MAY 2008

SEEN AND HEARD: CHILDREN'S MEDIA USE, EXPOSURE, AND RESPONSE

I KITEA, I RANGONA: TE MĀTAKI A TE TAMARIKI I TE PĀPĀHO NGĀ KITENGA, ME NGĀ WHAKAUTU

BROADCASTING STANDARDS AUTHORITY
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The findings of a survey of New Zealand children aged 6-13 years, and their primary caregivers, conducted by research agency Colmar Brunton.

Further copies of this publication are available from:

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PO Box 9213
Wellington 6141,
New Zealand

Seen and Heard: Children's Media Use,
Exposure, and Response

ISBN: 978-0-477-10073-1

Translation of foreword provided by Toko-mapuna Maori Language Services, Wellington.

CONTENTS

FOREWORD AND ACKNOWLEDGEMENTS

Since its establishment in 1989, the Broadcasting Standards Authority (BSA) has funded high-quality, innovative research into the impact of media and public attitudes towards media. This programme of research has provided a valuable body of data on a wide variety of subjects. The BSA is charged with deciding the areas where, and the extent to which, we want to limit the rights of broadcast media to free expression. Some – in fact most – of the areas where we require restraint are prescribed by the Broadcasting Act 1989. Among other things, the Act specifies that we must take account of the interests of children. Internationally, there seems to be widespread acceptance that media-oversight organisations such as the BSA have a legitimate role to protect the vulnerable, including children, from harm. As such, we are concerned to understand the relationships children have with media, and the ways, if any, that we should be involved in those relationships. For the BSA, no research is more important than that which helps us to understand media issues in relation to children.

In 2007 the BSA commissioned independent research agency Colmar Brunton to conduct a representative survey of the media use, exposure, and response of children aged six to thirteen years. This report, *Seen and Heard: Children's Media Use, Exposure, and Response*, details their findings.

With this latest research we wished to continue the longitudinal study started in *The Younger Audience* (BSA, 2001) to enable us to see trends in attitudes and behaviour. Equally, we wanted to better understand the way that children felt about their broadcast media relationships, and how children actually behaved in certain situations involving media, and what concerned them as opposed to what concerned their caregivers.

How, then, might we use some of the results of this research when considering complaints? Complaints against broadcasters that allege that the interests of children have been breached fall into two groups. The first group alleges that something broadcast at a time when the audience would include children would harm them in some way (eg, by frightening them; exposing them to sexual behavior; or by glamorising violence or excessive alcohol consumption, etc). The second group alleges that a child has been exploited as the subject of a broadcast (eg, their privacy was invaded; they were unnecessarily humiliated, etc). This current study relates only to the first group of complaints, concerning the interests of children as audience members. The findings will enable us to get a clearer idea of how children engage with, and are affected by, media.

A great deal of material is provided in this report, and any selection of key points will necessarily be just that – a selection. However, we wish to highlight the following areas that will inform our decisions on complaints that particular broadcasts have not sufficiently considered children's interests.

1. The report shows that there are differences in access to media devices, and in children's exposure and responses to media content, between Pākehā and Asian households on the one hand, and Māori and Pacific Island households on the other.
2. While there has been a proliferation of media devices in households generally, television remains a significant medium in New Zealand households.
3. Children have clear ideas about what is inappropriate for them and what upsets them in both traditional and new media. Also, they are comfortable that they have the ability to self-select and control their media consumption. We see this as reinforcement for our view that children are not, as some complaints represent, naive and passive absorbers of what is broadcast to them.
4. There is a high awareness of TV classifications and warnings among children and their caregivers and classifications are actively used by caregivers to guide children's viewing.

5. Conversely, awareness of the '8.30pm watershed' – the time when adults-only programming begins on free-to-air television – is not high, and children are tending to go to bed later, particularly at weekends. We think these findings reinforce the BSA's view that classifications and warnings are important, and support our decision to promote the watershed advice that programmes after 8.30pm on TV are unlikely to be suitable for children.

Of course, the report ranges more broadly than this and we would urge interested people to use its findings for discussion. The data we have collected will be made available, on request, to academics and social researchers who wish to use it for educational or other research purposes. For our part, we are following up this large quantitative project with an in-depth qualitative study with a smaller sample, which we hope will provide further insights into this important area.

ACKNOWLEDGEMENTS

On behalf of the current members of the BSA, Tapu Misa, Paul France, and Diane Musgrave, I would like to express our appreciation to those who have contributed to this publication.

Foremost, we wish to acknowledge the skill of the Colmar Brunton research team who conducted the large representative survey of New Zealand children's media use, exposure, and response reported here: Jocelyn Rout, Andrew Robertson, and Adele de Jager.

We especially thank the hundreds of children and parents who gave generously of their time to inform us about how they use, and think about, media in their home environment. We are always encouraged by the willingness of members of the public to share with us their views on broadcasting standards matters.

Thanks also to the members of the consultative committee that guided the scope of this important study: the late Bruce Wallace of the New Zealand Television Broadcasters' Council, David Innes of the Radio Broadcasters Association, George Bignell of Radio New Zealand, Dr Ruth Zanker of the New Zealand Broadcasting School, Annie Murray (formerly of TVNZ), Manisha Bhikha and Karen Howarth (formerly of the Office of the Children's Commissioner), and Mary Phillips of Pickled Possum Productions. We are grateful for their expert advice in the early stages of this research.

We thank the literature review team from Victoria and Massey universities led by Dr Sue Jackson. The work they did in producing *Children's Media Use and Responses: a review of the literature* (BSA, 2007) provided essential background information for this study.

