of the total sample stated Sex & city programme which was broadcast on SABC3 was very sexually explicit. The number of respondents 133 representing 12% of the total sample stated that Gazilami programme which was broadcast on SABC1 was very sexually explicit. The number of respondents 81 representing 16% of the total sample stated that Days of our lives programme which is broadcast on SABC3 was very sexually explicit.

The number of respondents 54 representing 5% of the total sample stated that Passion programme which was broadcast on etv was very sexually explicit. The number of respondents 51 representing 5% of the total sample stated that Soprano programme which was broadcast on SABC1 was very sexually explicit. The number of respondents 49 representing 5% of the total sample stated that Yizoyizo programme which was broadcast on SABC1 was very sexually explicit. The number of respondents 31 representing 3% of the total sample stated that Football's wife programme which was broadcast on etv was very sexually explicit, while the number of respondents 29 representing 3% of the total sample stated that Desperate house wives programme which was broadcast on SABC3 was very sexually explicit

Mention three (3) programmes that you feel instil violence in children. Please tick the station on which they are broadcast?

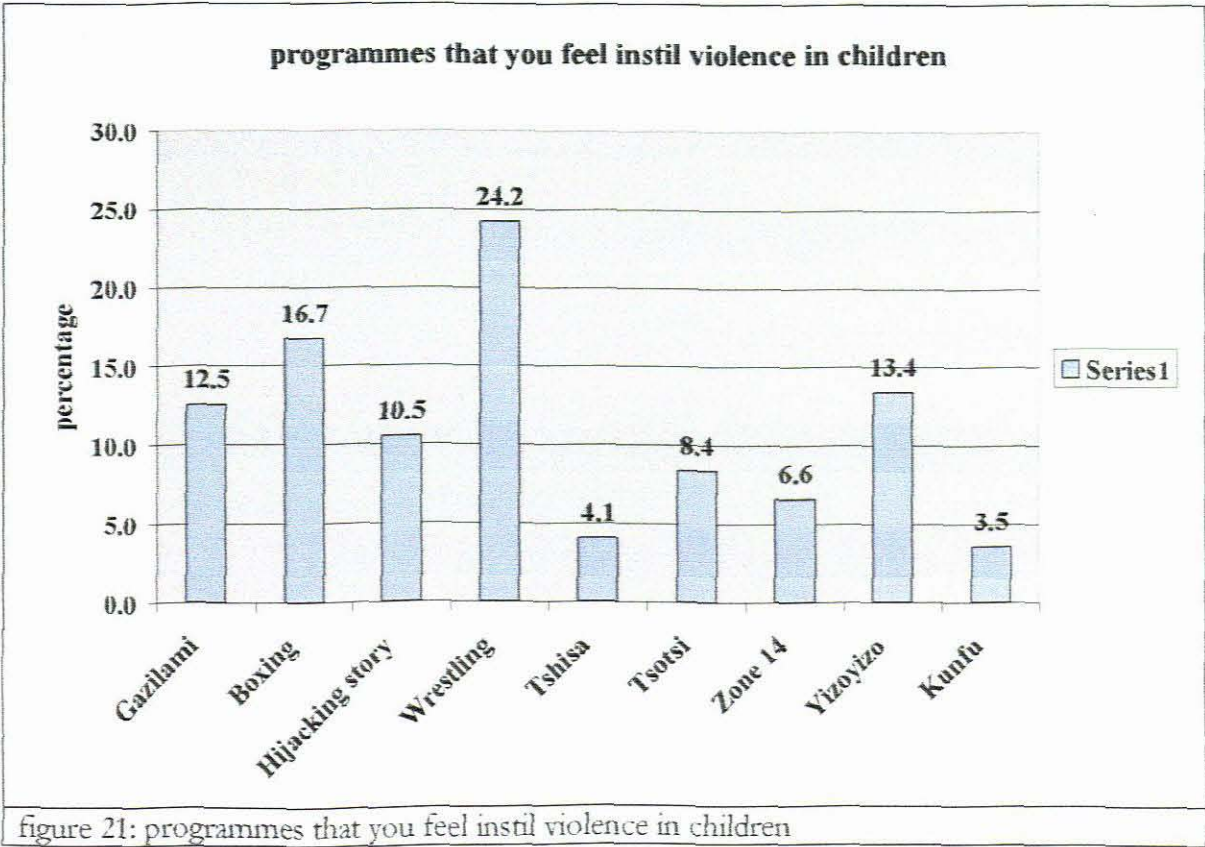


figure 21: programmes that you feel instil violence in children

Figure 21 seeks to find out the programmes that the respondents feel instil violence in children; respondents were allowed to mention three. The number of respondents 191

representing 24% of the total sample felt that Wrestling which was broadcast on etv instils violence in children. The number of respondents 132 representing 17% of the total sample felt that Boxing which was broadcast on SABC2 instils violence in children. The number of respondents 106 representing 13% of the total sample felt that Yizoyizo which was broadcast on SABC1 instils violence in children. The number of respondents 99 representing 13% of the total sample felt that Gazilami which was broadcast on SABC1 instils violence in children. The number of respondents 83 representing 11% of the total sample felt that Hijacking story which was broadcast on SABC1 instils violence in children. The number of respondents 66 representing 8% of the total sample felt that Tsotsi which was broadcast on SABC1 instils violence in children. The number of respondents 52 representing 7% of the total sample felt that Zone14 which is broadcast on SABC1 instils violence in children. The number of respondents 32 representing 4% of the total sample felt that Tshisa which was broadcast on SABC1 instils violence in children, while the number of respondents 28 representing 4% of the total sample felt that Kungfu which is broadcast on SABC3 instils violence in children.

Name three (3) advertisements that make you feel women are for sexual pleasure only.

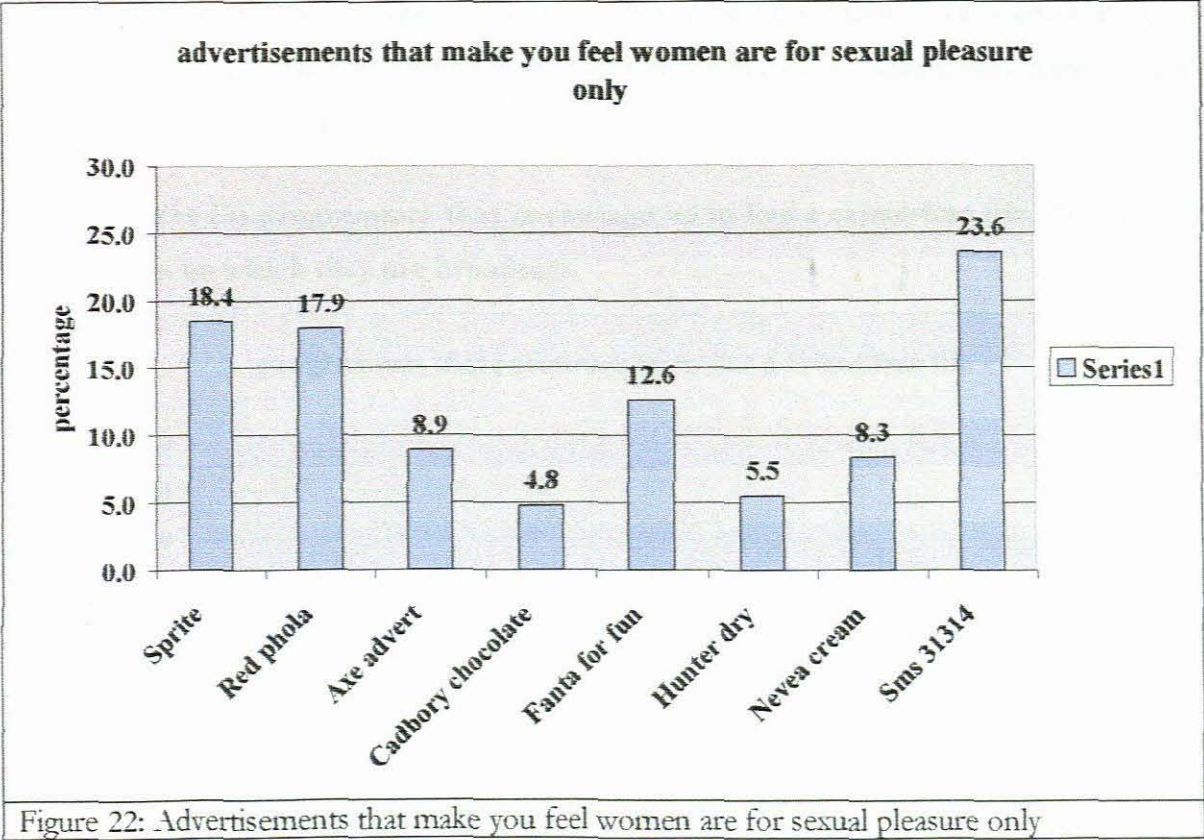


Figure 22 seeks to find out the advertisements that make respondents feel women are for sexual pleasure only, respondents were allowed to mention three advertisements of their choice that make them feel that women are for sexual pleasure only. The number of respondents 133 representing 24% of the total sample indicated that Sms 31314 advertisement made them feel that women are for sexual pleasure only. The number of respondents 104 representing 18% of the total sample indicated that Sprite zero advertisement made them feel that women for are sexual pleasure. The number of respondents 101 representing 18% of the total sample indicated that Red phola advertisement made them feel that women are for sexual pleasure only. The number of respondents 71 representing 13% of the total sample indicated that Fanta for fun advertisement made them feel that women are for sexual pleasure only. The number of respondents 50 representing 9% of the total sample indicated that Axe advertisement

made them feel that women are for sexual pleasure only. The number of respondents 31 representing 6% of the total sample indicated that Hunter dry advertisement made them feel that women are for sexual pleasure only while the number of respondents 27 representing 5% of the total sample indicated that Cadbury chocolate advertisement made them feel that women are for sexual pleasure only.

Name three (3) programmes that encourage us to live a crime-free life. Please tick the station on which they are broadcast

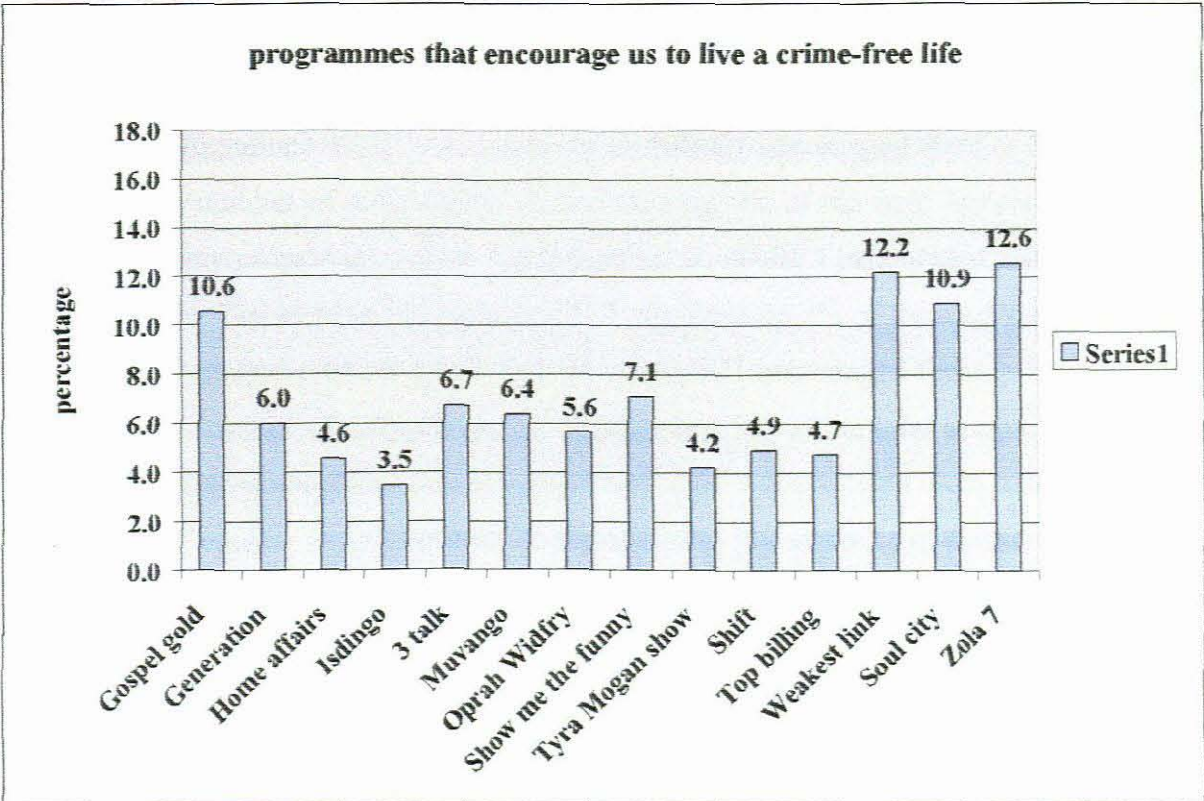


Figure 23: Programmes that encourage us to live a crime-free life

Figure 23 seeks to find out programmes that encourage respondents to live a crime-free-life, respondents were allowed to mention three programmes of their choice that encourage them to life a crime free-life . The number of respondents 69 representing 13% of the total sample stated that Zola7 programme which was broadcast on SABC1 encouraged them to live a crime free-life. The number of respondents 67 representing 12% of the total sample stated that Weakest link programme which was broadcast on SABC3 encouraged them to live a crime free-life. The number of respondents 60 representing 11% of the total sample stated that Soul city programme which was

broadcast on SABC1 encouraged them to live a crime free-life. The number of respondents 58 representing 11% of the total sample stated that gospel gold/time programme which was broadcast on SABC 1 and 2 encouraged them to live a crime free-life. The number of respondents 39 representing 11% of the total sample stated that Show me the funny programme which was broadcast on etv encouraged them to live a crime free-life. The number of respondents 37 representing 8% of the total sample stated that 3talk programme which was broadcast on SABC3 encouraged them to live a crime free-life. The number of respondents 35 representing 6% of the total sample stated that Muhvango programme which was broadcast on SABC2 encouraged them to live a crime free-life. The number of respondents 33 representing 6% of the total sample stated that Generation programme which was broadcast on SABC1 encouraged them to live a crime free-life. The number of respondents 31 representing 6% of the total sample stated that Oprah Winfrey programme which was broadcast on SABC3 encouraged them to live a crime free-life. The number of respondents 27 representing 5% of the total sample stated that Shifty programme which was broadcast on SABC1 encouraged them to live a crime free-life. The number of respondents 26 representing 5% of the total sample stated that Top billing programme which was broadcast on SABC3 encouraged them to live a crime free-life. The number of respondents 25 representing 5% of the total sample stated that Home affairs programme which was broadcast on SABC1 encouraged them to live a crime free-life, while The number of respondents 23 representing 4% of the total sample stated that Isidingo programme which was broadcast on SABC3 encouraged them to live a crime free-life.