Special thanks are due to our academic advisors: UK researcher and Director of the Centre for the Study of Children, Youth and Media, Professor David Buckingham, and Dr Andrew Balemi, a professional statistician at the University of Auckland.

We also acknowledge the foresight of previous BSA members and staff for instituting, in the 2001 study *The Younger Audience*, the research model that is updated and developed here.

Finally, we thank our dedicated staff: Kate Ward, the Research and Communications Advisor who has worked on this project, Chief Executive Dominic Sheehan, and former Chief Executive Jane Wrightson.

The BSA's research assists members in our deliberations on complaints. We hope that this public attitude research will also inform broadcasters, parents, educators, and policy makers about the media use and responses of New Zealand children.

Joanne Morris OBE
Chair, Broadcasting Standards Authority
May 2008

OUTLINE OF THE REPORT

This report begins with the findings of the major representative survey of 604 New Zealand children aged six to 13 years and their primary caregivers conducted by independent research agency Colmar Brunton.

The first section quantifies the types of media children use in the home. The second section examines the patterns of media use in the home; in particular, the mediums of television and radio, with secondary attention paid to children's use of computers/the internet and cellphones. Children's passive exposure to media content is explored, in particular exposure to content that might be challenging or inappropriate to see or hear. The final section examines the perceptions that children have of what they consider to be media content that is inappropriate for them, and what they do when they come across such content – how they react to it.

The findings conclude with a section on parental concerns about children's media use, and the rules and protections parents put in place.

Appendices to the report include an explanation of the Broadcasting Standards Authority's functions in relation to research, a brief review of recent literature, and a list of the BSA's research publications to date.

HE KUPU WHAKATAKI ME NGĀ MIHI

Mai i tōna whakatūranga i te tau 1989, he kaha tonu te mahi a te Mana Whanonga Kaipāho ki te tāpae pūtea mō ngā rangahau whai kounga, auaha hoki, i Aotearoa anō, mō te pānga o ngā mahi pāpāho, me ngā waiaro o te iwi nui tonu mō ngā whakahaere pāpāho. I hua ake ētahi raraunga whai take i ēnei hōtaka rangahau, mō te matahuhuatanga o ngā kaupapa. Ka riro mā Te Mana Whanonga Kaipāho (BSA) e whiriwhiri, e whakatau ngā wāhi, me te whānui hoki o tō tātou hiahia, ki te aukati i te tino wātea rawa o te hunga pāpāho ki te whakaputa kōrero ki te ao, ki te hanga kaupapa hoki i runga i te auahatanga o te wairua. Ko ētahi wāhanga, me kī ko te nuinga, o ngā wāhi e tika ana kia aukatitia te whakaputa noa i te kōrero, ka āta tākina i te Ture Whakapaoho 1989. Ko tētahi o ngā whakaritenga o taua Ture, me tiaki tonu mātou i ngā tika o te tamaiti. E whakaae ana ngā whenua o te ao, he mea tika tonu kia tukua tētahi mana ki ngā rōpū tohutohu pēnei i te Mana Whanonga Kaipāho, arā, ki ngā rōpū tohutohu i ngā kamupene pāpāho hei tiaki i te hunga, tae atu ki te tamariki, e noho wātea ana ki ngā mahi tūkino a ētahi. Nā reira kei te whai tonu mātou kia mārama ake ki te whanaungatanga o ngā tamariki ki ngā take pāpāho, me ngā huarahi e takawaenga ai mātou i taua whanaungatanga, mehemea e tika ana. Mō te Mana Whanonga Kaipāho, kāore he rangahau nui kē atu i ērā e anga ana ki te whanaungatanga o ngā tamariki ki ngā mahi pāpāho, me ngā huarahi e takawaenga ai mātou i taua whanaungatanga, mehemea e tika ana.

Nō te tau 2007, ka tukua e Te Mana he kaupapa rangahau ki a Colmar Brunton, tētahi whakahaere rangahau, kia āta tirohia e rātou te whakamahi a ngā momo pāpāho e ngā tamariki i waenga i te ono ki te tekau mā toru tau, me te pānga o aua pāpāho ki tēnei reanga. Kei tēnei pūrongo *Seen and Heard: Children's Media Use, Exposure, and Response*, ā rātou kitenga.

I roto i ēnei rangahau hou, ko tā mātou whai kia kawea tonutia te rangahau wā roa i tīmataria ai i roto i te kaupapa e kīia nei *The Younger Audience* (Mana Whanonga Kaipāho, 2001) kia taea ai te tirotiro i ngā waiaro me ngā whanonga wā roa. I tua atu i tērā ko tā mātou hiahia ia kia mārama tonu mātou ki ngā whakaaro o ngā tamariki mō ō rātou whanaungatanga ki ngā whakahaere pāpāho, he pēwhea rawa tā rātou whanonga ina kite, ina rongo i ngā mahi pāpāho maha, he aha hoki ngā āhuatanga whakararu i a rātou, hāunga ngā take whakararuraru ki te titiro a ō rātou kaitiaki, mātua rānei.

Me pēnei te pātai, me pēhea hoki e whakamahia ai e mātou ētahi o ngā kitenga o tēnei rangahau, ina noho mātou ki te whiriwhiri i ngā whakapae? Me kī, e rua ngā momo whakapae mō ngā kaipāho i kīia i raru i a rātou ngā motika o ngā tamariki. E mea ana te rōpūtanga tuatahi nā tētahi āhuatanga i pāhotia ai i tētahi hāora, he maha ngā tamariki e mātakitaki ana, rātou i tūkino (inā koa, nā te whakamataku; nā te whakakite i tētahi mahi hōkaka; nā te whakarangatira i te mahi taikaha, nā te inu whakaaro-kore i te waipiro, me ērā atu āhua). E mea ana te rōpūtanga tuarua kua tūkinotia tētahi tamaiti, i roto i tōna whakamahinga e te tangata i tētahi paohotanga (inā koa, i takahia tō ratou noho matatapu, i whakaitingia rānei, me ērā atu āhuatanga.) E pā ana tēnei rangahau i nāianei, ki te rōpūtanga tuatahi o ngā whakapae anake, e pā ana ki ngā tika o te tamariki hei wehenga mātakitaki. Mā ngā kitenga ka mārama kē atu tō tātou mōhio ki te whanaungatanga o te tamariki ki te ao pāpāho, me tōna pānga ki a rātou.

He nui tonu ngā kōrero kua hora i tēnei o ngā pūrongo, nā reira ki te tīpokatia he rārangi kōrero matua, tērā tonu e noho hei tīpokatanga anake. Ahakoa rā, ko tā mātou hiahia ia kia whakaatu nuitia ngā wāhanga e whai ake nei, inā hoki, ka whakamahia ēnei i ō mātou whakatau mō ngā whakapae mō ētahi pānui, e kīia ana kāore i aronui ki ngā tika o te tamariki.

1. E whakaatu mai ana te pūrongo he rerekē te wātea mai o ngā taputapu pāpāho, me te wātea o ngā tamariki ki aua tikanga pāho i ngā whare o te hunga Pākehā me ō te hunga nō Āhia, tēnā i ngā kāinga Māori me ngā kāinga o te hunga nō te Moana-nui-a-Kiwa.

2. Ahakoa kei te nui haere te maha o ngā taputapu pāpāho i ngā kāinga o te motu, kei te noho tonu te pouaka whakaata hei pāhotanga e mātakina nuitia ana ki ngā kāinga o Aotearoa.
3. He mārama tonu ngā whakaaro o te tamariki mō ngā mea kāore e tika ana kia mātakina e rātou, me ngā āhuatanga e whakararu nei i a rātou, ahakoa i ngā huarahi pāpāho o mua, me ō nāianei. Waihoki, ki a rātou, kei a rātou ngā pūmanawa kia riro mā rātou anō e whiriwhiri, e whakahaere tika i tā rātou e mātakitaki ai. Hei āhua tautoko tēnei i tā mātou kī, ehara te tamariki i te hunga noho noa iho, momi ngoikore i ngā kai ka horaina ki mua i a rātou.
4. Kei runga tonu te māramatanga ki ngā rārangi whakaritenga i ngā pouaka whakaata me ngā whakatūpato ki ngā tamariki, tae atu ki ngā kaitiaki, ā, kāore i ārikarika te whakamahi o ēnei e ngā kaitiaki hei arataki i ngā mahi mātaki a ā rātou tamariki.
5. Otiia, kāore i te tino mōhiotia ngā whakaritenga mō te hāora aukati e kīia ana te 'haora huringa tai i te 8.30pm' - arā, te hāora e tīmata ai ngā hōtaka mā ngā pakeke i ngā pouaka kore-utu, - me te mōhio anō kua āhua tōmuri kē atu te hokinga o ngā tamariki ki te moe i ēnei tau, ā, he tino pērā i ngā mutunga wiki. E mea ana mātou hei tautoko ēnei kitenga i tā mātou i kī ai, āe, he mea tino nui ngā mahi tautuhi hōtaka me ngā whakatūpato, hei tautoko hoki i te whakatau a te Mana Whanonga Kaipāho kia whakatairangatia te kī, ko ngā hōtaka i muri atu i te 8.30 pm kāore kē pea e pai mā te tamariki.

Heoi anō, he whānui kē atu te pūrongo i tēnei, ā, tēnei te tāpae i ōna āhuatanga ki mua i te hunga aro mai, kia whakamahia e rātou. Ka whakawāteatia ngā pārongo i kohia i konei i runga i ngā tono ki ngā kairangahau whare wānanga, ki ngā kairangahau mahi pāpori hoki ka hiahia ki te whakamahi i ēnei kōrero, mō ngā kaupapa mātauranga, rangahau anō hoki. Mō mātou anō, kei te hiahia kia huri mātou i muri i ēnei āhuatanga ki te kawe i tētahi rangahau mō te āhua o ēnei take, kia iti iho hoki te rāngai tāngata, i runga i te tūmanako ka hōhonu kē atu ngā mōhiotanga mō tēnei kaupapa whai tikanga.

HE KUPU WHAKAMIHI

Kei te hiahia au ki te whakaputa i ngā mihi a ngā mema o te Mana Whanonga Kaipāho i tēnei wā, arā a Tapu Misa, rātou ko Paul France, ko Diane Musgrave ki te hunga nāna te putanga o te pukapuka nei i āwhina.

I te tuatahi kei te hiahia mātou ki te mihi ki ngā pūkenga o Colmar Brunton. Nā rātou te rangahau whanui o te noho wātea, o te whakamahi, me te urupare a te tamariki o Aotearoa ki ngā mahi pāpāho ka whakatakotoria atu nei i konei, i kawe: Jocelyn Rout, rātou ko Andrew Robertson, ko Adele de Jager.