Name three (3) programmes that encourage us to life a life devoid of racism and prejudice. Please tick the station where they are broadcast

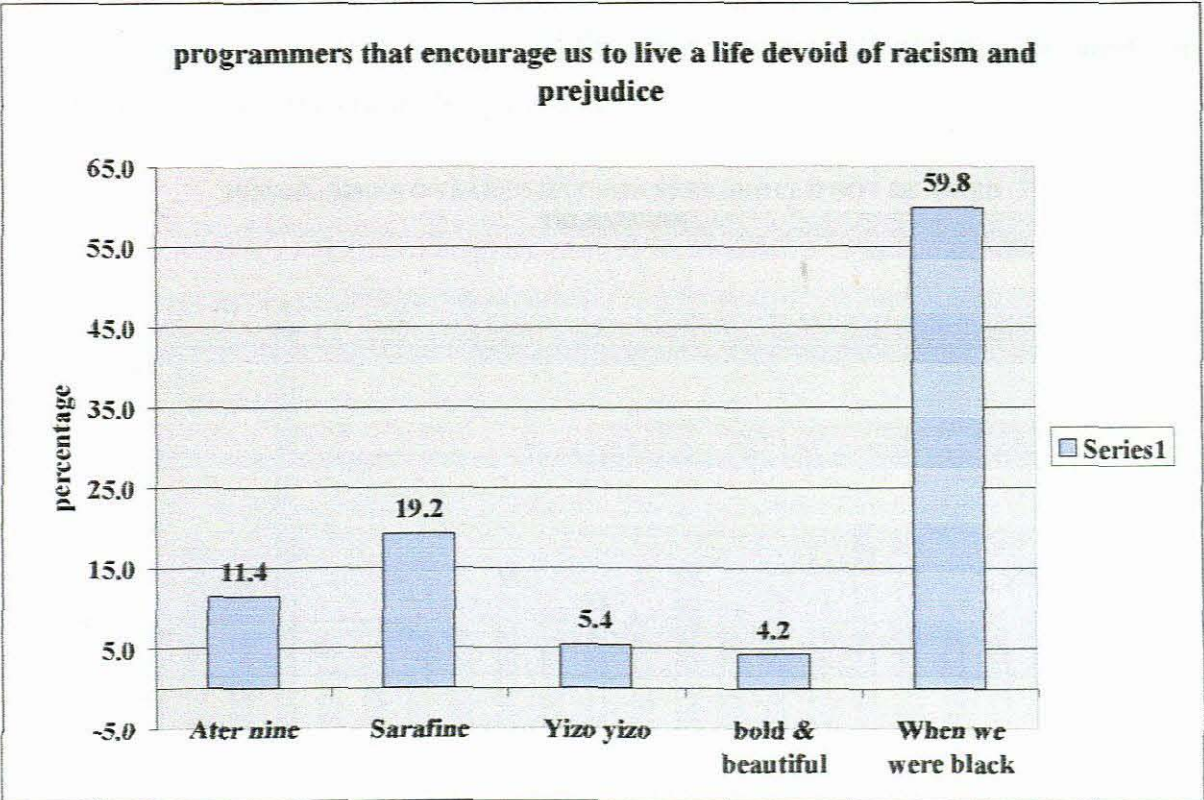


figure 24: Programmes that encourage us to live a life devoid of racism and prejudice

Figure 24 seeks to find out the programmes that encourage respondents to live a life devoid of racism and prejudice, respondents were allowed to mention three programmes of their choice that encourage them to life a devoid of racism and prejudice. The number of respondents 268 representing 60% of the total sample stated that When we were Black programmes which was broadcasting on SABC1 encouraged them to live a life devoid of racism and prejudice. The number of respondents 86 representing 19% of the total sample stated Sarrafine programme which was broadcast on SABC1 encouraged them to live a life devoid of racism and prejudice. The number of respondents 51 representing 11% of the total sample stated Ater9 programme which was broadcast on etv encouraged them to live a life devoid of racism and prejudice. The number of respondents 24 representing 5% of the total sample stated Yizoyizo programme which was broadcast on SABC1 encouraged them to live a life devoid of racism and prejudice while The number of respondents 19 representing 4% of the total sample stated Bold and Beautiful programme

which was broadcast on SABC1 encouraged them to live a life devoid of racism and prejudice.

Name three (3) programmes on SABC that you feel should not be aired on television. Please give reason for your answer.

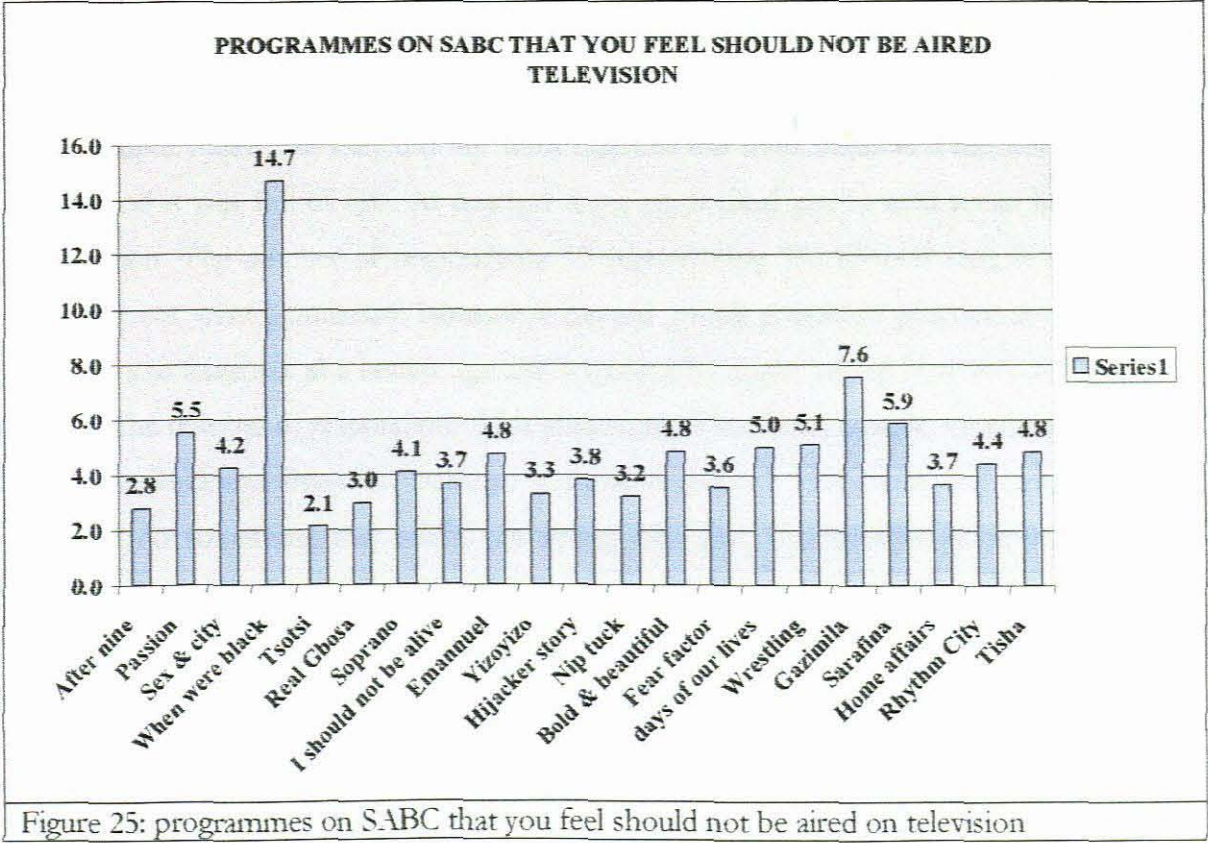


Figure 25: programmes on SABC that you feel should not be aired on television

Figure 25 seeks to find out the programmes on SABC that respondents feel should not be aired on television; respondents were allowed to mention three programmes of their choice that they feel should not be aired on television with reasons. The number of respondents 173 representing 15% of total sample stated that they did not want When were we were Black because it reminded them how South African Blacks were maltreated by Whites during apartheid. The number of respondents 89 representing 8% of total sample stated that they did not want Gazimila because it was a violent programme. It showed how to use drugs and also portrayed how young girls could use their body for prostitution. They felt that it encouraged prostitution and contained sexual scenes. The number of respondents 69 representing 6% of total sample stated that they did not want Sarafina because it showed what South African Blacks passed through

during the apartheid era. The number of respondents 65 representing 6% of total sample stated that they did not want *Passion* because it was demonic programme and it showed that people were being controlled by evil spirits. The number of respondents 60 representing 5% of total sample stated that they did not want *Wrestling* because it made children to believe that fighting is the way of solving problems between two people, it exposed children to violence, it trained children how to fight. It was harmful for children and it instilled violence in children. The number of respondents 59 representing 5% of total sample stated that they did not want *Days of our lives* because it did not teach any lesson and it was full of lies. At onetime a person is dead and in next scene he or she is alive again. The number of respondents 57 representing 5% of total sample stated that they did not want *Emmanuel* because it caused young people to practice sex, it taught teenagers to have sex at a tender age and it generally taught young people to be involved in sex. The number of respondents 57 representing 5% of total sample stated that they did not want *Bold and Beautiful* because it showed people's nakedness and caused young children do something that adults are doing like sex. The number of respondents 57 representing 5% of total sample stated that they did not want *Tisha* because it promoted drugs that were harmful.

The number of respondents 52 representing 4% of total sample stated that they did not want *Rhythm City* because it taught young females to use sex to get a work or use sex to keep business working. The number of respondents 50 representing 4% of total sample stated that they did not want *Sex and the city* because it showed a lot of pornography and encouraged young people to be eager to have sex. The number of respondents 48 representing 4% of total sample stated that they did not want *Soprano* because it was full of sexual harassment. The number of respondents 45 representing 4% of total sample stated that they did not want *Hijacker* story because it encouraged crime for living and it taught young people that crime is an easiest way of becoming rich. It taught how to hijack cars, rob people and it did not show the negative effects of being a criminal. The number of respondents 43 representing 4% of total sample stated that they did not want *Home affairs* because it showed that Black people are poor and it also showed that Black women are used as slaves and for sexual pleasure only. The number of respondents 43

representing 4% of total sample stated that they did not want I should not be alive because it showed things that can never happen to human beings. It was scary and caused bad dreams. The number of respondents 42 representing 4% of total sample stated that they did not want Fear factor because it was horrible and caused people to vomit while watching it. The number of respondents 39 representing 3% of total sample stated that they did not want Yizoyizo because it encouraged bad behaviour like smoking, taking dagga, mandrax and abusing girls by raping. It was full of rape and showed violence in schools and how learners can be rude to their teachers and it encouraged learners to have negative attitudes towards their educators.

The number of respondents 38 representing 3% of total sample stated that they did not want Nip tuck because it showed nudity for women like breasts. The number of respondents 35 representing 3% of total sample stated that they did not want Real Gbosa because it exposed people's affairs especially celebrities lives. The number of respondents 33 representing 3% of total sample stated that they did not want After9 because it promoted gays and lesbians and it showed that being a gay is the best in life. The number of respondents 25 representing 3% of total sample stated that they did not want Tsotsi because it taught different ways of stealing and it used vulgar language.

ANALYSIS AND INTERPRETATION OF DATA FROM PARENTS/CAREGIVERS

The questionnaire for parents/caregivers consisted of two parts.

- The first part contained background information of the parents/caregivers and
- The second part contained the impact of television programmes and advertisements on parents/caregivers.

Part 1: Background Information of The Parents/Caregivers.

Distribution of respondents according to their gender

Gender	Frequency	Percentage
Female	189	74.4
Male	65	25.6

I do not want to answer this question	0	0
Total	254	100
Table 24: Distribution of respondents according to their gender		

Table 24 shows the distribution of respondents according to their age. The number of respondents 187 representing 74% of the total sample were females while the number of respondents 65 representing 26% of the total sample were males. This shows that females watch television than males.

Distribution of respondents according to their age

Age	Frequency	Percentage
30 - 39	73	28.7
40 - 49	167	65.8
Above 50	14	5.5
I do not want to answer this question	0	0
Total	254	100
Table 25: Distribution of respondents according to their age		

Table 25 shows the distribution of respondents according to their gender. The number of respondents 167 representing 66% of the total sample were in the 40-49 years age group while the respondents 73 representing 29% of the total sample were in the 30-39 years age group and the respondents 14 representing 6% of the total sample were above 50

Distribution of respondents according to their ethnic group

Ethnic group	Frequency	Percentage
African	245	96.5
Coloured	9	3.5
Indian	0	0
white	0	0
I do not want to answer this question	0	0
total	254	100
Table 26: Distribution of respondents according to		

their ethnic group

Table 26 shows the distribution of respondents according to their ethnic group. The number of respondents 245 representing 97% of the total sample were Africans, while the number of respondents 9 representing 4% of the total sample were Coloureds. This may be because of apartheid that is why black south Africans prefer to live in Esikhawini.

Distribution of respondents according to their level of education.

Level of education	Frequency	Percentage
grade 11 or lower	18	7.1
grade 12 (standard 10/ matric)	30	11.8
no formal education	7	2.8
post graduate degree	34	13.4
post matric diploma or certificate	79	31.1
university or technikon degree	86	33.9
I do not want to answer this question	0	0
Total	254	100.0

Table 27: Distribution of respondents according to their level of education

Table 27 indicates distribution of respondents according to their level of education. The number of respondents 86 representing 34% of the total sample held university or technikon degrees. The number of respondents 79 representing 31% of the total sample held post matric diplomas. The number of respondents 34 representing 13% of the total sample held post graduate degrees. The number of respondents 30 representing 12% of the total sample obtained grade 12 (standard 10/matric). The number of respondents 18 representing 7% of the total sample obtained grade 11 certificates, while the number of respondents 7 representing 3% of the total sample had no formal education. People in Esikhawini are willing to be educated.

Distribution of respondents according to their occupation

Occupation	frequency	percentage
Salaried employed	235	92.5

Self employed	14	5.5
Retired	0	0
unemployed	5	1
I do not want to answer this question	0	0
Total	254	100
Table 28: distribution of respondents according to their occupation		

Table 28 above indicates the distribution of respondents according to their occupation. The number of respondents 235 representing 93% of the total sample were salaried employed. The number of respondents 14 representing 6% of the total sample were self employees. The number of respondents 5 representing 1% of the total sample were unemployed.

The impact of television programmes on parents/caregivers

How many television sets do you have?

	Frequency	Percentage
one	197	77.5
two	54	21.3
Three or more	3	1.2
None	0	0
I do not want to answer this question	0	0
Total	254	100.0
Table 29: How many television sets do you have		

Table 29 seeks to find out how many television sets do respondents have. The number of respondents 197 representing 78% of the total sample had one television set each. The number of respondents 54 representing 21% of the total sample had two television sets for each, while the number of respondents 3 representing 21% of the total sample had three television sets for each person.

Does your religion influence what you watch on television?

	Frequency	Percent
Yes	28	11.0
No	226	89.0

I do not want to answer this question	0	0
Total	254	100.0
Table 30: Does your religion influence what you watch on television		

Table 30 seeks to find out if religion or belief influences what respondents to watch television. The number of respondents 226 representing 89% of the sample said that their religion did not influence what they watch on television, while the number of respondents 28 representing 11% of the sample stated that their religion influenced what they watch on television.

Do you watch television with your children?

	Frequency	Percentage
Yes	227	89.4
No	27	10.6
I do not want to answer this question	0	0
Total	254	100.0
Table 31: Do you watch television with your children		

Table 31 seeks to find out if respondents watch television with their children. The number of respondents 227 representing 89% of the total sample indicated that they watched television with their children. The number of respondents 27 representing 11% of the total sample indicated that they did not watch television with their children.

Do you determine the type of programmes your children watch on television?

	Frequency	Percentage
Yes	146	57.5
No	19	7.5
Occasionally	89	35.0
I do not want to answer this question	0	0
Total	254	100.0
Table 32: Do you determine the type of programmes your children watch on television		

Table 32 seeks to find out if respondents determine the type of programmes their children watch on television. The majority of respondents 146 representing 58% of the total sample stated that they determined the type of programmes their children watch on television. The number of respondents 89 representing 35% of the total sample stated that they determined occasionally the type of programmes their children watch on television. The number of respondents 19 representing 8% of the total sample stated that they did not determine the type of programmes their children watch on television.

Do you believe that television programmes influence your children positively?

	Frequency	Percentage
Yes	142	60.0
No	18	7.0
Not sure	83	32.7
I do not want to answer this question	11	4.3
Total	254	100.0
Table 33: Do you believe that television programmes influence your children positively		

Table 33 seeks to find out if respondents believe that television programmes influence their children positively. The number of respondents 142 representing 69% of the total sample stated that they believed that television programmes influenced their children positively. The number of respondents 18 representing 7% of the total sample stated that they did not believe that television programmes influence their children positively. The number of respondents 83 representing 33% of the total sample stated that they were not sure if television programmes had influenced their children positively, while the number of respondents 11 representing 4% of the total sample stated that they did not want to answer this question.

Have you witnessed your children practising what they watch on television?

	Frequency	Percent
Yes	155	61.0
Not	32	12.6
Not sure	67	26.4
I do not want to answer	0	0

this question		
Total	254	100.0
Table 34: Have you witnessed your children practising what they watch on television		

Table 34 seeks to find out if respondents have witnessed their children practising what they watch on television. The number of respondents 155 representing 61% of the total sample stated that they had witnessed their children practising what they have watched on television. The number of respondents 67% representing 26 of the total sample stated that they were not sure if they had witnessed their children practising what they watch on television, while the number of respondents 32 representing 13 %of the total sample stated that they did not witness their children practising what they watch on television.

Do your children persuade you to buy games/toys for them after watching advertisements on television?

	Frequency	Percentage
Yes	208	82.0
Not	29	11.4
Not sure	17	6.6
I do not want to answer this question	0	0
Total	254	100.0
Table 35: Do your children persuade you to buy games/toys for them after watching advertisements on television		

Table 35 seeks to find out if children of respondents persuade them to buy games/toys for them after watching advertisements on television. The number of respondents 208 representing 82% of the total sample indicated that their children had persuaded them to buy games/ toys for them after watching advertisements on television. The number of respondents 29 representing 11% of the total sample indicated that their children did not persuade them to buy games/ toys for them after watching advertisements on television, while the number of respondents 17 representing 7 of the total sample indicated that they were not sure if their children had persuaded them to buy games/ toys for them after watching advertisements on television.

Do you think that television programmes have influenced your lifestyle?