Tēnei te whakamoemiti ki te mano tamariki me ō rātou mātua, mō rātou i whakawātea i a rātou anō, ki te whakamōhio i a mātou mō ā rātou mahi, me ō rātou whakaaro mō te mahi pāpāho i ō rātou kāinga. Hei whakamanawa tonu tērā i a mātou, arā, te hiahia o te iwi ki te tuku mai i ō rātou whakaaro mō ngā take paerewa pāpāho.

E kore hoki e mutu ngā mihi ki te komiti tohutohu nāna i ārahi tēnei rangahau whai tikanga: ki a Bruce Wallace o te Kaunihera o Te Hunga Pāpāho Pouaka Whakaata o Aotearoa, kua ngaro atu nei a Bruce ki tua o te ārai, ki a David Innes o te Rōpū o Te Hunga Pāpāho Reo Irirangi, ki a George Bignell o Te Reo Irirangi o Aotearoa, ki a Tākuta Ruth Zanker o te Kura Pāpāho o Aotearoa, ki a Annie Murray (nō TVNZ i mua), ki a Manisha Bhikha rāua Karen Howarth (i mahi i Manaakitia ā Tātou Tamariki, arā, te Office of the Children's Commissioner, i mua), me Mary Phillips o Pickled Possum Productions. Kei te whakamoemiti mō ā rātou tohutohu i ngā mahi tuatahi o ēnei rangahau.

Kei te whakamoemiti hoki ki te rōpū arotake i ngā pukapuka, mai i ngā Whare Wānanga o Te Upoko o Te Ika a Māui (Wikitōria) me Te Kunenga ki Pūrehuroa (Massey) Dr Sue Jackson. I roto i ngā mahi i mahia e rātou i te putanga o *Children's Media Use and Responses: a review of the literature* (Te Mana Whanonga Kaipāho, 2007) i hua ake ētahi tino kōrero whai tikanga mō tēnei rangahau.

Me tino mihi nui ki ngā kaitohutohu i te taha ki te tika o te mātauranga: te kairangahau nō Ingarangi, te Kaihautū o te Centre for the Study of Children, Youth and Media, Professor David Buckingham, rāua ko Dr Andrew Balemi, tētahi kaitatau ngaio nō te Whare Wānanga o Tāmaki-makau-rau.

Ka nui rā hoki te whakamoemiti atu ki ngā pūmanawa matakite o ngā mema o mua o te Mana Whanonga Kaipāho, me āna kaimahi, i roto i tāna rangahau o te tau 2001, e kīia nei ko *The Younger Audience*, ko te tauira rangahau tēnei e whakahoutia nei i konei.

Hei kupu whakamutunga, me whakamoemiti hoki ki ā mātou kaimahi manawanui nei: ki a Kate Ward, te Kaitohutohu Rangahau, Whakawhitiwhiti Kōrero, i mahi i roto i tēnei kaupapa rangahau, ki te Kaiwhakahaere Matua ki a Dominic Sheehan, me te Kaiwhakahaere Matua o mua, a Jane Wrightson.

I roto i te rangahau o te Mana Whanonga Kaipāho ka āwhinatia ngā mema i roto i ā mātou whiringa whakapae. Ko te tūmanako o te ngākau ia, mā ēnei rangahau i ngā waiaro o te iwi whānui e āwhina ngā kaipāho, ngā kaiako, ngā kaiwhakatakoto kaupapa here mō te whakamahi me te urupare o ngā tamariki o Aotearoa ki ngā mahi pāpāho.

Joanne Morris OBE
Tiamana, Te Mana Whanonga Kaipāho
Mei 2008

TE TĀHUHU O TE PŪRONGO

Ka tīmata tēnei pūrongo ki ngā kitenga o te rangahau matua o ngā tamariki o Aotearoa 604, mai i te ono ki te tekau mā toru tau te pakeke, me ō rātou kaitiaki matua, i kawea ai e te kamupene rangahau motuhake o Colmar Brunton.

Kei te wāhanga tuatahi ngā momo pāpāhotanga ka whakamahia e te tamariki i te kāinga. Kei te wāhanga kōrero ētahi wetekanga mō te whakamahi i ngā mahi pāpāho i te kāinga; otirā, ka āta tirohia te pouaka whakaata me te reo irirangi, whai i muri ko ngā mahi whakamahi a te tamaiti i ngā rorohiko/i ngā mahi ipurangi me ngā waea pūkoro.

Ka āta tirohia te pānga ngoikore noa o te tamaiti i roto i ngā rerenga kōrero, whakaahua o ngā huarahi pāpāho, ā, ka āta tirohia te wātea o te tamaiti ki ngā hōtaka kāore kē nei e tika ana kia tirohia, kia rangona rānei e te tamaiti. Kei te wāhanga whakamutunga ka āta tirohia ngā whakaaro o ngā tamariki mō ngā āhuatanga pāpāho e kīia ana e rātou kāore i te tika mō rātou, he aha ā rātou mahi ina tūpono rātou ki aua momo kai – he pēhea te ohonga mai.

Ka mutu atu ngā kitenga ki tētahi wāhanga mō nga āwangawanga o ngā mātua mō te āhua whakamahi a ngā tamariki mō ngā tangohanga pāpāho, mō ngā ritenga me ngā mahi tiaki i te tamaiti ka whakamahia e ngā mātua.

Kei roto i ngā tāpiritanga tētahi whakamārama mō ngā tino mahi a Te Mana Whanonga Kaipāho e pā ana ki te rangahau, me tētahi tirohanga poto mō ngā pukapuka o nā tata ake nei, me tētahi rārangi o ngā pukapuka rangahau a Te Mana Whanonga Kaipāho tae noa mai ki tēnei wā.

INTRODUCTION

BACKGROUND

The Broadcasting Standards Authority (BSA) is an independent Crown entity that works to support fairness and freedom in broadcasting by providing an impartial complaints process, undertaking and publishing effective research, and issuing advice to stakeholders, including broadcasters and government.

In 2001 the BSA published *The Younger Audience*, which presented the results of a significant multi-phase study of children's television and radio consumption, and parental attitudes relating to media and the protection of children.

In the six years since *The Younger Audience*, New Zealand children's media environments have changed considerably. Internet penetration has increased from 37% of households as at the 2001 Census to 61% in 2006, and household cellphone access has increased from 59% of households in 2001[1] to 74% in 2006. DVD players have also been introduced and we have been quick to adopt this technology. Just over 10% of households had a DVD player in 2002, compared to 73% in 2006.[2] Additionally, the increasing popularity of small hand-held media devices, such as MP3 players and video-capable iPods, has resulted in greater access to a variety of media content.

With greater access to a variety of media devices and media content, there is a need for new research that *updates* the information collected during 1999/2000, and that *extends* our understanding of New Zealand children's media environments today.

This report presents the results of a quantitative study conducted among children aged 6 to 13 years, and their primary caregivers. The research has been conducted to describe New Zealand children's media environments, and to explore the issues and attitudes that surround their media use. The present study moves beyond issues surrounding television and radio consumption to incorporate use of the internet, cellphones, and other media devices.

RESEARCH OBJECTIVES

This study seeks to answer the question, *what do New Zealand children think and do with media?* The research objectives were formulated with reference to the findings of a literature review conducted in early 2007[3].

This research examines the following:

1. Family media environments – including access and demographic variations.
2. The social patterns of children's media access and use – including reasons for using media, the circumstances under which media are used, and the impact of various media.
3. Children's thoughts and feelings about media – including the influence of media on values and beliefs, and perceptions of the appropriateness of media.[4]
4. Rules and protections – including the constraints placed on children's access to and use of media at home, and knowledge/awareness of external constraints.
5. Parental perspectives – issues and concerns for parents.

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1 *Household economic survey: Year ended 30 June 2004* (Statistics New Zealand).
2 Nielson Media Research, Panorama: http://www.nielsenmedia.co.nz/MRI_pages.asp?MRIID=37
3 Sue Jackson et al. *Children's Media Use and Responses: a review of the literature.* New Zealand Broadcasting Standards Authority, July 2007. http://www.bsa.govt.nz/publications/Childrens_Media_Use_and_Responses_Literature_Review.pdf
4 Some of these objectives may be addressed in-depth in later qualitative research.

EXECUTIVE SUMMARY

The Broadcasting Standards Authority (BSA) has commissioned a comprehensive, large scale study of children's media use, exposure, and response in the New Zealand context. This report presents the findings of a nationwide quantitative survey conducted in 2007.

A face-to-face survey was conducted with 604 children aged six to 13 years and their primary caregivers throughout New Zealand. 'Booster' interviews were conducted with Pacific and Asian children and their caregivers to enable robust analysis by ethnicity. The response rates for this study were 77% for the main sample, and 76% and 68% for Pacific and Asian booster samples respectively. Fieldwork was conducted from August to November 2007.

One aspect of this study was to update key questions from *The Younger Audience* (BSA, 2001[5]). Comparisons with *The Younger Audience* are made where appropriate.

Key findings are highlighted below.

FAMILY MEDIA ENVIRONMENTS

- Virtually all New Zealand children's homes contain a television (99.5%), cellphone (96%), radio (95%) and DVD player (92%). Most homes have a computer (88%), video (79%), digital camera (75%), games console for TV (66%) and MP3 player (56%). Relatively fewer homes have a decoder (47%), a hand-held games console (35%) or a camcorder (34%).
- In contrast to the 2001 study, fewer households now have a recording device such as a video recorder, DVD recorder, or hard-drive recorder (75% of households have a recording device, compared to 89% of households in 2001).
- In line with the widespread availability of different media in their homes, children use a range of different media. Large majorities of children watch TV programmes (99%), watch video tapes or DVDs (93%), play computer or video games (84%), listen to the radio (76%), and use the internet (62%). Forty-two percent of children use a cellphone and 35% watch recorded TV programmes.
- There is evidence of inequalities among New Zealand children in media access especially with regard to new media technology. Pacific children, and to a lesser extent Māori children, have lower levels of access and usage. For example, only 32% of Pacific children, and 44% of Māori children, use the internet at home compared to 62% of all children.
- Children interact with a range of media equipment in their bedroom: they listen to the radio (34%), use a cellphone (29%), play computer or video games (29%), watch TV programmes (28%), watch video tapes or DVDs (19%), use the internet (6%), and watch recorded TV programmes (5%). However, only 1% of all children watch pay TV in their bedroom.
- 27% of children have a TV in their bedroom; this is an increase of nine percentage points since the 2001 study. Of the TVs located in children's bedrooms, 37% have a recording device attached.
- The large majority (90%) of children mainly watch TV in the living room.
- Children usually watch TV (including recorded TV programmes), video tapes and DVDs in the company of others (either an adult or peers). However, one in five children says they mostly watch TV alone (22% for TV programmes and 20% for recorded TV programmes). Watching video tapes and DVDs is less of a solitary activity (only 11% mostly watch these alone).