	Frequency	Percentage
Yes	159	62.6
Not	43	17.0
No sure	52	20.5
I do not want to answer this question	0	0
Total	254	100.0
Table 36: Do you think that television programmes have influenced your lifestyle		

Table 36 seeks to find out if television programmes have influenced respondents' lifestyles. The number of respondents 159 representing 63% of the total sample stated that television programmes had influenced their lifestyles. The number of respondents 52 representing 21% of the total sample stated that they were not sure if television programmes had influenced their lifestyles, while the number of respondents 43 representing 17% of the total sample stated that television programmes did not influence their lifestyles.

Mention three things that you were influenced to buy for your children after viewing them on television advertisements

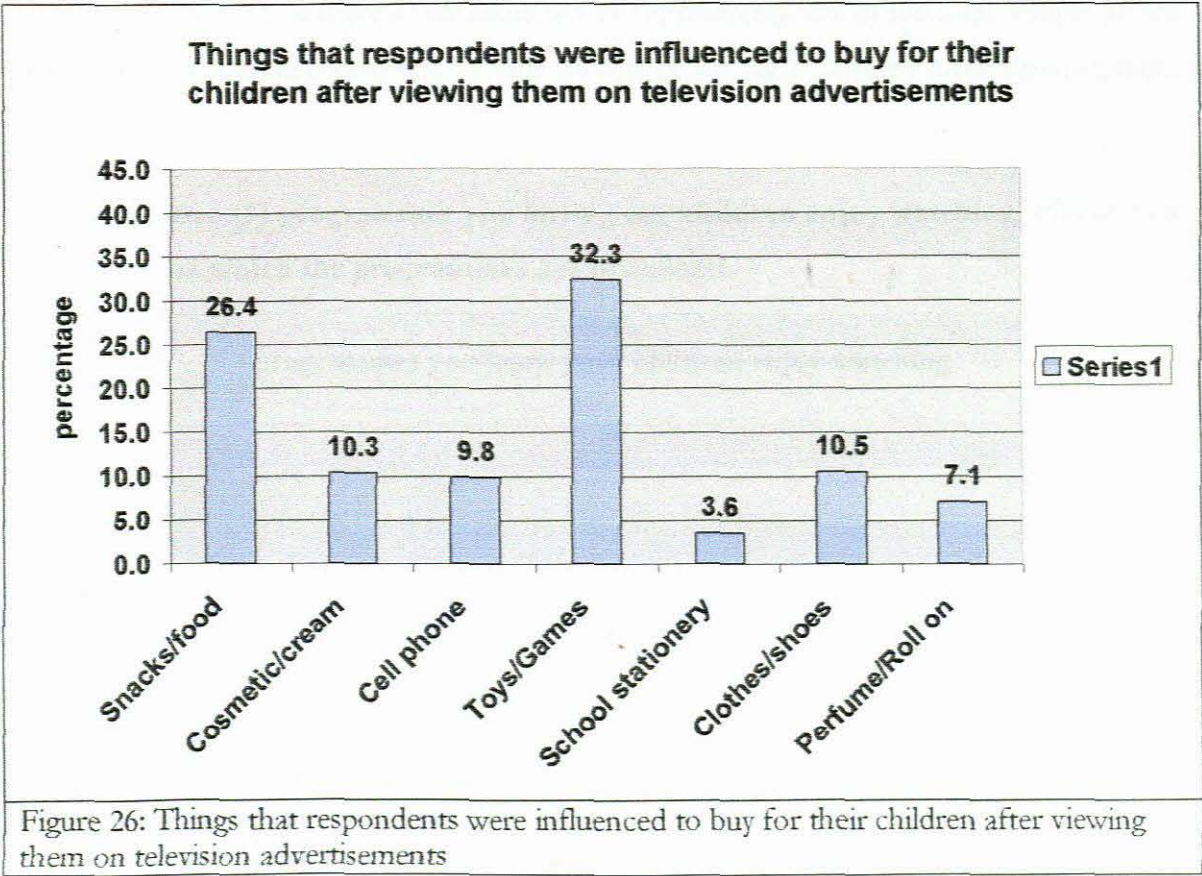


Figure 26 seeks to find out things that respondents felt influenced them to buy for their children after viewing them on television advertisements, the respondents were allowed to mention three things. The number of respondents 191 representing 32% of the total sample stated that they were influenced to buy toys/games for their children after viewing them on television. The number of respondents 156 representing 26% of the total sample stated that they were influenced to buy snacks/foods for their children after viewing them on television. The number of respondents 62 representing 11% of the total sample stated that they were influenced to buy clothes/shoes for their children after viewing them on television. The number of respondents 61 representing 10% of the total sample stated that they were influenced to buy cosmetic/cream for their children after viewing them on television. The number of respondents 58 representing 10% of the total sample stated that they were influenced to buy cell phones for their children after viewing them on

television. The number of respondents 42 representing 7% of the total sample stated that they were influenced to buy perfume/roll on for their children after viewing them on television, while the number of respondents 21 representing 4% of the total sample stated that they were influenced to buy school stationery for their children after viewing them on television.

Mention three (3) programmes you know your children enjoy watching. Please tick the station on which the programmes are broadcast.

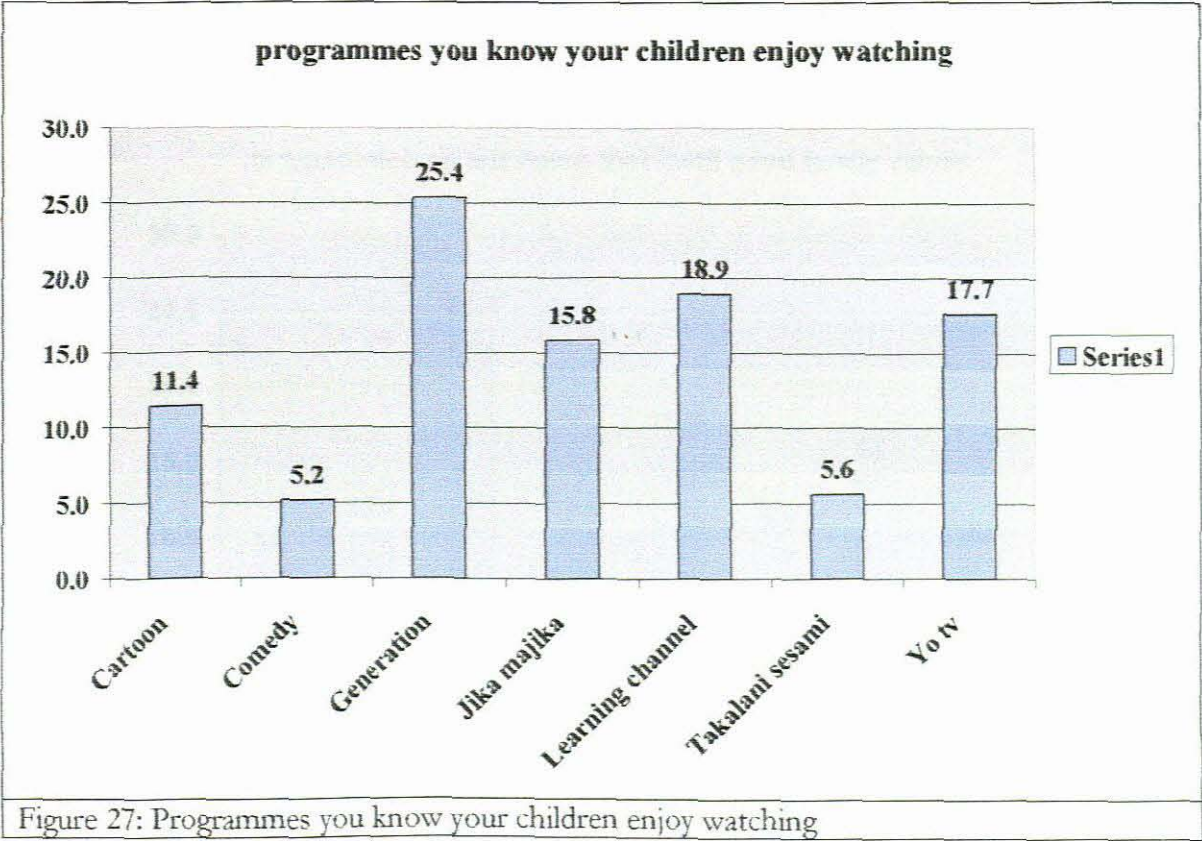


Figure 27: Programmes you know your children enjoy watching

Figure 27 seeks to find out the programmes that respondents know that their children enjoy watching, the respondents were allowed to mention three programmes. The number of respondents 122 representing 25% of the total sample indicated that their Children enjoyed watching Generation, which was on SABC1. The number of respondents 91 representing 19% of the total sample indicated that their Children enjoyed watching Learning channel which was on SABC1. The number of respondents 85 representing 18% of the total sample indicated that their Children enjoyed watching Yotv which was

broadcast on SABC1. The number of respondents 76 representing 16% of the total sample indicated that their Children enjoyed watching Jikamajika which was broadcast on SABC1. The number of respondents 55 representing 11% of the total sample indicated that their Children enjoyed watching Cartoons which were broadcast on SABC1, 2 & 3. The number of respondents 25 representing 5% of the total sample indicated that their Children enjoyed watching comedies which were broadcast on SABC1, 2, 3 and etv.

Name (3) programmes on television that instil good family values. Please tick the station on which they are broadcast.

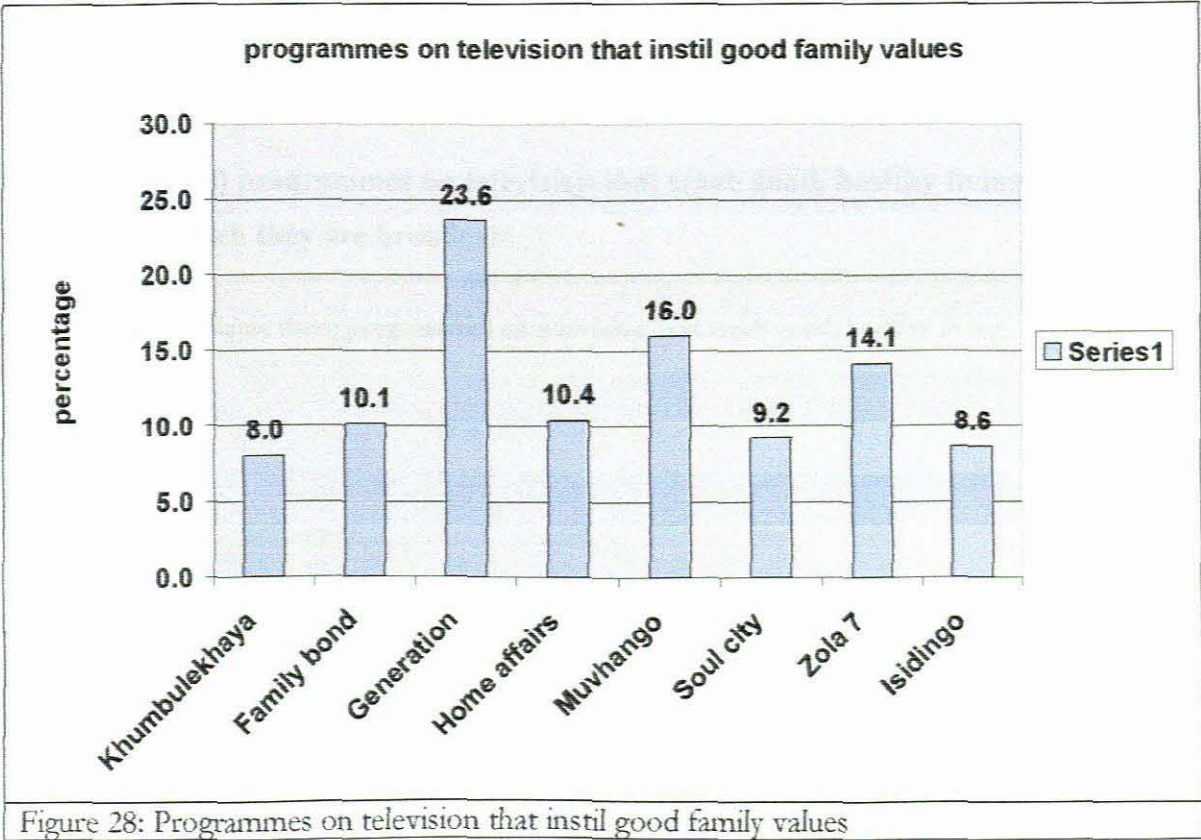


Figure 28 seeks to find out the programmes on television that respondents feel instil good family; respondents were allowed to mention three programmes of their choice. The number of respondent 77 representing 24% of the total sample stated that they felt that Generation instils a good family value which was broadcast on SABC1. The number of respondent 52 representing 16% of the total sample stated they felt that Muhvango instils

good family value which was broadcast on SABC2. The number of respondent 46 representing 14% of the total sample stated that they felt that Zola7 instils good family value which was broadcast on SABC1. The number of respondent 34 representing 10% of the total sample stated that they felt that Home affair instils good family value which was broadcast SABC1. The number of respondent 30 representing 10% of the total sample stated that they felt that family bond instils good family value which was broadcast on SABC1. The number of respondent 34 representing 9% of the total sample stated that they felt that Soul city instils good family value which was broadcast on SABC1. The number of respondent 28 representing 9% of the total sample stated that they felt that Isidingo instils good family value which was broadcast on SABC3. The number of respondent 26 representing 8% of the total sample stated that they felt that Khumbulekhaya instils good family value which is broadcast on SABC1.

Name three (3) programmes on television that teach good, healthy living. Please tick station on which they are broadcast

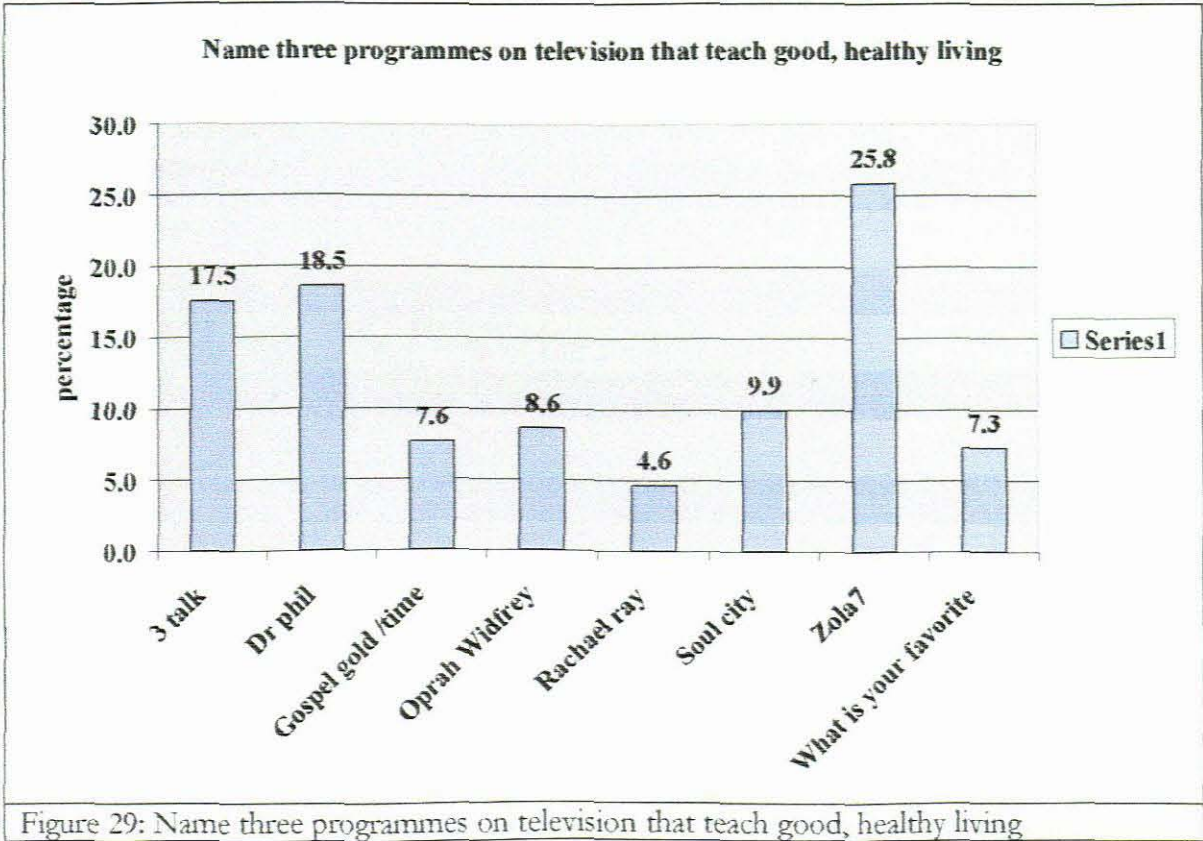


Figure 29 seeks to find out the programmes on television that respondents feel that teach good healthy living. Respondents were allowed to mention three programmes of their choice. The number of respondents 78 representing 26% of the sample stated that Zola7 programme taught good healthy living which was broadcast on SABC1. The number of respondents 56 representing 19% of the total sample stated that Dr Phil programme taught good, healthy living which was broadcast on SABC2. The number of respondents 53 representing 18% of the total sample stated that 3talk programme taught good, healthy living which was broadcast on SABC3. The number of respondents 30 representing 10% of the total sample stated that Soul city programme taught good, healthy living which was broadcast on SABC1. The number of respondents 26 representing 9% of the total sample stated that the Oprah Winfrey programme taught good, healthy living which is broadcast on SABC3. The number of respondents 23 representing 8% of the total sample stated that Gospel time/gold programme taught good, healthy living which was broadcast on SABC 1 and 2. The number of respondents 22 representing 7% of the total sample stated that What is your favourite programme taught good, healthy living which was broadcast on SABC 3, while The number of respondents 14 representing 4% of the total sample stated that Rachel Ray programme that taught good, healthy living which was broadcast on etv.

Name three (3) educational programmes on television. Please tick the station on which they are broadcast.

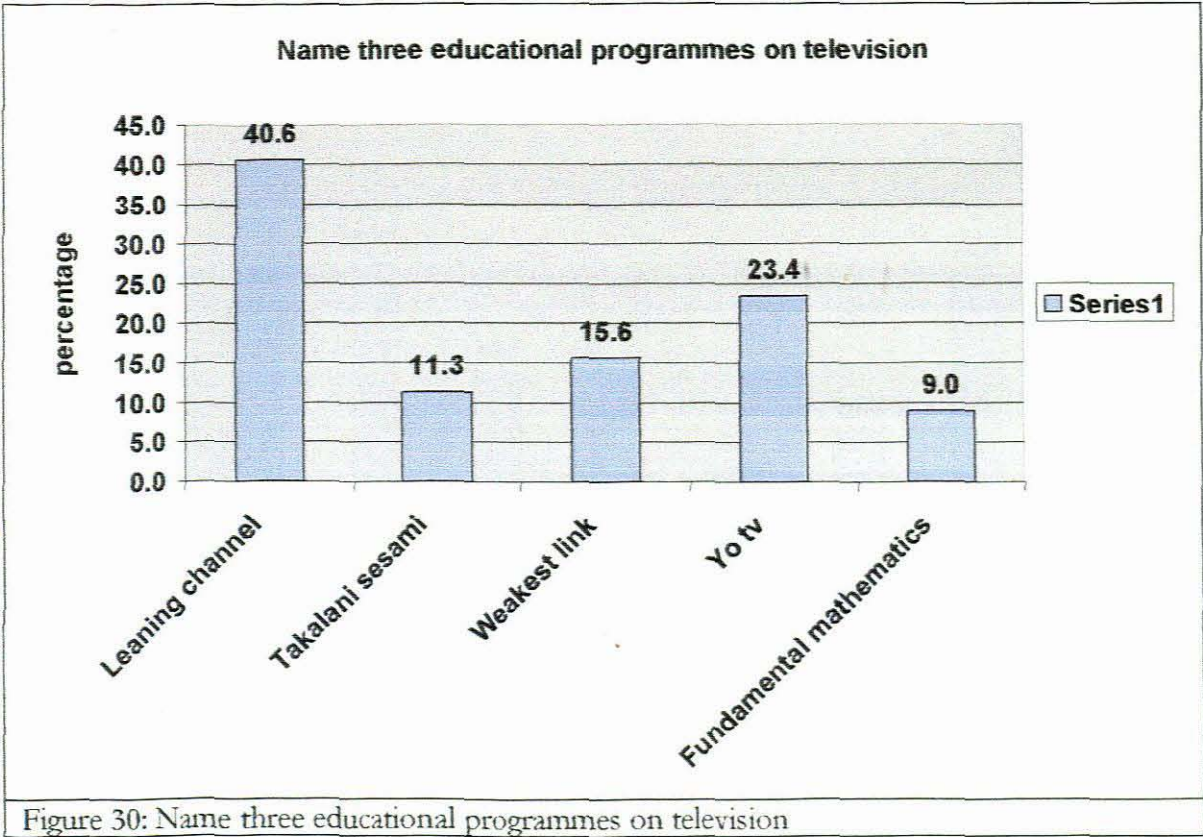


Figure 30 seeks to find out programmes on television that are educational; respondents were allowed to mention three of their choice. The number of respondents 104 representing 41 % of the total sample stated that the Learning channel programme which was broadcast on SABC1 was an educational programme. The number of respondents 60 representing 23% of the total sample stated that Yotv programme which was broadcast on SABC1 was an educational programme. The number of respondents 40 representing 16% of the total sample stated that the Weakest link programme which was broadcast on SABC3 was an educational programme. The number of respondents 29 representing 11% of the total sample stated that Takalani Sesame programme which was broadcast on SABC1 was an educational programme, while the number of respondents 23 representing 9% of the total sample stated that fundamental mathematics programme which was broadcast on SABC1 was an educational programme.

Name three (3) programmes on television that are very sexually explicit. Please tick the station on which are broadcast.

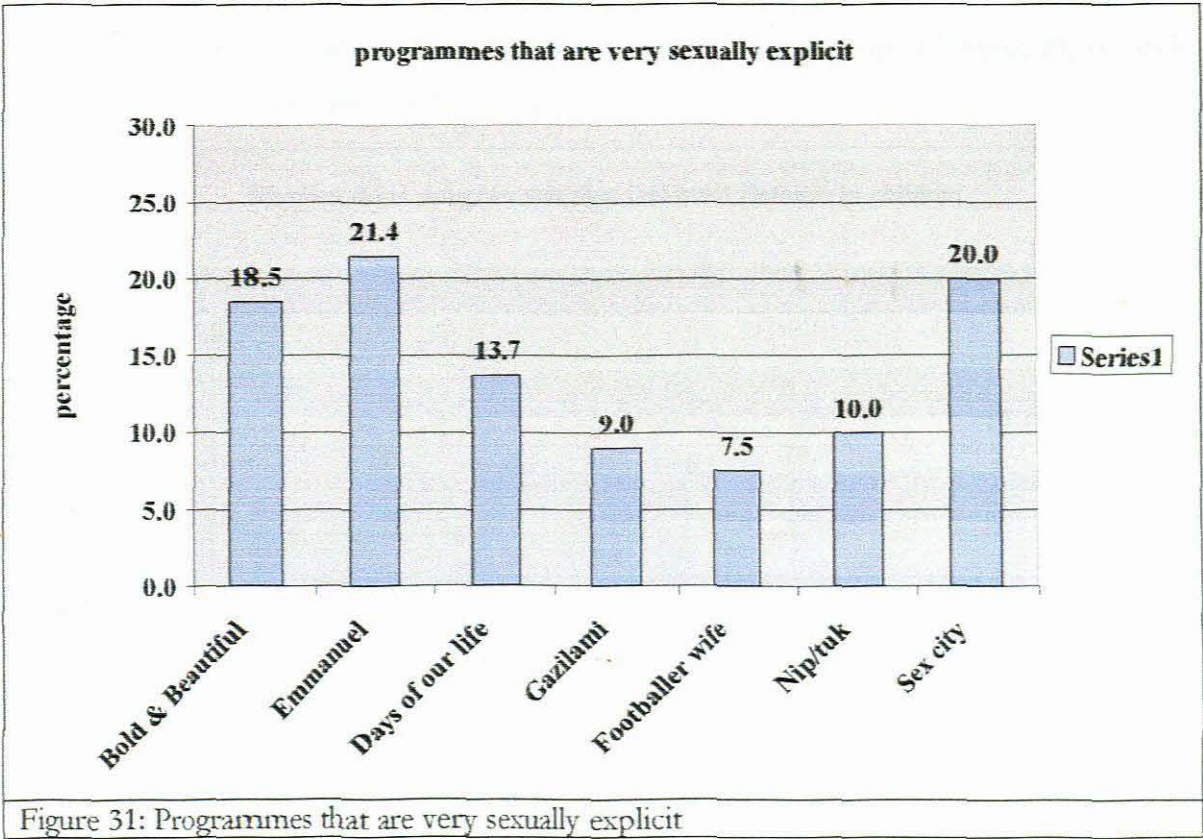


Figure 31 seeks to find out the programmes on television that are very sexually explicit, respondents were allowed to mention three of their choice. The number of respondents 86 representing 21% of the total sample indicated that Emmanuel which was broadcast on etv was a very sexually explicit programme. The number of respondents 80 representing 20% of the total sample indicated that Sex and City which was broadcast on SABC3 was a very sexually explicit programme. The number of respondents 74 representing 19% of the total sample indicated that Bold and Beautiful which was broadcast on SABC1 was a very sexually explicit programme. The number of respondents 55 representing 14% of the total sample indicated that Days of lives which was broadcast on SABC1 was a very sexually explicit programme. The number of respondents 36 representing 9% of the total sample indicated that Gazilami which was broadcast on SABC1 was a very sexually explicit programme. The number of respondents 30 representing 10% of the total sample indicated that Nip/tuck which was broadcast on SABC3 was a very sexually explicit

programme, while the number of respondents 30 representing 8% of the total sample indicated that Footballer wife which was on etv was a very sexually explicit programme.

Mention three (3) programmes that you feel instil violence in children. Please tick the station on which they are broadcast.

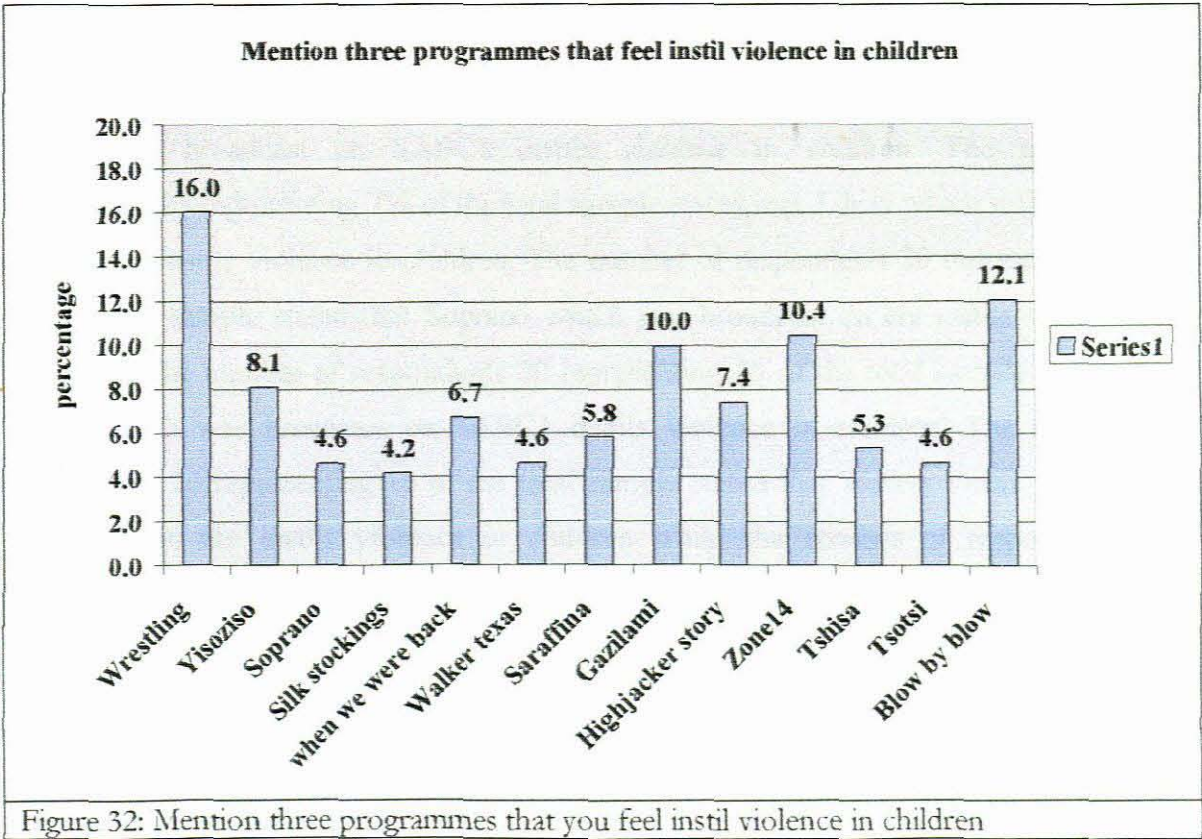


Figure 32: Mention three programmes that you feel instil violence in children

Figure 32 seeks to find out the programmes that respondents feel instil violence. Respondents were allowed to mention three programmes of their choice. The number of respondents 69 representing 16% of the total sample stated that Wrestling which was broadcast on etv and SABC2 instils violence in children. The number of respondents 52 representing 16% of the total sample stated that Blow by blow which was broadcast on SABC2 instils violence in children. The number of respondents 45 representing 10% of the total sample stated that Zone 14, which was broadcast on SABC1 instils violence in children. The number of respondents 43 representing 10% of the total sample stated that Gazilami which is broadcast on SABC1 instils violence in children. The number of respondents 35 representing 8% of the total sample stated that Yizoyiso which is

broadcast on SABC1 instils violence in children. The number of respondents 32 representing 7% of the total sample stated that Hijacker story which was broadcast on SABC1 instils violence in children. The number of respondents 29 representing 7% of the total sample stated that When we were black which was broadcast on SABC1 instils violence in children.

The number of respondents 25 representing 6% of the total sample stated that Saffarine which was broadcast on SABC1 instils violence in children. The number of respondents 23 representing 7% of the total sample stated that Tshisa which was broadcast on SABC1 instils violence in children. The number of respondents 20 representing 16% of the total sample stated that Soprano which was broadcast on etv instils violence in children. The number of respondents 20 representing 16 of the total sample stated that Tsotsi which was broadcast on SABC1 instils violence in children. The number of respondents 20 representing 16 of the total sample stated that Walker Texas which was broadcast on etv instils violence in children while the number of respondents 18 representing 16 of the total sample stated that Silk stocking which was broadcast on etv instils violence in children.

Comment freely on the impact of television on the social development of your children and Esikhawini Township.

The majority of parents commented that some of the movies present on SABC 1, 2, and 3 are not teaching good moral and have a negative effect on their children. They also comment that television movies specifically, have made some children in Esikhawini to be violent especially young boys and also expose them to taking drugs. They also commented that television is destroying the future of their children by presenting sexual, violence, crime and drug programmes.

What suggestions do you have for better quality television service?

These were the suggestions the parents/caregiver made for better quality television service-

- There should be more of education programmes;
- Violence programmes should not be broadcast;

- They should consult publics before presenting them programmes on air;
- There should be more of informative programmes like financial indicator;
- They should put more of drama and documentary programmes and
- There should more of comedies that are full of fun.

CONTENT ANALYSIS OF SOME TELEVISION PROGRAMMES ON SABC1, 2 AND 3

Television programmes that are aired on SABC 1, 2 and 3 are very educative, informative and entertaining but most of these programmes are broadcast when their target audience is not adequately available. A content analysis was used to look at the programmes that are informative and educative on SABC 1, 2 and 3 which are broadcast at the wrong time.

Learning Channel

This programme is an educative programme which is broadcast on SABC 1 between 10am-12pm from Monday to Friday. This programme is also a phone-in programme, which allows learners at home to participate in the programme by phoning the presenter to solve some problems that they may find difficult in their school work. The learning channel is a programme that teaches learners in high schools all the subjects that are offered in their various schools in South Africa. This programme also tries to solve some passed questions that are very difficult in matric examinations or solves some of the questions that learners may feel that are difficult. However, this programme is not broadcast at right time because it is broadcast when learners are in their various schools. The learners only enjoy this programme when they are on holidays.

Dr Phil

It is an educative and informative programme, is an advice show. It is broadcast at 12pm -1pm from Mondays to Fridays at SABC 2. The programme solves different issues like psychological problems or problems that need urgent attention. The programme gives advice to people on what to do on different issues, the programme helps people that are being disturbed physiologically and to relief the burdens of such people or to lift them up when they we are weight down. The presenter, Dr Phil is a guardian and counsellor. He counsels people on steps to take when people are being affected inside. The programme

has solved some chronic problems like marital problems. The programme is for both old people, adults and teenagers and also the programme gives the solutions to some of the problems that people discuss with the presenter. This programme is not aired at right time because most of the people who could also benefit from this advice show are either at their work places, schools or engaged in daily business.