5 The fieldwork for this research was conducted in 1999 and 2000.

TV WATCHING

- Children say that they primarily watch TV for entertainment reasons (73%) and for its educational value (51%). Compared to 2001, more children now say they watch TV for its educational value (51% compared to 29% in 2001) and fewer children say they watch TV to alleviate boredom or to have something to do (21% compared to 38% in 2001).
- Children frequently multi-task when they watch TV. This research reveals little evidence that children simultaneously watch TV and use other media. Rather, talking with others is the most common activity while watching TV (depending on the time period, between 55% and 68% of children talk with others while watching TV), and between 18% and 31% of children play with others while watching TV (except when they are watching TV while having dinner). One in five children (21%) who watch TV on a school day afternoon does their homework at the same time.
- Sizeable numbers of children are still watching TV at the 8.30pm watershed – 51% on a Friday night, 48% on a Saturday night, 47% on a school holiday night, 37% on a Sunday night, and 31% on a night from Monday to Thursday. Compared to 2001, more children are still watching TV on a Sunday night at 8.30pm (37% compared to 24% in 2001) and fewer children are still watching TV on a Saturday night at 8.30pm (48% compared to 62% in 2001). These changes since the 2001 study are statistically significant at the 90% confidence level.
- One in seven children (14%) watches TV after their bedtime.
- Children's most popular TV programmes are *The Simpsons* (34% of children list *The Simpsons* in their top three favourite programmes), *Spongebob Squarepants* (22%), *Shortland Street* (16%) and *Home and Away* (13%). Weekday afternoons are the most popular times for TV viewing.

RADIO LISTENING

- Children most commonly listen to the radio in the car (39%), the living room (36%) or their own bedroom (33%).
- Children's most popular radio stations are The Edge (19%), Mai FM (8%), and More FM (8%).
- Children's radio listening tends to be a communal activity (72% mostly listen with a grown-up and 31% listen with other children, whereas only 20% mostly listen to the radio alone). A stereo (including the car stereo) is the most common type of radio listened to.
- Mornings (except for Saturday morning) are the most popular times for radio listening (29% of children listen to the radio on weekday mornings).
- One-third (32%) of children who listen to the radio are still listening after their bedtime.
- Pacific children are more likely to listen to the radio (86% compared to 76% of all children). And, Pacific children who listen to the radio are more likely to listen using a small radio receiver, such as an iPod, cellphone or pocket radio (42% compared to 20% of all children who listen to the radio).

INTERNET AND COMPUTER/VIDEO GAME USE

- Around three-quarters (72%) of children use a computer at home that can connect to the internet. On any given afternoon during the school term, between 17% and 19% of children access the internet at home. Afternoons after school and Saturdays are the most popular times for playing computer or video games.
- 53% of children who use the internet say that they 'mostly use the internet alone'. Playing computer and video games is a more social activity – 51% mostly play with other children and 21% with an adult.
- Nine percent of 6-13 year-old New Zealand children are still using the internet after 7pm at night. Almost all children who use the internet at night (98%) stop using the internet at or before their bedtime.

- Asian and Pākehā children are more likely than Māori and Pacific children to use a computer at home with access to the internet (89% of Asian children and 77% of Pākehā children compared to 53% of Māori children and 38% of Pacific children).

CELLPHONE USE

- Cellphone ownership among children rises steeply with age (5% of 6-8 year-olds, 25% of 9-11 year-olds and 62% of 12-13 year-olds). Younger children who use a cellphone tend to use a parent's phone (18% of 6-8 year-olds).
- Using a cellphone is largely a solitary activity (71% of children who use a cellphone use it alone).
- Cellphones serve a range of purposes, but are most commonly used to play games (82%), send or receive text messages (81%), make phone calls (47%) and take pictures (43%). Notable proportions of older children (12-13 year-olds) also use their cellphones to send and receive picture messages (34%), browse the internet (23%), and listen to MP3s (21%).
- Overall, cellphone use is most common on a Saturday morning (19%). One in five (22%) children uses their phone after they go to bed.

MEDIA USE BY 4-5 YEAR-OLD CHILDREN

- Although this study focused primarily on 6-13 year-old children, we also took advantage of this opportunity to gain insight into media use by 4-5 year-olds. The majority of 4-5 year-old children watch TV (95%) and video tapes or DVDs (85%). Over half play computer or video games (59%) and listen to the radio (53%). One-third of 4-5 year-olds watch recorded TV programmes (33%), and one in five use the internet (20%). Only 8% of 4-5 year-olds use a cellphone.

EXPOSURE TO MEDIA CONTENT

CHILDREN'S PASSIVE EXPOSURE TO MEDIA

- Potential exposure to radio content is high with 77% of parents listening to the radio in the presence of their child. The most common stations that parents listen to are The Edge (12%), More FM (9%), Classic Hits (9%) and National Radio (9%).
- 29% of parents record TV programmes shown after 8.30pm. However, only 6% watch recorded programmes at a time when their child is likely to be exposed to this content (that is, weekdays before 9am, weekdays after 3pm and before their child's bedtime, or weekends before their child's bedtime).
- 92% of 12-13 year-olds, 68% of 9-11 year-olds, and 24% of 6-8 year-olds are still up after 8.30pm on a week night, and may be passively exposed to AO-rated content shown on TV after that time.