Judge Hatchett

This is an educative programme. It is a court series programme that is aimed to educate the viewers on the legal rights and how to seek a redress if these rights are violated. It is broadcast on SABC2 at 1.45pm-2.45pm from Mondays to Fridays. The programme is not well scheduled because the target audience is usually away to work, business or school when it is presented on the television.

Police Profile

This programme is an educative one, which is broadcast at 11.30am-12pm every Monday on SABC2. It deals with how police handle criminals and crimes cases. This programme also discusses the rights criminals have after they have been arrested and what viewers should know about criminals and crimes. This programme is aired at wrong time because the majority of viewers are at their various work places.

Rights And Recourse

This programme is an informative which is broadcast at 12pm-1pm every Mondays to Fridays on SABC3. It makes people to know their rights and how to use their rights on any issues like employee's rights on his employer. This programme is broadcast when everybody is busy with his or her work; the target audience for this programme usually not available.

Girl Stuff And Boy Stuff

This is an informative programme which is broadcast at 6.30am-7am every Monday to Friday on SABC1. The programme teaches what girls and boys must know about themselves before they reach adolescent age, but this programme is broadcast when

children are preparing to go to their different schools and some children who listen to this programme may come late to their schools.

School TV

This is an educational show for children like learning channel. It presents and discusses the different stories to children, shows cartoons and what is happening in schools. It is broadcast at 10am-11.30pm on SABC 2. This programme is not aired at the right time. This is because learners are still in their various schools. The learners only enjoy this programme when they are on holidays.

Kid News

This is an educative and entertaining programme which is broadcast at 3pm-3.30pm on SABC1. The programme shows what is happening to children in South Africa. It shows different events about the children, like children's performances in their various schools and how they can be improved academically. This programme is presented by an adult which is not supposed to be so because the title is "kids news", the programme ought to be presented by children who should be trained early enough for the job as broadcasters and this will also motivate other children to become television presenters in future.

CONCLUSION

The purpose of this chapter was to present, analyse and interpret the data that were collected. Data has been presented graphically by use of bar charts and tables which were extensively used. The kind of data dictated which type of graphical presentation to use. SPSS and Microsoft Excel were used to analyse data and then copied into Microsoft word, which was used in typing this dissertation. Content analysis was used to know the programmes that are educative and informative on SABC1, 2 and 3 which are not presented at the right time.

CHAPTER SEVEN

FINDINGS AND DISCUSSION

INTRODUCTION

Discussion of the findings, according to Neuman in Onyancha (2002:113) is not “a selective emphasis or partisan interpretation but candid discussion of what is in the result section”, which is separated from the discussions section so that a reader can examine the data and arrive at different interpretation of findings. He proposes an approach that should be adopted by beginners whom he agrees, may find it difficult to organise the discussion section. He suggests that researchers can organise the discussion according to the research questions or hypotheses formulated and discuss the relationship between the findings. He further notes that the discussion section should constitute, among other things, a discussion of unanticipated findings, possible alternative explanation and weakness or limitation.

This chapter aims at discussing the findings of this study, which are presented and analysed in chapter four, various variables and indicators that were used to collect data are used in this chapter as headings for discussions. The chapter is divided into two sections. The first section discusses the background information of learners and the impact of television programmes on learners. The second section discusses the background information of parents/caregiver and impact of television on.

FINDINGS FROM THE LEARNERS

Background Information of Learners And The Impact Of Television Programmes On Learners

Distribution of respondents according to their Age

The majority of 57% of learner were females. This indicates that the female learners are the dominant in five high schools used for this study.

Distribution of respondents according to their age

The majority of learners (93%) were in the 15-19 years age group. This means that the learners from grade 10 to grade 12 are either between 15 to 19 years age group.

Distribution of respondent according to their ethnic group

The majority of learners, 93% were Africans. This indicates that all the learners that attend high schools in Esikhawini Township are Africans.

How many television sets do learners have?

The majority of learners 77% had one television set. This shows that every household in Esikhawini Township has at least one television set.

How do learners watch television?

The majority of learners, 65% stated that they watched television with their parents. This means that television allows families to be together. Media Awareness Network (2007) also observes that television gives family members of all ages an opportunity to spend time together while watching. It can be also viewed that those who watch television with their parents may be they only have one television set and do not have alternative rather than watching it with their parents.

Do learners' parents restrict them to certain television programmes?

The majority of 75% learners were restricted to certain television programmes by their parents. This means that parents select the kinds of programmes their children watch on television them. Moreover, the restriction to television programmes is common to parents that are watching programmes with their children regularly. Gunter & Mcaheer (1990:136) state that parents and other people can both influence children's television viewing behaviour. This affect what types of programmes children watch and in turn can control the impact television has on children by limiting the extent to which they watch certain of programmes. Ledingham et al (1993) observe that when children and parents watch together, it is likely to be a programme that adults prefer.

Do the programmes learners watch on television help them learn lesson they may not have learned at school?

The majority of learners 95% believed that the programmes they watch on television have helped them learn lessons they may not have learned at school. This simply means that the learners watch television programmes to learn new things and get some information about things they may not have known and this shows that television serves as a medium of information. Wikipidia (1999) states that through television people can fulfil their desire, it can take viewers across time and space, to witness a vast amount of experiences they would not usually have the opportunity to go through and it offers a way to explore the world and life without actually travelling. Echeat (2006) adds that before television, children relied on close groups of family and peer groups to lean the art of socialization now through television we can observe how successful people behave and we assume that this can influence how people think and behave.

Do the programmes learners watch on television help learners deal with lessons that they have learned at school?

The majority of the learners 92% indicated that the programmes they watch on television had helped them deal with lessons that they have learned at school. This shows that television serves as an educator by teaching some of the school works that learners are offering in their various schools. Wikipidia (1999) also points out that television is an excellent educational instrument, which can teach lessons in everything from geography to mathematics.

Do television programmes have a negative effect on learners' school performance?

The majority of learners 91% stated that television programmes had no negative effect on their school performance. This indicates that most of the television programmes are the programmes that teach good lessons and it can also mean that parents' restriction on certain programmes causes the learners to be watching programmes that contribute positively to their school performance.

Do the programmes learners watch on television help learners with their school works?

The majority of learners 94% stated that the programmes they watch on television had helped them with their school work. This shows that television serves as a teaching aid by assisting learners to do some of their school works. Wikipidia (1999) notes that schools often use television as way of educating students because television can demonstrate many things that cannot be done in the classroom.

Do learners enjoy watching movies/programmes presented on television?

The majority of learners 99% enjoyed watching movies/programmes presented on television. This shows that television serves as entertainer for the learners. Vansickle & Zlogar (1996) note that TV has become an important part of our entertainment today and when television was first developed, entertainment was not one of its main purposes but as time went on people began to sit and watch the television for that reason. They further stress that television is convenient than going to movies, plays, concerts or sporting events which is also cheaper and with modern day television people do not have to leave their houses and get dressed up to drive to see what they could be watching on their own TV sets at home.

What types of movie/programmes do learners enjoy watching on television?

The majority of the learners enjoyed watching sopies, comedy, music and cartoon programmes while minority enjoyed watching violence crime, wrestling, pornography, boxing, war and kungo. This means that those who like watching sopies, comedy, music are the one that are being restricted by their parents not to watch certain programmes and it can be also viewed that learners who do not like watching violence moving are those that always watching television with their parents and they are also likely to be females. Gunter & Mcaleer (1991:121) state that boys watch more action and adventure movies and sport, while girls watch more of soap operates, music and comedy. On the other side, those who like watching violence, war, crime movies and wrestling are likely to be more aggressive and become hooligan, and belligerent. According to information-imitation theory in Wilson (1992:263), television violence plays a prominent role in causing bizarre and violent behaviour in the lives of children. Alethan inWestphal (2006) points

out that the children who watched the violent movies and wrestling were likely to hit out at their playmates, argue, disobey class rules, leave tasks unfinished and were less willing to wait for things than those children who watched non-violent programmes. Echeat (2006) argues that children who have been exposed to large amounts of television violence have been proven to have more violent tendencies and more likely to resolve conflicts through physical violence. Neuman (2006:4) observes that most people who have no contact with criminals learn about crime by watching television. In this regard there is tendency for learners who like watching crime movies to become criminals. It can be also perceived that those learners who like watching pornography are likely to put into practice what they have watched. Rand in Westphal (2006) adds that teens who watch television that has more sexual content are more likely to have sexual intercourse for the first time in the following year.

Do learners put into practice with friends what they may have watched on television?

It was observed that 49% of the learners had put into practice with friends what they had watched on television. This indicates that there is tendency that children will imitate television characters' behaviours either positively or negatively. Echeat (2006) states that people's view of the real world will be influenced with what they see on television and they will modify their behaviour to conform to what they believe are the successful, normal lives of the characters on television.

Do violent scenes on television movies give learners bad dreams?

It was noted that 63% of the learners stated that violence scenes on television movies gave them bad dreams. This means that most of violence movies present on television are scary and give night mare. National Clearinghouse (2004) states that scary programmes on TV can give children nightmares and can make them be afraid of the world.

Do television programmes help improve learners knowledge?

The majority of learners 97% stated that television programmes had improved their knowledge. This shows that television provides helpful information about places, people and the way society operates. Gunter & Mcaleer (1990:18) observe that through

television, children may learn about themselves, about life, about how to behave in different situations and how to deal with personal and family problem. Media Awareness (2004) adds that television can teach kids important values and life lesson and television documentaries can help develop critical thinking about society and the world.

Do television programmes positively affect learners' school performance?

The majority of respondents 93% stated that television programmes have positively affected their school performance. This shows that television present educational programmes that make children to grow in knowledge, understanding on their daily activities. Media Awareness (2004) observes parents use television as a catalyst to get kids reading-following up on TV programmes by getting books on the same subjects or reading authors whose work was adapted for the programme.

Have learners ever requested from their parents to buy them any television advertised product?

The majority of learners 83% had requested form their parents to buy them any television advertised product. This shows that television advertisements have effect on children by influencing their attitudes. Wikipidia (2000) notes that television commercials have become one of the most effective, most persuasive, and most popular methods of selling products of many sorts, especially consumer goods. Herbert (1998:82) adds that television reaches a vast audience and the combination of sight and sound gives television advertisers strong advantage over advertisers in other media.

How much time in hours do learners spend each day watching television programmes?

The findings revealed that 36% of the learners spent more than five each day watching television. There is probability that children that watch television more than five hours may not perform well in their school works and they are also likely to become obese. In addition, the children who watch television more than five hours are those that have television in their rooms. Biagi (2005:279) states that students who said they watched a lot of television scored lower in reading, writing and mathematics than students who didn't watch any. Westphal (2006) states that several recent studies in 2005

demonstrated that watching excessive amounts of TV can negatively influences academic achievement. According to Westphal, the first study found that 26-year-olds, who had watched excessive amounts of TV during childhood, had lower education level than those who watched less TV and they were more likely to leave school without qualification. Westphal (2006) further explains that the second study found that having a television set in the child's bedrooms was significantly and negatively associated with students' test scores. Echeat (2006) found out that people who watched three or more hours of television per day were almost twice as likely to be obese than people who watched less than one hour per day. The American Academy of Pediatrics (1999) adds that children who watch too much television are more likely to be overweight because they do not spend as much time running, jumping and getting the exercise they need. However, children that spent one to three hours every day watching television are being controlled by their parents. Gunter & Mcaleer (1990:136) observed that parents may limit children's viewing to a set number of hours per day or impose an early bedtime.

Things learners have seen on television advertisements that they have asked their parents to buy.

The majority of learners have requested from their parents to buy them snack/foods, ice cream, chocolate, DVD, cell phone, cosmetics, roll on/perfume, junior computer, fashion clothes/shoes and bicycle for them after seeing them on television advertisements. This shows that television commercials cause children to be nagging to their parents to buy certain products for them. Dominick (2005:368) states that advertising critics argue that television advertisements create conflicts between parents and children by encouraging kids to pester their parents for all the products they see on television. Rodman (2007:430) notes that television commercials make a child desire a product that the parent does not want to buy ends up adding due to family tension.

Why do learners watch television?

The majority of learners stated that they watch television for knowledge, educational purposes, career purposes, relaxation/relief of stress and loneliness/boredom. This means that children viewing television to learn, for information, profession, companion, overcoming boredom and improving on bad moods. According to Gunter & Mcaleer

(1990:17) in the early 1960 Wilbur Schramm and his colleagues outlined three main uses of television by the child. The first referred to the positive pleasure of being entertained- television offers a fantasy world in which the children can escape real-life boredom and problem. Second was information about how to dress, behave and so on. Thirdly for social utility as major function. Gunter & Mcaleer further stress that a similar survey carried out among young people in the United States identified six reasons why children watch television, (1) learning habit (2) to pastime (3) companionship (4) escape (5) arousal and (6) relaxation. Gunter & Mcaleer (1990:17) observed that television viewers are motivated to watch television in order to satisfy their various wants, needs and desires at the time.

Programmes on television that made learners feel family is important

The majority of learners mentioned that the following programmes on SABC 1, 2, and 3 made them feel that family is important:

- **Generation:** It is broadcast on SABC1 at 8pm-8.30pm on Mondays to Fridays. It is repeated on SABC1 at 8.30am-9am from Mondays to Fridays. It is repeated on SABC3 at 2pm-2.30pm from Mondays to Fridays.
- **Muvhango:** It is broadcast on SABC2 at 9pm-9.30pm on Mondays to Thursdays. It is repeated on SABC1 at 2pm-2.30pm from Mondays to Fridays
- **Khumbulekhaya:** It is broadcast on SABC1 at 6pm-6.30pm every Saturday.
- **Zola7:** It is broadcast on SABC1 at 8pm-9pm every Thursday.
- **Soul City:** It is broadcast on SABC1 at 8.30pm-9pm every Tuesday.
- **Isidingo-** it is broadcast on SABC3 at 6.30pm-7pm on Mondays to Fridays. It is repeated on SABC3 at 2.30pm-3pm from Mondays to Fridays. It is repeated on SABC1 at 8.30am-9am from Mondays to Fridays.
- **Days of our lives:** It is broadcast on SABC3 at 4.55pm-5.45pm on Mondays to Fridays. It is repeated on SABC2 at 1pm-1.45pm from Mondays to Fridays
- **Home affairs:** It is broadcast on SABC1 at 1pm-1.30pm every Saturday.

Programmes on television that teach good, healthy living

The majority of learners stated that the following programmes on SABC 1, 2 and 3 taught them good, healthy living:

- **Dr Phil:** It is broadcast on SABC2 at 12pm-1pm from Mondays to Fridays.
- **Oprah Winfrey:** It is broadcast on SABC3 at 4pm-4.55pm from Mondays to Fridays. It is repeated on SABC3 at 10.15pm-11pm from Mondays to Fridays
- **3talk:** It is broadcast on SABC3 at 5.45pm-6.30pm from Mondays to Fridays. It is repeated on SABC3 at 6.30am-7.30am from Mondays to Fridays.
- **MTN soccer zone:** It is broadcast on SABC1 at 9pm-10pm every m noondays.
- **Zola 7:** It is broadcast on SABC1 at 8pm-9pm every Thursday.
- **Generation:** It is broadcast on SABC1 at 8pm-8.30pm on Mondays to Fridays. It is also shown every Saturday between 10am-12.30pm on the same station.
- **Home affairs:** It is broadcast on SABC1 at 1pm-1.30pm every Saturday
- **Tracy Morgan show:** It is broadcast on SABC1 at 12.30am-1am from Mondays to Fridays.

Educational programmes on television

The majority of learners stated that the following are educational programmes on SABC1, 2 and 3:

- **Leaning channel:** It is broadcast on SABC1 at 10am-12pm from Mondays to Fridays.
- **Beyond the class room:** It is broadcast on SABC2 at 6.30am-7am every Sunday.
- **Yotv:** It is broadcast on SABC1 at 6.30am-9.45am every Saturday.
- **School tv:** It is broadcast on SABC2 at 10am-11am from Mondays to Fridays
- **Kid News:** It is broadcast on SABC1 at 3pm-3.30pm from Mondays to Fridays
- **Fundamental mathematics:** It is broadcast on SABC2 at 6pm-7pm every Saturday.
- **Takalani Sesame:** It is broadcast on SABC1 at 6am-6.30am from Mondays to Fridays.
- **Knock knock:** It is broadcast on SABC3 at 2pm-2.30pm every Wednesday
- **Asikhulume:** It is broadcast on SABC1 at 6.30pm-7pm every Sunday.
- **Wild room:** It is broadcast on SABC1 at 4.30pm-5.28pm from Mondays to Fridays.