CHILDREN'S EXPOSURE TO CHALLENGING MEDIA CONTENT

- Television content that 9-13 year-old children most commonly say bothers or upsets them relates to violence (29%), sexual content/nudity (21%) and scary/spooky things (20%). Children are less likely to mention something that upsets them while listening to the radio or using the internet. Bad language (20%) is the most common source of upset for children who listen to the radio, whereas sexual content (16%) receives the most mention from children who use the internet. One in ten also mentions internet-related risk areas that bother or upset them, such as *YouTube* or pop-ups and advertising.
- Girls are more likely than boys to say that programme content with sex, kissing, and killing has upset them. Likewise, Māori and Pacific children are more likely to say programme content with killing has upset them.

RESPONSES TO MEDIA EXPOSURE

PERCEPTIONS OF WHAT IS INAPPROPRIATE

- When asked what things they think are not good for kids their age to see on TV, 6-13 year-old children freely spoke about violence (51%), bad language (36%), sexual content/nudity (34%) and adult/restricted programmes (33%). Bad language dominates children's concerns about the radio (41%), whereas sexual content was the most common concern mentioned in relation to the internet (29%, with another 14% referring to 'adult sites'). Text bullying or playing pranks on other people are the most commonly mentioned behaviours (30%) children consider to be inappropriate in regard to cellphones.
- Children's reasons for why these types of content and behaviours are inappropriate largely centre around them being an undesirable influence on children's behaviour (59%). Younger children (6-8 year-olds) are more likely to talk about the negative emotive effects of media, such as getting scared and having nightmares (47%).

CLASSIFICATIONS, WARNINGS AND THE 8.30PM WATERSHED

- Classifications and warnings (73%) play an important role for children in knowing when a TV programme is not for them. Likewise, nearly three-quarters of parents (73%) use classifications and warnings to guide their decisions on their children's viewing, and 45% say they use these frequently.
- The watershed also plays an important role. Nearly one-half (46%) of parents, and 22% of children, identified 8.30pm as the time after which programmes that are not suitable for children are shown on TV. These awareness levels have changed significantly since the 2001 study; parents' awareness has fallen by 17 percentage points, and children's awareness has risen by 10 percentage points, since the 2001 study. Also, awareness is lower among Pacific, Māori and Asian parents.

CHILDREN'S REACTIONS WHEN THEY SEE OR HEAR INAPPROPRIATE CONTENT

- Children are easily able to articulate how they react to challenging content across the various media – the majority of children most commonly 'exit' the situation by turning off the media device or switching to different content. Girls appear to react more strongly to challenging TV content, with 41% turning the TV off compared to only 24% of boys.

PARENTS' CONCERNS ABOUT CHILDREN'S EXPOSURE TO MEDIA CONTENT

- Parents' concerns and worries about their child's exposure to media content is greatest for TV (84% are concerned at least 'some of the time'), followed by the internet (48% of parents with children who use the internet), radio (42% of parents with children who listen to the radio) and cellphones (24% of parents with children who use a cellphone).
- Parents who express at least some concern about what their child sees on TV are most commonly worried about the child's exposure to violent content (51%), sexual material (33%), and inappropriate language (20%). Twenty-two percent mention specific programmes they are concerned about – the news is mentioned by 15% of concerned parents.
- Inappropriate language dominates parents' concerns about what their children hear on the radio (56%), ahead of sexual material (22%).
- Parents' concerns regarding children's internet use centre around restricted/adult sites (57%). Parents also express concerns about specific sites (25%), such as *Bebo* and *YouTube*, as well as chatrooms or forums.
- Parents' concerns about children's cellphone usage focus on receiving or sending inappropriate text messages (38%), uncertainty over who the child is talking to/texting (26%), and text bullying (25%).
- Two-thirds (67%) of children regularly see the evening news. Thirty-nine percent of these children's parents are concerned about what their child sees.

RULES AND PROTECTIONS

- Restricting the hours and/or time of day that children can watch TV is the most common way a parent manages their child's viewing (66%). Restricting viewing according to programme content (which in many instances is indicated by classifications and warnings) is also prevalent (41% mentioned this without prompting). Further, 31% of parents say they supervise what their child is watching.
- Only 16% of parents use any type of control or restriction on their child's radio listening. Methods of control that are used tend to relate to adult supervision.
- Parents manage their children's use of the internet through adult control and supervision (55%) – this largely involves agreeing what websites the child can visit and only using the internet when an adult is in the room. Many parents (43%) also apply time restrictions.
- One third (32%) of parents with children who can access the internet have installed filtering or blocking software to restrict their child's internet access. Few children (8%) say they know how to 'get around' this software.
- Parents manage their child's use of a cellphone primarily by placing restrictions on what they can use the cellphone for (39%) – for example, only calling certain people, restricting use to making calls and texts, and only using the cellphone in emergencies.
- Parents feel that cultural factors (63%) have had the greatest influence on their choice of rules or the way they like their child to use the different media, followed by their own personal experience (31%), and religious or spiritual beliefs (30%).

CONCLUSIONS

This research concludes that children's electronic and digital media world is an extremely diverse one. Children's high levels of access to, and use of, traditional media such as television and radio are largely consistent with the 2001 research results. Not surprisingly, the 2007 research reveals that New Zealand children interact with new media, such as cellphones, MP3 players, and the internet, in high numbers. However, there are marked inequities in access to new media, with Pacific and Māori children in particular falling behind Asian and Pākehā children in this regard.

A number of the research findings point to children's ability to self-select and control their active media consumption. When children come across inappropriate content, most indicate that they 'exit' the situation by turning off the media device or switching to different content. Some also tell an adult.

Furthermore, children are able to articulate what content is inappropriate for them and their peers and what content upsets them both for traditional media and new media. As in the 2001 study, children have clear ideas about what is harmful and unsuitable TV content (concerns largely centre on violence, sexual content and bad language). Perhaps of particular interest is that children spoke freely about their concerns regarding new media, specifically, sexual content on the internet and bullying via cellphones. Whilst some children spoke about personally experiencing these things, generally, their concerns closely mirrored those of their parents, suggesting a heavy degree of parental influence.

Interestingly, the presence of older siblings also appears to have an influence on children's perceptions or awareness of media content that is inappropriate. Those children who live in a home with young adults (ie, those aged 14 to 17) are more aware of inappropriate sexual content on both television and radio. In addition, children who live with young adults are more likely to mention 'text bullying' as an inappropriate use of a cellphone.

Parents use a range of means to manage children's media consumption. The role of regulators in guiding both parents and children remains important in regard to traditional media. Classifications and warnings alert three-quarters of children to the potential inappropriateness of TV programme content. A similar proportion of parents use classifications and warnings to guide their child's viewing.

In contrast to the high awareness and use of warnings and classifications, awareness of the 8.30pm watershed is not high (under one-half of parents and one-quarter of children were able to identify 8.30pm as the time after which programmes not suitable for children are shown).

Time shifting was an area of particular interest in this research. Watching programmes that have been recorded after 8.30pm at a later time when children are more likely to see the content does not appear to be common. Indeed, the prevalence of recording devices in children's households has dropped since 2001. This is likely to be due to the increasing popularity of DVD players, which do not always come with a record function. Exposure to television programme content broadcast after 8.30pm continues to occur in real-time. As in 2001, children today frequently watch television after 8.30pm.

Parents' ability to manage children's passive media consumption and/or new media is perhaps a more difficult task. A quarter of parents are concerned about what their child sees on news and current affairs programmes. Likewise, over a third of parents with children who use the internet raise specific concerns about their child unintentionally accessing sites/images or seeing pop-ups.

Finally, the 2001 study confirmed the existence of what has been termed a 'bedroom culture'. The current study reveals that this culture is now more dominant than before with more children having a television in their bedroom (up 9 percentage points to 27%). Further, use of media in the bedroom is clearly not restricted to watching TV. Nearly one-quarter of children use their cellphone after they go to bed.

METHODOLOGY

A nationwide face-to-face survey was conducted between Monday 27th August and Friday 23rd November 2007.

The research methodology employed for this study was designed to paint a holistic picture of New Zealand children's media environments. Children between the ages of 6 and 13 were randomly selected for inclusion in the survey, and both the child *and* their primary caregiver were interviewed.

In total, 604 children and 604 primary caregivers were interviewed. As a token of appreciation, caregivers were given $10 and children were given $5 for taking part.

We attempted to interview caregivers and children separately. However, this was not often possible due to the age of children, or because caregivers preferred to remain close by. Overall, 78% of parents elected to stay in the room while their child was being interviewed and 38% commented at some time during their child's interview. However, our interviewers indicated that only 3% of caregivers answered questions on behalf of the child.[6]

Thirty-seven percent of parent interviews were conducted while the child was present. However, only 15% of children talked with their caregiver while the interview was taking place.

This survey is representative of all children living in New Zealand aged 6 to 13 years. A multi-stage stratified sample design was employed to ensure that the sample is nationally representative. To ensure the differences could be observed between children of different ethnicities, booster interviews were conducted with Pacific and Asian families. See Appendix A for a detailed description of our sampling methodology.

The average interview duration was 18.3 minutes for children, and 18.7 minutes for caregivers. The response rates for this study were 77% for the main sample, and 76% and 68% for Pacific and Asian booster samples, respectively.

The margin of error for a sample of 604 is +/- 4% at the 95% confidence level, assuming simple random sampling.

NOTES TO READING THIS REPORT

Sub-analyses

Except where specifically noted, throughout this report only the results of statistically significant sub-analyses, at the 95% confidence level (and assuming simple random sampling), are reported.

Age groupings

The children involved in this research are at various developmental stages, and it was decided in advance that some survey questions would be too cognitively challenging for children in the younger age groups. Some questions, therefore, were asked only of children aged 9 or above.

6 Sometimes this was necessary due to a disability.

The age groupings used in this report are defined as follows:

Younger age group = children aged 6, 7, and 8
Middle age group = children aged 9, 10, and 11
Older age group = children aged 12 and 13

These groupings differ slightly from those used in *The Younger Audience* (BSA, 2001) (ie, 6 to 7, 8 to 10, and 11 to 13). Different groupings were used in the present research to ensure a 'split' between ages 8 and 9. This has been done to make analyses and reporting for the more 'cognitively demanding' questions straightforward and readable.

New Zealand Socio-economic Index

We used the New Zealand Socio-economic Index (NZSEI) to assign a socio-demographic indicator to each household. The NZSEI was originally developed using New Zealand Census data.[7] The NZSEI is an occupationally based measure of socio-economic status. It is based upon the notion that a relationship exists between resources (education) and rewards (income), and that this relationship is mediated through occupation.

To calculate NZSEI scores, we asked all primary caregivers for the occupation of the main income earner in their household. Using this occupation-level information, we assigned individuals one of six positions within a stratified socio-economic order, with NZSEI 1 being the highest occupational class group, and NZSEI 6 being the lowest occupational class group (see Appendix B for the NZSEI sample distribution and examples of the occupations within group).

7 Davis, P., Jenkin, G. and Coope, P. (2003) NZSEI-96: An update and revision of the New Zealand Socio-economic Index of Occupational Status. Statistics New Zealand, Wellington