Programmes on television which learners knew that they were very sexually explicit

The majority of learners stated that the following television programmes are very sexually explicit on SABC1, 2, 3 and ETV

- **Nip/tuck:** It is broadcast on SABC3 at 10.40pm-11.40pm every Friday and Sunday.
- **Emmanuel:** It is broadcast on etv.
- **Bold & beautiful:** It is broadcast SABC1 on 6.30pm-7pm from Mondays to Fridays. It is repeated on SABC1 at 8am-8.30am from Mondays to Fridays.
- **Sex & city:** It is broadcast on etv at 11pm-12am every Sunday.
- **Days of our lives:** It is broadcast on SABC3 at 4.55pm-5.45pm from Mondays to Fridays.
- **Passion:** It is broadcast on etv at 4.40pm-5.30pm from Mondays to Fridays.
- **Soprano:** It is broadcast on etv at 2.20am-3.30am every Saturday.
- **Yizoyizo:** It was broadcast on SABC1.
- **Footballer's wives:** It was broadcast on etv.
- **Desperate housewives:** It is broadcast on SABC3 at 9pm-10pm every Monday.

Programmes that learners felt instil violence in children.

The majority of learners stated that the following programmes instil violence in children on SABC1, 2, 3 and ETV

- **Gazilami:** It was broadcast on SABC1
- **Boxing (blow by blow):** It is broadcast on SABC2 at 10pm-12am every Friday
- **Hijacker story:** It is broadcast on SABC3.
- **Wrestling:** It is broadcast on etv every Wednesday (8.30pm-9.30pm), Saturday (5pm-6pm) and Sunday (5pm-6pm)
- **Tshisa:** It is broadcast on SABC1
- **Tsotsi:** It is broadcast on SABC1
- **Zone 14:** It is broadcast on SABC1 at 8.30pm-9pm every Monday.
- **Yizoyizo:** It is broadcast on SABC1

Advertisements that made learners feel women are for sexual pleasure only.

The majority of learners stated that the following television advertisements made them feel that women are for sexual pleasure on SABC 1, 2, 3 and ETV

- **Sms 31314**
- **Sprite**
- **Red phola**
- **Fanta for fun**
- **Axe advert**
- **Nevea cream**
- **Cadbury chocolate.**

Programmes that encouraged learners to live a crime-free life

The majority of learners stated that the following television programmes encouraged them to live a crime-free life on SABC

- **Weakest link:** It is broadcast on SABC3 at 6.30pm-7pm every Saturday.
- **Gospel time:** It is broadcast on SABC2 at 5am-5.55am every Saturday
- **Zola 7:** It is broadcast on SABC1 at 8pm-9pm every Thursday
- **Soul city:** It was broadcast on SABC1.
- **Generation:** It is broadcast on SABC1 at 8pm-8.30pm on Mondays to Fridays. It is also shown every Saturday between 10am-12.30pm in the same station.
- **Muvhango:** It is broadcast on SABC2 at 9pm-9.30pm on Mondays to Thursdays.
- **Home affairs:** It is broadcast on SABC1 at 1pm-1.30pm every Saturday
- **Oprah Winfrey:** It is broadcast on SABC3 at 4pm-4.55pm from Mondays to Fridays.
- **3talk:** It is broadcast on SABC3 at 5.45pm-6.30pm from Mondays to Fridays
- **Tracy Morgan show:** It is broadcast on SABC1 at 12.30am-1am from Mondays to Fridays.
- **Show me the funny:** It is broadcast on etv
- **Top billing:** It is broadcast on SABC3 at 7.30pm-8.30pm every Thursday
- **Shift:** It is broadcast on SABC1 at 1pm-2pm from Mondays to Tuesdays

Programmes that encouraged learners to live a life devoid of racism and prejudice.

The majority of the learners stated that the following television programmes encouraged them to live a life devoid of racism on SABC & ETV-

- **When we were black-** it was broadcast on SABC1
- **Safarine-** it is broadcast on SABC1
- **After nine-** it is broadcast on etv
- **Yizoyizo-** it is broadcast on SABC1
- **Bold & beautiful-** it is broadcast SABC1 on 6.30pm-7pm from Mondays to Fridays.

Programmes on SABC that learners feel should not be aired on television with reasons.

The majority of learners felt that the following programmes on SABC should not be aired on television with some reasons-

- **When were we were black-** it reminded them how South African Blacks were been maltreated by Whites during apartheid.
- **Gazimila-** it was a violent programme. It showed how to use drugs and showed how young girls could use their bodies for prostitution which encouraged prostitution and contained sex scenes.
- **Sarafina-** it showed what South African Blacks passed through during the apartheid
- **Passion-** it was demonic programme and it showed that people were being controlled by evil spirits.
- **Wrestling-** it made children to believe that fighting is the way of solving problems between two people. It exposed children to violence, it trained children how to fight. It was harmful for children and it instilled violence in children.
- **Days of our lives-** it did not teach any lesson and it was full of lies. Respondents said that in one scene a person is dead next he or she would be portrayed and alive in the next scene.
- **Emmanuel-** it caused young people to practice sex. It taught teenagers to have sex at tender age and it taught young people to be involved in sex.

- **Bold and Beautiful-** it showed people's nakedness and caused young children do things that adults are doing like sex.
- **Rhythm City-** it taught young ladies to use sex to get a work or use sex to keep business working.
- **Soprano-** it was full of sexual harassment.
- **Hijacker story-** it encouraged crime for living and taught young people that crime is an easiest way of becoming rich; it taught how to hijack cars, rube people and it did not show negative effect of being a crime.
- **Home affairs-** it showed that Black people are poor and it also showed that Black women are used as slaves and for sexual pleasure only.
- **Fear factor-** it was horrible and caused people vomit while watching it.
- **Yizoyizo-** it encouraged bad behaviour like smoking, taking dagga, mandrax and abusing girls by raping. Respondents also said that was full of rape and showed violence in schools and how learners can be rude to their teachers and encouraged learners to have negative attitudes towards their educators.
- **I should not be alive-** it showed things that could never happen to human being, it was scary and caused bad dreams.
- **Nip tuck-** it showed nudity of women like breasts.
- **Real Gbosa-** it exposed people's affairs especially celebrities lives.
- **After9-** it promoted gays and lesbians and it showed that being a gay is the best thing.
- **Tsotsi-** it showed different ways of stealing and it used vulgar language.

FINDINGS FROM THE PARENTS/CAREGIVERS

Background Information Of Parents/Caregivers And Impact Of Television Programmes And Advertisements On Parents/Caregivers

Distribution of parents according to their gender

The majority of parents, 74% were females. This shows that women watch television more than men.

Distribution of parents according to their age

The majority of parents 66% were in the 40-49 years age group.

Distribution of parents according to their ethnic group

The majority of parents 97% were Africans. This indicates that Esikhawini Township is a Black community

Distribution of parents according to their level of education

The findings revealed that 34% of parents held university/ technikon degree. This shows that dwellers in Esikhawini Township are fairly literate.

Distribution of parents according to their occupation

The majority of parents were salaried employees. This means that every house is able to provide for his or her household needs.

How many television sets do parents have?

The majority of parents 78% had one television set. This shows that every house in Esikhawini Township has at least television set.

Does parents' religion influence what they watch on television?

The majority of parents 89% stated that their religion did not influence what they watch on television. This means that people of Esikhawini Township watch any programme that suits their taste.

Do parents watch television with their children?

The majority of parents 89% stated that they watched television with their children. This shows that television programmes bring parents and children together.

Do parents determine the type of programmes their children watch on television?

It was observed that 58% of the parents determined the type of programmes their children watch on television. This indicates that some of parents in Esikhawini Township restrict their children to certain programmes. Gunter & Mcaleer (1990:120) state that parents can have an impact on what their children take from television. They further

stress that watching television with children can be effective in influencing what children view.

Do parents believe that television programmes influence their children positively?

The findings showed that 60% of the parents believed that television programmes influence their children positively. This indicates that television programmes that are presented on television have a positive impact on people.

Have parents witnessed their children practising what they watch on television?

It was gathered that 61% of the parents had witnessed their children practising what they watch on television. This shows that some of the programmes present on television are being imitated.

Do children persuade parents to buy games/toys for them after watching advertisements on television?

The majority of parents (82%) indicated that their children had persuaded them to buy games/toys for them after watching advertisements on television. This shows that most of television advertisements are directed to children in order to help companies to sell their products. According to Westphal (2006) that TV commercials encourage children to nag their parents for cheap toys and junk food. She also views that TV advertisements may try to convince young children that having certain foods would make individuals happy or popular.

Do parents think that television programmes have influenced their lifestyle?

The majority of parents 62% stated that television programmes had influenced their lifestyles. This shows that television serves as an agent of transformation by manipulating the life of people, believe, taste and kind of life they must live. Baran (2006:213) states that television has changed the way teachers teach, government governs, religious leaders preach and the way we organise our furniture in our home

Things that parents were influenced to buy for their children after viewing them on television advertisements

The majority of parents were influenced to buy for their after viewing them on television were snacks/food, cosmetic/cream, cell phone, clothes/shoes, perfumes and school stationery. This shows that 90% of television advertisements messages are mainly directed to children in order to influence their parents to buy any advertised product on TV. Dominick (2005:473) notes that a typical child will see about 20,000 television commercials every year, mostly for toys, cereals, candies and fast-food restaurants. Rodman (2007:430) observes that television commercials make a child desire a product that the parent does not want to buy ends up adding to family tension. Dominick (2005:368) argues that television advertisements create conflicts between parents and children by encouraging them to pester their parents for all the products they see on television.

Programmes the parents knew that their children enjoy watching.

The majority of parents stated that their children enjoy watching the following programmes on SABC-

- **Leaning channel-** it is broadcast on SABC1 at 10am-12pm from Mondays to Fridays.
- **Yotv-** it is broadcast on SABC1 at 6.30am-9.45am every Saturday.
- **Generation-** it is broadcast on SABC1 at 8pm-8.30pm on Mondays to Fridays. It is also shown every Saturday between 10am-12.30pm on the same station.
- **Takalani Sesame-** it is broadcast on SABC1 at 6am-6.30am from Mondays to Fridays.
- **Jika Majika-** it is broadcast on SABC1 at 7pm-7.30pm from Wednesday to Thursday.
- **Cartoon-** it is broadcast on both SABC1, 2, and 3
- **Comedy-** it is broadcast on both SABC1, 2 and 3

Programmes on television that parents knew that instil good family values.

The majority of the parents stated that the following television programmes instil good family values on SABC-

- **Generation-** it is broadcast on SABC1 at 8pm-8.30pm on Mondays to Fridays. It is also shown every Saturday between 10am-12.30pm in the same station.
- **Muvhango-** it is broadcast on SABC2 at 9pm-9.30pm on Mondays to Thursdays.
- **Home affairs-** it is broadcast on SABC1 at 1pm-1.30pm every Saturday
- **Khumbulekhaya-** it is broadcast on SABC1 at 6pm-6.30pm every Saturday.
- **Zola7-** it is broadcast on SABC1 at 8pm-9pm every Thursday.
- **Isidingo-** it is broadcast on SABC3 at 6.30pm-7pm on Mondays to Fridays

Programmes on television that parents believed that teach good, healthy living.

The majority of the parents stated that the following programmes on television teach good, healthy living on SABC-

- **Dr Phil-** it is broadcast on SABC2 at 12pm-1pm from Mondays to Fridays.
- **Oprah Winfrey-** it is broadcast on SABC3 at 4pm-4.55pm from Mondays to Fridays.
- **3talk-** it is broadcast on SABC3 at 5.45pm-6.30pm from Mondays to Fridays.
- **Zola 7-** it is broadcast on SABC1 at 8pm-9pm every Thursday.
- **Rachel ray-** it is broadcast on etv at 1.30pm-2.30pm from Monday to Sundays.
- **What is your flavour-** it is broadcast on SABC3 at 3pm-3.30pm every Tuesday.
- **Gospel time/gold-** it is broadcast on SABC1 and 2.

Programmes that parents felt that they are educational programmes on television

The majority of the parents stated that the following programmes on television are educational programmes on SABC

- **Leaning channel-** it is broadcast on SABC1 at 10am-12pm from Mondays to Fridays.
- **Yotv-** it is broadcast on SABC1 at 6.30am-9.45am every Saturday.
- **Takalani Sesame-** it is broadcast on SABC1 at 6am-6.30am from Mondays to Fridays.
- **Weakest link-** it is broadcast on sabc3 at 6.30pm-7pm every Saturday.
- **Fundamental mathematics-** it is broadcast on SABC2 at 6pm-7pm every Saturday.

Programmes on television that parents believe that they are very sexually explicit.

The majority of the parents stated that the following programmes on television are very sexually explicit on SABC, ETV-

- **Nip/tuck-** it is broadcast on SABC3 at 10.40pm-11.40pm every Friday and Sunday.
- **Emmanuel-** it is broadcast on etv.
- **Bold & beautiful-** it is broadcast SABC1 on 6.30pm-7pm from Mondays to Fridays.
- **Sex & city-** it is broadcast on etv at 11pm-12am every Sunday.
- **Days of our lives-** it is broadcast on SABC3 at 4.55pm-5.45pm from Mondays to Fridays.
- **Footballer's wives-** it is broadcast on etv.
- **Gazilami-** it is broadcast on SABC1

Programmes that parents felt instil violence in children

The majority of the parents stated that the following programmes on television instil violence in children on SABC1, 2, 3 and ETV

- **Gazilami-** it is broadcast on SABC1
- **Boxing (blow by blow)-** it is broadcast on SABC2 at 10pm-12am every Friday
- **Hijacker story-** it is broadcast on SABC3.
- **Wrestling-** it is broadcast on etv every Wednesday (8.30pm-9.30pm), Saturday (5pm-6pm) and Sunday (5pm-6pm)
- **Tshisa-** it is broadcast on SABC1
- **Tsotsi-** it is broadcast on SABC1
- **Zone 14-** it is broadcast on SABC1 at 8.30pm-9pm every Monday.
- **Yizoyizo-** it is broadcast on SABC1
- **Silk Stalking-** it is broadcast on etv at 10.15pm-11-10pm every Monday.
- **Walker, Texas Ranger-** it is broadcast on etv at 9.55pm-10.50pm every Sunday.

PROGRAMMES THAT ARE INFORMATIVE AND EDUCATIVE ON SABC 1, 2 AND 3 WHICH ARE BROADCAST AT THE WRONG TIMES.

- **Leaning channel-** it is broadcast on SABC1 at 10am-12pm from Mondays to Fridays
- **Dr Phil-** it is broadcast on SABC2 at 12pm-1pm from Mondays to Fridays
- **Judge Hatchett-** it is broadcast on SABC2 at 1.45pm-2.45pm
- **Police profile-** it is broadcast on SABC2 at 11.30pm-12pm every Monday
- **Right & recourse-** it is broadcast on SABC3 at 12pm-1pm from Mondays to Fridays
- **Girl stuff & Boys stuffy-** it is broadcast on SABC2 at 6.30am-7am from Mondays to Fridays
- **School tv-** it is broadcast on SABC2 at 10am-11.30am.

The next chapter will concentrate on summary, recommendation and conclusion.

CHAPTER EIGHT

SUMMARY, RECOMMENDATIONS AND CONCLUSION

INTRODUCTION

The purpose of this chapter is to provide a summary of the findings of this study. The chapter is also intended to suggest recommendations in area that need more attention and finally, this being the last chapter, it makes a conclusion on the study.

The aim of the study was to investigate This study will investigate the effectiveness of public broadcasting as agents of transformation in society (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal).

Chapter one highlighted the following problems of the study.

There is a perception that television is a medium for transmission of criminal ideologies, which motivates criminals to continue committing atrocities.

It is observed that, some parents see television as an agent of destruction because they believe that some of the programmes, movies and advertisements, which are being shown on television, are harmful, obscene and violent and are likely to have a negative effect on their children.

Similarly, some television stations claim to have a well balanced spectrum of programmes, there is evidence that programmes are placed at incorrect time slots. For example, "The learning Channel" (SABC1) is broadcast at 10am on Mondays to Fridays – but children are at school during this time. Further, the children who really require these programmes are underprivileged children who do not have television in their classrooms (or under the tree which serves as classrooms).

In order to fulfil the aim of the study, the following objectives were formulated in line with the aim of this study.

- To establish the criteria used by the Broadcasting Complaints Commission of South Africa (BCCSA) in evaluating the programmes, movies and advertisements that are not suitable for broadcasting (harmful, obscene and violent) on SABC;
- To ascertain if SABC is obeying or violating the rules and regulations that governing broadcasting media;
- To identify the programmes that are good for broadcasting but which are not presented at the correct time;
- To identify television programmes that people of Esikhawini Township enjoy watching;
- To identify television programmes that are harmful, obscene and violent on SABC 1, 2 and 3
- To examine impact of television advertisements on people of Esikhawini Township and
- To establish if television has made a positive or negative moral contribution to the lives of people in Esikhawini Township.

The problems briefly summarised here, led to a literature review that has investigated the effectiveness of television as an agent of transformation in the society. The study discussed the views of scholars on human communication, level of the communication, mass communication broadcasting media, television history, television and its audience, television genres; transformation effects of television and popular view of critics about television, history of South African television station, policy and legislation of South African Broadcasting Corporation and functions of South African broadcasting complaints commission.

The literature study led to the conclusion that the aim of the study was to investigate This study will investigate the effectiveness of public broadcasting as agents of transformation in society (A case study of the impact of the South African Broadcasting Corporation 1, 2 and 3 on Esikhawini Township: KwaZulu-Natal), should be studied

using quantitative and qualitative approaches. The two approaches were chosen because of the nature of the data that were collected. The Survey approach is one of the quantitative research methods, it consists of several research methods and one of these methods is self-administered questionnaire which was used to conduct this study while this method has its weakness. On the other hand, this study used the questionnaire and content analysis as instruments of collecting the data.

SUMMARY OF THE FINDINGS BY CRITICAL QUESTIONS

This sub-section provides a summary of the findings by the seven critical questions that were formulated in the current study

- What are the criteria used by the Broadcasting Complaints Commission of South Africa to determine which programmes, movies and advertisements are not suitable for broadcasting (harmful, obscene and violent) on SABC?
- To what extent does SABC obey or violate the rules and regulations that govern broadcasting media?
- What are the television programmes that are good for broadcasting but which are not presented at the correct time on SABC 1, 2 and 3?
- What are the television programmes that are harmful, obscene and violent on SABC 1, 2 and 3?
- Which television programmes are most enjoyed by the residents of Esikhawini Township?
- What is the impact of television advertisements on people of Esikhawini Township?
- Has television contributed positively or negatively to the moral fibre of residents in Esikhawini Township?

What Are The Criteria Used By The Broadcasting Complaints Commission Of South Africa To Determine Which Programmes, Movies And Advertisements Are Not Suitable For Broadcasting (Harmful, Obscene And Violent) On SABC?

The Broadcasting Complaints Commission of South African does not have criteria for SABC1, 2 and 3. It only focuses on people's complaints on SABC1, 2 and 3

programmes, movies and advertisements. The BCCSA is an independent self-regulatory body, which serves as a voluntary watchdog to adjudicate complaints from the public about programmes flighted by association members subscribing to its code of conduct, (Mersham & Skinner, 2005:45).

To What Extent Does SABC Obey Or Violate The Rules And Regulations That Govern Public Broadcasting Media?

The results show that South African Broadcasting Corporation 1, 2, and 3 have obeyed the rules and regulations that govern public broadcasting media to some extent. Public Broadcasting media are non-commercial form of broadcasting serving, primarily for public broadcasting and to provide programmes that are educative and to help communities and create inventive and effective new uses of technology for education. In this regard, SABC 1, 2 and 3 are meant to present educative and informative programmes only but SABC 1, 2 and 3 are presenting educative programme plus programmes, advertisements and movies that are harmful, obscene and violent to society.

What Are The Television Programmes That Are Good For Broadcasting But Which Are Not Presented At The Correct Time On SABC 1, 2 & 3?

From the findings, it is revealed that the following programmes on SABC1 2 and 3 are not scheduled at right time on SABC1, 2 and 3.

- **Leaning channel-** it is broadcast on SABC1 at 10am-12pm from Mondays to Fridays
- **Dr Phil-** it is broadcast on SABC2 at 12pm-1pm from Mondays to Fridays
- **Judge Hatchett-** it is broadcast on SABC2 at 1.45pm-2.45pm
- **Police profile-** it is broadcast on SABC2 at 11.30pa-12pm every Monday
- **Right & recourse-** it is broadcast on SABC3 at 12pm-1pm from Mondays to Fridays
- **Girl stuff & Boys stuffy-** it is broadcast on SABC2 at 6.30am-7am from Mondays to Fridays
- **School tv-** it is broadcast on SABC2 at 10am-11.30am.

What Are The Television Programmes That Are Harmful, Obscene And Violent On SABC 1, 2 & 3?

From the findings, it is discovered that the following programmes on SABC1, 2 and 3 are harmful, obscene and violent:

- **Nip/tuck-** it is broadcast on SABC3 at 10.40pm-11.40pm every Friday & Sunday.
- **Emmanuel-** it is broadcast on etv.
- **Bold & beautiful-** it is broadcast SABC1 on 6.30pm-7pm from Mondays to Fridays.
- **Sex & city-** it is broadcast on etv at 11pm-12am every Sunday.
- **Days of our lives-** it is broadcast on SABC3 at 4.55pm-5.45pm from Mondays to Fridays.
- **Footballer's wives-** it is broadcast on etv.
- **Gazilami-** it is broadcast on SABC1
- **Gazilami-** it is broadcast on SABC1
- **Boxing (blow by blow)-** it is broadcast on SABC2 at 10pm-12am every Friday
- **Hijacker story-** it was broadcast on SABC3.
- **Wrestling-** it is broadcast on etv every Wednesday (8.30pm-9.30pm), Saturday (5pm-6pm) and Sunday (5pm-6pm)
- **Tshisa-** it is broadcast on SABC1
- **Tsotsi-** it is broadcast on SABC1
- **Zone 14-** it is broadcast on SABC1 at 8.30pm-9pm every Monday.
- **Yizoyizo-** it is broadcast on SABC1
- **Silk Stalking-** it is broadcast on etv at 10.15pm-11-10pm every Monday.
- **Walker, Texas Ranger-** it is broadcast on etv at 9.55pm-10.50pm every Sunday.

To Identify Television Programmes That People In Esikhawini Township Enjoy Watching;

From the findings, it is revealed that the majority of parents and learners enjoy watching the following programmes on SABC 1, 2 and 3

- **Leaning channel-** it is broadcast on SABC1 at 10am-12pm from Mondays to Fridays.

- **Yotv-** it is broadcast on SABC1 at 6.30am-9.45am every Saturday.
- **Generation-** it is broadcast on SABC1 at 8pm-8.30pm on Mondays to Fridays. It is also shown every Saturday between 10am-12.30pm in the same station.
- **Takalani Sesame-** it is broadcast on SABC1 at 6am-6.30am from Mondays to Fridays.
- **Jika Majika-** it is broadcast on SABC1 at 7pm-7.30pm from Wednesday to Thursday.
- **Cartoon-** it is broadcast on both SABC1, 2, and 3
- **Comedy-** it is broadcast on both SABC1, 2 and 3
- **Muvhango-** it is broadcast on SABC2 at 9pm-9.30pm on Mondays to Thursdays.
- **Home affairs-** it is broadcast on SABC1 at 1pm-1.30pm every Saturday
- **Khumbulekhaya-** it is broadcast on SABC1 at 6pm-6.30pm every Saturday.
- **Zola7-** it is broadcast on SABC1 at 8pm-9pm every Thursday.
- **Isidingo-** it is broadcast on SABC3 at 6.30pm-7pm on Mondays to Fridays
- **Dr Phil-** it is broadcast on SABC2 at 12pm-1pm from Mondays to Fridays.
- **Oprah Winfrey-** it is broadcast on SABC3 at 4pm-4.55pm from Mondays to Fridays.
- **3talk-** it is broadcast on SABC3 at 5.45pm-6.30pm from Mondays to Fridays.
- **Zola 7-** it is broadcast on SABC1 at 8pm-9pm every Thursday.
- **Rachel ray-** it is broadcast on etv at 1.30pm-2.30pm from Monday to Sundays.
- **What is your flavour-** it is broadcast on SABC3 at 3pm-3.30pm every Tuesday.
- **Gospel time/gold-** it is broadcast on SABC1 & 2.
- **Tracy Morgan show-** it is broadcast on SABC1 at 12.30am-1am from Mondays to Fridays.
- **Show me the funny-** it is broadcast on etv
- **Top billing-** it is broadcast on SABC3 at 7.30pm-8.30pm every Thursday
- **Shift-** it is broadcast on SABC1 at 1pm-2pm from Mondays to Tuesdays
- **Knock knock-** it is broadcast on SABC3 at 2pm-2.30pm every Wednesday
- **Asikhulume-** it is broadcast on SABC1 at 6.30pm-7pm every Sunday.
- **Wild room-** it is broadcast on SABC1 at 4.30pm-5.28pm from Mondays to Fridays.

- **Weakest link**- it is broadcast on sabc3 at 6.30pm-7pm every Saturday.
- **Fundamental mathematics**- it is broadcast on SABC2 at 6pm-7pm every Saturday.

What Is The Impact Of Television Advertisements On People Of Esikhawini Township?

The findings revealed that television advertisements on SABC1, 2 and 3 have effect on children by influencing their attitudes.

It was shown that television advertisements cause conflict between parents and children and also television advertisements encourage children to nag to their parents for toys, junk food and clothes.

It was also found that the following advertisements on SABC1, 2 and 3 have made the children feel that women are for sexual pleasure

- **Sms 31314**
- **Sprite zero**
- **Red phola**
- **Fanta for fun**
- **Axe advert**
- **Nevea cream**
- **Cadbury chocolate**

Has Television Contributed Positively Or Negatively To The Moral Fibre Of Residents In Esikhawini Township?

From the findings, television has contributed both positively and negatively to the moral fibre of residents in Esikhawini Township.

The positive effects of television from the findings:

- It was discovered that television programmes on SABC1, 2 and 3 allow families to be together.
- It was found that television is an excellent educational instrument.
- Television programmes on SABC1, 2 and 3 have helped learners with their school works.

- It was discovered that television programmes have improved learners knowledge.
- The learners enjoyed watching programmes that are presented on SABC.

The negative effects of television from the findings:

- It was also found that violence scenes present on SABC 1, 2 and 3 give learners bad dreams.
- It was found that television advertisements on SABC1, 2 and 3 have an effect on children by influencing their attitudes.
- The majority of parents commented that some of the movies present on SABC1, 2, and 3 are not teaching good moral and have negative effect on their children.
- Parents also commented that television violence movies, have made some children in Esikhawini to be violent especially young boys and also expose them into drug, smoking.

RECOMMENDATIONS OF THE STUDY

This section provides recommendations that are made, based on the findings, in order to improve research on the effectiveness of public broadcasting (television) as an agent of transformation society and other related subject field. Suggestions for further research in this discipline and others are also made.

From the findings of this study, the following recommendations are suggested:

- There is need for Broadcasting Complaints Commission of South African to set up a committee that will be doing content analysis on the programmes, movies and advertisements that are suitable for broadcasting or not to be broadcast before they will be presented on SABC1, 2 and 3.
- There is need for Broadcasting Complaints Commission of South Africa to provide constitutions that would guide SABC1, 2 and 3 on the types of programmes, movies and advertising to present on air.
- As the governing body and watchdog for SABC, the Broadcasting Complaints Commission of South African should try and create time in monitoring the programmes, movies and advertisements that are being presented on SABC1, 2 and 3. They should not always depending and waiting until people lodge complaints about SABC1, 2 and 3.

- There should be annual meetings that would involve the South Africa broadcasting Complaints Commission, the regulatory body of advertising agency and the producers of sopies present on television and management and the board of directors of SABC 1, 2, and 3 on things to present on television.
- In mass media, audience is the first thing to be considered when sending message but all the educational programmes that are meant for kids on SABC1, 2 and 3 are being presented in the morning when the target audience for this programmes will be in their various schools. The directors of programme on SABC 1, 2 and 3 should try and shift the time scheduled for the kids' programmes to evening so that children would have privilege to watch all these programmes.
- The management and board of directors of South African Broadcasting Corporation1, 2 and 3 should try and reduce the number of advertisements that are being directed to kids on television and try to edit advertisements that are sexually explicit before they are broadcast on air.
- The management and board of directors of south African Broadcasting and Corporation 1, 2 and 3 should try and have research department that would be conducting research on the programmes, movies and advertisements that SABC 1, 2 and 3 present on television by seeking for publics opinion to know if they enjoy each programme that is being presenting by SABC1, 2 and 3 or not.
- The programme departments of SABC1, 2 and 3 should try and come out with more educational and informative programmes that fill the time use for repeating both good and bad soapies.
- The personnel management departments of SABC1, 2 and 3 should try and employ people that are being trained in the field of mass communication or communication science and linguistic as presenters not just employ anybody that knows how to talk or amateurs.
- South Africa has 11 languages, only one language is commonly used in most of local programmes on SABC1, 2 and 3. The management of SABC1, 2 and 3 should try and balance by using other languages because too much of one language in a certain programme can make audience who do not understand such

a language easily lose interest even though the programme is worthwhile and provide interest educative.

- The director of programmes of SABC1, 2 and 3 should try and advice the presenters of different programmes to be considering their audience when they are passing message to their audience because audience determines the success of a programme.
- The directors of programmes on SABC1, 2 and 3, should try and use children as presenters for programmes that are being themed as children's programmes in stead of using adults. This can motivate children to have interest in watching programmes that are stipulated for them and this can improve children learning skill.
- Parents/caregivers should try and limit the hours their children watch television. This would make the children to be more concentrating on their school works rather than setting for hours watching television and it would also prevent children from becoming obese.
- Parents/caregivers should try and select programmes they consider acceptable for their children on television. This would prevent children from watching violence, crime, pornography and reduce aggression on them.
- Parents/caregivers should try and watch television with their kids. This would help children to be watching educative and informative programmes on television.
- Children may not be able to resist advertisements for toys, junk foods, clothes, shoes but if they ask for products that have been advertised on television, parents should try and explain that the purpose of commercials is to make people want things they many not need.

Suggestions for Further Research

It is recommended that

- A comparative study should be conducted on SABC1, 2 and 3 in order to know:
 - 1) Which SABC presents educative and informative programmes;
 - 2) Which SABC presents violence, harmful and obscene? and
 - 3) Which SABC has best presenters

- It is also recommended that further research should be conducted on SABC1, 2 and 3 news to know if the news is Fairness, balance and accurate.
- This study was limited to public broadcast media, it is therefore recommended that further research should be carried out to distinguish the functions of private broadcast media and public broadcast media (television)

CONCLUSION

This section gives concluding remarks that are drawn from the findings and the analysis of data in this study.

The following conclusions, based on the findings of this study, are drawn:

- It was revealed that every household in Esikhawini has at least a television set as one of the essential commodities.
- The learners enjoyed watching programmes that are presented on SABC.
- It was discovered that programmes on SABC1, 2 and 3 have influenced lifestyles of residents of Esikhawini Township.
- It was found that children watch television for educational purposes, knowledge gaining, relaxation, entertainment and companion.
- It was revealed that the majority of learners watched television with their parents
- It was revealed that SABC1, 2, and 3 obeyed rules and regulations that govern public broadcasting media to some extent.
- It was discovered that television programmes have improved learners knowledge.
- It was found that there is tendency that television's characters will be imitated either good or bad by children.
- It was discovered that television programmes on SABC1, 2 and 3 allow family to be together.
- It was discovered that television is an excellent educational instrument.
- Television programmes on SABC1, 2 and 3 have helped learners with their school work.
- It was found that most of educational programmes that are meant for children on South African Broadcast Corporation 1, 2 and 3 are presented at inconvenient times.

- It was discovered that sopies on SABC1, 2 and 3 are more repeated than educational programmes.
- It was also found that violence scenes present on SABC 1, 2 and 3 give learners bad dreams.
- It was found that television advertisements on SABC1, 2 and 3 have an effect on children by influencing their attitudes.
- It was revealed that television advertisements cause conflict between parents and children and also television advertisements encourage children to nag to their parents for toys, junk food & clothes.
- It was found that SABC1, 2 and 3 present advertisements that are sexually explicit. Like Fanta for fun, sms31314, sprite
- It is revealed that boys like watching violence, crime movies and sports while girls like watching cartoon, sopies and music
- It is revealed that learners who watch Television for more than three hours are likely to become obese and have scored lower in their school works.
- It was revealed that children who watch violent movies are likely to be more aggressive.
- It is found that the majority of learners were being restricted to certain programmes.
- There is tendency that those children that are not being restricted to certain television programmes will be watching violence, crime and pornography movies.
- It was found that children who watch pornography movies on SABC1, 2, and 3 are likely to have sexual intercourse for the first time in the following year.

These were the some of programmes that instil violence in children on SABC1, 2 and 3:

- **Gazilami**- it is broadcast on SABC1
- **Boxing (blow by blow)**- it is broadcast on SABC2 at 10pm-12am every Friday
- **Hijacker story**- it was broadcast on SABC3.

- **Wrestling-** it is broadcast on etv every Wednesday (8.30pm-9.30pm), Saturday (5pm-6pm) and Sunday (5pm-6pm).
- **Tshisa-** it is broadcast on SABC1.
- **Tsotsi-** it is broadcast on SABC1.
- **Zone 14-** it is broadcast on SABC1 at 8.30pm-9pm every Monday.
- **Yizoyizo-** it is broadcast on SABC1.

These were the programmes that were sexually explicit on SABC1, 2 and 3:

- **Nip/tuck-** it is broadcast on SABC3 at 10.40pm-11.40pm every Friday and Sunday.
- **Bold & beautiful-** it is broadcast SABC1 on 6.30pm-7pm from Mondays to Fridays.
- **Sex & city-** it is broadcast on etv at 11pm-12am every Sunday.
- **Days of our lives-** it is broadcast on SABC3 at 4.55pm-5.45pm from Mondays to Fridays.
- **Desperate housewives-** it is broadcast on SABC3 at 9pm-10pm every Monday.
- **Yizoyizo** –it is broadcast on SABC1.
- **Footballer's wives-** it was broadcast on etv.

These were some of educational programmes on SABC 1, 2 and 3:

- **Leaning channel-** it is broadcast on SABC1 at 10am-12pm from Mondays to Fridays.
- **Beyond the class room-** it is broadcast on SABC2 at 6.30am-7am every Sunday.
- **Yotv-** it is broadcast on SABC1 at 6.30am-9.45am every Saturday.
- **School tv-** it is broadcast on SABC2 at 10am-11am from Mondays to Fridays
- **Kid News-** it is broadcast on SABC1 at 3pm-3.30pm from Mondays to Fridays
- **Fundamental mathematics-** it is broadcast on SABC2 at 6pm-7pm every Saturday.

- **Takalani Sesame-** it is broadcast on SABC1 at 6am-6.30am from Mondays to Fridays.
- **Knock knock-** it is broadcast on SABC3 at 2pm-2.30pm

These were the television advertisements that children feel that women are for sexual pleasure only.

- Sms 31314
- Sprite
- Red phola
- Fanta for fun
- Axe advert
- Nevea cream

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ADDENDA

ADDENDUM 1: LETTER OF PERMISSION TO CIRCULT INSPECTOR

**LETTER TO THE CIRCUIT INSPECTOR, DEPARTMENT OF EDUCATION,
MTUNZINI CIRCUIT ESIKHAWINI TOWNSHIP.**

**University of Zululand
*Department of Communication Science***

University of Zululand
Tel: (035) 902 62 10
Fax: (035) 902 60 82
E-mail: vrugbeer@pan.uzulu.ac.za
23 August 2007



Box 528
University of Zululand
Private Bag X1001
Kwadlangezwa
3886

ATTENTION: Dr. N.D. Mwandla

The Circuit Inspector
Department of Education
Mtunzini Circuit
Private Bag X8512
Esikhawini

Dear Sir,

PERMISSION SOUGHT TO CONDUCT A SURVEY

My master's student, Ms Toyin Esther Oluwafemi, is undertaking empirical research in the field of public broadcasting media. The purpose of this study is to investigate the effectiveness of the South African Broadcasting Corporation 1, 2 and 3 as agents of transformation in our society.

This is a sincere appeal to you to assist the student by permitting her to distribute questionnaires to students in your schools (Esikhawini Township).

Your assistance and guidance is valued and appreciated.

Kind regards,

A handwritten signature in black ink, appearing to read 'Rugbeer' with a stylized flourish at the end.

Dr Vijay Rugbeer

ADDENDUM 2: QUESTIONNAIRE FOR LEARNERS

QUESTIONNAIRE FOR LEARNERS

Voluntary Questionnaire for learners

“The Effectiveness of Television an Agent of Transformation”

Department of Communication Science

University of Zululand

Researcher: Oluwafemi Toyin Esther

Study Leaders: Dr H.Rugbeer

Dr.Y.Rugbeer

Note to the respondent

- We need your help to identify television programmes that people of Esikhawini Township enjoy watching and to find out if television has made a positive or negative moral contribution to the lives of people in Esikhawini Township.
- The information that you will provide will make an important contribution to the success of this study.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinion back to you as a person.
- You can mark each response by making a tick (✓) or a cross (X), or encircling each appropriate response with a **PEN** (not a pencil), or by filling in the required words or numbers.
- Please return the completed questionnaire to the school principal of your child.
- Any enquiry relevant to this research may be directed to me through this e-mail address toyin.oluwafemi@gmail.com

Yours sincerely,

Oluwafemi Toyin Esther

Student-Master of Arts (communication science)

e-mail toyin.oluwafemi@gmail.com

Cell number: 0760831711

The questionnaire has three parts

Part 1 requests for permission to use your responses for academic research

Part 2 requests for general personal data like your age, gender, education, ethnicity and occupation

Part 3 requests your views on the impact of television programmes in your life.

Part 1: permission to use my response for academic research

This information is necessary to show that a real person completed the questionnaire.

It will be kept **strictly confidential**. Your personal identity will not be revealed to anyone and also when the results of the survey are published.

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initial and surname-----

The name of your school-----

Please, answer the following questionnaire by placing a mark (X) or (☐) in the relevant block or by writing your answer in the space provided

NB: Mark only one option per question or fill in the required information

Part 2: Background information

This section of the questionnaire deals with background and biographical information. Although I am aware of the sensitivity of these questions, this information will help to compare results from the various groups of respondents. Your response will remain anonymous.

1. What is your sex / gender?

- | | |
|---------------------------------------|---|
| Male | 1 |
| Female | 2 |
| I do not want to answer this question | 3 |

2. What is your age?

- | | |
|---------------------------------------|---|
| 10 to 14 | 1 |
| 15 to 19 | 2 |
| I do not want to answer this question | 3 |

3. In what grade are you?

Grade 10	1
Grade 11	2
Grade 12	3
I do not want to answer this question	4

4. Which ethnic group do you belong to?

Coloured	1
White	2
African	3
Indian	4
Other	5
I do not want to answer this question	6

Part 3: The impact of television programmes

5. How many television sets do you have?

None	1
One	2
Two	3
Three or more	4
I do not want to answer this question	5

6. How do you watch television?

With my parents	1
With my siblings	2
I watch alone	3
With my friends	4
Other. Please specify	5
I do not want to answer this question	6

7. Do your parents restrict you to certain television programmes?

Yes 1
No 2
I do not want to answer this question 3

8. Do the programmes you watch on television help you learn lessons you may not have learned at school?

Yes 1
No 2
I do not want to answer this question 3

9. Do the programmes you watch on television help you deal with lessons that you have learned at school?

Yes 1
No 2
I do not want to answer this question 3

10. Do television programmes have a negative effect your school performance?

Yes 1
No 2
I do not want to answer this question 3

11. Do the programmes you watch on television help you with your schoolwork?

Yes 1
No 2
I do not want to answer this question 3

12. Do you enjoy watching movies presented on television?

Yes 1
No 2
I do not want to answer this question 3

13. What types of movies/ programmes do you enjoy watching on television?

Crime	1
Violence	2
War	3
Pornography	4
Wrestling	5
Boxing	6
Kungfu	7
Martial arts	8
Other please specify -----	9
I do not want to answer this question	10

14. Do you put into practice with friends what you may have watched on television?

Yes	1
No	2
I do not want to answer this question	3

15. Do violent scenes on television movies give you bad dreams?

Yes	1
No	2
I do not want to answer this question	3

16. Do television programmes help improve your knowledge?

Yes	1
No	2
I do not want to answer this question	3

17. Do television programmes positively affect your school performance?

Yes	1
No	2

I do not want to answer this question 3

18. Have you ever requested from your parents to buy you any advertised product?

Yes 1

No 2

I do not want to answer this question 3

19. How much time in hours do you spend each day watching television programmes?

One hour 1

Two hours 2

Three hours 3

Four hours 4

Five hours 5

More than five hours 6

I do not want to answer this question 7

20. Mention three (3) things you have seen on television advertisements that you have asked your parents to buy.

1

2

3

4 I do not want to answer this question

21. Why do you watch television?-----

22. What time of the day do you watch television programmes? -----

23. Name three (3) programmes on television that make you feel family is important.
Please tick / cross the station on which they are broadcast.

- | | | | |
|---|---------------------------------------|-----------|-----------|
| 1 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 2 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 3 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 4 | I do not want to answer this question | | |

24. Name three (3) programmes on television that teach good, healthy living. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|---------------------------------------|-----------|-----------|
| 1 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 2 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 3 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 4 | I do not want to answer this question | | |

25. Name three (3) educational programmes on television. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|---------------------------------------|-----------|-----------|
| 1 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 2 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 3 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 4 | I do not want to answer this question | | |

26. Name three (3) programmes on television that are very sexually explicit. Please tick / cross the station on which they are broadcast

- | | | | |
|---|-----------|-----------|-----------|
| 1 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 2 | (1) SABC1 | (2) SABC2 | (3) SABC3 |

- 3 (1) SABC1 (2) SABC2 (3) SABC3
 4 I do not want to answer this question

27. Mention three (3) programmes that you feel instil violence in children. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|---------------------------------------|-------|-------|
| 1 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 2 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 3 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 4 | I do not want to answer this question | | |

28. Name three (3) advertisements that make you feel women are for sexual pleasure only. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|---------------------------------------|-----------|-----------|
| 1 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 2 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 3 | (1) SABC1 | (2) SABC2 | (3) SABC3 |
| 4 | I do not want to answer this question | | |

29. Name three (3) programmes that encourage us to live a crime-free life. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|---------------------------------------|-------|-------|
| 1 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 2 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 3 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 4 | I do not want to answer this question | | |

30. Name three (3) programmes that encourage us to live a life devoid of racism and prejudice. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|-------|-------|-------|
| 1 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 2 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 3 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 4 I do not want to answer this question | | | |

31. Name three (3) programmes on SABC that you feel should not be aired on television. Please give reasons for your answer.

Thank you for taking time to answer this questionnaire.

ADDENDUM 3: QUESTIONNAIRE FOR PARENTS/CAREGIVERS

QUESTIONNAIRE TO PARENTS/CAREGIVERS OF LEARNERS

Voluntary Questionnaire For

Parents /Caregivers on

“The Effectiveness of Television as an Agent of Transformation”

Department of Communication Science

University of Zululand

Researcher: Oluwafemi Toyin Esther

Study Leaders: Dr H.Rugbeer

Dr.Y.Rugbeer

Note to the respondent

- We need your help to identify television programmes that people of Esikhawini Township enjoy watching and to find out if television has made a positive or negative moral contribution to the lives of people in Esikhawini Township.
- The information that you will provide will make an important contribution to the success of this study.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinion back to you as a person.
- You can mark each response by making a tick (✓) or a cross (X), or encircling each appropriate response with a **PEN** (not a pencil), or by filling in the required words or numbers.
- Please return the completed questionnaire to the school principal of your child.
- Any enquiry relevant to this research may be directed to me through this e-mail address toyin.oluwafemi@gmail.com

Yours sincerely,

Oluwafemi Toyin Esther

Student - Master of Arts (Communication Science)

e-mail toyin.oluwafemi@gmail.com

Cell number: 0760831711

The questionnaire has three parts

Part 1 requests for permission to use your responses for academic research

Part 2 requests for general personal data like your age, gender, education, ethnicity and occupation

Part 3 requests your views on the impact of television programmes on your children.

Part 1: permission to use my response for academic research

This information is necessary to show that a real person completed the questionnaire.

It will be kept **strictly confidential**. Your personal identity will not be revealed to anyone, also when the results of the survey are published.

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initial and surname----- Postal address-----

Postal code----- e-mail-----

Contact number: Home-----Cell-----

Please, answer the following questionnaire by placing a mark (X or ☐) in the relevant block or by writing your answer in the space provide

NB: Mark only one option per question or fill in the required information

Part 2: Background information

This section of the questionnaire deals with background and biographical information. Although I am aware of the sensitivity of these questions, this information will help to compare results from the various groups of respondents. Your response will remain anonymous.

1. What is your sex / gender?

- | | |
|---------------------------------------|---|
| Male | 1 |
| Female | 2 |
| I do not want to answer this question | 3 |

2. What is your age?

- | | |
|---------------------------------------|---|
| 30 to 39 | 1 |
| 40 to 49 | 2 |
| Above 50 | 3 |
| I do not want to answer this question | 4 |

3. Which ethnic group do you belong to?

Coloured	1
White	2
African	3
Indian	4
Other	5
I do not want to answer this question	6

4. Which of the following best describe your occupation?

Salaried employee	1
Self employed	2
Retired	3
Unemployed	4
Other. Please Specify	5
I do not want to answer this question	6

5. What is your highest education?

No formal education	1
Grade 11 or lower	2
Grade 12 (standard 10/ matric)	3
Post matric diploma or certificate	4
University or Technikon degree	5
Post graduate degree	6
I do not want to answer this question	7

Part 3: The impact of television programmes

6. How many television sets do you have?

None	1
One	2
Two	3
Many	4
I do not want to answer this question	5

7. Does your religious or belief influence what you watch on television?

Yes	1
No	2
I do not want to answer this question	3

8. Do you watch television with your children?

Yes	1
No	2
I do not want to answer this question	3

9. Do you determine the type of programmes your children watch on television?

Yes	1
No	2
Occasionally	3
I do not want to answer this question	4

10. Do you believe that television programmes influence your children positively?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

11. Have you witnessed your children practising what they watch on television?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

12. Do your children persuade you to buy games/toys for them after watching advertisements on television?

- Yes 1
 No 2
 Not sure 3
 I do not want to answer this question 4

13. Do you think that television programmes have influenced your lifestyle?

- Yes 1
 No 2
 Not sure 3
 I do not want to answer this question 4

14. Mention three things that you were influenced to buy for your children after viewing television advertisements

1. _____
 2. _____
 3. _____
 4. I do not want to answer this question

15. Mention three (3) programmes you know your children enjoy watching. Please tick / cross the station on which the programmes are broadcast.

- | | | | |
|---|---------------------------------------|-------|-------|
| 1 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 2 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 3 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 4 | I do not want to answer this question | | |

16. Name three (3) programmes on television that instil good family values. Please tick / cross the station on which they are broadcast.

- | | | | |
|---|-------|-------|-------|
| 1 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 2 | (1) | (2) | (3) |
| | SABC1 | SABC2 | SABC3 |
| 3 | (1) | (2) | (3) |

SABC1 SABC2 SABC3

4 I do not want to answer this question

17. Name three (3) programmes on television that teach good, healthy living. Please tick / cross the station on which they are broadcast.

1	(1)	(2)	(3)
	SABC1	SABC2	SABC3
2	(1)	(2)	(3)
	SABC1	SABC2	SABC3
3	(1)	(2)	(3)
	SABC1	SABC2	SABC3

4 I do not want to answer this question

18. Name three (3) educational programmes on television. Please tick / cross the station on which they are broadcast.

1	(1)	(2)	(3)
	SABC1	SABC2	SABC3
2	(1)	(2)	(3)
	SABC1	SABC2	SABC3
3	(1)	(2)	(3)
	SABC1	SABC2	SABC3

4 I do not want to answer this question

19. Name three (3) programmes on television that are very sexually explicit. Please tick / cross the station on which they are broadcast.

1	(1)	(2)	(3)
	SABC1	SABC2	SABC3
2	(1)	(2)	(3)
	SABC1	SABC2	SABC3
3	(1)	(2)	(3)
	SABC1	SABC2	SABC3

4 I do not want to answer this question

20. Mention three (3) programmes that you feel instil violence in children. Please tick/ cross the station on which they are broadcast.

1	(1)	(2)	(3)
	SABC1	SABC2	SABC3
2	(1)	(2)	(3)
	SABC1	SABC2	SABC3
3	(1)	(2)	(3)
	SABC1	SABC2	SABC3

4 I do not want to answer this question

21. Comment freely on the impact of television on the social development of your children and the Esikhawini Township-----

22. What suggestions do you have for better quality television service?-----

Thank you for taking time to answer this questionnaire

ADDENDUM 4: LETTER OF APPRECIATION

**LETTER OF APPRECIATION TO THE CIRCUIT
INSPECTOR, DEPARTMENT OF EDUCATION, MTUNZINI CIRCUIT,
ESIKHAWINI.**

University of Zululand
Department of Communication Science

University of Zululand
Tel: (035) 902 62 10
Fax: (035) 902 60 82
E-mail: vrugbeer@pan.uzulu.ac.za
17 September 2007



Box 528
University of Zululand
Private Bag X1001
Kwadlangezwa
3886

ATTENTION: Dr. N.D. Mwandla.

The Circuit Inspector
Department of Education
Mtunzini Circuit
Private Bag X8512
Esikhawini

Dear Sir

THANK YOU FOR PERMISSION GRANTED

Your assistance in granting permission to my master's student, Ms Toyin Esther Oluwafemi, to conduct research in your schools is appreciated.

We appreciate you and thank you.

Kind regards,

A handwritten signature in black ink, appearing to read 'Rugbeer' with a stylized flourish.

Dr Vijay Rugbeer